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LIFE VISION

Teacher's Guide

B1+

Intermediate Plus

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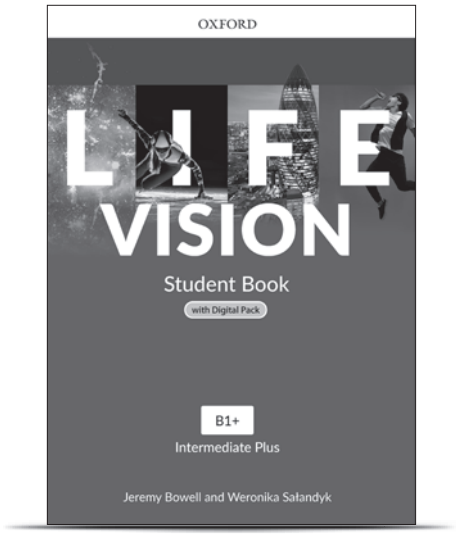
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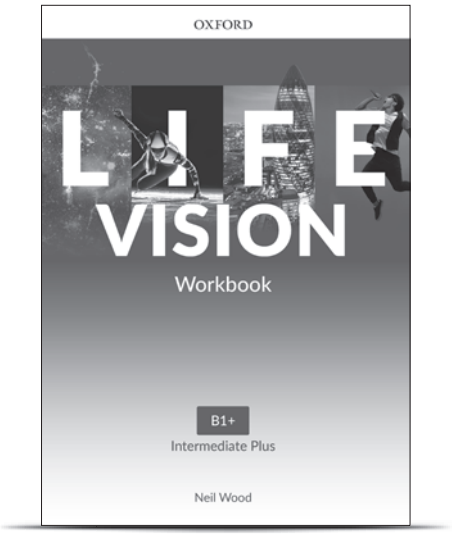
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	GRAMMAR 2	READING ® / LISTENING Ⓛ	GLOBAL SKILLS	SPEAKING	WRITING
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Print components

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

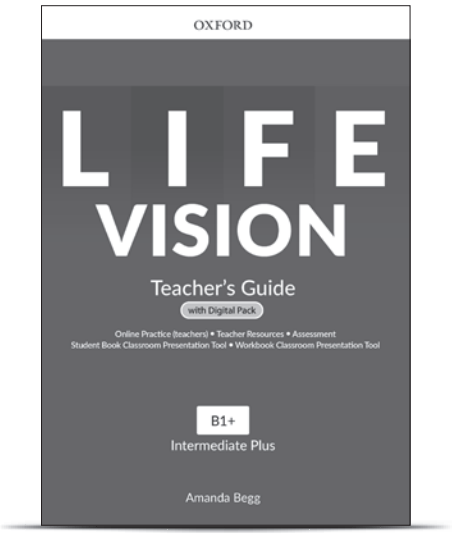
Workbook

- 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**

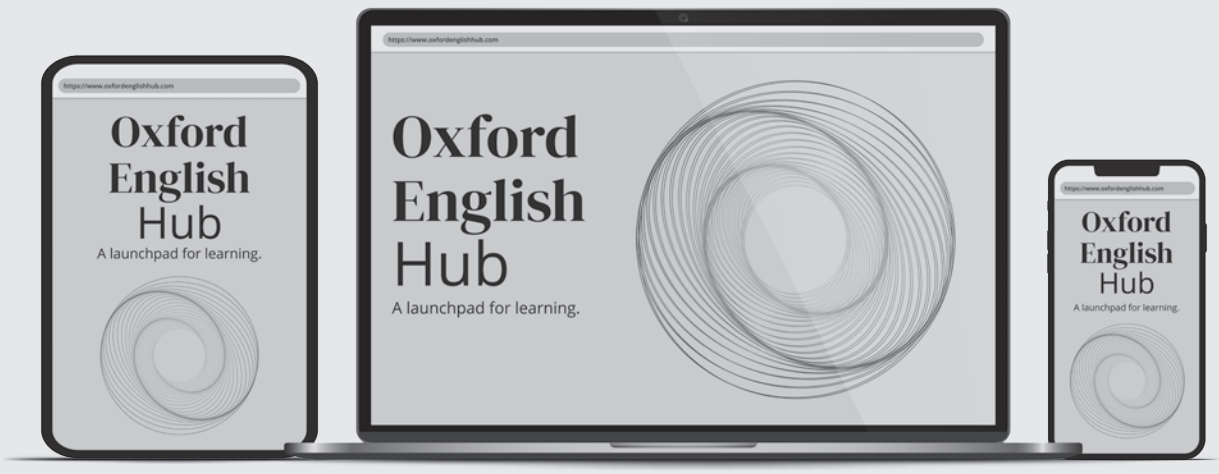
FOR STUDENTS

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, 28 videos including vlogs, grammar animations 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.
- Three or four 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, supported by grammar animation videos. Further grammar practice can be found 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.

There is one exam skills lesson in each unit of both the Student Book and the Workbook. Between these two lessons all the main exam papers are practised: Use of English, Listening, Reading, Speaking and Writing. All units have exam strategy boxes for each type of task, and the tasks themselves help students activate those strategies.

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 three or four videos in each unit of the course. The units start with a vlog presenting the vocabulary of the first lesson and introducing the first grammar point of the unit.

The two grammar animation videos in each unit support the grammar lessons. They can be used as part of a 'flipped classroom' approach, to be viewed either before, during, or after the lesson. The animations and explanations provide a relatable context for the new grammar, making it clear and accessible for self-study, classroom presentation, or revision. These animations can also be found in *Life Vision Online Practice*.

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*.

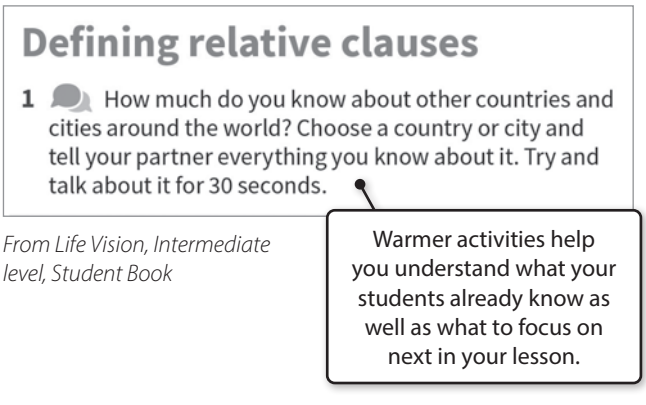
Diagnostics

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.



From Life Vision, Intermediate level, Student Book

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.

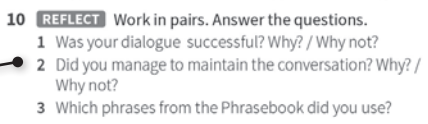
The learning intention for each lesson is clearly indicated.



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.

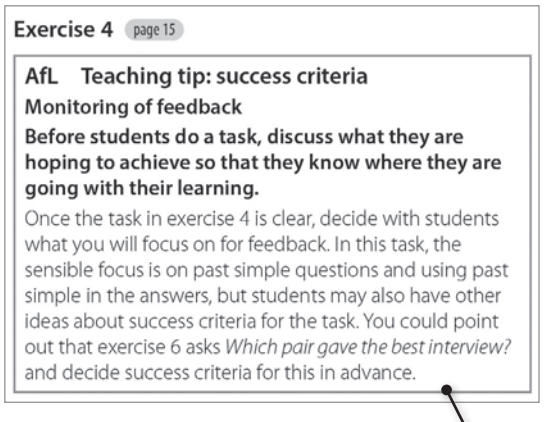
Student Book reflection activity: students self-assess against the learning intentions.



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.


Exercise 4 page 15

AfL Teaching tip: success criteria

Monitoring of feedback

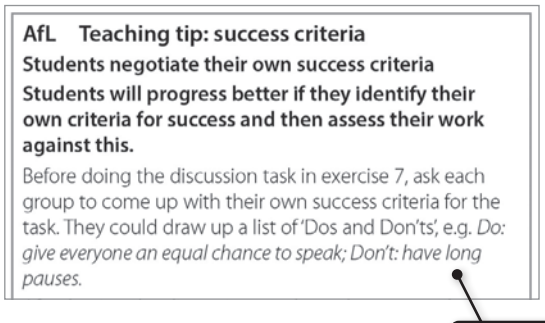
Before students do a task, discuss what they are hoping to achieve so that they know where they are going with their learning.

Once the task in exercise 4 is clear, decide with students what you will focus on for feedback. In this task, the sensible focus is on past simple questions and using past simple in the answers, but students may also have other ideas about success criteria for the task. You could point out that exercise 6 asks *Which pair gave the best interview?* and decide success criteria for this in advance.

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.


AfL Teaching tip: success criteria

Students negotiate their own success criteria

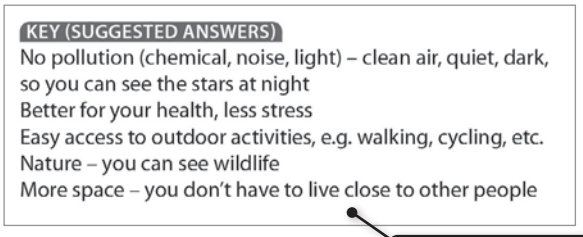
Students will progress better if they identify their own criteria for success and then assess their work against this.

Before doing the discussion task in exercise 7, ask each group to come up with their own success criteria for the task. They could draw up a list of 'Dos and Don'ts', e.g. *Do: give everyone an equal chance to speak; Don't: have long pauses.*

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.


KEY (SUGGESTED ANSWERS)

No pollution (chemical, noise, light) – clean air, quiet, dark, so you can see the stars at night
Better for your health, less stress
Easy access to outdoor activities, e.g. walking, cycling, etc.
Nature – you can see wildlife
More space – you don't have to live close to other people

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

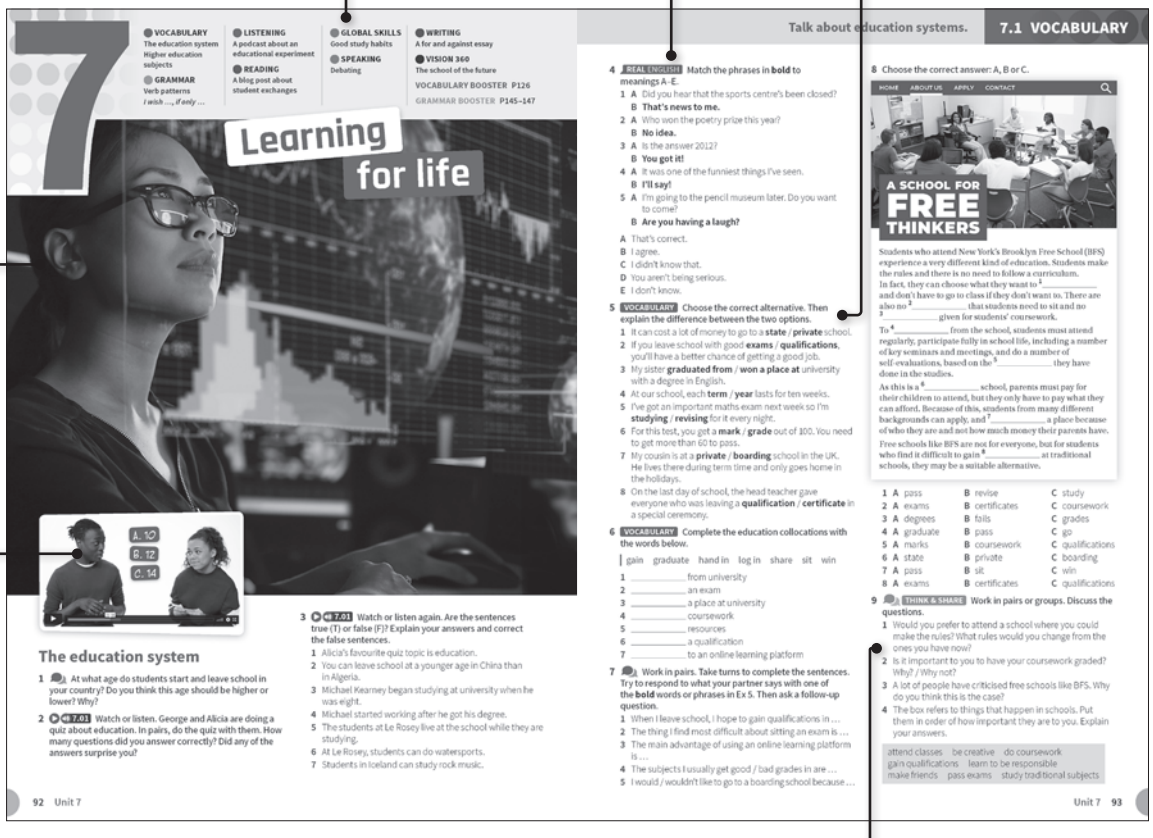
Impact photo and Lesson 1 Vocabulary

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

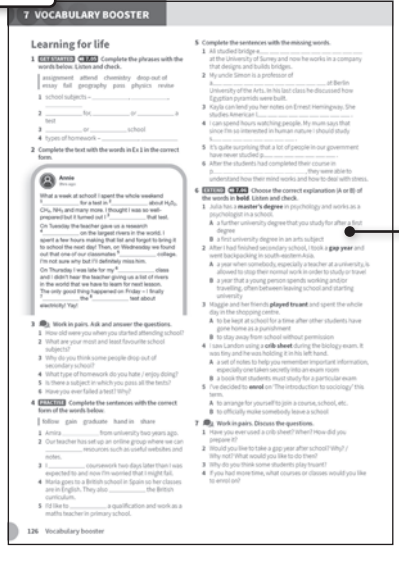


YouTube style vlog presents vocabulary and grammar

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 *Get started*, *Practice* and *Extend* exercises

7.2 GRAMMAR — Use verb patterns to discuss education.

Verb patterns

1 Think about the video from the last lesson. Can you remember which unusual subjects are on the school curriculum in Japan and Armenia? If you could choose a new subject to add to your school timetable, what would it be? Why?

2 Look at the photo and read the article. What subject does this man think should be taught in schools?



What do you think is the most watched TED talk ever? Surprisingly, it's a talk on education, given in 2006 by Sir Ken Robinson.

In the talk, 'Do schools kill creativity?', Robinson **asks** us to think about what schools should be for. He argues that when children **start** to attend primary school, they are naturally creative. But he believes that because education systems **teach** students to pass exams, they don't **let** children make mistakes.

According to Robinson, most education systems **seem** to put subjects in the same order of importance, with maths, language and science at the top, and music and art at the bottom. He even **suggests** teaching dance at school because it's something we all do. We **learn** to move our minds, but why not our bodies?

Sir Ken Robinson believed that as our lives change, education must change as well. Schools must **start** teaching the whole of the child, so that they can **help** students to become the global citizens, scientists, leaders, teachers and artists of tomorrow.

3 Look at the underlined words that follow the **bold** verbs in the text. Add the underlined words to the examples in the rules.

Verb patterns

Grammar animation

1 When we put two verbs together in a sentence, some verbs are only followed by the infinitive or *-ing* form.
verb + infinitive with *to*: *agree, decide,* _____,
_____
verb + *-ing*: *avoid, enjoy, finish,* _____
Some verbs also take an object.
verb + object + infinitive with *to*: *allow, tell,* _____,
_____, _____
verb + object + infinitive without *to*: *make,* _____

2 Some verbs can be followed by either an infinitive or an *-ing* form. This has no change in meaning with verbs like *prefer, like,* _____. With other verbs, like *stop, forget, remember, try* and *regret*, the meaning of the sentence changes when they are followed by an infinitive or an *-ing* form.
I remember meeting my science teacher on holiday last year. (= This is a memory.)
I must remember to meet my science teacher at breaktime. (= This is something I need to do.)

GRAMMAR BOOSTER P145

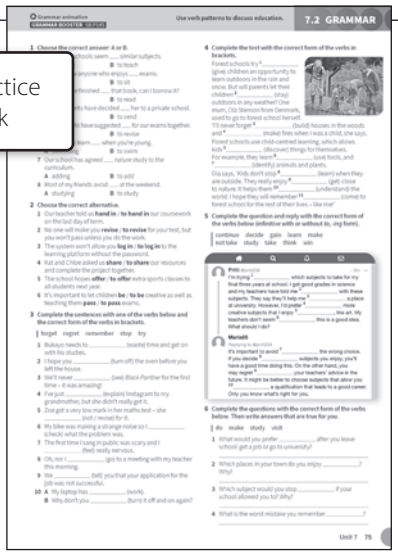
4 Complete the sentences with the correct form of the verbs in brackets.
1 Our history teacher allows us _____ one of the topics that we study each term. (choose)
2 In order to make revision sessions more fun, the teacher suggested _____ in groups. (revise)
3 Everyone agreed that the exams seemed _____ harder this year. (be)
4 Unfortunately, the head teacher didn't let us _____ school earlier that day. (finish)
5 My brother agreed _____ me his laptop to do my coursework when mine was broken. (lend)
6 Sonia avoided _____ to the library when she felt ill. (go)
7 Our English teacher asked the class _____ our essays at the end of the lesson. (hand in)
8 I finished _____ the book the night before I had to give a presentation about it. (read)

5 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one form is possible.
1 I stopped _____ to Nancy after she forgot my birthday. (talk)
2 I tried _____ my homework in the library yesterday evening, but it closed early. (do)
3 I started _____ running so that I could get fit. (go)
4 Don't forget _____ the cat some food before you leave for school. (give)
5 Do you remember _____ Mexico City when you were five? (visit)
6 Chris prefers _____ his friends at the weekend as he studies during the week. (see)

6 7.02 Listen to a radio discussion about what is happening in schools in Finland. Complete the sentences using the correct form of the verbs in brackets.
1 Finland isn't going to stop (teach) …
2 It has decided (introduce) …
3 Alongside regular lessons, teachers and students agree (study) …
4 In these classes, teachers allow students (follow) …
5 With the topic the USA, students might choose (learn) …
6 This type of learning will help students (make) …

7 Work in pairs. Write down an option for each point below. Then take turns and say an option to your partner. They must guess what it is about. Then explain why.
- a subject you avoid studying.
- something you aren't allowed to study at school but would like to.
- a subject you regret not taking in the past.
- something you've tried to learn but found difficult.
- a skill or subject you want to learn.

A My answer is German.
B I think it's a subject you regret not taking in the past.
A No, it's a subject I want to learn because …





Strong grammar focus with guided inductive approach

Thought-provoking topics that capture students' interest

Two grammar animations per unit for flipped classroom or learning in class

Grammar booster reference and exercises

Further practice in Workbook

Identify the main idea in a podcast about an educational experiment.

7.3 LISTENING

A new way to learn

1 Choose three things that you can do from the list below. Then tell your partner how you learned to do them.

bake a cake play a musical instrument
play a computer game play your favourite sport
ride a bike speak a foreign language swim
tell the time



2 7.03 Listen to the first part of a podcast about an educational experiment. What was the aim of the experiment?

3 7.03 Read the questions and possible answers below. Then listen again and choose the correct answer: A, B, C or D.

1 Professor Sugata Mitra's experiment in a poor neighbourhood in New Delhi involved …
- A giving children a computer to use at home.
- B allowing children to learn how to use a computer in his office.
- C putting a computer in the street so that anyone walking past could use it.
- D giving a few children computer lessons so that they would teach their friends.

2 The computer used in the experiment …
- A included details on how to use it in English.
- B came with detailed information on how it worked.
- C was in a language that most local children would understand.
- D included no information on how to use it and was in no other language except English.

3 After the computer was installed, …
- A children quickly worked out how to access the internet.
- B children took around six months to be able to use it properly.
- C children asked researchers for help to use it.
- D only a few children in the area worked out how to use it.

4 Professor Mitra noticed that …
- A children only learned how to use the computer by using it themselves.
- B much of the learning that took place was shared by the group.
- C the children who used the computers often learned the most about how to use them.
- D children who learned something on their own tended not to tell the others.

STRATEGY Identifying the main idea

When you are listening to a longer text it is easy to get lost in the different ideas people talk about. To distinguish the main idea from the subsidiary ones, listen out for words and phrases which are repeated more often.

4 7.04 Read the strategy. Listen to the next part of the podcast and choose the option A–D which summarises the main idea.
- A Education experts have listened to Professor Mitra.
- B Self-learning is now an important part of education.
- C Teachers still have an important role in schools.
- D Professor Mitra's experiment has had lots of support but criticism too.

5 7.04 Listen to the second part of the podcast again and answer the questions in your own words.
1 What happened to Professor Mitra in 2007?
2 What did this lead to in 2014?
3 What is the 'School in the Cloud' and who is it aimed at?
4 Who did critics think Professor Mitra's experiment in New Delhi didn't help? Why?
5 How can teachers help students using Self-Organised Learning Environments?

6 VOCABULARY Match the verbs from the audio to the prepositions that they can go with.

specialise succeed result lead aim benefit depend prevent	in on to at from

7 Complete the sentences with the correct prepositions.
1 All of the students in the class succeeded _____ passing the exam.
2 Because of the coronavirus, a lot of students were prevented _____ graduating from university in 2020.
3 State schools depend _____ the government for the money they need to run.
4 Everyone in our school benefited _____ Mrs Jenkins' excellent teaching.
5 His fantastic exam results led Michael _____ win a place at university.
6 They specialise _____ technology and science at this school.
7 This subject is aimed _____ students who are interested in South American history.
8 The after-school study sessions resulted _____ an improvement in students' grades.

8 THINK & SHARE Work in groups. Discuss the questions.
1 Which of the things in Ex 1 do you think are best learned independently and which do you think are best learned with a teacher?
2 What do you think would be the pros and cons of having a Self-Organised Learning Environment in your school?
3 According to the podcast, 'teachers will always be the key to a child's education'. Do you agree with this? Why? / Why not?

Unit 7 95

OxELF listening strategy and activation exercise

Thought-provoking issues to facilitate discussion



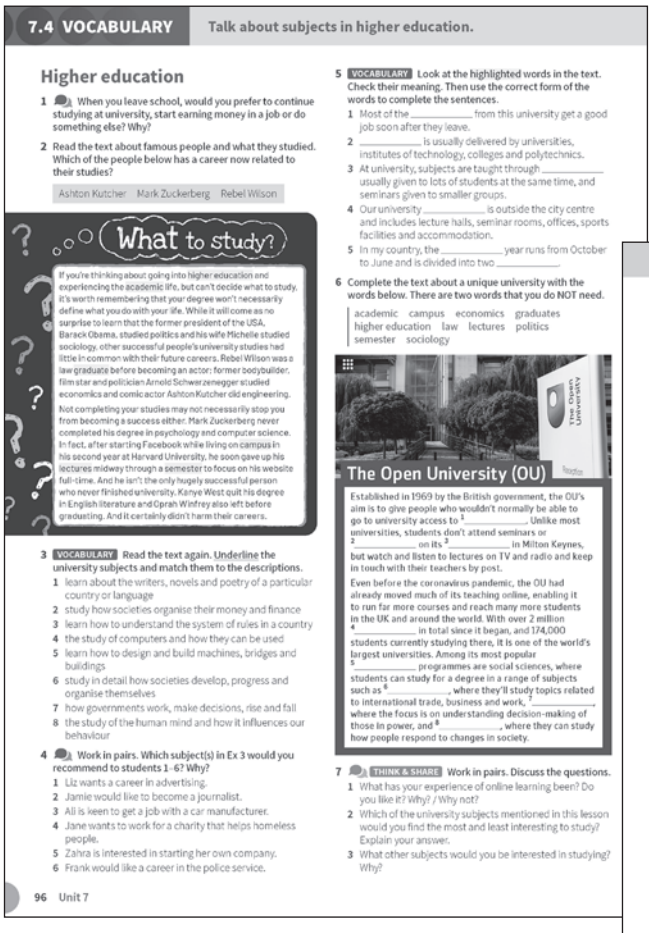
Further practice in Workbook

Second vocabulary lesson and *Vocabulary booster*

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

Strategies on how to learn vocabulary

Exercise activating vocabulary learning strategies



7.4 VOCABULARY Talk about subjects in higher education.

Higher education

1 When you leave school, would you prefer to continue studying at university, start earning money in a job or do something else? Why?

2 Read the text about famous people and what they studied. Which of the people below has a career now related to their studies?

Ashton Kutcher Mark Zuckerberg Rebel Wilson

What to study?

If you're thinking about going into higher education and experiencing the academic life, but can't decide what to study, it's worth remembering that your degree won't necessarily define what you do with your life. While it will come as no surprise to learn that the former president of the USA, Barack Obama, studied politics and his wife Michelle studied sociology, other successful people's university studies had little in common with their future careers. Rebel Wilson was a law graduate before becoming an actor; former bodybuilder, film star and politician Arnold Schwarzenegger studied economics and comic actor Ashton Kutcher did engineering.

Not completing your studies may not necessarily stop you from becoming a success either. Mark Zuckerberg never completed his degree in psychology and computer science. In fact, after starting Facebook while living on campus in his second year at Harvard University, he soon gave up his lectures midway through a semester to focus on his website full-time. And he isn't the only hugely successful person who never finished university. Kanye West quit his degree in English literature and Oprah Winfrey also left before graduating. And it certainly didn't harm their careers.

3 VOCABULARY Read the text again. Underline the university subjects and match them to the descriptions.

1 learn about the writers, novels and poetry of a particular country or language
2 study how societies organise their money and finance
3 learn how to understand the system of rules in a country
4 the study of computers and how they can be used
5 learn how to design and build machines, bridges and buildings
6 study in detail how societies develop, progress and organise themselves
7 how governments work, make decisions, rise and fall
8 the study of the human mind and how it influences our behaviour

4 Work in pairs. Which subject(s) in Ex 3 would you recommend to students 1–6? Why?

1 Liz wants a career in advertising.
2 Jamie would like to become a journalist.
3 Ali is keen to get a job with a car manufacturer.
4 Jane wants to work for a charity that helps homeless people.
5 Zahra is interested in starting her own company.
6 Frank would like a career in the police service.

5 VOCABULARY Look at the highlighted words in the text. Check their meaning. Then use the correct form of the words to complete the sentences.

1 Most of the _____ from this university get a good job soon after they leave.
2 _____ is usually delivered by universities, institutes of technology, colleges and polytechnics.
3 At university, subjects are taught through _____ usually given to lots of students at the same time, and seminars given to smaller groups.
4 Our university _____ is outside the city centre and includes lecture halls, seminar rooms, offices, sports facilities and accommodation.
5 In my country, the _____ year runs from October to June and is divided into two _____.

6 Complete the text about a unique university with the words below. There are two words that you do NOT need.

academic campus economics graduates higher education law lectures politics semester sociology

The Open University (OU)

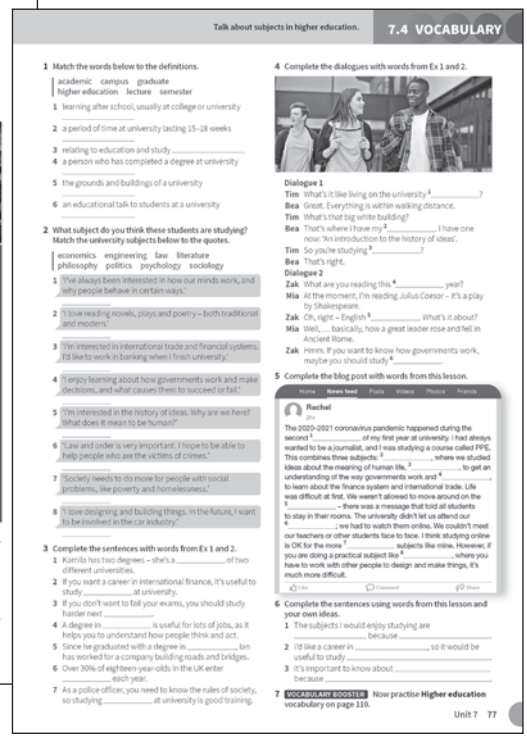
Established in 1969 by the British government, the OU's aim is to give people who wouldn't normally be able to go to university access to [1] _____. Unlike most universities, students don't attend seminars or [2] _____ on its [3] _____ in Milton Keynes, but watch and listen to lectures on TV and radio and keep in touch with their teachers by post.

Even before the coronavirus pandemic, the OU had already moved much of its teaching online, enabling it to run far more courses and reach many more students in the UK and around the world. With over 2 million [4] _____ in total since it began, and 174,000 students currently studying there, it is one of the world's largest universities. Among its most popular [5] _____ programmes are social sciences, where students can study for a degree in a range of subjects such as [6] _____, where they'll study topics related to international trade, business and work, [7] _____, where the focus is on understanding decision-making of those in power, and [8] _____, where they can study how people respond to changes in society.

7 THINK & SHARE Work in pairs. Discuss the questions.

1 What has your experience of online learning been? Do you like it? Why? / Why not?
2 Which of the university subjects mentioned in this lesson would you find the most and least interesting to study? Explain your answer.
3 What other subjects would you be interested in studying? Why?

96 Unit 7



Talk about subjects in higher education. 7.4 VOCABULARY

1 Match the words below to the definitions.

academic campus graduate higher education lecture semester

1 learning after school, usually at college or university
2 a period of time at university lasting 15–18 weeks
3 relating to education and study
4 a person who has completed a degree at university
5 the grounds and buildings of a university
6 an educational talk to students at a university

2 What subject do you think these students are studying? Match the university subjects below to the quotes.

economics engineering law literature philosophy politics psychology sociology

1 'I've always been interested in how our minds work, and why people behave in certain ways.'
2 'I love reading novels, plays and poetry – both traditional and modern.'
3 'I'm interested in international trade and financial systems. I'd like to work in banking when I finish university.'
4 'I enjoy learning about how governments work and make decisions, and what causes them to succeed or fail.'
5 'I'm interested in the history of ideas. Why are we here? What does it mean to be human?'
6 'Law and order is very important. I hope to be able to help people who are the victims of crimes.'
7 'Society needs to do more for people with social problems, like poverty and homelessness.'
8 'I love designing and building things. In the future, I want to be involved in the car industry.'

3 Complete the sentences with words from Ex 1 and 2.

1 Kamila has two degrees – she's a _____ of two different universities.
2 If you want a career in international finance, it's useful to study _____ at university.
3 If you don't want to fail your exams, you should study harder next _____.
4 A degree in _____ is useful for lots of jobs, as it helps you to understand how people think and act.
5 Since he graduated with a degree in _____, Ian has worked for a company building roads and bridges.
6 Over 30% of eighteen-year-olds in the UK enter _____ each year.
7 As a police officer, you need to know the rules of society, so studying _____ at university is good training.

4 Complete the dialogues with words from Ex 1 and 2.

Dialogue 1
Tim What's it like living on the university [1] _____?
Bea Great. Everything is within walking distance.
Tim What's that big white building?
Bea That's where I have my [2] _____. I have one now: 'An introduction to the history of ideas'.
Tim So you're studying [3] _____?
Bea That's right.

Dialogue 2
Zak What are you reading this [4] _____ year?
Mia At the moment, I'm reading Julius Caesar – it's a play by Shakespeare.
Zak Oh, right – English [5] _____. What's it about?
Mia Well, ... basically, how a great leader rose and fell in Ancient Rome.
Zak Hmm. If you want to know how governments work, maybe you should study [6] _____.

5 Complete the blog post with words from this lesson.

Rachel
2h

The 2020–2021 coronavirus pandemic happened during the second [1] _____ of my first year at university. I had always wanted to be a journalist, and I was studying a course called PPE. This combines three subjects: [2] _____, where we studied ideas about the meaning of human life, [3] _____, to get an understanding of the way governments work and [4] _____, to learn about the finance system and international trade. Life was difficult at first. We weren't allowed to move around on the [5] _____ – there was a message that told all students to stay in their rooms. The university didn't let us attend our [6] _____; we had to watch them online. We couldn't meet our teachers or other students face to face. I think studying online is OK for the more [7] _____ subjects like mine. However, if you are doing a practical subject like [8] _____, where you have to work with other people to design and make things, it's much more difficult.

6 Complete the sentences using words from this lesson and your own ideas.

1 The subjects I would enjoy studying are _____ because _____.
2 I'd like a career in _____, so it would be useful to study _____.
3 It's important to know about _____ because _____.

7 VOCABULARY BOOSTER Now practise Higher education vocabulary on page 110.

Unit 7 77



7 VOCABULARY BOOSTER

The education system and Higher education

1 PRACTISE Complete the text with the correct form of the words below. There are two words you do not need.

boarding coursework curriculum gain hand in resources sit use win

I went to an independent [1] _____ school for the last three years of secondary school. The [2] _____ we followed was different from other schools, but I think studying there helped me [3] _____ a place at university. We were often busy all day from early morning till late in the evening. In the morning we did [4] _____ on an online learning platform for self-study or studied in the library. We had lots of homework and it was important to [5] _____ essays and assignments on time. I remember the day we were [6] _____ our final exams. I felt incredibly happy and relieved that I finally got there!

2 Complete the sentences.

1 If you want to be a doctor, you should study _____.
2 Although studying _____ doesn't have a clearly defined career path like law or business studies, it teaches you to analyse and interpret ideas and values in texts and understand how they impact culture and society. Many _____ go on to work in Media, Communications and education.
3 A lot of my friends would like to study _____ because they'd like to work in business or finance.
4 Daniela studied _____, but she doesn't work in court. She helps her clients by giving them legal advice or checking the contracts they'll be signing.
5 If I were as good at computers as you are, I'd study _____ and get a job as a software engineer or computer programmer.
6 Martina wanted to study _____, because she said she wanted to contribute to society by designing eco-friendly buildings.

3 Complete the sentences with the correct form of the words in brackets. In each case, there are two words you do not need.

1 Although the _____ year starts on Monday, most students arrived on _____ last week to get their rooms ready and see their friends. Julie says she has Monday off. Her first classes and _____ are on Tuesday. (law, lecture, semester, campus, academic)
2 It's my last _____ at the university so I've already started looking for job opportunities for _____. (academic, graduate, semester, medicine)
3 If you're thinking of a career as a journalist, you should definitely go on to _____ and study _____, not _____ as your parents want you to. (media studies, graduate, economics, campus, higher education)

4 EXTEND Choose the correct alternative.

1 We have fantastic **master's degrees / seminars** on politics because we're in a small group and have time to discuss different topics.
2 Taking a **crib sheet / gap year** will help students see the world, learn about other cultures and might even give them some career skills.
3 You'll be in serious trouble if you ever **play truant / enrol** again.
4 Our science teacher gave Matt an F because she caught him using a **seminar / crib sheet** during a test.
5 Yesterday, I **played truant / enrolled** on a Chinese course, but the classes don't start until on 12 September.
6 My classmate Maddison speaks three languages and has a **master's degree / gap year** in economics from the University of California.

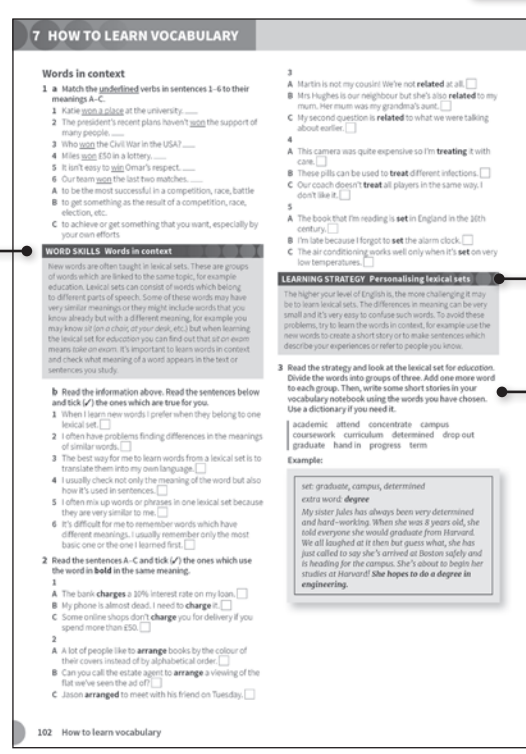
5 Complete the short texts with the correct form of the words in Ex 4.

Charlotte wasn't much into studying when she was in secondary school. She preferred [1] _____ to attending classes. She never revised for a test and usually [2] _____ saved her life. Somehow, she finished school and decided to take a [3] _____ and teach English in Japan. This experience changed her life. During her stay in Tokyo, she [4] _____ on a Japanese course and after a few months she was able to communicate. Now she has a [5] _____ in Japanese Language and Literature and gives lectures on Japanese culture all over the country.

Oscar [6] _____ on a media studies course. These were very practical classes and Oscar especially enjoyed [7] _____ with different experts. For a brief moment, he even considered doing a [8] _____ in business. Oscar keeps saying that it's the only course he did where he never had to prepare any [9] _____ to either help him study or on tests.

6 Do a short project. Choose five people who inspire you (your family, famous people, celebrities, etc.) and find out what their education looked like. Did they graduate from university? If so, where and what did they study? Write a short report and prepare to give a presentation to the class.

110 Vocabulary Booster



7 HOW TO LEARN VOCABULARY

Words in context

1 a Match the underlined verbs in sentences 1–6 to their meanings A–C.

1 Katie won a place at the university.
2 The president's recent plans haven't won the support of many people.
3 Who won the Civil War in the USA?
4 Miles won £50 in a lottery.
5 It isn't easy to win Omar's respect.
6 Our team won the last two matches.

A to be the most successful in a competition, race, battle
B to get something as the result of a competition, race, election, etc.
C to achieve or get something that you want, especially by your own efforts

WORD SKILLS Words in context

New words are often taught in lexical sets. These are groups of words which are linked to the same topic, for example education. Lexical sets can consist of words which belong to different parts of speech. Some of these words may have very similar meanings or they might include words that you know already but with a different meaning, for example you may know *sit (on a chair, at your desk, etc.)* but when learning the lexical set for *education* you can find out that *sit on exam* means *take an exam*. It's important to learn words in context and check what meaning of a word appears in the text or sentences you study.

b Read the information above. Read the sentences below and tick (✓) the ones which are true for you.

1 When I learn new words I prefer when they belong to one lexical set. ☐
2 I often have problems finding differences in the meanings of similar words. ☐
3 The best way for me to learn words from a lexical set is to translate them into my own language. ☐
4 I usually check not only the meaning of the word but also how it's used in sentences. ☐
5 I often mix up words or phrases in one lexical set because they are very similar to me. ☐
6 It's difficult for me to remember words which have different meanings. I usually remember only the most basic one or the one I learned first. ☐

2 Read the sentences A–C and tick (✓) the ones which use the word in **bold** in the same meaning.

1
A The bank **charges** a 10% interest rate on my loan. ☐
B My phone is almost dead. I need to **charge** it. ☐
C Some online shops don't **charge** you for delivery if you spend more than £50. ☐

2
A A lot of people like to **arrange** books by the colour of their covers instead of by alphabetical order. ☐
B Can you call the estate agent to **arrange** a viewing of the flat we've seen the ad of? ☐
C Jason **arranged** to meet with his friend on Tuesday. ☐

3
A Martin is not my cousin! We're not **related** at all. ☐
B Mrs Hughes is our neighbour but she's also **related** to my mum. Her mum was my grandma's aunt. ☐
C My second question is **related** to what we were talking about earlier. ☐

4
A This camera was quite expensive so I'm **treating** it with care. ☐
B These pills can be used to **treat** different infections. ☐
C Our coach doesn't **treat** all players in the same way. I don't like it. ☐

5
A The book that I'm reading is **set** in England in the 16th century. ☐
B I'm late because I forgot to **set** the alarm clock. ☐
C The air conditioning works well only when it's **set** on very low temperatures. ☐

LEARNING STRATEGY Personalising lexical sets

The higher your level of English is, the more challenging it may be to learn lexical sets. The differences in meaning can be very small and it's very easy to confuse such words. To avoid these problems, try to learn the words in context, for example use the new words to create a short story or to make sentences which describe your experiences or refer to people you know.

3 Read the strategy and look at the lexical set for education. Divide the words into groups of three. Add one more word to each group. Then, write some short stories in your vocabulary notebook using the words you have chosen. Use a dictionary if you need it.

academic attend concentrate campus coursework curriculum determined drop out graduate hand in progress term

Example:

set: graduate, campus, determined
extra word: ***degree***
My sister Jules has always been very determined and hard-working. When she was 8 years old, she told everyone she would graduate from Harvard. We all laughed at it then but guess what, she has just called to say she's arrived at Boston safely and is heading for the campus. She's about to begin her studies at Harvard! ***She hopes to do a degree in engineering.***

102 How to learn vocabulary

Use *wish* and *if only* to discuss your learning environment. **7.5 GRAMMAR**

Wishes in the present

1 Look at the photos of three different students' experiences of university life. What complaint do you think each student has?





2 Read the forum comments from some first-year university students about what they would like to change about university life. Then match the photos to the comments.

FORUM

Comments

A 'I wish there was more of a community feeling on my campus. It's such a big university and it's so easy to feel lonely sometimes. If only I could meet more like-minded people.' **sols80**

B 'I wish I had more free time and I wish I didn't have to work, but it's really expensive to study here and I need to earn some money. I'm not sure what I'm going to do next semester when I have to start revising.' **workersam**

C 'I wish my housemates would not have parties every night and would clean up after themselves. I live in a house with two boys and two girls and all they want to do is have fun. They don't care that I have to get up early for lectures or that the house is always a mess. It's really annoying and I wish I were living somewhere else.' **jessinmanc**

3 Find and underline phrases and sentences with *wish* and *if only* in the comments. Then complete the rules with the phrases.

Wishes in the present: *I wish …, if only …*

Grammar animation

1 We use *I wish / if only* with the past simple to say that we want a situation to change. _____
2 We use *I wish / if only* + *would* + infinitive without *to* to say that we want someone's behaviour or something to change. _____
3 We use *I wish / if only* + *could* + infinitive without *to* to talk about something we would like to be able to do. _____
4 After *I wish / if only*, we sometimes use *were* instead of *was*. _____

GRAMMAR BOOSTER P146

4 Which of these sentences has a different meaning from the other two? Match the sentences 1–3 to the meanings A–B.

1 I wish all of the students would speak English.
2 I wish all of the students spoke English.
3 I wish all of the students could speak English.

A The students all speak English, but some choose not to.
B Some of the students can't speak English.

5 Complete the sentences with *would / could* and the infinitive or past simple form of the verbs in brackets.

1 I'm not enjoying studying politics. If only I _____ my subject to something more practical, but at the moment it isn't possible. (change)
2 Mark wishes he _____ in accommodation on the campus as it's really noisy. (not have to live)
3 Lots of the students keep talking through the lectures. I wish they _____ that because I can't hear them properly. (not do)
4 Do you ever wish we _____ exams every summer? I hate revising. (not have to take)
5 If only this semester _____ so long. I'm really tired now and I need a break. (not be)
6 If only I _____ where I put my notes from the lecture. I can't find them anywhere. (remember)
7 I wish they _____ the heating in the library. It's so cold in there at the moment and it's really hard to concentrate. (turn on)
8 I wish I _____ the tango better so I could go to the Latin American dance party this evening. (dance)

6 7.07 Listen to a dialogue between two university lecturers. What are they complaining about?

7 7.07 Listen again and write sentences using the prompts and *wish / if only*.

1 Professor Hughes / wish / all of the students / arrive to lectures / on time
2 Professor Hawks / wish / students / watch / videos / on their phones
3 Hughes / wish / he / operate / the interactive whiteboard
4 if only / someone in IT / show / Hughes / how to use the whiteboard
5 Hughes / wish / be / fewer students / on the course
6 Hawks / wish / she / remember / students' names

8 Work in pairs. Use the different forms of *wish* or *if only* to talk about …

1 a place you'd like to live.
2 an annoying habit someone has that you would like to change.
3 a talent or skill you would like to have.
4 something you would prefer not to do at school.
5 something in your town you would like to be changed.

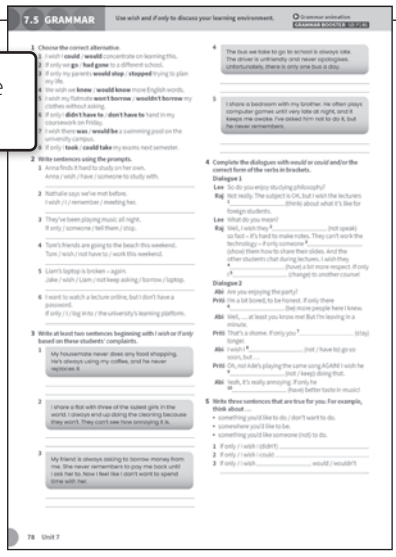
Unit 7 97

Second grammar lesson and *Grammar booster*

Second grammar animation

Personalisation tasks to make learning meaningful and improve retention

Further practice in Workbook




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



7.6 READING — Infer information from a blog post about student exchange programmes.

Studying abroad

1 What is a university student exchange programme? Do you know anyone who has done an exchange? Would you like to do one? Why? / Why not?

2 7.08 Read the blog post about three people who have done university exchange programmes. Complete the table with the country visited and the subject studied for each person.

		Country	Subject
1	Mihail		
2	Dominika		
3	Tom		

3 Read the Strategy. Then look at sentences 1–5 and complete the inferences. Then check your answers with a partner.

STRATEGY Inferring information

When you read a text, you may need to both understand information that a writer states AND infer or deduce information that the writer does not directly state. To do this, you will need to use the clues that are in the text and your own knowledge and skills.
Text: *By the time Jim got there, the seller had sold out of umbrellas.*
My knowledge: People buy umbrellas when it rains.
Inference: It's raining outside.

1 Jan was surprised to discover that some of the food was healthy.
Jan expected _____.
2 Omar has stopped eating junk food and is going to the gym every evening.
Omar is trying _____.
3 When Lydia walked over to say hi, Phil went red in the face and didn't know what to say.
Phil is _____.
4 Blanca was really anxious and was reluctant to open the envelope with her exam results inside.
Blanca thinks she _____.
5 As the sun set on the beach, Marco got down on one knee, held his girlfriend's hand and began to speak.
Marco is going to ask _____.

4 Read the blog post again. Which person, Mihail, Dominika or Tom, …
1 wasn't used to the weather at certain times of the year in their new country?
2 had the opportunity to work with some important people?
3 benefited from studying in a new environment?
4 experienced no real problems moving to a new country?
5 discovered that people around the world have more in common than we think?
6 learned not to be worried about speaking in a foreign language?
7 didn't expect to like the food in their new country?
8 wanted to study abroad so they could make new friends?

My blog › memories

Student exchange stories

Most graduates would agree that at university, the most important lessons are those you learn outside of the classroom. This probably explains why so many university students from around the world take part in exchange programmes, where they get the chance to live, love and study in a foreign country. For many of them, it is a life-changing experience. Here are some of their stories.

Mihail Botnari, a sculptor from the Republic of Moldova, was 21 when he spent a year at Accademia di Belli Arti (Academy of Fine Arts) in Carrara, Italy, with the European Erasmus student exchange programme. Although it was the first time Mihail had lived in another country, he didn't find it difficult to adjust to his new life.

'It was easy for me to make friends, both with my classmates from university and with other people I met. Mostly, I was surprised that the people were easy-going and very friendly.'

While in Italy, Mihail was impressed with the museums, art galleries and the opportunity he had to meet and study with well respected professors and artists. It helped him to become more self-confident and learn an important lesson about himself.

'I learned that I am a very talented artist and that I can do a lot more than I realised.'

Communicating in a foreign language was an important part of British writer and editor Tom Hadland's experience when he spent a year studying Russian in Yaroslavl, a city near Moscow, in 2000. Tom was only nineteen when he arrived in the city, and although he found it a hard place to live at times, especially in winter, he fell in love with the country and its people.

'They love having guests, they are friendly and open and generous. I learned that Russian people place a high value on being well educated and that ordinary people are knowledgeable and passionate about things like music, literature and poetry.'

To his surprise, Tom found Russian food to be fantastic and the sense of humour to be similar to his own. 'When you got to know people, it was easy to laugh and joke with them.' But the greatest lesson Tom learned, and perhaps the greatest lesson for us all, was about the world itself.

'You can travel thousands of miles to a place that looks and feels totally different, and still find people who have similar values and dreams to you.'

Dominika Slovočková, a pharmacist from the Czech Republic who spent a semester at the University of Ljubljana, Slovenia, decided to take part in the Erasmus programme so that she could meet new people, improve her English and study somewhere new.

'For me, the most important thing about my five-month stay was being able to experience a different way of studying: different subjects, materials and facilities.'

For Dominika, one of the most important lessons she learned happened when she was communicating and making friends with English-speaking students from different countries.

'I realised that it's important not to be scared of making mistakes in English when you talk to someone. People are kind and you can always find a way to understand each other. All you need to do is start talking.'

5 Work in pairs. Answer the questions in your own words.
1 What did Mihail really appreciate about his new home?
2 What important lesson did Mihail learn about himself?
3 What did Dominika learn about the best way to communicate in a foreign language?
4 What impressed Tom about the people he met in Russia?
5 Apart from the food, what else surprised Tom?

Third conditional

We use the third conditional to talk about unreal situations in the past and how they could have changed the past. We form the third conditional with:
if + past perfect, *would have* + past participle
If I hadn't studied in Spain, I wouldn't have made friends with Laura.

GRAMMAR BOOSTER P147

6 Read the rules. Then read the third conditional sentences. Who do you think said them, Mihail, Dominika or Tom?
1 'If I hadn't studied abroad, I wouldn't have worked with lots of famous artists and professors.'
2 'If I hadn't lived with a family while studying abroad, I wouldn't have experienced the amazing hospitality and wonderful food of the country.'
3 'I wouldn't have made lots of friends from around the world if I hadn't been confident with my English.'

7 Work in pairs. Complete the third conditional sentences about your life and education.
1 If I hadn't studied …, I wouldn't have learned …
2 If I hadn't met …, I wouldn't have …
3 I would have been … if I hadn't come to this school.

8 VOCABULARY Look at the highlighted compound adjectives in the blog post. Then use them to complete the sentences.
1 Getting a job and starting work helped Lucy become more _____.
2 Australia, New Zealand and Canada are all _____ countries.
3 Spending six months on the international Space Station was a _____ experience for the astronaut.
4 Jack never gets stressed. In fact, he's really _____ all of the time.
5 By the end of the _____ long semester, everyone was very tired.
6 George Shaw is a _____ artist from Coventry in the UK.
7 Only _____ students are lucky enough to win a place at this university.

9 THINK & SHARE Work in groups. Discuss the questions.
1 Who do you think had the most life-changing experience on their student exchange programme?
2 Think back to your answers to Ex 1. After reading the text, have you changed your mind about wanting to do a student exchange? Why? / Why not?
3 Imagine a foreign exchange student was studying at your school. What do you think they would say about the people, food and schools in your country?

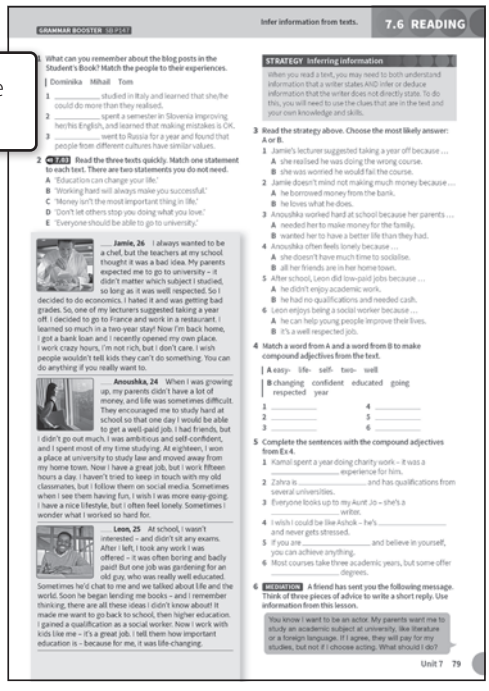
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OxELF strategy in all skills lessons, with activation exercise

'Googleable' texts

All vocabulary exercises flagged

Further practice in Workbook



GRAMMAR BOOSTER SB P147 — Infer information from texts. — 7.6 READING

1 What can you remember about the blog posts in the Student's Book? Match the people to their experiences.

Dominika	Mihail	Tom
1 _____ studied in Italy and learned that she/he could do more than they realised.		
2 _____ spent a semester in Slovenia improving her/his English, and learned that making mistakes is OK.		
3 _____ went to Russia for a year and found that people from different cultures have similar values.		

2 7.09 Read the three texts quickly. Match one statement to each text. There are two statements you do not need.
A 'Education can change your life.'
B 'Working hard will always make you successful.'
C 'Money isn't the most important thing in life.'
D 'Don't let others stop you doing what you love.'
E 'Everyone should be able to go to university.'

_____ **Jamie, 26** I always wanted to be a chef, but the teachers at my school thought it was a bad idea. My parents expected me to go to university – it didn't matter which subject I studied, so long as it was well respected. So I decided to do economics. I hated it and was getting bad grades. So, one of my lecturers suggested taking a year off. I decided to go to France and work in a restaurant. I learned so much in a two-year stay! Now I'm back home, I got a bank loan and I recently opened my own place. I work crazy hours, I'm not rich, but I don't care. I wish people wouldn't tell kids they can't do something. You can do anything if you really want to.

_____ **Anoushka, 24** When I was growing up, my parents didn't have a lot of money, and life was sometimes difficult. They encouraged me to study hard at school so that one day I would be able to get a well-paid job. I had friends, but I didn't go out much. I was ambitious and self-confident, and I spent most of my time studying. At eighteen, I won a place at university to study law and moved away from my home town. Now I have a great job, but I work fifteen hours a day. I haven't tried to keep in touch with my old classmates, but I follow them on social media. Sometimes when I see them having fun, I wish I was more easy-going. I have a nice lifestyle, but I often feel lonely. Sometimes I wonder what I worked so hard for.

_____ **Leon, 25** At school, I wasn't interested – and didn't sit any exams. After I left, I took any work I was offered – it was often boring and badly paid! But one job was gardening for an old guy, who was really well educated. Sometimes he'd chat to me and we talked about life and the world. Soon he began lending me books – and I remember thinking, there are all these ideas I didn't know about! It made me want to go back to school, then higher education. I gained a qualification as a social worker. Now I work with kids like me – it's a great job. I tell them how important education is – because for me, it was life-changing.

STRATEGY Inferring information

When you read a text, you may need to both understand information that a writer states AND infer or deduce information that the writer does not directly state. To do this, you will need to use the clues that are in the text and your own knowledge and skills.

3 Read the strategy above. Choose the most likely answer: A or B.
1 Jamie's lecturer suggested taking a year off because …
A she realised he was doing the wrong course.
B she was worried he would fail the course.
2 Jamie doesn't mind not making much money because …
A he borrowed money from the bank.
B he loves what he does.
3 Anoushka worked hard at school because her parents …
A needed her to make money for the family.
B wanted her to have a better life than they had.
4 Anoushka often feels lonely because …
A she doesn't have much time to socialise.
B all her friends are in her home town.
5 After school, Leon did low-paid jobs because …
A he didn't enjoy academic work.
B he had no qualifications and needed cash.
6 Leon enjoys being a social worker because …
A he can help young people improve their lives.
B it's a well respected job.

4 Match a word from A and a word from B to make compound adjectives from the text.

A	easy-	life-	self-	two-	well
B	changing	confident	educated	going	respected	year

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

5 Complete the sentences with the compound adjectives from Ex 4.
1 Kamal spent a year doing charity work – it was a _____ experience for him.
2 Zahra is _____ and has qualifications from several universities.
3 Everyone looks up to my Aunt Jo – she's a _____ writer.
4 I wish I could be like Ashok – he's _____ and never gets stressed.
5 If you are _____ and believe in yourself, you can achieve anything.
6 Most courses take three academic years, but some offer _____ degrees.

6 MEDIATION A friend has sent you the following message. Think of three pieces of advice to write a short reply. Use information from this lesson.

You know I want to be an actor. My parents want me to study an academic subject at university, like literature or a foreign language. If I agree, they will pay for my studies, but not if I choose acting. What should I do?

Unit 7 79

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

7.7 GLOBAL SKILLS

Evaluate and discuss good study habits.

Good study habits

1 THINK & SHARE Work in groups. Decide if these are good or bad study habits. Explain your answers.

I study for short periods of time and take regular breaks.

I take notes of new ideas and information and connect them with what I already know.

I do most of my studying over a long period of time at the weekend.

I often study late into the night.

I join a study group a couple of times a week.

I turn off my phone and avoid social media when I'm studying.

I always study alone so I'm not distracted by other people.

I study each subject for a few minutes every day.

I often listen to loud music as I study.

2 Read the article about how the brain remembers things. Which four good habits in Ex 1 does the article refer to? What other habit does it mention?

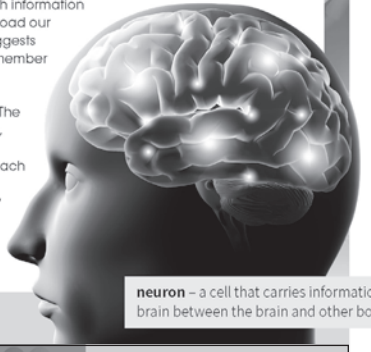
How we remember things

When you study, information passes through the brain from one neuron to the next as electrical energy. When neurons communicate regularly with each other, the connections between them get stronger, which is how the brain remembers information. You can create more connections in the brain and stronger memories by using different senses when you study. Read and watch, speak and listen, but also try and move around and use your hands and bodies.

Your brain will also be able to memorise new information better when it is connected to your existing knowledge. The more you think about, discuss and analyse new information and relate it to what you know, the better you will remember it. You can do this by making notes, or by discussing what you're learning in study groups.

To keep a memory strong, it needs to be recalled, or remembered, many times. Each time you do this, the same neurons that first communicated the information will respond. The more times you do this, the stronger that memory will become and the quicker you will be able to recall it.

In addition, too much information at one time will overload our brains. Research suggests that we can only remember around four pieces of information in our short-term memory. The rest we will forget. So, studying a little and often, and starting each session by revising what you've recently studied is by far the best way to learn. Remember to look after your brain!



neuron – a cell that carries information in the brain between the brain and other body parts

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

1 You are more likely to remember a piece of information by reading it than by listening to it.
2 It is more difficult to learn information when you can't relate it to anything.
3 Information that you can remember quickly is usually more useful.
4 It's important to keep reviewing information if you want to remember it.
5 Our short-term memories like to have a lot of information at once.

4 7.09 Listen to three students talking about good study habits. Tick (✓) the habits that are mentioned. There are two extra habits.

1 ☐ Keep focused on what you're studying.
2 ☐ Ask the right questions.
3 ☐ Manage your time effectively.
4 ☐ The best way to take notes.
5 ☐ Stay healthy and keep fit.

5 7.09 Listen again and answer the questions.

1 How did Magda feel before she made a study plan? Why?
2 How much time does she spend studying at home each day?
3 What did Tim change about the time he was studying? Why?
4 What did he do to reduce the distractions that stopped him from concentrating?
5 Where did Lisa get her note-taking idea from?
6 What does she do at home each day to help her remember information?

6 Work in pairs. Discuss the questions.

1 Look at the good and bad study habits in Ex 1. Which habits do you have? Which ones will you change?
2 Which of the good study habits from the lesson do you think you can use? How will you use them?
3 Which of the good habits don't you think you can use? Why not?

7 MEDIATION Work in groups. You have been asked to make a poster to go in every classroom in your school that summarises some of the good study habits that are referred to in this lesson. First, brainstorm all the good habits mentioned in the lesson and choose your favourite five. Then design your poster. Make sure your poster includes a strong image and the five habits you've chosen, along with a short explanation for each habit.

8 Present your poster to the class. Which group's poster was the clearest and most informative?

100 Unit 7



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

Use adverbs to add emphasis to your debate. **7.8 SPEAKING**

A debate

1 What does it mean to debate with someone? How is it different from arguing?

2 7.10 Listen to two students having a debate. Which statement are they debating: A, B or C?

A Learning a foreign language should be compulsory in all schools.
B It is no longer necessary for students to learn a foreign language at school these days.
C Learning English as a foreign language should be compulsory in all schools.

3 7.10 Listen to the debate again and tick (✓) the phrases in the Phrasebook that you hear.

PHRASEBOOK Debating

Presenting arguments
The first thing I'd like to say is …
First of all, … / Secondly, … / Finally, …
Countering someone else's argument
That may have been true once, but …
… isn't only about …
Possibly, but have you thought about … ?
Expressing certainty
It's true to say that …
I'm absolutely convinced that …
You can't argue with that.
Asking for clarification
I'm not with you.
Are you trying to say that … ?
Giving clarification
What I mean is …

4 Put the phrases into the correct section of the Phrasebook.

1 That's a good point, but …
2 How do you mean?
3 Let me put it another way.
4 You may be right, but …
5 There are two points I'd like to mention.
6 And there's no doubt that …

PRONUNCIATION The letter *a*

The letter *a* can be pronounced in different ways.
/æ/ academic, campus /eɪ/ grade, save
/ɑ:/ pass, drama /ə/ about, private

5 PRONUNCIATION 7.11 Look at the pronunciation box and listen to the words.

6 7.12 Say the sentences below. How do you pronounce the letter *a* in these? Listen and check, then repeat.

1 The first thing I'd like to say is …
2 I'm absolutely convinced that …
3 You can't argue with that.
4 That may have been true once.

STRATEGY Using adverbs to add emphasis

When we have a debate or discussion, we often add adverbs into sentences to emphasise an argument, or to stress or soften our opinion.

This is absolutely the right thing to do.
As far as I'm concerned, I don't think this is particularly useful.

7 7.13 Read the strategy. Then complete the sentences from the debate with the adverbs below. Sometimes more than one answer is possible. Which adverb is used to soften an opinion? Then listen and check your answers.

absolutely actually carefully
certainly fairly instantly

1 I'm _____ convinced that being able to speak a foreign language is one of the most important skills you can learn.
2 That may have been true once, but it _____ isn't true anymore.
3 Everyone in the world speaks English, which makes learning any other language _____ unimportant.
4 Secondly, with modern technology, you can _____ translate text and speech with your phone.
5 You will begin to see that our cultures and languages are _____ connected.
6 But we should think _____ about what else is important.

8 Work in pairs. Choose one of the statements below to debate. Decide who is going to agree with the statement and who is going to disagree with the statement. Then prepare two or three arguments to support your view.

A There is no need for teenagers to go to school as all teaching and learning can be done online.
B School-leavers will learn much more by going to work than by going to university.
C Dance should be an important part of the school curriculum.

9 Debate the statement with your partner. Take turns presenting your, and countering your partner's, arguments. Make sure you use phrases from the Phrasebook and adverbs to emphasise or soften your points. You can also use the phrases from Speaking lesson 2.8. You do not need to agree with each other.

10 REFLECT Work in pairs. Discuss the questions.

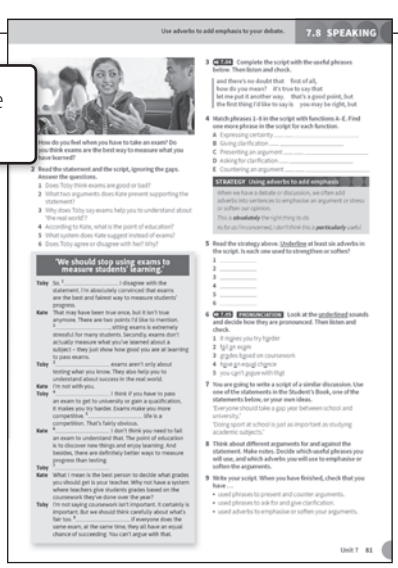
1 How easy did you find it to use some of the Phrasebook phrases in the debate?
2 Did you manage to use any of the adverbs to add emphasis? How?
3 Who do you think had the strongest arguments in your debate?
4 What was your actual opinion of the statement? Did your partner manage to change your opinion during the debate? Why? / Why not?

Unit 7 101

OxELF speaking strategy and activation exercise

Speaking lesson with *Phrasebook*

Pronunciation strategy and exercise in each unit



Further practice in Workbook

7.9 WRITING Use planning to compose a for and against essay.

A for and against essay



1 Look at the picture. Do you think this is the best way for parents to assess what their child / children have learned at school? Why? / Why not?

2 Read the task and the essay. What is the writer's opinion? Does she mention any of the reasons you discussed in Ex 1?

Write an essay discussing the arguments for and against the following statement:
'Student grades should be abolished in schools.'

In most education systems around the world, students are given grades for their work. They are a clear way of showing how students perform and improve, but do they actually help students learn?

On the whole, grades are a good way for students to see how they have improved in a subject and where they need to work harder. Needless to say, they also give students a clear challenge. If there were no grades, in some cases students may not see the point in making any effort to improve.

On the other hand, grades do not improve students' education. In reality, they only give teachers a way of comparing students' academic achievements. They cannot show the effort an individual student has made. They also limit students' interest and motivation to learn. That is to say, as soon as a student has got their grade, they can lose interest in learning more.

To sum up, grades can help students see their progress, up to a point. They also make it easier for teachers to record the progress of a class. But overall, I believe grades not only discourage students from learning and discovering new things for themselves, but also from being creative. Because of this, I think they should be abolished.

STRATEGY Planning an essay

When you are planning a for and against essay, it's important to follow a clear structure.

1 Start with a general statement that shows your understanding of the topic, or a brief introduction to both sides of the argument.
2 Present the arguments for the statement, including explanations and examples if required.
3 Present the arguments against the statement, including explanations and examples if required.
4 Finish with a summary of the arguments and your opinion.

3 Read the strategy. Then read the essay again. Does it follow the structure outlined in the strategy?

4 Read the Phrasebook. Then complete it with the highlighted phrases in the essay.

PHRASEBOOK Writing an essay

Making general statements
Generally speaking, … | In general, … | 1 _____ | 2 _____

Introducing facts
In fact, … | The fact of the matter is … | It is true to say that … | 3 _____

Adding emphasis
It is obvious that … | Indeed, … | Clearly, … | 4 _____

Saying something is partially true
In a way, … | In some cases, … | To a certain extent, … | 5 _____

Explaining / Clarifying a statement
In other words, … | To put it another way, … | 6 _____

5 Work in pairs. Read the task below and choose one of the statements A–C to write your essay about. Then think of as many arguments as you can for and against the statement. Make notes.

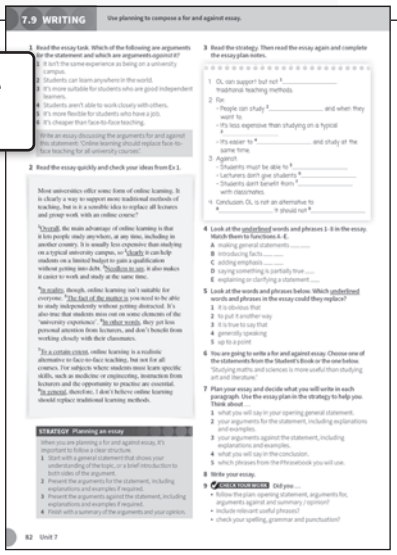
Write an essay discussing the arguments for and against one of the following statements.
A End-of-year exams should be abolished in schools.
B Mobile phones should be banned from all schools.
C All secondary students should be taught in single-sex schools.

6 Decide your opinion on the statement and choose two or three of the best arguments for and against it. Then plan your essay by following the structure in the strategy.

7 Write your essay based on your plan in Ex 6. Use some of the phrases in the Phrasebook to improve your writing.

8 CHECK YOUR WORK Did you …
- include an introduction and conclusion where you give your opinion?
- follow the recommended structure?
- include arguments for and against the statement with supporting explanations or examples?
- include some of the Phrasebook phrases from the lesson?

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OxELF writing strategy and activation exercise

Phrasebook for key phrases in specific language areas

Check your work to encourage self-assessment

Further practice in Workbook

7.10 REVIEW

Grammar

1 Write sentences using the prompts.

1 the teacher / ask / us / open / our books / at the start of the lesson
2 I / stop / study / when / I / feel / tired / last night
3 my grandmother / remember / meet / the Queen / in the 1970s
4 Alex / try / repair / the computer / this morning / but / not able to / do / it
5 Liza's parents / let / her / study abroad / last year
6 don't forget / lock / the door / when / you / leave / the house

2 Correct the mistakes in five of the sentences.

1 I wish I would have a better bike.
2 Damien wishes he can play the violin because he wants to join the school orchestra.
3 If only we lived closer to each other.
4 I wish Lily would be here.
5 If only we don't have to go swimming in the winter. It's so cold!
6 Zanda wishes she would speak French because she wants to make friends in Paris.

Vocabulary

3 Complete the sentences with the words below.

coursework exam grade
platform qualifications state

1 Our school uses an online learning _____ for homework and self-study.
2 All students who are sitting the _____ must go to the school hall.
3 We have to hand in six pieces of _____ over the semester.
4 This is a _____ school, which means that it doesn't cost any money to go here.
5 After eight years at school, Patricia gained _____ in eight subjects.
6 Because of all his hard work, Ricardo was awarded an 'A' _____ for his coursework.

4 Complete the sentences.

1 Mo is studying _____ because he is interested in novels, poetry and plays.
2 Rachel is a law _____. She got her degree from Bristol University last year.
3 There are two _____ in the academic year. The first one goes from October to February.
4 I'm taking a degree in _____. This year, we're studying how democracy is changing in the 21st century.
5 Lucy studied _____ because she wanted a career designing and building machines.
6 After he left school, Simran decided not to go into higher _____. Instead, he got a job working for a bank.

Cumulative review

5 Choose the correct answer: A, B or C.

Homeschooling

Every year, more and more children and young people stop [1]___ to school and instead start learning from home. According to research, the number of young people in the UK who get their education at home has doubled in four years.

Some parents choose [2]___ their children at home after they experience problems at school. Others find regular [3]___ schools don't offer a [4]___ that their children can relate to and decide [5]___ it themselves. For example, many parents worry that schools focus too much on teaching students to [6]___ and pass exams rather than preparing them for life.

It's certainly a lot easier to study at home these days. There is a huge number of [7]___ shared online, and children can use online learning platforms to help them organise their studies.

But what's homeschooling really like? For some students it means studying the traditional subjects in more depth so that they can [8]___ the qualifications they need to [9]___ a place at a good university. For others, there might not be any subjects to study at all. Instead, the 'schooling' may take place anywhere from the supermarket to the forest, with the student directing their own learning and finding out about the world as they experience it.

While lots of students might wish they [10]_____ go to school, for many young people, it is not only a place to learn, but also where you will make friends for life.

1	A to go	B going	C go
2	A to educate	B educate	C educating
3	A public	B boarding	C state
4	A certificate	B coursework	C curriculum
5	A to do	B doing	C do
6	A sit	B follow	C graduate
7	A grades	B coursework	C resources
8	A gain	B win	C succeed
9	A gain	B study	C win
10	A don't have to	B didn't have to	C won't have to

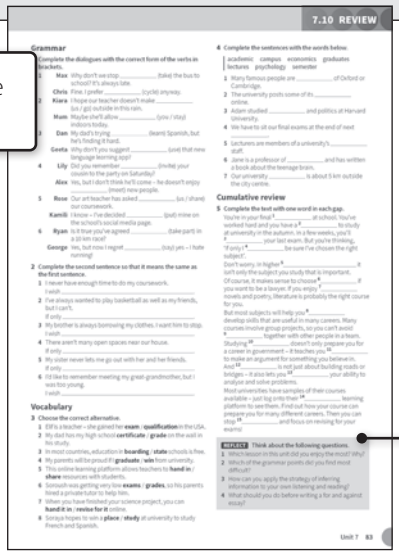
Think & share

6 Read the quotation and answer the questions.

> **Education is the most powerful weapon which you can use to change the world.**
> *Nelson Mandela*

1 Do you agree with the quotation? Why? / Why not?
2 What are the advantages and disadvantages of not going to university?
3 What do you think the biggest change in education has been in the past 100 years? Explain your answer.

Review 103



Review lesson to revise grammar and vocabulary of the unit

Recycling grammar to deepen understanding

Recycling vocabulary to improve recall and retention

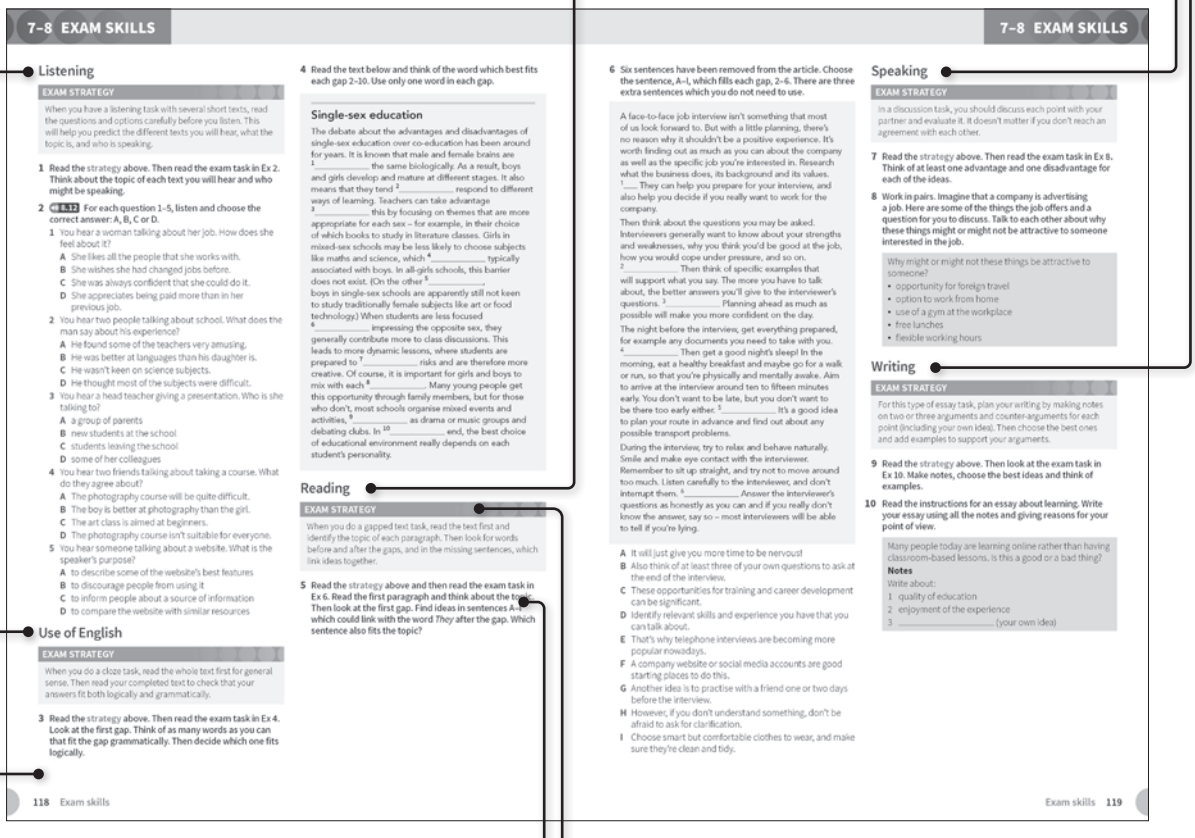
Think & share to reflect on the topic of the unit

Further practice in Workbook

Reflect activity to help students be aware of how they learn

Lesson 11 Exam skills

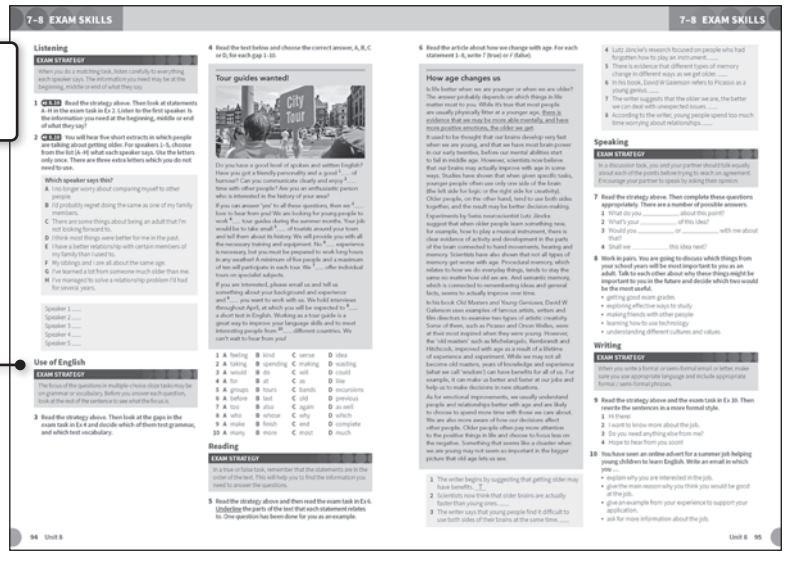
Robust preparation for national and international exams with exposure to all exam task types



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

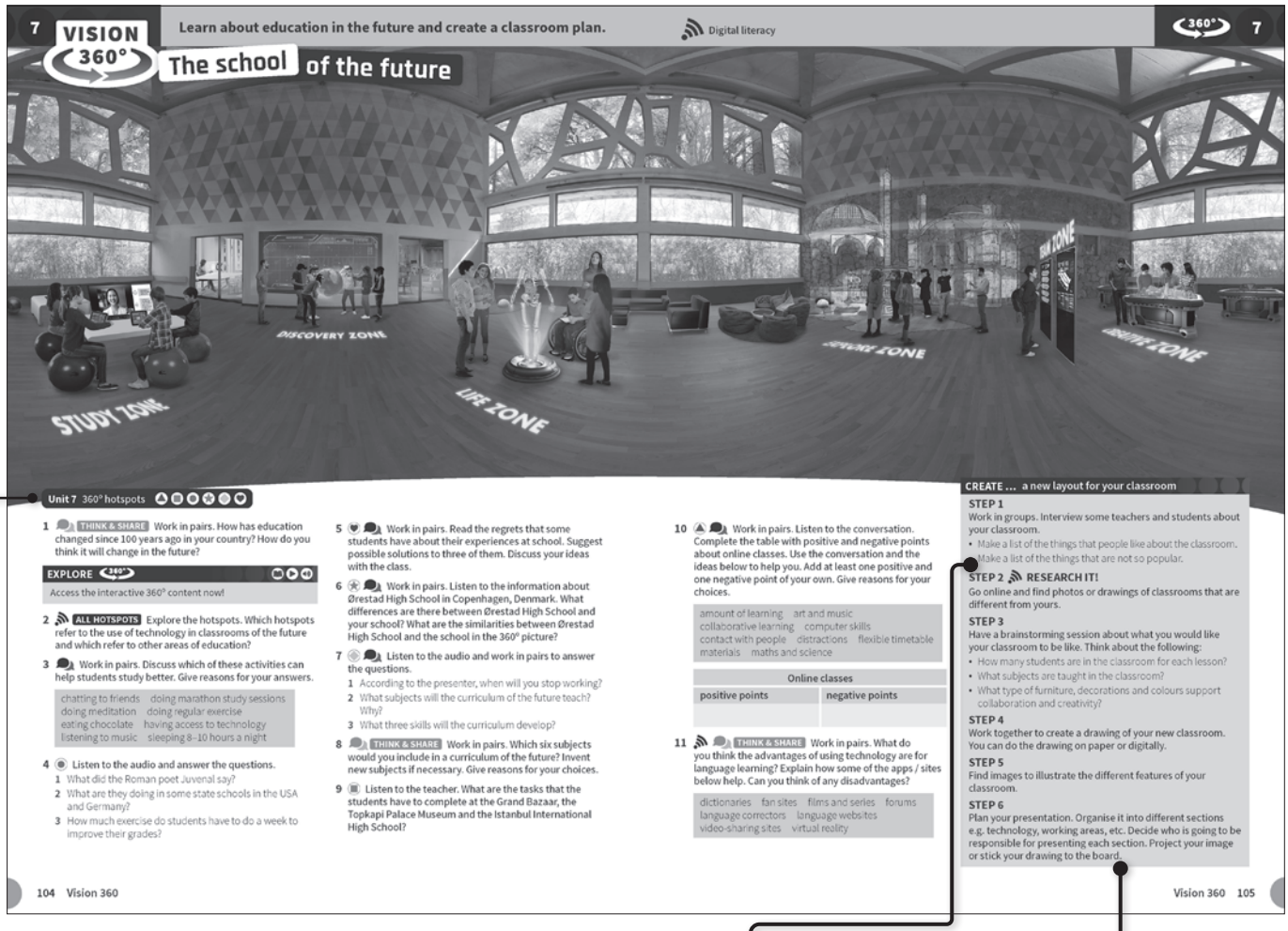
Further practice in Workbook

Use of English, Listening, Speaking, Reading and Writing exams all covered between Student Book and Workbook in each unit



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

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



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: Talking about keeping fit
Reading: A blog about GoodGym
Grammar: Articles
Vocabulary: Sport and fitness

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

WARM-UP Write on the board:
Which sports would you recommend for …
someone who enjoys being active outdoors?
an elderly person?
someone who enjoys being part of a team?
someone who wants a personal physical challenge?
someone who hasn't exercised in a long time?

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

Exercise 1 page 4

- Students discuss the question in pairs.
- Elicit suggestions from the class.

Exercise 2 page 4

Culture note
GoodGym is a community of runners, walkers and cyclists who keep fit by doing good. Members engage in activities such as helping community projects with physical tasks and running to make social visits to elderly people or to help them with tasks they are no longer able to do themselves. GoodGym was established as a not-for-profit company in 2009 as a response to the founders' strong belief that the energy and time people waste in normal gyms can be put to much better use. Since then, GoodGym has gained huge popularity and expanded to 38 areas across the UK.

- Students read the blog and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
GoodGym is different from a normal gym because there are no machines or classes. Members keep fit by doing volunteer work rather than working out.

Exercise 3 page 4

- Students look at the words in bold in the blog and complete the grammar rules.
- Check answers as a class.

KEY
1 *the* 2 *a / an* 3 *the*

Note!
Remind students that we use *a* before a word starting with a consonant sound and *an* before a word starting with a vowel sound. Ensure students are clear that it is the sound, rather than the letter which is important. For example, *university* starts with a vowel, but the initial sound /juː/ is a consonant sound, so we say *a university*. Similarly, although *hour* starts with a consonant, the *h* is silent, so it sounds like a vowel and we therefore say *an hour*.

- Students do the Grammar booster exercises on page 128.

Exercise 4 page 4

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

KEY
1 a (rule 2) 2 a (rule 1) 3 the (rule 4) 4 – (rule 6)
5 the (rule 5) 6 the, the (rule 6) 7 the, the (rule 4)
8 The (rule 1)

Extra challenge
Students write four more gapped sentences to test articles, similar to those in exercise 4. They swap sentences in pairs, complete the gaps, then swap back to check each other's answers.

Exercise 5 Vocabulary page 4

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

KEY
Actions: competing, get fit, taking part in, work out, score
People: spectator, athlete, coach, opponents
Things related to sport: points, race

- Drill the words and phrases from the table to ensure accurate pronunciation.

Extra challenge
Working in pairs, students add more sports words of their own to the three categories. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
Actions: dive, shoot, kick, participate in, win, lose, draw, stretch, warm up, throw, catch, defeat, tackle, bounce, coach, commit a foul, sprint, beat
People: competitor, fan, supporter, trainer, PE teacher, champion, professional, amateur, umpire, commentator, player, participant
Things related to sport: course, pitch, pool, rink, ring, field, stadium, net, ball, bat, goal, line, competition, tournament, championship, match, game

Exercise 6 page 4

- Students choose the correct words to complete the sentences.
- Check answers as a class.

KEY

1 spectators 2 took part in 3 training
4 coach 5 track 6 get fit

Extra activity

- Write on the board:
  Have you ever competed in a race and come first or last?
  Do you work out at least twice a week?
  Do you follow an athlete on social media?
  Have you ever disagreed with a referee's decision?
  Have you ever defeated an opponent by one point?
  Have you played a game on a court recently?
- Students mingle and try to find a different classmate to answer *yes* to each of the questions. Encourage them to provide extra details about the experience / situation.
- Ask a few students to share some information about a classmate with the class, e.g. *Isla competed in a cross country race last week and came first. She was really happy but surprised too, as she hadn't done much training for it.*

Exercise 7 Think & share page 4

- Working in pairs, students discuss the questions.
- Ask a few students to share some information 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 articles to talk about sport and fitness.*

Further practice

Workbook page 4
Grammar booster page 128
Grammar photocopiable worksheet
Online practice

0.2 Introduction

Lesson summary
Speaking: Describing photos; sharing opinions and ideas about travel
Reading: A text about a surprising adventure
Vocabulary: Travel collocations
Grammar: Quantifiers
Writing: A postcard

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

WARM-UP Write on the board:
Where and when did you go?
Who did you go with?
Where did you stay?
What did you do?
What did you enjoy most about the trip?

- Ask students to think about a good holiday they've had, either abroad or in their own country.
- Working in pairs, students take turns to talk about their holiday, answering the questions on the board.
- Ask a few students to share some information.

Exercise 1 page 5

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

Exercise 2 page 5

- Students read the text and answer the question.
- Check the answer as a class.

KEY

They were taken in Amsterdam and not in South-East Asia.

Exercise 3 page 5

- Elicit or remind students of the meaning of *collocation* (a combination of two or more words which are frequently used together).
- Students complete the collocations.
- Check answers as a class.

KEY

1 see 2 go 3 book 4 book
5 experience 6 explore
7 set off 8 stay 9 meet 10 go

Extra support

Working in pairs, students take turns to say the second part of a collocation and their partner gives the full phrase, e.g. *'on a journey' 'set off on a journey. In a hotel'*

Exercise 4 page 5

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

KEY

1 book accommodation 2 met local people
3 explore the area 4 experience the culture
5 see the sights 6 stay in a hotel 7 go abroad
8 set off on a journey

Extra activity

- Write on the board:
  good accommodation to book
  interesting sights to see
  the best way to explore the area
  the best places to meet local people
  activities to experience the local culture

- Tell students to imagine that a foreigner is visiting their town / city. Working in pairs, they discuss advice they would give about each of the points on the board, e.g. *'I'd recommend exploring the area on foot, as you can see a lot more that way.' 'Yes, or another option is by bike. There isn't much traffic, so it's very safe and renting a bike is quite cheap.'*
- Ask a few pairs to share some of their advice.

Exercise 5 page 5

- Students complete the postcard with the correct quantifiers.
- Check answers as a class.

KEY

1 most 2 each 3 any 4 both 5 many
6 little 7 a few 8 most 9 several

Exercise 6 page 5

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

KEY

+ singular uncountable noun: each
+ uncountable noun: any, some
+ plural noun: a few, several, many, all

Extra activity

- Students write five sentences about themselves using quantifiers from the table in exercise 6. Some of the sentences should be true and some false.
- Working in pairs, students take turns to read a sentence and their partner says whether they think it's true, e.g. *'I've been abroad a few times, but we spend most of our holidays in this country.' 'That's not true! You go abroad every year, sometimes several times a year!'*
- Ask a few students how well they guessed which sentences were true / false.

- Students do the Grammar booster exercises on page 129.

Exercise 7 page 5

- Students complete the writing task in pairs.

Extra support

Put the following plan on the board for students to refer to as they write their postcard:
Greeting: *Hi + your friend's name*
Paragraph 1: *Where are you? What have you already done? What haven't you done yet?*
Paragraph 2: *What did you do yesterday? How was it?*
Paragraph 3: *Where are you staying? How has the weather been?*
Greeting: *See you soon. / Best wishes, / Bye for now.*

Exercise 8 Think & share page 5

- Students discuss the questions in pairs.
- Ask a few students to share some opinions and 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 quantifiers to talk about travel.*

Further practice

Workbook page 5
Grammar booster page 129
Grammar photocopiable worksheet
Online practice

0.3 Introduction

Lesson summary
Speaking: Talking about predictions; discussing nanofactories and life without the internet
Reading: A text about predicting the future
Grammar: Conditionals
Vocabulary: Technology

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7.

WARM-UP Ask students: *How can we predict what might happen in the future? What things about the future are impossible to predict?*

- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 1 page 6

- Focus on the picture. Students discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 page 6

- Check the meaning of *futurist* (a person who makes statements about what will happen in the future, based on their studies and knowledge) and the prefix *nano-* /nænəʊ/ (extremely small).
- Students read the text and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

He predicted that the world would be connected by a network of computers that would contain huge amounts of information.
In the future, he thinks that everyone will be able to produce whatever they want with a personal nanofactory.

Exercise 3 page 6

- Students read the text again and complete the grammar rules with examples of the conditionals.
- Check answers as a class.

KEY

1 … if you look at the present, it is possible to predict the future.
2 … if James Burke is right, this invention will change the way we live …
3 What would you do if you had a machine that could produce anything you wanted?

- Students do the Grammar booster exercises on page 130.

Exercise 4 page 6

Extra support

- Ask students to read through the gapped sentences and decide which conditional is needed to complete each. Elicit answers and write them on the board.

KEY

Zero conditional: 3, 6 **First conditional:** 2, 4
Second conditional: 1, 5

- Draw students' attention to the fact that in sentences 3 and 4, the *if*-clause follows the result clause.

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

KEY

1 existed, would stop 2 pass, 'll celebrate 3 'm, go
4 won't be, arrive 5 became, would be 6 do, beats

Extra challenge

Students write an alternative second clause for the sentences in exercise 4, e.g. *If nanofactories existed now, would life be better or worse?*

Extra activity

- Ask students to write three *yes / no* questions to ask their classmates, one with each conditional, e.g. *Do you feel nervous when you meet new people? Will you be surprised if we get a lot of English homework today? If you were the head teacher of our school, would you change any rules?*
- Set a time limit and ask students to mingle and ask their questions to as many classmates as possible. Encourage them to give a brief explanation when answering, e.g. *No, I won't be surprised because we always get lots of homework and we've got a test next week too.* Tell students to keep a note of how many people answer *yes* and how many *no*.
- Working in groups, students take turns to provide some feedback on what they found out. Encourage them to use quantifiers from Lesson 0.2, e.g. *Almost all of our classmates would change some rules if they were the head teacher of our school. Several people would change most of the rules and only a few students wouldn't change any rules.*
- Ask a few students to share some information.

Exercise 5 Vocabulary page 6

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

KEY

1 hardware 2 window 3 network 4 update

Exercise 6 page 6

- Working in pairs, students discuss the meanings of the remaining words.
- Elicit possible definitions from the class.

KEY (SUGGESTED ANSWERS)

A **computer system** is a complete computer including the operating system and equipment that makes it work.
If something is **programmed**, it is given a set of instructions to make it perform a particular task.
A **screen** is the flat surface at the front of a television, computer, or other electronic device, on which you see pictures or information.
Software is the programs used by a computer for doing particular jobs.

Extra activity

- Write on the board:
  Have you ever …
  scratched or broken a phone screen?
  felt impatient while waiting for a software update?
  tried to program a computer system?
  had a problem with a piece of hardware?
  been unable to connect to a Wi-Fi network?
  accidentally closed a window and lost work?
- Working in pairs, students discuss the questions. Encourage them to provide additional details about their experiences.
- Ask a few students to share one of their partner's experiences with the class.

Exercise 7 Think & share page 6

- Students discuss the questions in pairs.
- Ask a few pairs to share some 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 conditionals to talk about future technology.*

Further practice

Workbook page 6
Grammar booster page 130
Grammar photocopiable worksheet
Online practice

0.4 Introduction

Lesson summary
Speaking: Talking about how you spend your free time; sharing opinions about hobbies
Reading: A text about vintage hobbies
Vocabulary: Hobbies
Grammar: Comparatives and superlatives
Writing: A paragraph comparing opinions about hobbies

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

WARM-UP Write on the board:
Do you ever feel like you have too much or too little free time?
How do you think teenagers in the past spent their free time differently to nowadays?
How might teenagers' hobbies change in the future?

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

Exercise 1 page 7

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

Exercise 2 page 7

- Check the pronunciation and meaning of *vintage* /ˈvɪntɪdʒ/ (typical of a period in the past).
- Students read the text and answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)
The writer mentions:
They don't involve looking at a screen.; They are connected with touch.; They connect us with the past.; They can be shared on social media.

Exercise 3 page 7

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

KEY
1 gardening 2 decorating cakes 3 drawing
4 playing bingo 5 stamp collecting 6 baking
7 sculpture 8 painting 9 sewing

- Focus on the correct pronunciation of any items you think your students may find difficult, e.g. *sculpture* /ˈskʌlptʃə/ and *sewing* /ˈsəʊɪŋ/.

Extra challenge
Ask students to cover the text in exercise 2. Working in pairs, they see how many of the hobbies in the photos they can name, then look back at the text to check.

Exercise 4 page 7

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

KEY
1 cheaper 2 less modern 3 more interested
4 the most popular 5 the best 6 more deeply
* Answers 2 and 3 can be in either order.

Note!
You may like to point out that *far* has two irregular forms, *further / furthest* and *farther / farthest*.

- Students do the Grammar booster exercises on page 131.

Exercise 5 page 7

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

KEY
1 Matt thinks baking is less fun than painting.
2 Gardening is the most popular hobby in the family.
3 Liz is less interested in painting than Matt.
4 Ellie thinks less positively about gardening than Matt.
5 Liz is the least interested in baking in the family.
6 Matt thinks painting is the most enjoyable hobby.

Extra support
Before students write the sentences, elicit which are comparatives (i.e. 1, 3, 4) and which superlatives (i.e. 2, 5, 6).

Extra activity

- Ask students to imagine they are Matt, Ellie and Liz's sibling. They add an extra column to the table and complete it with smiley faces to indicate how they feel about each of the hobbies.
- Working in pairs, they take turns to say a comparative or superlative sentence about the added information, e.g. *'I think gardening is more boring than Liz.' 'I'm the most interested in sewing in the family.'*

Exercise 6 page 7

- Students complete the discussion task in groups. Encourage them to make notes to help them remember the information for the following writing task.

Exercise 7 page 7

- Students write a paragraph with the findings from their discussion.

Exercise 8 page 7

- Working in pairs, students compare their answers and discuss the question.
- Ask a few pairs how similar their answers were.

Extra activity

- Write on the board:
  sports, classmates, school subjects, cities in your country, animals, teachers at your school
- Working in pairs, students copy the categories from the board and write three examples for each, e.g. *sports*: *baseball*, *skydiving*, *swimming*.
- Students swap notebooks with another pair and make sentences to compare the examples in each category, e.g. *'I think skydiving is the most dangerous sport.'*
- Ask a few pairs to share some examples 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 comparatives and superlatives to talk about hobbies.*

Further practice
Workbook page 7
Grammar booster page 131
Grammar photocopiable worksheet
Online practice

1 From the page to the screen

1.1 Vocabulary

Lesson summary

Speaking: Talking about using video cameras and making films; describing a film or TV series; sharing opinions and ideas about films and series

Listening: A discussion about advice for making a short film

Vocabulary: Film-making

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 vocabulary have you come across before? Which are new? Which lesson looks the most interesting?*

See the notes on Assessment for Learning on page 9.

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 8 as an individual task for homework 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? Where are they? Where do you prefer to watch films? Why? Do you prefer to watch films alone or with other people?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 8

- Focus attention on the photo.
- Working in pairs, students discuss the questions.
- Ask a few students to share their habits and experiences with the class.

Exercise 2 1.01 page 8

- Play the video or audio for students to answer the question.
- Check the answer as a class.

KEY

C

Transcript

See Teacher's Guide, page 177.

Exercise 3 1.01 page 8

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 realistic 2 friends 3 short 4 idea 5 time
6 sunny / good 7 microphone 8 quiet

Transcript

See Teacher's Guide, page 177.

Extra activity

- Ask: *Which of the advice do you think is the most useful? What other advice would you give someone making a short film?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 Vocabulary page 9

- Students complete the collocations.
- Check answers as a class, then drill the collocations to ensure accurate pronunciation.

KEY

1 use 2 say 3 direct 4 write 5 rehearse
6 play 7 follow 8 choose

Extra support

Play the video again and ask students to raise their hand when they hear one of the collocations. Pause the video and elicit the answer. Continue in the same way with the rest of the video. Before starting, point out to students that they will hear the collocations in a different order to that in the book.

Exercise 5 page 9

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

KEY

1 lines 2 location 3 parts 4 studios
5 live-action 6 set 7 effects

Exercise 6 page 9

- Students choose the correct words to complete the text.
- Check answers as a class.

KEY

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

Exercise 7 Real English 1.02 page 9

- Play the audio for students to choose the correct meanings.
- Check answers as a class.

KEY

1 B 2 A 3 A 4 A 5 A

Transcript

See Student's Book, page 9.

Extra activity

Play the audio again, pausing after each sentence for students to repeat. Encourage them to try to copy the speakers' intonation and tone.

Extra activity

- Working in pairs, students write mini-dialogues including the Real English phrases, e.g. *'Do you fancy going ice skating at the weekend?' 'OK. I've never been before, but I'll give it a shot.'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present a dialogue to the class.

Exercise 8 page 9

- Working in pairs, students choose a film or TV series and make notes about the given points.

Exercise 9 page 9

- Working in groups, pairs take turns to talk about their chosen film or TV series.

Extra support

Write the following useful language on the board for students to refer to when talking about their film or TV series:

The film / TV series we've chosen is …
It's set in …
The plot is very simple / complex / clever / interesting / entertaining.
In the beginning, … / Then, … / After that, … / In the end, …
The special effects the film / series uses include …
… directed the film. / The film was directed by …
… played the part of …. / The part of … was played by …
The costumes are beautiful / colourful / stylish / traditional.
The film / series was filmed in a studio / in (Paris) / on a beach.

Exercise 10 Think & share page 9

- Working in groups, students discuss the questions.
- Ask each group to share some ideas or opinions 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 films and filming.*

Further practice

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

1.2 Grammar

Lesson summary
Reading: A blog post about film extras
Grammar: Present simple and continuous; state and dynamic verbs
Listening: A phone dialogue about a meeting
Speaking: Talking about TV series and films

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 7 and set exercise 8 as an individual writing task for homework.

WARM-UP Ask students to imagine that they could play any part in any film. Ask: *Which film would you choose? Which part would you play? Why?*

- Students discuss the questions in pairs.
- Ask a few students 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 the present simple and present continuous. Ask them to consider what they already know about these tenses. Ask: *How do we form these tenses? In what different situations do we use them? How confidently can you use them? Score each 1–5 (1 is low, 5 is high).* 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 the confidence scores as appropriate.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 10

- Students discuss the question in pairs.
- Elicit some ideas from the class, but do not confirm the correct answer at this stage.

Exercise 2 page 10

- Students read the blog post and check their prediction.
- Ask the class who guessed correctly.

KEY

The person is a film and TV extra.

Exercise 3 page 10

- Students read the blog post again and complete the task.
- Check answers as a class.

KEY

1 present simple 2 present continuous

- Students do the Grammar booster exercises on page 132.

Exercise 4 page 10

- Students complete the sentences with the correct present tenses.
- Check answers as a class.

KEY

1 go 2 are, playing 3 leaves 4 'm trying
5 is talking 6 designs

Extra support

To reinforce the grammar rules, when checking answers, elicit which rule each sentence matches to, i.e. 1 = Rule 2, 2 = Rule 5, 3 = Rule 3, 4 = Rule 4, 5 = Rule 4, 6 = Rule 1.

Extra activity

- Ask students to write two present simple and two present continuous sentences about themselves. Some sentences should be true and some false.
- Working in pairs, students take turns to read out a sentence and their partner speculates on whether it's true or not, e.g. *'I'm reading a good novel at the moment.' 'That's definitely not true. You hate reading!'*
- Ask a few students how accurate their speculating was.

Exercise 5 page 10

- Students look back at the blog post and complete the task.
- Play the video.

Note!

The grammar video can be utilised in different ways. Students can be asked to watch it in advance of the class, so they have some knowledge of the grammar prior to the lesson. Alternatively, it can be used in class as a presentation tool before students complete the related activities or students can watch the video at home after the lesson as reinforcement.

- Check answers as a class.

KEY

State verbs: *see, be, look, know*

- Students do the Grammar booster exercises on page 132.

Exercise 6 page 10

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

KEY

1 state (smells) 2 state (has) 3 dynamic (correct)
4 state (sounds) 5 state (don't want) 6 state (don't know)

Extra challenge

- Write the following verbs on the board: *become, choose, depend, design, enjoy, hear, improve, listen, matter, prefer, remember, seem, show, wish*
- Students organise the verbs into two groups, depending on whether they are state or dynamic verbs.

KEY

State verbs: depend, hear, matter, prefer, remember, seem, wish
Dynamic verbs: become, choose, design, enjoy, improve, listen, show

- As an extension task, students choose two or three verbs from each group and write them into present simple or continuous sentences, e.g. *I prefer watching films that are under two hours. I'm watching a new series on Netflix and I'm really enjoying it.*

Exercise 7 1.03 page 10

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 Jo is waiting outside the cinema.
2 Kieran is travelling to the cinema by bus.
3 The cinema usually shows adverts before the film starts.
4 Kieran doesn't go to study class every week.
5 Rachel isn't travelling with Kieran.

Transcript

See Teacher's Guide, page 177.

Extra support

- As students listen to the audio, they just note down whether each sentence should be present simple (PS) or present continuous (PC).
- Elicit the correct tenses from the class.

KEY

1 PC 2 PC 3 PS 4 PS 5 PC

- Give students time to write the complete sentences, then check answers as a class.

Exercise 8 page 10

- Working in pairs, students complete the discussion task.
- Ask a few students to share some information about their partner 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 present tenses to talk about films.*

Further practice

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

1.3 Listening

Lesson summary

Speaking: Discussing blogs; giving a presentation about tips for starting a blog

Vocabulary: Collocations related to creating a successful blog

Strategy: Identifying different speakers

Listening: A discussion about personal experiences with blogging

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 7 for homework, do exercise 8 in the next lesson and omit exercise 9.

WARM-UP Write on the board:
Watching a film – Following a TV series
Being an extra in a film – Being a main actor
Reading a blog – Watching a vlog

- Ask students to compare each pair of points, e.g. *When you follow a TV series, you can form a deeper relationship with the characters and understand them better than when you watch a film.*
- Encourage students to make use of comparative adjectives and adverbs. Refer them back to page 7 to review these before starting if necessary.
- Ask a few students to share some ideas with the class.

Exercise 1 Think & share page 11

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

Exercise 2 Vocabulary page 11

Note!
To avoid potential confusion, you may like to explain that in this context, *address* is used as a verb and means to deal with a matter or problem.

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

KEY
1 B **2** D **3** A **4** C

Extra activity

- Write on the board:
  1 *How can you _____ with your audience when you give a presentation?*
  2 *Do you prefer to wear the same clothes as your friends or _____ original?*
  3 *In which school subject do you have to _____ your imagination the most?*
  4 *When you read your teachers' comments on your work, do you _____ more on the positives or the negatives?*
  5 *Do you sometimes find it difficult to _____ to the point when you are explaining something?*
  6 *When was the last time you had to _____ up with ideas to _____ content for a project?*
- Students copy and complete the questions with the appropriate missing verbs. Encourage more confident students to do this with their books closed.
- Check answers and then ask students to discuss the questions in pairs.

KEY
1 connect **2** be **3** use **4** focus **5** get **6** come, create

Exercise 3 1.04 page 11

- Go through the Listening strategy together.
- Play the audio for students to match the speakers to the tips.
- Check answers as a class.

KEY
1 Sarah: 3 **2** Katie: 2 **3** Hannah: 1

Transcript
See Teacher's Guide, page 177.

Extra activity

- This extra activity could be done after introducing the Listening strategy and before doing exercise 3, to give students some additional comprehension practice and also an opportunity to familiarise themselves with the speakers' voices.
- Write the names of the three speakers and the following questions on the board:
  1 *Which country is she from?*
  2 *What's the name of her blog?*
  3 *What is her blog about?*
- Play the first part of the audio (up to *Making Meals*) for students to answer the questions about each speaker. Play it a second time if necessary.
- Check answers as a class.

KEY
Sarah: 1 The UK 2 *Wearing It Out* 3 Fashion
Katie: 1 The US 2 *Into Focus* 3 Films, film production, directors
Hannah: 1 Ireland 2 *Making Meals* 3 Food and cookery

Exercise 4 1.04 page 11

- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 love (create content) **2** relate (connect with your audience) **3** new, different (be original) **4** say, say, write (get to the point)

Transcript
See Teacher's Guide, page 177.

Extra support
Before listening to the audio again, ask students to read the sentences and elicit what type of word is missing from each gap, i.e. 1, 2, 4 = verbs and 3 = adjectives.

Exercise 5 1.05 page 11

- Play the audio for students to complete the task. Point out that the information on the audio is likely to be expressed in a different way to the options in the Student's Book.
- Check answers as a class.

KEY
1 B **2** C **3** A **4** C

Transcript
See Teacher's Guide, page 177.

Note!
Make sure students are clear on the difference between *get to the point* (say the thing that is most important quickly) and *get your point across* (make yourself understood).

Exercise 6 page 11
- Students decide on the five most useful tips in pairs.

Exercise 7 Mediation page 11
- Circulate and monitor as students prepare their presentation, helping with language and ideas where necessary.

Exercise 8 page 11
- Pairs take turns to give their presentation to the class. If you have a large class, to save time and maintain students' interest in the activity, you may like to divide the class into smaller groups.
- Take a class (or group) vote to determine which presentation students feel is most suitable for the target audience. Ask a few students for the reason behind their choice.

Exercise 9 Think & share page 11
- Students discuss the questions in pairs.
- 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 identify different speakers in a discussion about blogging.*

Further practice
Workbook page 10
Online practice

1.4 Vocabulary

Lesson summary
Speaking: Discussing reading preferences and habits
Reading: An article about best-selling books
Vocabulary: The written word

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 7 and 8.

WARM-UP Ask students: *What have you read in the past 24 hours? Why did you read these things?*
- Students discuss the questions in pairs.
- Ask a few pairs to share answers they had in common with the class, e.g. *Both of us read the sports news online because we wanted to find out the football results.*

Exercise 1 Think & share page 12
- Check students understand all the media in the box. Focus on any items which you think students may be inclined to mispronounce, e.g. *magazine* /mægəˈziːn/, *novel* /ˈnɒvl/, *poem* /ˈpəʊɪm/.
- Give students time to think about and rank the items before comparing with a partner.
- Ask a few students which items were at the top and bottom of their lists and elicit reasons why.

Exercise 2 page 12
- Students read the article and complete the matching task.
- Check answers as a class.

KEY
A Rupi Kaur **B** Andy Weir **D** Anna Todd

Extra activity
- Write the following questions on the board:
  Have you read or watched The Martian *or* After*? If so, what did you think of it? If not, would you like to?*
  What other books have been made into films? Have you read or watched any of them?
  Have you read any poems by Rupi Kaur? If so, what were they about? If not, would you like to?
- Students discuss the questions in pairs. Encourage them to give extra details and reasons.
- Ask a few students to share some information.

Exercise 3 page 12
- Students complete the task.
- Check answers as a class.

KEY
Type of book / writing: short stories, thrillers, mystery novels, non-fiction, science fiction novel, poetry, romantic novel
Person: publisher, blogger, poet
Action: post, publish
Part of a book: chapter

Note!
We often abbreviate *science fiction* to *sci-fi* /ˈsaɪ faɪ/ or *SF* /esˈef/.

Exercise 4 page 12
- Students complete the matching task.
- Check answers as a class.

KEY
1 romantic novel **2** science fiction novel **3** thriller **4** poetry **5** mystery novel

Extra challenge
Ask students to write a short description for the remaining types of writing, i.e. short story and non-fiction.

KEY (SUGGESTED ANSWERS)
Short story: an invented story which is short enough to be read from beginning to end without stopping
Non-fiction: a book, article or text about real events, facts, or people

Exercise 5 page 12

- Students add the extra words to the table.
- Check answers as a class.

KEY

Type of book / writing: fairy tale, horror, journal
Person: editor, songwriter
Action: edit
Part of a book: cover

Extra activity

- Working in pairs, students add more words of their own to each category in the table.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Type of book / writing: biography, autobiography, comic, fiction, detective / crime novels, classic, graphic novel, historical fiction, cookbook, play, film script
Person: author, novelist, biographer, critic, ghostwriter, playwright, screenwriter
Action: release, draft, type, print, research, rewrite, blog
Part of a book: index, contents, spine, page, glossary, illustrations

Exercise 6 page 12

- Students complete the sentences. You may like to point out that answer 5 requires students to change the form of the given words.
- Check answers as a class.

KEY

1 songwriter **2** journal **3** science fiction **4** poetry **5** publishes **6** cover **7** mystery **8** editor **9** short story

Extra challenge

Students write three more gapped sentences similar to those in exercise 6, e.g. *When I was a child, my favourite _____ was* Sleeping Beauty. They then swap sentences with a partner, add the missing words and swap back to check the answers.

Exercise 7 page 12

- Students complete the task in pairs.

Exercise 8 page 12

- Pairs join another pair and share their answers.
- Ask whether any groups expressed a difference of opinion and, if so, elicit examples, e.g. *Dana and Jenny think science fiction novels are really interesting, but Sue and I can't stand them.*
- 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 talk about the written word.*

Further practice

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

1.5 Grammar

Lesson summary
Reading: An article about an unusual encyclopaedia
Grammar: Past and perfect tenses
Listening: A podcast about strange books
Speaking: Talking about a strange book, TV show, or film

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 6 and 7.

WARM-UP Write the following sets of words on the board:

1 *short story / non-fiction / mystery novel*
2 *fairy tale / thriller / horror*
3 *romantic novel / cover / chapter*
4 *blogger / poet / publisher*
5 *edit / journal / post*

- Students discuss in pairs which is the 'odd word out' (the different word) in each set and why. Explain to students that there may be more than one option and the important thing is for them to justify their choices.
- Elicit some suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Non-fiction, because it's based on facts. The others are invented by the author.
2 Fairy tale, because it's for young children. The others are for adults or older children.
3 Romantic novel, because it's a type of book. The others are parts of a book.
4 Publisher, because it's an organisation which publishes written material. The others write material.
5 Journal, because it's a type of book. The others are actions.

Exercise 1 page 13

- Check the pronunciation of *encyclopaedia* /ɪnsaɪklə'piːdiə/.
- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)

An encyclopaedia is a book or set of books containing information about all areas of knowledge or different areas of one particular subject, usually arranged in alphabetical order. It can also be a similar collection of information in digital form.

Exercise 2 page 13

- Students read the article and answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)

It is about an imaginary world.

Extra activity

- Write on the board:
  How do you think Luigi Serafini came up with the ideas in his encyclopaedia?
  Why do you think he named his book Codex Seraphinianus?
  Would you like to 'read' this book? Why? / Why not?
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 page 13

- Students read the grammar rules and complete the task.
- Play the video.
- Check answers as a class.

KEY

1 opened (and: found, became, was published, was sold, thought, came up with)
2 was looking around (and: was trying)
3 've read (and: has come)
4 've been 'reading'
5 had heard (and: had visited, had seen, had been)

- Students do the Grammar booster exercises on page 133.

Extra support

Focus on each tense in the grammar box and elicit / remind students how it is formed, e.g. past continuous (*was / were* + *-ing* verb), past perfect simple (*had* + past participle).

Exercise 4 page 13

Extra support

Point out to students that the time words and phrases in the sentences (e.g. *last week*, *all afternoon*, *at 6.00 this morning*) will help them determine the correct tense to use.

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

KEY

1 saw 2 's been playing 3 haven't read
4 Have, visited 5 was raining 6 had been

Exercise 5 page 13

- Students read the information in the Remember box and then complete the task.
- Check answers as a class.

KEY

1 lent 2 haven't finished 3 I've done
4 I've been studying 5 haven't had
6 was looking 7 had 8 Have 9 bought
10 was visiting 11 wrote

Extra activity

- Write the following questions on the board:
  Have you ever bought a second-hand book?
  Did you enjoy reading fairy tales when you were a child?
  Had you learned how to read before you started school?
  Have you been posting a lot on social media recently?
  Were you reading or writing anything at this time yesterday?
- Students mingle and try to find a different classmate to answer *yes* to each question. They then ask for and give extra details.
- Ask a few students to share some information they found out about their classmates.

Exercise 6 1.08 page 13

- Play the audio for students to answer the question.
- Check answers as a class.

KEY

The first book / *The Interrogative Mood* is all questions.
The second book / *Gadsby* doesn't contain the letter *e*.

Transcript

See Teacher's Guide, page 177.

Exercise 7 1.08 page 13

- Play the audio again for students to complete the sentences.
- Check answers as a class.

KEY

1 hasn't finished 2 hasn't read 3 bought, had heard
4 disappeared, ate 5 hasn't found, stole

Transcript

See Teacher's Guide, page 177.

Exercise 8 page 13

- Working in pairs, students complete the discussion task.
- Ask a few students to share some 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 past and perfect tenses to talk about books.*

Further practice

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

1.6 Reading

Lesson summary
Speaking: Talking about smartphone films
Reading: An article about making films using a phone
Strategy: Recognising topic sentences
Writing: A short summary of an article

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

WARM-UP Ask students: *What different functions does your mobile phone have? Which of these are the most / least important to you? Why?*

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

Exercise 1 page 14

- Students discuss the questions in groups.
- Elicit from the class the names of any films they know made using a phone. Get some feedback from students who have seen them.

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, ask them: *Why do you think film directors have started using smartphones to make their films?* Working in pairs, students share their ideas. After reading the article, they discuss to what extent their predictions were correct.

See the notes on Assessment for Learning on page 9.

Exercise 2 1.09 page 14

Extra support

Point out to students that the directors' names and film titles can be easily identified when quickly scanning the text, due to the use of capital letters and italics.

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

KEY

1 Tristan Pope – *Romance in NYC*
2 Steven Soderbergh – *Unsane*
3 Jay Alvarez – *I Play with the Phrase Each Other*

Exercise 3 page 14

- Go through the Reading strategy together.
- Students read the text again and underline the topic sentences.
- Check answers as a class.

KEY

Paragraph 1: When famous Hollywood directors start using smartphones instead of the latest digital cameras and technology to make their films, you know that something has changed.
Paragraph 2: The New York photographer and director Tristan Pope has been using a phone to take photographs and make his films for some years.
Paragraph 3: The film-maker Jay Alvarez has taken the phone film one step further.
Paragraph 4: Why have so many film-makers started using such technology to make their films?
Paragraph 5: So, what advice do the film-makers have for anyone who wants to make a film with their phone?

Exercise 4 page 14

- Students answer the question and complete the summary task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

The purpose of the text is to explain why it is becoming more popular for directors to use smartphones when making a film and to give examples of film-makers who have done so.
It is becoming increasingly popular these days for directors to shoot their film using a smartphone. Steven Soderbergh, Tristan Pope and Jay Alvarez are among the film-makers who have used this method. Smartphones have several advantages over film cameras, for example they are easier to carry around, can be used in more locations and are quicker and cheaper to use.

Exercise 5 page 14

- Students complete the multiple-choice task, then read the article again to check their answers.
- Check answers as a class.

KEY

1 C 2 B 3 A 4 B 5 D

Extra support

Point out to students that the easiest way to decide on the answer to question 3 is by process of elimination, i.e. they find the three advantages which **are** mentioned in the text and thereby determine which one is **not** mentioned. Suggest to students that they strike through the letters of the advantages they find to make the final choice clear.

Extra activity

- Write on the board:
  Do you agree that smartphone films are the future of film-making?
  What problems might a director have making a film on a phone?
  Is it true that young audiences can relate to smartphone films better than other films?
- Working in pairs, students discuss the questions.
- Elicit some ideas and opinions from the class.

Exercise 6 Think & share page 14

- Students discuss the questions in pairs.
- Ask a few students to share some 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 topic sentences in an article about films.*

Further practice

Workbook page 13
Online practice

1.7 Global skills

Lesson summary

Speaking: Talking about different ways to be creative and personal creativity; describing a photo; brainstorming ideas for a short story

Reading: An article about how to think creatively

Listening: A vlog about sharing and collecting ideas

Writing: A short story

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercises 2 and 3 and do exercise 11 in the next lesson.

WARM-UP Ask students to think of their favourite author, blogger, or songwriter.

- Ask: *What does he/she usually write about? How do you think he/she comes up with ideas for his/her writing?*
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 1 Think & share page 16

- Students discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 page 16

- Focus on the photos. Elicit the job titles and ensure accurate pronunciation – *chef* /ʃef/, *teacher* /ˈtiːtʃə/, *actor* /ˈæktə/.
- Working in pairs, students discuss the question.
- Ask a few pairs to share some ideas with the class.

Extra activity

- Elicit from the class other jobs in which people need to be creative, e.g. *architect*, *composer*, *costume designer*, *editor*, *florist*, *jeweller*, *make-up artist*, *marketing manager*, *photographer*, *songwriter*, *special effects artist*, *website developer*. Write students' suggestions on the board.
- Working in pairs, students take turns to choose a job from the board and explain how this person is creative, e.g. *'This person has to come up with interesting, original ideas to encourage customers to buy products.'* Their partner guesses the job, e.g. *'I know! A marketing manager.'*

Exercise 3 page 16

- Students discuss the questions in pairs.
- Ask students to raise their hand if they have been creative recently. Choose a few students with their hand up to describe the situation to the class.

Exercise 4 page 16

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

KEY

A 3 **B** 4 **C** 1

Extra activity

- Write the following statements from the text on the board:
  'Genius is 1% talent and 99% hard work.'
  When you're trying to solve a problem, the more questions you can ask, the better.
  Playing with Lego can help you become more creative.
  The more you practise something, the better at it you will get.
  When it comes to ideas, there is no such thing as a wrong answer.
- Working in pairs, students discuss whether they think the statements are true. Encourage them to support their opinions with reasons and examples.
- Ask whether any pairs expressed different opinions and, if so, elicit details.

Exercise 5 page 16

- Students complete the discussion task in pairs.
- Elicit some ideas from the class, but do not confirm the correct answers at this stage.

Exercise 6 1.10 page 16

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 T **2** F **3** F

- Ask whether anyone was surprised by any answer and, if so, elicit details.

Transcript

See Teacher's Guide, page 178.

Exercise 7 1.11 page 16

- Play the audio for students to complete the sentences.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 confident people. **2** an idea on a piece of paper.
3 everyone has an equal chance to speak.

Transcript

See Teacher's Guide, page 178.

Extra challenge

As students listen, they write down additional details about the three brainstorming techniques, e.g. *'Quickfire questions' is a great technique to get lots of ideas very quickly.*

Exercise 8 page 16

- Circulate and monitor as students describe the photo in pairs, helping with any vocabulary students need.

Exercise 9 page 16

- Working in a group, students first decide on the technique they'd like to use and then brainstorm their ideas.

Exercise 10 page 16

- Students select their best ideas and use them to write a short story.

- Tell students that they should write their story using past tenses. Refer them back to Lesson 1.5 to review these if necessary.

Exercise 11 page 16

- Groups take turns to read their story to the class. If you have a large class, to save time and keep students interested, you may like to divide the class into smaller groups.
- Take a class (or group) vote to determine which story students liked the most. Ask a few students to explain their choice.

Extra activity

- Write the following questions on the board:
  Did everyone take an active part in the brainstorming?
  How easy was it to choose the best ideas for your story?
  Did your group work well together?
  Which brainstorming technique would you like to try next?
- Give students some time individually to reflect on their experience and consider their answers to the questions.
- Pair students up with someone from a different group to share their experiences.

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 techniques for creativity and brainstorming.*

Further practice
Workbook page 14

1.8 Speaking

Lesson summary

Speaking: Discussing films, TV shows and books; pronunciation: sentence stress: expressing opinions; having a group discussion

Listening: A group discussion about books and films

Vocabulary: Useful language for having a discussion and interacting

Strategy: Interacting

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 8 for homework and do exercises 9 and 10 in the next lesson.

WARM-UP Elicit from the class what they can remember about brainstorming from Lesson 1.7.

- On the left of the board, write *Books are better than films*. On the right, write *Films are better than books*.
- Divide the class in half and ask for a volunteer from each side to come to the board. Ask the students on the left to call out ideas why books are better than films. Make it clear that they do not necessarily have to agree with the ideas. The volunteer quickly writes all the ideas onto the board in note form. The other half of the class does the same with reasons why films are better than books.
- Set a time limit for students to complete the brainstorming. When time is up, count up the ideas to find out which side came up with most.

Exercise 1 page 17

- Focus on the posters. Students discuss the questions in pairs.
- Ask a few students who have read the books or seen the films / TV shows to share their opinions with the class.

Exercise 2 1.12 page 17

- Play the audio for students to listen to the students' opinions and answer the question.
- Ask a few students to share their opinions with the class.
- If you did the warm-up, you could ask whether the students on the audio mentioned any of the same opinions.

Extra support

- Write the names of the speakers on the board in the order they first speak, i.e. *James*, *Petra*, *Tina*.
- Pause the audio after James has spoken. Elicit what he said and write some simple notes on the board under his name, e.g. *films better than books*; *quicker to watch*; *see / hear characters*; *more powerful*.
- Continue in the same way, pausing the audio after each speaker's turn and adding to the notes. Clarify any vocabulary or ideas as necessary.
- Students then refer to the notes on the board when answering the question in exercise 2.

Transcript

See Teacher's Guide, page 178.

Exercise 3 1.12 page 17

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

KEY

1 go 2 concerned 3 prefer 4 considered
5 experience 6 think 7 point 8 with
9 agree 10 view 11 sure 12 see

- Play the audio for students to identify the phrases used by the speakers. Point out that the phrases are said in a different order on the audio.
- Check answers as a class.

KEY

As far as I'm concerned, …; Personally, I much prefer …; All things considered, …; And in my experience…; When you think about it, …; Good point.; I couldn't agree more.; I'd take a different view on that.; I'm not sure I agree.

Transcript

See Teacher's Guide, page 178.

Extra support

The first time you play the audio again, ask students to just raise their hand when they hear one of the phrases. Then, play the audio again for students to tick the phrases.

Exercise 4 Pronunciation 1.13 page 17

- Go through the information in the Pronunciation box together.
- Play the audio for students to identify and underline the stressed words.
- Check answers as a class.

KEY

1 As far as I'm concerned, the TV show was much better than the book.
2 I'd take a different view on that.
3 When you think about it, everyone's experience of reading a book is different.
4 If I had to choose between a romantic novel and a thriller, I'd go for the thriller.
5 All things considered, I still prefer books.
6 In my experience, films like that are often boring.

Transcript

See Student's Book, page 17.

- Play the audio again, pausing after each sentence for students to repeat.

Extra activity

To further emphasise the sentence stress, as students repeat each sentence, they tap on the desk or raise their hand when they say the stressed words.

Exercise 5 1.12 page 17

- Go through the Speaking strategy together.
- Play the audio from exercise 3 again for students to complete the phrases.
- Check answers as a class.

KEY

1 everyone else 2 agree 3 think 4 stop 5 moment

Transcript

See Teacher's Guide, page 178.

Exercise 6 1.14 page 17

- Play the audio for students to repeat the phrases.

Transcript

See Student's Book, page 17 and Key in exercise 5 above.

Extra support

The first time you play the audio, students just listen and underline the stressed words in each phrase. Check answers and then play the audio again for students to repeat.

KEY

What does everyone else think?
Would you agree with that?
Don't you think that's really important?
Can I stop you there?
Hang on a moment.

Exercise 7 page 17

- Students select a topic in groups.

Exercise 8 page 17

- Circulate and monitor as students make their notes, helping with language and ideas as necessary.

Exercise 9 page 17

Culture note

Emphasise to students the importance of being polite and respectful when they disagree with someone or interrupt someone when they are speaking. They should carefully consider their tone of voice, intonation and manner.

- Students have a group discussion.

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 and pronunciation, especially with less proficient students, teachers may want to give immediate feedback, but as the students become more proficient and for a fluency task, 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 9.

Extra challenge

While having their discussion, students compete in their group to be the person who uses the most different phrasebook expressions for having a discussion and interacting. When they use one, they put a mark next to it in their book. Find out who used the most in each group.

Exercise 10 Reflect page 17

- Ask students to pair up with someone who was working in a different group to complete the reflection task. Alternatively, students could remain in their group to reflect and discuss the questions.
- Conduct some whole-class 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 use interaction to keep a discussion going.*

Further practice

Workbook page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Speaking: Discussing a book, film, TV show, or computer game
Reading: A book review
Vocabulary: Useful phrases for writing a review
Strategy: Using varied vocabulary
Writing: A review

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

WARM-UP Write on the board:
How do you choose which …
films, TV shows and videos you watch?
books, magazines, blogs and comics you read?
computer games you play?

- Students discuss the questions in pairs.
- Elicit some different ideas from the class.

Exercise 1 Think & share page 18

- Students complete the discussion task in pairs.
- Elicit ideas for the first discussion point from the class.

Exercise 2 page 18

- Students read the review and answer the question.
- Elicit whether there was any information in the review which students hadn't already mentioned.

Exercise 3 page 18

- Students read the review again and complete the matching task.
- Check answers as a class.

KEY
A 2 **B** 5 **C** 4 **D** 3 **E** 1

Extra challenge
Ask students to cover exercise 3. Working in pairs, they read the review again and come up with their own short heading for each paragraph. They then compare with the given ones. Ask a few pairs how similar their headings were.

Exercise 4 page 18

- Students complete the Phrasebook with the given words.
- Check answers as a class.

KEY
1 published **2** copies **3** story **4** set **5** main
6 relationship **7** enjoyed **8** think **9** slow
10 criticism **11** definitely **12** everyone **13** regret

Note!
For answer 9, point out the use of *read* here as a noun. We commonly use this when we are describing how we felt about reading something, e.g. *It's a good / interesting / easy / boring / difficult read.*

Exercise 5 page 18

- Go through the Writing strategy together.
- Students complete the table and add their own ideas.
- Check answers as a class and elicit other possibilities.

KEY
1 moving **2** surprising **3** original **4** confusing
5 friendly **6** clever **7** determined **8** aggressive
9 cold **10** enjoyable **11** entertaining
* Answers 1/2/3/4, 5/6/7/8/9 and 10/11 can be in any order.

Extra challenge
- Set a time limit for students to make lists of other possible adjectives for the three categories in pairs. Tell them they cannot write the same adjective in more than one category.
- When time is up, they compare their lists with another pair and award themselves one point for each adjective they have which the other pair doesn't.
- Find out the winners in each group and the class overall.

Exercise 6 page 18

- Students select a focus for their review.
- Circulate and monitor, helping with language and organisation as necessary.

Exercise 7 page 18

- Students complete the writing task.

Exercise 8 Check your work page 18

- Students go through the checklist before submitting their work.

Extra activity
- Write on the board:
Have you read the book, watched the TV show or film, or played the game your partner wrote about?
If yes → Do you agree with all the information and opinions in the review?
If no → Based on the review, would you like to read, watch, or play it?
- Students swap reviews in pairs and read their partner's work. They then discuss the questions together.

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, range of vocabulary, accurate use of tenses. Next time, choose different criteria and again discuss beforehand.

See the notes on Assessment for Learning on page 9.

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 a variety of vocabulary to write a review.*

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 leaves 2 get 3 is always checking
4 doesn't look 5 has 6 Does, want

Exercise 2 page 19

KEY
1 B 2 A 3 B 4 C 5 A

Vocabulary

Exercise 3 page 19

KEY
1 played 2 location 3 directed 4 rehearsed
5 effects

Exercise 4 page 19

KEY
1 novels 2 mystery 3 journal 4 cover
5 posting

Cumulative review

Exercise 5 page 19

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

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°

The prop-makers' studio

Lesson summary

- ▲ **triangle:** A prop-maker talking about her work
- ● **circle:** A prop-maker describing why she enjoys her job
- ■ **square:** A video about the stages in making a film
- ★ **star:** A video about a prop-maker's favourite type of prop
- ⬢ **hexagon:** A leaflet giving information about becoming a prop-maker

Speaking: Discussing props and their importance; speculating about the negatives of being a prop-maker; talking about toys based on film props

Listening: A prop-maker talking about her work; a prop-maker describing why he enjoys his job; a video about the stages in making a film; a video about a prop-maker's favourite type of prop

Reading: A leaflet giving information about becoming a prop-maker

Create task: Creating a blog entry about a prop

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–4 of the Create task are done in class, set Steps 5 and 6 for homework and do Step 7 in the next lesson.

WARM-UP Ask: *What jobs do you know in the film industry?*

- Give students time to brainstorm jobs in pairs.
- Elicit ideas from the class and write them on the board.

KEY (SUGGESTED ANSWERS)
Actor, camera operator, casting director, cinematographer, composer, costume designer, director, editor, extra, hairstylist, lighting technician, make-up artist, producer, prop-maker, screenwriter, set designer, sound technician, special effects technician, stunt performer

- Ask students to choose five of the jobs on the board and discuss in pairs what people do in these jobs and what skills they need.
- Ask a few pairs to share some ideas with the class.

Exercise 1 Think & share page 20

- Elicit or explain the meaning of *prop* (an object used by actors during the performance of a play or in a film).
- Working in pairs, students complete the task.
- Check the answers to the matching task as a class.

KEY
A 3 B 4 C 5 D 2 E 1

- Elicit opinions and ideas from the class for the questions.

EXPLORE

Exercise 2 page 20

- Go through the task together and then enter into the 360° image. Move around the image of the prop-making studio, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to discuss the question in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

A dinosaur head: an historical film, a fantasy film, an action film, an adventure film, a horror film
An award: all films
A space weapon: science fiction
A uniform: a war film, an action film, an adventure film
A necklace: an historical film, a romantic film
Large books: a fantasy film, an historical film
A hat: a fantasy film, an historical film, a western, an action film, an adventure film
A railway track: an action film, an adventure film, a fantasy film, an historical film, a western
A compass: a fantasy film, a mystery film, a western, an action film, an adventure film

Extra support

Elicit film genres from the class and write them on the board for students to refer to as they complete the task.

KEY (SUGGESTED ANSWERS)

Action, adventure, animation, biographical, comedy, disaster, documentary, drama, fantasy, historical, horror, musical, romantic, science fiction (sci-fi), superhero, thriller, war, western

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 information it provides.
- 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 ⬣

Transcripts

See Teacher's Guide, page 178.

Exercise 4 ▲ page 20

- Click on the triangle hotspot to play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 The lightsaber
2 As an example of how important props can be for a film.
3 She hopes it will become as famous as the lightsaber.

Transcript

See Teacher's Guide, page 178.

Exercise 5 ⬣ page 21

- Click on the hexagon hotspot again and give students time to read the information in the leaflet and answer the questions.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWER)

Question 1 Art and Design, Design and Technology, Computing
Question 2 Students' own answers

Exercise 6 ● page 21

- Click on the circle hotspot again for students to listen to the audio and answer the question.
- Check the answer as a class.

KEY

She enjoys the variety of work and never gets bored.

Transcript

See Teacher's Guide, page 178.

Extra challenge

- Write on the board:
  Which three types of film does the prop-maker mention?
  Where does she work with the actors?
  What does she help and watch them do?
- Students also answer these questions as they listen.
- Check answers as a class.

KEY

1 Science fiction, thriller, superhero
2 On location or in the film studio
3 She helps them try on costumes and watches them rehearse their lines.

- Move around the image of the workshop again for students to complete the second part of the task.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

The work might be dirty at times, some of the tools might cause injuries, the work takes place in an enclosed space, lack of natural light, uncomfortable working conditions, possible disagreements with co-workers

Exercise 7 ■ page 21

- Working in pairs, students order the stages of making a film.
- Click on the square hotspot for students to watch the video again and compare their order to the one described.
- Elicit the order of stages in the video and find out which pairs had the same order.

KEY

Order in the video: C, A and E at the same time, F, B, D

Transcript

See Teacher's Guide, page 179.

Extra activity

- Write on the board:
  ten years / blockbusters / thrillers and science fiction films / 3D printer / very realistic
- Click on the star hotspot for students to watch the video again and make notes on what each point on the board refers to.
- Check answers as a class.

KEY

He's been working in the film industry for **ten years.**
He's made props for several **blockbusters**.
He likes making weapons for **thrillers and science fiction films**, which are his favourite types of film.
He prints the parts for the weapons he designs using a **3D printer.**
His props need to look **very realistic**, as they often appear close to the camera.

Exercise 8 Think & share page 21

- Working in pairs, students discuss the questions.
- Ask a few students to share some information with the class.

CREATE … a blog entry on 'An incredibly important prop!'

To complete the Create task, students will need access to the internet to do the Research it! task and an online blogging site to produce their blog entry. Alternatively, students can write their blog on paper.

Extra support

Rather than working individually, students complete the Create task in pairs or groups of three.

STEP 1 page 21

- Students decide on the film or series prop they would like to focus on. Try to ensure a good variety across the class.

STEP 2 page 21

Extra support

- Go through the questions in Step 2 together.
- Ask students to look back at the props listed in exercise 1.
- Working in pairs, they choose three of the props and discuss the questions in the last bullet point in Step 2 about each one.
- Elicit ideas from the class.

- Circulate and monitor as students make notes to answer the questions, helping with language and ideas as required.

STEP 3 Research it! page 21

- Students conduct some online research and add additional information about the prop to their notes.

STEP 4 page 21

- Circulate and monitor as students plan their blog entry, helping with organisation and responding to queries as necessary.

STEP 5 page 21

- Students write the content for their blog entry.

STEP 6 page 21

- Students create their blog post, either on paper or using an online blogging platform.

STEP 7 page 21

- Students read some or all of their classmates' blog entries.
- Ask a few students which blog entry they found the most interesting and elicit reasons 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 understand information about film props and create a blog entry.*

2 Back to nature

2.1 Vocabulary

Lesson summary

Speaking: Talking about tourist sites and problems tourists may experience; role-plays using Real English phrases; talking about travel destinations

Listening: A discussion about disappointing trips

Vocabulary: Geographical features and landscapes

Writing: An online post describing a holiday destination; comments on an online post

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 each lesson, write the main communicative and language objectives on the board and introduce them to learners. Refer back to them during the lesson to explain the purpose of activities and to reflect on next steps.

See the notes on Assessment for Learning on page 9.

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 7 as an individual writing task for homework and omit exercise 10.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? Where do you think that the photo taken?*
  What is the best place you have visited? Why?
  What do you think it is important to do when visiting a place of natural beauty?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Students discuss the questions in pairs.
- Elicit or tell students where the photos were taken (see Culture note).
- Ask whether anyone has visited these places and, if so, ask whether they think they're worth seeing.
- Elicit ideas from the class for question 2.

Culture note

Rice terraces, Bali, Indonesia: The Balinese people have been growing rice and cultivating beautiful rice terraces in fertile soil for thousands of years. The humid tropical climate is perfect for this, while an effective water supply system uses natural springs and canals to feed the crops.

Chochołowska Valley, Tatra Mountains, Poland: At approximately ten kilometres, this is the longest valley in the Polish Tatra Mountains. In the winter, it is a popular destination for cross-country skiers. However, the most popular time to visit is in spring, when the valley floor is covered in beautiful, purple crocuses.

Pongour Waterfall, Vietnam: This waterfall is situated close to Dalat city, in the south of Vietnam. The terraced cascades are almost 40 metres high and 100 metres wide. Each year on 15th January according to the lunar calendar, the falls host a popular festival, where visitors can take part in many traditional and cultural activities.

Amalfi Coast, Italy: This 40-kilometre stretch of dramatic coastline is situated in the Gulf of Salerno, in southern Italy. Since 1997, it has been a UNESCO World Heritage Site. Each year, millions of visitors from all over the world are attracted to the region due to its cultural significance and natural beauty.

Extra activity

- Ask students to rank the places in the photos from one to four, starting with the one they would most like to visit.
- Students compare their list with a partner and explain the reasons for their ranking.
- Ask a few students how similar their order of preference was to their partner's.
- After watching the video, students discuss whether they would change their ranking.

Exercise 2 2.01 page 22

- Play the video or audio for students to answer the questions.
- Check the answers to questions 1 and 2 as a class.
- Ask a few students to share their opinion about question 3.

KEY

1 Alicia wanted to talk about travelling and places which in real life don't look like their photos found in social media.
2 Alicia wanted to go on top of a mountain in Bali surrounded by a peaceful lake, but it turned out the place was busy and she had to queue for a ticket for two hours to take a photo.
James was unhappy because the place he wanted to see was full of people who were treading over flowers and whose cars were parked on the grass. James was expecting a quiet place in the mountains, grassland covered with purple spring flowers.
Becky was unhappy about the waterfall she wanted to see because it didn't look like the pictures online. There was hardly any water going down the rocks. She thought it would be a bigger and more powerful waterfall.
George was unhappy about the number of tourists. They made it difficult to enjoy sightseeing.
3 Students' own answers

Transcript
See Teacher's Guide, page 179.

- Ask students to raise their hand if they have ever visited a place and felt disappointed. Choose a few students with their hand up to tell the class about their experience.

Exercise 3 2.01 page 23

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

Alicia 5, 11 **James** 3, 8, 9 **Becky** 1, 7
George 2, 4, 6, 10

Transcript
See Teacher's Guide, page 179.

Extra challenge

Students use what they can remember from watching the video the first time to match the vloggers to the experiences. They then watch a second time and check their answers.

Exercise 4 Vocabulary page 23

- Students focus on the highlighted places and discuss the question.
- Ask a few students to share some information with the class.

Extra activity

- Write on the board:
  Have you ever …
  spent your summer holidays at the seaside?
  been surrounded by darkness inside a cave?
  stood at the edge of a cliff?
  swum in a peaceful lake or mountain stream?
  seen a waterfall?
  been camping in a woodland area or valley?
  posted a photo of a breathtaking view on social media?
- Working in groups, students discuss the questions. Encourage them to ask for and give extra details.
- Ask each group to decide who has had the most interesting experience and feed back to the class.

Exercise 5 page 23

- Students complete the online posts.
- Check answers as a class.

KEY

1 valley 2 surrounded by 3 mountain stream
4 peaceful lake 5 cave 6 at the seaside
7 coast 8 the edges of the cliffs 9 breathtaking view

Extra support

Tell students which two words and phrases are not needed for each post, i.e. post 1: *coast*, *waterfall*; post 2: *peaceful lake*, *woodland area*.

Exercise 6 Real English page 23

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

KEY

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

Extra activity

- Write on the board:
  When I'm on holiday, I don't see the point in …
  The last time I felt dead tired was when I …
  I'd feel really disappointed if I missed out on …
  It's fine by me if people …
  Three places on my bucket list to visit are …
  I hate it when tourists … It's as simple as that!
- Students copy and complete the sentences with their own ideas.
- Working in pairs, students take turns to read a sentence and say whether they agree, e.g. *'When I'm on holiday, I don't see the point in lying on the beach all day.' 'I agree with you. It's such a waste of time!'*
- Ask a few pairs to feed back on one of the situations.

Exercise 7 page 23

- Students complete the mini dialogues in pairs.
- Ask different pairs to present each dialogue to the class.

Exercise 8 page 23

- Students use the vocabulary to write an online post.

Exercise 9 page 23

- Students circulate their descriptions in groups and write comments. Tell students to first read any previous comments and then to ensure they write something different.

Extra support

Before students do exercise 9, ask them to read the two posts in exercise 5 again. Elicit possible comments to leave, e.g. *Sounds like you saw some gorgeous scenery! Shame you couldn't visit the cave.*

Exercise 10 Think & share page 23

- Working in pairs, students discuss the questions.
- Ask a few students to share some 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 geographical features and landscapes.*

Further practice

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

2.2 Grammar

Lesson summary

Reading: A social media post about a trip

Grammar: Future predictions, plans and schedules

Speaking: A presentation about a class trip to a place of natural beauty

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

WARM-UP Write on the board:

What are your plans for …
after school today? next weekend? the next school holidays? your next birthday? after you finish secondary school?

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

AfL Teaching tip: diagnostics

Gauging existing competence

Giving students a task which encourages use of the target language before 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 are using language to talk about the future. Note any common errors (e.g. using *will* to talk about arrangements) and make a point of focusing on these areas in particular at the grammar presentation stage.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 24

- Ask students what they can remember about the video from the previous lesson.
- Students discuss the questions in pairs.
- Check answers as a class.

KEY

Alicia was talking about visiting places that look completely different in real life from the pictures on social media. She went to Bali.

Exercise 2 page 24

- Students read the post and answer the question.
- Check the answer as a class.

KEY

She's planning to fly to Iceland with Zoe. She wants to go on a whale-watching boat tour.

Exercise 3 page 24

- Students match the verbs to the grammar rules.
- Play the video.
- Check answers as a class.

KEY

A 3, 4, 7 **B** 5 **C** 2 **D** 1 **E** 8 **F** 6

- Students do the Grammar booster exercises on page 134.

Exercise 4 page 24

- Students choose the correct verb forms to complete the text messages.
- Check answers as a class.

KEY

1 Are you going **2** Does it begin **3** will **4** is
5 'm going **6** 'll call **7** is **8** won't **9** contact **10** 'll

Extra support

To reinforce the grammar rules, when checking the answers, elicit which rule each verb form relates to and why, e.g. 1 = Rule D (future arrangement), 2 = Rule C (timetabled future event), 3 = Rule A (prediction based on what we think).

Exercise 5 page 24

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

KEY

1 B **2** D **3** A **4** E **5** G **6** C **7** F

Conjunction / tense in first part / tense in second part

1 as soon as / *will* / present perfect
2 Before / present simple / present simple
3 By the time / present simple / *will*
4 until / *will* / present simple
5 when / *will* / present perfect
6 once / *will* / present simple
7 After / present simple / *will*

Note!

Point out to students that if the conjunction is at the beginning of the sentence (i.e. 2, 3, 7), there is a comma at the end of the first clause. If the conjunction is in the middle of the sentence (i.e. 1, 4, 5, 6), there is no comma.

Extra activity

- Write on the board:
  By the time we get to the coast, …
  You'll feel dead tired after you …
  Before you go abroad on holiday, …
  I'll read her latest travel blog post when …
  Once he sees the breathtaking view, …
  They won't start shooting the film until …
  As soon as I've saved enough money, …
- Working in pairs, students think of one or two ways to complete each sentence, e.g. *By the time we get to the coast, the beach will be really busy.*
- Elicit ideas from the class.
- As an alternative, students could do this as a writing task, in class or for homework.

Exercise 6 page 24

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

KEY

1 starts **2** will lend; gives **3** are going; won't rain
4 is going to spill **5** won't have; 've done / do
6 are coming; arrives **7** won't miss **8** 'll talk; leaves
9 will you stay; get **10** 's going to travel

Exercise 7 page 24

- Students plan a class trip in pairs.
- Circulate and monitor, helping with language and ideas where necessary.

Exercise 8 page 24

- Pairs take turns to present their trip to the class. As they do so, make a note of how accurately they are using language to talk about the future. Conduct some whole-class feedback at the end of the presentations.
- Take a class vote to decide which trip students think is the most interesting. Elicit reasons why.

Extra activity

- Elicit places of natural beauty from the class and write them on the board, e.g. *waterfall*, *cave*, *valley*, *lake*, *woodland*, *beach*, *mountain*, *grassland*, *river*, *desert*, *rain forest*, *glacier*, *canyon*, *coral reef*.
- Try to come up with enough so that each pair can then choose, or be allocated, a different place. You could introduce a few new words if necessary.
- Pairs then choose a place which has this natural feature, either in their own or another country. They then plan a class trip there and present it to the class. This will make for a wider variety of presentations.

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 future tenses to discuss predictions, plans and schedules.*

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

2.3 Listening

Lesson summary
Speaking: Discussing the challenges of living in a tent and survival skills; pronunciation: homophones
Strategy: Anticipating likely language from the topic
Listening: A radio programme about living in the wild

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, omit exercise 4 and set exercise 8 as an individual writing task for homework.

WARM-UP Write on the board:
Have you ever been camping? If so, talk about your most recent experience. If not, would you like to go one day?
What are some popular places to go camping in your area / country?
What do you need to pack for a camping trip?

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

Exercise 1 Think & share page 25

- Focus on the photos. Students discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 page 25

- Go through the Listening strategy together.
- Students predict words and phrases they will hear, then compare with a partner.

Exercise 3 2.02 page 25

- Play the audio for students to check their predictions.
- Find out who had anticipated the most words and phrases included on the audio. Ask them to read them out to the class.

Transcript

See Teacher's Guide, page 179.

Extra support

Do exercises 2 and 3 as a whole class. Elicit twelve words and phrases and write them on the board. Play the audio and ask students to raise their hand when they hear an item. Pause the audio, elicit the word or phrase and tick it off on the board.

Exercise 4 page 25

- Students discuss the questions in pairs.
- Check answers as a class.

KEY

1 Zeki is a young man from Scotland who at the age of sixteen decided to live on his own in a tent.
2 Zeki lived close to nature in the Cairngorm Mountains in Scotland. His house was far from other houses and villages. He also travelled with his mum to remote villages around the world.

Exercise 5 2.02 page 25

- Play the audio again for students to complete the sentences.
- Check answers as a class.

KEY

1 sixteen 2 outdoor skills 3 large metal box
4 in the river 5 wood 6 his mother 7 Iceland
8 food and water

Transcript

See Teacher's Guide, page 179.

Extra support

Before listening to the programme again, elicit what type of information is missing from each gap, e.g. 1 = age, 2 = plural noun / something he learned, 3 = place / container.

Exercise 6 Pronunciation page 25

- Go through the information in the Pronunciation box together.
- Students decide which pairs of sentences they think contain homophones.

Exercise 7 2.03 page 25

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Students should tick 1, 2, 4, 5, 6 and 8.

Transcript

See Student's Book, page 25.

- Working in pairs, students take turns to read the sentences aloud. Circulate as they do so and correct any pronunciation errors as necessary.

Extra activity

- Organise the class into teams and give each a piece of paper.
- Explain that you are going to say a homophone and the team needs to write down the two possible spellings on their piece of paper as quickly as possible and one student brings it to you, e.g. You say /siː/ and students write *see* and *sea*.
- Award a point to the first team to show you the correct answers, then write the words on the board.
- Continue in the same way with some or all of the following homophones: *four / for*, *eye / I*, *son / sun*, *write / right*, *our / hour*, *weak / week*, *weather / whether*, *dear / deer*, *whole / hole*, *no / know*, *meat / meet*, *pair / pear*, *piece / peace*, *sail / sale*, *wood / would*, *sum / some*, *there / their / they're*, *waste / waist*, *blue / blew*, *wait / weight*, *pour / poor*, *flower / flour*, *ate / eight*, *wear / where*.
- The winning team has the most points at the end.
- Ask students to copy the homophones from the board to keep as a record.
- As an extension, ask students to choose five examples and write sentences to show the words in context. As an extra challenge, they could try to write one sentence with both words, e.g. *The **weather** is awful today, so I'm not sure **whether** I'll go for a walk.*

Exercise 8 Think & share page 25

- Working in pairs, students discuss the questions.
- Ask a few students to share some 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 predict language used in a radio programme.*

Further practice

Workbook page 20

Online practice

2.4 Vocabulary

Lesson summary
Speaking: Talking about caring for the natural environment and environmental issues
Reading: Forum posts about environmental problems
Vocabulary: Environmental issues
Writing: Quiz questions about the natural environment

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 as an individual task for homework and do exercise 7 in the next lesson.

WARM-UP Tell students that you are going to tell them what you did after school yesterday. Tell them they need to listen carefully and remember as many details as possible.

- Say: *Yesterday afternoon, I left school around five o'clock. I drove home alone and stopped on the way to fill my car up with petrol. When I arrived home, there was a parcel on my doorstep. It was the new trainers I'd bought online. I tried them on immediately, but annoyingly they were too small so I need to send them back. My house was very hot so I turned on the air conditioning and had a long, refreshing shower. After that, I made steak and potatoes for dinner. I cooked far too many potatoes, so I had to throw half of them away. After dinner, I watched Netflix for a few hours and then went to bed.*
- Working in pairs, students discuss what they can remember. Elicit details from the class.
- Ask students to consider your actions yesterday and discuss in pairs how you could be more eco-friendly.
- Elicit suggestions from the class, e.g. *You could car share with other teachers. You could buy an electric car.*

Exercise 1 page 26

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

Exercise 2 page 26

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 highlighted words and phrases in the forum comments and mark them ✓ = I understand, ? = I'm not sure, ✗ = I don't understand. In small groups, students then seek clarification for the vocabulary which is unfamiliar to them.

See the notes on Assessment for Learning on page 9.

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

KEY (SUGGESTED ANSWERS)

Good for the environment: renewable energy, natural resources, sustainable, solar panels, recycling waste

Bad for the environment: deforestation, greenhouse gas emissions, harm, global warming, climate change, environmental problems, polluting the atmosphere
Neutral (can be good or bad): wind turbines, have an impact on, power stations

Extra activity

- Read each of the vocabulary items aloud. Ask students to listen carefully and underline the stressed syllable(s) in each word or phrase, e.g. *renewable energy*.
- Check answers as a class.

KEY

renewable energy, natural resources, sustainable, solar panels, recycling waste, deforestation, greenhouse gas emissions, harm, global warming, climate change, environmental problems, polluting the atmosphere, nuclear energy, wind turbines, have an impact on, power stations

- Drill the items for students to repeat as a class, then ask students to practise saying the words in pairs.

Extra challenge

Working in pairs, students add extra ideas to the first two columns of the table.

KEY (SUGGESTED ANSWERS)

Good for the environment: planting trees, reducing consumption, conserving water and power, reusable items, electric vehicles, carpooling, shopping locally
Bad for the environment: fossil fuels, disposable / single-use items, ozone depletion, overpopulation, pesticides, importing goods, endangered species

Exercise 3 page 26

- Working in pairs, students read the comments again and complete the discussion task.
- Ask if any pairs expressed different opinions on any of the points and, if so, elicit details.

Exercise 4 page 26

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

KEY

1 have a (positive) impact on 2 deforestation
3 sustainable 4 harm 5 pollutes the atmosphere
6 global warming 7 wind turbines

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 5 page 26

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

KEY

1 solar panels 2 renewable energy 3 greenhouse gas 4 power stations 5 recycle waste 6 environmental problems 7 nuclear energy 8 natural resources

Extra support

- Before students do exercises 4 and 5, write on the board which vocabulary items they need for each exercise, i.e.
  Exercise 4: *deforestation*, *global warming*, *harm*, *have an impact on*, *polluting the atmosphere*, *sustainable*, *wind turbines*
  Exercise 5: *environmental problems*, *greenhouse gas emissions*, *natural resources*, *nuclear energy*, *power stations*, *recycling waste*, *renewable energy*, *solar panels*
- Point out that some of the items need to be amended to fit the gaps grammatically and logically.

Exercise 6 page 26

- Students prepare their quiz questions in pairs.
- Circulate and monitor, helping with language and ideas where necessary.

Exercise 7 page 26

- Pairs take turns to read their questions for the other students to answer, then provide the correct answers.
- Students add up their points from all the quizzes. Find out the class winners.
- If you have a large class, consider dividing students into smaller groups to conduct the quiz.
- Students do the Vocabulary booster exercises on page 121.

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 environment.*

Further practice

Workbook page 21
Vocabulary booster page 121
Vocabulary photocopiable worksheet
Short test

2.5 Grammar

Lesson summary

Speaking: Discussing a quote about climate change; presenting plans for a protest or social media campaign
Reading: A letter about eco-anxiety
Grammar: Future continuous and future perfect
Listening: A voice message

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 4 for homework and omit exercise 5.

WARM-UP Write on the board:
What do people your age commonly feel anxious about?
What effects can anxiety have on a person?
When was the last time you felt anxious?

- Check the pronunciation and meaning of *anxious* /ˈæŋkʃəs/ and *anxiety* /æŋˈzaɪəti/ (feeling worried or nervous that something bad is going to happen).
- Students discuss the questions in pairs.
- Elicit ideas for the first two questions from the class.

Exercise 1 Think & share page 27

- Elicit from the class what they know about Greta Thunberg.

Culture note

Born in 2003, Greta Thunberg is a Swedish environmental activist. At the age of fifteen, she began missing school to protest outside the Swedish parliament, calling on the government to take stronger action against climate change. She held a sign saying 'School Strike for Climate'. Her protests went viral on social media and prompted thousands of other students around the world to do the same. In 2019, she travelled around Europe and sailed to the USA to campaign and attend climate conferences. She has received numerous honours, including being named *Time* magazine's Person of the Year in 2019, and is also illustrated on a Swedish postage stamp.

- Students read the quote and discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 page 27

- Students read the letter and answer the question.
- Check the answer as a class.

KEY

Pria worries about environmental changes.

Exercise 3 page 27

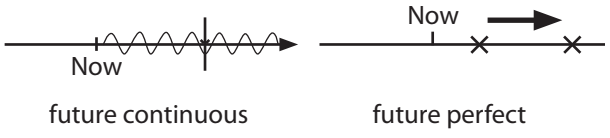
- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 future continuous 2 future continuous
3 future perfect 4 future perfect

Extra support

- Draw the following timelines on the board:



- Elicit from the class how each tense is formed and write it on the board, below the appropriate timeline, i.e. future continuous: *will / won't + be + -ing* verb; future perfect: *will / won't + have* + past participle.
- Students refer to this when doing the exercises that follow.

- Students do the Grammar booster exercises on page 135.

Exercise 4 page 27

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

KEY

1 will have installed 2 will be helping 3 will be using
4 will be having 5 will have finished 6 will be exploring 7 will have got rid 8 will have decided

Extra activity

- Write on the board:
  1 *This time on Saturday / do homework*
  2 *By the age of 22 / graduate from university*
  3 *In 2030 / live abroad*
  4 *At 9 a.m. on Sunday / sleep*
  5 *By the time I'm 30 / get married*
  6 *By the end of this year / change my hairstyle*
- Students use the prompts to write true sentences about themselves, using the future continuous and future perfect.

KEY

1 This time on Saturday, I will / won't be doing homework.
2 By the age of 22, I will / won't have graduated from university.
3 In 2030, I will / won't be living abroad.
4 At 9 a.m. on Sunday, I will / won't be sleeping.
5 By the time I'm 30, I will / won't have got married.
6 By the end of this year, I will / won't have changed my hairstyle.

- Students compare their sentences in pairs and provide additional details, e.g. *I won't be doing homework this time on Saturday. I'll be having lunch with my grandparents.*
- Ask a few students to share some information about their partner with the class.

Exercise 5 Mediation 2.07 page 27

- Play the audio for students to complete the message.
- Check answers as a class.

KEY

1 will be going to 2 will be making / giving
3 will be having a meeting 4 will have told her

Transcript

See Student's Book, page 27, and Key above.

Extra challenge

Students pretend they are Megan and write a message to Emily explaining their plans. Tell them to include at least three examples of the future continuous or future perfect in their message.

Exercise 6 page 27

- Working in pairs, students plan their protest or campaign and complete the sentences.

Exercise 7 page 27

- Students take turns to present their plans to another pair and discuss the question.
- Ask each group to feed back on their best 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 use future continuous and future perfect to talk about the future.*

Further practice

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

2.6 Reading

Lesson summary
Speaking: Discussing how the world will change in the future
Strategy: Using visuals
Reading: An article about the post-carbon future

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3 and set exercise 4 for homework.

WARM-UP Put students into A / B pairs. Ask them to sit or stand face to face, with the As facing the board and the Bs with their backs to the board.

- Write an item of vocabulary from Lesson 2.4 on the board, e.g. *solar panel*.
- The Student As need to explain the word or phrase to their partner as quickly as possible, e.g. *This is something people put on the roof of their house to generate energy from the sun*.
- The first Student B to shout out the correct answer gets a point for their pair.
- Continue in the same way with other vocabulary, swapping As and Bs round after every few items.
- The winning pair has the most points at the end.
- You may like to give students some time to review the vocabulary before starting.

Exercise 1 Think & share page 28

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

Exercise 2 page 28

- Go through the Reading strategy together.
- Students discuss the questions in pairs.
- Elicit some suggestions from the class.

Exercise 3 2.08 page 28

- Students read the article and answer the question.
- Check the answer as a class.

KEY
A, E

- Students discuss in pairs to what extent their predictions about the article's content were correct.
- Ask a few pairs to feed back to the class.

Exercise 4 Vocabulary page 28

- Students match the words to the definitions.
- Check answers as a class.

KEY
A 6 B 1 C 7 D 4 E 5 F 2 G 3

Extra activity

- Write on the board:
  1 *How long does it take the Earth to _____ the sun?*
  2 *When was the last time you used a _____ device?*
  3 *What are some examples of _____ you can find in food?*
  4 *Do you use a _____ at home to make sure your water is safe to drink?*
  5 *Why might it be better to grow plants in a _____ than outside?*
  6 *How would you feel about living in a _____ in space?*
  7 *What videos have _____ quickly on social media recently?*
- Students copy and complete the questions with vocabulary from exercise 4. Point out that the form of some words may need to be changed.
- Check answers and then ask students to discuss the questions in pairs.

KEY
1 orbit 2 handheld 3 minerals 4 filter
5 greenhouse 6 colony 7 spread
Students' own answers

Exercise 5 page 29

- Students read the article again and complete the task.
- Check answers as a class.

KEY
1 F 2 T 3 NG 4 NG 5 T 6 NG 7 F 8 T
9 F 10 T

Extra support

With this type of task, students can often struggle to decide whether a statement is *false* or *not given*. Ensure students are clear that to choose *false*, they need to find information in the text which contradicts that given in the statement. A *not given* answer means that the whole meaning of the statement is not in the text, even if part of it or some key words can be found.

Exercise 6 Think & share page 29

- 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 visuals to understand an article about an ideal future.*

Further practice
Workbook page 23
Online practice

2.7 Global skills

Lesson summary

Speaking: Discussing moral dilemmas
Reading: An article about dealing with a moral dilemma
Vocabulary: Words related to dilemmas

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 5 for homework and do exercises 6 and 7 in the next lesson.

WARM-UP Write on the board:
How easy do you find it to make decisions?
Have you ever made a decision, then changed your mind?
What's the most difficult decision you've ever made?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 30

Note!
Point out that *dilemma* can be correctly pronounced /dɪ'lemə/ or /daɪ'lemə/.

- Students read the explanation and choose which situation presents a moral dilemma.
- Check the answer as a class.

KEY
C is a moral dilemma.

Exercise 2 page 30

- Students read the article, then complete the task in pairs.
- Elicit ideas from the class.

Extra activity
- Write on the board:
  Which of the three theories do you think is the best way to deal with a dilemma?
  If you were in situation C, what would you do?
  Have you ever given someone advice about a dilemma?
  Have you ever had a dilemma?
- Students discuss the questions in pairs.
- Ask a few students to share their opinion or experience with the class.

Exercise 3 Vocabulary page 30

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

KEY
1 A 2 B 3 B 4 A 5 A

Extra activity
- Write some or all of the following statements on the board:
  You should always consider the consequences of your actions before doing something.
  When facing a problem, it's better to solve it alone rather than ask for advice.
  It's natural to sometimes do things against your principles.
  It's the duty of the youngest child to take care of his/her parents.
  Friendships are more interesting if you see things from different perspectives.
- Working in pairs, students discuss whether they agree with the statements. Encourage them to support their opinions with reasons and examples.
- Ask whether any pairs expressed different opinions and, if so, elicit details.

Exercise 4 page 30

- Students read the text write a sentence to summarise the moral dilemma.
- Elicit a possible answer from the class.

KEY (SUGGESTED ANSWER)
A scientist could either save his/her family and move to another planet or save more people on Earth, but not his/her own family.

Exercise 5 page 30

- Students complete the task in pairs.
- Elicit suggestions from the class.

Exercise 6 page 30

- Working in groups, students complete the task.

Exercise 7 page 30

- Groups take turns to present their results to the class.
- Discuss the question as a class.

Extra challenge
- Working in pairs, students come up with and write a short text describing another moral dilemma.
- They swap texts with another pair, read the description, analyse the dilemma using the questions in exercise 5 and then make a final decision about what they would do.
- Pairs feed back to each other about their decision.

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 solutions for a moral dilemma.*

Further practice
Workbook page 24

2.8 Speaking

Lesson summary

Speaking: Discussing the threat of global warming; presenting an opening statement for a debate about recycling waste

Listening: Opening statements for a debate about global warming

Strategy: Using linking words

Vocabulary: Useful phrases for organising your ideas

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and do exercises 7 and 8 in the next lesson.

WARM-UP Write the following quotes on the board:

'*Our planet's alarm is going off, and it is time to wake up and take action!*' Leonardo DiCaprio (American actor, film producer and environmentalist)

'*We are the first generation that can end poverty, the last that can end climate change.*' Ban Ki-moon (South Korean politician and diplomat)

'*We are living on the planet as if we have another one to go to.*' Terri Swearingen (American nurse and environmentalist)

'*There is no such thing as 'away'. When we throw something away, it must go somewhere.*' Annie Leonard (American environmentalist and critic of consumerism)

'*If the planet were a patient, we would have treated her long ago.*' Prince Charles (Heir to the British throne)

- Working in pairs, students discuss what they understand by the quotes and whether they agree with them.
- Ask a few students to share their ideas with the class.

Exercise 1 page 31

- Focus on the photo and task. Ensure the correct pronunciation of *threat* /θret/.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 2.09 page 31

- Elicit or explain the meaning of *debate* /dɪ'beɪt/ (a formal discussion of an issue, where two or more speakers express opposing views and then there is a vote on the issue).
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 E 2 E, T 3 E 4 T 5 T 6 E, T

Transcript

See Teacher's Guide, page 180.

Extra challenge

- Write the following questions on the board:
  1 *What are the consequences of a rise in sea levels?*
  2 *Why might the risk of diseases increase?*
  3 *What examples of extreme weather are given?*
  4 *What's the result of people spending more time online?*
  5 *What online dangers are mentioned?*
- Students listen again, if necessary, and answer the questions. Encourage students to use their own words where possible.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 It won't be suitable for people to live in coastal areas and they'll have to find new homes.
2 Because warmer weather will cause an increase in the number of insects which spread diseases.
3 Heatwaves and droughts
4 They spend less time with their friends.
5 Cyberattacks, cyberterrorism, artificial intelligence wanting power over people

Extra activity

- Write on the board:
  Do you agree more with Elizabeth or Timothy's arguments? Did they mention any points you talked about in exercise 1?
- Give students time to discuss the questions in pairs, then elicit ideas from 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 presenting a similar opening statement for a debate in English as easy, OK, or difficult. Then, do the exercises in the lesson which will extend their mastery in doing the same task and help build their confidence.

See the notes on Assessment for Learning on page 9.

Exercise 3 2.09 page 31

- Go through the Speaking strategy together.
- Play the audio again for students to tick the phrases used.
- Check answers as a class.

KEY

Presenting similar ideas: both; not only … but also
Introducing more ideas: Furthermore, …; What's more, …; Additionally, …
Emphasising your point: absolutely; clearly; without any doubt; obviously; definitely
Giving examples: for instance; for example; such as; like

Transcript

See Teacher's Guide, page 180.

Extra support

Working in pairs, one student listens and ticks the phrases for *Presenting similar ideas* and *Emphasising your point* and the other does the same for *Introducing more ideas* and *Giving examples*. They then share their answers before checking as a class.

Exercise 4 page 31

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

KEY (SUGGESTED ANSWERS)

2 Not only oceans, but also lakes and rivers are affected by plastic pollution.
3 Many types of animals, for example insects and birds, are killed as a result of farming and the use of chemicals.
4 Without any doubt, deforestation puts the lives of animals and plants in danger.
5 Obviously, people need to reduce water pollution.
6 I'm worried that people travel by cars or planes too much causing air pollution and I also find it really scary that everyone uses plastic bottles or bags which end up in the ocean.
7 People have the biggest impact on the natural environment, for instance polluting the air and cutting down forests.
8 Last year, the quality of air in my town went down and similarly, the quality of water in the river got worse too.

Extra activity

- Students write four sentences of their own, each using an expression from a different section of the Phrasebook, e.g. *We must ensure we recycle waste,* ***such as*** *glass, plastic and paper*. Encourage students to include vocabulary from the unit.
- Working in pairs, students take turns to read out one of their sentences. Their partner repeats the sentence, substituting the linking word for another with the same meaning, e.g. *We must ensure we recycle waste,* ***for instance*** *glass, plastic and paper*.

Exercise 5 page 31

- Go through the instructions for the task together. Elicit or explain the meaning of *pay a fine* (a sum of money that must be paid as punishment for breaking a law or rule).
- Working in pairs, students decide whether they agree or disagree with the question and make notes on their arguments. Circulate and monitor as they do so, helping with language and ideas where necessary.

Extra activity

- To provide more variety for the presentations, write the debate questions below on the board. Alternatively, with a stronger class, you could elicit possible topics.
  Should private cars be banned from big cities?
  Should nuclear energy replace fossil fuels?
  Should we adapt to climate change rather than try to prevent it?
  Should we reduce our consumption of meat by 50%?
  Should domestic flights be banned?
  Should students do compulsory environmental volunteer work?
- Organise students into groups of four and ask each group to select (or allocate them) a different topic. They then decide in their group which pair will present arguments for and which against and proceed with planning their statement.

Exercise 6 page 31

- Working in pairs, students practise their opening statement.

Exercise 7 page 31

- Students present their opening statements to the class, two pairs at a time.
- At the end of each pair of presentations, elicit which linking words were used and which pair used more.

Exercise 8 Reflect page 31

- Working in groups, students reflect on their experience and discuss the questions.
- Conduct some whole-class 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 use linking words to present an opening statement.*

Further practice

Workbook page 25
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary
Speaking: Speculating about a photo
Reading: An opinion essay about climate change
Vocabulary: Useful phrases for opinion essays
Strategy: Brainstorming for writing
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 Write on the board:
What situations in your country or the world would you like to change?
Could you personally do anything to change them?
If so, what could you do? If not, how could they be changed?

- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 1 page 32

Note!

- Point out that *protest* can be a noun or a verb. When it's a noun, the stress is on the first syllable, i.e. /ˈprəʊtest/. When it's a verb, the stress is on the second syllable, i.e. /prəˈtest/.
- *Protest* is usually followed by *against* or *about*, e.g. *They're protesting against the use of nuclear energy. We're holding a protest about the new law change.*

- Focus on the photo. Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 2 page 32

- Students read the essay and answer the question.
- Elicit examples of eco-friendly behaviour from the class.

KEY (SUGGESTED ANSWER)

Eat less meat, buy local products and travel in more sustainable ways (by bike or train, for example).

Exercise 3 page 32

- Students read the essay again and complete the task.
- Check answers as a class.

KEY

1 Paragraphs 2, 3 2 Paragraph 1 3 Paragraph 4
4 Paragraph 5 5 Paragraph 1

Extra activity

- Write on the board:
  Do you agree with the author's opinion?
  What are some other examples of eco-friendly behaviour?
  Which of these things do you or your family do?
  What do you understand by 'Individual actions are just a drop in the ocean'? Do you agree?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas on the first three questions with the class.
- Elicit the meaning of the quote, e.g. *One person's actions are too small or unimportant to make any real difference to the situation*. Ask a few students who agree to explain why. Do the same with a few who disagree.

Exercise 4 page 32

- Students add the missing phrases to the Phrasebook. Tell them that some of the bold phrases are in fact two phrases, e.g. *Firstly*, is one phrase and *I'm convinced* is another.
- Check answers as a class.

KEY

1 In my view, 2 I'm convinced 3 it seems obvious to me 4 I believe 5 I'm certain 6 It goes without saying 7 Firstly, 8 Secondly, 9 Additionally, 10 On the other hand, 11 Having said that, 12 All things considered,
* Answers 1/2/3/4/5, 7/8/9 and 10/11 can be in any order.

Exercise 5 page 32

- Go through the Writing strategy together.
- Working in pairs or small groups, students select a topic and brainstorm arguments. Circulate and monitor, helping with language and answering questions as necessary.

Exercise 6 page 32

- Students answer the questions to plan their essay.

Extra support

- As a class, select a topic from exercise 5 and write it on the board.
- Draw two columns underneath, headed *Arguments for* and *Arguments against*. Ask students to call out possible arguments on the chosen topic and note each under the appropriate heading. Remind students that at this brainstorming stage, they should think of as many ideas as quickly as possible.
- Go through each question in exercise 6 together, elicit ideas and build up a clear plan on the board, e.g. *Paragraph 1: number of plastic bottles produced every year; how long for plastic bottles to biodegrade; agree with statement*.
- Students then choose a different topic in their pair or group and follow the same process to complete exercises 5 and 6.

Exercise 7 page 32

- Students complete the writing task.

Exercise 8 Check your work page 32

- 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 use brainstorming for writing an opinion essay.*

AfL Teaching tip: success criteria

Effective feedback offers strategies rather than solutions

More learning is encouraged when students are asked to take responsibility for correcting their errors.

When marking students' opinion essays, rather than correcting all the errors, use a simple correction code. Underline the mistakes you want learners to notice and indicate the type of error by writing, e.g. *Gr* for grammar, *V* for vocabulary, *Sp* for spelling. Students then correct their own work and resubmit their essay.

See the notes on Assessment for Learning on page 9.

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 're flying 2 'll travel, 'm 3 is going to install and use 4 'll enjoy 5 'll let, has decided / decides 6 is going to visit / is visiting 7 'll lend

Exercise 2 page 33

KEY

1 This time next week, I'll be having a latte in a café by the sea.
2 By 2032, they will have built a new park by the lake.
3 In two years, my family will be using mostly solar energy.
4 I'll have visited ten European capitals by next May.
5 All newspapers will have published articles about the new nuclear power station by tomorrow morning.
6 By the end of October, Martha will have done a mountain guide course.
7 What will you be doing all through summer next year?

Vocabulary

Exercise 3 page 33

1 grasslands 2 caves 3 edge, cliff(s) 4 coast
5 admired, landscape 6 valley, surrounded
7 breathtaking view

Exercise 4 page 33

KEY

1 renewable energy 2 environmental problems
3 power station 4 have an impact on 5 pollute
6 sustainable 7 recycle waste

Cumulative review

Exercise 5 page 33

KEY

1 B 2 C 3 B 4 A 5 C 6 C 7 B
8 A 9 A 10 A 11 C 12 B

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: dealing with true / false / doesn't say tasks; Use of English: dealing with word formation tasks; Reading: focusing on incorrect options in multiple-choice tasks; Speaking: comparing photos; Writing: planning your writing

Listening: An interview with a writer

Use of English: A gapped text about volcanoes

Reading: An article about stories of survival

Speaking: Comparing photos of different learning situations

Writing: A review of a film or book about the environment

WARM-UP Write on the board:
What books or films do you know which are about …
real people? animals? survival in difficult situations?
environmental issues?
Why do you think people want to read or watch them?
Do you enjoy these kinds of books / films?

- Students discuss the questions in pairs. If they are unsure of any book / film titles in English, allow them to use L1.
- Elicit ideas from the class.

Listening

Exercise 1 page 34

- Go through the Listening exam strategy together.
- Students read the first question in exercise 2 and extract and answer the question.
- Check the answer as a class.

KEY

Yes, the answer is DS. Although we know her books are popular around the world, the text doesn't say what languages she writes them in.

Exercise 2 2.10 page 34

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

2 F 3 T 4 T 5 DS 6 DS 7 T 8 DS

Transcript

See Teacher's Guide, page 180.

Extra activity

- Write on the board:
Would you be interested in reading Paola's book?
How can we avoid suffering from 'digital fatigue'?
Do you prefer reading electronic or printed books?
What are the risks of relying too much on technology?
- Students discuss the questions in pairs.
- Elicit opinions and ideas from the class.

Use of English

Exercise 3 page 34

- Go through the Use of English exam strategy together.
- Students look at the example and answer the questions.
- Check answers as a class.

KEY

B, C and maybe D fit grammatically (they are all adjectives), but only C fits the meaning (and D would make a nonsensical sentence).

Exercise 4 page 34

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

KEY

1 pollution 2 dangerously 3 population
4 competition 5 unfortunate 6 higher 7 distance
8 improvements 9 activity / activities 10 scientific

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.

Extra support

- Write on the board: *adjective*, *noun*, *adverb*, *verb*.
- Elicit from the class when each part of speech might be used, e.g. An adjective often comes before a noun it describes. It can also be used after the verb *be*.
- Elicit and write on the board what part of speech is needed to complete each gap in the text. Students then refer to this when completing the task.

KEY

1 noun 2 adverb 3 noun 4 noun 5 adjective
6 comparative adjective 7 noun 8 plural noun
9 noun 10 adjective

Extra challenge

- Students choose four of the words in brackets from the text.
- They write a gapped sentence for each to test another form of the word, e.g. *Environmental _____ (SCIENCE) believe global warming will get worse in the future.*
- Students swap sentences in pairs and complete the gaps with the appropriate word forms, e.g. *scientists*. They then swap back and check each other's answers.

Extra challenge

- Either in class or as a homework task, students draw up a table with the headings *verb*, *noun*, *adjective* and *adverb*. They write the words in brackets from exercise 4 under the correct part of speech and add the other forms, if applicable, e.g. 1 *pollute = verb*, *pollution / pollutant / polluter = noun*, *polluted = adjective*. Allow the use of dictionaries if necessary.
- Encourage students when making a note of new words to try to record all the different forms.

Reading

Exercise 5 page 34

- Go through the Reading exam strategy together.
- Students complete the task, then compare their ideas in pairs.

Extra support

- Before asking students to do exercise 6, check the correct answer and elicit why the other options are incorrect.

KEY (SUGGESTED ANSWERS)

The correct answer is C.
A is incorrect, as it says the book is 'realistic' fiction.
B is incorrect, as there is no reference to what happens to him later.
D is incorrect, as the reference to Venezuela is about where the shipwreck happened, not the character's nationality.

Exercise 6 page 34

- Students read the whole article and complete the task.
- Check answers as a class.

KEY

1 C 2 C 3 A 4 B 5 D

Extra support

When checking the answers, elicit from the class why the other options are incorrect.

Speaking

Exercise 7 page 35

- Go through the Speaking exam strategy together.
- Students complete the task. Encourage them to underline the key words in each sentence, i.e. *1 Both photos*, *2 rather than*, *3 more interesting*, *4 in common*, *5 more difficult*.
- Check answers as a class and elicit the key words.

KEY

1 similarity 2 difference 3 advantage
4 similarity 5 disadvantage

Extra challenge

- Working in pairs, students write down extra words or phrases which could be used to talk about similarities, differences, advantages and disadvantages.
- Elicit ideas from the class and write them on the board.

KEY (SUGGESTED ANSWERS)

Similarities: likewise, similarly, just like, too, as well, similar to, the same as
Differences: whereas, while, but, however, unlike, although, on the other hand
Advantages: far better than, preferable to, much more enjoyable than
Disadvantages: less interesting than, not as beneficial as, worse than

- Students include some of these additional words and phrases when doing exercise 8.

Exercise 8 page 35

- Working in pairs, students compare the photos. You may like to refer them back to page 7 to review comparative forms before they start.
- Circulate and monitor, making a note of errors or particularly good sentences, especially with comparative forms.
- Do a whole-class correction and feedback activity at the end of the task.

Writing

Exercise 9 page 35

- Go through the Writing exam strategy together.
- Students think of a film or book to focus on. If you didn't do the warm-up activity, you may like to brainstorm possible options as a class now, e.g. *I am Greta*, *A life on our planet*, *Before the flood*, *Avatar*.
- Students plan their review by making notes and thinking of examples.

Exercise 10 page 35

- Students complete the writing task. Encourage them to include some of the Phrasebook expressions from Lesson 1.9.

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)

My favourite film about the environment is called *Wall-E*. It was made in 2008, but its story is still very powerful and important. The director said that he didn't plan the film as an environmental message. However, what happens is relevant to how humans are damaging our planet and what our future might be.

In the film, the robot Wall-E is alone after all the humans have left Earth. His job is to clean up their rubbish, while they live in outer space instead. The message is that we are in danger of destroying our home because we are more interested in buying cheap products than in looking after nature.

In my opinion, *Wall-E* is an excellent film. It's entertaining, but it's extremely relevant too. It should make people think about how we behave and the negative effect of all the pollution and waste that we create. I think everyone should see it – it is suitable for children and I believe that the next generation can learn a lot from its message.

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 carefully to the speakers to complete a true / false / doesn't say task. I can successfully complete a word formation task by checking my answers fit grammatically and logically. I can decide why options in a multiple-choice reading task are incorrect. I can compare two photos. I can plan my writing by making notes and thinking of examples.*

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.

At the end of a unit, ask students to make a list of what they will do to continue their progress. Students may write: *go back over Unit 2 of the Student's Book*; *use the online practice material*; *practise anticipating likely language before I listen to a podcast*; *do some more word formation exam tasks*.

See the notes on Assessment for Learning on page 9.

Further practice

Workbook pages 28–29

3 Get well soon

3.1 Vocabulary

Lesson summary

Speaking: Talking about staying healthy; sharing ideas about how to deal with health problems

Listening: A vlog with people discussing their health problems

Vocabulary: Illnesses and injuries

Reading: A first-aid quiz

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? Where do you think it was taken?*
  Who would you ask for help if you weren't feeling well?Why is it important to ask for help?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 36

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

Extra activity

- Working in small groups, students brainstorm and write down five things which are good for your health (e.g. drinking a lot of water, sleeping for eight hours a night) and five things which are bad (e.g. eating a lot of junk food, sunbathing).
- Students discuss whether they do the things on their list and award themselves two points for each 'good' thing they do and minus one point for each 'bad' thing.
- Find out who has the highest score in each group and elicit a few things they do / don't do.

Exercise 2 3.01 page 36

- Play the video or audio for students to complete the summary.
- Check answers as a class.

KEY

1 their friends 2 healthy 3 small

Transcript

See Teacher's Guide, page 180.

Exercise 3 Vocabulary page 36

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

KEY

1 a sore throat 2 a mosquito bite 3 a cut
4 a fever 5 a backache 6 a cough 7 a burn
8 a heart attack 9 get out of breath 10 get a cold
11 an infection 12 the flu

Extra activity

Drill the vocabulary items as a class. Focus in particular on words which you think students may be likely to mispronounce, e.g. *cough* /kɒf/, *heart* /hɑːt/, *mosquito* /məˈskiːtəʊ/, *throat* /θrəʊt/, *backache* /ˈbækeɪk/.

Extra challenge

Working in pairs, students write down other illnesses and injuries they know. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

an earache, a headache, sunburn, a sprained ankle, a broken arm, a bee sting, a rash, asthma, an allergic reaction, high / low blood pressure

Exercise 4 3.01 page 37

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 He thinks he's got a cold, the flu or a chest infection.
2 He got out of breath when he was running, has a sore throat and a pain in his chest.
3 She has an infection from a mosquito bite and a backache.
4 Because the doctor told her that she needed to rest and not move for the rest of the day.

Transcript

See Teacher's Guide, page 180.

Exercise 5 page 37

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

KEY

1 get out of breath 2 cut 3 heart attack 4 burn
5 infection 6 backache 7 fever

Extra challenge

Students write three more gapped sentences, focusing on other vocabulary in exercise 3, e.g. *I shouted too much at the football match last night and I have a really _____ this morning.* They then swap sentences with a partner, add the missing words (*sore throat*) and swap back to check the answers.

Exercise 6 Real English page 37

- Students choose the correct meaning of each phrase.
- Check answers as a class.

KEY

1 A 2 B 3 A 4 A 5 B

Note!

Elicit or explain that *sec* is an abbreviation of *second* and means a very short period of time. We also commonly abbreviate *moment* to *mo* /məʊ/ and use it in the same way.

Epic does not only describe how a person feels, but can also be used to talk about something which is really good or impressive, e.g. *The new skate park in town is epic*.

Exercise 7 3.02 page 37

- Play the audio for students to repeat the phrases.

Transcript

See Teacher's Guide, page 181.

Extra activity

- Working in pairs, students think of scenarios in which the key phrases might be used, e.g. *Someone might say 'I'm epic' if they've just got back from a fantastic holiday*.
- Elicit suggestions from the class.

Exercise 8 page 37

- Check the meaning of *first aid* (simple medical treatment that is given to somebody before a doctor comes or before the person can be taken to a hospital). Point out that the noun is written as two words, but the adjective is hyphenated, i.e. *first-aid*.
- Students complete the First-aid quiz with appropriate vocabulary.
- Check answers as a class.

KEY

1 attack 2 get 3 ache 4 burn 5 sore 6 infection 7 bite 8 the flu

Exercise 9 page 37

- Working in pairs, students answer the quiz questions.

Exercise 10 page 37

- Students check their answers on page 150 and discuss the questions in pairs.
- Ask a few pairs to share some details with the class.

Exercise 11 Think & share page 37

- Working in groups, students discuss the problems.
- Ask which groups shared different ways of dealing with the same problem and elicit details.

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 injuries and illnesses.*

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 from the lesson. They can then refer back to pages 36 and 37 to see if they missed any items. Alternatively, this review could be done at the start of the next lesson.

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 30

Vocabulary photocopiable worksheet

Short test

3.2 Grammar

Lesson summary

Reading: Medical jokes

Grammar: Question forms – object, subject and indirect questions

Speaking: Asking and answering questions about health

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7.

WARM-UP Tell students that you are going to mime a health problem and they have to guess what's wrong with you.

- Mime one of the illnesses or injuries from page 36 and elicit the problem, e.g. *You've got a sore throat*.
- Working in pairs, students take turns to mime a problem for their partner to guess.

Exercise 1 page 38

- Students discuss the meaning of the saying in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)

Laughter is the best way of improving a situation, especially of making you feel happier.

- Ask students to discuss in pairs whether they agree with the saying.
- Ask a few students to share their opinion with the class.

Exercise 2 page 38

- Students read the jokes and discuss the question in pairs.
- Ask a few students which joke they chose and why.

Exercise 3 page 38

- Students read and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

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

- Students do the Grammar booster exercises on page 136.

Extra activity

- Focus students' attention on point five in the grammar box.
- Write on the board:
  1 *My friends and I often talk about …*
  2 *I've recently given a present to …*
  3 *I got the clothes I'm wearing from …*
  4 *I enjoy going on holiday with …*
  5 *I once won a prize for …*
- Ask students to copy and complete the sentences to make them true for themselves.
- Elicit the questions students need to ask to find out the missing information.

KEY

1 What do you and your friends often talk about?
2 Who have you recently given a present to?
3 Where did you get the clothes you're wearing from?
4 Who do you enjoy going on holiday with?
5 What did you (once) win a prize for?

- Working in pairs, students ask and answer the questions. Encourage them to ask follow-up questions to get more details.
- Ask a few students to share some information about their partner with the class.

Exercise 4 page 38

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

KEY

1 What did you talk 2 What caused the burn 3 who you spoke 4 Who are they going to send / Who will they send 5 Which medicine works 6 if this is the best medicine 7 What does/did Sam want 8 Who did the homework / Who has done the homework

Extra support

- Before students start the exercise, tell them which of the words is needed for each question, i.e. 1, 2, 7 = *what*; 3, 4, 8 = *who*; 5 = *which*; 6 = *if*.
- When checking answers, elicit which rule each question matches to, i.e. 1, 4, 7 = *object questions*; 2, 5, 8 = *subject questions*; 3, 6 = *indirect questions*.

Exercise 5 page 38

- Students use the prompts to write questions.
- Check answers as a class.

KEY

1 Who felt unwell this morning? / Who is feeling unwell this morning?
2 What did the doctor say about the illness?
3 Which medicine do you usually take for a cough?
4 Can you tell me when your sore throat started?
5 Which students got the flu last week?
6 Who discovered the cure for the disease?
7 Where did they get the virus from?

- Students write possible answers for the questions.

Extra support

Students write answers to the questions in pairs, then join another pair to do exercise 6.

Exercise 6 page 38

- Working in pairs, students take turns to read out one of their answers and their partner guesses the question.

Exercise 7 page 38

- Working in pairs, students write the questions they need to ask in order to find out the missing information.
- Check answers as a class.

KEY

2 Who told you to stay at home for two days?
3 How many days do you have to take these tablets for?
4 How did you get that cut?
5 Why don't you want to go to hospital?
6 Which bottle of medicine did you take?
7 What happened in West Street at about 6 p.m.?
8 How long have you had a sore throat?

- Students take turns in their pair to ask the questions and give their own answers.

Exercise 8 page 38

- Students write the questions.
- Elicit possible questions from the class.

KEY (SUGGESTED ANSWERS)

Can you tell me what you do to stay healthy?
When did you last have a fever?
Who looks after you when you are ill?
I'd like to know if you know any good jokes.

Exercise 9 Think & share page 38

- Working in pairs, students take turns to ask and answer the questions.
- Ask a few students to share some information about their partner 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 question forms to talk about health.*

Further practice

Workbook page 31
Grammar booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Listening

Lesson summary
Speaking: Discussing how healthy certain foods and drinks are; pronunciation: weak forms; talking about healthy diets
Strategy: Recognising a range of phrasal verbs
Vocabulary: Phrasal verbs
Listening: A podcast about healthy living

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 5 and set exercise 9 as an individual writing task for homework.

WARM-UP Write on the board:
What did you have for dinner yesterday?
Does your family eat a lot of takeaway food?
Do you ever skip breakfast?
How often do you have meat?
Did you eat a lot of sweets or snacks as a child?

- Elicit from the class some phrases for asking indirect questions, e.g. *Can you tell me …?; Would you mind telling me …?; I'd like to know …*
- Working in pairs, students turn the questions from the board into indirect questions to ask each other, e.g. *I'd like to know what you had for dinner yesterday.* Refer them back to Lesson 3.2 to review the grammar rules before starting, if necessary.
- Ask a few students to share some information about their partner and say whether they think this is healthy or unhealthy, e.g. *Zak had fish, potatoes and salad for dinner yesterday. I think this is a really healthy, balanced meal.*

Exercise 1 page 39

- Focus on the photo. Students discuss the questions in pairs.
- Check the answer to the first question as a class.

KEY

ham, cheese, croissants, scrambled egg, boiled egg, smoked salmon, butter, bread (rolls), jam, marmalade, cereal, raspberries, blueberries, grapes, kiwi fruit, coffee, milk, orange juice

- Ask a few students how healthy they think these foods and drinks are. Ensure they support their answer with reasons and examples.

Exercise 2 page 39

- Elicit or explain the meaning of *phrasal verb* (a verb combined with a preposition or adverb, or sometimes both, to give a new meaning).
- Students discuss the questions in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

get on – be friendly with, do well
hang on – wait, hold on to
look around – turn your head to see something
wake up – become awake

Exercise 3 Vocabulary page 39

- Go through the Listening strategy together.
- Students focus on the phrasal verbs and discuss the question in pairs.

Exercise 4 3.03 page 39

- Play the audio for students to choose the correct meaning of the phrasal verbs.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 181.

Extra support

- Explain to students that each dialogue contains two phrasal verbs.
- Pause the audio after the first dialogue and elicit the answers for 1 and 2. Ask a few questions to ensure students understand the context, e.g. *What does the person need to cut down on?* (running) *Why is swimming mentioned?* (because it's important to keep on doing exercise).

Extra activity

- Write on the board:
  1 *What foods can make someone _____ weight easily?*
  2 *Will you _____ studying English after high school?*
  3 *Why might someone _____ on caffeine?*
  4 *What do reporters often _____ about in your local news?*
  5 *How does what you eat _____ how you feel?*
  6 *Do you ever find it difficult to _____ your point in English?*
  7 *How can we _____ whether information online is true?*
  8 *Do you ever _____ with a plan and then change your mind?*
- Students copy and complete the questions with the phrasal verbs from exercise 4. Encourage more confident students to try to do this with books closed.
- Check answers as a class.

KEY

1 put on 2 keep on 3 cut down 4 go on
5 depend on 6 get across 7 work out 8 go ahead

- Working in pairs, students discuss the questions.
- Ask a few students to share some details with the class.

Extra challenge

As an extension task, either in class or for homework, students write sentences to demonstrate the other meaning of each of the phrasal verbs, e.g. *Sadly, they're going to **cut down** a lot of trees in our local park to build a playground.*

Exercise 5 3.04 page 39

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

avocado, coffee, fruit smoothie, tea, water

Transcript

See Teacher's Guide, page 181.

Exercise 6 3.04 page 39

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 podcast again, ask students to read through the statements in exercise 6 and speculate in pairs on which options may be correct and why. When checking the answers, elicit to what extent students' predictions were correct.

See the notes on Assessment for Learning on page 9.

- Play the audio again for students to choose the correct answers.
- Check answers as a class.

KEY

1 C 2 C 3 B 4 B 5 C

Transcript

See Teacher's Guide, page 181.

Exercise 7 page 39

- Working in pairs, students discuss the questions.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 Fruit and vegetables 2 Caffeine keeps people awake. 3 Avocados 4 240 5 Some smoothies have more sugar in them than a can of cola.

- Ask a few students to share and explain their answer to the final question.

Exercise 8 Pronunciation 3.05 page 39

- Go through the information in the Pronunciation box together.
- Play the audio for students to underline the weak sounds in the sentences.
- Check answers as a class.

KEY

1 I wouldn't drink more than a few cups a day.
2 I don't think that's a good idea.
3 I really want to get this across to your listeners.
4 Try eating an apple or a banana instead.

Transcript

See Student's Book, page 39.

- Play the audio again, pausing after each sentence for students to repeat.

Exercise 9 Think & share page 39

- Students discuss the questions in groups.
- Ask a few students to share some information or 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 phrasal verbs in a podcast about healthy living.*

Further practice

Workbook page 32
Online practice

3.4 Vocabulary

Lesson summary

Speaking: Talking about natural health treatments; discussing unusual medical facts

Reading: A text about natural health remedies

Vocabulary: Treatments

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3, set the research and writing part of exercise 8 for homework and then students share their facts in the next lesson.

WARM-UP Write on the board:

Which foods or drinks …
1 contain a lot of water?
2 contain caffeine?
3 contain a high level of sugar?
4 are high in calories?
5 may protect you from a heart attack?

- Students discuss the questions in pairs. Ask them to think about the information they heard in the podcast in Lesson 3.3 and also to add their own ideas.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

From the podcast: 1 Fruit, vegetables 2 Tea, coffee 3 Fruit smoothies, cola 4 Avocados 5 Coffee, avocados, olive oil, some fish, nuts

Exercise 1 page 40

- Focus on the photos. Students discuss the question in pairs.
- Elicit ideas from the class, but don't confirm any suggestions at this stage.

Exercise 2 page 40

- Check the pronunciation and meaning of *remedy* /ˈremədi/ (a treatment or medicine to cure a disease or reduce pain that is not very serious).
- Students read the text and check their answers.
- Check answers as a class.

KEY

Honey can treat a sore throat.
Green tea can protect you from heart attacks and other diseases.
Olives and lemons are good for car/travel sickness.
Yoga helps increase the flow of blood and may help you recover faster.

Extra activity

- Write on the board:
  Were any of your predictions correct?
  What do you think about the natural health remedies mentioned in the text?
  What else can you do to help with car sickness? a cough? aches and pains? protection from a heart attack?

- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 page 40

- Students read the text again and complete the task.
- Check answers as a class.

KEY

1 T 2 F. It can treat the symptoms of a cough.
3 T 4 NG

Exercise 4 page 40

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 text. Working in pairs, they come up with a definition for as many items as they can. When doing exercise 4, they compare their definitions with those given and take particular note of the items they were unable to define.

See the notes on Assessment for Learning on page 9.

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

KEY

1 keep in shape 2 go for a check-up 3 get a prescription 4 cure 5 surgery 6 natural treatment 7 treat 8 symptoms 9 recover 10 blood test 11 mental health 12 take vitamins

Note!

- Ensure students are clear on the difference between *treat* and *cure*. Ask: *If you cure a health problem, does the person get better?* (yes) *If you treat a health problem, does the person get better?* (not necessarily, it just means that they receive medical attention).
- Point out the way the verbs are used, e.g. *treat an illness / cure an illness*, *treat someone for an illness / cure someone of an illness* and the associated nouns, i.e. *treatment*, *cure*.

Extra activity

- Write on the board:
  Have you ever …
  been for a check-up at the doctor's?
  got a prescription for some medicine?
  had a blood test?
  taken some vitamins?
  tried a new activity to keep in shape?
  recovered quickly from an illness?
  tried a natural treatment which didn't work?
  read an article about mental health?
- Students mingle and try to find a different classmate to answer *yes* to each question. Tell students to ask follow-up questions and provide extra details about their experiences.
- Ask a few students to share something they found out with the class.

Exercise 5 Think & share page 40

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

Exercise 6 page 40

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

KEY

1 vitamin 2 surgery 3 treat 4 blood test
5 prescription 6 cure

Extra challenge

Students complete the sentences without referring to the vocabulary. They then compare their ideas with the words in the box. When checking answers, elicit other possibilities.

Exercise 7 page 40

- Students share their ideas in pairs.
- Elicit ideas from the class as to why they think each statement is true or not and give them the correct answers.

KEY

1, 3, 5 are real. 2, 4, 6 are false.

Culture note

You may like to give students the additional information below about the real unusual medical facts:

1 A large potato has 72.7 milligrams per serving of vitamin C, whereas a lemon has just 44.5.
3 All yoghurt contains probiotics, which are live bacteria that are beneficial for health. Eating foods that cover the mouth in a layer of probiotics could help reduce levels of bad bacteria in the mouth, which may help improve breath.
5 In 1992, Singapore imposed a ban on the sale of chewing gum. This was in response to an increase in the cost of cleaning public areas, due to people dropping gum. Since 2004, however, there has been an exception for dental, therapeutic and nicotine chewing gum. These can be obtained from a doctor or pharmacist.

Exercise 8 page 40

- Working in pairs, students conduct some research about other unusual medical facts and write some true and false sentences.
- Pairs take turns to present their facts to another pair and guess which fact is untrue.
- Ask a few students to share an interesting fact they learned.
- Students do the Vocabulary booster exercises on page 122.

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 treatments and cures.*

Further practice
Workbook page 33
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

3.5 Grammar

Lesson summary

Speaking: Describing pictures of hospitals and discussing differences; talking about abilities in science

Reading: A text about medicine in the past and today

Grammar: Talking about ability

Listening: A podcast about recent medical achievements

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

WARM-UP Draw a mind map on the board, with *Hospital* as the central theme and *People*, *Places* and *Activities* as the branches.

- Working in pairs, students copy the mind map and add vocabulary related to each branch.
- Elicit suggestions and add them to the mind map on the board, explaining any new vocabulary as necessary.

KEY (SUGGESTED ANSWERS)
People: doctor, nurse, surgeon, patient, visitor, ambulance driver, porter
Places: waiting room, emergency department, ward, operating theatre
Activities: have surgery, treat an illness, cure a patient, have an X-ray, get a prescription, have a scan, have a blood test, recover from an illness

Exercise 1 page 41

- Focus on the pictures. Working in pairs, students complete the task.
- Elicit ideas of differences from the class.

Exercise 2 page 41

- Students read the text and answer the question.
- Elicit answers from the class and check the pronunciation of *anaesthetic* /ænəs'θetɪk/.

KEY (SUGGESTED ANSWERS)
There were no scans.
Surgery had to be done without anaesthetic.
Infections were a big problem.

Exercise 3 page 41

- Students read the text again and complete the task.
- Play the video.
- Check answers as a class.

KEY
1 The only way doctors could do this was by picking up a knife. / … they couldn't give you an anaesthetic before surgery. / Instead, patients could feel, see and hear everything that was happening to them.
2 It was Louis Pasteur who changed that in 1861 when he managed to prove that bacteria caused disease.
3 Doctors can scan your entire body …
4 And soon, they hope to be able to use this technique to identify many different conditions. / What else will they be able to do in the future? / Perhaps, they'll even be able to cure the common cold!

- Students do the Grammar booster exercises on page 137.

Exercise 4 page 41

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

KEY
1 Have you been able to 2 can 3 couldn't 4 can
5 Did you manage to 6 haven't been able to
7 not being able to 8 'll be able to

Exercise 5 page 41

Extra support
- When doing a sentence transformation task like this, advise students to start by looking at both sentences and underlining the details which are in both. This will make it clear which parts of the first sentence they need to replace with an equivalent.
- Remind students that the word in bold must not be altered and that they should be careful to stick to the required number of words. Point out that contractions count as two words.

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

KEY
2 will be able to grow 3 enjoys being able to play
4 haven't succeeded in 5 I could smell 6 won't be able to go

Extra activity
- Write on the board:
  Find out something your partner …
  could do at a younger age than you could.
  was able to understand, but you weren't.
  hasn't managed to do yet, but you have.
  has succeeded in doing, but you haven't.
  can't do as well as you can.
  will be able to do at the same time as you.
- Working in pairs, students discuss their abilities and complete the task.
- Ask a few students to feed back something they found out, e.g. *Tom could swim when he was five, but I couldn't swim until I was seven.*

Exercise 6 3.08 page 41

- Play the audio for students to write the sentences.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Scientists in the USA have managed to make an artificial arm.
2 Patients can move the arm with their thoughts.
3 Scientists have succeeded in printing hearts, skin and teeth.
4 They haven't been able to use them on real patients.
5 The smoking ban has succeeded in improving the health of millions.
6 In the UK, we can see a reduction in the number of smokers.

Transcript

See Teacher's Guide, page 182.

Extra support

Pause the audio after the information for each point is given and allow students time to write down the full sentence. Then play the full audio again without pausing for students to check their answers, then check as a class.

Exercise 7 page 41

- Students complete the discussion task in pairs.
- 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 talk about ability in the past, present and future.*

Further practice

Workbook page 34
Grammar booster page 137
Grammar photocopiable worksheet
Online practice

3.6 Reading

Lesson summary

Speaking: Describing a photo; discussing experiences and outcomes of COVID-19

Reading: An article about pandemics through the ages

Strategy: Dealing with unknown words

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

WARM-UP Ask: *What diseases can pass from person to person? What can we do to prevent such diseases spreading?*

- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Examples of infectious diseases which can pass from person to person are the flu, the common cold, measles, chickenpox, hepatitis and COVID-19.

To prevent such diseases spreading, we can wash our hands well and often, stay at home if we are sick, keep our distance from people who are ill and keep up-to-date on vaccinations.

Exercise 1 page 42

- Students describe the main photo and answer the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 To minimise the risk of catching / spreading an infectious disease.
2 They are 'panic buying' / stocking up on essential items / buying large quantities of everyday items.
3 They might be doing this because of concerns about these products running out in shops.

Exercise 2 3.09 page 42

- Focus on the items in the glossary and check that students can pronounce them correctly: *bubonic plague* /bjuːbɒnɪk ˈpleɪg/, *communicable* /kəˈmjuːnɪkəbl/, *Peloponnesian* /peləpəˈniːʃən/, *swine* /swaɪn/.
- Students read the article quickly and complete the task.
- Check answers as a class.

KEY

1 the Peloponnesian pandemic 2 the first bubonic plague 3 the Black Death 4 the 1918 flu 5 swine flu

Extra support

- Point out to students that when scanning a text quickly for specific details, proper nouns can be easily identified, as they begin with capital letters, e.g. *Black Death*.
- Suggest that students scan the whole article and underline or highlight all five pandemics before they order them in the exercise. This will avoid any confusion and potential need to reorder the items.

Exercise 3 page 42

- Go through the Reading strategy together.
- Students complete the task in pairs.
- Check the type of words, their correct pronunciation and elicit definitions from the class.

KEY (SUGGESTED ANSWERS)

1 quarantine (noun) – a period of time when an animal or a person that may have a disease is kept away from others
2 troop (adjective) – relating to a large group of soldiers
3 far-fetched (adjective) – very difficult to believe
4 transmission (noun) – the act of passing something from one person to another
5 advocate (verb) – support something

Exercise 4 Vocabulary page 42

- Students read the article again and try to determine the meaning of the highlighted words from context, then compare their ideas in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

reside (verb) – live in a particular place
decimated (past participle) – severely reduced

virulence (noun) – level of danger and speed of spreading
fleas (plural noun) – small jumping insects that bite animals and humans
contagious (adjective) – spreads quickly by close contact
infected (verb) – made a disease spread to people
outbreak (noun) – sudden start of something unpleasant or dangerous
vaccinate (verb) – give someone a vaccine, usually by injection, to protect them against a disease

Extra challenge

Students make a table headed *verb*, *noun*, *adjective*. They write the highlighted words from the text into the appropriate column and add the other forms of the word, if applicable, e.g. *reside = verb*, *residence / resident = noun*, *residential = adjective*. Allow students to work in pairs and use dictionaries if necessary.

Extra activity

- Students choose four of the highlighted words and write questions to ask a partner, e.g. *In the future, will more or fewer people reside in large cities?*
- Working in pairs, students ask and answer their questions.

Exercise 5 page 43

- Elicit or remind students of the strategy they learned about on page 34 for doing multiple-choice reading tasks, i.e. After choosing an answer, look at the other options again and think about why they're incorrect.
- Students complete the task.
- Check answers as a class.

KEY

1 A **2** C **3** A **4** C **5** B

Exercise 6 page 43

- Students discuss the questions in pairs or small groups.
- Conduct some class feedback on the positive aspects and outcomes of the situation.

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 deal with unknown words in an article about pandemics.*

Further practice
Workbook page 35
Online practice

3.7 Global skills

Lesson summary

Speaking: Describing emotional situations; talking about managing emotions

Reading: An article about the connection between health and emotions

Listening: A presentation about managing emotions; a discussion about managing emotions in a difficult situation

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 2 and 3.

WARM-UP Write the following colours on the board: *red*, *blue*, *yellow*, *green*, *grey*, *white*, *purple*, *black*

- Ask students: *What emotions do you associate with these colours?*
- Working in pairs, students discuss the question.
- Elicit ideas from the class.

Exercise 1 page 44

- Focus on the vocabulary and clarify any unfamiliar words, if necessary.
- Students discuss the questions in pairs.
- Ask a few students to share an example with the class.

Extra activity

Working in groups, students take turns to describe an emotional situation from a well-known film or TV show and the others have to guess the film / TV show. The first student to guess correctly each time gets a point. Find out who scored the most points in each group.

Extra activity

- Put the following stress patterns on the board:
  1 ● 2 ●● 3 ●●●
- Explain to students that the circles indicate the number of syllables in the word and the larger circle indicates where the stress falls.
- Say the words in exercise 1 and ask students to write them into the correct category, depending on the word stress.
- Check answers as a class.

KEY

1 sad
2 anger, angry, anxious, grateful, jealous, lonely, sadness, worried
3 amused, delighted, excitement, excited, regretful

- Working in pairs, students take turns to say an emotion and their partner taps the stress pattern on the desk (they can use one finger for the unstressed syllables and two fingers for the stressed syllable).

Extra challenge

Where not already given, students write the corresponding nouns for each of the emotions in exercise 1.

KEY

amused → amusement, anxious → anxiety, delighted → delight, grateful → gratitude, jealous → jealousy, lonely → loneliness, regretful → regret, worried → worry

Exercise 2 page 44

- When students have completed the writing task, collect their finished sentences.

Extra support

- Before students write their own sentences, elicit, or provide one or two more examples and write them on the board, e.g. *When there's an important exam, people are anxious*.
- Students then write their own three sentences in pairs.
- Instead of doing exercise 3 as a whole class, ask students to swap pieces of paper with another pair and discuss whether they agree with their sentences. Pairs then feed back their opinions and reasons to each other.

Exercise 3 page 44

- Read out one of the class's sentences. Ask students to stand up if they agree and remain seated if they disagree. Choose a couple of students who are standing up to explain why they agree, then ask a few who are seated why they disagree.
- Continue in the same way with some other example sentences with different emotions.

Exercise 4 page 44

- Students discuss the questions in pairs.
- Elicit some ideas from the class, but don't confirm any predictions at this stage.
- Students read the article and check their answers.
- Check answers as a class.

KEY

1 arguing – arthritis and cancer
2 anger – heart attacks
3 loneliness – aches and pains
4 jealousy – anxiety and weakened immune system
5 joy and happiness – stronger immune systems, fewer aches and pains
6 laughter – reduce the risk of a heart attack

- Ask a few students how accurate their predictions were.

Exercise 5 Mediation 3.10 page 44

- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 responsible 2 others 3 better 4 emotions
5 negative 6 Positive 7 plans

Transcript

See Teacher's Guide, page 182.

Exercise 6 3.11 page 44

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

B, Refocus on planning

Transcript

See Teacher's Guide, page 182.

Exercise 7 page 44

- Students complete the task.

Exercise 8 page 44

- Students compare and explain the emotions they wrote down in pairs, then discuss possible strategies for managing them.
- Ask a few pairs to provide a short summary of their discussion.

Extra activity

- Elicit some other examples of negative situations and write them on the board, e.g. *missing out on an event because you're ill*, *a pet dying*, *having an argument with a close friend*, *being trolled on social media*.
- Students choose one of the situations. They can either select one they have experienced personally and are willing to talk about, or choose a different one.
- Ask: *What emotions did / might you feel and why? What strategies did / could you use to manage these emotions?*
- Working in pairs, students take turns to talk about the situation they've chosen.

Exercise 9 Think & share page 44

- Students discuss the questions in groups.
- Ask a few students to share some 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 and discuss how to manage my emotions.*

Further practice
Workbook page 36

3.8 Speaking

Lesson summary
Speaking: Discussing health problems; role-plays at the pharmacy
Strategy: Preparing for a dialogue
Listening: A dialogue between a pharmacist and customer
Vocabulary: Useful language for at the pharmacy; medical treatments

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and do exercises 7 and 8 in the next lesson.

WARM-UP Elicit from the class the emotions they can remember from Lesson 3.7 and write them on the board. If necessary, refer students back to page 44 to check any they have forgotten.

- Tell students that you are going to give them a situation and they need to discuss in pairs what emotions they think they'd experience in this situation and why. Say: *Your grandfather has had a heart attack and is in hospital.*
- Give students time to discuss the situation, then ask a few pairs to share their ideas.

- Continue in the same way with the following situations:
  You've just got the results of a blood test and everything is normal.
  There's been an outbreak of a contagious disease and everyone has to stay at home.
  You've recovered from the flu and can go back to school tomorrow.
  You're having a tooth pulled out at the dentist's tomorrow.
  You scratched a mosquito bite and it's become infected.
  The doctor has managed to cure your friend's illness.
- For added interest, students could discuss each situation with a different partner.

Exercise 1 page 45

- Students discuss the questions in pairs.
- Ask if any pairs expressed a difference of opinion about where to go and, if so, elicit details.

Exercise 2 page 45

- Go through the task and Speaking strategy together.
- Students note down possible questions.

Extra support

- Do exercise 2 as a whole-class activity.
- Divide the class in half and ask for a volunteer from each side to come to the board. Ask one half to call out questions a pharmacist might ask for their volunteer to write on the board. The other half does the same with questions the customer might ask.
- When doing exercise 3, students listen to see whether any questions from their half of the board are asked.
- Elicit which questions the pharmacist and customer asked.

Exercise 3 3.12 page 45

- Play the audio for students to answer the questions.
- Ask a few students for their answer to the first question.
- Check the answer to the second question as a class.

KEY

Student asked: Could you recommend something?; What do you mean by that?; How often do I use it?; Sorry, do you think you could repeat that last part?
Pharmacist asked: How can I help you?; Would I be able to see the bite?; Does it hurt when you touch it?; Can you tell me when this happened?; Have you put anything on it yet?; Do you know if you are allergic to any medicine? Is there anything you can't take?

All the points in exercise 2 were covered except how long the medicine should be used for.

Transcript

See Teacher's Guide, page 182.

Exercise 4 3.12 page 45

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

KEY

1 recommend 2 advise 3 be able to
4 happened 5 allergic 6 mean 7 afraid
8 repeat 9 course of action 10 important

- Play the audio again for students to check which phrases are used.
- Check answers as a class.

KEY

All the phrases are used **except**: What would you suggest?; What would you advise?; May I suggest … ?

Transcript

See Teacher's Guide, page 182.

Exercise 5 Vocabulary page 45

- Students check the meaning of the words.
- Check the pronunciation of items you think your students may find difficult, e.g. *antibiotics* /æntibaɪˈɒtɪks/, *antihistamine* /æntiˈhɪstəmiːn/, *bandage* /ˈbændɪdʒ/, *liquids* /ˈlɪkwɪdz/.
- Students complete the matching task. Point out that some items are used twice.
- Check answers as a class.

KEY

The pharmacist recommended a cream.
Suggested answers:
1 bandage, plaster 2 antibiotics, cough medicine
3 painkillers 4 antibiotics 5 antihistamine
6 throat sweets 7 liquids, painkillers

Note!

- In this context, *plaster* refers to a piece of material that can be stuck to the skin to protect a small cut. *Plaster* can also refer to a very hard substance used to hold broken bones in place, e.g. *My arm was in plaster for six weeks*.
- Point out the different word stress in the adjective *allergic* /əˈlɜːdʒɪk/ and the noun *allergy* /ˈælədʒi/.

Extra activity

- Ask students: *Which of these treatments have you used? Which have you never used?*
- Students answer the questions in pairs. Encourage them to give extra information, e.g. *Last year, I went to the doctor because I had terrible earache. She told me I had an infection and gave me a prescription for some antibiotics. I took the tablets for five days and felt much better.*
- Ask a few students to share some information about their partner with the class.

Exercise 6 page 45

- Students read the task and prepare their questions. Circulate and monitor, helping with vocabulary and grammar as necessary.

Exercise 7 page 45

- Working in pairs, students prepare and perform their dialogue, then swap roles and repeat.
- Ask a few pairs to present a role-play to the class.

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 using polite questions. When they repeat the activity, they should try to improve their accuracy. To facilitate this, give pairs the option to keep the same roles when they repeat the dialogue.

See the notes on Assessment for Learning on page 9.

Exercise 8 Reflect page 45

- Students reflect on their experience and discuss the questions in pairs.
- Conduct some class 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 prepare for a dialogue with a native speaker.*

Further practice

Workbook page 37

Communicative activity photocopiable worksheet

Online practice

3.9 Writing

Lesson summary
Speaking: Discussing traditional treatments and recipes
Reading: A recipe for a traditional treatment
Strategy: Sequencing phrases for instructions
Vocabulary: Useful phrases for sequencing
Grammar: Imperatives and infinitive of purpose
Writing: A blog post giving instructions for a traditional treatment or cure

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

WARM-UP On the left of the board, write: *cut down*, *don't lift*, *don't speak*, *drink*, *get*, *put*, *put on*, *take*.

- On the right, write: *a painkiller*, *a plaster*, *anything heavy*, *ice on it*, *on foods high in calories*, *plenty of liquids*, *some antihistamines from the pharmacy*, *too much*.
- Working in pairs, students match the sentence halves.
- Check answers as a class.

KEY

Cut down on foods high in calories.; Don't lift anything heavy.; Don't speak too much.; Drink plenty of liquids.; Get some antihistamines from the pharmacy.; Put ice on it.; Put on a plaster.; Take a painkiller.

- Students discuss in pairs what health problems this advice may be for, e.g. *The first may be for someone who has put on a lot of weight and is at risk of having a heart attack.*
- Elicit suggestions from the class.

Exercise 1 Think & share page 46

- Check the pronunciation of *recipe* /ˈresəpi/.
- Students discuss the questions in pairs.
- Ask whether anyone learned about a new treatment or recipe from their partner and, if so, elicit details.

Exercise 2 page 46

- Students read the first part of the recipe and answer the questions.
- Check answers as a class.

KEY

1 A sore throat or cold 2 His/Her grandmother
3 Honey, lemon, fresh ginger

Exercise 3 page 46

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

KEY

A 2 B 4 C 1 D 3

Extra challenge

Ask students to cover exercise 3. Working in pairs, they read the whole recipe and discuss what they think the purpose of each paragraph is. They then compare with the purposes given. Ask a few pairs how similar their ideas were.

Exercise 4 page 46

- Students order the pictures to match the instructions.
- Check answers as a class.

KEY

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

Exercise 5 page 46

- Go through the Writing strategy together.
- Students complete the recipe with the sequencing expressions. Point out that there is more than one correct option for most gaps.
- Check answers as a class.

KEY

1 First of all / To begin with 2 Next / Then / After that
3 While 4 Next / Then / After that 5 Finally / To finish / Lastly

Exercise 6 page 46

- Go through the information in the grammar box together.
- Students find examples in the recipe.
- Check answers as a class.

KEY

Imperatives: … chop or grate the ginger root …; … put it in a jug.; … pour over one cup of boiling water and leave it for …; … squeeze the juice from the lemon and pour

it into a large cup …; … stir the tea so that …; … serve it warm and relax
Infinitive clauses of purpose: To make this drink, …; To finish, …

- Students do the Grammar booster exercises on page 138.

Extra activity

- Elicit all the verbs related to cooking in the text, i.e. *chop*, *grate*, *put*, *pour*, *leave*, *squeeze*, *strain*, *stir*, *dissolve*, *serve*.
- Elicit or provide other examples which students might need for the writing task. Write them on the board for students to copy, e.g. *peel*, *drain*, *slice*, *mix*, *mash*, *sprinkle*, *whisk*, *boil*, *add*, *crush*.
- Working in pairs, students take turns to give an instruction using the imperative and a cooking verb, e.g. *Slice the onion*. Their partner mimes the action.

Exercise 7 page 46

- Students share their ideas in pairs.

Exercise 8 page 46

- Circulate and monitor as students plan their blog post, helping with language and organisation as necessary.

Exercise 9 page 46

- Students complete the writing task.

Exercise 10 Check your work page 46

- Students go through the checklist before submitting their work.

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 blog post. Encourage students to compare their final work to the model to self-evaluate.

See the notes on Assessment for Learning on page 9.

Extra activity

After receiving teacher feedback on their blog post, students rewrite their text and add some photos or illustrations. Display the finished work in the classroom or collate it into a class 'recipe book'. Knowing their work will be read by others can motivate students to do 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 sequencing phrases to write instructions.*

Further practice

Workbook page 38
Grammar booster page 138
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 What is happening in the park?
2 Do you think I should see a doctor?
3 Can you tell me where the pharmacy is?
4 Who gave you this medicine?
5 When did she start feeling ill?
6 Do you know if the pharmacy is open today?
7 Which doctor do you usually see?

Exercise 2 page 47

KEY

1 couldn't 2 manage 3 be able to 4 succeeded
5 able 6 can 7 being able to 8 can't

Vocabulary

Exercise 3 page 47

KEY

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

Exercise 4 page 47

KEY

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

Cumulative review

Exercise 5 page 47

KEY

1 didn't manage to find 2 to keep/stay in shape
3 tell me if the supermarket sells 4 for a check-up
5 did the doctor ask to 6 Were you able to visit
7 got out of breath 8 recovered from her illness

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°

Healthy living

Lesson summary
⬢ **hexagon:** A blog about how to think like a sports professional
● **circle:** Motivational phrases
▲ **triangle:** A coach's speech to her players
■ **square:** A sports report about a basketball player
★ **star:** An interview with the captain of a junior sports team
Speaking: Discussing the benefits of being active
Reading: A blog about how to think like a sports professional; motivational phrases
Listening: A coach's speech to her players; a sports report about a basketball player; an interview with the captain of a junior sports team
Create task: Creating an infographic about a sports star

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as a group homework task and get students to read the other infographics in the next lesson.

WARM-UP Write on the board:
When and where did you play it?
Who did you play it with?
Why did you play it?
How did you feel before / while / after playing?

- Ask students to think about the last time they played a sport. Working in pairs, they take turns to answer the questions on the board.
- Ask a few pairs to feed back on any similarities they found, e.g. *We both played volleyball last weekend and felt exhausted afterwards.*

Exercise 1 Think & share page 48

- Students write a list of benefits, then compare and discuss their ideas in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
Increased confidence, more developed fitness skills, fewer illnesses, improved mental health, stimulates a better mood, better physical health, more active social life, improved marks in school studies

EXPLORE

Exercise 2 page 48

- Go through the task together and then enter into the 360° image. Move around the image of the basketball court, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the questions in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)
The crowd appears happy and excited, although some are possibly a little anxious about the game. The players are focused and appear calm, but some might be anxious / worried.
People might feel annoyed, disappointed, interested, delighted, frightened or even bored when playing or watching sports.

Extra support
Before students do the task, refer them back to Lesson 3.7 to review the emotions vocabulary in exercise 1.

Exercise 3 All hotspots page 48

- 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 correct point.
- 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 ▲

Transcripts
See Teacher's Guide, page 182.

Extra support
Do exercise 3 as a whole-class activity. Explore each of the hotspots in turn and after viewing each one, give students time in pairs to decide which point it matches to before checking as a class.

Exercise 4 ⬢ page 48

- Give students time to read the article, then click on the hexagon hotspot again for students to read the blog and complete the task.
- Ask a few students which method they think is the most successful and why.
- Share the correct answer with the class.

KEY
According to the study, B (Tell yourself that you're a winner!).

Exercise 5 ▲ page 48

- Click on the triangle hotspot for students to listen to the audio again and answer the questions.
- Check the answers to the first two questions as a class.

KEY
The reason for their success is their mental strength.
His definition of a winner is someone who gives 100%, concentrates and does their best.

- Ask students to raise their hand if they agree with the coach's definition of a winner. Ask a few students with their hand raised to explain why they agree. Then, ask a few students with their hand down to explain why they disagree.

Transcript
See Teacher's Guide, page 182.

Exercise 6 ● page 48

- Click on the circle hotspot again for students to read the motivational phrases and answer the questions in pairs.
- Check answers as a class.

KEY

1 Your mental health is just as important as your physical health.
2 The pain you feel today will be the strength you feel tomorrow.
3 Take care of your body. It's the only place you have to live.
4 Well done is better than well said.
5 Don't be afraid of being a beginner.

Extra challenge

Working in pairs, students write an alternative motivational phrase for each of the people described in exercise 6. Ask students to join with another pair and read their phrases to each other. Ask a few students to share their favourite phrase with the class.

Exercise 7 ■ page 49

- Give students time to read the article, then click on the square hotspot again for students to watch the video and answer the question.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWER)

– needing frequent surgery and treatment for old sports injuries.
– having financial problems.

Transcript

See Teacher's Guide, page 182.

Extra support

Before students do the task, pre-teach any vocabulary which you think may be unfamiliar, e.g. *loneliness*, *purpose*, *unwanted*, *frequent*, *contract*, *suffer*, *high-risk*, *threaten*.

Exercise 8 ★ page 49

- Click on the star hotspot for students to listen to the interview again and complete the task.
- Check the answer to the first question as a class.

KEY

Don't compare yourself to others.
Taking part in sport is the most important thing.
Winning isn't everything.

Transcript

See Teacher's Guide, page 182.

- Ask a few students whether they agree with Todd and elicit reasons why / why not.

Extra challenge

- Write the following questions on the board:
  1 *Why did Todd first go to the sports club?*
  2 *What happened at his first training session?*
  3 *How does he feel about the training now?*
  4 *What is the main aim at his sports club?*
- Students also write answers to these questions as they listen to the interview.
- Check answers as a class.

KEY

1 Because his doctor told him that he would have serious health problems if he didn't start exercising.
2 He got out of breath after five minutes.
3 He loves it.
4 Keeping in shape and enjoying yourself.

Exercise 9 Think & share page 49

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

CREATE … an infographic

To complete the Create task, students will need access to the internet to do the Research it! task and an online infographic maker to produce their infographic. Alternatively, the infographics can be drawn on paper.

STEP 1 page 49

- Elicit or explain the meaning of *infographic* (information or data that is shown in a chart, diagram, etc. so that it is easy to understand).
- Explain to the class that they are going to research and produce an infographic about a sports player who suffered an injury and now no longer has a career in sport.
- Give students time in small groups to decide on the sports star they would like to focus on. As far as possible, encourage each group to select a different sport or at least a different sportsperson.

STEP 2 Research it! page 49

- Students conduct some online research, make notes about each of the points and find some suitable photos to use. You may like to suggest that within their group, each student focuses their research on different points.

STEP 3 page 49

- Circulate and monitor as students organise their notes and write the content for their infographic, helping with language and responding to queries as required.

Extra support

Discuss as a class how best to organise the information into four sections, e.g. combine points 1–2 and 4–5 or 5–6. Elicit possible titles for each section and write these on the board for students to use or adapt.

STEP 4 page 49

- Students design and produce their infographic, either on paper or using an online template.

Extra activity

- Students read some or all of their classmates' infographics.
- Ask a few students which infographic they found the most interesting and elicit reasons 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 understand information about being active, physical and mental health, and create an infographic.*

4 This is who we are

4.1 Vocabulary

Lesson summary

Speaking: Speculating about people's feelings and characters; describing a famous person's personality; sharing opinions on statements related to personality

Listening: A vlog about a social experiment on identity

Vocabulary: Personality

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and omit exercises 10 and 11.

WARM-UP Tell students to look at the photo.

- Ask: *Describe the people in the photos. What do you think they might be doing today?*
  Does everyone show how they are feeling in the same way? Think about someone examples of people you know.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 50

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

Exercise 2 4.01 page 50

- Play the video or audio for students to answer the questions.
- Check the answers to the first two questions as a class.
- Elicit ideas for question 3.

KEY

1 To say what they think she is like. / To say what kind of person she is.
2 Alicia thinks the answers are mostly correct and her followers know her really well.
3 Students' own answers

Transcript

See Teacher's Guide, page 183.

Exercise 3 Vocabulary 4.01 page 50

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 E 2 F 3 F 4 A 5 A 6 A 7 F 8 E 9 A

Transcript

See Teacher's Guide, page 183.

Extra activity

- Students take turns in pairs to say a personality adjective for each letter of the alphabet, e.g. *ambitious*, *brave*, *clever*, *determined*. To make it competitive, if a student cannot think of an adjective for a letter, he/she gets a point. The winner has the fewest points at the end.
- Ask a few pairs if there were any letters they were unable to think of a personality adjective for. Elicit ideas from the class or provide an example yourself, where possible.

Exercise 4 Vocabulary page 51

- Students complete the matching task and decide whether the phrases are positive or negative.
- Check answers as a class.

KEY

1 G+ 2 B+ 3 F+ 4 A– 5 C– 6 E+ 7 D–

- Check the pronunciation and meaning of *awkward* /ˈɔːkwəd/ (embarrassed or uncomfortable).

Extra activity

- Write on the board:
  Do you …
  1 have a positive attitude _____ your studies?
  2 always look _____ the bright side?
  3 tend _____ complain more than your friends?
  4 enjoy setting goals _____ yourself?
  5 cope well _____ stress?
  6 sometimes lack confidence _____ social situations?
- Ask students to copy and complete the questions with the missing prepositions. Encourage more confident students to do this with their books closed.
- Check answers as a class.

KEY

1 to 2 on 3 to 4 for 5 with 6 in

- Working in pairs, students discuss the questions.
- Ask a few students to share some information about their partner with the class.

Exercise 5 page 51

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

KEY

1 C 2 A 3 C 4 B 5 A

Exercise 6 page 51

- Students complete the task.
- Elicit ideas from the class.

Exercise 7 page 51

- Put students into A / B pairs to complete the task.
- Ask a few students to describe one of the people for the class to guess.

Exercise 8 Real English 4.02 page 51

- Play the audio for students to choose the correct meanings of the key phrases.
- Check answers as a class.

KEY

1 A 2 B 3 A 4 B 5 A

Transcript

See Teacher's Guide, page 183.

Extra support

Play the video again for students to hear the phrases in context. Pause at the end of the sentence in which the first key phrase is said, elicit the correct meaning and ask a few concept questions to check, e.g. *Who does Alicia want to thank?* (her followers) *What does she want to thank them for?* (their nice comments about her). Continue in the same way with the remaining phrases.

Exercise 9 page 51

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

KEY

1 spot on 2 I can't thank you enough 3 make his day
4 Not that I'm lazy or anything 5 is in for a surprise

Exercise 10 page 51

- Working in pairs, students decide on a famous person and then write sentences individually.

Exercise 11 page 51

- Students compare their sentences in pairs and answer the question.
- Ask a few pairs to what extent their descriptions were similar and elicit details.

Exercise 12 Think & share page 51

- Students choose a topic in pairs and complete the task.

Extra support

- Write the following headings on the board: *Expressing an opinion*, *Giving a reason*, *Agreeing*, *Disagreeing*.
- Elicit and write on the board some useful phrases for each category. If necessary, refer students back to page 17 to review the Phrasebook expressions.
- Students use the phrases on the board when having their discussion.

- Ask a few pairs to share some ideas on their chosen topic with the class.

Extra challenge

Students discuss all three topics in pairs.

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 people's personalities.*

Further practice

Workbook page 40
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary

Speaking: Discussing what other people say about you; answering personal questions and reporting information

Reading: Text messages and a comment

Grammar: Reported speech: statements and questions

Listening: A voice message

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

WARM-UP Elicit or explain the meaning of *compliment* (a comment which expresses approval or praise) and *complaint* (a statement that something is wrong or not good enough). Point out that common collocations are *pay someone a compliment* and *make a complaint about someone*.

- Write on the board:
  When was the last time …
  you paid someone a compliment?
  you made a complaint about someone?
  someone paid you a compliment?
  someone made a complaint about you?
- Working in pairs, students discuss the questions.
- Ask a few students to share details of an experience with the class.

Exercise 1 page 52

- Ask students what they can remember about the video from the previous lesson and discuss the questions in pairs.
- Check the answer to the first question as a class.
- Ask a few students to share their answer to the second question with the class. Encourage them to give examples to support their answer.

KEY

Alicia's followers have told her mostly nice things.
Students' own answers

Exercise 2 page 52

- Students read the texts and answer the question.
- Check the answer as a class.

KEY

She needs Harry's advice because she doesn't know what to tell a girl whose parents criticise her.

Exercise 3 page 52

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

KEY

Tense and time changes in the text:
present tense → past tense
past and perfect tense → past perfect tense
will → *would*
last year → *the previous year*
next year → *the following year*

Extra support

- When checking answers, elicit examples from the texts of each tense change, e.g. present tense → past tense = *hear* → *heard, say* → *said, have to* → *had to*.
- Ask students to find examples of changes with personal pronouns (e.g. *I* → *she*, *my* → *her*) and an example of a reported question (i.e. *Has anyone ever criticised you?* → *She also asked whether anyone had ever criticised me.).*

- Students do the Grammar booster exercises on page 139.

Exercise 4 page 52

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 9.

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

KEY

1 Leah told me (that) she had got really upset the day before / previous day.
2 Eva asked if/whether I / we would be spending that weekend at the seaside.
3 Will said (that) they were going to go hiking in the valley the following / next week.
4 Ryan told us that before they had met the previous year / year before Jamie had been fairly shy.
5 Mum asked if/whether I could tell her how long I had been there.
6 Leo told Erica (that) he thought they had to stop being so selfish.
7 Tommy asked how we / I had been coping with stress for those past two weeks.
8 Carla told Joe that if he would like to have a more positive attitude to life, he probably shouldn't watch all those sad TV shows.

Extra support

- Write the first direct speech sentence on the board.
- Elicit which parts will change when the sentence is transformed into reported speech and underline them, i.e.
  'I got really upset yesterday,' Leah told me.
- Elicit how each underlined part changes, i.e. *Leah told me* moves to the start of the sentence, the speech marks and comma disappear, *I* changes to *she*, *got* becomes *had got* and *yesterday* changes to *the day before*.
- Write the full reported speech sentence on the board beneath the direct speech one.
- Do the same with the second example. Draw attention to the change in word order in the reported question and the fact that the question mark disappears.
- Tell students to take the same approach with the other examples.

Exercise 5 4.03 page 52

- Play the audio for students to complete the text message.
- Check answers as a class.

KEY

1 were planning 2 the next/following day 3 had read 4 had taken 5 could 6 wanted to come 7 had to 8 that day 9 would send

Transcript

See Teacher's Guide, page 183.

Exercise 6 Mediation page 52

- Students read the text message and complete the email.
- Ask students to compare their emails in pairs, then elicit ideas from the class.

KEY (SUGGESTED ANSWER)

She asked me if I remembered the book you and I had been telling her about a week before. She said she'd been trying to find it, but she couldn't. She said she supposed the problem was that she might have the wrong title. She asked whether it was *Discover your true self* or *Stay true to yourself*. She said she was going to the bookshop today, so she needed to know now.

Exercise 7 page 52

- Working in groups of three, students complete the task.
- Ask a few students to report back some information they found out about the other students in their group.

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 reported speech to pass on messages.*

Further practice

Workbook page 41
Grammar booster page 139
Grammar photocopiable worksheet
Online practice

4.3 Listening

Lesson summary
Speaking: Discussing personality tests; asking and answering personality test questions
Listening: Monologues about personality tests
Strategy: Recognising exemplification
Writing: Questions for a personality test

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 4 for homework and do exercise 5 in the next lesson.

WARM-UP Elicit adjectives of personality from the class and write them on the board. If necessary, refer students back to Lesson 4.1 to review the adjectives covered there.

- Add to the board:
  student, sibling, teacher, parent, best friend, leader of a country
  To be a good … you should / shouldn't be … because …
- Students take turns to choose a person and complete the sentence with their own ideas, e.g. *To be a good sibling, you shouldn't be selfish because you need to care about your brothers and sisters, not only yourself.*
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 53

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

Exercise 2 4.04 page 53

- Play the audio for students to complete the matching task.
- Check answers as a class.

KEY
1 E 2 B 3 D 4 A 5 H

Transcript
See Teacher's Guide, page 183.

Extra support
Before playing the audio, ask students to read through sentences A–H and underline the key words. Point out that this information is likely to be paraphrased on the audio. Tell students that some distractors are included and that they should be careful not to simply choose an answer because they hear one of the key words. For example, Speaker 1 mentions *entertainment* so students may be inclined to wrongly select answer C. Encourage them to wait until each speaker has finished talking before making their choice.

Culture note
The **Rorschach inkblot test** is a psychological test, developed in 1921 by Swiss psychiatrist Hermann Rorschach. It consists of a series of ten inkblots, some black or grey and others with some colour. The test-taker describes what they can see in the inkblots and scores are given based on the content, location and form of what is described. According to the scores, the psychologist then tries to determine the test-taker's personality. The test was most popular in the 1960s and, although still in use today, is now regarded by many to be unreliable.

The **Myers-Briggs Type Indicator** was developed by Americans Isabel Briggs Myers and her mother Katharine Briggs. Inspired by Swiss psychiatrist Carl Jung's theory of psychological types, they set out to design a test to identify a person's personality type. The first version of the test was created in the 1940s and developed fully over the next 20 years. Based on their answers to the questions, people are identified as having one of sixteen personality types. The aim of the test is to allow people to understand more about their own personality including likes, dislikes, strengths, weaknesses and possible career preferences. Today, the test is one of the most widely used psychological tools in the world.

Exercise 3 4.04 page 53

- Go through the Listening strategy together.
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 T 2 T 3 F 4 F 5 T 6 T

Transcript
See Teacher's Guide, page 183.

Extra support
- The second time you play the audio, just ask students to listen for and tick the phrases for giving examples in the Strategy box which they hear.
- Check answers, then play the audio a third time for students to complete exercise 3.

KEY
for example, such as, for instance, like, just to give you an idea

Exercise 4 page 53

- Working in pairs, students write their questions. Circulate and monitor, helping with language and ideas where necessary.

Exercise 5 page 53

- Pairs join another pair and take turns to conduct their personality test.
- Ask them to give each other some feedback at the end of the test, e.g. *According to our test, we think you're very sociable, fairly generous and extremely determined.*
- Ask a few students how accurate they think their test results were and why.

Extra activity
When students have finished conducting their tests, ask pairs to work with a different pair and take turns to report back on their findings, e.g. *We asked Beth and Henry whether they enjoyed meeting new people. Beth said she loved meeting new people, but Henry told us he wasn't keen on doing that because he was quite shy.* Before doing this activity, you may like to refer students back to Lesson 4.2 to review the rules for using reported speech.

Exercise 6 Think & share page 53

- Students discuss the questions in pairs.
- Ask a few students to share some opinions 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 examples in monologues about personality tests.*

Further practice
Workbook page 42
Online practice

4.4 Vocabulary

Lesson summary

Speaking: Discussing how often you see relatives; pronunciation: /ɔː/ and /əʊ/; talking about types of relatives

Reading: An article about types of relatives

Vocabulary: Family relationships

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

WARM-UP Write on the board:
What's the family relationship between … and …?
- Give an example with the names of famous people or people from films or TV series that your students will know, e.g. *What's the family relationship between Kylie Jenner and Stormi?* Elicit the answer from the class, i.e. *They're mother and daughter.*
- Working in pairs, students take turns to give other examples and their partner says the family relationship.
- Ask a few students to give an example for the class to guess.

Exercise 1 page 54

Extra support
Check the meaning of the family words as a class, then drill them to ensure accurate pronunciation: /ɑːnt/, /ˈkʌzn/, /ˈgrænmɑː/, /ˈgrænpɑː/, /ˈnefjuː/, /niːs/, /ˈʌŋkl/.

Note!
Grandma and *grandpa* are common abbreviations of *grandmother* and *grandfather*. Other informal words for *grandmother* include *nan*, *nanny*, *nana* and *granny*. Another informal word for *grandfather* is *grandad*.

- Students do the discussion task in pairs.
- Ask a few students to share some details with the class.

Exercise 2 page 54

- Students read the article and complete the task in pairs.
- Check answers as a class.

KEY
A The gossip queen / king **B** The family history expert **C** The party animal **D** The perfect one **E** The kisser and hugger

Extra challenge
Students do the matching task just by looking at the headings for the types of relatives. They then read the article fully and check their predictions.

Exercise 3 Vocabulary page 54

- Students match the highlighted vocabulary to the definitions.
- Check answers as a class.

KEY
1 generation **2** related to **3** on your dad's side **4** ancestors **5** take after **6** look up to **7** bring up **8** follow in somebody's footsteps

Extra support
Tell students in which four sections the defined words and phrases can be found, i.e. *The 'spot the similarities' master, The kisser and hugger, The perfect one, The family history expert*.

Exercise 4 Vocabulary page 54

- Students complete the writing task.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)
family get-together: an informal family meeting; a family party
siblings: brothers or sisters
close family: near in family relationship, e.g.: parents, uncles, aunts, etc.
stepbrother: the son from an earlier marriage of your stepmother or stepfather
brother-in-law: the brother of your husband or wife; your sister's or brother's husband
parents-in-law: the parents of your husband or wife
great-grandfather: the grandfather of one of your parents
adopt: to take somebody else's child into your family and become its legal parent(s)

Extra support
Allow students to write the definitions in pairs. Alternatively, students could write four definitions each and then share their ideas with a partner.

Exercise 5 page 54

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

KEY
1 related **2** get-together, step, close family **3** side, adopted / brought up **4** sister, law **5** looks up, follow in his footsteps **6** takes after **7** great, bringing up, generation

Extra activity
- Put students into A / B pairs.
- Ask the Student As to choose four items of vocabulary in exercise 3 and write questions for their partner, e.g. *Who do you look up to most in your family?* The Student Bs do the same with the vocabulary in exercise 4, e.g. *What are the advantages and disadvantages of having siblings?*

- Working in their pair, students take turns to ask and answer their questions.
- Ask a few students to share something they found out with the class.

Exercise 6 Pronunciation 4.05 page 54

- Focus on the first example and model the two key vowel sounds.

Note!

/ɔː/ is a long, single vowel sound. To make this sound, the tongue is low and towards the back of the mouth and the mouth is open, with the corners of the lips drawn together. The mouth position doesn't change while making this sound.

/əʊ/ is a diphthong, meaning it's a blend of two vowel sounds pronounced within the same syllable. The mouth position changes while making this sound, starting off more open and becoming smaller and rounder.

- Play the audio for students complete the pronunciation task.

Transcript

See Student's Book, page 54.

Exercise 7 4.05 page 54

- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

2 called / cold 3 ball / bowl 4 call / coal
5 caught / coat 6 boat / bought 7 chose / chores
8 hall / hole 9 saw / so 10 walk / woke

- Play the audio again for students to repeat the words.

Extra support

Say words from exercise 6 at random. If the word contains the /ɔː/ sound, students raise their left hand. If it contains the /əʊ/ sound, they raise their right hand. Students can then continue the activity in the same way in pairs.

Exercise 8 page 54

- Working in pairs, students complete the task.
- Ask a few pairs to share some ideas with the class.

Extra challenge

When discussing question 2, students also talk about the other types of relatives mentioned in the article.

- 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 talk about family relationships.*

Further practice
Workbook page 43
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.5 Grammar

Lesson summary

Speaking: Discussing family disagreements; retelling a dialogue using reporting verbs

Reading: A blog post about a problem with a family member

Grammar: Reporting verbs

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

WARM-UP Write on the board:

Find someone who …
has been to a family get-together recently.
looks up to a sibling.
hopes to follow in their mum or dad's footsteps.
has got a stepbrother or brother-in-law.
takes after a parent.
has more relatives on their dad's side than their mum's.

- Elicit the questions students need to ask, e.g. *Have you been to a family get-together recently?*
- Students mingle and try to find a different classmate to answer *yes* to each question. They then ask for and give extra details.
- Ask a few students to share some information they found out about their classmates.

AfL Teaching tip: learning intentions

Demonstrating the bigger picture

Setting a piece of learning within the broader learning programme helps students understand its relevance and strengthens their motivation to work on it.

Ask students to reflect in pairs on what they have already learned about reported speech. If necessary, they can refer back to Lesson 4.2. Tell them that in this lesson, they are going to build on that prior knowledge and learn about other ways to report what someone has said.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 55

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

Exercise 2 page 55

- Students read the blog post and answer the questions.
- Check the answer to the first question as a class.
- Elicit ideas for the second question.

KEY

Because he thought she was checking his phone even though he had asked her not to do it.
Students' own answers

Exercise 3 page 55

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 promise, refuse agree, 2 ask, tell 3 admit, deny 4 apologise 5 warn 6 suggest

- Students do the Grammar booster exercises on page 140.

Exercise 4 page 55

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

KEY

1 to get 2 that they should talk 3 being 4 me to spend 5 Jack on getting 6 inviting / that we should invite 7 me to take 8 for having

Extra support

Before students complete the sentences, ask them to firstly highlight or underline the reporting verb in each and make a note of which grammar rule it matches to, e.g. 1 *told* = rule 2, 2 *advised* = rule 2, 3 *admitted* = rule 3. Students can then refer more easily to the appropriate rule to help them complete each sentence.

Exercise 5 page 55

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

KEY

1 Jessica's parents-in-law refused to lend her any money.
2 My brother offered to help with my maths homework.
3 Grandma warned me not to follow / warned me about following in my uncle's footsteps and give / giving up my studies after the first year.
4 Aunt Lidia suggested making / suggested that we should make a family album and give it to our grandparents as their anniversary present.
5 My cousin Mark denied arguing with his siblings.
6 I apologised to my dad for lying to him about the party.
7 Amy promised to help me organise a family get-together.
8 Ellie was the first person who congratulated me on getting the job.

Extra support

Write on the board the parts of each sentence that students need to focus on in particular when rewriting, i.e.
1 said they didn't want to lend
2 said that he could help
3 told me not to follow
4 said she had an idea to make
5 said he didn't argue
6 told my dad I was sorry about lying
7 said she would help
8 told me she was happy I got

Extra challenge

- Students choose six verbs from the grammar box (one for each rule) which haven't been used in exercises 4 or 5 and write past simple sentences to show them in context, e.g. *I agreed to take the personality test, although I thought it was a waste of time.*
- As an extension, students take turns in pairs to read one of their sentences and their partner says what the direct speech might have been, e.g. *'OK, I'll take the personality test, although I think it's a waste of time.'*

Exercise 6 page 55

- Working in pairs, students complete the task.
- Elicit a few ideas for each of the situations.

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 reporting verbs to discuss what people said.*

Further practice

Workbook page 44
Grammar booster page 140
Grammar photocopiable worksheet
Online practice

4.6 Reading

Lesson summary

Speaking: Discussing relationships between animals and people; talking about the challenges faced by a character in a true story

Reading: An article about an unusual man

Strategy: Understanding the order of events in a text

Writing: Listing events from a story in chronological order

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

WARM-UP Elicit the meaning of *bring up* (care for a child, teaching him/her how to behave) and elicit or introduce the noun, *upbringing*.

- Write the following questions on the board:
  How might your upbringing affect your personality?
  What difficulties might parents face when bringing up a child?
  Why might a child be brought up by someone other than his/her parents?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 56

- Point out that *wolves* /wʊlvz/ is the plural of *wolf* /wʊlf/.
- Students discuss the questions in pairs.

- Ask a few students to share their ideas and opinions with the class.

Exercise 2 4.08 page 56

- Students read the article and answer the question.
- Check the answer as a class.

KEY

A

Exercise 3 page 56

- Students read the article again and complete the task.
- Check answers as a class.

KEY

A 4 B 2 C 5 D 1 E 7 F 6

Extra support

- Tell students to ensure that the sentence they choose for each gap fits coherently with the text both before and after it. Point out that words such as pronouns, time words and contrast words may provide clues.
- When checking answers, elicit the connections between the inserted sentence and the text around it, e.g. A 4. *He* refers to *Rodríguez*, *they* refers to *people*, *the device* refers to *the radio*.

Exercise 4 Vocabulary page 56

- Students match the words to the definitions.
- Check answers as a class.

KEY

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

Extra activity

- Write these gapped questions on the board:
  1 *What happened to the _____ in the story?*
  2 *What did Rodríguez learn from _____ wild animals?*
  3 *Did Rodríguez ever feel _____ when living in the mountains?*
  4 *How did Rodríguez feel when the police _____ him?*
  5 *Was Rodríguez able to _____ completely to modern society?*
  6 *Is it surprising Rodríguez didn't suffer from a _____ after his experience?*
- Students copy and complete the questions using the correct form of the highlighted words.
- Check answers as a class.

KEY

1 shepherd 2 observing 3 trapped 4 approached 5 adjust 6 mental illness

- Students discuss the questions in pairs. Make it clear that there are no correct answers, just students' own ideas and opinions.
- Elicit ideas from the class.

Exercise 5 page 56

- Go through the Reading strategy together.
- Check the pronunciation and meaning of *chronological* /ˌkrɒnəˈlɒdʒɪkl/ (following the order in which a series of events happened).
- Students look back at the story and complete the task.

Exercise 6 page 56

- Working in pairs, students put the events into chronological order.

Exercise 7 page 56

- Working in groups, students compare their order of events.
- Elicit a possible order from the class.

KEY (SUGGESTED ANSWERS)

2 The shepherd didn't come back from the woods.
3 Rodríguez was living alone in the mountains.
4 He learned to find food by observing animals.
5 Rodríguez made friends with wolves.
6 Police found Rodríguez.
7 Rodríguez went to hospital.
8 He learned to speak, walk straight and eat.
9 Experts visited Rodríguez to ask him questions.
10 Rodríguez went to the cinema for the first time.

Exercise 8 Think & share page 56

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Extra activity

- Tell students to imagine they are going to interview Rodríguez about his time in the mountains and his adjustment to living in society. Working in pairs, students write five questions they would like to ask.
- Students take turns in their pair to take on the role of Rodríguez and answer their interviewer's questions.
- Ask a few pairs to present a role-play to the class.
- As an extension task for homework, students write an account of their interview using reported speech, e.g. *I asked Rodríguez how he had felt when the shepherd had disappeared and he admitted feeling very lonely.*

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 order of events in a magazine article.*

Further practice

Workbook page 45

Online practice

4.7 Global skills

Lesson summary
Speaking: Talking about making a positive impression
Reading: An article about making a good first impression
Writing: Advice for making a good first impression

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 5 and 6 as individual writing tasks for homework.

WARM-UP Write the following examples of body language on the board:
nod your head, shrug your shoulders, fold your arms, raise your eyebrows, roll your eyes, drum your fingers, put your thumb(s) up, put your hands on your hips

- Check that students understand all of the vocabulary and demonstrate any items they are unsure of.
- Working in pairs, students discuss what each example of body language might mean, e.g. *If you nod your head, it might mean that you agree with someone. If you shrug your shoulders, it might mean that you don't know or don't care about something.*
- Elicit ideas from the class.

Exercise 1 Think & share page 58

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

Exercise 2 page 58

- Students read the article and complete the task.
- Check the answer as a class.

KEY
Time for a role model.

Extra challenge
Before students read the article, ask them to just look at the five headings and discuss in pairs what advice they think the writer might give. They then read the whole article and check their predictions.

Exercise 3 page 58

- Students read the article again and complete the task.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 On the first day at a new school, at a job interview or when you're meeting some new people.
Other possible situations: giving a presentation to an audience you don't know or attending an audition or trial
2 Wear clothes which are tidy, fit well and are appropriate for the occasion. You probably wouldn't wear jeans, a T-shirt, shorts, a cap, trainers or flip-flops.
3 Arms folded over chest, tapping / drumming fingers, shaking leg, flicking hair, avoiding eye contact, frowning, rolling eyes
4 You should speak clearly and not too loudly or quietly.
Students' own answers

Exercise 4 page 58

- Students look at the headings and discuss the questions in pairs.
- Elicit some suggestions from the class.

Exercise 5 page 58

- Working in pairs, students choose two headings and write some advice.
- Ask a few pairs to share some advice with the class.

Extra support

- Write the following useful language on the board:
Make sure you …
Remember to …
You should / must / can / mustn't / don't have to …
It's really important that you …
If you … , it shows that you …
If you want to make a good impression, (do) … / don't (do) …
- Encourage students to use a range of expressions from the board when writing their advice.

Exercise 6 Think & share page 58

- Students discuss the questions in pairs.
- Ask a few pairs to share some ideas and opinions 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 and discuss how to make a positive impression.*

Further practice
Workbook page 46

4.8 Speaking

Lesson summary
Speaking: Discussing common causes of arguments; a role-play reporting a problem
Listening: A dialogue about a problem
Vocabulary: Useful language for keeping the dialogue going
Strategy: Using reported speech

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and do exercises 6 and 7 in the next lesson.

WARM-UP Write on the board:
What emotions might you experience while and after having an argument?
How might arguing be good or bad for us?
Who is the most argumentative person you know?

- Students discuss the questions in pairs. To help them answer the first two questions, you might like to refer them back to Lesson 3.7 to review the emotions vocabulary and the first part of the text in exercise 4.
- Ask a few students to share their ideas with the class.

Exercise 1 page 59

- Students discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 4.09 page 59

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 He was offered financial help to study at the Art College.
2 Liam's parents don't want him to be an artist. They'd prefer if he followed in his dad's footsteps and became a doctor.
3 She suggests he should talk to the school psychologist, who gives career advice.

Transcript

See Teacher's Guide, page 184.

Extra activity

- Write on the board:
  Why do you think …
  Liam told Millie about his problem?
  Liam's mum wants him to become a doctor, not an artist?
  Millie's dad wants her to spend less time online?
- Give students time to discuss the questions in pairs, then elicit ideas from the class.

Exercise 3 4.09 page 59

- Play the audio again for students to complete the task.
- Check answers as a class.

KEY

M: Speaking of …; In any case, …
L: You'll never believe what …; Anyway, …; Before I forget, …; As I was saying, …

Transcript

See Teacher's Guide, page 184.

Note!

- We say *Guess what!* to gain someone's attention before we tell them something interesting or surprising. We do not actually intend them to guess what has happened.
- In the phrase *Funny you should mention that …*, *funny* doesn't refer to something which makes you laugh. It means something strange or unexpected.
- We use the phrase *Where was I?* when we're trying to remember what we were saying before an interruption.

Exercise 4 page 59

- Go through the Speaking strategy together.
- Students rewrite the sentences using reported speech. If necessary, refer them back to Lessons 4.2 and 4.5 to review reported speech and reporting verbs before they start.

Note!

Remind students that when we report negative imperatives, e.g. *'Don't forget to … '* we place the *not* **before** the *to* of the infinitive, i.e. *She reminded us **not** to forget to …*

Exercise 5 4.10 page 59

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 Mr Brown said I was very creative.
2 She reminded us to bring sketchbooks and pencils.
3 The Art College offered to help me financially if I decided to study at their school.
4 Yesterday my mum told me she had always hoped I would follow in my dad's footsteps and become a doctor.
5 She warned me against being an artist.
6 My dad ordered me not to spend so much time online.

Transcript

See Key above.

Exercise 6 page 59

- Students read through the messages and complete the role-play task in pairs.
- Ask a few pairs to present their role-play to the class.

Extra support

- Working in pairs, students first choose one scenario together and write a script for a dialogue, following the instructions in exercise 6.
- Ask them to rehearse it a few times, swapping roles so they both have a chance to become familiar with saying some of the Phrasebook phrases and using reported speech.
- Students then role-play the remaining scenarios.

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 students do exercise 6, decide on the success criteria for the task, e.g. changing tenses correctly when reporting what someone has said, using a range of reporting verbs, using a variety of expressions to keep the dialogue going. Allow students to practise their dialogue and then ask them to present it to another pair. Ask the listeners to apply the agreed success criteria to the presentation and make value judgements and suggestions for improvement based on these. Remind students that when providing feedback, they should focus on the positive first, be constructive and be polite.

See the notes on Assessment for Learning on page 9.

Exercise 7 Reflect page 59

- Students reflect on their experience and discuss the questions in pairs.
- Conduct some brief class 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 use reported speech and keep the dialogue going.*

Further practice

Workbook page 47
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary
Speaking: Talking about special people
Reading: A description of a person
Vocabulary: Useful language for describing people
Strategy: Using modifying adverbs
Writing: A description of a person

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 8 and 9 for homework.

WARM-UP Ask students: *In what ways are you similar to other people in your family? In what ways are you different?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 60
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 60

Note!
- Ensure students are clear that *look like* refers to a person's appearance, whereas *be like* refers to their personality.
- Point out that we don't answer the questions with *look like* or *be like*, e.g. *What does she look like? She's tall with brown hair*. (NOT ~~*She looks like tall with brown hair*~~) *What's he like? He's modest and shy*. (NOT ~~*He's like modest and shy*~~).

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

KEY
1 B **2** A **3** D **4** C

Extra challenge
Ask students to cover A–D. They then read the description and discuss in pairs what question(s) each paragraph answers. Students then compare their ideas with the given questions. Elicit any other possible questions for each paragraph.

Exercise 3 page 60
- Students complete the Phrasebook.
- Check answers as a class.

KEY
1 stylish **2** tall **3** skinny **4** straight **5** green
* Answers 2 and 3 can be in either order.

Note!
- Point out that *skinny* means someone is very thin and is usually used in a disapproving way. We use *slim* to say someone is thin in an attractive way.
- When describing someone's hair, the order of adjectives is length, style, colour, e.g. *Ben has short, wavy, brown hair*.
- When describing someone's eyes, the order of adjectives is size, then colour, e.g. *Isla has big, blue eyes*.

Extra activity
Say the words from the Phrasebook for the class to repeat. Focus in particular on words you think your students may find difficult to pronounce, e.g. *gorgeous* /ˈgɔːdʒəs/, *height* /haɪt/, *curly* /ˈkɜːli/, *straight* /streɪt/, *bald* /bɔːld/, *moustache* /məˈstɑːʃ/, *beard* /bɪəd/.

Extra challenge
Elicit from the class or introduce some further vocabulary for each category.

KEY (SUGGESTED ANSWERS)
General appearance: pretty, beautiful, elegant, fashionable
Height and build: well-built, muscular, plump, petite, obese, thin
Hair: shoulder-length, black, dyed, thick, thin, shiny, fringe
Face: freckles, mole, hazel eyes, dimples, fair skin, oval / round face

Exercise 4 page 60
- Working in pairs, students describe the people in the photos.
- Ask four students to each describe a person to the class.

Exercise 5 page 60
- Go through the Writing strategy together.
- Students complete the task.
- Check answers as a class.

KEY
rather, a bit, quite, really, incredibly, absolutely, fairly, extremely
Adverbs such as *rather*, *a bit*, *quite*, *fairly* mean 'a little' or 'not much' and show a smaller level of the quality. They are weaker.
Adverbs like *really*, *absolutely*, *incredibly*, *extremely* are very strong. They mean 'very much' and indicate a higher level of the quality.

Note!
Students should be aware that not all modifying adverbs can be used with all adjectives and some actually have quite limited use. Over time, students should build up an awareness of which collocations are correct (e.g. *extremely intelligent*) and which are not (e.g. ~~*extremely respected*~~).

Exercise 6 page 60
- Students rewrite the sentences.
- Elicit some suggestions from the class.

Exercise 7 page 60
- Circulate and monitor, helping with vocabulary and grammar where necessary.

Exercise 8 page 60
- Students complete the writing task.

Exercise 9 Check your work page 60
- Students go through the checklist before submitting their work.

Extra activity

- Working in pairs, students swap their completed descriptions and read each other's work. They then discuss any common details, e.g. *'We've both known our friend since we were ten.' 'Both of our friends are easy-going.'*
- Elicit some examples of similarities from the class.

AfL Teaching tip: success criteria

Feedback is specific and clear

Feedback is often ineffective when it is not specific enough.

When marking the descriptions, include a positive general point followed by a particular area the student can focus on to improve, e.g. *Your description is well-organised and includes a good range of vocabulary. Can you try to improve your accuracy with spelling? Practise copying out the words you have misspelled a few times in your notebook and remember to use a dictionary if you aren't sure how to spell a word.*

See the notes on Assessment for Learning on page 9.

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 modifying adverbs to write a description of someone.*

Further practice

Workbook page 48

Online practice

4.10 Review

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 evaluate their understanding. It also increases motivation and engagement, as they are given a sense of 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, with 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 9.

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 I'd been fairly quiet that day
2 the show started
3 should be more determined if she wanted to do well at her exams the following / next month
4 if/whether I was going to complain about the service like I had done the previous week / the week before
5 (that) the next / following day at 10 a.m. they'd be shopping in Berlin
6 (that) she would leave that book there so I could have a look at it later that day

Exercise 2 page 61

KEY

1 blamed 2 taking 3 advised
4 encouraged 5 admitted 6 requested

Vocabulary

Exercise 3 page 61

KEY

1 generous 2 cope well with stress 3 easy-going
4 talkative 5 lack confidence 6 fairly

Exercise 4 page 61

KEY

1 takes 2 related, get-together
3 brought 4 looked 5 side 6 generations

Cumulative review

Exercise 5 page 61

KEY

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

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: making predictions from multiple-choice tasks; Use of English: adhering to the word limit in key word transformation tasks; Reading: identifying key information in matching tasks; Speaking: asking for the speaker to repeat when you don't understand; Writing: using informal language

Listening: A radio programme about health and fitness

Reading: Adverts for activities

Speaking: Talking about lifestyles

Writing: An informal email

WARM-UP Write on the board:
How may … benefit your physical or mental health?
taking up a new activity / going on holiday / laughing / having a pet

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

Listening

Exercise 1 page 62

- Go through the Listening exam strategy together.
- Students read the exam task and predict the programme's content in pairs.
- Elicit suggestions from the class, but do not confirm any predictions.

Exercise 2 4.11 page 62

- Play the audio for students to complete the task.
- Check answers as a class.

KEY
1 C 2 B 3 A 4 B 5 C

Transcript

See Teacher's Guide, page 184.

- Ask a few pairs to what extent their predictions about the programme were correct.

Extra challenge

- Write on the board:
  1 *What physical health benefits can walking a dog bring?*
  2 *How can having a dog help us develop social relationships?*
  3 *What are the benefits of owning a pet for older people?*
  4 *How can owning a horse make you more confident?*
- Stronger students can also answer these questions about the listening.

KEY (SUGGESTED ANSWERS)
1 It can help us control our weight and keep our heart healthy.
2 Dog owners often stop to chat and there are a lot of clubs and activities for owners.
3 It can help with loneliness and older people with a pet have fewer medical problems.
4 You have to do a lot of physical work, be strong and trust the animal.

Use of English

Exercise 3 page 62

- Go through the Use of English exam strategy together. Remind students that contractions count as two words and that the key word must not be altered.
- Students complete the task.
- Check the answer as a class.

KEY
to the doctor's help

Exercise 4 page 62

Extra support

Encourage students to start by looking at both sentences, underlining the details which are in both. This will make clear which parts of the first sentence need rewording.

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

KEY
1 they succeed in finding 2 know if there are
3 suggested (that) we should 4 wasn't able to follow
5 it difficult to answer

Reading

Exercise 5 page 62

- Go through the Reading exam strategy together.
- Students complete the task.
- Check the answer as a class.

KEY
F

Exercise 6 page 62

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

KEY
2 A 3 E 4 D 5 G

Extra challenge

- Students write short descriptions of people who would match to the remaining activities, i.e. B, C, H.
- As an extension, students could swap descriptions in pairs and identify the matches and key words.

Extra activity

- Write on the board:
  Which two activities sound the most interesting?
  Which two sound the least interesting?
  When did you last try a new activity? Talk about your experience.
- Students discuss the questions in pairs.
- Ask a few students to share some information about their partner with the class.

Speaking

Exercise 7 page 63

- Go through the Speaking exam strategy together.

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

KEY

1 Would 2 could you 3 didn't understand

Exercise 8 page 63

- Working in pairs, students ask and answer the questions about lifestyles.

Extra activity

- Put students into A / B pairs. Tell them to take turns to choose a question from the exercise at random to ask their partner.
- When the Student As are asked a question with an odd number (i.e. 1, 3, 5, 7), they should pretend they didn't hear or didn't understand and say one of the sentences from exercise 7. The Student Bs do the same with even-numbered questions.
- If a student says sentence 1 or 2, their partner simply needs to repeat the question. If they say sentence 3, however, their partner should try to explain the question in a different way, e.g. *Is it important for young people to eat food which is good for them?*

Writing

Exercise 9 page 63

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Let me know (what you think). / What do you think?
2 I agree. / Me too.
3 Sorry (that) I can't help you.
4 See you soon. / Can't wait to see you soon.

Extra challenge

Write the following sentences on the board for students to rewrite in a more informal way:

1 Could you please wait a moment?
2 Please accept our apologies for the inconvenience.
3 I'm rather dissatisfied with my purchase.
4 In my opinion, his response was exactly right.

KEY (SUGGESTED ANSWERS)

1 Hang on a sec! 2 Sorry for the trouble. 3 I'm not very happy with what I bought. 4 I think his answer was spot on.

Exercise 10 page 63

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 9.

- 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 Ben
It's great to hear from you. Of course, I agree that getting fit is an excellent idea – I think we should all do more to keep in good shape!
Your cousin's suggestion sounds very sensible to me. Personally, I love playing football and it's a great way to do some physical exercise. I'm sure you'll enjoy it and you might make some new friends at the same time.
If you don't want to do an activity with lots of other people, you could try playing tennis with a good friend. There are other activities you could do on your own though, like swimming or going to the gym. Or how about taking up running? Lots of my friends do that.
I hope my suggestions help. Let me know what you decide to do.
Speak soon!

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 a multiple-choice task before listening. I can complete a key word transformation task using the correct number of words. I can identify key information in a matching task. I can ask a speaker to repeat information when I don't understand. I can use informal language when writing an email.*

Further practice

Workbook pages 50–51

5 The global economy

5.1 Vocabulary

Lesson summary

Speaking: Talking about where goods are made

Listening: A vlog discussing the production of chocolate

Vocabulary: International trade

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo. What do you think the man does on a typical day at work? Would you like to work there? Why?*
  Where would you most like to work? Would that job be important to the global economy? How?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 64

- Check the pronunciation and meaning of *cocoa* /ˈkəʊkəʊ/ (a powder produced from the seeds [beans] of a tropical tree / a sweet hot chocolate drink made with the powder).
- Students complete the discussion task in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 5.01 page 64

- Go through the task together and explain any unfamiliar vocabulary, e.g. *consumer* (a person who buys goods or uses services), *currency* (the system of money that a country uses), *staff* (the group of people who work for an organisation).
- Play the video or audio for students to complete the task.
- Check answers as a class.

KEY

bad weather, currency, staff pay, the price of oil

Transcript

See Teacher's Guide, page 184.

Exercise 3 Vocabulary 5.01 page 64

- Students complete the sentences.
- Play the video or audio again for students to check their answers.
- Check answers as a class.

KEY

1 price 2 West Africa 3 Bad weather, reduce
4 increase, oil, expensive 5 factories

Transcript

See Teacher's Guide, page 184.

Exercise 4 Real English page 65

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

KEY

1 G 2 E 3 A 4 B 5 D

Extra activity

- Working in pairs, students think of situations in which they might use the key phrases, e.g. *I might say 'Cheers, mate!' if a friend has just offered to buy me a drink.*
- Elicit suggestions from the class.

Exercise 5 Vocabulary page 65

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

KEY

1 supply 2 trade 3 markets 4 exported
5 import 6 manufacturing 7 packaged
8 production 9 distribution 10 retailers
11 goods 12 retail 13 consumers
14 demand 15 stock

Note!

Point out that when it refers to things which are produced to be sold, *goods* is always used as a plural noun.

Extra support

- Working in groups of three, students each check the meaning of five words and then explain them to each other.
- You could also tell students the heading for each section, e.g. *The global* ***supply***, *The international* ***trade***.

Exercise 6 page 65

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

KEY

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

Exercise 7 page 65

- Students write alternative endings for the sentences in exercise 6.

Extra activity

Students complete exercise 7 in pairs and then join another pair to do exercise 8.

Exercise 8 page 65

- Working in pairs, students take turns to read out an ending for their partner to guess the sentence.
- Ask a few students to read out an ending for the class to guess the sentence.

Exercise 9 Word building page 65

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

KEY

1 consumption 2 consume 3 exporter 4 export
5 importer 6 import 7 producer 8 produce
9 retail 10 retail 11 supplier 12 supply
13 trader 14 trade

Note!

- Point out that when *export* is a noun, the stress is on the first syllable, i.e. /ˈekspɔːt/. When it is a verb, however, the stress is on the second syllable, i.e. /ɪkˈspɔːt/. *Import* follows a similar pattern, i.e. /ˈɪmpɔːt/ as a noun and /ɪmˈpɔːt/ as a verb.
- With *export*, we use the preposition *to*, e.g. *China exports goods to many countries*. *Import* is used with the preposition *from*, e.g. *Many countries import goods from China*.

Extra challenge

Students also write the noun (person) and verb forms of the nouns *distribution*, *manufacturing*, *market* and *stock*.

KEY

distributor, distribute; manufacturer, manufacture; marketer, market; stockist, stock

Exercise 10 page 65

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

KEY

1 consumer 2 product 3 production
4 retailers 5 import 6 supply

Extra activity

- Write on the board:
  1 *What goods / markets does your country import / export to other countries?*
  2 *How might the way goods are manufacturing / packaged affect sales?*
  3 *If a supplier / product you want to buy is out of stock / trade, do you buy a different brand?*
  4 *How can retail / retailers increase consumer demand / distribution for their products?*
- Students copy and complete the questions with the correct underlined words.
- Check answers as a class.

KEY

1 goods, export 2 packaged 3 product, stock
4 retailers, demand

- Working in pairs, students discuss the questions.
- Ask a few students to share some 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 international trade.*

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 words about international trade.'* Ask them to think of a solution they will try out, e.g. *'I'll write some personalised sentences about trade in my country to show the vocabulary in context and I'll review the new words once a week.'*

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 52
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.2 Grammar

Lesson summary

Speaking: Talking about successful start-ups; talking about setting up a business
Reading: A blog post giving advice
Grammar: Modals: advice, obligation and prohibition
Listening: A dialogue about setting up a business

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

WARM-UP Write on the board:

Have you ever …
bought something even though it was a rip-off?
felt disappointed that a product wasn't in stock?
felt guilty about buying goods imported from far away?
considered working in the retail trade?
tried to persuade your family to consume less?
imagined having your own business in the future?

- Students mingle and try to find a different classmate to answer *yes* to each question. Tell students to ask follow-up questions and provide extra details.
- Ask a few students to share something they found out with the class.

Exercise 1 page 66

- Elicit from the class the meaning of *start-up* (a small business which is just beginning to operate).
- Students discuss the second question in pairs.
- Elicit ideas from the class.

Exercise 2 page 66

- Students read the blog post and discuss their answer to the question in pairs.

- Ask a few students which piece of advice they think is the most useful and why.

Exercise 3 page 66

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 *ought to* 2 *have to, must* 3 *mustn't* 4 *need to* 5 *don't have to*

- Students do the Grammar booster exercises on page 141.

Extra challenge

- Working in pairs, students write five top tips for being a smart consumer, e.g. *Remember you don't have to buy the first thing you see! You ought to visit a few different shops and compare products and prices.*
- As an extension, pairs could swap their list with another pair and then discuss what advice they think is the best and whether they disagree with any advice given.

Exercise 4 page 66

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

KEY

1 have to 2 should 3 need to 4 doesn't have to 5 shouldn't 6 ought to / have to 7 don't have to / needn't

Exercise 5 page 66

- Working in pairs, students discuss the difference in meaning between the two possible options in questions 6 and 7.
- Elicit ideas from the class.

KEY

Question 6: *ought to* means that it would be a good idea to do this and *have to* means that it's necessary for us to do this.
Question 7: *don't have to* and *needn't* are used in the same way to say that it isn't necessary for us to do this.

Exercise 6 page 66

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

KEY (SUGGESTED ANSWERS)

1 Our employees need to speak English and German as most of our clients are in Germany.
2 I haven't done any exercise recently so I must do some on Saturday.
3 Do you think I/we ought to listen to Mike?
4 You mustn't leave all the doors and windows open when you leave. / You mustn't forget to close all the doors and windows when you leave.
5 I like to wear a tie to work, but I don't have to.
6 Do we need to go shopping, or have we got lots of food?

Extra support

Suggest that students first identify and underline the section of the sentence which needs to be reworded, i.e. 1 = *It is necessary that our employees can speak*, 2 = *it's important I do*, 3 = *it is a good idea to listen*, 4 = *Remember to close*, 5 = *it isn't a rule*, 6 = *Is it necessary to go*.

Exercise 7 5.02 page 66

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 Jake has to close the shop five minutes before the end of break.
2 Jake doesn't have to open the shop at lunchtime.
3 Jake doesn't have to tell Mrs Baxter when he wants to open the shop.
4 Mrs Baxter doesn't think Jake should open the shop every day.
5 Jake knows he must pass his exams.
6 Mrs Baxter says that Jake has to give some profits to the school charity.

Transcript

See Teacher's Guide, page 185.

Extra support

Pause the audio after the information for each point is given and allow students time to write down the full sentence. Then play the full audio again without pausing for students to check their answers, then check as a class.

Exercise 8 Think & share page 66

- Working in pairs, students decide on an idea for their business and complete the task.
- Ask a few pairs to share some details with the class.

Extra activity

- Write on the board:
  What are some positive things about the business idea?
  Are there any negative points?
  Would the business do well at your school?
  Would you use it?
- Divide the class into groups, with two or three pairs in each.
- Pairs take turns to present their business idea to the group and the other students provide feedback by answering the questions 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 advice, obligation and prohibition.*

Further practice

Workbook page 53
Grammar booster page 141
Grammar photocopiable worksheet
Online practice

5.3 Listening

Lesson summary

Speaking: Talking about silk and the Silk Road; discussing the benefits and disadvantages of international trade

Vocabulary: Change, cause and effect

Listening: A lecture about the Silk Road

Strategy: Listening for specific information

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7 or ask students to prepare their answers for homework to discuss in the next lesson.

WARM-UP Write on the board:
Which countries does your country do the most trade with?
What do you import from / export to these countries?
If international trade was stopped, which products would you miss the most?

- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 1 page 67

Culture note

The Middle East is an area that covers south-west Asia and north-east Africa, stretching from the eastern Mediterranean to Pakistan and including the Arabian peninsula.

- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Silk is an expensive, natural fabric.
2 It is produced from thread made by the larvae of certain insects, such as moths.
3 The Silk Road was an ancient trading route that connected China with India, the Middle East and Europe.
4 Students' own answers

Exercise 2 Vocabulary page 67

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

KEY

Verbs: contribute, expand
Nouns: cause and effect, consequence, development, growth
Both: benefit, change, influence, raise

1 development 2 growth 3 influence
4 benefits 5 raised 6 contributed

Extra challenge

- Students write the verbs as nouns and, where possible, the nouns as verbs.

KEY

contribute → contribution, expand → expansion, cause → cause, effect → affect, development → develop, growth → grow

- Drill the words to ensure accurate pronunciation. Point out that *contribute* can be pronounced /kən'trɪbjuːt/ or /'kɒntrɪbjuːt/. Draw attention to the shift in word stress in the noun *contribution* /kɒntrɪ'bjuːʃn/.

Extra activity

- Write on the board:
  How has the way we access information changed over the last 50 years?
  What are the negative consequences of the development of the internet?
  How can we expand our knowledge without using the internet?
  What are the causes and effects of a rise in online businesses?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 3 5.03 page 67

- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 8,000 2 the Middle East 3 Asia 4 Romans
5 the Chinese / Chinese traders 6 Europe

Transcript

See Teacher's Guide, page 185.

Note!

The abbreviation *BCE* /biː siː 'iː/ stands for *Before the Common Era* and is used to refer to a year before the birth of Jesus Christ, when the Christian calendar starts counting years.

Exercise 4 5.04 page 67

- Play the audio for students to order the topics.
- Check answers as a class.

KEY

1 the goods that were traded 2 the spread of religion
3 the early internet 4 the printed word and education
5 a new technology leads to global travel

Transcript

See Teacher's Guide, page 185.

Exercise 5 page 67

- Go through the Listening strategy together.
- Students read the questions and note down the type of information they need to listen for. If necessary, explain the meaning of *magnetic compass* (an instrument for finding direction, with a needle that always points to the north) and *voyage* (a long journey, especially by ship).
- Elicit answers from the class.

KEY

1 Name of people 2 Ways in which they contributed
3 Areas of life 4 *yes/no* 5 Date 6 Place

Exercise 6 5.05 page 67

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 The Scythians
2 They sent glass, (wal)nuts, and fruit and vegetables.
3 Culture, religion and technology
4 No, they just introduced papermaking and printing techniques.
5 Around the 12th century
6 Africa, North and South America

Transcript

See Teacher's Guide, page 185.

Exercise 7 Think & share page 67

- Students discuss the questions in pairs, then join another pair to continue their discussion.
- Elicit ideas from 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 when you will focus on task achievement rather than accuracy.

Tell students before they do the round-up discussion exercise 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 9.

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 specific information in a lecture about the Silk Road.*

Further practice

Workbook page 54
Online practice

5.4 Vocabulary

Lesson summary

Speaking: Talking about bank accounts and money
Reading: A text about a young banker
Vocabulary: Money and finance

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercises 5 and 6 for homework and do exercise 7 in the next lesson.

WARM-UP Write on the board:
education, *family*, *friends*, *happiness*, *health*, *hobbies*, *money*

- Ask students to rank the items from 1 to 7 depending on how important they think they are in life, with 1 being the most important and 7 the least.
- Working in pairs, students compare and explain their rankings.
- Ask a few students where they placed *money* in their list and elicit reasons.

Exercise 1 page 68

- Students discuss the questions in pairs.
- Ask students to raise their hand if they have a bank account. Choose a few students and ask them how often they use it. Then ask a few students with their hands down whether they think they need an account and elicit reasons.

Exercise 2 page 68

- Students read the text and answer the question.
- Check the answer as a class.

KEY

A

Exercise 3 page 68

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

KEY

1 lenders 2 bank statement 3 deposit 4 loan
5 payment 6 debt 7 interest rate 8 withdraw cash
9 taxes 10 savings goal 11 ATM 12 credit 13 wage

Note!

- Draw attention to the fact that *debt* /det/ has a silent *b*.
- The abbreviation *ATM* /eɪ tiː ˈem/ stands for *automatic / automated teller machine*. We also commonly refer to an ATM as a *cash machine* or *cashpoint*.
- We usually use the term *wage* to describe the amount of money which is paid to an employee on a weekly basis. When describing the money paid on a monthly or annual basis, particularly to professional employees, we usually use *salary*.

Extra support

Read out definitions of the key vocabulary, some true and some false. If the definition is correct (e.g. *A loan is money that a bank or person lends you.*), students stay seated. If it's incorrect (e.g. *A wage is the money you have to pay to the government.*), students stand up. Elicit the correct word for the definition (*taxes*).

Exercise 4 page 68

- Students match the verbs and nouns to make collocations.
- Check answers as a class.

KEY

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

Extra challenge

Encourage more confident students to do the matching task without referring back to the text.

Exercise 5 page 68

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

KEY

1 earn a wage 2 open an account
3 cash, withdraw 4 check your bank statement
5 got into debt 6 make a deposit

Exercise 6 page 68

- Working in pairs, students describe the differences.

Exercise 7 page 68

- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Savings are money you have kept and not spent and wages are money you have earned doing a job.
2 A bank account is where your money is kept and a bank statement shows you how much money you have got in the account.
3 A deposit is money you pay into a bank account and a payment is money you pay to another person or business for a service.
4 A loan is money you borrow from an organisation and a debt is the amount of money you owe someone.
5 Currency is the system of money a country uses and money is the general term for what you earn and use to buy things with.

Exercise 8 Think & share page 68

- Students discuss the questions in pairs.
- Ask a few students to share some ideas 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 talk about money and finance.*

Further practice
Workbook page 55
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.5 Grammar

Lesson summary

Speaking: Talking about the best / worst place to keep money; speculating about a mysterious case

Reading: A text about some missing money

Grammar: Modals: speculating in the past and present

Listening: A dialogue about a mysterious case

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 7 and 8 or do them in the next lesson.

WARM-UP Working in pairs, ask students to write the alphabet down the left side of a page in their notebook.

- Set a time limit for students to write a word related to money for as many letters of the alphabet as possible, e.g. *ATM*, *bank*, *credit*, *debt*, *earn*. You may like to give them some time to review the vocabulary from Lesson 5.4 before starting the activity.
- When time is up, find out which pair has written words for the most letters and ask them to read the words to the class.

Exercise 1 page 69

- Check the meaning of *bitcoin* (a system of electronic money, used for buying and selling online and without the need for a central bank).
- Students discuss the question in pairs.
- Ask a few students to share some ideas with the class.

Exercise 2 page 69

- Students read the text and answer the question.
- Check the answer as a class.

KEY

Henry Zac possibly stole the money, but nobody really knows.

Exercise 3 page 69

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 must have 2 could have 3 might 4 can't have

Note!
When using the phrases to speculate in the past, point out that *have* takes on its weak form and is pronounced /əv/.

- Students do the Grammar booster exercises on page 142.

Exercise 4 page 69

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

KEY

1 could / might be, could / might have dropped
2 must earn 3 can't have gone 4 might be able to
5 might / could have left 6 Could / Might, have taken
7 must have written

Extra support
Ask students to first read through the dialogues and decide whether the modal for each gap should be in the past or present. Elicit answers and write them on the board for students to refer to when completing the task.

KEY

1 present, past 2 present 3 past 4 present
5 past 6 past 7 past

Exercise 5 page 69

- Students write responses to the prompts.
- Elicit ideas from the class.

Extra support
Students could work in pairs to complete the task or work individually, but just write one response to each sentence.

Exercise 6 page 69

- Students write some sentences in pairs and then take turns to speculate about the situation.
- Ask a few pairs to present an example to the class.

Extra activity

- Draw a simple character on the board (or ask a creative student to do so) and elicit a name for him/her from the class, e.g. George.
- Write the comments below in speech bubbles around the character:
  I'm sorry to hear that.
  Hands off!
  Congratulations!
  You're kidding, right?
  Lucky you!
  You've made my day!
  Poor you!
  I can't thank you enough!
- Check that students are clear on the meanings of all the comments.
- Ask students to look at each comment and speculate in pairs about the situation in which it was said, e.g. *'George must have found out some sad news.' 'Yes, for example his friend's grandad might have had a heart attack.'*
- Elicit some ideas from the class.

Exercise 7 5.08 page 69

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 There can't have been anyone else involved.
2 Cooper must have jumped from the plane.
3 He can't have stayed on board the plane.
4 Zoe thinks someone might / could have been waiting for him on the ground.
5 Russ thinks the pilot might have helped him.

Transcript

See Teacher's Guide, page 185.

Exercise 8 Think & share page 69

- Students discuss their ideas in pairs.
- Elicit suggestions from the class.

Af Teaching tip: success criteria

Effective feedback challenges, requires action and is achievable

Feedback should provide specific information about what is needed to close the gap between current and desired performance. Students need to be given time to respond to feedback.

Monitor students' output in exercises 4–8 and provide some specific feedback about their use of modals for speculating, e.g. *'Remember that we don't use* couldn't *when we speculate.', 'Be careful with your use of past participles when speculating in the past.'* Encourage students to implement this feedback when they do the Review page and Workbook exercises.

See the notes on Assessment for Learning on page 9.

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 speculate about the past and the present.*

Further practice

Workbook page 56
Grammar booster page 142
Grammar photocopiable worksheet
Online practice

5.6 Reading

Lesson summary

Speaking: Talking about payment methods and a cashless society; giving a summary of a text; a presentation on the pros and cons of a cashless society

Strategy: Distinguishing between fact and speculation

Reading: A magazine article about a cashless society

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and do exercise 7 in groups in the next lesson.

WARM-UP Read out the following quiz questions about money and ask students to decide on and write down their answers in pairs:

1 *Where was paper money first used as currency?*
A India B China C Greece
2 *How many countries have the Euro as their currency?*
A Seventeen B Eighteen C Nineteen
3 *The portrait of Queen Elizabeth II has appeared on banknotes in every continent except …*
A Antarctica B Asia C South America
4 *What's the name for the place where coins and banknotes are made?*
A A mint B A mine C A mind
5 *Where were credit cards first used?*
A The UK B Switzerland C The USA
6 *Banknotes in the USA have never had a portrait of …*
A A woman B A Native American C A living person
7 *What was the first item bought using bitcoin?*
A Burgers B Pizzas C Fried chicken
8 *What percentage of the world's currency is in cash?*
A 8% B 12% C 16%

- Check answers as a class and find out the winning pair(s).

KEY

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

Exercise 1 page 70

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

Exercise 2 page 70

- Go through the Reading strategy together.
- Students read the paragraph and complete the task.
- Check answers as a class.

KEY

Facts:
In fact, in the UK only 30% of payments were made using cash before the coronavirus pandemic …
… a figure that has fallen dramatically since then.
Speculation:
It's likely that in the next five to ten years, cash will be a thing of the past in most of the developed world.
It's clear that most people find it easier, quicker and safer to pay for their goods with a contactless card, phone or watch …
… it's almost certain this trend won't change.

Exercise 3 page 70

Extra support

- Review vocabulary in the text that students have already encountered in Unit 4, e.g. *payment*, *benefit*, *cause*, *consequence*, *change*, *production*, *distribution*, *currency*, *produce*, *retailer*, *get into debt*.
- Pre-teach any other vocabulary you think students may be unfamiliar with, e.g. *securely*, *theft*, *rob a bank*, *cybercriminal*, *go bankrupt*.

Extra activity

- Working in pairs, students discuss how each of the points listed may be a benefit or problem related to a cashless society.
- After students have completed exercises 3 and 4, elicit whether any of their predictions were mentioned in the article.

- Working in A / B pairs, students read their part of the text and complete the task.
- Check answers as a class.

KEY

Benefits: crime, cost, easy to use
Problems: crime, debt, your private life

Exercise 4 Mediation page 70

Extra support

Ask students to read through their section of the article again and underline any phrases the author uses to introduce facts or speculation. Elicit examples and whether each phrase introduces a fact (F) or speculation (S).

KEY

Student A: Most experts agree (S); There's no doubt that (F); According to research (F)
Student B: Research by a credit card company (F); It is thought that (S); There's no doubt that (F)

- Students take turns in pairs to summarise the paragraphs they have read.

Exercise 5 5.09 page 70

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

KEY

1 B 2 – 3 D 4 – 5 A 6 F 7 C 8 E

Exercise 6 page 70

- Working in pairs, students prepare their presentation. Circulate and monitor, helping with language and organisation where required.

Exercise 7 page 70

- Pairs take turns to give their presentation to the class.

AfL Teaching tip: diagnostics

Peers help each other clarify areas for improvement

Peers can assist one another in identifying areas for development. Giving peer feedback also has rebound benefits that could help learners with their own progress.

Rather than having students present their ideas to the whole class, ask pairs to join another pair and take turns to give their presentation. Once both pairs have done so, ask them to give each other some feedback and also reflect on their own performance in these areas, e.g. *'I think you could have included a wider variety of phrases to introduce facts and speculation. I think this is probably true about our presentation too.'*

See the notes on Assessment for Learning on page 9.

Exercise 8 Think & share page 70

- Give students time to read through the questions. If necessary, explain that if *advantages outweigh disadvantages*, this means there are more positive points than negative points.
- Working in groups, students complete the discussion activity.
- Ask whether any group had a difference of opinion about any of the points and, if so, elicit details.

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 between fact and speculation in a magazine article.*

Further practice
Workbook page 57
Online practice

5.7 Global skills

Lesson summary
Speaking: Discussing the origins of and issues with products; discussing and presenting ideas about a global issue
Reading: A leaflet about thinking globally, acting locally
Vocabulary: Global citizenship
Listening: A radio interview about fast fashion

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 2 brief. If students have chosen to make a video for exercise 9, set this for homework. If they have chosen to give a presentation, this can be done in the next lesson.

WARM-UP Write on the board:
The _____ population will decrease.
There will be another _____ pandemic.
_____ warming will get worse.
There will be less _____ trade.
_____ travel won't require a passport.
Apple will continue to be the most valuable _____ brand.

- Elicit which word can fit into all the gaps (*global*).
- Working in pairs, students discuss whether they think these things will happen in the future. Ensure they back up their opinions with reasons and examples.
- Ask a few students to share some ideas with the class.

Exercise 1 page 72

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

Exercise 2 Think & share page 72

- Working in groups, students complete the discussion task.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
Take-away coffee cup: environmental issues, plastic waste, product origin
T-shirt: environmental issues, human rights, product origin
Burger: animal rights, environmental issues, product origin

Exercise 3 page 72

- Students read the leaflet and answer the question.
- Elicit the meaning of the phrase from the class.

KEY (SUGGESTED ANSWER)
It means that if people take positive action on a small scale within their local communities, this will lead to greater beneficial changes for the entire planet.

Exercise 4 Vocabulary page 72

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

KEY
1 C 2 D 3 E 4 F 5 G 6 A 7 B

Note!
Point out that *Fairtrade* is written in the text as one word, beginning with a capital letter as it is the name of an organisation.

Culture note
Fairtrade is a global organisation, founded in 1992, which aims to improve the lives of farmers and workers in developing countries by ensuring fair terms of trade. The main focuses are on better prices, decent working conditions and local sustainability. There are currently almost 1.7 million farmers and workers across the Fairtrade system in 73 countries and over 6,000 Fairtrade products, ranging from coffee and tea to flowers and gold.

Extra activity
- Write on the board:
  1 *What are some reasons for following a plant-based _____, apart from caring about animal _____?*
  2 *What are some examples of unacceptable working _____?*
  3 *Why do greenhouse _____ have a negative environmental _____?*
  4 *What are the causes and effects of child _____?*
  5 *How can consumers be encouraged to buy Fair_____ products?*
- Students copy and complete the questions. Encourage more confident students to do this with their books closed.
- Check answers as a class.

KEY
1 diet, rights 2 conditions 3 gases, impact
4 labour 5 trade

- Working in pairs, students choose three of the questions to discuss.
- Ask a few pairs to share some ideas with the class.

Exercise 5 page 72

- Students read the leaflet again and discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 To express your opinion and show what you like / dislike by choosing where to shop and what to buy.
2 Fairtrade coffee farmers are paid a fair price and have decent working conditions. Other coffee farmers may be paid very little money.
3 They might have been made in factories which use child labour or where workers have poor conditions.
4 Reducing meat consumption and therefore production will lead to a reduction in the greenhouse gases being produced.

Exercise 6 5.10 page 72

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY
Fast fashion

Transcript
See Teacher's Guide, page 186.

Exercise 7 5.10 page 72

Extra support
- Elicit or remind students about the Listening strategy in Lesson 5.3 (before listening for specific information, read the questions carefully and decide the type of information you need to listen for).
- Elicit from the class what information is needed to complete each gap, e.g. 1 = *type of industry*, 2 = *name of a plant*, 3 = *something used to help the plant grow*, etc.
- Point out that students need to change the form of a couple of words given on the audio.

- Play the audio again for students to complete the notes.
- Check answers as a class.

KEY

1 Fashion 2 cotton 3 chemicals 4 colours
5 transporting 6 cheap 7 second-hand
8 swap 9 love

Transcript

See Teacher's Guide, page 186.

Exercise 8 Think & share page 72

- Working in groups, students choose and discuss one of the issues.

Exercise 9 page 72

- Groups share their ideas with the class, either via a presentation or a video uploaded to social media. The videos can either be watched during class time or students can be given access and watch them as a homework task.

Extra activity

After students have watched all the presentations and videos, give them time to discuss the questions below in groups and then conduct some whole-class feedback:
Which group's presentation / video was the most successful?
What were the most interesting points mentioned in the presentations / videos?
Will what you have learned from this lesson and the presentations / videos encourage you to do anything differently in the future?

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 and evaluate global citizenship.*

Further practice
Workbook page 58

5.8 Speaking

Lesson summary

Speaking: Talking about saving money; pronunciation: linking; asking for and giving advice in role-plays

Listening: A financial advisor giving advice about saving money

Reading: Tips on how to save money

Strategy: Using a variety of functional phrases

Vocabulary: Useful language for asking for and giving advice and recommendations

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 3 and 7.

WARM-UP Write the following quotes about money on the board:
'Every time you borrow money, you're robbing your future self.' Nathan W. Morris (American singer and businessman)
'Time is more valuable than money. You can get more money, but you cannot get more time.' Jim Rohn (American author and motivational speaker)
'Money does not buy you happiness, but lack of money certainly buys you misery.' Daniel Kahneman (Israeli psychologist and economist)
'Empty pockets never held anyone back. Only empty heads and empty hearts can do that.' Norman Vincent Peale (American religious leader and author)
'Don't save what is left after spending; spend what is left after saving.' Warren Buffet (American businessman and investment guru)
- Working in pairs, students discuss what they understand by the quotes and whether they agree with them.
- Ask a few students to share their ideas with the class.

Exercise 1 page 73

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

Exercise 2 5.11 page 73

- Check the meaning of *financial advisor* (a person whose job is to give advice to other people about money).
- Play the audio for students to check whether any of the points they discussed in exercise 1 are mentioned.
- Elicit which points were mentioned.

Transcript

See Teacher's Guide, page 186.

Exercise 3 page 73

- Students read the tips and complete the task. You may like to explain any vocabulary your students might not know, e.g. *expenses*, *bargains*, *cut out*, *purchases*.
- Check answers as a class.

KEY

Advice given: 1, 2, 4

Extra challenge

- Write the following questions on the board for students to answer:
  1 *What habit does the advisor compare saving money to?*
  2 *What two ways to get money does the advisor mention?*
  3 *What should Marie do each week?*
  4 *What advice is Marie given about using her phone?*
  5 *What's the best way for Marie to save money at home?*
- Check answers as a class.

KEY

1 Brushing your teeth
2 Pocket money and wages from a part-time job
3 Note down everything she buys, then ask herself which things she needs
4 To turn it off or try and limit use to places with free Wi-Fi
5 In a box she can lock and keep separate to the rest of her money

Exercise 4 5.11 page 73

- Go through the Speaking strategy and Phrasebook together.

Note!
You may like to point out to students that the phrase *What about … ?* can also be used to give advice.

- Play the audio again for students to identify the phrases used.
- Check answers as a class.

KEY
Asking for advice and recommendations: (all the phrases)
Giving advice and recommendations: It would be a good idea for you to … ; If I were you, I'd … ; You need to … ; Your best option is to … ; Have you thought about … ?

Transcript
See Teacher's Guide, page 186.

Extra support
Look at each incomplete phrase in the Phrasebook as a class and elicit what grammatical structure is needed to complete it, e.g. *How do you think I should* + infinitive without *to*; *What about* + *-ing* verb?; *It would be a good idea for you to* + infinitive without *to*.

Exercise 5 5.12 page 73

- Go through the Pronunciation box together.

Note!
Explain that there are three main ways to link words together:
1 Linking words ending with a consonant sound to words beginning with a vowel sound, e.g. *bank account*. The consonant sound is often moved to the start of the next word, e.g. we say *ban-kaccount*.
2 Linking words ending with a vowel sound to words beginning with a vowel sound. When the first word ends in /əʊ/ or /uː/, e.g. *too often*, we add a /w/ sound at the start of the next word, e.g. we say /tuːˈwɒfn/. If the first word ends in /eɪ/, /iː/ or /aɪ/, e.g. *the end*, we add a /j/ sound, e.g. we say /ðiːˈjend/.
3 Linking words ending with a consonant sound to words beginning with the same consonant sound, e.g. *tried downloading* becomes /traɪdaʊnˈləʊdɪŋ/.

- Play the audio for students to listen to the examples.
- Students find examples of linking in the sentences.

Transcript
See Student's Book, page 73.

Exercise 6 5.13 page 73

- Play the audio for students to check their answers.
- Check answers as a class.

KEY
1 How_do_you think_I should_deal with_the problem?
2 It would_be_a good_idea to_open your_own bank_account.
3 What do_you_advise me to do_about my phone?
4 We should_do something_good for the_environment.

Transcript
See Student's Book, page 73.

- Play the audio again, pausing after each sentence for students to repeat.

Extra activity
Read out the phrases in the Phrasebook for students to repeat. Tell them to focus in particular on practising the way words are linked.

Exercise 7 page 73

- Students practise asking for and giving advice in pairs.

Exercise 8 page 73

- Working in pairs, students choose one of the scenarios and prepare their role-play. Circulate and monitor, helping with language and ideas where necessary.

Exercise 9 page 73

- Working in pairs, students perform their role-play, then swap roles and repeat.
- Ask them to add up how many Phrasebook phrases they used. Find out who in the class used the most.

AfL Teaching tip: diagnostics
Assessing and enhancing performance
Students who assess and take steps to improve their own performance are encouraged to take responsibility for their growth as a learner.
Ask students to repeat exercises 8 and 9 using the other scenario from exercise 8. They can either work with the same partner or swap for added interest. Tell students that this time, they should try to use at least two more Phrasebook phrases than the first time they did the task.
See the notes on Assessment for Learning on page 9.

Exercise 10 Reflect page 73

- Students discuss the questions in pairs.
- Conduct some class 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 use functional phrases to ask for and give advice.*

Further practice
Workbook page 59
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary

Speaking: Describing an unsatisfactory experience with a product or service
Reading: An email of complaint
Strategy: Selecting a suitable register
Writing: An email of complaint

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

WARM-UP Write on the board:

1 *Your close friend used to be really positive, but is always complaining these days.*
2 *You've just started a part-time job in a café and your boss has complained that you are working too slowly.*
3 *Your teacher has complained that you didn't hand in your essay last week, but you are certain you did.*
4 *Your dad gave you €20 last week and is now complaining that you haven't paid him back. You thought it was a gift, not a loan!*

- Working in pairs, students take turns to ask for and give advice about the situations. You might like to refer them back to Lesson 5.8 to review the Phrasebook language before they start.
- Ask a few students to share some good advice their partner offered with the class.

Exercise 1 page 74

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

Exercise 2 page 74

- Students read the email and answer the question.
- Ask whether anyone has had a similar experience and, if so, elicit details.

Exercise 3 page 74

- Students read the email again and complete the matching task.
- Check answers as a class.

KEY

1 C 2 A 3 D 4 B

Extra challenge

Working in pairs, students decide on the purpose of each paragraph without looking at exercise 3. They then check their ideas against the purposes listed.

Exercise 4 page 74

- Go through the Writing strategy together.
- Ask students to read the email again and then elicit the answer to the question (No. Most of the email is formal, but the writer has used some informal words and expressions).
- Students complete the substitution task.
- Check answers as a class.

KEY

1 got 2 I need 3 promised 4 say sorry
5 come back 6 said 7 really unhappy 8 want
9 the trouble 10 I'm waiting for your reply.

Exercise 5 page 74

- Working in pairs, students make a list of the problems. Circulate and monitor, helping with vocabulary where necessary.

Extra support

Do exercise 5 as a whole-class activity. Elicit possible problems from the class and write them on the board, e.g. *the brakes make a loud noise, the gears don't change properly, the saddle moves from side to side, the paint is coming off, the water bottle holder fell off*. Students then choose ideas from the board when planning their email.

Exercise 6 page 74

- Circulate and monitor as students plan their email, helping with organisation and language where necessary.

Exercise 7 page 74

- Students complete the writing task.

Exercise 8 Check your work page 74

- Students go through the checklist before submitting their work.

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 email, ask them to select two or three specific areas they would like feedback on (e.g. use of formal language, organisation of content, punctuation) and write these on their work. When marking, target feedback in these areas.

See the notes on Assessment for Learning on page 9.

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 a suitable register 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 shouldn't 2 don't have 3 mustn't 4 needn't
5 have to 6 ought to

Exercise 2 page 75

KEY

1 can't be 2 might / could have forgotten 3 might / could have missed 4 can't have got 5 might / could be 6 must have gone

Vocabulary

Exercise 3 page 75

KEY

1 exports 2 demand 3 trade 4 import
5 Production 6 Consumers 7 stock

Exercise 4 page 75

KEY

1 opened 2 check 3 get into 4 makes 5 earned

Cumulative review

Exercise 5 page 75

KEY

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

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°

Canary Wharf

Lesson summary
■ **square:** A dialogue about an opportunity for students at Canary Wharf
★ **star:** A video about the exhibition 'A window into London's past'
⬣ **hexagon:** A video about the development of Canary Wharf
▲ **triangle:** Photos of buildings in Docklands, London
● **circle:** A text about world economic facts.
Speaking: Discussing activities and services where you live
Listening: A dialogue about an opportunity for students at Canary Wharf; a video about the exhibition 'A window into London's past'; a video about the development of Canary Wharf
Reading: Photos of buildings in Docklands, London; a text about world economic facts
Create task: Creating a virtual tour of a shopping district

SHORTCUT To do the lesson in 30 minutes, omit exercise 8, ensure Steps 1 and 2 of the Create task are done in class, then set Steps 3 and 4 as group homework tasks and do Step 5 in the next lesson.

WARM-UP Ask: *What do you like about the area where you live? If you could change one thing about it, what would it be?*

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

Exercise 1 Think & share page 76

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)

Students could refer to transport links, the fact that similar businesses tend to group together, sports facilities often being close to green areas, food shopping is often local / in residential areas.

Extra activity

- Write on the board:
  Which of the activities / services are the most important to you personally? Why?
  Which ones do you think are the most important to people in your community in general? Why?
  Which three have you done / used most recently? Give details.
- Students discuss the questions in pairs.
- Ask a few students to share some details with the class.

Extra activity

- Ask students to focus on the photo of Canary Wharf. Ask: *What can you see? What are the people doing?*
- Working in pairs, students discuss the questions.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

I can see a river, a bridge, skyscrapers, restaurants / cafés / bars, businesses, a market stall, a boat, a train, cranes, trees and flags.
The people are walking, chatting, crossing the bridge, eating, drinking and shopping.

EXPLORE

Exercise 2 All hotspots page 76

- Go through the task together and pre-teach the word *hosiery* /'həʊziəri/ (used especially in shops as a word for tights, stockings and socks).
- Enter into the 360° image and 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 appropriate photo and explain the connection in pairs.
- Once all the hotspots have been explored, check answers as a class and elicit the connections. If necessary, have another quick look through the hotspots to confirm the answers.

KEY

A ■ B ★ C ● D ▲ E ⬣

Suggested connections:

A The girl (Megan) in the dialogue has just finished an interview.
B In the 19th century, wealthy Londoners bought hosiery in Hosier Lane.
C The text gives facts about world economics / money.
D The photo of Canary Wharf shows offices.
E Fewer people go into the office to work these days.

Transcripts

See Teacher's Guide, page 186.

Extra support

- Before exploring the hotspots, elicit from the class what can be seen in each of the pictures.
- Explore each of the hotspots in turn and after viewing each one, give students time in pairs to decide which photo it matches to and why before checking as a class.

Exercise 3 ⬣ page 76

- Click on the hexagon hotspot to play the video again for students to complete the task.
- Check answers as a class.

KEY

A major building project: International trade in the area changed from shipping to banking.
A bank closing: Thousands of people lost their jobs.
Covid-19: People's working habits changed, and they started working from home instead of at the office.

Extra challenge

- Write on the board:
  1 *The West India Docks opened in the late 1800s.*
  2 *Workers could work more quickly due to the design of the docks.*
  3 *People worked at the docks for over 200 years.*
  4 *More international trade takes place in Canary Wharf today than in the past.*
  5 *A lot of people moved away from the Canary Wharf area because the cost of houses rose.*
- As they watch the video, students decide whether the statements are true (T), false (F) or not given (NG).
- Check answers as a class.

KEY

1 NG **2** T **3** F **4** NG **5** T

Exercise 4 ■ page 76

- Give students time to read the opportunities for students, then click on the square hotspot to play the audio again for students to complete the task.
- Check the answer as a class.

KEY

Training programme

Transcript

See Teacher's Guide, page 187.

Extra challenge

- Write on the board:
  1 *What does Megan have to do to get onto the course?*
  2 *What does the course involve?*
  3 *What two examples of tasks does Megan give?*
  4 *Which exams does she need to get high marks in?*
  5 *How does she feel about having to pay taxes?*
- Students also answer these questions while listening.
- Check answers as a class.

KEY

1 She has to pass her final school exams.
2 Two days a week at college studying electro technology and three days at Canary Wharf working with an engineer
3 Installing an internet network between buildings and improving the security camera network
4 Maths, IT and a science subject
5 She says she doesn't mind if she's working at Canary Wharf.

Exercise 5 ★ page 77

- Click on the star hotspot to play the video again for students to answer the question.
- Check the answer as a class.

KEY

Today, the garden is as smart as the houses in Eaton Square.
Hosier Lane has changed its name to Bow Lane. There is now a wider range of products available in the street.
The street sellers have been replaced by services and shops for tourists.

Transcript

See Teacher's Guide, page 187.

Exercise 6 ▲ page 77

- Elicit or explain that we use the preposition *circa* /ˈsɜːkə/ before dates (especially years) to mean *about*.
- Click on the triangle hotspot again and give students time to look at the photos and discuss the questions in pairs.
- Elicit ideas and reasons from the class.

KEY (SUGGESTED ANSWERS)

Most environmentally friendly: Container City as it recycles containers
Most expensive to build: Probably Canary Wharf
No longer used for their original purpose: The containers in Container City and the warehouses from the 19th century, which have now been converted into businesses, restaurants, flats, etc. as can be seen from the 360º picture.

Exercise 7 ● page 77

- Click on the circle hotspot again for students to read the statistics and discuss the questions in pairs.
- Ask a few students to share their opinion with the class.
- Working in pairs, students conduct some online research to complete the task.
- Elicit answers from the class.

Exercise 8 page 77

- Students complete the task in pairs.

- Pairs take turns to present their findings to the class. If you have a large class, you may like to consider dividing students into groups to give their presentations.

Exercise 9 Think & share page 77

- Students complete the task in pairs.
- Elicit ideas and examples from the class.

CREATE … a virtual tour of a shopping district

To complete the Create task, students will need access to the internet to do the Research it! task and an online map of their shopping district to produce their virtual tour. Alternatively, students can print out or draw a map instead.

STEP 1 page 77

- Working in small groups, students decide on the shopping district they would like to focus on. Try to ensure that each group chooses a different district, as this will add variety and interest at the presentation stage.

STEP 2 Research it! page 77

- Students conduct some online research and make notes on each point. You may like to suggest that within their group, each student focuses their research on different points.

STEP 3 page 77

- Students find a suitable map of their chosen shopping district on the internet, either to use online or to print out. Alternatively, they can draw a map.

STEP 4 page 77

- Circulate and monitor as students plan and complete their virtual tour, helping with language and responding to queries as required.

STEP 5 page 77

- Groups take turns to present their district to the class.
- Ask a few students which shopping district they would most like to visit and elicit reasons why.

Extra activity

- Write on the board:
  Which shopping district has the … widest variety of retailers? most exciting entertainment? most interesting cultural place? best restaurants? most banks? nicest park?
- After listening to all the presentations, students discuss the questions in their group.
- Ask a few students to share some 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 information about Canary Wharf, an important financial district in London, and create a virtual tour of a shopping district.*

6 At home

6.1 Vocabulary

Lesson summary

Speaking: Discussing changes you would make to your home; describing houses

Listening: A vlog post describing homes

Vocabulary: Rooms, furniture and equipment

Writing: An online advert for a house

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 10 as an individual writing task for homework.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? How would you describe the photo?*
  What do you like most about the place where you live? Why?
  What one thing would you most like to add to your room?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 78

- Students complete the discussion task in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 6.01 page 78

- Play the video or audio for students to complete the text.
- Check answers as a class.

KEY

1 (older) brother 2 Manchester 3 Croatia
4 flat 5 apartment

Transcript

See Teacher's Guide, page 187.

Exercise 3 Vocabulary 6.01 page 78

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 T 2 T 3 F 4 T 5 F 6 F 7 F 8 T
9 F 10 T 11 T 12 T

Transcript

See Teacher's Guide, page 187.

Exercise 4 page 79

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

KEY

1 attic, ceiling, basement
2 armchairs, appliances, freezer, curtains, built-in wardrobe, air conditioning
3 tiny, spacious, cosy

Extra activity

Working in pairs, students write down other rooms in a house, objects you can find in these rooms and adjectives to describe a room.

KEY (SUGGESTED ANSWERS)

Kitchen: cooker, fridge, cupboard, microwave, sink, dishwasher, dishes
Bathroom: shower, bath, toilet, basin, mirror, cabinet, towel rail
Bedroom: bed, chest of drawers, bedside table, blinds
Living room: sofa, cushions, coffee table, rug, lamp, TV, fireplace
Dining room: table, chairs, bookcase, shelves
Adjectives to describe a room: cramped, comfortable, cluttered, huge, bright, airy, stylish, contemporary, traditional, functional, dark, colourful

Exercise 5 page 79

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

KEY

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

Exercise 6 page 79

- Students choose the correct words to complete the email.
- Check answers as a class.

KEY

1 spacious 2 air conditioning 3 appliances 4 freezer
5 cosy 6 curtains 7 built-in 8 store

Extra challenge

Students complete the email without referring back to exercise 3.

Extra activity

- Write on the board:
  My home has an attic, but not a basement.
  My bedroom is tiny and the bed takes up most of the space.
  My home doesn't have air conditioning, but there are ceiling fans.
  My kitchen is spacious with lots of modern appliances.
  The decor in my bedroom doesn't match the style of the rest of the house.
  We don't store much in our freezer; it's usually empty.
- Working in pairs, students discuss whether the statements are true about their home. Encourage them to provide extra details.
- Ask a few students to share some information with the class.

Exercise 7 Real English 6.02 page 79

- Students choose the correct meanings of the key phrases.
- Check answers as a class.

KEY

1 C 2 D 3 A 4 E 5 B

- Play the audio for students to repeat the sentences.

Transcript

See Student's Book, page 79.

Exercise 8 page 79

- Working in pairs, students complete the task.
- Elicit suggestions for each of the situations.

Exercise 9 page 79

- Working in pairs, students describe the houses. Encourage them to use modals to speculate, e.g. *'The rooms in this house can't be very spacious.' 'No, they must be tiny. They might be quite cosy though.'* If necessary, refer students back to Lesson 5.5 to review ways to speculate.
- Ask a few pairs to share some ideas with the class.

Exercise 10 page 79

- Working in pairs, students complete the advert.

Extra activity

Students swap their completed advert with another pair and read each other's work. They then decide which of the four houses the advert is for and discuss whether they would like to stay there on holiday.

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 describe the interior of different homes.*

Further practice

Workbook page 62
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Speaking: Discussing where you would like to live; describing a room in your house using relative clauses

Reading: A text about Hong Kong and vertical cities

Grammar: Relative clauses

Listening: Mini-dialogues

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 7 and set exercise 8 as an individual writing task for homework.

WARM-UP Write on the board: *population*, *transportation*, *buildings*, *shops and businesses*, *outdoor spaces*.

- Ask students to discuss in pairs how they think cities will change in the future. They can use the prompts on the board along with their own ideas.
- Ask a few pairs to share some ideas with the class, e.g. *We think that in the future, more people will move from rural areas into cities so urban populations will rise.*

Exercise 1 page 80

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

Exercise 2 page 80

- Check the pronunciation and meaning of *vertical* /ˈvɜːtɪkl/ (standing straight up from a level surface).
- Students read the text and complete the task.
- Check answers as a class.

KEY

There are a lot of skyscrapers both in Hong Kong and Vertical City. However, in Vertical City they're all connected and so people don't need to leave their buildings. Skyscrapers in Vertical City have space for all activities people do: sports, work, live, relax, and go to school.

Extra activity

- Write on the board:
  Have you ever fallen in love with a place you visited on holiday?
  Apart from Hong Kong, which other cities have a lot of skyscrapers?
  How would you feel about living in a vertical city?
- Students discuss the questions in pairs.
- Ask a few students to share some details with the class.

Exercise 3 page 80

- Students complete the grammar rules and matching task.
- Play the video.
- Check answers as a class.

KEY

1 **don't use,** sentences 1, 2, 4, 5, 6, 7
2 **use,** sentences 3, 8
3 **defining,** sentence 1
4 **at the end of a relative clause, before the relative pronoun**, sentence 5

Note!

Point out that *where* is not always used for a place, e.g. *The holiday home **where** we're staying is beautiful*. BUT *The holiday home **which** we're renting is beautiful*. *Where* is used if the relative pronoun replaces a preposition and a noun, i.e. *We're staying in a holiday home*. It is not used if the relative pronoun just replaces a noun, i.e. *We're renting a holiday home*. In this case, *which* is used instead.

- Students do the Grammar booster exercises on page 143.

Exercise 4 page 80

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

KEY

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

Extra challenge

Students write three more gapped sentences, each with four relative pronoun answer choices, similar to those in exercise 4. They swap notebooks with a partner, choose all the correct options, then swap back to check.

Exercise 5 page 80

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

KEY

1 The air conditioning, which we installed two months ago, isn't working.
2 We store our bikes in the basement, which is quite spacious. / The basement, where we store our bikes, is quite spacious.
3 The rock band which I always listen to are giving a concert next month.
4 The colour which you picked for the walls doesn't match our curtains. / You picked a colour for the walls which doesn't match our curtains.
5 I am preparing a presentation about the French Revolution with my best friend Charlie, who is really good at history.
6 I sent you a photo of an armchair which doesn't take up too much space.
7 My mum, who is a designer, helped me rearrange the furniture in my room.
8 This is one of our neighbours whose house was damaged in the tornado.

Exercise 6 page 80

- Students decide in which sentences the relative pronoun can be omitted.
- Check answers as a class.

KEY

3, 4

Exercise 7 6.03 page 80

- Play the audio for students to complete the sentences.
- Check answers as a class.

KEY

1 Julie had lunch with her brother who works in a café.
2 Dave's headphones, which are white and wireless, are probably under the sofa.
3 Mrs Shaw, whose daughter played in the school band, invited Sylvie's family for dinner next week.
4 Megan likes Emma's curtains (which) her mum ordered online.
5 Mike bought the tickets to the art exhibition (which) they were talking about last week.

Transcript

See Teacher's Guide, page 187.

Extra support

When checking the answers, elicit why the relative clause in each sentence is defining or non-defining, e.g. *1 is defining because Julie has more than one brother, so we need this information to determine which brother is being referred to. 2 is non-defining because Dave only has one pair of headphones, so the information given is extra.*

Exercise 8 page 80

- Working in pairs, students take turns to describe a room.
- Ask a few students to describe their room to the class.

Extra support

- Write some simple sentences about your classroom on the board, e.g. *The classroom is bright and spacious. There are 20 desks.*
- Elicit ideas on how the sentences could be expanded to include more details and relative clauses. Ask questions to prompt if necessary, e.g. *What happens in the classroom? How are the desks organised?*
- Build up a model paragraph on the board, e.g. *The classroom where we have our English lessons is bright and spacious. There are 20 desks which are arranged in rows.*
- Ensure that the completed description has at least three defining and two non-defining relative clauses, with a range of relative pronouns, if possible.
- Students then write a description of a room in their house. Encourage them to approach the task in the same way.

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 talk about different homes.*

Further practice

Workbook page 63
Grammar booster page 143
Grammar photocopiable worksheet
Online practice

6.3 Listening

Lesson summary
Speaking: Talking about Diogene houses
Listening: A presentation about a special house
Strategy: Evaluating positive and negative points

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7.

WARM-UP Write on the board:
Can you tell me about …
1 the places at home _____ you spend most / least time?
2 an appliance _____ you'd find it difficult to live without?
3 something _____ you never find the time to do at home?
4 a relative _____ often visits you?
5 a building _____ design you admire?

- Ask students to copy and complete the questions with all the possible relative pronouns. If no pronoun is necessary, tell students to put the answers in brackets. If necessary, refer students back to Lesson 6.2 to review relative clauses.
- Check answers as a class.

KEY

1 where 2 (which / that) 3 (which / that)
4 who / that 5 whose

- Working in pairs, students take turns to ask and answer the questions.
- Ask a few students to share some information about their partner with the class.

Exercise 1 Think & share page 81

- Elicit or explain the meaning of *Tiny but mighty* (very small, but very powerful or important).
- Focus on the pictures. Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 2 Vocabulary page 81

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

KEY

1 E 2 A 3 B 4 D 5 C

Extra activity

- Write on the board:
  What famous, unique buildings are there in your country?
  Apart from holding water, what uses might a barrel have?
  What features might an eco-friendly house have?
  Can furniture be functional and stylish at the same time?
  What could your family do to become more self-sufficient?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 3 6.04 page 81

- Play the audio for students to complete the task.
- Students discuss their answers in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

In 2009 Renzo Piano published the idea of the Diogene house.
Diogenes was a Greek philosopher who gave up luxuries and decided to spend his life living in a barrel.
Renzo Piano is a famous Italian architect who designed the Diogene house.
The Shard is a building in London designed by Renzo Piano. It is currently the tallest building in the UK and also one of the tallest in Europe.

Transcript

See Teacher's Guide, page 188.

Exercise 4 page 81

- Go through the Listening strategy together.
- Students read the sentences and complete the task.

Extra support

- Ask students to look at the beginning of each sentence and underline the key words which indicate whether what follows is likely to be positive or negative. Elicit the words which students have underlined.

KEY (SUGGESTED ANSWERS)

1 carefully planned 2 advantages 3 comfortable
4 like 5 worried 6 it'd be better if

- Elicit whether each example is likely to describe a positive or negative point, but do not confirm predictions at this stage.

Exercise 5 6.05 page 81

- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 + 2 + 3 + 4 + 5 – 6 –

Transcript

See Teacher's Guide, page 188.

Exercise 6 6.05 page 81

- Play the audio again for students to write down the advantages and disadvantages.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Advantages: tiny; self-sufficient; uses modern, sustainable technologies; carefully planned; has everything you might need; the furniture doesn't take up too much space; the furniture is very easy to use; there's a lot of space for storing items; must be a very comfortable place to live; it's eco-friendly; can be moved to different locations (the house is light and can be easily transported); can be recycled after its use
Disadvantages: no air conditioning, so might be too hot in the summer; its transport is expensive as you have to arrange and pay for a truck or helicopter.

Transcript

See Teacher's Guide, page 188.

Extra support

Pause the audio after every few sentences to allow students time to make a note of the advantages and disadvantages they hear. Then play the audio again without stopping for students to check and add to their answers as necessary. Elicit answers from the class.

Exercise 7 6.05 page 81

- Students answer the questions.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

1 7.5 m^2 2 Living room, kitchen, bathroom
3 For storing things 4 The solar panels on the roof
5 Rainwater 6 Special wooden panels on the walls
7 By a helicopter or a truck 8 You can put it into pieces and recycle it.

Transcript

See Teacher's Guide, page 188.

Exercise 8 Think & share page 81

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 9.

- Working in pairs, students discuss the questions.
- Ask a few students to share some opinions and ideas with the class.

Extra challenge

- Students write five sentences describing some advantages and disadvantages of their own home. Each sentence should begin with a phrase which indicates whether what follows is likely to be a positive or negative point, e.g. *One of the main benefits of my home is … ; I'd prefer it if … ; Something I find rather annoying is … ; I enjoy spending time … ; Another plus point is …*
- Working in pairs, students take turns to read out a sentence. They should stop after the first part for their partner to predict whether they are going to say something positive or negative, then read the full sentence, e.g. *'Something I find rather annoying is … ' 'This must be a negative point.' 'Yes, you're right! Something I find rather annoying is the lack of space to store things.'*

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 positive and negative points in a presentation about a special house.*

Further practice

Workbook page 64
Online practice

6.4 Vocabulary

Lesson summary

Vocabulary: Types of homes; renting a home

Speaking: Talking about where you live and would like to live; pronunciation: compound nouns

Reading: A blog post about living in a skyscraper

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

WARM-UP Write on the board:
For what different reasons might someone move house? Have you ever moved house? If so, give details. If not, how would you feel about moving?

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

Exercise 1 Vocabulary page 82

- Students match the words to the houses.
- Check answers as a class.

KEY

1 cottage 2 terraced house 3 semi-detached house
4 detached house 5 block of flats 6 skyscraper

- Drill the items to ensure accurate pronunciation.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 82

- Students read the blog post and answer the questions. Point out that they should use the Language note below the text to help with comprehension.
- Check answers as a class.

KEY

Mila has lived in a detached house, terraced house and now lives in a skyscraper.
Mila loves the view from her windows. It's within walking distance of all the places she goes to. She can check the traffic by looking out of the window.

Extra challenge

- At the top of the board, write:
  car park, *cooker*, *curtains*, *garden*, *ground floor*, *wardrobe*
- Add the following sentences to the board:
  1 *Our apartment is on the first floor, so we never use the elevator.*
  2 *There are lots of beautiful flowers in our back yard.*
  3 *It's getting dark. Can you close the drapes?*
  4 *My roommate has a huge built-in closet, but mine is tiny!*
  5 *The kitchen has lots of appliances and a brand new range.*
  6 *Our skyscraper in downtown Seattle has its own underground parking lot.*
- Ask students to copy the sentences from the board. They then rewrite them, replacing the underlined words with the British English equivalents from the top of the board and the Language note box on page 82.
- Check answers as a class.

KEY

1 flat, ground floor, lift 2 garden 3 curtains
4 flatmate, wardrobe 5 cooker 6 central, car park

Exercise 3 Vocabulary page 82

- Students discuss in pairs what the key vocabulary means in their L1.
- Elicit translations from the class.

Exercise 4 page 82

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

KEY

1 cottage 2 storey 3 downtown 4 detached; semi-detached house 5 within walking distance 6 estate agent; arrange a viewing; contract 7 skyscraper

Note!

Point out that in sentence 2, *storey* does not have an *-s* as it is used as an adjective, describing the building. When used as a noun, it has a plural form, e.g. *The building has ten storeys*.

Exercise 5 page 82

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

KEY

1 flatmates 2 estate agent 3 block of flats 4 storey 5 within walking distance 6 terraced house 7 in the suburbs

Extra activity

- Write on the board:
  an elderly couple who like peace and quiet, but don't drive
  a married couple with a young child
  someone who wants to become totally self-sufficient
  a recent university graduate who's just got a job in the city
- Working in pairs, students discuss what kind of place would / wouldn't be suitable for these people to live in, e.g. *'I think a detached house in the suburbs within walking distance of public transport would be suitable for the elderly couple.' 'Yes, I agree. Definitely not a flat in a block of flats in the central city.'* Encourage them to use as much vocabulary from the lesson as possible.
- Ask a few pairs to share some ideas with the class.

Exercise 6 Pronunciation 6.06 page 82

- Go through the Pronunciation box together.
- Play the audio for students to underline the stressed syllables.
- Check answers as a class.

KEY

air conditioning; armchair; bathroom; bookshelf; cupboard; dishwasher; estate agent; flatmate; housework; living room; ten-storey; wardrobe

Transcript

See Student's Book, page 82.

Exercise 7 6.06 page 82

- Play the audio again for students to repeat the words.

Transcript

See Student's Book, page 82.

Extra activity

- On the left of the board, write: *washing*, *bed*, *tower*, *dining*, *fire*, *coffee*, *log*, *book*, *swimming*.
- On the right of the board, write: *block*, *cabin*, *case*, *machine*, *place*, *pool*, *room*, *room*, *table*.
- Students match the words on the left to the ones on the right to make compound nouns, then underline the stressed syllable in each.
- Check answers, then drill the items as a class.

KEY

washing machine, bedroom, tower block, dining room, fireplace, coffee table, log cabin, bookcase, swimming pool

- 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 talk about types of homes and renting.*

Further practice

Workbook page 65
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.5 Grammar

Lesson summary

Speaking: Talking about the best place you have stayed; presenting a property for sale using passive forms

Reading: An article about an unusual hotel

Grammar: The passive: advanced structures

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercises 4 and 8 for homework and do exercise 9 in the next lesson.

WARM-UP Elicit and write on the board examples of holiday accommodation, e.g. *hotel*, *motel*, *B&B* (*bed and breakfast*), *apartment*, *tent*, *caravan*, *mobile home*, *youth hostel*, *holiday cottage*.

- Ask the class: *What types of holiday accommodation do you like most / least? Why?*
- Working in pairs, students discuss the questions.
- Ask a few pairs to explain how similar their preferences are.

Exercise 1 page 83

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

Exercise 2 page 83

- Students read the article and answer the question.
- Check the answer as a class.

KEY

The building was placed in a tree, thiteen metres above the ground.

Extra activity

- Write the following on the board:
  Would you like to have stayed in the Woodpecker Hotel?
  What other unusual hotels have you heard about?
  What's the most unusual place you've ever stayed?
- Students discuss the questions in pairs.
- Ask a few students to share some details with the class.

Exercise 3 page 83

- Students read the grammar rules and find examples in the article. At this stage, ignore the passive examples with *think* and *believe*, as these will be focused on in exercise 6.
- Check answers as a class.

KEY

enjoy being surrounded; It **was designed** by; The building **was placed** in a tree; only wires **were used** to attach**; guests were asked** to climb; If they **expected to be offered**; Breakfast and dinner **could be brought** to guests; The Woodpecker Hotel **was built**; it **had to be closed down;** They**'d like to be provided** with

Exercise 4 page 83

- Students rewrite the sentences in two ways.
- Check answers as a class.

KEY

1 I have been given the keys to Jack's flat. / The keys to Jack's flat have been given to me.
2 He was being offered help. / Help was being offered to him.
3 Ellie was brought a big bouquet of flowers yesterday. / A big bouquet of flowers was brought to Ellie yesterday.
4 My parents are going to be shown a few terraced houses this weekend. / A few terraced houses are going to be shown to my parents this weekend.
5 We were sent the photos of a house in the suburbs. / The photos of a house in the suburbs were sent to us.

Extra support

- Before students start writing, elicit the two objects in each sentence and the tense the verb is in, e.g. 1 = *me*, *the keys*; *present perfect simple*; 2 = *him*, *help*; *past continuous*. Write these on the board.
- Elicit and add to the board how we form the passive with each of these tenses, e.g. *present perfect simple = has / have + been + past participle*; *past continuous = was / being + past participle*.
- Point out that when the direct object comes first, we need *to* afterwards, e.g. *give something **to** someone*. When the indirect object comes first, there is no preposition, e.g. *offer someone something*.
- Students use the information to help write their sentences.

Extra challenge

- Write on the board:
  1 *When did someone last give you a present?*
  2 *Do you enjoy when people show you holiday photos?*
  3 *Has someone ever lent you money that you didn't return?*
  4 *Who do you think will teach you English next year?*
  5 *If someone sent you a message by accident, would you reply?*
- Working in pairs, students decide on the two possible ways to ask each question using the passive. This can just be done orally.
- Elicit the questions from the class.

KEY

1 When were you last given a present? / When was a present last given to you?
2 Do you enjoy being shown holiday photos? / Do you enjoy holiday photos being shown to you?
3 Have you ever been lent money that you didn't return? Has money ever been lent to you that you didn't return?
4 Who do you think you'll be taught English by next year? / Who do you think English will be taught to you by next year?
5 If you were sent a message by accident, would you reply? / If a message were sent to you by accident, would you reply?

- Working in pairs, students answer the questions using passive forms. Encourage them to provide extra details.
- Ask a few students to share some information about their partner, e.g. *Ajay was last given a present by his parents on his birthday last month. His parents were extremely generous and bought him an expensive mountain bike.*

Exercise 5 page 83

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

KEY

1 Lily enjoys being taken shopping downtown. / Lily enjoys it when she is taken shopping downtown.
2 This contract is going to be signed soon.
3 I don't think this old freezer can be repaired.
4 Are clothes sometimes stored in the attic?
5 When were these semi-detached houses built?
6 I don't like being asked for help. / I don't like it when I am asked for help.

Exercise 6 page 83

- Students read the grammar rules and complete the task.
- Play the video.
- Check answers as a class.

KEY

Rule A: 2, 3 **Rule B:** 1, 4
In fact, it **was often thought to be** one of the most unusual hotels in the world.
… the demand for treehouse hotels **is believed to have risen** by 30% in the last few years.

- Students do the Grammar booster exercises on page 144.

Exercise 7 page 83

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

KEY

1 's said that this estate agent is
2 is thought to have been
3 was believed to pay
4 was known that a well-known architect had designed

Extra challenge

Students write the other possible passive form for each sentence. Check answers as a class.

KEY

1 This estate agent is said to be the best in town.
2 It's thought that living in the suburbs was cheaper in the past.
3 It was believed that Darius paid his rent regularly.
4 A well-known architect was known to have designed these blocks of flats.

Exercise 8 page 83

- Students complete the sentences using the passive and their own ideas.
- Elicit possible answers from the class.

Exercise 9 page 83

- Students take turns in pairs to play the role of estate agent and present the flat/house.
- Ask a few students whether, based on their partner's presentation, they would be interested in buying the flat/house and elicit reasons why / why not.

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 all of the grammar rules about using the passive which were covered in the lesson. They can then refer back to page 83 to see if they missed any. Alternatively, this review could be done at the start of the next lesson.

See the notes on Assessment for Learning on page 9.

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 describe buildings.*

Further practice

Workbook page 66
Grammar booster page 144
Grammar photocopiable worksheet
Online practice

6.6 Reading

Lesson summary
Speaking: Speculating about a profile on a website; role-playing an interview with house-sitters; sharing opinions and ideas about house-sitting
Reading: An interview about living rent-free
Strategy: Recognising attitude from comment adverbs

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 5 and 6 or do them in the next lesson.

WARM-UP Put students into A / B pairs. Ask them to sit or stand face to face, with the As facing the board and the Bs with their backs to the board.

- Write an item of vocabulary from Lesson 6.1 or Lesson 6.4 on the board, e.g. *estate agent*, *basement*, *skyscraper*.
- The Student As need to explain the word or phrase to their partner as quickly as possible, e.g. *This is a person who sells houses. This is a place under the house where things are stored. This is a building which has many storeys.* Encourage students to use relative clauses.
- The first Student B to shout out the correct answer gets a point for their pair.
- Continue in the same way with other vocabulary, swapping As and Bs round after every few items.
- The winning pair has the most points at the end.
- You may like to give students some time to review the vocabulary and relative clauses before starting.

Exercise 1 page 84

- Focus on the phone screen. Students discuss the questions in pairs.
- Elicit ideas from the class but do not confirm answers at this stage.

Exercise 2 6.09 page 84

- Students read the interview and check their predictions.
- Find out who predicted correctly.

KEY

It's a website www.trustedhousesitters.com for international house sitters. People set up their profile there if they want to travel to different places around the world and look after other people's houses while living in them.

Exercise 3 page 85

- Students read the interview again and complete the sentences.
- Check answers as a class.

KEY

1 a house with a pool 2 Cape Town / South Africa
3 animals / plants; garden 4 don't pay 5 quickly
6 families with kids 7 less

Extra support

- Ask students to read through the sentences and decide what type of information is needed for each gap, e.g. 1 = *place / type of home*, 2 = *city / country*, 3 = *something / someone*, *place around the house*. Elicit ideas from the class.
- Remind students that synonyms and paraphrase are likely to be used in the text, (e.g. *take care of = look after*, *act = respond*, *don't think … is good for = wouldn't recommend*) so they should bear this in mind when trying to locate the parts of the text which contain the answers.

Exercise 4 page 85

- Go through the Reading strategy together.
- Students complete the task.
- Check answers as a class.

KEY

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

Extra activity

- Write on the board:
  1 *My flat doesn't have air conditioning and luckily / unfortunately gets incredibly hot in summer.*
  2 *We took out a big loan to buy the cottage, so obviously / unbelievably we're trying to spend less these days.*
  3 *Understandably / Hopefully, I'll be offered the estate agent job, but I think there's fat chance to be honest.*
  4 *Ideally / Amazingly, the eco-friendly hotel would like to install solar panels next year.*
- Students copy the sentences, choosing the correct comment adverbs to complete them.
- Check answers as a class.

KEY

1 unfortunately 2 obviously 3 Hopefully 4 Ideally

- As an extension, students write four sentences with their own ideas to show the unused comment adverbs in context, i.e. *luckily*, *unbelievably*, *understandably*, *amazingly*.

Exercise 5 page 85

- Working in pairs, students write their questions.

Exercise 6 page 85

- Students role-play the interview in groups, then swap roles and repeat.
- Ask a few students what additional information they found out about Naomi and Paul from their interview.

Exercise 7 Think & share page 85

- Working in pairs, students discuss the questions.
- Ask a few pairs to share some ideas and opinions with the class.

Extra activity

- Write on the board:
  What are the house and neighbourhood like?
  What jobs do you have to do around the house?
  Where and when is your next house-sitting job?
- Tell students to imagine they are Naomi or Paul and have been house-sitting in Cape Town for a week now. They should write an email to a friend back home answering the questions on the board. Encourage them to include housing vocabulary from the unit. This task could either be done in class or for homework.

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 writer's attitude from comment adverbs in an interview about living rent-free.*

Further practice
Workbook page 67
Online practice

6.7 Global skills

Lesson summary
Speaking: Talking about life changes
Reading: An article about adapting to change
Vocabulary: Words related to change
Writing: An email sharing information about adapting to change
Listening: Monologues about dealing with life changes

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 2 and set exercise 5 for homework.

WARM-UP Write on the board:
In the last five years, how has / have your … changed?
personality appearance interests friendships attitude to life

- Working in pairs, students take turns to ask and answer the questions, e.g. *'In the last five years, how has your personality changed?' 'I used to really lack confidence in social situations, but now I'm less shy and more sociable.'*
- Ask a few students to share some information about their partner with the class.

Exercise 1 page 86

- Check the meaning of *overcome* (succeed in dealing with) and *fall out* (have an argument with somebody so that you are no longer friendly with them).
- Students complete the discussion task in pairs.
- Ask a few students to share some ideas with the class.

Extra challenge

Working in pairs, students come up with some other examples of changes in a person's life, e.g. *gaining a sibling*, *your parents divorcing*, *moving out of your parents' home*, *having a child*, *losing a job*, *retiring from work*, and discuss how difficult it might be to accept or overcome these.

Exercise 2 page 86

Culture note

Arnold Bennett (1867–1931) was a British novelist, playwright and journalist.

Jim Rohn (1930–2009) was an American entrepreneur, author and motivational speaker.

- Focus on the quotes. Elicit or explain the meaning of *accompany* (happen or appear with) and *drawback* (disadvantage or problem).
- Students complete the discussion task.
- Ask a few pairs to share some ideas with the class.

Exercise 3 page 86

- Students read the article and complete the task.
- Check the answer as a class.

KEY

C

Exercise 4 Vocabulary page 86

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

KEY

1 A 2 B 3 B 4 A 5 B

Extra activity

- Write on the board:
  What events in a person's life are inevitable?
  At what ages is it easiest / hardest to adapt to change?
  Is it easier to deal with many minor changes or one drastic change?
  In what situations might resisting change be a good thing?
- Working in pairs, students discuss the questions.
- Elicit ideas and opinions from the class.

Exercise 5 Mediation page 86

AfL Teaching tip: success criteria

Monitoring of feedback

Make success criteria clear in the classroom so that students recognise where they are going in their learning.

Before learners begin the writing task in exercise 5, agree together what you will be focusing on for feedback, e.g. inclusion of key information from the article, use of own wording, appropriate informal register.

See the notes on Assessment for Learning on page 9.

- Circulate and monitor as students write their email, helping where necessary.
- Provide students with some feedback on their completed piece of writing.

Exercise 6 6.10 page 86

- Play the audio for students to complete the matching task.
- Check answers as a class.

KEY

1 B 2 D 3 A 4 C

Transcript

See Teacher's Guide, page 188.

Extra challenge

- Write on the board:
  1 *Which three places did Speaker 1 miss after moving?*
  2 *What cheered Speaker 2 up after moving house?*
  3 *What did Speaker 3 feel nervous about after moving?*
  4 *What new activities did Speaker 4 try in Brazil?*
- Students answer the questions as they listen to the audio.
- Check answers as a class.
- Check answers as a class.

KEY

1 Favourite café, bookshop, park
2 Calling their best friend, playing online games together, having a laugh
3 That they wouldn't know what teachers or classmates would want
4 Learning Portuguese and surfing

Exercise 7 Think & share page 86

- Students discuss the questions in pairs.
- Ask for a few volunteers to share details of their experience with the class.

Extra activity

- Put students into A / B pairs.
- Student A imagines and tells Student B about a recent life change and why they are finding it difficult, e.g. *I've recently started university in another city and am finding it difficult to make new friends*. They could either choose a change from exercise 1 or come up with their own idea.
- Student B offers advice about what their partner could do to help adapt to the change, e.g. *I think your best option is to join one of the university clubs. That would be a great way to meet people and try out a fun, new activity at the same time*. This would be a good opportunity for students to review and practise functional phrases for giving advice from Lesson 5.8.
- Students A and B then swap roles and repeat the activity. They could do this a few more times if time allows.
- Ask a few pairs to share some details about one of their role-plays 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 and discuss how to adapt to change.*

Further practice

Workbook page 68

6.8 Speaking

Lesson summary
Writing: Questions to ask a potential flatmate
Listening: An interview with a potential flatmate
Strategy: Hesitating
Vocabulary: Useful language for hesitating and buying time
Speaking: Using phrases to hesitate and buy time when answering questions; a role-play about looking for a flat / flatmate

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and do exercises 7 and 8 in the next lesson.

WARM-UP Write on the board:
living in the suburbs / living downtown
living in a detached house / living in a terraced house
owning a home / renting a home
living alone / having a flatmate

- Working in pairs, students compare and contrast each pair of situations and say which they think is better.
- Ask a few students to share some ideas and opinions with the class.

Exercise 1 page 87

- Students read the advert and write some questions in pairs.
- Elicit a few examples from the class, but do not confirm at this stage whether any are included in the interview.

Exercise 2 6.11 page 87

- Play the audio for students to complete the task.
- Elicit the questions which Rosie asked.

KEY

Rosie asks:
Can you tell me a little bit about yourself?
Do you think you'll be inviting friends or family often?
How often do you tidy your room?
How about bedtime? What time do you usually go to bed?
And what time do you get up?
Have you shared a flat with a flatmate before?
Are you still friends with your old flatmate?

Transcript

See Teacher's Guide, page 188.

Extra support

Do exercises 1 and 2 as a whole class. Elicit possible questions and write them on the board. Play the audio and ask students to knock on the desk if they hear a question from the board. Pause the audio, elicit and tick the question, then continue in the same way. Play the audio a second time for students to write down the other questions asked. Elicit these from the class and add them to the board.

Exercise 3 6.11 page 87

- Play the audio again for students to answer the questions.
- Check the answers to questions 1–3 as a class. Ask a few students to share their opinion on question 4.

KEY

1 Ivy is studying biology at the University of Leeds and works part-time at a café.
2 She meets them for lunch or at the café where she works.
3 She didn't get on well with her.
4 Students' own answers

Transcript

See Teacher's Guide, page 188.

Extra challenge

- Write the following questions on the board:
  1 *How does Ivy spend her free time?*
  2 *What does Ivy say about housework?*
  3 *How long has Ivy shared a flat?*
  4 *Why did Ivy stop living with her second flatmate?*
- Students also answer these questions as they listen.
- Check answers as a class.

KEY

1 She cooks, works out and reads.
2 She doesn't mind doing the dishes, tries to keep her room tidy and usually makes her bed.
3 Since she was nineteen. / For four years.
4 Her flatmate moved to Paris for work.

Exercise 4 6.12 page 87

- Go through the Speaking strategy together. Elicit or explain the meaning of *hesitate* (be slow to speak, often because you feel uncertain or nervous) and *buy time* (do something in order to delay / gain more time).
- Play the audio for students to listen to the Phrasebook phrases.
- Students discuss the question in pairs.
- Ask a few students to share their answer with the class.

Transcript

See Student's Book, page 87.

Extra activity

Pause the audio after each Phrasebook phrase for students to repeat. Tell them to focus on copying the speaker's tone and intonation. If it's a phrase they already use, ask them to raise their hand as they say it. If it's one they have never used, they should keep their hand down.

Extra activity

Play the interview again and ask students to tick the Phrasebook phrases which Rosie and Ivy use.

KEY

Buying time: How shall I put it?; Where should I start?; It depends.; That's a good question.; It's hard to say, really.
Hesitating: … let me think …; … you know …; The thing is …

Exercise 5 page 87

- Students complete the task in pairs. Encourage students to try the phrases they said they had never used before.

Exercise 6 page 87

- Circulate and monitor as students write their questions, helping with language and ideas where necessary.

Exercise 7 page 87

- Students do the role-play in pairs.

Exercise 8 Reflect page 87

- Working in pairs, students reflect on their performance and discuss the questions.
- Ask a few students to share some information 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 expressions for hesitating in an interview.*

Further practice

Workbook page 69
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Speaking: Discussing questions to ask the owner of a flat to rent
Reading: An email enquiring about a flat to rent
Strategy: Using appropriate word order: indirect questions
Vocabulary: Useful phrases for asking indirect questions
Writing: An enquiry email

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 6 and 7 for homework.

WARM-UP Write on the board:

1 *What are some different ways to find a flat to rent?*
2 *What stages in the process of renting a flat might come between seeing an advert and moving in?*
3 *What are some reasons for moving house?*

- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Look at property websites online, via social media, go to an estate agency, look in the local newspaper, look on public notice boards, hear about a property by word of mouth
2 Contact the estate agent / owner, arrange a viewing, look round the property and ask questions, sign a contract, pay a deposit and rent
3 To move to a smaller / larger property, relocating to another city, lifestyle change (e.g. moving downtown or into the suburbs), moving in with a husband / wife, moving to a better neighbourhood

AfL Teaching tip: diagnostics

Using recap quizzes

Recap quizzes encourage students to reflect on previous learning and provide evidence of current understanding.

Ask students to close their books. Write the following questions about formal emails on the board:

1 *How should we start and finish a formal email if we know the name of the person we're writing to?*
2 *How should we start and finish it if we don't know the person's name?*
3 *What should we avoid using when writing a formal email?*

Students could either answer the questions individually in writing or have a discussion in pairs before some whole-class feedback.

KEY (SUGGESTED ANSWERS)

1 Dear Mr X / Ms X – Yours sincerely
2 Dear Sir or Madam – Yours faithfully
3 Contractions, abbreviations, slang, language and phrases we would use when writing to a friend or family member

To review formal email writing further, students can refer back to Lesson 5.9.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 88

- Students read the advert and discuss the question in pairs.
- Elicit possible questions from the class.

Exercise 2 page 88

- Students read the notes and email, then complete the task.
- Check answers as a class.

KEY

Harry asks: How far is it from Trinity College?; What furniture and kitchen appliances are there?; When can we see the flat?; Can we replace the furniture in the flat with our own?

Exercise 3 page 88

- Go through the Writing strategy together.

Extra support

Before students do exercises 3 and 4, give them time to look back at Lesson 3.2 to review indirect question forms. Remind them that depending on the initial phrase, some indirect questions do not have a question mark at the end, e.g. *I wonder if …*

- Students find and rewrite the six indirect questions.
- Check answers as a class.

KEY

1 … I wonder if you could answer a few questions.
Could you answer a few questions?
2 Could you tell me what the exact address of the flat is?
What is the exact address of the flat?
3 Do you happen to know how far your flat is from Trinity College?
How far is your flat from Trinity College?
4 I was wondering if there is a freezer and a microwave.
Is there a freezer and a microwave?
5 May I also ask you if we could bring our own sofa to replace the one you might currently have in the flat?
Could we bring our own sofa to replace the one you might currently have in the flat?
6 Could you let me know when it would be convenient for you to arrange a flat viewing?
When would it be convenient for you to arrange a flat viewing?

Exercise 4 page 88

- Go through the indirect questions in the Phrasebook together.
- Students rewrite the questions. Encourage them to use a different question beginning each time.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 I would be interested to know how we pay the rent.
2 May I ask you if I can decorate the flat?
3 Could you let me know if it is OK to paint the walls or hang pictures?
4 Do you happen to know what the neighbourhood is like?
5 I have been wondering if there is air conditioning.

Extra challenge

Students also rewrite the questions in exercise 2 without ticks as indirect questions, e.g. *Could you tell me how much the rent is?*

Exercise 5 page 88

- Students select the questions they would like to include in their email.

Exercise 6 page 88

- Students complete the writing task.

Exercise 7 Check your work page 88

- Students go through the checklist before submitting their work.

Extra activity

- Students swap their completed emails in pairs and read each other's work.
- They then imagine that they are the owner of the advertised flat and write a response email, answering the questions their partner has asked.
- Students read the response email from their partner and discuss in their pair whether, based on what they have found out, they are still interested in renting the flat.
- Ask a few students if they would like to rent the property and elicit reasons why / why not.

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 indirect questions in an enquiry email.*

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 The freezer, which we've just bought, can store 120 litres of food.
2 My brother, who lives downtown, got a new job yesterday.
3 I haven't met the man who lives above us. / I haven't met the man whose flat is above us.
4 My grandma's cottage, which is quite old, will be renovated soon.
5 The workers, who are painting the walls in the bathroom, came late today.
6 My flatmate, who is Spanish, has to pay the rent this month.

Exercise 2 page 89

KEY

1 A secret was told to me by Katie.
2 It was thought that a film star lived near us in the suburbs. / A film star was thought to live near us in the suburbs.
3 I hate being photographed. / I hate photos of me being taken.
4 Lots of small electronic appliances were stolen from the supermarket last night.
5 Foreign students are taught English by my friend Sam. / English is taught to foreign students by my friend Sam.
6 It is said that air conditioning is bad for your health.

Vocabulary

Exercise 3 page 89

KEY

1 attic 2 take up 3 tiny 4 freezer 5 curtains
6 ceiling

Exercise 4 page 89

KEY

1 in the suburbs 2 arrange a viewing of 3 five-storey
4 a cottage 5 an estate agent 6 semi-detached house

Cumulative review

Exercise 5 page 89

KEY

1 storey 2 been 3 which 4 estate 5 blocks
6 house 7 built 8 in 9 whose 10 thought / said
11 appliances 12 conditioning 13 be

Think & share

Exercise 6 page 89

KEY

Students' own answers

AfL Teaching tip: success criteria

Qualitative success criteria in unit reviews

Effective reviews go beyond simple completion of practice items and provide students with the opportunity to reflect on their success with their peers.

After learners have engaged in the speaking task, ask them to discuss with their partner how much each of them used the language and skills from the unit and what they need to do to further improve.

See the notes on Assessment for Learning on page 9.

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 71

Progress test

5–6 Exam skills

Lesson summary

Exam strategies: Listening: listening for whole ideas when completing matching tasks; Use of English: predicting answers in multiple-choice tasks; Reading: finding evidence to support true / false answers; Speaking: asking appropriate questions and responding in role-play tasks; Writing: using a range of vocabulary and avoiding repetition

Listening: Monologues about saving money

Reading: An article about renting or buying property

Speaking: Role-plays about accommodation enquiries

Writing: An article about a dream home

WARM-UP Write the sets of words on the board:

1 *cottage / terraced house / detached house / skyscraper*
2 *basement / appliance / attic / cupboard*
3 *built-in / spacious / cosy / tiny*
4 *downtown / city centre / walking distance / suburbs*
5 *architect / contract / owner / estate agent*
6 *flatmate / elevator / apartment / roommate*

- Students discuss in pairs which is the 'odd word out' (the different word) in each set and why. There may be more than one option. The important thing is that students justify their choices.
- Elicit some suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Skyscraper, because it is much higher than the other types of home.
2 Appliance, because the others are places you can store things.
3 Built-in, because all the other adjectives can describe a room.
4 Walking distance, because the others are areas you can live.
5 Contract, because the others are all people.
6 Flatmate, because the other words are American English.

Listening

Exercise 1 page 90

- 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 6.13 page 90

- Play the audio for students to complete the matching task.
- Check answers as a class.

KEY

1 F 2 A 3 E 4 G 5 B

Transcript

See Teacher's Guide, page 189.

Extra support

After checking the answers, play the audio again. Pause it after the first speaker and elicit how the information in F was expressed differently, i.e. *I check my bank statement at the end of every month – it's great to see the money going up*. Continue in the same way with speakers 2–5.

Extra activity

- Write on the board:
  Is it a good idea to compete with friends to save money?
  Should parents pay their children to do housework?
  Do you ever experience FOMO (fear of missing out)?
  Do you ever go to free events, make your own snacks or share costs of items with friends?
  What are the pros and cons of online product reviews?
- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

Use of English

Exercise 3 page 90

- Go through the Use of English exam strategy together.
- Students think of a suitable word to fill the first gap, then check their answer against the given options.
- Find out who chose the correct word. Elicit any other answers students thought of and confirm whether these would also be possible or explain why they would not be appropriate.

KEY

1 C

Exercise 4 page 90

- Encourage students to take the same approach when answering the remaining questions.
- Check answers as a class.

KEY

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

Reading

Exercise 5 page 90

- Go through the Reading exam strategy together.
- Students decide which statements they think are true or false.

Exercise 6 page 90

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

KEY

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

Extra activity

- Write on the board:
  What information in the article did you find surprising?
  What similarities and differences are there between the housing markets and situations in the article and those in your country?
- Working in pairs, students discuss the questions.
- Elicit information and ideas from the class.

Speaking

Exercise 7 page 91

- Go through the Speaking exam strategy together.
- Students complete the phrases.
- Check answers as a class.

KEY

1 tell 2 like 3 what 4 saying

Extra activity

- Elicit and write on the board the functions of the phrases in exercise 7, i.e. *asking politely*, *showing understanding*, *checking understanding*.
- Working in pairs, students think of other phrases for each category.
- Elicit possible phrases and write them on the board for students to use in their role-plays.

KEY (SUGGESTED ANSWERS)

Asking politely: Could you let me know … ?; May I ask you … ?; Do you happen to know … ?; Would you mind telling me … ?
Showing understanding: Ah, right.; Yes, that's clear now.; OK, I see.
Checking understanding: So, do you mean that … ?; So, am I right in thinking that … ?; Could you explain what exactly you mean by … ?

Exercise 8 page 91

- Students complete the role-play in pairs and then swap roles and repeat.
- Ask a few students which accommodation option they chose and why.

Writing

Exercise 9 page 91

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

dream home – ideal home; building – accommodation; where – what location; features – details/characteristics

Exercise 10 page 91

- 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)

Many of us have an image in our head of our ideal home. It might be a cottage in the country or a flat in a busy town or city, with lots of local facilities. But for me, my dream accommodation would be a boat on a river!
My boat wouldn't have to be very big. After all, the only rooms most people need are a kitchen, a bathroom, a living room and somewhere to sleep. Because I'd be on my own, it wouldn't matter if the kitchen was quite small. And many boats have a tiny shower area which doesn't take up a lot of space. It would be nice if there was a separate living room and bedroom, but if necessary, I could have a sofa that I could also use as a bed at night.
Living on the water would be really peaceful and I'd be able to enjoy the natural world around me. It would be convenient to live near a town or village so that I could go shopping or to a café or cinema, for example. But I just love the idea of this relaxing way of life!

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 homes, 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 9.

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 whole ideas when completing a matching task. I can predict answers in a multiple-choice task. I can find evidence in a reading text to support true / false answers. I can ask appropriate questions and respond in role-play tasks. I can use a range of vocabulary and avoid repetition when writing an article.*

Further practice

Workbook pages 72–73

7 Learning for life

7.1 Vocabulary

Lesson summary

Speaking: Discussing school starting and leaving ages; sharing opinions and ideas on issues related to education

Listening: A vlog about an education quiz

Vocabulary: The education system

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 4 for homework and omit exercise 9 or do it in the next lesson.

WARM-UP Tell students to look at the photo.

- Ask: *Where do you think this photo has been taken? What subject do you think the student is studying? Does it look interesting?*
  Is there a subject you would like to study more when you're older? If not, what would you prefer to do?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 92

- Students discuss the questions in pairs.
- Ask students to raise their hand if they think the age for starting or leaving school should be higher or lower. Choose a few students to state and explain their opinion.

Exercise 2 7.01 page 92

- Play the video or audio for students to do the education quiz.
- Pause after the answer options to the first question have been given, i.e. *Is it A Brazil, B China, or C Algeria?* Ask students to discuss in pairs which answer they think is correct and why.
- Continue the video and pause again after George has given and explained the answer, i.e. … *gain their high school qualification*. Ask students to raise their hand if they guessed correctly and find out whether anyone found the information surprising.
- Continue in the same way with the remaining three quiz questions.
- Find out which pair(s) answered the most questions correctly.

Transcript

See Teacher's Guide, page 189.

Exercise 3 7.01 page 92

- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 F She says it isn't her number one choice.
2 T In Algeria, students stay at school the longest, until they are nineteen.
3 T He began studying when he was eight.
4 F He studied for another 12 years.
5 T It is a boarding school.
6 T Le Rosey has swimming pools and a sailing centre.
7 F Listening to rock music is not on the curriculum in Iceland.

Transcript

See Teacher's Guide, page 189.

Exercise 4 Real English page 93

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

KEY

1 C 2 E 3 A 4 B 5 D

Extra activity

Students discuss in pairs who said each of the Real English phrases in the vlog and what the context was. If necessary, play the first part of the video again (i.e. up to *How old was he when he started?*). Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Alicia said 'No idea' because she didn't know the answer to George's first quiz question.
Alicia said 'That's news to me' when she found out students in Algeria can't leave school until they're 19. She didn't know this before.
George said 'Are you having a laugh?' because none of the answer choices seemed serious.
Alicia said 'You got it!' when George correctly answered her quiz question.
George said 'I'll say' to show he agreed with Alicia that the information about the youngest graduate was impressive.

Exercise 5 Vocabulary page 93

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

KEY

1 private 2 qualifications 3 graduated from
4 term 5 revising 6 mark 7 boarding 8 certificate

Differences between the options: (suggested answers)

1 A **state** school is controlled and funded by the government. A **private** school is run independently and funded by students' parents.
2 An **exam** is a formal written, spoken or practical test to assess a student's knowledge of a subject. A **qualification** is an exam that a student has passed or a course of study which has been successfully completed.
3 When you **graduate from** university, you successfully complete a degree. When you **win a place at** university, you are accepted onto a course.
4 A **term** is one of the three periods in the academic **year** during which classes are held in places of study.
5 ***Study*** means to spend time learning about a subject. ***Revise*** means to prepare for an exam by looking again at work that you have done.

6 Both are given to show the standard of somebody's work or performance. A **mark** is usually expressed as a number (e.g. 8 out of 10), whereas a **grade** is normally a letter (e.g. A, B, C).
7 A **private** school is run independently and funded by students' parents. Some private schools are day schools, meaning that students live at home and only go to school during the day. Some are **boarding** schools, meaning that students live at the school during term time.
8 A **qualification** is an exam that a student has passed or a course of study which has been successfully completed. A **certificate** is an official document proving that a student has completed a course of study or passed an exam.

Culture note

In the UK, there are currently approximately 33,000 schools providing education to more than 10 million children. Around 7% of these schools are private and the remainder are state. Private schools are also commonly referred to in Britain as *independent* or *public schools*. There are around 500 boarding schools, most of which are private.

The school year runs from the beginning of September until the end of July. The year is divided into three terms, with a total of 39 weeks of schooling.

Schools follow a National Curriculum, which is constructed in five Key Stages (KSs). Students begin KS 1 at the age of five and complete KS 5 when they are eighteen. At the end of KS 4, students sit a series of exams called the General Certificate of Secondary Education (GCSE) and at the end of KS 5, they sit Advanced Level exams (A Levels). These qualifications are necessary if students hope to win a place at one of the UK's 142 universities.

Exercise 6 Vocabulary page 93

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

KEY

1 graduate 2 sit 3 win 4 hand in 5 share
6 gain 7 log in

Extra challenge

- Students choose three or four of the education collocations and write questions to ask a partner, e.g. *What's the most difficult exam you've ever sat?*
- Working in pairs, students take turns to ask and answer their questions.
- Ask a few students to share some information about their partner with the class.

Exercise 7 page 93

- Working in pairs, students take turns to say and respond to the sentences.
- Ask a few pairs to perform one of their mini-dialogues for the class.

Exercise 8 page 93

- Students choose the correct words to complete the text. Elicit or remind students of the strategy for dealing with this type of task introduced on page 90, i.e. *When you do a multiple-choice task, first try to answer the question without looking at the answer options. Then see if one matches your answer.* Encourage students to take this approach when completing the task.
- Check answers as a class.

KEY

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

Note!

In American English, it is common to say that a student 'graduates from school'. In British English, however, 'graduate' is usually only used to talk about completing university education. When referring to school, the most usual collocation is 'leave school'.

Exercise 9 Think & share page 93

- Working in pairs or groups, students discuss the questions.
- Ask which groups expressed different opinions and elicit some details.

Extra activity

- Working in pairs, students do some research about education and schools in different countries and write a four-question quiz similar to that in the vlog. Each question should have three answer options. Encourage students to include vocabulary from the lesson.
- Ask pairs to join another pair and take turns to read out their quiz questions for the others to answer.
- Find out if any pair got full marks.
- Ask a few students what interesting or surprising information they found out, either while researching their own questions or completing their classmates' quiz.

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 education systems.*

Further practice

Workbook page 74
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary
Speaking: Talking about school subjects
Reading: An article about a popular TED talk
Grammar: Verb patterns
Listening: A radio discussion about a new style of learning in Finland

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

WARM-UP Elicit and write on the board examples of school subjects, e.g. *maths*, *foreign language*, *history*, *geography*, *chemistry*, *physics*, *biology*, *PE*, *IT*, *art*, *music*.

- Add the following questions to the board:
  Which subjects …
  do you tend to get the highest grades in?
  have you revised most recently for an exam?
  have you made most improvement in over the last term?
  are the least useful to gain qualifications in?
  require you to hand in a lot of coursework?
- Students discuss the questions in pairs.
- Ask a few students to share some information with the class.

Exercise 1 page 94

- Ask students what they can remember about the video from the previous lesson and elicit the answer to the first question.

KEY

Admiring nature is on the school curriculum in Japan and folk dancing is on the curriculum in Armenia.

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

Exercise 2 page 94

Culture note

British-born Sir Ken Robinson was an author, educator and one of the world's leading thinkers on creativity and innovation. In 2003, he was knighted by Queen Elizabeth II for his services to the arts. His 2006 TED (Technology, Entertainment, and Design) talk has been downloaded over 65 million times and seen by an estimated 380 million people in 160 countries.

- Students read the article and answer the question.
- Check the answer as a class.

KEY

Dance

Extra activity

- Write on the board:
  Why do you think this TED talk has been so popular?
  Are the points made in the talk true about the education system in your country?
  How can schools ensure they teach 'the whole of the child'?
- Working in pairs, students discuss the questions.
- Elicit ideas and opinions from the class.

Exercise 3 page 94

- Students complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1

verb + infinitive with *to*: seem, learn
verb + *-ing*: suggest
verb + object + infinitive with *to*: ask, teach, help
verb + object + infinitive without *to*: let

2

start

- Students do the Grammar booster exercises on page 145.

Extra support

Working in pairs, students take turns to say three verbs, two with the same pattern and one different. Their partner says which verb has a different pattern, e.g. *'allow, let, teach' 'let.'*

Exercise 4 page 94

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

KEY

1 to choose 2 revising 3 to be 4 finish 5 to lend
6 going 7 to hand in 8 reading

Exercise 5 page 94

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

KEY

1 talking 2 to do / doing 3 going / to go 4 to give
5 visiting 6 to see / seeing

Extra support

- Ask students to focus on the verb before the gap in each sentence. Elicit which ones can be followed by either an infinitive or *-ing* form with no change in meaning, i.e. *start* and *prefer*. Explain that both forms will therefore be correct in these sentences.
- For the remaining sentences, tell students to look at the examples and explanations in the Grammar booster on page 145 and decide which use is appropriate in each case.
- When checking answers, elicit why this option is correct, e.g. 1 *'I stopped talking to Nancy …' is correct because it means that I no longer continued to talk to her.*

Exercise 6 7.02 page 94

- Play the audio for students to complete the sentences.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 teaching all subjects in school.
2 to introduce something called phenomenon-based learning.
3 to study a particular topic.
4 to follow what they want to study.
5 to learn about the history, language, culture, or geography.
6 make connections between what they are studying and the real world.

Transcript

See Teacher's Guide, page 190.

Extra support

Before playing the audio, ask students to look at the beginnings of the sentences and decide in pairs which form of the verb in brackets will be needed to complete each. Elicit answers and write them on the board for students to copy. Students then listen and complete the rest of the sentences.

Extra activity

- Write on the board:
  What do you think of phenomenon-based learning?
  Would it work well at your school?
  What else might help students make connections between the subjects they're studying and the real world?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas or opinions with the class.

Exercise 7 page 94

- Working in pairs, students complete the task.
- Ask students to raise their hand if they found out some new information about their partner. Choose a few students to share the details 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 verb patterns to discuss education.*

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

Students can be asked to brainstorm what they will do to continue their improvement.

At the end of the lesson, ask students to brainstorm in pairs what they will do to further practise and extend their knowledge of verb patterns, e.g. do the Review exercises and online practice material; read back through some texts in the Student's Book and find other examples of verb patterns; make a table in my notebook with the different patterns and add new verbs to the appropriate section as I encounter them.

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 75
Grammar booster page 145
Grammar photocopiable worksheet
Online practice

7.3 Listening

Lesson summary
Speaking: Talking about different ways of learning
Listening: A podcast about an educational experiment
Strategy: Identifying the main idea
Vocabulary: Verbs and prepositions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 6 and 7 for homework.

WARM-UP Write on the board:

Have you ever …

1 *taught a younger sibling _____ something?* (*do*)
2 *regretted not _____ _____ something when you were younger?* (*learn* / *do*)
3 *wanted _____ something after seeing a film?* (*learn*)
4 *made yourself _____ _____ something although you fancied _____?* (*continue*, *learn*, *give up*)

- Ask students to copy and complete the questions with the correct form of the verbs in brackets. If necessary, refer them back to Lesson 7.2 to review verb patterns.
- Check answers as a class.

KEY

1 to do **2** learning, to do **3** to learn
4 continue, learning / to learn, giving up

- Working in groups, students discuss the questions. Encourage them to ask follow-up questions and provide extra details.
- Ask a few students to share some information about a groupmate's experience with the class.

Exercise 1 page 95

- Students complete the discussion task in pairs.
- Ask a few students to share some information with the class.

Exercise 2 7.03 page 95

AfL Teaching tip: learning intentions

Preparing students to listen

Speculating about a topic before listening helps engage students with the content and provides an added incentive to listen.

Before playing the first part of the podcast, ask students to focus on the photo. Explain that it shows an educational experiment. Ask: *Where did the experiment take place? What did it involve? What was its aim?* Working in pairs, students speculate on the answers to the questions. They then listen to check their predictions.

See the notes on Assessment for Learning on page 9.

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)

The aim was to see if children could learn on their own.

Transcript

See Teacher's Guide, page 190.

Exercise 3 7.03 page 95

- Play the audio again for students to complete the multiple-choice task.
- Check answers as a class.

KEY

1 C 2 D 3 A 4 B

Transcript

See Teacher's Guide, page 190.

Exercise 4 7.04 page 95

- Go through the Listening strategy together.
- Play the audio for students to choose the summary of the main idea.
- Check the answer as a class.

KEY

B

Transcript

See Teacher's Guide, page 190.

Exercise 5 7.04 page 95

Extra support

Before students listen again, ask them to read the questions carefully and note down the type of information they need to answer each. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Activity 2 Activity 3 Explanation; group(s) of people 4 Group(s) of people; reason 5 Way in which they can help

- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 He was invited to give a TED talk.
2 He set up the 'School in the Cloud'.
3 It is an online learning platform for schools, teachers and parents who want to start their own Self-Organised Learning Environments.
4 Younger students and girls, because the computers were used mainly by older and bigger boys.
5 They can encourage students to learn more and develop their skills and knowledge.

Transcript

See Teacher's Guide, page 190.

Exercise 6 Vocabulary page 95

- Students match the verbs to the prepositions.
- Check answers as a class.

KEY

specialise in, succeed in, result in, lead to, aim at, benefit from, depend on, prevent from

Note!

Point out that when used with a preposition, *prevent* requires an object, i.e. *prevent someone / something from doing something*.

Extra challenge

Working in pairs, students recall how the verbs and prepositions were used in context on the podcast. Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Professor Mitra **specialised in** education and technology.
Most of the children **succeeded in** using the computer for several tasks.
When the children repeated what they'd learned, they'd often also learn something new, which **resulted in** more knowledge being learned.
Professor Mitra's experiments produced amazing results and **led to** him giving a TED talk.
The School in the Cloud was **aimed at** schools, teachers and parents who wanted to start SOLEs.
Once the students had learned how to use the computers, they **benefited from** having an adult around.
Professor Mitra's experiments show us students don't only need to **depend on** teachers for their education.
The computers in the street were used mainly by older and bigger boys, which **prevented** younger students and girls **from** using them.

Exercise 7 page 95

- Students choose the correct prepositions to complete the sentences.
- Check answers as a class.

KEY

1 in 2 from 3 on 4 from 5 to 6 in 7 at 8 in

Extra activity

- Put students into A / B pairs.
- Ask the Student As to write four questions, using the verbs *specialise*, *succeed*, *aim* and *benefit*, e.g. *Do students at private schools benefit from a higher standard of education than students at state schools?*
- The Students Bs do the same with the verbs *result*, *lead*, *depend* and *prevent*, e.g. *What might prevent a student from handing in coursework on time?*
- Students take turns in their pair to ask and answer the questions.
- Ask a few students to share one of their partner's answers with the class.

Exercise 8 Think & share page 95

- Students discuss the questions in groups.
- Ask each group to provide some feedback on their discussion 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 identify the main idea in a podcast about an educational experiment.*

Further practice

Workbook page 76
Online practice

7.4 Vocabulary

Lesson summary

Speaking: Discussing what you would like to do after leaving school; sharing opinions about online learning and study preferences

Reading: A text about famous people and their studies

Vocabulary: Higher education subjects

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 4 as an individual writing task for homework.

WARM-UP Ask students to write down three things they hope to have achieved by the time they are 25, e.g. *I hope to have graduated from university, found a well-paid job and moved out of my parents' house.*

- Students mingle and tell each other their future aspirations.
- Ask a few students to share some hopes they have in common with other classmates, e.g. *Both Zak and I hope to have passed our driving test. Ella and I both hope that we'll have got a degree in education.*

Exercise 1 page 96

- Students discuss the question in pairs.
- Ask students to raise their hand if they would prefer to continue studying at university. Choose a few students with their hand up to explain their reasons. Do the same with the other two options.

Exercise 2 page 96

- Students read the text and answer the question.
- Check the answer as a class.

KEY

Mark Zuckerberg

Extra activity

- Write on the board:
  Were you surprised by any information in the text?
  Do you know what any other famous people studied at university?
  Why might someone leave university before graduating?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 3 Vocabulary page 96

- Students read the text again and match the university subjects to the descriptions.
- Check answers as a class.

KEY

1 literature 2 economics 3 law
4 computer science 5 engineering 6 sociology
7 politics 8 psychology

Note!

- Point out that *literature* /ˈlɪtrətʃə/ has three, not four, syllables.
- Point out that *economics* can be correctly pronounced /iːkəˈnɒmɪks/ or /ekəˈnɒmɪks/.
- Draw attention to the silent *p* at the start of *psychology* /saɪˈkɒlədʒi/.

Extra activity

- Put the following stress patterns on the board:
  1 ● 2 ●●● 3 ●●●● 4 ●●●●
  5 ●●●●● 6 ●●●●●
- Explain to students that the circles indicate the number of syllables in the word and the larger circle indicates where the stress falls.
- Say the university subjects in exercise 3 and ask students to write them into the correct category, depending on the word stress.
- Check answers as a class.

KEY

1 law 2 literature, politics 3 psychology
4 economics, engineering 5 sociology
6 computer science

- Working in pairs, students take turns to say a subject and their partner taps the stress pattern on the desk (they can use one finger for the unstressed syllables and two fingers for the stressed syllable).

Extra challenge

- Students write the corresponding job / person for the university subjects, where possible.

KEY

economics → economist law → lawyer
computer science → computer scientist
engineering → engineer sociology → sociologist
politics → politician psychology → psychologist

- Point out the shift in stress from *economics* to *economist* and *politics* to *politician*.

Exercise 4 page 96

- Students complete the task in pairs.
- Elicit suggestions and reasons from the class.

Exercise 5 Vocabulary page 96

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students can benefit from sharing ideas and knowledge with their peers.

Ask students individually to look at the highlighted words in the text and mark them √ = I understand, ? = I'm not sure, X = I don't understand. In small groups, students then seek clarification for the vocabulary which is unfamiliar to them.

See the notes on Assessment for Learning on page 9.

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

KEY

1 graduates 2 Higher education 3 lectures
4 campus 5 academic, semesters

Note!

- Point out that as a verb, *graduate* is pronounced /ˈgrædʒueɪt/, but as a noun, the pronunciation is /ˈgrædʒuət/.
- If an academic year is divided into two periods, these are *semesters*. If it's divided into three periods, these are *terms*.
- *Higher education* is often abbreviated to *HE* /eɪtʃ ˈiː/.

Exercise 6 page 96

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

KEY

1 higher education 2 lectures 3 campus
4 graduates 5 academic 6 economics
7 politics 8 sociology

Exercise 7 Think & share page 96

- Circulate and monitor as students discuss the questions in groups, helping with vocabulary where necessary, particularly to describe other subjects.
- Conduct some class feedback.
- Students do the Vocabulary booster exercises on page 126.

Extra activity

- Write on the board:
  the name, location and year established
  what the campus is like
  number of students and most popular academic programmes
  some famous graduates and the qualifications they gained
- Ask students to choose a famous university, either in their own country or abroad. They then conduct some research and write a text to include information about the points on the board. Encourage them to include vocabulary from the unit. This could either be done in class or for homework.
- As an extension, students swap texts with a classmate who has written about a different university. They read each other's work and discuss which of the universities they would prefer to study at 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 talk about subjects in higher education.*

Further practice

Workbook page 77
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.5 Grammar

Lesson summary

Speaking: Speculating about students' complaints; discussing things you wish were different
Reading: Forum comments about university life
Grammar: Wishes in the present (*I wish … , if only … *)
Listening: A dialogue between university lecturers expressing complaints

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

WARM-UP Ask students: *What problems might a student face in their first year at university? How could they overcome these problems?*

- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 1 page 97

- Focus on the photos. Students discuss the question in pairs.
- Elicit ideas from the class.

Exercise 2 page 97

- Students read the forum comments and complete the matching task.
- Check answers as a class.

KEY

1 B 2 C 3 A

Exercise 3 page 97

- Students find examples and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 I wish there was more of a community feeling on my campus. / I wish I had more free time and I wish I didn't have to work.
2 I wish my housemates would not have parties every night and would clean up after themselves.
3 If only I could meet more like-minded people.
4 I wish I were living somewhere else.

Note!

Point out that while *I wish* and *if only* can be used in the same way, with the same meaning, *if only* is stronger.

- Students do the Grammar booster exercises on page 146.

Exercise 4 page 97

- Students match the sentences to the appropriate meaning.
- Check answers as a class.

KEY

1 A 2 B 3 B

Exercise 5 page 97

Extra support

Ask students to read through the sentences and decide which grammar rule each should follow. You may like to do the first one or two together as a class. Elicit answers and write them on the board for students to refer to when completing the exercise.

KEY

Rule 1 = 2, 4, 5; **Rule 2** = 3, 7; **Rule 3** = 1, 6, 8; **Rule 4** = 5

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

KEY

1 could change 2 didn't have to live 3 wouldn't do 4 didn't have to take 5 wasn't / weren't 6 could remember 7 would turn on 8 could dance

Exercise 6 7.07 page 97

- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

Their students and technology

Transcript

See Teacher's Guide, page 190.

Exercise 7 7.07 page 97

Note!

Remind students of the spelling and pronunciation of the third person singular form of *wish*, i.e. *wishes* /ˈwɪʃɪz/.

- Play the audio again for students to write the sentences.
- Check answers as a class.

KEY

1 Professor Hughes wishes all of the students arrived / would arrive to lectures on time.
2 Professor Hawks wishes students wouldn't watch videos on their phones.
3 Hughes wishes he could operate the interactive whiteboard.
4 If only someone in IT would / could show Hughes how to use the whiteboard.
5 Hughes wishes there were fewer students on the course.
6 Hawks wishes she could remember the students' names.

Transcript

See Teacher's Guide, page 190.

Extra activity

Working in pairs, ask students to imagine they are teachers at different high schools and are both very dissatisfied with their job. They should take turns to make complaints, using *wish* and *if only*, e.g. *'I wish my students wouldn't copy their homework from the internet and think I'm too stupid to realise!', 'If only our head teacher didn't go on and on for hours in meetings.'* Ask a few pairs whose job they think is worse and elicit some examples of complaints.

Exercise 8 page 97

- Students complete the discussion task in pairs.
- Ask a few students to share some information about their partner 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* wish *and* if only *to discuss my learning environment.*

Further practice

Workbook page 78
Grammar booster page 146
Grammar photocopiable worksheet
Online practice

7.6 Reading

Lesson summary

Speaking: Discussing university student exchange programmes
Reading: A blog post about student exchanges
Strategy: Inferring information
Grammar: Third conditional
Vocabulary: Compound adjectives

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

WARM-UP Ask students to imagine that they are going to study in another country. Ask: *What new things might you have to get used to? How might you benefit from the experience?*

- Students discuss the questions in pairs.
- Elicit suggestions from the class.

Exercise 1 page 98

- Elicit what a university student exchange programme is (a scheme which provides university students with the opportunity to study overseas at another institution, usually for one or two semesters).
- Students discuss the remaining questions in pairs.
- Ask whether anyone knows someone who has participated in an exchange and, if so, elicit details.
- Ask a few students whether they would like to do an exchange and elicit reasons why / why not.

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 schemata that have been activated in the warm-up and exercise 1 to aid comprehension of the blog post.

See the notes on Assessment for Learning on page 9.

Exercise 2 7.08 page 98

Culture note

The Erasmus programme (European Region Action Scheme for the Mobility of University Students), also known as Erasmus+ or Erasmus Plus, is a European Union-funded scheme which organises student exchanges. Since its launch in 1987, it has provided millions of European students with the opportunity to study abroad for between three and twelve months in one of the 34 participating countries. To take part in the scheme, students pay no extra tuition fees and their course of study is recognised by their home university as part of the coursework for their degree.

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

KEY

1 Mihail: Italy, sculpture/art
2 Dominika: Slovenia, pharmacy
3 Tom: Russia, Russian

Exercise 3 page 98

- Go through the Reading strategy together.
- Point out the difference in pronunciation and word stress between the verb *infer* /ɪn'fɜː/ and the noun *inference* /'ɪnfərəns/.
- Students complete the inferences and then compare their answers in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 the food to be unhealthy 2 to get fit 3 embarrassed / very shy 4 failed / has failed the exam 5 his girlfriend to marry him

Exercise 4 page 98

- Students read the blog post again and complete the task.
- Check answers as a class.

KEY

1 Tom 2 Mihail 3 Dominika 4 Mihail
5 Tom 6 Dominika 7 Tom 8 Dominika

Extra support

As students do the task, encourage them to underline the key parts of the text from which they made inferences to determine the answers. Elicit these when checking answers.

KEY (SUGGESTED ANSWERS)

1 he found it a hard place to live at times, especially in winter
2 the opportunity he had to meet and study with well respected professors and artists
3 the most important thing … was being able to experience a different way of studying
4 didn't find it difficult to adjust to his new life
5 You can travel thousands of miles … and still find people who have similar values and dreams
6 I realised that it's important not to be scared of making mistakes in English when you talk
7 To his surprise, Tom found Russian food to be fantastic
8 decided to take part in the Erasmus programme so that she could meet new people

Exercise 5 page 99

- Students answer the questions in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 The museums, art galleries and the opportunity to work with great professors and artists
2 That he is a talented artist and can do more than he thinks.
3 Not to be scared of making mistakes when you talk to someone.
4 They value education and are knowledgeable about things like music, literature and poetry.
5 The Russian sense of humour

Exercise 6 page 99

- Students read the grammar rules, then complete the task.
- Check answers as a class.

KEY

1 Mihail 2 Tom 3 Dominika

Extra support

Ask a few concept checking questions to ensure students comprehend clearly what happened in each situation, e.g. *Did Mihail work with lots of famous artists?* (yes) *Did Tom live with a family while studying abroad?* (yes)

Note!

Remind students that with conditional sentences, when the *if*-clause comes first, it is followed by a comma. When the main clause is first, there is no comma.

- Students do the Grammar booster exercises on page 147.

Extra activity

- Write on the board:
  1 *I didn't revise for my exams / I got low grades*
  2 *My parents didn't send me to a private school / the fees were too high*
  3 *You handed in your essay late / the teacher got annoyed*
  4 *My brother found it hard to make friends at university / he didn't live on campus*
  5 *I was dead tired / I fell asleep in my economics lecture*
- Students use the prompts to write third conditional sentences.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 If I'd revised for my exams, I wouldn't have got low grades.
2 My parents would have sent me to a private school if the fees hadn't been so high.
3 If you hadn't handed in your essay late, the teacher wouldn't have got annoyed.
4 My brother would have found it easier to make friends at university if he'd lived on campus.
5 If I hadn't been dead tired, I wouldn't have fallen asleep in my economics lecture.

Exercise 7 page 99

- Students take turns to complete the sentences in pairs.
- Ask a few students to share an example with the class.

Exercise 8 Vocabulary page 99

- Students complete the sentences with the appropriate compound adjectives.
- Check answers as a class.

KEY

1 self-confident 2 English-speaking 3 life-changing
4 easy-going 5 five-month 6 well respected
7 well educated

Extra activity

- Write on the board:
  Graduates deserve to be more well respected than people who don't have a degree.
  In general, people from my country are well educated, self-confident and easy-going.
  Most life-changing experiences are negative.
  The English-speaking country I'd most like to go to on a five-month trip is New Zealand.
- Working in pairs, students discuss whether they agree with the statements. Encourage them to back up their opinions with reasons and examples.
- Ask a few students to share some ideas with the class.

Exercise 9 Think & share page 99

- Students discuss the questions in groups.
- Ask each group to share some details of their discussion 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 infer information from a blog post about student exchange programmes.*

Further practice
Workbook page 79
Online practice

7.7 Global skills

Lesson summary
Speaking: Discussing study habits
Reading: An article about how the brain remembers things
Listening: Monologues about good study habits
Writing: A poster about good study habits

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

WARM-UP Write on the board:
people's names / new English vocabulary / future arrangements / how old your relatives are / what you studied the day before
How good are you at remembering these things? What do you do to help yourself remember them?

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

Exercise 1 Think & share page 100

- Working in groups, students complete the discussion task.
- Ask a few students to share their opinion on one of the study habits with the class.

Exercise 2 page 100

- Students read the article and answer the questions.
- Check answers as a class.

KEY

The article mentions:
I study for short periods of time and take regular breaks.
I take notes of new ideas and information and connect them with what I already know.
I join a study group a couple of times a week.
I study each subject for a few minutes every day.
AND
Use different senses when you study.

Exercise 3 page 100

- Students read the article again and complete the task.
- Check answers as a class.

KEY

1 NG 2 T 3 NG 4 T 5 F Too much information at once will overload our brains.

Extra activity

- Write on the board:
  What information in the article did you find most interesting or surprising?
  How do you use different senses when you study?
  When was the last time your brain felt overloaded?
  How can we look after our brain?
- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

Exercise 4 7.09 page 100

- Play the audio for students to choose the habits mentioned.
- Check answers as a class.

KEY

Habits mentioned: 1, 3, 4

Transcript

See Teacher's Guide, page 191.

Exercise 5 7.09 page 100

- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 She felt stressed because she couldn't find the time to study.
2 20 minutes revision and 45 minutes new study
3 He reduced his study periods to help him to concentrate better.
4 He tidied his desk, turned off his phone, TV, radio and social media.
5 One of her classmates
6 Looks at her notes and tries to recall the important information.

Transcript

See Teacher's Guide, page 191.

Extra challenge

- Write on the board:
  What benefits has Magda's study plan brought her?
  What are the positive effects of Tim's new study routine?
  How does Lisa organise her notes in class?
- Students also answer these questions as they listen.
- Check answers as a class.

KEY

Magda can work better and more efficiently. When she finishes studying, she can relax and has time to keep fit and have dinner with her family.
Tim feels much calmer when he studies and remembers more.
Lisa creates a map by drawing a circle in the middle of a new page and writing the main topic in it. She then puts each key point in a smaller circle connected to the bigger one.

Exercise 6 page 100

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

Exercise 7 Mediation page 100

- Circulate and monitor, helping with language and answering queries as necessary.

Exercise 8 page 100

- You could either display the completed posters around the classroom and ask students to walk around and view each other's work or ask each group in turn to give a short presentation about their poster to the class. If you choose the latter approach, you may like to first provide students with the language in the Extra activity below.

Extra activity

Write the following language on the board for students to use or adapt when giving their presentation:
The first / second / next good study habit we chose is …
We think this habit is really important / useful / helpful / effective because …
We believe students at our school would benefit from studying in this way because …
If students take up this habit, it will lead to / result in …
We decided on this image for our poster because …

- Ask a few students which group's poster they think is the clearest and most informative and elicit reasons why.

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, arrange for the students' posters 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 posters and give groups the option to redo theirs to include improvements. If possible, ask the audience – other students, teachers, staff members – to provide some brief feedback after they have viewed the work.

See the notes on Assessment for Learning on page 9.

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 and discuss good study habits.*

Further practice

Workbook page 80

7.8 Speaking

Lesson summary
Speaking: Defining *debate* and *argue*; pronunciation: the letter *a*; taking part in a debate
Listening: A debate about whether learning a foreign language at school should be compulsory
Vocabulary: Useful language for debating
Strategy: Using adverbs to add emphasis

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 8 for homework (students will need to choose a statement and agree their positions in pairs beforehand) and do exercises 9 and 10 in the next lesson.

WARM-UP Write on the board:
What do people in your family tend to disagree about?
What are some common disagreements among your friends?
What do you think it means if you 'agree to disagree'?

- Students discuss the questions in pairs.
- Ask a few students to share their answer to the first or second question.
- Elicit from the class the meaning of *agree to disagree* (if two people 'agree to disagree', they accept that they have different opinions about something, but they decide not to discuss it any longer).

Exercise 1 page 101

- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

When people debate, they have a formal discussion of an issue and express opposing views.
When people argue, they speak angrily to each other because they disagree.

Exercise 2 7.10 page 101

- Play the audio for students to choose the debate statement.
- Check the answer as a class.

KEY

A

Transcript

See Teacher's Guide, page 191.

Exercise 3 7.10 page 101

- Give students time to look at the Phrasebook phrases. Elicit or explain the meaning of *counter* (to reply to somebody by trying to prove that what they said is not true).

- Play the audio again for students to complete the task.
- Check answers as a class.

KEY

The first thing I'd like to say is … ; First of all, … / Secondly, … ; That may have been true once, but … ; … isn't only about … ; I'm absolutely convinced that … ; You can't argue with that. ; I'm not with you. ; What I mean is …

Transcript

See Teacher's Guide, page 191.

Exercise 4 page 101

- Students add the phrases to the Phrasebook.
- Check answers as a class.

KEY

Presenting arguments: 5
Countering someone else's argument: 1, 4
Expressing certainty: 6
Asking for clarification: 2
Giving clarification: 3

Exercise 5 Pronunciation 7.11 page 101

- Focus on the Pronunciation box. Play the audio for students to listen to the words.
- Play the audio again for students to repeat the phonetics and words.

Transcript

See Student's Book, page 101.

Exercise 6 7.12 page 101

- Students decide how the letter *a* is pronounced in the sentences, then listen and check.
- Check answers as a class.

KEY

1 /eɪ/ 2 /æ/, /ə/ 3 /ɑː/, /æ/ 4 /æ/, /eɪ/, /ə/

- Play the audio again for students to repeat the sentences.

Transcript

See Student's Book, page 101.

Extra support

- Write the following words from the unit on the board: *attend*, *certificate*, *class*, *dance*, *exam*, *graduate*, *literature*, *mark*, *place*, *platform*, *qualification*, *state*.
- Ask students to organise the words into four groups, depending on the pronunciation of the letter *a*: /ɑː/, /æ/, /eɪ/, /ə/.
- Check answers as a class.

KEY

/ɑː/ class, dance, mark
/æ/ exam, graduate, platform
/eɪ/ place, qualification, state
/ə/ attend, certificate, literature

- Working in pairs, students take turns to say three of the words, two with the same pronunciation of *a* and one different, e.g. *attend*, *exam*, *platform*. Their partner says which word is different, e.g. *attend*.

Extra activity

Working in pairs, students decide how the letter *a* is pronounced in the other Phrasebook phrases which aren't in exercise 6. Check answers as a class, then drill the phrases.

KEY

First of all, … /ɑː/ / Finally, … /ə/
There are two points I'd like to mention. /ə/
… isn't only about … /ə/
Possibly, but have you thought about … ? /ə/, /ə/
That's a good point, but …; /æ/, /ə/
You may be right, but … /eɪ/
It's true to say that … /eɪ/, /ə/
And there's no doubt that … /æ/ or /ə/, /ə/
Are you trying to say that … ? /ɑː/ or /ə/, /eɪ/, /ə/
Let me put it another way. /ə/, /eɪ/

Exercise 7 7.13 page 101

- Go through the Speaking strategy together.
- Students complete the sentences with the adverbs.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 absolutely 2 certainly 3 fairly (used to soften an opinion) 4 instantly 5 actually 6 carefully

Transcript

See Teacher's Guide, page 191.

Exercise 8 page 101

- Working in pairs, students choose a statement and agree their positions, then prepare their arguments individually.

Extra support

- Students choose a statement as a group of four and then work in two pairs to come up with arguments for or against. If they can't agree on who will take each side, tell them that the two students whose names are nearest the top of the alphabet are for and the other two against.
- Circulate and monitor, helping with ideas and language as necessary.
- Students can then decide whether to do the debate as a group of four, or split into two pairs.

Exercise 9 page 101

- Give students time to look back at the Phrasebook language in Lesson 2.8 and decide which of the phrases they might like to use in their debate.
- Students debate their statement in pairs.

Exercise 10 Reflect page 101

- Students reflect on their performance and discuss the questions in pairs.
- Conduct some whole-class 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 use adverbs to add emphasis to my debate.*

Further practice
Workbook page 81
Communicative activity photocopiable worksheet
Online practice

7.9 Writing

Lesson summary
Speaking: Sharing opinions about grading students
Reading: A for and against essay
Strategy: Planning an essay
Vocabulary: Useful language for writing an essay
Writing: A for and against essay

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

WARM-UP On one side of the room, stick up a piece of paper that says AGREE. On the other side, stick up one with DISAGREE.

- Say: *Students should only be assessed on coursework, not exams*. Ask students to stand up and move to the appropriate side of the room, depending on whether they agree or disagree with the statement.
- Ask them to turn to a student near them and give one or two reasons why they agree or disagree. Then, ask a couple of students from each side to tell the class their reasons.
- Continue in the same way with some or all of the following statements:
  Private schools provide a higher standard of education than state schools.
  School uniforms should be compulsory at all schools.
  Students who attend boarding school grow up faster.
  Doing homework should be optional.
  The better educated a person is, the more self-confident they are.
  Teachers' salaries should depend on their students' grades.

Exercise 1 page 102

- Focus on the picture. Students discuss the question in pairs.
- Ask students to raise their hand if they answered *yes* to the question. Choose a few students to explain their opinion. Do the same with a few who answered *no*.

Exercise 2 page 102

- Go through the essay task together. Elicit or explain the meaning of *abolish* (to officially end a system or custom).
- Students read the essay and answer the questions.
- Check the answer to the first question as a class.

KEY
She thinks grades should be abolished.

- Elicit whether any reasons students discussed in exercise 1 were mentioned in the essay.

Exercise 3 page 102

- Go through the Writing strategy together.
- Students read the essay again and answer the question.
- Check the answer as a class.

KEY
No – the for and against argument paragraphs are interchangeable depending on the writer's view.

Extra activity

Point out that when writing the summary of arguments in an essay, students should try where possible to express the information in a different way. Ask them to look at the final paragraph of the essay in exercise 2 in pairs and find examples of how the key points have been reworded. Elicit answers.

KEY (SUGGESTED ANSWERS)
grades can help students see their progress = grades are a good way for students to see how they have improved
easier for teachers to record the progress of a class = give teachers a way of comparing students' academic achievements
discourage students from learning and discovering new things = limit students' interest and motivation to learn

Exercise 4 page 102

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

KEY
1 On the whole 2 Overall 3 In reality,
4 Needless to say, 5 up to a point 6 That is to say
* Answers 1 and 2 can be in either order.

Extra activity

- Put students into A / B pairs.
- Ask the Student As to cover the Phrasebook and just look at the essay.
- The Student Bs say a phrase from the Phrasebook and the Student As say which highlighted expression in the essay it could replace, e.g. *'To put it another way, … '* *'That is to say, … '*.
- Ask the Student Bs to say two or three more phrases and then swap roles with their partner.
- Continue in the same way until students have had plenty of repetition of the key phrases.

Exercise 5 page 102

- Working in pairs, students select a statement and brainstorm arguments on either side.
- Circulate and monitor, helping with language and ideas as necessary.

Extra support

As a class, take a vote to choose a statement to focus on. Elicit arguments for and against from the class and write them on the board, providing useful vocabulary as you go. Students then select from the ideas on the board to plan and write their essay.

Exercise 6 page 102

- Working individually, students plan their essay.

Exercise 7 page 102

- Students complete the writing task.

Exercise 8 Check your work page 102

- Students go through the checklist before submitting their work.

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 essay into clear paragraphs, try to extend your range of topic-specific vocabulary.

See the notes on Assessment for Learning on page 9.

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 planning to compose a for and against essay.*

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 The teacher asked / asks us to open our books at the start of the lesson.
2 I stopped studying when I felt tired last night.
3 My grandmother remembered / remembers meeting the Queen in the 1970s.
4 Alex tried to repair the computer this morning, but wasn't able to do it.
5 Liza's parents let her study abroad last year.
6 Don't forget to lock the door when you leave the house.

Exercise 2 page 103

KEY

1 I wish I ~~would have~~ **had** a better bike.
2 Damien wishes he ~~can~~ **could** play the violin because he wants to join the school orchestra.
3 correct
4 I wish Lily ~~would be~~ **was/were** here.
5 If only we ~~don't~~ **didn't** have to go swimming in the winter. It's so cold!
6 Zanda wishes she ~~would~~ **could** speak French because she wants to make friends in Paris.

Vocabulary

Exercise 3 page 103

KEY

1 platform 2 exam 3 coursework 4 state
5 qualifications 6 grade

Exercise 4 page 103

KEY

1 literature 2 graduate 3 semesters 4 politics
5 engineering 6 education

Cumulative review

Exercise 5 page 103

KEY

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

Think & share

Exercise 6 page 103

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 83

Progress test

7 Vision 360°

The school of the future

Lesson summary

- ● **circle:** An audio about the benefits of physical activity on academic performance
- ★ **star:** An audio about Ørestad High School in Copenhagen
- ◆ **diamond:** An audio about education in the future
- ■ **square:** A video about a lesson using virtual reality
- ▲ **triangle:** A dialogue about an online class
- ♥ **heart:** Forum comments about regrets related to experiences at school

Speaking: Discussing past and future changes in education; talking about activities which help students study better; discussing the advantages and disadvantages of using technology for language learning

Listening: An audio about the benefits of physical activity on academic performance; an audio about Ørestad High School in Copenhagen; an audio about education in the future; a video about a lesson using virtual reality; a dialogue about an online class

Reading: Forum comments about regrets related to experiences at school

Create task: Creating a new layout for your classroom

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Steps 4 and 5 as group homework tasks and do Step 6 in the next lesson.

WARM-UP Ask: *Which is your favourite room or area in your school? What do you like about it?*

- Working in pairs, students discuss the questions.
- Ask a few students to share some details with the class.

Exercise 1 Think & share page 104

- Working in pairs, students discuss the questions.
- Elicit ideas and opinions from the class.

EXPLORE

Extra activity

- Enter into the 360° image and move around the classroom of the future.
- Stop at each of the six zones and ask students to speculate in pairs on which subjects the students are studying / what they are doing.
- Elicit suggestions from the class.

Exercise 2 All hotspots page 104

- Go through the task together, then enter into the 360° image and 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 decide whether it refers to the use of technology or another area of education.
- 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

Hotspots that refer to technology: ■ ★
Hotspots that refer to other topics: ♥ ● ◆

Transcripts

See Teacher's Guide, page 191.

Exercise 3 page 104

- Elicit or explain the meaning of *meditation* (the practice of focusing your mind in silence, especially as a way of becoming calm and relaxed) and the adjective *marathon* (lasting a long time and requiring a lot of effort, concentration, etc.).
- Students complete the discussion task in pairs.
- Elicit suggestions and reasons from the class.

Extra activity

- Write on the board:
  Which of the activities help you personally study the best?
  Do any of them have a negative effect on your studies?
  What other things help you study well?
- Students discuss the questions in pairs.
- Ask a few students to share some details with the class.

Exercise 4 ● page 104

- Click on the circle hotspot to play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 A healthy body produces a healthy mind
2 Students are using gym equipment as they study.
3 20 minutes, three times a week

Transcript

See Teacher's Guide, page 191.

Exercise 5 ♥ page 104

- Click on the heart hotspot again and give students time to read the wishes.
- Working in pairs, students select three wishes and discuss possible solutions.
- Elicit suggestions from the class.

Extra support

Before students do the task, refer them back to Lesson 5.8 to review ways to give advice and make recommendations. Encourage them to use some of these phrases in their discussion.

Exercise 6 ★ page 104

- Click on the star hotspot for students to listen to the audio again and answer the questions in pairs.
- Elicit from the class the differences between Ørestad High School and your school.
- Check the answer to the second question as a class.

KEY

Students' own answers
The similarities are that both places have lots of natural light because of glass walls, areas where students can relax and study, lots of technology to aid learning and open learning areas.

Transcript

See Teacher's Guide, page 191.

Exercise 7 ◆ page 104

- Click on the diamond hotspot for students to listen to the audio again and answer the questions in pairs.
- Check answers as a class.

KEY

1 At the end of the century
2 Computer science so that students can create technology as well as use it. Sociology so that students

can understand how society works and improve the environments that they live in.

3 It will encourage students to be creative, to collaborate with each other and to use critical thinking.

Transcript

See Teacher's Guide, page 191.

Extra challenge

- Write on the board:
  the 2030s / the 1920s / sitting exams / succeeding in a career
- As students listen, they also make notes on what the speaker says about each point on the board.
- Check answers as a class.

KEY

Students at secondary school today will graduate from university or gain a qualification in **the 2030s**.
Some schools today are teaching the same subjects that were taught in **the 1920s**.
Curriculums still make students **sit exams** to gain qualifications.
To **succeed in their career**, students will need to continue to study their whole life to keep up with developments in technology.

Exercise 8 Think & share page 104

- Students complete the discussion task in pairs.
- Ask a few pairs to share some ideas and reasons with the class.

Exercise 9 ■ page 104

- Click on the square hotspot for students to watch the video again and complete the task.
- Check answers as a class.

KEY

Grand Bazaar: buy the five things on their list
The Topkapi Palace Museum: listen to the guide so that they can answer some questions later
The Istanbul International High School: chat to their Turkish partner about their everyday life

Transcript

See Teacher's Guide, page 192.

Exercise 10 ▲ page 105

- Click on the triangle hotspot for students to watch the video again and complete the task in pairs.
- Elicit ideas from the class.

KEY

Students' own answers

Transcript

See Teacher's Guide, page 192.

Extra activity

- Ask: *Would you rather have online or face-to-face classes? Why? Have you ever had any problems in an online class?*
- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

Exercise 11 Think & share page 105

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

CREATE … a new layout for your classroom

To do Step 1, students need to ask other teachers at the school some questions. Before the lesson, arrange for a few teachers to be available to be interviewed at a set time. If this is not possible, students can just interview their classmates.

To complete the rest of Create task, students will need access to the internet to do the Research it! task, a printer to print out pictures and a computer with appropriate software, e.g. Microsoft Word, to produce their classroom plan. Alternatively, students can draw a picture of their classroom plan on paper.

STEP 1 page 105

- Working in small groups, students conduct some interviews and make notes about the given points.

STEP 2 Research it! page 105

- Students complete the Research it! tasks in their group. If you do not have access to a printer, students could draw pictures of different classrooms illustrating either the positive or negative features.

Extra activity

- Write on the board:
  What do you like / dislike about your classroom's location?
  How do the positive / negative features of the environment outside your classroom impact on your learning inside?
- Students discuss the questions in their group.
- Ask a few students to share some ideas with the class.

STEP 3 page 105

- Circulate and monitor as students brainstorm ideas in their group, helping with language and ideas as required.

STEP 4 page 105

- Students design and produce a plan of their new classroom, either on a computer or on paper.

STEP 5 page 105

- Students find relevant images to add to their plan.

STEP 6 page 105

- Circulate and monitor as students plan their presentation, helping with organisation and language as required.
- Groups take turns to present their plan for the new classroom to the class.
- Ask a few students which plan they liked most or found the most realistic and elicit reasons 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 understand information about education in the future and create a classroom plan.*

8 More than one way to earn a living

8.1 Vocabulary

Lesson summary

Speaking: Talking about applying for and being interviewed for jobs

Vocabulary: Looking for a job

Listening: A vlog about tips for getting a summer job

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

WARM-UP Tell students to look at the photo.

- Ask: *What job to you think the person is doing in the photo? Have you ever worked in a place where you have to work with customers? Did you enjoy it? Why? What do you think is the most important quality you need when doing a job? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 106

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

Exercise 2 Vocabulary page 106

- Working in pairs, students complete the task.
- Check the phrase in each category which does not match and elicit the meaning of the other phrases from the class.

KEY (SUGGESTED ANSWERS)

A: *get a reference* does not match the others.
hourly rate: the amount an employee receives for an hour of work
monthly salary: the amount paid to an employee, especially a professional, every month
receive wages: earn money from working
B: *hire someone* does not match the others.
complete an application form: a form you fill in with your personal details as a formal request for a job
review the job description: read the written description of the exact work and responsibilities of a job
send an up-to-date CV: the written record of your education and the jobs you have done which you send when applying for a job
C: *ask random questions at an interview* does not match the others.
get a reference from your current or former employer: get a letter written by the person or company who employs or used to employ you, which gives information about your character and abilities
have the necessary qualifications: have passed the exams or successfully completed the course of study required
stand out against other candidates: be easily noticed among other people who are applying for a job
D: *being given a high hourly rate* does not match the others.
being headhunted: being contacted by a company which is aiming to persuade you to leave your current job to take on another one
having an appointment with a future employer: having a meeting with a person / company that you are going to work for
interviewing candidates: having formal meetings with people who have applied for a job to find out who is the most suitable for the role

Note!

CV is an abbreviation of *curriculum vitae* /kərɪkjələm ˈviːtaɪ/, which is an early 20th century Latin phrase meaning 'course of life'.

Exercise 3 8.01 page 107

- Play the video or audio for students to complete the matching task.
- Check answers as a class.

KEY

A Tip 2 **B** Tip 3 **C** Tip 1 **D** Tip 1 **E** Tip 2 **F** Tip 3

Transcript

See Teacher's Guide, page 192.

Exercise 4 8.01 page 107

- Play the video or audio again for students to correct the mistakes.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 When Daniel was applying for a job, he sent in his **up-to-date** CV and references from his **teachers**.
2 Daniel didn't get the job because he **said 'mate' too many times during the interview / behaved too informally**.
3 George's friend, Camilla, completed the application form **online**.
4 Camilla didn't accept the job because **she hadn't read the location of the restaurant properly**.
5 The company Alicia was working for last year wanted to **hire** ice cream sellers.
6 The person described in the third tip asked Alicia about **the hourly rate / how often they'd receive wages**.

Transcript

See Teacher's Guide, page 192.

Extra support

Pause the video after the first tip / story about Daniel, i.e. after … *headhunted by a big international company!* Give students time in pairs to discuss and write down the correct information for sentences 1 and 2. Do the same with the second and third tips / stories. Then, check answers as a class.

Exercise 5 page 107

- Students use the vocabulary to complete the texts.
- Check answers as a class.

KEY

1 completing an application form 2 send her up-to-date CV 3 hourly rate 4 a monthly salary 5 hired 6 had the necessary qualifications 7 random questions 8 interview candidates 9 stand out against other candidates 10 have better qualifications 11 get a reference 12 former employers 13 a monthly salary 14 receive weekly wages

Extra activity

- Write some or all of the following questions on the board:
  If you had to get a reference from a teacher at school, who would you ask?
  Do you think headhunting is morally acceptable?
  What might an employer find out by asking a candidate random questions in an interview?
  What should you do before and after completing a job application form?
  What's the most important thing to consider when hiring someone for a job – their qualifications, work experience or personality?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas or opinions with the class.

Exercise 6 Real English 8.01 page 107

- Play the video or audio again for students to choose the correct explanations.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 192.

Note!

- The phrase *Tough luck!* is also often used ironically to show that you do not feel any sympathy for somebody who has a problem, e.g. *'I turned up late, so they wouldn't interview me for the job.' 'Tough luck! You should have been on time.'* The intended meaning can be determined by the speaker's tone of voice.
- Point out that *swear* is an irregular verb. The past simple is *swore* and the past participle *sworn*.

Exercise 7 page 107

- Students complete the mini-dialogues with the correct form of the phrases, then check their answers in pairs.
- Check answers as a class.

KEY

1 Are you having me on?; I swear
2 blew her chances; Tough luck
3 had a good laugh; got that wrong

Extra activity

- Write on the board:
  Talk about a time when you …
  had a good laugh with friends.
  thought someone was having you on, but they swore they weren't.
  got something wrong and felt embarrassed.
  blew your chances by saying the wrong thing.
  felt sorry for a friend and said 'tough luck'.
- Ask students to choose three situations from the board they would like to talk about and take turns in pairs to tell each other about their experiences.
- Ask a few students to share details of one experience with the class.

Exercise 8 page 107

- Working in pairs, students discuss the questions about the people in the video.
- Elicit answers to the first two questions from the class.
- Find out if anyone answered *yes* to question 3 and, if so, ask them to share the story with the class.

Exercise 9 Think & share page 107

- Working in pairs, students complete the discussion task.
- Ask a few students to share some details with the class.

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 and make a note of common mistakes, particularly with the lesson's key vocabulary. Write the sentences on the board and ask students in pairs to identify and correct the errors. Elicit the corrections from the class.

See the notes on Assessment for Learning on page 9.

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 applying for jobs.*

Further practice

Workbook page 84
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary

Speaking: Sharing opinions about a vlog; talking about other people's habits; discussing personal past habits

Reading: Comments about a vlog

Grammar: Habitual behaviour in the present and past

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 5 for homework and omit exercise 7 or do it in the next lesson.

WARM-UP Write on the board:
things you did in the past but no longer do
your weekend routine these days
annoying habits your relatives have

- Students discuss the points on the board and find things in common.
- Ask a few students to share some information with the class, e.g. *Katie and I used to go to swimming lessons on Saturday mornings, but these days we usually hang out with friends.*

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 the warm-up, circulate and see to what extent they are naturally using the lesson's target grammar. 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. With the correct sentences, where applicable, also elicit other ways the habitual behaviour could be expressed.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 108

- Ask students what they can remember about the video from the previous lesson.
- Students discuss the questions in pairs.
- Elicit the answer to the first question from the class.

KEY (SUGGESTED ANSWER)

To tell others what mistakes not to make while applying for a job. To amuse people with stories of people whose job interviews went wrong.

- Ask students to raise their hand if they answered *yes* to the second question. Choose a few students with their hand up to explain why, then a few students with their hand down to explain why not.

Exercise 2 page 108

- Go through the task together. Check the pronunciation and meaning of *problematic* /ˌprɒbləˈmætɪk/ (difficult to deal with) and *colleague* /ˈkɒliːg/ (a person you work with).
- Students read the comments and share their opinion in pairs.
- Ask a few students to share their opinion with the class.

Extra support

Before students read the comments, pre-teach any vocabulary you think they may not understand, e.g. *failure*, *constantly*, *by accident*, *label*, *sneak*.

Exercise 3 page 108

- Students read the grammar rules and find examples in the comments.
- Play the video.
- Check answers as a class.

KEY

1 used to leave, used to think
2 worked
3 would sneak out
4 is constantly eating

- Students do the Grammar booster exercises on page 148.

Exercise 4 page 108

- Students choose the correct options to complete the sentences.
- Check answers as a class.

KEY

1 is always coming 2 would 3 used to
4 use 5 practised 6 is forever talking
7 is constantly checking 8 usually ask

Extra support

When checking answers, elicit why the alternative options are not possible, e.g. 1 *used to always come* is not possible because this is a present situation and *used to* is only used to refer to the past; 2 *used to never* is not correct because the word order is incorrect; it should be *never used to*; 3 *would* is not correct because this situation is about a past state, not a past habit.

Exercise 5 page 108

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

KEY

1 wouldn't bring / didn't use to bring / didn't bring; used to order / would order / ordered 2 used to be / were 3 received 4 did you use to dream / did you dream 5 used to work / worked; would enjoy / used to enjoy 6 used to apply 7 Did they use to own / Did they own 8 used to plan / would plan

Extra activity

- Write on the board:
  _____ *would often cry as a child.*
  _____ *used to dream of being a prince or princess.*
  _____ *played a musical instrument for a few years as a child.*
  _____ *often has a good laugh with friends.*
  _____ *is forever losing things.*
- Ask students to copy the sentences and complete each with the name of a different classmate they think had / has this habit. Tell them to take a guess if they don't know.
- Students mingle and find out if their sentences about their classmates are correct, e.g. *'Oscar, I think you would often cry as a child. Am I right?' 'You got it! I used to cry all the time.'*
- Find out who had the highest number of correct guesses.
- Ask a few students to share some information about a classmate with the class.

Exercise 6 page 108

- Working in pairs, students complete the discussion task. If students have studied at other schools in the past too, they could also talk about people at those.
- Ask a few students to share some information with the class.

Exercise 7 page 108

- Students work in pairs to think of examples and decide on the most annoying habits, then compare their ideas as a 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 express habitual behaviour in the present and past.*

Further practice
Workbook page 85
Grammar booster page 148
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Speaking: Predicting connections between pictures and questions people were asked in interviews; sharing ideas and opinions about issues related to interviews

Listening: Monologues about job and university interviews

Strategy: Identifying different types of linking words

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7 or do it in the next lesson.

WARM-UP Ask students: *What are possible stages in the job application process between seeing a job advert and starting work?*

- Students discuss the question in pairs. Encourage extensive use of the vocabulary in Lesson 8.1.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)
see a job advert → review the job description → complete an application form → send it to your potential future employer, along with your up-to-date CV and a reference from a former employer → get invited to an interview → prepare for your interview and think of questions you may be asked about your qualifications and experience → attend the interview and stand out against the other candidates → get offered the job → agree an hourly rate or monthly salary → start work

Exercise 1 Think & share page 109

- Focus on the photos. Students discuss the question in pairs. Encourage them to use language to speculate. If necessary, refer them back to Lesson 5.5 to review this grammar point.
- Elicit ideas from the class.

Exercise 2 8.02 page 109

- Play the audio for students to complete the matching task.

Transcript

See Teacher's Guide, page 193.

Exercise 3 page 109

- Working in pairs, students compare their answers and explain the connections.
- Check answers as a class.

KEY
1 C – In an interview for Oxford University, some candidates were asked to explain why both strawberries and ladybirds were red.
2 A – When hiring people, inventor Thomas Edison tested candidates' general knowledge, for example by asking where the Sargasso Sea was.
3 D – Studies show that in job interviews, candidates only have 90 seconds to make a good impression. During that time, people make 90% of decisions and opinions about the other person.
4 E – During a job interview, the speaker was asked about the last costume they'd worn.
5 B – Henry Ford used to invite candidates to lunch. If they salted their meal without tasting it first, he wouldn't hire them because he didn't approve of people who accepted things without testing them.

- Elicit whether any predictions students made in exercise 1 were correct.

Exercise 4 8.02 page 109

- Play the audio again for students to complete the matching task.
- Check answers as a class.

KEY
1 E 2 A 3 G 4 D 5 C

Transcript

See Teacher's Guide, page 193.

Extra support
Tell students which answer options are not needed, i.e. B, F, H. Tell them to cross these out, so that they can focus more easily on the correct answers.

Extra challenge

- Write the following questions on the board:
  1 *What process is it important for candidates to demonstrate in an interview at Oxford University?*
  2 *How does Speaker 2 find ideal employees for employers?*
  3 *What five things at the start of an interview did Speaker 3 practise?*
  4 *What was the reason behind the question Speaker 4 was asked?*
  5 *Why was Speaker 5 worried before their interview?*
- Students also answer these questions as they listen.
- Check answers as a class.

KEY

1 Creative-thinking
2 By using personality tests, asking candidates to solve problems and sometimes checking the knowledge they'll need to do the job they're applying for
3 Entering the room, shaking hands, making eye contact, sitting down and reacting to the first question
4 The shop owners wanted to hire someone who could create a good working environment and bring fun and enthusiasm to the job.
5 They thought their performance in the interview might be assessed on some random criteria.

Exercise 5 page 109

- Go through the Listening strategy together.
- Students decide on the type of linking expressions, then compare their answers in pairs and complete the gaps.

Exercise 6 8.03 page 109

- Play the audio for students to check their answers.
- Check the answers given on the audio as a class. Elicit any alternative answers students had and confirm that they are correct or explain why they are not possible.

KEY

Answers on the audio:
1 since 2 for instance 3 whereas 4 even though
5 for example 6 Before 7 Then 8 after
Other possible options:
1 because, as 2 for example 4 although, though
5 for instance 8 because of

Transcript

See Student's Book, page 109, and Key above.

Exercise 7 Think & share page 109

- Students discuss the questions in pairs.
- Ask a few pairs to share some 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 linking words to understand personal stories about job interviews.*

Further practice
Workbook page 86
Online practice

8.4 Vocabulary

Lesson summary
Speaking: Talking about jobs related to crime; sharing crime story titles / headlines
Reading: A text about crime stories
Vocabulary: Crime and criminals
Writing: Crime story titles / newspaper headlines

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 as an individual writing task for homework and do exercise 7 in the next lesson.

WARM-UP Write on the board:
Why did you read / watch it?
What was it about?
Did you enjoy it? Why? / Why not?

- Ask students to think of the last book they read, film they saw and TV show they watched.
- Working in pairs, they take turns to answer the questions on the board about the book, film and TV show.
- Find out whether anyone talked about a story involving crime and, if so, elicit some details.

Exercise 1 page 110

- Students complete the discussion task in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Police officer, detective, doctor
Lawyer, judge, prison guard, psychologist, therapist

Exercise 2 page 110

- Students read the text and discuss the question.
- Ask a few students to share their opinion and reason with the class.

Exercise 3 page 110

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

KEY

1 vandal 2 shoplifter 3 criminal 4 commit
5 robber 6 burglary 7 theft

Note!

- Remind students that the irregular plural of *thief* /θiːf/ is *thieves* /θiːvz/.
- The noun *pickpocket* can go with the verbs *steal* (e.g. *The pickpocket stole the old man's wallet.*) or *rob* (e.g. *The pickpocket robbed the old man* (*of his wallet*).) There is no related noun for the crime.

Exercise 4 page 110

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

KEY

1 robbery 2 vandalism 3 thefts 4 criminal / criminals
5 burgled 6 shoplifters

Extra activity

- Ask students to look at the highlighted words and phrases in the text in exercise 2 which are not in the table in exercise 3.
- Working in pairs, students come up with a definition for each word / phrase.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

launch an investigation = start an official examination of the facts about a crime
interview a suspect = ask someone questions to see if they have committed a crime
witness = a person who sees an event happen, especially a crime or accident
report a crime = tell the police about something illegal which has happened
solve a mystery = find the answer to something unexplained
confess to = admit doing something wrong or illegal
arrest = when the police take someone to a police station to ask about a crime they may have committed
break the law = do something illegal
pickpocket = a person who steals from other people's pockets/bags, especially in crowded places

- With less confident classes, you could write the definitions from the Key above in a random order on the board and ask students to match them to the highlighted words / phrases in the text. Alternatively, you could read out the definitions one by one and elicit the correct words / phrases from the class.

Exercise 5 page 110

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

KEY

1 arrested 2 confessed 3 committed 4 break
5 burglar 6 steal 7 burglary 8 thief
9 theft / thefts

Exercise 6 page 110

- Working in pairs, students come up with some titles or headlines.

Exercise 7 page 110

- Pairs take turns in a group to share their titles / headlines and then take a vote on the most interesting ones.
- Ask each group in turn to read out their best ones.

Extra challenge

Students choose their favourite title or headline from their discussion in exercise 7 and write a short summary of the crime story or a short newspaper article. Encourage them to use a good range of vocabulary from the lesson. This could either be done in class or as a homework task.

- 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 crime and criminals.*

Further practice

Workbook page 87
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.5 Grammar

Lesson summary

Reading: An article about an unusual burglary
Grammar: Future in the past
Speaking: Role-plays between a police officer and suspect

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7 or do it in the next lesson.

WARM-UP Write the sets of words on the board:

1 *burglar / vandal / pickpocket*
2 *robber / shoplifting / theft*
3 *criminal / suspect / witness*
4 *break the law / launch an investigation / solve a mystery*
5 *confess to a crime / report a crime / commit a crime*
6 *break into / rob / steal*

- Students discuss in pairs which is the 'odd word out' (the different word) in each set and why. There may be more than one option. The important thing is that students justify their choices.
- Elicit some suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 *Vandal*, because this person damages public property. The others steal things.
2 *Robber*, because this is a criminal. The others are crimes.
3 *Witness*, because this is a person who sees a crime happen. The others commit / are thought to have committed a crime.
4 *Break the law*, because this is something a criminal does. The others are actions done by the police.
5 *Report a crime*, because this is something a witness or victim does. The others are done by criminals.
6 *Steal*, because it's followed by an object (e.g. *steal a car*). The others are followed by a place (e.g. *break into a house, rob a bank*).

Exercise 1 page 111

- Students discuss the question in pairs.
- Elicit ideas and reasons from the class.

KEY

The items that are not usually stolen are books.

Exercise 2 page 111

- Students read the article and answer the questions.
- Check the answer to the first question as a class and elicit possible answers to the other questions.

KEY (SUGGESTED ANSWERS)

Someone broke into the man's house and cleaned it. Perhaps it was a cleaning company that went into the wrong house.

Exercise 3 page 111

- Students read and complete the grammar rules with examples.
- Play the video.
- Check answers as a class.

KEY

1 He **would never forget** that sight. / But later they **wouldn't reveal** their mistake.
2 This was odd because he had left a complete mess everywhere and **was going to deal with** it after his return. / He decided he **was going to check** his son's room first.
3 One of his friends **was having** a big party the following week and needed their home to look clean.
4 He **was about to enter** the living room when he smelled cleaning products. / He **was about to grab** the phone and call the police when he noticed that the rest of the house was tidy as well.

Extra challenge

- Ask students to close their books.
- Write the bold phrases from the article in exercise 2 on the board in order, i.e. *was about to enter*, *was going to deal with*, *was going to check*, etc.
- Working in pairs, students retell the story about the unusual burglary. They can use their own words, but should try to include all of the phrases on the board.

- Students do the Grammar booster exercises on page 149.

Exercise 4 page 111

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

KEY

1 would 2 to 3 about / going 4 would 5 going 6 to

Exercise 5 page 111

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

KEY (SUGGESTED ANSWERS)

1 were going to travel 2 would become 3 was about to paint / was going to paint 4 was going to take / was taking 5 was going to install 6 were about to cancel / were going to cancel

Extra support

Ask students to first read through the sentences and decide which grammar rule each matches to. Explain that in some cases, more than one option is possible. Elicit possible answers from the class and write them on the board for students to refer to as they complete the task.

KEY (SUGGESTED ANSWERS)

1 Rule 2 2 Rule 1 3 Rule 4 / 2 4 Rule 2 / 3 5 Rule 2 6 Rule 4 / 2

Exercise 6 page 111

Extra support

- Student As work in pairs to think of and write some questions they could ask the suspect in the interview.
- Student Bs work in pairs to think of what might have really happened in the situation and complete some or all of the sentence beginnings.
- Students then use their prepared notes to help them complete the role-play.
- Students complete the role-play task in pairs.
- Ask a few pairs what the outcome of their role-play was.

Exercise 7 page 111

- Students complete the second role-play on page 150 in pairs.
- Ask a few pairs what the outcome of their role-play was.

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 future in the past in different ways.*

Further practice

Workbook page 88
Grammar booster page 149
Grammar photocopiable worksheet
Online practice

8.6 Reading

Lesson summary
Speaking: Sharing ideas and opinions on issues related to art crime
Reading: A magazine article about an art thief
Strategy: Scanning: distinguishing proper nouns

SHORTCUT To do the lesson in 30 minutes, omit the warm-up and exercise 9.

WARM-UP Ask: *What are some ways in which people can get rich?*

- Elicit ideas from the class and write them on the board, e.g. *win the lottery*, *inherit money / property*, *set up a successful company*, *marry into money*, *get a job with a high salary*, *become a celebrity*, *profit from an investment*, *rob a bank*.
- Ask students to think of rich people they know (either personally or famous people) and discuss how they made their money.
- Ask a few students to share an example with the class.

Exercise 1 page 112

- Focus on the photo. Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Theft, robbery, vandalism
To make money, to gain precious works of art for their own enjoyment, for excitement

Exercise 2 page 112

- Students read the first two paragraphs of the article and answer the questions in pairs.
- Ask a few students to share their ideas and opinions with the class.

Exercise 3 page 112

- Students read paragraphs C and D and complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Breitwieser, like other art collectors, collected art because he enjoyed it. He took good care of it.
However, unlike most collectors, he didn't share his collection with anyone, he kept it all hidden. He also got in possession of all the works of art illegally by stealing them from museums.

Exercise 4 page 112

- Go through the Reading strategy together.
- Students look at the questions and complete the task.
- Check answers as a class.

KEY

People: 2, 9 **Places:** 1, 4

Exercise 5 8.06 page 112

Extra support

Working in pairs, students decide what the remaining questions refer to. Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

3 amount of money **5** method / way **6** number
7 reason **8** method / way **10** method / way

- Students read the whole article and complete the task.
- Check answers as a class.

KEY

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

Extra support

- Put students into A / B pairs.
- The Student As read paragraphs A and B again and decide which of the questions are answered there. The Student Bs do the same with paragraphs C and D. Encourage students to mark the parts of the text where the answers can be found.
- Working in their pair, students exchange answers. If there are any overlaps or questions without an answer, ask students to look back at their two paragraphs and try to establish the correct answers.

Exercise 6 page 113

- Students answer the questions in pairs.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 The Richard Wagner Museum in Lucerne, Switzerland
2 His mother Mireille and a local picture framing shop, Galerie Meichler
3 €20 million
4 In a dark-lit room at his mother's house in Mulhouse, France
5 He removed the painting from the frame, hid it under his jacket and left the castle.
6 110
7 Because Breitwieser's mother destroyed the collection. She cut up the paintings and threw them away. She also got rid of larger items by throwing them into the Rhône-Rhine Canal.
8 He visited university libraries to find out information about the paintings or sculptures he stole.
9 Lucas Cranach the Elder's
10 He kept the entire collection in a dark-lit room because he didn't want the direct sunlight to damage the paint. He put the paintings in a new frame and repaired them if necessary.

Exercise 7 page 113

- Working in pairs, students complete the task.

Exercise 8 page 113

- Working in their pairs, students complete the task.
- Ask a few pairs who remembered more information.

Extra activity

- This whole-class activity could be done in replacement of exercises 7 and 8.
- Give students one minute to look through the whole text again, focusing on the people and places mentioned, then ask them to close their books.
- Divide the class into three groups – A, B, C.
- Turn to group A and say a person or place from the story, e.g. *'Mireille.'* They need to say who / what the name refers to, e.g. *'She's Stéphane Breitwieser's mother.'* If their answer is correct, award the group three points. If it is incorrect, ask group B whether they know the correct answer. If they can give it, award them two points. If they can't, ask group C. If they know the answer, they get one point. If no group can remember the information, provide it yourself.
- Then, turn to group B and say another name. Continue in the same way until all the names from the text have been said. Ensure that the activity is conducted at a good pace, to keep students interested and involved.
- The winning group has the most points at the end.

Exercise 9 page 113

- Students complete the discussion task.
- Elicit possible explanations from the class and confirm or explain how he committed the theft.

KEY

Breitwieser threw the carpet out of the window, and then dragged it across the car park to his car.

Exercise 10 Think & share page 113

- Working in pairs, students discuss the questions.
- Ask a few students to share their opinions and 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 scanning to understand a magazine article about an art thief.*

Further practice
Workbook page 89
Online practice

8.7 Global skills

Lesson summary

Listening: Dialogues demonstrating good / bad communication skills

Speaking: Discussing necessary job skills; a presentation about good communication skills; discussing how to improve communication skills

Reading: A leaflet about being a police community support officer

Vocabulary: Ways of speaking

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and do the presentations in exercise 4 in groups rather than as a whole class.

WARM-UP Put students into A / B pairs.

- Write on the board:
  Who did you talk to?
  What was the dialogue about?
  How did you feel during the dialogue?
  Why was it successful / unsuccessful?
- Ask the Student As to think of the last time they had a successful dialogue and the Student Bs to think of the last time they had an unsuccessful dialogue.
- Working in their pair, they take turns to describe their experience, answering the questions on the board.
- Ask a few students to share details of their dialogue with the class.

Exercise 1 8.07 page 114

- Play the audio for students to answer the question.
- Elicit ideas from the class, but do not conduct in-depth feedback at this stage as students will focus on the dialogues again in exercise 6.

Transcript

See Teacher's Guide, page 193.

Exercise 2 page 114

- Focus on the photos. Students discuss the questions in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Talking to citizens / people; patrolling the streets
They need to be relatively fit, have good communication skills, be observant and know how to react in difficult situations.

Exercise 3 page 114

Extra support

Pre-teach the vocabulary in the leaflet which you think may be unfamiliar to your students, e.g. *patrol*, *calm someone down*, *nod*, *non-verbal*, *gesture*, *take over*, *empathy*, *open mind*, *flexible*.

- Students read the leaflet and discuss the questions in pairs.
- Check the answers to questions 1 and 2 as a class and then ask a few students to share their answer to question 3.

KEY (SUGGESTED ANSWERS)

1 Police community support officers patrol the streets, try to reduce crimes and make communities / streets safe.
2 They have to talk to people, calm them down, or convince them not to commit crimes.
3 Students' own answers

Extra activity

- Write on the board:
  What challenges do you think PCSOs might face?
  What do you think the positive points of the job are?
  Could you imagine yourself doing this job in the future?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 4 Mediation page 114

AfL Teaching tip: diagnostics

Identifying obstacles to accomplishing a goal

It is useful for students to identify difficulties they foresee to achieving a goal and think about potential strategies they could use to overcome these.

Before students do exercise 4, ask them to discuss in pairs what difficulties they may encounter, e.g. *'I might forget some of the information in my presentation.'* They then come up with strategies to help, e.g. *'I can make some brief notes of the key points on a small piece of paper and refer to this if necessary.'*

See the notes on Assessment for Learning on page 9.

- Circulate and monitor, helping with language and answering queries as necessary.
- Pairs take turns to give their presentation to the class. With a large class or if time is lacking, consider dividing the class into smaller groups to do the presentations.
- Ask a few students which presentation they felt summarised the advice in the leaflet most effectively and elicit reasons why.

Exercise 5 Vocabulary page 114

- Students match the ways of speaking to the communication skills they refer to. Point out that for some words, there may be more than one option.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 Speak clearly 2 Be friendly and polite / Respect others
3 Be friendly and polite / Show empathy / Respect others
4 Speak clearly 5 Get to the point

Extra activity

- Write on the board:
  In what situations might you need to whisper?
  Generally speaking, do men or women gossip more?
  Why are some people more easily offended than others?
  Do you have any relatives who tend to ramble?
  How might someone be feeling if they're mumbling?
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas and opinions with the class.

Exercise 6 8.07 page 114

- Play the audio from exercise 1 for students to listen to the dialogues again and complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 The woman isn't really listening to what the man is saying. She's not being friendly when talking about her friend Anna.
2 The man isn't speaking clearly or getting to the point. The woman, on the other hand, is listening actively and shows empathy.
3 The manager is friendly, gets to the point, has an open mind and is flexible, he seems to respect others and their opinions. Frank speaks clearly and gets straight to the point.

Transcript

See Teacher's Guide, page 193.

Exercise 7 page 114

- Students discuss the question in pairs.
- Elicit suggestions from the class.

Extra activity

Ask students to imagine they are police community support officers. Working in pairs, they discuss how they would deal with the three situations described in paragraph 1 in the leaflet and what communication skills they would use. 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 evaluate and discuss what good communication skills are.*

Further practice

Workbook page 90

8.8 Speaking

Lesson summary

Speaking: Discussing crimes which are easy to notice; pronunciation: sentence stress: weak forms; describing and speculating about a crime scene

Listening: A police officer analysing a CCTV photo

Strategy: Making notes for a picture description task

Vocabulary: Useful language for describing pictures

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 for homework and do exercises 7 and 8 in the next lesson.

WARM-UP Ask students: *What might help the police to solve a crime?*

- Students discuss the question in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Evidence at the crime scene (e.g. hair, finger or footprints, blood), talking to witnesses or victims, looking at footage from CCTV, using sniffer dogs to track the criminal, interviewing suspects

Exercise 1 page 115

- Check the pronunciation and meaning of *crime scene* /ˈkraɪm siːn/ (the place where a crime has been committed and evidence may be gathered).
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 8.08 page 115

- Play the audio for students to complete the report card.
- Check answers as a class.

KEY

Date and time of the crime: Friday 3 June at 4.55 p.m.
Place: Golden Mug Café, High Street
What happened: Dave Thomson's violin was stolen.

Transcript

See Teacher's Guide, page 194.

Exercise 3 8.09 page 115

- Go through the Speaking strategy together, then give students time to read through the Phrasebook.
- Play the audio for students to complete the first column of the table. Explain that this time, they will hear the police officer's full description of the CCTV picture.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

The picture depicts …; It was taken …; In the bottom right-hand corner …; In the bottom left-hand corner …; Behind …; … next to …; To the left of …; It looks as if …; … he might be checking …; … they may be using …; … seems to be looking for …; I suppose he's about to …; If I had to make a guess, I'd say …; Judging by the fact that …, I suppose; I have the impression …

Transcript

See Teacher's Guide, page 194.

Exercise 4 8.10 page 115

- Students complete the task.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

hoodie, cap, grab

Transcript

See Teacher's Guide, page 194.

Extra support

- Write on the board: *teenage girls*, *Dave Thomson*, *businesswoman*, *man*, *elderly ladies*
- Working in pairs, students look at the photo and write a few objects related to each of the people / groups on the board, e.g. *teenage girls*: *lemonade*, *camera*, *phone*.
- Elicit suggestions from the class.

Extra activity

- Working in pairs, students take turns to say a sentence about the picture. The sentence can either be true (e.g. *In the bottom right-hand corner of the picture, a man is walking his dog.*) or contain some false information (e.g. *Mr Thomson's violin is lying on the chair in front of his.*)
- Their partner has to say whether the sentence is true or false and correct the false details, e.g. *Mr Thomson's violin is lying on the chair next to his*.
- Encourage students to use the expressions from the top section of the Phrasebook and remind them to use the present continuous to describe actions in progress.

Exercise 5 Pronunciation 8.11 page 115

- Go through the information in the Pronunciation box together.
- Play the audio for students to underline the stressed words and circle the unstressed words.
- Check answers as a class.

KEY

1 The picture depicts people sitting in the Golden Mug Café.
2 I suppose he's about to go inside to pay the bill.
3 Behind the girls' table, there's a man drinking coffee and reading a newspaper.
4 I think she's working on her laptop.
5 At the last table, two elderly ladies are sitting and eating ice cream.

Transcript

See Student's Book, page 115.

Extra support

The first time students listen, they just focus on and underline the stressed words in the sentences. Check answers and then play the audio again for them to identify and circle the unstressed words. Check answers as a class.

- Play the audio again, pausing for students to repeat the sentences.

Note!

Students may wonder why there is no *be* verb before *sitting* in sentence 1 and *drinking* in sentence 3. Explain that these are examples of reduced relative clauses, i.e. … *people who are sitting* … ; … *there's a man who is drinking* …

Exercise 6 page 115

- Focus on the picture. Students prepare to describe the picture by making notes in a table.

Exercise 7 page 115

- Students take turns in pairs to describe the picture.
- Ask a few pairs how similar their descriptions were and whether they used the same Phrasebook phrases and mentioned the same objects and people.

Exercise 8 Reflect page 115

- Students reflect on their performance and discuss the questions in pairs.
- Ask a few students how well they think they completed the task.

Extra activity

- Divide the class into groups.
- Ask each group to imagine a crime scene, captured in a CCTV photo. The number of people in the scene needs to be the same as the number in their group. Ask them to do a quick plan on paper to help them decide and show where the people are and what they're doing.
- Groups then take turns to come to the front of the class and pose as if they are the people in the crime scene.
- Working in their groups, the rest of the class describes and speculates about the scene, using the language from the Phrasebook, e.g. *'I have the impression they're in a clothes shop.' 'Yes, I agree. I guess the two people chatting on the right are shop assistants.' 'Yeah, and it looks as if the person on the left is about to steal something.'*
- Choose a group to share what they think is going on in the scene. The group at the front should say how accurate the description is.

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 note-taking to describe pictures effectively.*

Further practice

Workbook page 91
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary
Speaking: Talking about reporting crimes
Reading: A magazine article
Strategy: Introducing quotations
Vocabulary: Useful phrases for grabbing readers' attention
Writing: A magazine article

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 8 and 9 for homework.

WARM-UP Ask students: *What might someone do when they witness a crime?*

- Students discuss the question in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Phone the police / dial 999 (in the UK), report the crime to the police, go to the police station to give a statement, turn a blind eye / pretend not to have noticed, try to stop the criminal from getting away, help the victim

Exercise 1 page 116

- Students discuss the question in pairs.
- Ask students to raise their hand if they answered *yes* to the question. Choose a few students with their hand up to explain why and a few with their hand down to explain why not.

Exercise 2 page 116

- Students read the leaflet and complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

Have an interesting title, describe events that readers want to find out about, catch readers' attention

Exercise 3 page 116

- Students read and summarise the article.
- Working in pairs, students compare their summaries.
- Ask a few pairs how similar the content of their summaries was.

KEY (SUGGESTED ANSWER)

Ed left school late on Tuesday and noticed Jayden with a can of spray paint. Ed thought Jayden was vandalising the school wall. Jayden asked Ed not to tell anyone about it until Friday. Ed hesitated, but decided not to report it. On Friday there was a school assembly and it turned out that Jayden had painted a happy birthday sign to celebrate their school's 50th birthday.

Extra support

Students work in pairs to write their summary and then compare with another pair. Tell them it should focus just on paragraphs 2–4 and not include direct speech or unnecessary details, e.g. why Ed was late, what Jayden was wearing, what year Jayden was in, etc.

Extra activity

- Write on the board:
  How do you think Ed felt between Tuesday and Friday?
  Do you think he told anyone about what he'd seen?
  How do you think he felt when he saw the sign on Friday?
  Would you have acted in the same way as Ed?
- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

Exercise 4 page 116

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

KEY

4 – How did it finish? How did the author feel?
2 – What happened first? Where did it happen?
3 – What happened next? What did the author decide to do?
1 – How does the author introduce the story? How does he catch readers' attention?

Exercise 5 page 116

- Go through the Writing strategy together.
- Students rewrite the sentences.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 He begged me, 'You have to confess!'
2 He promised, 'I'll be your witness.'
3 She insisted, 'We can't do it. It's against the rules.'
4 He shouted, 'It can't be true! I don't believe you!'

Extra support

Before students do exercise 5, elicit examples of reporting verbs and write them on the board, e.g. *complain*, *advise*, *beg*, *encourage*, *persuade*, *remind*, *warn*, *threaten*, *insist*. If necessary, refer students back to Lesson 4.5 to review this grammar.

Exercise 6 page 116

Note!

Explain that the idiomatic expression *put someone / something to the test* means to put someone / something in a situation that will show what their / its true qualities are.

- Students read through the Phrasebook and then write alternative beginnings for the article in pairs.
- Ask a few pairs to read their best example to the class.

Exercise 7 page 116

- Circulate and monitor, helping with language and organisation as necessary.

Exercise 8 page 116

- Students complete the writing task.

Exercise 9 Check your work page 116

- Students go through the checklist before submitting their work.

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 magazine article, ask them to swap their writing with a partner. They read through each other's work, assess whether the first three points in the checklist in exercise 9 have been achieved and underline any mistakes with spelling, grammar and punctuation. 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 9.

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 direct quotations in a magazine article.*

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.

Grammar

Exercise 1 page 117

KEY
1 C 2 A 3 A 4 C 5 B

Exercise 2 page 117

KEY
1 going to protect 2 was spending 3 was about to 4 were going to close 5 was about to 6 wasn't going to change

Vocabulary

Exercise 3 page 117

KEY
1 CV 2 hire 3 the job description 4 receive weekly wages 5 headhunted 6 get a reference, former

Exercise 4 page 117

KEY
1 vandals 2 report the crime 3 arrested 4 confessed 5 launched 6 broken the law 7 shoplifted 8 robbery

Cumulative review

Exercise 5 page 117

KEY
1 B 2 A 3 B 4 C 5 C 6 B 7 B 8 A 9 A 10 C 11 B 12 A

Think & share

Exercise 6 page 117

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.

AfL Teaching tip: diagnostics

Student-generated reviews

Asking students to choose areas for review and create tasks causes them to spend time carefully considering the target language and evaluating their understanding.

Ask students to look through the course contents map on pages 2 and 3 and select the unit whose grammar and vocabulary they feel they would most benefit from reviewing. Allow them time to look back at the target language in that unit and write two review tasks, one focusing on grammar and the other vocabulary, with answers on the back. They then swap their review tasks with another student who has chosen the same unit, complete the review in their notebook and check their answers. To extend the activity, students could then swap reviews with students who have created tasks about other units.

See the notes on Assessment for Learning on page 9.

Further practice
Workbook page 93
Progress test

7–8 Exam skills

Lesson summary

Exam strategies: Listening: predicting topics and speakers from questions and answer options; Use of English: reading the text before completing a cloze task to gain a general understanding and after to check grammatical and logical fit of the answers; Reading: identifying words which link ideas together in a gapped text; Speaking: discussing and evaluating points in a collaborative task; Writing: planning an essay by making notes on arguments and supporting examples

Listening: Short monologues and dialogues about work and education

Reading: An article with tips for job interviews

Speaking: Discussing and evaluating aspects of a job

Writing: An argument essay

WARM-UP Write on the board:
What factors might affect …
the school a child attends? whether a child enjoys school? the career people choose? whether someone is successful in a job interview? whether someone accepts a job offer?

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

Listening

Exercise 1 page 118

- Go through the Listening exam strategy together.
- Students read through exercise 2 and predict in pairs what the topic and who the speaker of each text will be.
- Elicit suggestions from the class.

Exercise 2 8.12 page 118

- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 B 2 C 3 A 4 D 5 C

Transcript

See Teacher's Guide, page 194.

Extra support

- Remind students that the correct answers will probably be paraphrased on the audio and that distractors are likely to be included. Encourage students to wait until each speaker has finished talking before making their choice.
- After checking answers, play the audio again. Pause it after each speaker and elicit how the correct answer was paraphrased (e.g. 1B – The speaker says *If only I'd taken the opportunity to make this career move years ago!*) and what distractors were used (e.g. Speaker 1 says *I get on well with most of my colleagues*. This is a distractor for option A, but the answer is incorrect because she likes most of the people, not all of them.)

Use of English

Exercise 3 page 118

- Go through the Use of English exam strategy together.
- Students complete the task.
- Check the answer as a class.

KEY

1 not

Exercise 4 page 118

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

KEY

2 to 3 of 4 are 5 hand 6 on
7 take 8 other 9 such 10 the

Extra activity

- Write on the board:
  Why did you choose the school you are studying at?
  In the future, will there be more or fewer single-sex schools?
  Do you agree that the best choice of educational environment depends on each student's personality?
- Students discuss the questions in pairs.
- Ask a few students to share some information or opinions with the class.

Extra challenge

- 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 116 and write: _____ *you ever had to decide what was right and what* _____ *wrong? I'd always thought that rules and laws were there* _____ *that we didn't have to face such dilemmas. For me, sticking* _____ *the rules would mean I was doing* _____ *right thing, but last week's events put my beliefs to the test*.
- Students swap paragraphs with a partner, fill the gaps, then swap back to check.

Reading

Exercise 5 page 118

- Go through the Reading exam strategy together.
- Students complete the task.
- Check answers as a class.

KEY

Ideas which link with the word *They*: B 'three of your own', D 'relevant skills and experience', E 'telephone interviews', F 'a company website or social media accounts', I 'smart but comfortable clothes'
The sentence which also fits the topic is F.

Exercise 6 page 119

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

KEY

2 D 3 B 4 I 5 A 6 H

Extra support

When checking answers, elicit words or phrases which link ideas together, e.g. 2 = *good at the job*, *skills and experience*, *specific examples* (*of the skills and experience*).

Speaking

Exercise 7 page 119

- Go through the Speaking exam strategy together.
- Students think of pros and cons for each idea.

Exercise 8 page 119

- Working in pairs, students complete the task.
- Ask a few pairs to share some ideas they talked about with the class.

Writing

Exercise 9 page 119

- Go through the Writing exam strategy together.
- Students complete the planning task.

Exercise 10 page 119

Extra support

- Write the following on the board:
  Sequencing: *Firstly, … ; Secondly, … ; Finally / Lastly, …*
  Contrasting: *On the other hand, … ; However, … ; Having said that, … ; That having been said, … ; … but … ; Nevertheless, …*
  Summing up: *On balance, … ; To sum up, … ; All in all, … ; On the whole, … ; In conclusion, … ; In summary …*
- Encourage students to include a range of these words and phrases in their essay to help provide a clear structure.

- 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)

Nowadays, it is becoming more and more common for people to use the internet, online resources and remote teachers for their education instead of attending lessons in schools and colleges. There are both advantages and disadvantages to this.

Firstly, if a teacher is teaching lessons online, there is no reason why the quality shouldn't be the same as in the classroom. Sometimes there are technical issues with the internet, but these aren't usually too much of a problem. Whether online learning is enjoyable probably depends on the individual person. Some people prefer to learn at their own speed, so online learning may be more appropriate for them. On the other hand, many students like to work with other people and share ideas.

Finally, there are so many online resources available that you can nearly always find what you need. However, not everything is good quality or has reliable information. In a classroom, a good teacher can help you to choose the best materials.

In conclusion, I believe that online learning can be an enjoyable and rewarding experience for many people, as long as it is carefully planned and well organised.

AfL Teaching tip: success criteria

Effective self-regulatory feedback gives a prompt on how to move learning forward

Encouraging students to assess their own work against success criteria makes them more reflective and responsible learners.

As a class, agree on some success criteria for exercise 10 (e.g. *Does your essay have an introduction, conclusion and clear paragraphing? Have you included an argument and counter-argument with examples for each point? Have you included a range of language for sequencing and contrasting?*) Ask students to read their completed essay and consider how well it meets these criteria and what they could do better next time. Ask students to share their self-assessments in pairs.

See the notes on Assessment for Learning on page 9.

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 predict topics and speakers from questions and answer options in a listening task. I can read the text before completing a cloze task to gain a general understanding and after to check grammatical and logical fit of the answers. I can identify words which link ideas together in a gapped text. I can discuss and evaluate points in a collaborative task. I can plan an essay by making notes on arguments and supporting examples.*

Further practice

Workbook pages 94–95

Vocabulary booster

Vocabulary booster 1 objective

Vocabulary: To review, practise and extend the vocabulary to talk about films / filming and the written word

Exercise 1 Get started 1.06 page 120

- Play the audio for students to check their answers.

KEY

act; character; director; ending; hero/heroine; review; scene; title

Extra activity

Students decide in pairs what the remaining words in exercise 1 could be used to talk about. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

episode = TV series or radio show; journalist = news; magazine = reading; stage = theatre / a live performance

Exercise 2 page 120

KEY

1 episode 2 heroine 3 character, stage 4 scene
5 director, acts 6 journalist

Exercise 3 page 120

- Working in pairs, students discuss the questions.
- Ask a few students to share something they found out from their partner with the class.

Extra activity

As an alternative, students first write brief answers to the questions in exercise 3. They then mingle and try to find a different classmate with the same answer for each. Ask a few students to share details of something they have in common with a classmate, e.g. *Zak and I usually get recommendations from our friends about films or TV shows to watch. We hardly ever read reviews.*

Exercise 4 Practise page 120

KEY

1 B 2 F 3 G 4 E 5 D 6 A 7 H 8 C

Extra support

Ask students to practise the collocations in exercise 4 in pairs by taking turns to say a noun and respond with the collocating phrase, e.g. *'costumes' 'design costumes'*.

Exercise 5 page 120

KEY

1 blogger 2 journal 3 cover 4 romantic
5 songwriter 6 edited 7 poet 8 thrillers

Extra challenge

Ask students to write a sentence to illustrate the meaning of each unused alternative in exercise 5.

Exercise 6 Extend 1.07 page 120

- Give students time to compare their answers in pairs, then play the audio for them to check their answers.

KEY

1 cast 2 rehearsal 3 genre 4 quotation
5 villain 6 adaptation 7 screenwriter
8 blockbuster

Extra activity

Say the words from exercise 6 and ask students to underline the stressed syllable in each. Check answers and then say the words again for students to repeat.

KEY

adaptation, blockbuster, cast, genre, quotation, rehearsal, screenwriter, villain

Exercise 7 page 120

KEY

1 adaptation 2 genres 3 rehearsals 4 screenwriter
5 blockbuster 6 cast 7 villain 8 quotation

Extra activity

- Write on the board:
  Have you seen Arrival *or* Ocean's Eleven*? If so, do you agree with the opinions expressed in the reviews? If not, would you like to see these films, based on these reviews?*
  What films have you watched recently which you would recommend?
- Working in pairs, students discuss the questions.
- Ask a few students to share some details with the class.

Further practice

Workbook page 104

Vocabulary booster 2 objective

Vocabulary: To review, practise and extend the vocabulary to talk about geographical features, landscapes and the environment

Exercise 1 Get started 2.04 page 121

- Play the audio for students to check their answers.

KEY

1 explore 2 canoeing 3 destination 4 hiking
5 set 6 go 7 get 8 rock climbing

Exercise 2 2.05 page 121

- Working in pairs, students check the meaning of the words.
- Play the audio for students to repeat the words.

- Students write sentences to show each of the words in context.
- Elicit suggestions from the class.

Exercise 3 page 121

- Working in pairs, students discuss the questions.
- Ask a few students to share some opinions and ideas with the class.

Exercise 4 Practise page 121

KEY

1 gorgeous scenery 2 waterfalls 3 landscape
4 grassland 5 surrounded 6 woodland areas
7 stream

Extra challenge

- Ask students to choose five of the unused options and write a short paragraph including them about an imagined summer holiday.
- Students swap their paragraphs in pairs and read each other's work.
- Ask a few students whose holiday they think was better – theirs or their partner's – and elicit reasons why.

Exercise 5 page 121

Extra support

Before students complete the sentences, ask them to review the meaning of the words and phrases in pairs and decide whether each is good or bad for the environment. Elicit answers from the class. Where students disagree on whether something has a positive or negative environmental effect, encourage them to try and explain their point of view.

KEY

1 greenhouse gas emissions 2 wind turbines
3 has a negative impact 4 nuclear energy 5 global warming 6 power station 7 recycling waste

Extra activity

Working in pairs, students make two lists of other things which are good or bad for the environment. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Good for the environment: renewable energy, natural resources, solar panels, sustainable tourism
Bad for the environment: deforestation, climate change, polluting the atmosphere

Exercise 6 Extend 2.06 page 121

- Play the audio for students to check their answers.

KEY

1 excursion 2 landfill 3 endangered
4 shore 5 reserve 6 generate

Exercise 7 page 121

KEY

1 endangered 2 landfill 3 generate
4 reserves 5 shore 6 excursion

Extra activity

- Put students into A / B pairs.
- Ask the Student As to write three questions for their partner, using the words and phrases from 1–3 in exercise 6, e.g. *Did you enjoy the last school excursion you went on?*
- Ask the Students Bs to do the same with the words and phrases from 4–6, e.g. *For what reasons might someone visit a nature reserve?*
- Working in their A / B pair, students take turns to ask their questions and respond to their partner's.
- Ask a few students to share one of their partner's answers with the class.

Further practice

Workbook page 105

Vocabulary booster 3 objective

Vocabulary: To review, practise and extend the vocabulary to talk about illnesses, injuries, treatments and cures

Exercise 1 Get started 3.06 page 122

- Play the audio for students to check their answers.

KEY

Health problems: break an arm, have a cold, high temperature, injury, suffer from
Things you do to stay healthy: do a workout, do yoga, healthy lifestyle, look after yourself, rest

Extra support

Tell students which answers are in the *health problems* column of the table (i.e. 1, 2, 3, 9, 10) and which are in the *things you do to stay healthy* column (i.e. 4, 5, 6, 7, 8).

Exercise 3 page 122

KEY

1 (high) temperature 2 had a cold 3 injury 4 rest
5 do a workout 6 look after herself
7 doing yoga / to do yoga 8 healthy lifestyle
9 suffers from 10 broke my arm

Extra activity

- Write on the board:
  When was the last time you had a cold / a high temperature / an injury?
  Does anyone in your family suffer from an allergy / do yoga / do a regular workout / have a very healthy lifestyle?
  Have you ever broken an arm / been told to rest by a doctor / thought about looking after yourself better?
- Working in pairs, students discuss the questions. Encourage them to give additional information about the situations.
- Ask a few students to share an answer with the class.

Exercise 4 Practise page 122

KEY

1 a backache 2 fever 3 sore throat 4 cough
5 the flu

Extra activity

- Working in pairs, students write five mini-dialogues with the unused alternatives in exercise 3, e.g. *'This mosquito bite on my foot is so itchy!' 'Stop scratching it! That's the worst thing you can do. Put some ice on it instead.'*
- Ask a few pairs to perform a mini-dialogue for the class.

Exercise 5 page 122

Extra support

- Ask students to first read through the text and decide what type of word is missing from each gap, i.e. 1, 3, 4 = infinitive verb; 2, 5 = noun; 6 = *-ing* verb.
- Elicit answers from the class.
- Remind students that *cure* can be used as a noun or a verb.

KEY

1 keep in shape **2** symptoms **3** get a prescription **4** cure **5** surgery **6** recovering

Exercise 6 Extend 3.07 page 122

- Play the audio for students to check their answers.

KEY

1 heal **2** ambulance **3** sneeze **4** wound **5** immune **6** vaccination **7** examine **8** germ

- Say the words for students to repeat. Focus on accurate word stress and pronunciation.

Exercise 7 page 122

- Make it clear that students need to use the same base word for both sentences A and B in each question.

KEY

1 wound, wound **2** sneeze, sneezing **3** is examining, examined **4** healed / has healed, heal **5** germs, germs **6** immune, immune

Extra challenge

Working in pairs, students write other forms of the words in exercise 5. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

ambulance → ambulances; examine → examining, examination; heal → healing; immune → immunity; sneeze → sneezed; vaccination → vaccinate, vaccine; wound → wounded

Extra activity

Ask students to close their books. Give them two minutes to write down as many of the health words from Vocabulary booster 3 as they can remember. Find out who remembered the most words, then ask students to look back at page 122 to see which words they forgot.

Further practice

Workbook page 106

Vocabulary booster 4 objective

Vocabulary: To review, practise and extend the vocabulary to talk about people's personalities and family relationships

Exercise 1 Get started 4.06 page 123

- Play the audio for students to check their answers.

KEY

1 C **2** A **3** F **4** E **5** G **6** D **7** H **8** B

Extra activity

Ask students to cover 1–8 and just look at A–H. Working in pairs, they try to remember the correct verbs to go with each phrase.

Exercise 2 page 123

Extra support

Ask students to first read through the text and decide what form of the verb / tense is needed for each answer, i.e. 1 = infinitive verb; 2, 3, 5 = present simple; 4 = past simple. Elicit answers from the class.

KEY

1 rely on **2** have lots in **3** are into **4** fell out **5** keep in

Exercise 3 page 123

Extra support

- Give students time in pairs to write questions using some of the phrases in exercise 1.
- Circulate and monitor, pointing out any errors and encouraging self-correction.
- Students then swap partners to complete the discussion task.

- Working in pairs, students ask and answer questions.
- Ask students to raise their hand if they found something they have in common with their partner. Choose a few students to give an example.

Exercise 4 Practise page 123

KEY

1 is ambitious **2** is generous **3** is easy-going **4** is hard-working **5** is talkative **6** is selfish **7** is modest **8** lacks confidence **9** is shy **10** is determined

Extra activity

Working in pairs, students describe members of their family and friends using the underlined phrases in exercise 4. Encourage them to give examples of people's behaviour. Ask a few students to tell the class about one person they spoke about.

Extra challenge

Ask students to write opposites of the underlined phrases in exercise 4. Elicit possible answers from the class.

KEY (SUGGESTED ANSWERS)

1 is outgoing / extroverted 2 is boastful / big-headed 3 is unambitious 4 is mean / stingy 5 is anxious / tense 6 is (self-)confident 7 is caring / thoughtful 8 is quiet / reserved

Exercise 5 page 123

KEY

1 adopted 2 siblings 3 related 4 takes after 5 generation 6 brother-in-law 7 close family 8 follow in my mum's footsteps

Extra challenge

Ask students to write a sentence to illustrate the meaning of each unused alternative in exercise 5.

Exercise 6 Extend 4.07 page 123

- Play the audio for students to check their answers.

KEY

1 open-minded 2 close-knit 3 immature 4 adolescent 5 look alike 6 sensitive 7 socialise 8 people skills

- Say the words for students to repeat. To help with word stress, tap on the desk as you say the stressed syllable and get students to do the same as they repeat the word.

Exercise 7 page 123

- Students discuss the questions in pairs.
- Circulate and monitor, making a note of errors, particularly with the target vocabulary.
- Do a whole-class correction and feedback activity at the end of the task.

Further practice

Workbook page 107

Vocabulary booster 5 objective

Vocabulary: To review, practise and extend the vocabulary to talk about international trade, money and finance

Exercise 1 Get started 5.06 page 124

- Play the audio for students to check their answers.

KEY

1 make 2 get 3 find 4 pay 5 get 6 borrow 7 place 8 open

Exercise 2 page 124

Extra support

Ask students to first read through the sentences and decide what form of the verb is needed to fill each gap, i.e. 1, 3, 6 = infinitive; 2, 8 = past simple; 4, 7 = *-ing* form; 5 = present simple. Elicit answers from the class.

KEY

1 borrow money from a friend 2 made, purchases 3 get a refund 4 paying my own bills 5 finds, bargains 6 place an order 7 opening, bank account 8 got a discount

Exercise 3 page 124

- Working in pairs, students ask and answer questions using the phrases in exercise 1.
- Ask a few students to share some information about their partner with the class.

Exercise 4 Practise page 124

Extra support

Allow students to look at the word building table in exercise 9 on page 65 to help them complete the sentences.

KEY

1 consumers 2 importers 3 production 4 retailers 5 supplies 6 trade 7 export

Exercise 5 page 124

KEY

1 make 2 charges 3 earn 4 got into 5 withdraw 6 check

Extra activity

- Write on the board:
  Although Ben earns a good wage, …
  Our neighbours got into huge debt because …
  Dana withdrew some cash on her way home, but …
  When I checked my bank statement, to my surprise …
  Our bank is going to charge a higher interest rate, so …
  Even though I've made a deposit every week, …
- Students copy and complete the sentences with their own ideas.
- Ask students to share their ideas in pairs, then ask a few students to read a sentence to the class.

Exercise 6 Extend 5.07 page 124

- Play the audio for students to check their answers.

KEY

1 owe 2 investment 3 income 4 budget 5 transfer 6 shipping 7 warehouse 8 negotiate

Exercise 7 page 124

KEY

1 shipping 2 warehouse 3 transfer 4 income 5 owe 6 investment 7 budget 8 negotiate

Extra challenge

- Put students into groups of four and letter them A, B, C, D.
- Ask the Students As to write two questions for their group, using the words *budget* and *income*, e.g. *Is it a good idea to set yourself a budget when you go on holiday? Which industries generate the most income for your country?*

- The Student Bs do the same with the words *investment* and *owe*, the Student Cs with *negotiate* and *shipping* and the Students Ds with *transfer* and *warehouse*.
- Students ask and answer their questions in their group.
- Ask each group to feed back on one or two of their discussion points.

Extra activity

Ask students to test each other's vocabulary in pairs by taking turns to give a definition or example for a word or phrase from Vocabulary booster 5, for their partner to guess.

Further practice

Workbook page 108

Vocabulary booster 6 objective

Vocabulary: To review, practise and extend the vocabulary to talk about rooms, furniture, equipment and types of homes / renting a home

Exercise 1 Get started 6.07 page 125

- Play the audio for students to check their answers.

KEY

1 furniture 2 rug 3 cooker 4 sink
5 chimney 6 entrance

Exercise 2 page 125

KEY

1 cooker 2 sink 3 rug 4 furniture
5 entrance 6 chimney

Extra activity

Put students into groups and ask them to take turns to describe other furniture or parts of the house, e.g. *You find this is the living room. Two or three people can sit on it.* The first person to give the correct answer, e.g. *sofa*, gets a point. Find out who scored the most point in each group and who is the overall class winner.

Exercise 3 page 125

- Working in pairs, students ask and answer questions about things in their homes.
- Ask a few students to share some details with the class.

Exercise 4 Practise page 125

Extra challenge

- Ask students to cover the options in 1–7 and to read the text and fill the gaps with suitable words.
- Ask them to then check the options to see if their predicted words are listed and, if not, to choose the correct option given.
- Check answers as a class and elicit any other words students think could grammatically and logically fill the gaps. Confirm the suggestions or explain why they are unsuitable.

KEY

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

Extra challenge

Students write a description of an imagined home to include eight of the unused options in exercise 4. Students swap their work in pairs and read their partner's description. They then tell each other whether they would like to live in the described home and give reasons why / why not. Ask a few students to share their decision and reasons with the class.

Exercise 5 page 125

KEY

1 downtown 2 semi-detached 3 walking
4 an estate agent 5 cottage 6 in the suburbs

Extra activity

Working in pairs, students discuss the meaning of the unused options in exercise 5. Elicit suggestions from the class.

Exercise 6 Extend 6.08 page 125

- Play the audio for students to check their answers.

KEY

1 tenant, landlord 2 Unfurnished 3 blinds
4 deposit

- Say the words for students to repeat.

Exercise 7 page 125

KEY

1 blinds 2 unfurnished 3 landlords
4 tenants 5 security deposit

Extra activity

- Write on the board:
  If you rented an unfurnished flat, what furniture would you buy first?
  Does your home have blinds or curtains? Which do you prefer?
  Why might a tenant lose his/her security deposit?
  What questions would you ask a landlord before deciding whether to rent his/her property?
- Working in pairs, students discuss the questions.
- Ask a few pairs to give some brief feedback on their discussion.

Further practice

Workbook page 109

Vocabulary booster 7 objective

Vocabulary: To review, practise and extend the vocabulary to talk about the education system and subjects in higher education

Exercise 1 Get started 7.05 page 126

- Play the audio for students to check their answers.

KEY

1 chemistry, geography, physics 2 revise, pass, fail
3 attend, drop out of 4 assignment, essay

Extra activity

Working in pairs, students add extra words to the four categories in exercise 1. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 biology, history, maths, English, drama, art, music, PE, technology
2 take, sit, do, complete, prepare for, grade, mark
3 start, finish, leave, go to, change, miss, be absent from
4 research, worksheet, exercises, online practice, revision

Exercise 2 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 and form is correct.

KEY

1 revising 2 chemistry 3 failed
4 essay / assignment 5 (had) dropped out of
6 geography 7 passed 8 physics

Exercise 3 page 126

- Working in pairs, students discuss the questions.
- Ask students to raise their hand if they had any answers in common with their partner. Choose a few students to give an example. Then, ask a few students with their hand down to share a difference between them and their partner.

Exercise 4 Practise page 126

KEY

1 graduated 2 share 3 handed in 4 follow 5 gain

Extra activity

- Ask students to write five sentences about themselves using the collocations in exercise 4. Some of the sentences should be true and some false.
- Working in pairs, students take turns to read a sentence and their partner says if they think it's true or false and gives a reason, e.g. *'Nobody in my family has graduated from university.' 'That's definitely not true! I know your mum's a lawyer, so she must have gone to university.'*
- Ask a few students to share something new they found out about their partner.

Exercise 5 page 126

Extra support

- Put the gapped words on the board and provide the missing vowels, e.g. 1 *e _ _ i _ ee _ i _ _*.
- Working in pairs, students decide what the higher education subjects are and add the missing consonants to complete the words.
- Check answers and spellings as a class.

KEY

1 engineering 2 architecture 3 literature
4 sociology 5 politics 6 psychology

Exercise 6 Extend 7.06 page 126

- Play the audio for students to check their answers.

KEY

1 A 2 B 3 B 4 A 5 A

Extra challenge

- Write on the board:
  have a detention, a sabbatical, expel, a bachelor's degree, a set text
- Students match the words on the board to the unused explanations in exercise 6.
- Check answers as a class.

KEY

1 B a bachelor's degree 2 A a sabbatical
3 A have a detention 4 B a set text 5 A expel

- As an extension, ask students to choose three items on the board and write questions for a partner. When doing exercise 7, students also ask each other these questions.

Exercise 7 page 126

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

Extra activity

- Tell students to imagine that, like Annie in exercise 2, they have had a bad week at school. Ask them to write a message to a friend (similar to that in exercise 2) detailing what has gone wrong.
- Ask students to swap and read each other's messages.
- Ask a few pairs whose week at school was worse and why.

Further practice

Workbook page 110

Vocabulary booster 8 objective

Vocabulary: To review, practise and extend the vocabulary to talk about applying for a job, crime and criminals

Exercise 1 Get started 8.04 page 127

- Play the audio for students to check their answers.

KEY

1 out 2 in 3 at 4 up 5 after 6 from
7 in 8 on

- Working in pairs, students compare the activities they've done. Encourage them to ask follow-up questions to find out more information about their partner's experiences.
- Ask a few students to share details of an experience.

Extra activity

Tell students to imagine that they have done **all** of the activities in exercise 1. They should use their creativity and invent details about the experiences they haven't really had. Ask a few students to share their partner's most imaginative answer with the class.

Exercise 2 page 127

- After checking the correct word order in the sentences, elicit the meaning of the words in bold.

KEY

1 A detective looks for clues to solve the mystery.
2 You'll be punished if you do something illegal. / If you do something illegal, you'll be punished.
3 A victim is a person who, for example, was attacked in the street.

a **detective** = a person whose job is to investigate crimes and catch criminals
a **clue** = an object, a piece of evidence or some information that helps the police solve a crime
solve = find the correct answer or explanation for something
a **mystery** = something that is difficult to understand or explain
punish = make somebody suffer because they have done something illegal or wrong
illegal = not allowed by the law
a **victim** = a person who has been attacked, injured or killed as the result of a crime
attack = use violence to try to hurt or kill somebody

Extra support

Write the definitions in the Key above on the board in a random order. Working in pairs, students match them to the bold words in the sentences. Alternatively, read out one definition at a time and elicit the word from the class.

Exercise 3 page 127

KEY

1 carry out, working from home 2 succeeded in, on the checkout 3 take up, detective 4 looking after, punishment

Exercise 4 Practise page 127

KEY

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

Extra activity

Put students into A / B pairs. Ask the Student As to write four gapped sentences to practise one of the unused options in questions 1–4, e.g. *I always _____ the job description carefully before completing the application form*. Ask the Student Bs to do the same with the unused options in questions 5–8. Students swap sentences with their partner, choose the correct options to fill the gaps, then swap back to check.

Exercise 5 page 127

KEY

1 justice 2 vandalism 3 burglaries 4 robberies
5 shoplifters 6 confessed

Exercise 6 Extend 8.05 page 127

- Play the audio for students to check their answers.

KEY

1 C 2 G 3 H 4 B 5 A 6 D 7 E 8 F

Exercise 7 page 127

KEY

1 offences 2 vacancies 3 voluntary
4 criminal record 5 resign 6 occupation
7 suspect 8 sentence

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

Further practice

Workbook page 111

Grammar booster

Grammar booster 0.1 objective

Grammar: To consolidate grammar rules for articles

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 128

KEY

1 the, the, a 2 –, a, the 3 an, –, the 4 a, the, a
5 the, the, an 6 the, a, the

Exercise 2 page 128

KEY

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

Exercise 3 page 128

KEY

1 a 2 – 3 – 4 The 5 – 6 – 7 the 8 – 9 a
10 a 11 – 12 The 13 the 14 the 15 the

Further practice
Workbook page 4

Grammar booster 0.2 objective

Grammar: To consolidate grammar rules for quantifiers

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 129

KEY

1 every 2 a little 3 each 4 many 5 some
6 Few 7 both 8 no

Exercise 2 page 129

KEY

2 often hang out with a few friends 3 have / 've told none of our friends the bad news 4 a little time before the train leaves 5 hasn't got any money 6 has / 's been little rain recently 7 every one of our matches so far 8 few tourists visit

Exercise 3 page 129

KEY

1 few 2 Both of 3 each of 4 Most of 5 several
6 none of 7 All of 8 many 9 every 10 any of
11 some 12 little

Further practice
Workbook page 5

Grammar booster 0.3 objective

Grammar: To consolidate grammar rules for zero, first and second conditionals

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

KEY

1 D 2 G 3 F 4 A 5 B 6 H 7 E 8 C

Exercise 2 page 130

KEY

1 won't go 2 don't water 3 would / 'd walk
4 studies 5 didn't buy 6 will / 'll get
7 stay 8 wouldn't go out

Exercise 3 page 130

KEY

2 It usually gets cold when the sun goes down.
3 If I had a lot of money, I'd buy a big house.
4 We'll be bottom of the league if we don't win our next match.
5 I wouldn't worry if I were you.
6 I won't go out tonight unless I finish my homework.
7 If it rains, there's always more traffic.
8 They wouldn't keep chickens if they didn't live in the country.

Further practice
Workbook page 6

Grammar booster 0.4 objective

Grammar: To consolidate grammar rules for comparison

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 131

KEY

1 quicker / more quickly 2 the hardest 3 the best
4 less difficult 5 worse 6 least dangerous
7 louder / more loudly 8 the most efficiently

Exercise 2 page 131

KEY

2 I understand English better than I speak it.
3 My mum drives more carefully than my dad.
4 It's just as hot today as it was yesterday.
5 This chair is the least comfortable in the room.
6 Tony is by far the most talented artist in my class.
7 It's getting harder and harder to save money.
8 That was the worst film I've ever seen.

Exercise 3 page 131

KEY

1 by far the most boring 2 write more clearly
3 the earlier we'll get 4 cost much less than / was much cheaper than 5 sings the most beautifully 6 run as fast / quickly as 7 the furthest / farthest I've ever
8 are getting higher and higher

Further practice
Workbook page 7

Grammar booster 1.2 objective

Grammar: To consolidate grammar rules for present tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 132

KEY

1 isn't raining 2 leaves 3 doesn't believe
4 is going 5 is always losing 6 wears 7 says
8 'm trying

Extra support

When checking answers, elicit why the present simple or continuous is used, e.g. 1 = to talk about something happening now, 2 = to talk about a timetable in the future.

Exercise 2 page 132

- Make it clear that for each item, one sentence is present simple and the other present continuous.

KEY

1 'm seeing; see 2 do, think; are, thinking
3 smells; is, smelling 4 are, feeling; feels
5 look; 's looking 6 is tasting; tastes

Extra activity

- Write on the board:
  feel, have, look, see, smell, taste, think
  1 _____ *you* _____ *your grandparents next weekend?*
  2 *Who* _____ *the teacher* _____ *at right now?*
  3 *What* _____ *you* _____ *of the education system in your country?*
  4 *How* _____ *you* _____ *today?*
  5 _____ *you* _____ *your own bedroom or do you share?*
  6 _____ *food sometimes* _____ *better than it* _____ *?*
- Students use the given verbs to complete the questions.
- After checking answers as a class, ask students to discuss the questions in pairs.

KEY

1 Are, seeing 2 is, looking 3 do, think
4 are, feeling 5 Do, have 6 Does, taste / smell, smells / tastes

Exercise 3 page 132

KEY

1 are / 're having 2 go 3 sounds 4 love
5 Do, have 6 belongs 7 am / 'm, asking 8 starts
9 am / 'm helping 10 means

Further practice

Workbook page 9

Grammar booster 1.5 objective

Grammar: To consolidate grammar rules for past and perfect tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 133

KEY

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

Extra challenge

Students write four more gapped sentences, each with three answer options, to test past and perfect tenses. They swap sentences in pairs, choose the correct options, then swap back to check each other's answers.

Exercise 2 page 133

Extra support

Ask students to first read through the sentences and underline any key words or phrases which will help them determine which tense to use, e.g. *while*, *last night*, *yet*. Students compare the words they have underlined in pairs and discuss the probable tenses, e.g. *while* is often followed by the past continuous. Elicit suggestions from the class.

KEY

1 broke, was doing 2 stopped, wasn't wearing
3 didn't recognise, had changed 4 has travelled, went
5 have / 've been painting, haven't finished
6 has been playing, joined

Exercise 3 page 133

- Before starting to fill the gaps, suggest students first read the email through quickly to gain an overall understanding.

KEY

1 have / 've had 2 stopped 3 was writing
4 hadn't saved 5 could 6 got 7 have / 've taken
8 lost 9 fell 10 was running 11 have / 've been using 12 have / 've been doing

Further practice

Workbook page 12

Grammar booster 2.2 objective

Grammar: To consolidate grammar rules for talking about the future

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 134

KEY

1 is / 's going to call 2 will / 'll carry 3 is / 's getting
4 won't tell 5 am / 'm going 6 will / 'll enjoy
7 starts 8 will / 'll have

Extra support

When checking answers, elicit why the future form is used in each case, e.g. 1 = a future plan / intention, 2 = to make an offer, 3 = a planned and arranged future event.

Exercise 2 page 134

KEY

1 I'll turn off the lights before I go to bed.
2 I'll stay until you get back.

3 She won't be happy when she hears the news.
4 Dan will tidy the kitchen after he has lunch. OR Dan will tidy the kitchen after he has / 's had lunch.
5 We'll be back before Gran gets our postcard.
6 They won't turn over their exams until the teacher tells them to. OR They won't turn over their exams until the teacher has told them to.
7 Kate will send her address when she finds a flat. OR Kate will send her address when she has found a flat.
8 I'll pay you back as soon as I get some money.

Extra challenge

- Students write an alternative time conjunction and clause to complete each of the sentences in exercise 2, e.g. 1 *I'll turn off the lights* ***when I leave the house***.
- Working in pairs, students take turns to read out a time clause and their partner says which sentence it completes, e.g. *'before his parents get home' 'Sentence 4'*.

Exercise 3 page 134

KEY

1 Are, doing 2 am / 'm going 3 starts 4 are, going to sleep 5 will / 'll be OR is / 's going to be 6 will / 'll have 7 will / 'll ask 8 gets 9 won't forget 10 have / 've spoken

Further practice

Workbook page 19

Grammar booster 2.5 objective

Grammar: To consolidate grammar rules for the future continuous and future perfect

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 135

KEY

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

Exercise 2 page 135

KEY

1 will have started 2 will be walking 3 will / 'll have saved 4 will / 'll have read 5 will be staying
6 will / 'll be snowing / will have snowed

Exercise 3 page 135

Extra support

Ask students to firstly read through the dialogue and decide which verb is needed for each gap, e.g. 1 = *make*, 2 = *do*, etc. Elicit answers and write them on the board for students to refer to as they complete the task.

KEY

1 will have made 2 will be doing 3 will / 'll be spending 4 will have discovered 5 will / 'll be living
6 will have lost 7 won't be enjoying
8 will / 'll be worrying

Further practice

Workbook page 22

Grammar booster 3.2 objective

Grammar: To consolidate grammar rules for question forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 136

Extra support

Tell students which word starts each question and that numbers 1–4 are direct questions and 5–8 indirect questions.

KEY

1 What are you thinking about?
2 Who did you go to the concert with?
3 What happened in the last maths class?
4 Who ate all the chocolate cake?
5 Do you have any idea where my phone is?
6 Can you tell me where the toilets are?
7 Do you know whether Harry likes cheese?
8 Could you tell me if there's a bus stop near here?

Exercise 2 page 136

KEY

1 we parked 2 did you buy 3 the library is open
4 your name is 5 What made 6 do you listen to
7 this coat is 8 Who wrote

Exercise 3 page 136

- Before they complete the questions, encourage students to read the entire dialogue to gain an overall understanding. Point out that they need to focus in particular on the answers to determine what the questions should be.

Extra support

Draw students' attention to the key words in each answer in the dialogue and elicit what the question word will be, e.g. 1 *at home = where*, 2 *my wife = who*, 3 *watching a film = what*.

KEY

1 where you were 2 Who were, with 3 what you were doing 4 how often you watch 5 did you watch
6 What happened 7 what time it finished 8 why you're asking 9 Who told you

Further practice

Workbook page 31

Grammar booster 3.5 objective

Grammar: To consolidate grammar rules for talking about ability

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

KEY

1 could 2 managed to 3 been able to 4 be able to
5 were able to 6 being able to 7 'll be able to 8 can

Extra support
When checking answers, elicit why each is the correct option, e.g. 1 *'could' is correct because we are talking about general ability in the past*.

Exercise 2 page 137

KEY
1 can't 2 couldn't 3 to be able to 4 being able to
5 could 6 hasn't been able to 7 was able to
8 will / 'll be able to

Exercise 3 page 137

KEY
1 haven't been able to write 2 was able to avoid / managed to avoid 3 couldn't get up / wasn't able to get up 4 was able to put / managed to put 5 couldn't do / wasn't able to do 6 can sit / 'm able to sit 7 to be able to go 8 won't be able to ride

Further practice
Workbook page 34

Grammar booster 3.9 objective
Grammar: To consolidate grammar rules for imperatives and infinitive of purpose

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 138

KEY
1 G 2 A 3 E 4 B 5 C 6 H 7 D 8 F

Extra challenge
- Students write an alternative purpose clause to complete each of the sentences, e.g. *They are saving money* ***so that they can visit relatives in Australia next year***.
- Students take turns in pairs to read out a purpose clause and their partner says which sentence it completes, e.g. *'to get some cough medicine from the pharmacy' 'Sentence eight'*.

Exercise 2 page 138

KEY
1 Turn 2 to feed 3 speak 4 Look 5 Don't panic
6 to have 7 To make 8 Don't be

Extra support
When checking answers, elicit which rule each matches to, e.g. 1 = to give directions, 2 = to give instructions, etc.

Exercise 3 page 138

KEY
1 Tom went to the shop to buy / in order to buy some milk and bread.
2 Julia went to the Netherlands to see / in order to see the famous tulip fields.
3 Chris is moving to Italy not to study Italian, but to study / in order to study architecture.
4 I have to go to the bank to withdraw / in order to withdraw some money.
5 Sally called me to invite / in order to invite me to her wedding.
6 Jim hurried so that he wouldn't be late. / Jim hurried in order not to be late.

Further practice
Workbook page 38

Grammar booster 4.2 objective
Grammar: To consolidate grammar rules for reported speech: statements and questions

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 139

Extra support
Tell students which two words start each sentence.

KEY
1 I / She asked my sister what she / I was doing.
2 She asked him whether he wanted tea or coffee.
3 He asked me if I had ever been to Peru.
4 We asked when the next exam would be.
5 Emma said she might not go to the party.
6 She told us her parents had gone out that night.
7 I told her I had to go home that minute.
8 Tom said he couldn't remember my name.

Exercise 2 page 139

KEY
1 'What are you doing?'
2 'Do you want tea or coffee?'
3 'Have you ever been to Peru?'
4 'When will the next exam be?'
5 'I might / may not go to the party.'
6 'My parents have gone out tonight.'
7 'I have to / must go home this minute.'
8 'I can't remember your name.'

Exercise 3 page 139

KEY
1 if I would be home 2 who he had spoken to
3 if he could help her 4 why he was looking
5 had to clean his bike 6 she had booked her flight
7 might be closed that night 8 they didn't like

Exercise 4 page 139

KEY
1 The teacher asked Jamie where his homework was.
2 He said he was sorry, but he couldn't give it to her today.
3 She asked if he had actually written the essay.
4 He told her he had written it the night before.
5 Then she asked whether / if he had left his essay at home.
6 He said his dog had eaten it that morning.
7 The teacher said she didn't believe that.
8 Jamie told her he was telling the truth.
9 The teacher told him he must / had to do the essay.
10 Jamie said he would do it again and give it to her the next day.

Extra activity

- Write on the board:
  1 a family member 2 a good friend 3 a teacher
- Ask students to think about the last conversations they had with the people on the board and take turns in pairs to tell each other about the conversations using reported speech.

Further practice

Workbook page 41

Grammar booster 4.5 objective

Grammar: To consolidate grammar rules for reporting verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 140

KEY

1 suggested 2 encouraged 3 refused 4 warned
5 complained 6 advised 7 reminded

Extra challenge

Students write three more sentences, each with two reporting verb options, similar to those in exercise 1. They swap sentences in pairs, choose the correct options, then swap back to check each other's answers.

Exercise 2 page 140

KEY

1 to make 2 breaking 3 had lost
4 to buy 5 breaking / having broken
6 should paint 7 to leave 8 doing

Extra activity

- Working in pairs, students decide what the direct speech might have been for each reported sentence, e.g. 1 *'OK, I'll make dinner for everyone.'*, 2 *'We broke the window.'*
- Elicit suggestions from the class.

Exercise 3 page 140

KEY

1 warned Jay not to cheat / warned Jay against cheating 2 promised to water 3 offered to take 4 invited me to have 5 recommended that I should see 6 predicted that the situation would get 7 apologised for not remembering 8 requested that I should wear

Further practice

Workbook page 44

Grammar booster 5.2 objective

Grammar: To consolidate grammar rules for modals of advice, obligation and prohibition

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 141

KEY

1 both 2 both 3 shouldn't 4 don't have to
5 both 6 mustn't 7 both 8 should

Exercise 2 page 141

KEY

1 should 2 need / ought 3 mustn't 4 needn't
5 has 6 ought 7 must 8 shouldn't

Exercise 3 page 141

- When checking answers, elicit all the possible options.

KEY

1 have to / must bring photo ID to the exam
2 mustn't copy
3 should arrive at the exam centre early
4 shouldn't / ought not to go out the night before
5 have to / must turn off your phone
6 don't have to / needn't answer all the questions
7 have to / need to bring your own pens and pencils
8 don't have to / needn't sign your exam paper

Further practice

Workbook page 53

Grammar booster 5.5 objective

Grammar: To consolidate grammar rules for modals to speculate in the past and present

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 142

KEY

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

Extra support

When checking answers, ask some concept check questions to ensure students are clear on meaning, e.g. *Does Ben study a lot?* (no) *Are you sure?* (yes).

Exercise 2 page 142

Extra support

Ask students to read the sentences and decide which need a present modal of deduction (i.e. 1, 3, 4, 6) and which a past modal of deduction (i.e. 2, 5, 7, 8). Elicit answers.

KEY

1 must 2 may have 3 could 4 can't 5 might not have 6 may not 7 must have 8 can't have

Exercise 3 page 142

KEY

1 might not have a job 2 might have left my bag at school 3 must be rich 4 might be ill 5 can't have seen me 6 must have arrived before us 7 can't be their best player 8 might not have passed the exam

Further practice

Workbook page 56

Grammar booster 6.2 objective

Grammar: To consolidate grammar rules for relative clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 143

KEY

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

Exercise 2 page 143

Extra support

Ask students to read through the task and decide which sentences need defining relative clauses (i.e. 1, 2, 3) and which non-defining (i.e. 4, 5, 6). Elicit answers.

KEY

1 whose dog chased us
2 where they make chocolate
3 (who / that) I was travelling with speaks German / with whom I was travelling speaks German
4 which is in the Himalayas, is the world's highest mountain / which is the world's highest mountain, is in the Himalayas
5 whose films include *Schindler's List*, is an extremely successful film director
6 where Mozart was born, is in the east of Austria.

Extra challenge

Students write an alternative way to complete each of the sentences, e.g. *The woman **who is shouting at the shop assistant** lives in my street*. Elicit some ideas from the class.

Exercise 3 page 143

KEY

1 which is in southern Jordan 2 who built the city more than 2,000 years ago 3 where people traded with each other 4 whose trading business was failing 5 who later discovered the ruins 6 in which an extremely valuable object is hidden

Further practice

Workbook page 63

Grammar booster 6.5 objective

Grammar: To consolidate grammar rules for the passive: advanced structures

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 144

Extra support

Tell students questions 7 and 8 require negative forms of *be*.

KEY

1 are 2 being 3 was 4 is 5 to be 6 is being 7 won't be 8 hasn't been

Extra activity

- Write on the board:
  1 *I _____ usually paid to help with the housework.*
  2 *I don't expect _____ given money for my next birthday.*
  3 *My bedroom _____ redecorated recently.*
  4 *I hate _____ videoed.*
  5 *I _____ given a compliment yesterday.*
  6 *I think I _____ asked a question by the teacher before the end of the lesson.*
- Ask students to copy and complete the questions with the correct form of the verb *be*, then check answers as a class.

KEY

1 am 2 to be 3 has been 4 being 5 was 6 will be

- Students discuss in pairs whether the statements are true for them, e.g. *'Are you usually paid to help with the housework?' 'No, never. I'm expected to do it for nothing!"*

Exercise 2 page 144

KEY

1 to be left 2 were shown 3 are known 4 is taught 5 will be offered 6 is expected

Exercise 3 page 144

KEY

1 was lent the money for my phone by my mum 2 being criticised by other people 3 was believed to be flat 4 weren't given any information about the delay 5 is said to be bad for you 6 to be taken by taxi to the airport / to be taken to the airport by taxi 7 is understood to have lost control of his car 8 being woken up when I'm asleep

Further practice

Workbook page 66

Grammar booster 7.2 objective

Grammar: To consolidate grammar rules for verb patterns

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 145

KEY

1 to go 2 ordering 3 carry / to carry 4 to travel / travelling 5 laugh 6 to see

Extra challenge

Students write an alternative way to complete each of the sentences from the gap, e.g. *You've finally convinced me **to get a part-time job***. Elicit some ideas from the class.

Exercise 2 page 145

Extra support

Tell students that in each pair of sentences (e.g. 1–2, 3–4), the infinitive is used in one case and the *-ing* form in the other.

KEY

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

Exercise 3 page 145

KEY

1 attending 2 studying 3 not having 4 accepting 5 to get 6 see 7 to go 8 to do

Further practice

Workbook page 75

Grammar booster 7.5 objective

Grammar: To consolidate grammar rules for wishes in the present

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

KEY

1 D 2 C 3 G 4 B 5 E 6 H 7 A 8 F

Extra challenge

Students write an alternative sentence using *wish* or *if only* to match situations 1–8, e.g. *1 If only we lived in a detached house*. Elicit suggestions from the class.

Exercise 2 page 146

KEY

1 would stop 2 wouldn't sing 3 could talk 4 knew
5 was / were 6 could come 7 wouldn't text
8 didn't have

Extra support

When checking answers, elicit why each form is appropriate, e.g.
1 We use *would* because this is something annoying that we want to be different.

Exercise 3 page 146

KEY (SUGGESTED ANSWERS)

1 I wish I had 2 If only I could afford 3 If only you liked
4 I wish they wouldn't fight 5 If only he wasn't / weren't
6 I wish I could speak 7 I wish she wouldn't use
8 If only they would stop

Further practice

Workbook page 78

Grammar booster 7.6 objective

Grammar: To consolidate grammar rules for third conditional

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 147

KEY

1 E 2 H 3 A 4 F 5 B 6 G 7 C 8 D

Exercise 2 page 147

KEY

1 The cottage wouldn't **have** burned down if the fire brigade had **come** sooner.
2 If Carol **hadn't gone** to that festival, she wouldn't **have** met her husband.
3 If I hadn't **lost** my keys, I would **have** been able to unlock the front door.
4 If I **had had** all the ingredients, I could have **made** some muffins.
5 My bike wouldn't have **been** stolen if I **had** remembered to lock it.
6 If Jim **had** watered the plants, they would **not** have died.
7 Sue might **have** got a better job if she **had** had better communication skills.
8 I wouldn't **have recognised** him with that beard if Jane hadn't **told** me it was Steve.

Exercise 3 page 147

KEY

1 If I hadn't been looking at my phone while walking, I wouldn't have walked into a lamp post and (wouldn't have) hurt my head.
2 Sarah would have taken an umbrella if she had checked the weather forecast.
3 I would have gone to the train station to meet you if I hadn't forgotten that you were coming to Oxford.
4 If Sue had known that Jack was a vegetarian, she wouldn't have cooked roast beef.
5 Steve would have managed to put the wardrobe together if he had read the instructions.
6 If I hadn't mixed up the salt and the sugar, the soup wouldn't have tasted horrible.
7 If they hadn't had to work late, they could have come to the cinema with us.
8 I would have helped you if you hadn't been rude.

Extra activity

- Tell students to imagine they've had an awful week and to write down four things which went wrong, e.g. *I got a low grade on my history assignment*.
- Working in pairs, students take turns to read a sentence and their partner uses a third conditional to say how the situation might have been different, e.g. *You might have got a higher grade if you'd handed it in on time.*

Further practice

Workbook page 79

Grammar booster 8.2 objective

Grammar: To consolidate grammar rules for habitual behaviour

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 148

KEY

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

Extra support

When checking answers, elicit why the incorrect options are not possible.

Exercise 2 page 148

KEY

1 used 2 constantly 3 saw 4 didn't
5 use 6 would 7 usually

Exercise 3 page 148

KEY

1 are always driving 2 didn't use to be
3 would take / used to take 4 would get up / used to get up 5 stay 6 used to see 7 meet up

Extra activity

- Write on the board:
  You've just …
  finished primary school and started secondary school
  moved out of your parents' home and into your own flat
  graduated from university and started a full-time job
- Ask students to choose one of the situations on the board and write a paragraph similar to the one in exercise 3 describing how their past and present habits are different.
- Elicit some ideas about each of the situations.

Further practice

Workbook page 85

Grammar booster 8.5 objective

Grammar: To consolidate grammar rules for future in the past

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 149

KEY

1 was **2** wouldn't **3** weren't **4** going
5 were **6** wasn't **7** would

Exercise 2 page 149

Extra support

Tell students which future in the past form needs to be used in each sentence, i.e. past continuous = 1, 5; *would* = 3, 7; *was / were going to* = 2, 6, 8; *was / were to* = 4.

KEY

1 were meeting at the café at five **2** was / was going to take place on 25 May **3** would arrive at 12.30 **4** was about to send an email **5** were buying the tickets **6** were going to catch the 9.30 train **7** would lose the last match **8** were going to work on our project last night

Exercise 3 page 149

KEY

1 were going **2** were to **3** was leaving **4** going to
5 would be **6** was going **7** was about **8** would get

Extra challenge

- Write on the board:
  by coach, 13.30, in two hours, still in the middle of London,
  expensive, they had no idea, after running through
  departures, an announcement
- Working in pairs, students use the prompts on the board to retell the story using the future in the past, e.g. *They were going to travel from London to the airport by coach.*
- Elicit parts of the story from different pairs.

Further practice

Workbook page 88

Culture Notes

Lesson summary

1 Culture: Filming on location

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 6, set the research part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Elicit examples of film genres from the class.

- Ask: *Which genres of film do you like most / least? What do you like / dislike about them?*
- Ask students to discuss the questions in pairs, then elicit ideas from the class.

Exercise 1 Think & share

- Students think of examples of films in pairs. If they are unsure of any film titles in English, allow them to use L1.
- Elicit ideas from the class.

Exercise 2

- Students complete the matching task in pairs.
- Elicit ideas from the class.

Exercise 3

- Ask students to read the article and answer the questions.
- Check the answer to the first question and elicit students' ideas for the second question.

KEY

At least one drama has been filmed in both locations. (Suggested answer) Country houses are particularly suitable for filming dramas as they are often set in a certain period in history, and the houses represent this period.

Exercise 4

- Ask students to read the questions and think about what information they need to answer each, then to read the article again and complete the task.
- You may like to check students understand that the 17th century is the 1600s and the 16th century is the 1500s.
- Check answers as a class.

KEY

1 Hatfield House is around 400 years old.
2 It was particularly suitable because the enormous, empty rooms highlight how lonely Queen Anne was.
3 Some of the *Batman* and *Lara Croft* films have been filmed there, and also *Rebecca*.
4 Chatsworth House is around 500 years old.
5 The house appears in one of her novels and also as a location in a film adaptation of the novel.
6 *Pride and Prejudice* and *The Duchess* were shot there.

Extra support

Put students into A / B pairs. Ask the Student As to read the paragraph about Hatfield House and answer questions 1–3. Ask the Student Bs to read the paragraph about Chatsworth House and answer questions 4–6. Students then share their answers, before checking as a class.

Exercise 5 1.15

- Elicit or provide the translation of *Alice in Wonderland* in students' L1. Elicit what students know about the story.
- Find out which students have seen the film and elicit what they remember about the locations shown in it.
- Ask students to read the notes and think about the type of word or information needed to complete each gap.
- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 novel 2 rabbit hole 3 animals 4 a river
5 formal garden 6 garden party

Transcript

Alice's Adventures in Wonderland is a popular English novel by Lewis Carroll. Since it was published in 1865, the book has been made into more than 20 different films. One of the most successful was director Tim Burton's version, *Alice in Wonderland*, from 2010.

In the original story, seven-year-old Alice falls down a rabbit hole into a different world. In Burton's film, however, an older Alice falls down the hole – she's 19, and she's trying to escape from an uncomfortable situation at a garden party. Both stories follow the adventures of the main character in a fantasy world full of animals that can talk. In the end, they both succeed in finding their way back to the real world.

Burton wanted a 'perfect, pocket-sized mansion', for his film, and he found the ideal location in Antony House. Antony House isn't as impressive as Hatfield or Chatsworth, but it's a lovely, old house in an attractive setting. The 18th-century building in South West England is in the middle of the countryside, and it looks out over a river. But what makes Antony House really special is its gardens.

The formal garden, nearer the house, is extremely well looked after. It's made up of tall hedges and trees cut into different shapes, as well as many beautiful flowers and plants. There are stone statues and sculptures throughout the garden and many other features that give it character. It was this garden that Burton used for the magical land that Alice explores.

If you ever visit Antony House, you may recognise the house as it appears during the garden party in the opening and closing scenes. And if you go inside, you'll find the only room that's in the film: Alice's bedroom. Of course, what you mustn't miss, is a walk through the formal garden outside. As you go down the 'rabbit hole' into the garden, you'll find yourself entering a completely different world.

Exercise 6 1.15

- Ask students to read the statements, then play the audio again for students to complete the task.
- Check answers as a class. You could also elicit more information about the true sentences, e.g. How old is the novel? Why are the gardens interesting?

KEY

1 T **2** F (She's older in the film than she is in the book.) **3** NG **4** T **5** F (Only one scene was shot inside the house – in one of the bedrooms.)

Transcript

See exercise 5.

Extra activity

Ask: *Which of the film locations you have learned about would you most like to visit? Why?* Ask students to discuss the questions in pairs. Find out which location most students would like to visit by asking for a show of hands and elicit reasons why.

Exercise 7 Think & share

- Ask students to share their ideas in pairs, then elicit ideas from the class.
- Find out if anyone has been to any of the suggested locations and, if so, elicit some details about their visit.

Exercise 8

- To ensure the presentations are varied, you could divide the class into small groups and assign each a different genre to focus their research on. Within their group, each student should then choose a different film or TV show.
- Invite students to take turns to tell the class about their chosen film or TV show. If you have a large class, students could do this in groups instead.

Extra support

Allow students to do their research and presentation in pairs.

Lesson summary

2 Culture: Turning up the heat

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set the research part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Elicit examples of geographical features from the class, e.g. *mountain*, *valley*, *waterfall*, *rainforest*, *cave*, *wetland*.

- Ask: *What's the most impressive natural place you've ever been to?* Ask students to discuss the question in pairs, then ask a few students to tell the class about their experience.

Exercise 1 Think & share

- Working in pairs, students discuss the questions.
- Elicit the answer to the first question. Check students' understanding by asking: *Where is the nearest park to our school? Which national park is the closest to here?*
- Ask some students to share their answers for 2 and 3.

KEY

1 park = an area of public land in a town or a city where people go to walk, play and relax
national park = an area of land protected by the government for people to visit because of its natural beauty and historical or scientific interest
2–3 Students' own answers

Exercise 2

- Check the pronunciation of *glacier* /ˈglæsiə/ and *dune* /djuːn/.
- Ask students to match the features to the national parks, then check answers as a class.

KEY

Westland Tai Poutini: a glacier, a stony track
Death Valley: salt flats, sand dunes, a stony track

Exercise 3 2.11

Culture note

Westland Tai Poutini National Park covers an area of 1,320 km^2 in the West Coast region of New Zealand's South Island. It is the fifth largest of the country's thirteen national parks and part of a World Heritage Area. The park offers an impressive range of geographical features including mountains, glaciers, forests, grasslands, lakes and beaches.

- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

She says the visit was disappointing because the glaciers were a dirty brown colour and she couldn't get near them or touch them.

Transcript

Presenter Kate, you've been to New Zealand recently, haven't you?
Kate Yes, I went with my parents last year. We hired a mobile home – you know, like a large caravan – to explore the South Island. Our first stop was Westland Tai Poutini National Park.
P Why did you decide to go there first?
K Well, my sister had been to New Zealand with a friend three years before us. They'd had a fantastic time at the Franz Josef glacier, climbing on top of it and exploring the ice caves inside. We were hoping for the same kind of experience during our visit – in fact, we were really looking forward to it.
P So what was it like?
K First of all, it took us ages to walk to the glacier – well over an hour. We had to walk along a stony track, and I wasn't wearing the right shoes, so it seemed like even longer! When we eventually reached the viewing point where we could see the glacier, we were still quite a long way away.
P So did you try to get closer?
K You can't get any closer to the start of the Franz Josef glacier anymore. You see, climate change has caused the temperature to rise in the area, so the glaciers are melting. The ice at the front isn't as thick as it used to be, and sometimes large pieces break off. This can be very dangerous if you're standing nearby. Climate change is also the reason why we had to walk so far – the glacier is getting

shorter each day. The only way to get onto the glacier is by helicopter and that's really expensive.
P Right. So, what did you think of the glacier when you saw it from the viewing point?
K I wasn't that impressed. All we could see was a dirty brown wall in the distance – nothing like the shiny white ice we were expecting. The worst thing was that we couldn't actually touch the glacier – we were nowhere near it!
P What about the other glacier in the park, the Fox glacier, isn't it?
K That's right. We went to see the Fox glacier later. It was a bit more impressive than the Franz Josef glacier because we managed to get closer to it. But we still couldn't touch it, and of course we couldn't walk on top. Our visit to the glaciers was really disappointing, to be honest.

- Ask: *Have you ever felt disappointed by somewhere you visited on holiday?* Ask a few students who answer *yes* to tell the class about their experience.

Exercise 4 2.11

- Ask students to read the statements, then play the audio again for students to complete the task. Ask them to correct the sentences which are false.
- Check answers as a class.

KEY

1 F (The park was their first stop.) **2** T **3** NG
4 F (She wasn't wearing the right shoes.) **5** F (They only got to the viewing point, which was quite far away.)
6 T **7** NG **8** T

Transcript

See exercise 3.

Exercise 5

Extra support

Pre-teach the vocabulary from the article your students may not know, e.g. *occupy*, *striking*, *landscape*, *species*, *adapt*, *extreme*, *survive*, *global warming*, *put to the test*.

- Ask students to look again at the photos in exercise 1. Elicit how the national parks may be similar and different.
- Ask students to read the article and complete the task.
- Check answers as a class.

KEY

Similarities: it has striking scenery, it is being affected by climate change
Differences: Death Valley has sand dunes and salt flats, Westland Tai Poutini is cold while Death Valley is hot.

Exercise 6

- Ask students to read the article again and complete the task.
- Check answers as a class.

KEY

1 It's famous because it has striking scenery and because it's one of the hottest and driest places on earth.
2 Only animals and plants that can adapt to the extreme environment live there.
3 It's remarkable because it can survive water as hot as 47°C, as cold as 0°C and with four times as much salt as the ocean.
4 It's in danger because of global warming.
5 It's uncertain as to whether the pupfish will be able to adapt to a rise in temperature or whether it will become extinct.

Exercise 7 Think & share

- Students share their ideas in pairs, then as a class.

KEY (SUGGESTED ANSWERS)

1 Climate change can cause the temperature to rise. This leads to glaciers melting in parks like Westland Tai Poutini, and plants and animals dying in parks like Death Valley.
2 It causes more extreme weather, e.g. hurricanes in Central America, typhoons in the Philippines, flooding in China, drought in Europe. It also leads to more natural disasters, e.g. forest fires in the US and the Arctic, earthquakes in Indonesia, volcano eruptions in Hawaii.

Exercise 8

- To ensure the presentations are varied, try to encourage each group to select a different national park to research.
- Groups take turns to tell the class about their national park.
- Ask: *What information from the presentations did you find most surprising? Which of the national parks is most at risk due to climate change?* Elicit ideas from the class.

Lesson summary

3 Culture: Victory for vaccines!

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercise 7 brief, set the research part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Write on the board: *Prevention is better than cure*.

- Elicit what the saying means (it is better to stop something bad from happening than it is to deal with the problem after it has happened), then ask: *What do you and your family do to prevent yourselves from getting ill?*
- Ask students to discuss the question in pairs, then elicit ideas from the class.

Exercise 1

- Allow students time to rank the diseases in pairs, then put them into groups of four to compare their answers.
- Find out which groups expressed a difference of opinion and ask a few to provide some details.

KEY (SUGGESTED ANSWERS)

1 polio **2** smallpox **3** flu **4** chickenpox
5 gastroenteritis

Extra activity

Ask students to discuss in groups whether they or anyone they know has had or has been vaccinated against any of the diseases in exercise 1. Conduct some whole-class feedback.

Exercise 2

- Ask students to complete the quiz in pairs.

Exercise 3 3.13

- Play the audio for students to check their answers.
- Check answers as a class and find out if any pairs guessed all the answers correctly.

KEY

1 A 2 C 3 B 4 A

Transcript

Vaccines prevent billions of deaths a year. But who discovered the first vaccine, and where did they get the idea from?
The first vaccine was discovered by an English doctor called Edward Jenner in 1796. The aim of the treatment was to stop people from getting smallpox. At the time, smallpox was a very common disease that was very serious. Around 30% of smallpox patients died, and those who survived were left with horrible marks on their skin and often went blind.
From the start of his career in medicine, Jenner was keen to find a way of preventing the disease. Aged fourteen he went to live with a doctor in the country so that he could learn the skills he would need to become one himself. While he was there, he heard stories that the girls who milked the cows on farms never got smallpox. Instead, they often got a much less serious illness which they caught from the cows. People called this disease 'cowpox'.
Much later, when Jenner had qualified as a doctor, he decided to investigate these stories further. He thought that the liquid inside the cowpox spots must protect the milking girls from getting smallpox. If he could give a person cowpox, perhaps they wouldn't get smallpox. He tested his theory on James Phipps, the eight-year-old son of his gardener. First, he made a small cut in James's arm. Then, he put some liquid from a cowpox spot in the cut. A few days later, James had a slight temperature, but nothing more. Next, Jenner cut James's arm again and put a piece of a smallpox spot inside it. Fortunately, James did not get smallpox, which proved Jenner's theory.
At first, Jenner's colleagues didn't believe that giving a person a less serious form of an illness would stop them getting a more dangerous one. However, in the end, he managed to persuade them, and other doctors began to use the treatment. Over the years, the number of cases of smallpox gradually decreased. In 1980 – nearly 200 years after Jenner created his vaccine – the World Health Organisation announced that smallpox had completely disappeared. Jenner's vaccine didn't only mean the beginning of the end for smallpox; his new technique could also be used against other diseases.

Exercise 4 3.13

- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 Around 30% of smallpox patients died, and the rest were often left with horrible marks on their skin, or they went blind.
2 He learned that the milking girls never got smallpox.
3 His theory was that the liquid inside the cowpox spots was protecting the milking girls from getting smallpox.
4 He tested his theory by putting some liquid from a cowpox spot and part of a smallpox spot inside the arm of his gardener's son.
5 They didn't believe that giving a person a less serious form of an illness would stop them getting a more dangerous one.
6 It led to the disappearance of smallpox in the world, and also gave doctors a new technique to use in fighting disease.

Transcript

See exercise 3.

Extra support

Pause the audio after the answer to the first question is given. Elicit the answer and check students understand everything clearly. Continue in the same way with the other questions.

Culture note

The word *vaccine* comes from *vacca*, the Latin for *cow*, as cowpox matter was used to develop the world's first vaccine.

Exercise 5

- Ask students to read the article quickly and answer the question, then check the answer as a class.

KEY

Hundreds of thousands of lives have been saved.

Exercise 6

- Students read the statements, then read the article again and complete the task. Ask them to correct the false sentences.
- Check answers as a class.

KEY

1 T 2 F (She began researching the more serious form of gastroenteritis in children in the 1960s.) 3 NG
4 T 5 NG 6 F (They identified RV3 in 1973, but the vaccine wasn't available until 2006.)

Exercise 7 Think & share

- Students share their ideas in pairs, then as a class.

KEY (SUGGESTED ANSWERS)

1 **Air pollution** can cause heart disease, lung cancer, respiratory diseases and damage to other organs.
Lack of exercise can cause heart disease, high blood pressure and diabetes.
Stress can cause anxiety, depression, high blood pressure and even heart disease.
Having too much **sugar** in your diet can cause weight gain, heart disease, some cancers and diabetes.
Sunbathing for too long or without protection can cause skin cancer.
2 Students' own answers.
3 **Air pollution:** Individuals can wear masks. Governments should control pollution levels by planting more trees or encouraging people to use public transport.
Lack of exercise: Individuals can join a gym or a walking group. Governments can do campaigns to encourage people to exercise more.

Stress: Individuals can find ways to reduce their stress, e.g. do yoga, go walking or do meditation.
Sugar: Individuals can cut down on sugar in their diets. Governments can make companies put less sugar in their products.
Sunbathing: Individuals can use suncream and control the time they are sitting in the sun.

Exercise 8

- Ask: *What do you think of Edward Jenner and Ruth Bishop's achievements?* Elicit opinions and reasons.
- Put students into groups to research another scientist who has created a successful vaccine and prepare a presentation. If possible, ensure each group chooses a different scientist.
- Groups take turns to tell the class about their scientist.
- Ask: *Whose achievements do you think were the most significant? Why?* Elicit ideas from the class.

Lesson summary

4 Culture: New Year traditions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3 and set exercise 8 as an individual homework task.

WARM-UP Ask: *Which days and occasions are typically celebrated in this country?* Elicit examples from the class.

- Ask: *When was the last time you celebrated something?* Ask students to talk about their experience in pairs, then ask a few to share details of the celebration with the class.

Culture note

The earliest New Year's celebration is believed to have been in Mesopotamia, a historic region of West Asia, around 2,000 BCE. The celebration took place in March, as this was the start of the year in the Roman calendar used at the time. In 45 BCE, the Julian calendar was introduced and New Year's Day was celebrated on 1st January for the first time.

Exercise 1 Think & share

- Elicit the celebration in the photo (New Year's Eve).
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2

- Ask students to complete the task.
- Check answers as a class.

KEY

Fishing rods isn't mentioned.
In Wales, children carrying decorated apples or twigs were often given coins or gifts by neighbours in return for singing a song at their door.
In Australia, there are fireworks at Sydney Harbour Bridge on New Year's Eve.
In Canada, people swim among ice in the traditional Polar Bear Swim.

Extra support

Ask students to read just the paragraphs about Canada, Wales and Australia at this stage and complete the task.

Exercise 3

- Ask students to read the article again and complete the task. Ask them to correct the false sentences.
- Check answers as a class.

KEY

1 T 2 F (Bread was used to hit the walls of the house to make sure there was enough bread the following year.) 3 F (Unwanted furniture, such as sofas, is thrown out of windows.) 4 F (Calennig used to take place at sunrise.) 5 T

Exercise 4

- Working in pairs, students discuss the questions.
- Find out which tradition most students would like to take part in and elicit reasons why. Ask a few pairs how similar their ideas of a perfect New Year are and elicit details.

Exercise 5 4.12

- Play the audio for students to answer the questions.
- Check answers as a class, then ask: *How would you feel about going ice fishing? Why?* Elicit reactions and reasons.

KEY

Yes, he did. He's glad he's had the experience of ice fishing, but says it was too cold.

Transcript

Interviewer Mark, you spent New Year in Canada this year, didn't you?
Mark Yes, that's right.
I What do Canadians do at New Year?
M It depends on the person, really. Some people have a big meal at home with the family, and others go into the city centre to see the fireworks. Then there's another group of people who prefer to spend New Year outdoors in nature. We were staying with my uncle in Toronto, and he wanted New Year to be special for us. So, he rented a cottage by the side of a lake – Lake Mountain I think it was called – and he took us ice fishing.
I Ice fishing? What an amazing experience! Tell us something about it.
M So, we arrived at the cottage on New Year's Eve, and my aunt and uncle prepared a big meal for everyone. After dinner, we played games until just after midnight and then we went to bed. The next morning, we got up very early, so that we would be out on the ice before the sun rose. It was very, very cold – around minus 15. We left the cottage with all our equipment and we walked out onto the lake for about 500 metres. First, we had to make some holes in the ice, about 20 centimetres across. My uncle had brought some tools with him, and he made four holes, one per pair. I shared a hole with my cousin. We sat there all day on the ice with our fishing rods, waiting for a fish to bite.
I Did you catch anything?
M Yes, I did – I caught six fish! I had to throw two of them back because they were too big. The fish over 40 centimetres long are protected, so you have to put them back in the lake

if you catch them. We took the smaller fish home and my aunt cooked them for dinner – they were delicious!
I So, Mark, would you recommend ice fishing?
M I'm not sure. I'm glad that I've done it because now I know what it's like. But I wouldn't go again because it was much too cold!

Exercise 6 4.12

- Remind students that the key information is likely to be expressed differently by the speakers and that distractors may be used.
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 B **2** A **3** C **4** C

Transcript
See exercise 5.

Exercise 7 Think & share

- Ask students to share their ideas in pairs, then elicit ideas from the class.

Exercise 8

- If possible, try to ensure each group focuses their research on a different country.
- You could give students the option of creating their poster by hand or on a computer. Ensure they have access to all the materials and equipment they need.
- Display the completed posters in the classroom for students to view each other's work and find out more about different New Year traditions around the world.

Lesson summary
5 Culture: When things go wrong

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 6.

WARM-UP Ask: *What are some different ways to make money? How might someone lose money?* Elicit ideas from the class.

Exercise 1

- Elicit definitions of the items and check the pronunciation of *bankrupt* /ˈbæŋkrʌpt/ and *mortgage* /ˈmɔːgɪdʒ/.
- Allow students time to discuss the questions in pairs, then elicit ideas from the class.

KEY (SUGGESTED ANSWER)
1 In photo 1, the people are buying and/or selling shares on the stock market. In photo 2, the couple have bought a house.

Exercise 2 5.14

- Elicit anything students know about the Wall Street Crash.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY
The First World War had finished.
The New York Stock Exchange reached its highest point on 3rd September 1929.
Black Tuesday was the day the New York Stock Exchange crashed.
The Great Depression is the period following the Wall Street Crash.
The global economy did not recover until the start of the Second World War.

Transcript
Presenter We're always hearing about the global economy on the news. Sometimes the news is good, but more often, it's bad. Our expert, Lorena Hill, is here today to tell us about one of the worst financial disasters in history: the Wall Street Crash of 1929. Lorena?
Lorena Hello there. Let's start by looking at the situation in the United States at the start of the 1920s. In general, people were feeling positive. The First World War was over, and there was a new system that allowed people to get things on credit: they could buy goods now and pay for them later. Wages were no higher, but people felt like they had more money, so they began to invest in shares. On the surface, life was looking good.
Under the surface, however, there were problems. Farmers in the south and midwest of the country were producing more because they had new machines. Many of them took out loans from banks to buy more land so that they could produce even more. The same was happening in towns and cities. Factories also had new machines and were making more and more goods. Soon, there were too many products on the market, and prices began to fall. Farmers got into debt because they couldn't pay back their loans. In many cases, they had borrowed more than they could afford in the first place. In the cities, companies were no longer making big profits.
Meanwhile, the New York Stock Exchange seemed to be doing unusually well. On 3rd September 1929, it reached its highest point ever. But then, share prices began to go up and down, and investors became worried. On Thursday 24th October, prices dropped very suddenly, and everyone began selling. A group of Wall Street bankers managed to control the situation at first by buying huge amounts of shares. However, prices fell again on Monday 28th October and by the next day they were completely out of control. The 29th October became known as Black Tuesday because it was the day the New York Stock Exchange crashed.
Many people lost all the money they had invested. Companies went bankrupt from one day to the next. People could no longer pay for the things they had bought on credit, so they lost their homes. The effects of the Wall Street Crash soon spread to other countries and a period known as the Great Depression began. The global economy did not recover until the start of the Second World War in 1939. However, the recovery did not last for long.

Exercise 3 5.14

- Ask students to read the questions and answers, then play the audio again for students to answer the questions.
- Check answers as a class.

KEY
1 C **2** B **3** A **4** B

Transcript
See exercise 2.

Exercise 4
- Encourage students to read the whole article first without completing any gaps, to get a general understanding of what it is about. When completing the text, tell students to look carefully at the words around the gaps and think about word combinations, e.g. verb + noun, verb + preposition.
- When checking answers as a class, elicit or point out the word combinations, e.g. *go down*, *make a profit*, *pay back*.

KEY

1 down **2** make **3** back **4** less **5** worth **6** into **7** for **8** sure

Extra challenge
Students complete the article without looking at the words above it, then uncover the words and check their answers.

Exercise 5
- Students read the article again and answer the questions.
- Check answers as a class.

KEY

1 They rose because interest rates had gone down and there was a greater demand for houses.
2 Banks saw an opportunity to make a profit, so they started offering mortgages to people on lower incomes.
3 They found themselves in debt because their houses were worth less than they had paid for them.
4 The banks also found themselves in debt as people couldn't pay their mortgages. Some went bankrupt and others received money from governments to help them survive.
5 The USA and countries in Western Europe were affected most.
6 **Similarities:** On both occasions, people bought things they couldn't afford. Also, there was very high unemployment in both situations.
Differences: The Great Depression happened because people had bought shares they couldn't afford, while the Great Recession happened because people had bought houses. Also, the Great Recession was mainly the fault of the banks, whereas the banks did their best to stop the Wall Street Crash.

Exercise 6
- Ask students to complete the task in pairs.
- Elicit the meaning of the saying and reasons why students agree / disagree with it.

KEY

The saying means: spend money carefully as you have to earn it first.

Extra activity
Students go online in pairs and find other sayings related to money. They discuss what the sayings mean and whether they agree with them. Elicit some examples from the class.

Exercise 7 Think & share
- Ask students to read the task. If relevant, elicit or tell the class what €1,000 equates to in the currency of the country you are in. You could also adjust the figure to reflect the cost of living in your local area, if necessary.
- Allow students time to complete the task individually.
- Put students into small groups to share their ideas and reach a consensus about how the budget should be allocated.
- Ask a few groups to tell the class about their agreed budget.

Extra activity
Put students into pairs with someone who worked in a different group. Ask them to role-play a conversation between the two friends – one student presents their budget and the other responds by explaining how they feel about it and why. Students then swap roles and repeat the activity.

Lesson summary
6 Culture: Wonders of architecture

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep exercises 1 and 7 brief, set the research part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Ask: *What's the most impressive building or structure you've ever seen? Why did it impress you?*
- Ask students to discuss the questions in pairs, then ask a few students to tell the class about the building/ structure.

Exercise 1 Think & share
- Working in pairs, students share their ideas.
- Elicit advantages and disadvantages from the class.

Exercise 2
- Advise students to read the whole article first, to get a general sense of its content before they start completing it.
- Check answers as a class.

KEY

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

Extra support
Before students complete the task, focus on the sets of words in 1–8. Elicit or explain the meanings and the differences between the words in each set.

Exercise 3
- Students read the article again and answer the questions.
- Check answers as a class.

KEY

1 He designed it as the final project for his master's degree when he was 23.

2 It's different because it's made up of concrete boxes. Also, the flats feel like houses as they each have a garden, and they're joined by 'streets' in the open air.
3 His aim was to provide cities with attractive, affordable housing.
4 On one hand, the project failed because the flats were very expensive. On the other hand, the building became famous all over the world, and is now a symbol of Montreal.

Exercise 4

- Ask students to look at the context of each word and complete the matching task, then check answers as a class.

KEY

1 area 2 corridor 3 construction 4 affordable
5 concrete 6 terrace

Extra activity

Ask students to cover the article and look at the answers to exercise 4. They remember in pairs how the words are related to the building, e.g. *The **area** of each box is about 56 m²*.

Exercise 5 6.14

- Play the audio for students to complete the task.
- Check answers as a class. You could also elicit more information about the true sentences, e.g. Why do people want to live in Bengaluru? What wildlife is mentioned?

KEY

1 F (This is the country's first vertical forest tower.)
2 F (The apartments have three or four bedrooms.)
3 T 4 T

Transcript

Hello there. In today's programme, we're looking at wonders of architecture, and we're going to start with a new building in India. It's the country's first vertical forest tower – so instead of concrete, glass or metal, its walls are covered with trees and plants. The tower has been built in Bengaluru, India's third largest city, which you may know by its previous name: Bangalore. Let's look at the building first, and then we'll talk about why it was built in Bengaluru.

The vertical forest tower is part of the Mana Foresta project, and it's right in the centre of the city. It is 14 storeys high and has 56 luxury three- and four-bedroom apartments. Each one has several balconies planted with large and small trees and different kinds of plants. In total, there are 225 trees and nearly 4,000 plants. As well as the balconies, there is a large roof terrace on top of the tower with a swimming pool, sunbathing area and jacuzzi. In the gardens below the building, there are other facilities, including a golf course and badminton court.

So, why was Bengaluru chosen for this amazing new building and not Mumbai or Delhi, which are both larger? The reason is that Bengaluru is the centre of the country's growing IT industry. In fact, people often refer to the city as India's 'Silicon Valley'. All the country's leading technology companies have their main offices in Bengaluru and jobs are being created there all the time. The city is also home to many educational and research organisations, as well as industries related to air and space travel. Today, Bengaluru is a very popular place to live, so there is a growing need for quality housing. At the same time, planners are worried about the environmental impact of crowded cities. That's why they were attracted to the idea of a vertical forest tower. The aim of these buildings is to bring nature back into the city and attract insects and birds to the area. The owners of the Mana Foresta project hope that the tower will achieve that aim and help provide clean air for the people living in the apartments.

Exercise 6 6.14

- Play the audio again for students to complete the summary.
- Check answers as a class.

KEY

1 third 2 centre 3 apartments 4 balconies
5 gardens 6 IT 7 housing 8 air

Transcript

See exercise 5.

Extra challenge

Ask students to try to complete the summary first from memory, then compare answers in pairs before listening.

Exercise 7 Think & share

- Working in pairs, students discuss the questions.
- Check the answer to the first question as a class.
- Elicit students' ideas for questions 2 and 3.

KEY

1 The aim of the Montreal building was to make apartment buildings cheaper and more attractive. The idea behind the Bengaluru building is to reduce the environmental impact of blocks of flats.
2–3 Students' own answers

Exercise 8

- Put students into groups to research a tall building and prepare a presentation. Try to ensure each group selects a different building, so the presentations are varied.
- Groups take turns to tell the class about their building.
- Ask: *Which building has had the most positive / negative impact?* Elicit opinions and reasons from the class.

Lesson summary

7 Culture: Universities in the UK

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

WARM-UP Write on the board:
Do you know anyone who
… is currently studying at university?
… has graduated from university recently?
… is hoping to go to university in the future?

- Ask students to discuss the questions in groups. Tell them to provide details, e.g. about the person, university, course.
- Ask a few students to share an example with the class.

Exercise 1 Think & share

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 7.14

- Play the audio for students to tick the topics mentioned.
- Check answers as a class.

KEY

buildings, classes, history, location, subjects, transport

Transcript

Speaker 1 I'm currently studying Geography at the University of Oxford. Oxford is the oldest university in the UK and there have been students here since at least 1096. Most of the buildings are in the city centre, but there are also some on the outskirts. The university is divided into 38 different colleges, and students usually live and study at their college. I'm at Merton College, and I love it, although I have to work really hard to hand in my assignments on time.

Speaker 2 I'm studying Sports Science at Swansea University in Wales. Swansea is a campus university, which means that all the buildings are in the same place on the edge of town. Actually, the university has grown so much recently that it now has two campuses: the original campus in the park and the newer Bay campus, which is near the beach. My classes are at the School of Sport and Exercise in the College of Engineering, so I'm at the Bay campus, which is pretty cool.

Speaker 3 I'm at the University of Liverpool studying Electrical and Electronic Engineering. It's a great place to study a subject like this because of the city's industrial past. The university opened in 1881 when Liverpool was a successful industrial centre. These days, there aren't so many factories, but the university is still important. Most of the buildings are only a five-minute walk from the city centre. My student accommodation is also close by, so I don't have to spend a lot of money on transport.

Speaker 4 I'm studying Modern Languages at the University of St Andrews, the oldest university in Scotland. Teaching began here in 1413, so the university is over 600 years old now. St Andrews is a small town on the east coast, and the university buildings are located throughout the town. During term time, a third of the population are students! The great thing about this university is that you meet students from all over the world because around 45% are from outside the UK.

Speaker 5 I'm doing a degree in Filmmaking at the University of Plymouth in the south-west of England. In 1992, many colleges of higher education became universities, and Plymouth was one of them. It's a modern university with a lot of new buildings – in one of them, there's a cinema where we can show our own films. Most of the university buildings are in the city centre, but there are some in other towns in the area. I live in student accommodation not far from the university.

Exercise 3 7.14

- Ask students to read the statements, then play the audio again for students to do the matching task.
- Check answers as a class.

KEY

1 F 2 B 3 G 4 A 5 D

Transcript

See exercise 2.

> **Extra support**
>
> Before listening, tell students which two statements are not needed, i.e. C and E.

Exercise 4

- Ask students to read the text quickly and find the answer to the question, then check the answer as a class.

KEY

It's known as a red brick university because it was built in the 19th century, when red brick was a common building material.

Exercise 5

- Ask students to read the text again and complete it.
- Check answers as a class.

KEY

1 knowledge 2 subjects 3 university 4 city centre
5 abroad 6 engineering 7 accommodation
8 lectures

Exercise 6

- Ask students to read the text and write down the differences between the two universities.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

It's a 'new' university; the buildings are made of glass; it's a campus university located outside the city; students live on campus; students are divided into colleges; it has far fewer students and degree programmes than the University of Manchester; it has a wind turbine.

> **Extra support**
>
> Write on the board: *age*, *building material*, *location*, *student accommodation*, *student numbers*, *number of degree programmes*. Ask students to work in pairs and find a difference related to each point on the board. Elicit answers.

Exercise 7 Think & share

- Working in pairs, students share their opinions and reasons.
- Find out which pairs chose different universities and ask a few to share details with the class.
- Take a class vote to find out which university most students would like to study at. Elicit reasons why.

> **Extra activity**
>
> - Before doing exercise 7, play the audio again and ask students to write down the five universities and the key details given about each. Elicit information and write it on the board for students to use as they do the discussion task.
> - If you have a projector and access to the internet, bring up a map showing universities in the UK. Point out the locations of the universities referred to in the lesson.

Exercise 8

- Allow students time to do some research and make notes about their chosen university in answer to the questions.
- Ask students to pair up with a classmate who researched a different university and tell each other what they found out.
- Ask: *What were the most interesting facts you learned about the universities?* Ask a few pairs to share their ideas.

Extra activity

- Students research a university in pairs and then create a short promotional video to encourage people to study there.
- Pairs take turns to show their video to the class.
- Take a vote to determine the class's favourite video. Elicit reasons why students like it.

Lesson summary

8 Culture: Wildlife conservation in South Africa

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 6, set the research / planning part of exercise 8 for homework and then do the presentations in the next lesson.

WARM-UP Students take turns in pairs to say an animal for each letter of the alphabet, e.g. *antelope*, *bear*, *crocodile*, *dog*.

- To make it competitive, if a student cannot think of an animal for a letter, he/she gets a point. The winner has the fewer points at the end.

Exercise 1

- Focus on the photos and elicit the animals (African elephant, cheetah, black rhino).
- Students complete the task in pairs. You could allow them to use a dictionary if required.
- Check answers as a class and focus on the correct pronunciation of the items.

KEY

1 trunk 2 tusks 3 paw 4 claws 5 horn
6 upper lip

Extra activity

Working in pairs, students think of other animals with the body parts in exercise 1. Elicit examples from the class.

Exercise 2 Think & share

- Check the pronunciation of *poacher* /ˈpəʊtʃə/.
- Elicit the meaning of *endangered* (at risk of no longer existing) and some examples of endangered animals.
- Working in pairs, students complete the discussion task.
- Elicit ideas from the class. Ensure students are able to explain why a ranger needs the skills they suggest.

KEY (SUGGESTED ANSWERS)

1 A ranger needs to be patient, fit, brave and determined to protect the animals.
2 To sell their body parts and make money.

Culture note

The Kruger National Park covers almost 20,000 km^2 in the north-east of South Africa. The park has around 750 species of animal, including the Big Five (lion, leopard, elephant, rhino, African buffalo), and close to 2,000 species of plants. There are also over 250 known archaeological sites in the park, including remains of old settlements and rock art sites.

Exercise 3 8.13

- Play the audio for students to compare their answers.
- Ask some students how similar their answers were.

Transcript

And now for some news from South Africa. The country's largest game reserve, the Kruger National Park, has recently made history by hiring a female head park ranger for the first time. Cathy Dreyer was conservation manager at two other parks before starting her new job at Kruger. She is famous for her work with rhinos and is known by her colleagues as the 'rhino-whisperer'.

Dreyer's most important challenge as head ranger will be fighting wildlife crime. The Kruger National Park is home to many endangered species, such as cheetahs, leopards and African wild dogs, but even here, animals aren't safe. The main danger comes from poachers, who kill endangered species and sell their body parts illegally. Their target is sometimes lions for their teeth and claws, or elephants for their tusks, but more often it's rhinos for their horns. Kruger is home to around 30% of the world's wild rhinos; there are around 3,500 white rhinos and 250 black rhinos. Over 300 rhinos were killed by poachers between April 2019 and March 2020, so it's easy to see why these animals need protection.

What makes it difficult to save rhinos from poachers is the size of the reserve. Kruger National Park is as big as Belgium. The poachers often wait until a night when there is a full moon so that they can hunt without torches and avoid being seen. Once they have killed the rhino and removed its horns, they leave as quickly as they arrived. The horns are sold and taken to Asia, where they are used in traditional medicine. People pay around $60,000 per kg for rhino horn, which is three times the price of gold. Poachers earn more money by killing rhinos than they could by stealing gold watches.

Kruger park rangers have been fighting poaching for many years. First, they tried to move some rhinos to safer locations outside the park, but they had to stop because of illness among the rhinos. They also tried cutting the horns off live rhinos. The problem with this is that rhino horn is made of the same substance as human fingernails, so the horns grow back. Now, a group of rangers has joined a leading mobile phone brand to install camera phones in certain areas of the park. The cameras stream live images all over the world so that people at home can act as 'virtual' rangers by reporting strange activity to the real rangers in the park. The Wildlife Watch system wasn't cheap, but hopefully it will help Cathy Dreyer and her team of rangers to save the rhinos of Kruger National Park.

Exercise 4 8.13

- Ask students to read the questions and answers, then play the audio again for students to complete the task. Remind them that the information will be expressed differently on the audio and that distractors may be used.
- When checking answers, elicit the key information from the audio, e.g. *Cathy Dreyer was conservation manager at two other parks before she started her new job at Kruger*.

KEY

1 C **2** C **3** A **4** B

Transcript

See exercise 3.

Exercise 5

- Elicit the endangered animals mentioned in the news item (cheetah, leopard, African wild dog, lion, elephant, rhino).
- Ask students to share their opinions and ideas in pairs.
- Ask some pairs to share some details with the class.

Exercise 6

- Give students time to do the quiz in pairs.
- Check answers as a class. Elicit or provide students with the information in the Key below.
- Find out which pair(s) got the most correct answers.

KEY

1 B Both animals are grey and both have two horns. The black rhino has a pointed upper lip that helps it eat leaves from trees, while the white rhino has a wide, flat mouth because it eats grass.
2 C An elephant's tusks are long teeth that grow out of its mouth.
3 A African lions are larger than other species of lion.
4 B The cheetah is taller at the shoulder, but weighs less than the leopard. The cheetah has bigger back feet to help it run faster, while the leopard has bigger front feet to support its large head and neck.
5 C African wild dogs each have a unique pattern on their fur.
6 A The African wild dog is the most endangered – there are around 6,600 left, compared to 7,100 cheetahs and 12,000–14,000 leopards.

Exercise 7 Think & share

- Working in pairs, students share their opinions and reasons.
- Conduct some whole-class feedback.

Exercise 8

- Try to ensure each group chooses a different animal, so that the presentations are not repetitive. If there are more than five groups, you could also allow students to choose other endangered animals not listed.
- Invite groups to take turns to tell the class about the endangered species they researched.
- Ask: *Which information about each species did you find most interesting? Which of the endangered animals do you think needs protecting most? Why?* Ask students to discuss the questions in groups, then elicit answers from the class.

Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Alicia Hi guys and a welcome to our vlog!
It's me, Alicia with my cousin…
George … George! That's me, by the way.
A And today we want to talk about the movies, because we've just seen an awesome short film that was shot entirely on a smart phone.
G And they absolutely smashed it!
A So, we decided to give it a shot too, but it wasn't as easy as it looks! Here are five lessons we learned that we think every filmmaker should know. Check this out.
G Writing the script is the hardest part of the process. Where do you even start?!
The important thing is to be realistic. Obviously, filmmakers like us can't use a film studio, so we're playing it safe with a simple story that's a maximum of five minutes long. Short is always good! It's harder for the audience to follow the plot if it's really long and complicated. Oh, and don't write in too many characters either. Our film is a simple story about a group of teenagers with our friends playing the main roles. And you'll probably play a part too. Won't you, Alicia?
A You're kidding, right? I want to direct! And that brings me onto lesson number two – be creative and collaborate! The most important thing is to be original. All you need is one simple idea that you can explore, and to get that you should brainstorm!
G OK, what would happen if there was no gravity?!
A Great idea … but it might be tricky to film.
G Oh yeah. I need to give that a little bit more thought. Once you're happy with your script and you've found your actors – that's *me* in our case - then it's time to practise.
That's lesson number 3. Of course, you should always rehearse the lines but it's a good idea to practise the movements too.
A OK, now, smile at the camera and then turn around and just walk away. Brilliant! Finally, when you're ready check the location and the weather, especially if you're filming outside. You want a nice quiet place to film and you don't want to shoot in the rain!
G And It looks like it's going to be sunny for our filming this afternoon.
A Excellent! And I've got the props.
G Sorted. Right then guys, camera rolling, and…!
A Hey, that's my line! Action!
G You're a natural! Right, let's do this. And I can use this!
A Hey – the director uses that!
G No, they don't! You need somebody else to use it!
A Um, that's not true. I want to do it.

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 7

Kieran Hi Jo. What's up?
Jo Hi Kieran. I'm outside the cinema now. Where are you?
K I'm on the bus. Don't worry, I'll be there soon. What time is the film?
J 5.30. But there are usually about fifteen minutes of adverts first. What happened?
K This week, there is an extra study class after school. Next week, it will be back to normal times.
J Is Rachel with you?
K No, I told her to meet us at the café after the film.
J OK, cool.
K The bus is arriving now. I'll see you in five minutes.
J Great. I've got the tickets. We can go in when you get here. See you soon.

Unit 1, Lesson 1.3, Track 1.04, page 11, exercises 3 and 4

Presenter Welcome to the *Sharing Creativity* podcast. This week, we're talking about how to create a successful blog. With me are three bloggers. First of all, can you introduce yourselves?
Sarah Hi. I'm Sarah, from Brighton in the UK and I write a fashion blog called *Wearing It Out*.
Katie Hey, I'm Katie, from Chicago in the US. My blog, *Into Focus*, is all about films, film production and the directors who make them.
Hannah Hello, everyone. My name's Hannah. I'm from Dublin in Ireland, and I blog about food and cookery. My blog is called *Making Meals*.
P Thank you, everyone. Now, very quickly, what's your number one tip for successful blogging?
K That's easy: write about what you love. People will relate to you and your blog much better.
H Good point. Do something new, something different from other people.
S That's great advice. I'll say, don't be boring. Quickly say what you want to say and don't write too much.

Unit 1, Lesson 1.3, Track 1.05, page 11, exercise 5

Presenter Let's talk more about getting started. Hannah, what are your thoughts?
Hannah When you know what you want to write about – and I think this is the hardest part – it's a good idea to spend time thinking about what you're interested in as a reader. I came up with lots of ideas this way. And that really helped me when I started writing.
Sarah That's a great way to start. It's also important to spend a lot of time looking at other blogs for ideas. You might notice what is missing and what you can do better. What I noticed was that most were serious. So, I decided to be funny. It's important to be different from everyone else and be original.
Katie I did the same thing, and realised that what wasn't there was personality. I decided to write about myself. It really helped my readers to get to know me. I'm also glad I could be honest with people.
H I agree. Anything that you can do that helps you connect with your readers is great. These days, I often ask my readers to suggest topics for me to write about.
P Great ideas. To finish off, any final pieces of advice for our listeners?
S Yes, remember, stories are a great way to get your point across.
P Anything else?
K Ignore negative comments. Not everyone will like what you do. Think about the good ones and don't give up!

Unit 1, Lesson 1.4, Track 1.08, page 13, exercises 6 and 7

Sonia On the *Turning Pages* podcast this week, we're talking about the weirdest and most wonderful books we've read. Knowing you, Trev, I guess you have a lot of recommendations.
Trev Yes, first of all, I want to talk about Padgett Powell's *The Interrogative*

Mood. I actually started reading it at the weekend and I've almost finished.
S And what's so strange about it?
T Every sentence in the book is a question that the writer asks the reader.
S How long is it?
T 176 pages! It sounds really bad, but actually I thought it was great. I can't remember reading a book like it ever!
S Wow! Well, the book I'm going to talk about isn't quite like that. I found out about it on another podcast a few days ago and went to buy it. It's called *Gadsby* and it's by Ernest Vincent Wright, and the only special thing about it was that the whole book doesn't contain the letter E!
T Really? But why?
S I have no idea!
T Did you like it?
S Well, I didn't read it. I left it on my desk yesterday when I went to lunch. When I came back, it had disappeared!
T Do you know who took it?
S Not yet. But I'm looking for them!
T Well, that's just as strange as any of these books, isn't it?
S You're right!

Unit 1, Lesson 1.7, Track 1.10, page 16, exercise 6

Lecturer Brainstorming is a great way to generate ideas or solve problems. It uses techniques that encourage our brains to become more creative, either on your own or in a team. It can help you think about all the possibilities available and get lots of ideas in a short amount of time.
Before we look at some techniques, I want to share three rules.
One: if you're brainstorming in a group, start off on your own. If people have some time before to think about the problem, they will come to the meeting feeling more relaxed and confident.
Two: It's all about the number of ideas you have, not how good they are. The more ideas that you have, the better chance you will have of finding a good idea.
Finally, three, don't criticise bad ideas. You want everyone to feel they can share their ideas. People won't do this if you tell them they are bad or stupid.

Unit 1, Lesson 1.7, Track 1.11, page 16, exercise 7

Lecturer So, let's talk about a few techniques. In my article about creative thinking, I mentioned 'quickfire questions', and this is a great technique to use to get lots of ideas very quickly. But when you have a team of people who aren't so confident speaking, try 'brainwriting'. This is when each person writes an idea on a piece of paper; you then collect the papers and give them out to different people, who add ideas or comment on the idea they have. It's a great way to get everyone involved.
If you don't want to write your ideas down, you can try 'round robin' brainstorming. You go round the table and ask each person for one idea.
After you've done this, go round again. This time each person can either give another idea or comment on an idea someone else said. What I like about this is that everyone has an equal chance to speak.
But however you brainstorm, enjoy it, have fun and be positive. Good luck!

Unit 1, Lesson 1.8, Track 1.12, page 17, exercises 2, 3 and 5

James As far as I'm concerned, films are much better than books. They are much quicker to watch, and you get to see and hear how each character really is. They're much more powerful. What does everyone else think?
Petra Personally, I much prefer books. When you think about it, you can get much more involved with a book. There is so much more detail in them. And you can take them anywhere. Would you agree with that?
Tina Good point. With a book, you can also read at your own speed. And go back over something again. And in my experience, books can also really help you learn new words.
J Can I stop you there? I'd take a different view on that. Films and TV shows can also help you learn new words – and foreign languages. My friend Gabriel learned English as a kid from watching American cartoons. You can't do that with a novel in a language you don't understand.
T I'm not sure I agree. Both books and films can help you learn a foreign language. All things considered, I prefer books. You get to use your imagination when you read, and invent your own world. Don't you think that's really important?
P I couldn't agree more. And it's a fact that kids who read more do better at school.
J Hang on a moment. Are you sure that's true?
P Yes, I am. There's a lot of research to show it.
J Well, I'm not sure I agree.

Unit 1, Vision 360°, page 20, exercise 3

Prop maker What's the best thing about being a prop-maker? For me, it's the, it's the er, variety of work. I never get bored! One week I'm designing costumes for a science fiction film, a thriller or a superhero film. Then, the next week I'm, I'm on location or in the film studio helping the main characters try on their costumes and watching them rehearse their lines.

Unit 1, Vision 360°, page 20, exercise 4

Prop maker Props are an incredibly important part of the film-making process. I mean, can you imagine Star Wars without lightsabres? No, I can't either! Props help make the location feel real, help actors play their parts and even help the audience follow the plot. That's why as a prop maker, I need to work closely with the production team of each film to make sure I know exactly what they want. I, I've worked on all types of films… science fiction, historical, thrillers… and, erm, enjoyed them all.
However, the best experiences have been when I've really done a lot of detailed research and planning with the production team. You know, drawing the props and creating models before we make the real thing. These last few weeks, I've been working on a science fiction film where the main character travels back in time using a magic compass and that's what I'm designing at the moment… a magic compass! Who knows, it might become as famous as the lightsabres from Star Wars!

Unit 1, Vision 360°, page 21, exercise 6

Prop maker I've been working in the film industry for ten years now and I've made the props for several blockbusters. The things I like making best are weapons for thrillers and science fiction films – I guess that's because they're my favourite kind of films! I love using my imagination and coming up with new ideas. When I've designed a prop on the computer, I print the parts using a 3D printer. I've just put these parts of a laser sword together and now I'm painting it. Props like these often appear very close to the camera during filming, so it's important they look very realistic. I think I've smashed it with this prop; what do you think?

Unit 1, Vision 360°, page 21, exercise 7

Presenter This is New York City. Even if you've never visited the city, places like Central Park, the Empire State Building and Times Square are probably familiar to you. Why? Because the cinema industry often chooses the Big Apple as a location for filming. Although 60 million tourists visited New York last year, most of the world recognizes the city's streets, buildings, yellow cabs, cafes and restaurants because they have played an important part in many popular films and series. However, New York isn't just a great location, it's also a great place to learn about the film industry.

This is City College in New York City which is home to one of the most famous film schools in the U.S. Here students learn how to make films from beginning to end.

On each project they usually take a different role. For example, these students are working together and writing a script. The course teacher has helped them to write an exciting but realistic script. This time they've decided to write an action film.

These students are working on set. Some of them are doing the filming, whilst the others are rehearsing their lines and playing the roles of the characters. Each student has a different job. Nick is the cameraman. Sue is the sound recordist; and John is the director. Making a film takes a long time, but the students are all very patient. They've worked hard to get the camera, the sound and the lights perfect.

The next step is to edit the film. These students chose the best parts and put them together. They use a special computer program to edit the film. Then, if necessary, they add special effects. At the end of the editing process, they show the film to the class. Everybody discusses the film. Were there any problems with the filming? Could they follow the plot? Was the camera work good? Every part of the project is important. That's what makes a good idea an excellent film.

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Alicia Hi guys! Alicia here and in today's video I want to talk to you about travelling. As you know, I often share holiday photos online. I also check recommendations for my next travel destinations on social media. Obviously, I know that in some of these photos the colours or lights were improved, or special filters were used. Fine by me. But one day I visited a place which was nothing like the picture. I was so disappointed and, well, angry! In this video I'll tell you my huge photo-disappointment story… and a few friends – including George – will share their own experiences. Ready? Here we go then!

Visiting Bali had been on my bucket list for ages. (gesturing to image) Just look at this gorgeous scenery! It looks like it's on the top of a mountain surrounded by this amazing peaceful lake. Impressive, right? Er… not really. Everyone who wants to take a photo has to get a ticket with a number and then wait their turn. In my case it was two hours – but some wait longer! And I'm not the only one this has happened to!

James Thanks Alicia, James here and my story started with this picture of a valley in the mountains in Poland. You can see the grassland stretching into the distance covered with hundreds of purple spring flowers. I'm a photographer and I loved this image, so I decided to go there and take some pictures. The minute I got there I realised it was a bad idea. There were people and cars everywhere. They were even treading on the flowers! I didn't see the point in staying there so in the end I just walked away to this woodland area and found this beautiful mountain stream. At least I still got my picture!

Becky Hi guys, I'm Becky! When my brother and I were planning a trip to Vietnam, we made a list of all the places we had to see. Most of our ideas were from travel vlogs we like! Pongour Waterfall was at the top of our list because of this photo. But when we went it looked like this. OK - it was partly our fault! We were there during the dry season when there wasn't as much water going down the waterfall. Despite that, the place was magical and we spent a lot of time just admiring the landscape.

George My family usually spends holidays at the seaside. Last year we chose the south coast of Italy called the Amalfi Coast. We arrived there by ferry and as we got near Amalfi, the view was absolutely breathtaking, just like the photos with houses on the edges of the cliffs. There was so much we wanted to do, like rent a car and drive through all the little villages and towns, or see the Emerald Grotto, a beautiful cave, famous for its green underground water. We didn't want to miss out on anything but there was one thing we didn't expect – crowds! After a couple of hours sitting in traffic jams with hundreds of other tourists we were dead tired and wanted to find a quieter holiday spot!

A Thanks guys! It sounds like it's not worth looking for holiday inspiration on social media because when a place gets popular, everyone goes there! It's as simple as that! Or maybe we just need to do a bit more research before we pack our bags! What do you think?

Unit 2, Lesson 2.3, Track 2.02, page 25, exercises 3 and 5

What kind of things can't you imagine living without? A mobile phone with internet connection? Your own bed? Hot water in the shower? Zeki Basan, a man in his early twenties from Scotland, would probably see it differently.

Since he was a child, Zeki has preferred spending time outdoors to watching TV or playing computer games. At the age of sixteen, he started studying at the School of Adventure Studies at West Highland College on the Isle of Skye in Scotland. The course he chose involved developing various outdoor skills such as hiking, climbing or kayaking. Although the classes were very practical, Zeki wanted to go one step further and put into practice what he was learning. To see what it was like to survive in the wild on his own, Zeki decided to put up a tent and live there during his studies. There weren't many things he needed: an old camp bed, two blankets and a large metal box for storing his clothes and books.

As he was living alone, Zeki had to do everything by himself. This meant getting up early, making a fire and cooking breakfast. Then he had to walk for 30 minutes to get to school. Zeki didn't have a shower or a washing machine. He washed himself and his clothes in the river. Then he dried them by the fire. After school, he had to collect wood for the next day. In his free time, Zeki explored the hills and woodland areas or stayed in the tent, cutting things out of wood.

Zeki has always lived surrounded by nature. He grew up in the wild parts of the Cairngorm Mountains in Scotland. His house was far from other

villages and towns. In winter, it was often difficult to get there, so Zeki's family had to use cross-country skis to bring food. During his childhood, Zeki travelled a lot to remote villages in different parts of the world where his mother, a cookbook author, studied the food of local communities. For Zeki, this was a chance to learn something from people who lived close to nature. Currently, Zeki continues to travel and develop his passions. During his last trip to Namibia, he was learning survival skills from the San Bushmen community. In winter, he worked as a glacier guide in Iceland where he was teaching others how to hike on ice trails safely. When he doesn't travel, Zeki works as a survival skills instructor in Scotland. He shows others how to make fire or how to find food or water in the wild.

Unit 2, Lesson 2.8, Track 2.09, page 31, exercises 2 and 3

Man Welcome to the eighth Annual Westview Secondary School debate. I'm here with two of our students, Elizabeth Martin and Timothy Perry. The topic of today's debate is 'Global warming is the biggest threat in the 21st century.' Elizabeth, you're the first speaker. Are you ready?

Elizabeth Yes, I am. Thank you. I absolutely agree with that statement. Global warming is the biggest problem our generation will have to face. First of all, experts predict that global warming will affect not only weather, but it'll also lead to hundreds of animals and plants dying. Additionally, when the sea levels rise, many areas along the coast will become unsuitable for living. Thousands, or maybe even millions, of people will have to find new homes. What's more, global warming will without any doubt result in poorer health of many people, for instance, those who suffer from heart diseases. Obviously, a lot of insects that pass diseases such as mosquitoes enjoy warmer weather, so we might expect that their population will increase together with the risk of the diseases. Furthermore, heatwaves and droughts might have huge impact on farming and access to drinking water. Some scientists predict that soon there might not be enough drinking water and food for all people. So, as we have seen, global warming will affect all aspects of our lives: food, houses and our health. In my opinion, there isn't a single more serious threat than that. Thank you.

M Thank you, Elizabeth. And now, our second speaker, Timothy Perry.

Timothy Elizabeth has said that global warming will have consequences like lack of food or extreme weather. These are clearly extremely worrying predictions. However, I have to disagree with the statement that global warming is the biggest threat in the 21st century. Firstly, we can see that different countries and organisations have already done a lot to slow down global warming. I strongly believe their actions won't allow Elizabeth's scenario to take place. Secondly, both the development of modern technologies and popularity of the internet have caused completely new problems to appear. A growing number of people spend more time online than offline surrounded by their friends. Definitely, technology is slowly taking control of our lives. I can't stop thinking about the dangers it might cause, for example cyberattacks, cyberterrorism or even creating superintelligent artificial intelligence that will want to have power over people. These are, in my view, the greatest threats of the modern world. Thank you.

1–2 Exam skills, Track 2.10, page 34, exercise 2

Interviewer Good morning and welcome to this week's arts programme. Today, we're talking to writer Paola Sanchez, from Argentina. Welcome Paola! You've written two novels which have been very successful globally, and you also write articles for newspapers and magazines in your own country. And now you're writing your first non-fiction book. What's it about?

Paola Good morning! Well, obviously in the last few years there have been many changes to how we read because of technology. So I decided to write a book about those changes - what the situation is now and what the future of printed books looks like. A few years ago, it didn't look good at all. Everyone was using electronic books, mainly because they were cheaper. But it seems that while digital media continues to have a negative effect on newspapers and magazines, people still love printed books.

I Why do you think that is, Paola?

P Well, there are probably several reasons. The cost of e-readers and e-books has increased, so price isn't as big an issue as before . Also, we spend so much time every day looking at screens that we can end up suffering from 'digital fatigue'. In other words, we're tired of technology, and a printed book gives us a welcome break. And of course, books can be more attractive visually, with beautiful designs and images. We like collecting them and displaying them on bookshelves in our homes, and we also enjoy giving them to friends and family as gifts. While it's true that many people still read romantic novels or ones about crime as e-books, they usually prefer printed books on subjects like cooking or the natural world.

Oh, and it's not only books – people are buying more paper maps too! Activities like walking and cycling are becoming more popular and when we're out in the environment exploring, we don't always want to rely on technology. Phone signals can fail and batteries sometimes stop working, but nothing can go wrong with a paper map! So the future looks fascinating. Sales figures show that younger people are actually buying more printed books than older people. I think it will be very interesting to see what happens in classrooms and how students will be using printed books in the future.

I Thank you so much Paola. And good luck with your new book. And now …

Unit 3, Lesson 3.1, Track 3.01, page 36, exercises 2 and 4

Alicia Hi guys, today we've got some good news. According to this article, the country is getting healthier!

George No way! How come?

A This says that the number of people who have taken time off because they're ill is at its lowest ever. Last year, people took an average of only 4 sick days from work and students missed only 6 days from school! But they don't know why!

G Hang on a sec, I've got an idea. My mate James is studying medicine, he'll have some thoughts on why that's happening? Let's give him a call!

A OK, a bit random but could work, I guess.

James Hello?

G Hey James, it's George. How are you doing?

J Hey man, I'm not great to be honest. I think I've got a cold. Or the flu. Or a chest infection. Apart from that I'm epic, thanks mate.

G What happened?

J To cut a long story short, I was out for a run this morning and I was out of breath. That isn't unusual. But when I got home, I felt terrible. I had a really sore throat and a pain in my chest. I thought I was having a heart attack! You know I don't like to complain but I'm really, really ill. So now I'm just resting, drinking lots of water and I've got an appointment with the doctor later.
G Ah… OK. We'll leave you alone then! I hope you feel better soon!
J Me too.
G OK, that wasn't very useful.
A I know! My friend Becky is really into fitness, she might have some thoughts on why we're healthier these days!
G Good idea!
Becky Hello?
A Hey Becky, how are you doing?
B I'm great. Except I woke up the other morning with a terrible pain and my arm was all red. I thought maybe it was a bit of burn, you know, from the sun. But it kept getting worse, so I went to the doctor. Turns out it was an infection from a really bad mosquito bite! Whilst I was there, I told her about this back ache and she said I needed to rest. I'm not supposed to move for the rest of the day! I should really be in bed!
A Sorry Becky, I'll leave you to it. Get well soon.
B Thanks. Oof, it still really hurts!
G Ohh… kaay. (to Alicia) Are you sure we're getting healthier, Alicia?!
A That's what the statistics say! I guess our friends are the exceptions that prove the rule!
G They must be! What do you guys think? Are you getting healthier? Send us your comments! And Thanks for watching.
A See you next time! Bye!

Unit 3, Lesson 3.1, Track 3.02, page 37, exercise 7

1 Hang on a sec.
2 How come?
3 To cut a long story short, …
4 I'm epic.
5 A bit random.

Unit 3, Lesson 3.3, Track 3.03, page 39, exercise 4

1
A My knees hurt when I run.
B I think you need to cut down on the amount of running that you do and try swimming instead. It's important to keep on doing some exercise.
2
A Did you put on any weight when you were on holiday?
B Yes, I did. But I don't understand why. I did lots of sport every day. I'm just trying to work out how that happened.
3
A Do you think we should stop eating sugary foods altogether?
B I think it depends on what else you're eating. I mean, there is plenty of natural sugar in the food we eat. Fruits, vegetables and even milk contains sugar. So, you know, we probably have more than enough anyway. Listen, the point I want to get across is that you don't need sugar in your diet.
4
A Please go ahead and explain your conclusions.
B Many people today are going on about the health benefits of a vegetarian diet. They say that it can help prevent heart attacks, protect you from many diseases and may even improve your mood and stop you feeling depressed.

Unit 3, Lesson 3.3, Track 3.04, page 39, exercises 5 and 6

Magda There's so much different health advice today it's hard to work out what is fact and what isn't. But I'm sure my two guests can solve some of those problems. They are Dr Zoe Baxter and scientist Patrick Reed. Firstly, let's talk about water. Should we drink two litres every day?
Zoe That is the popular view. Unfortunately, it just isn't necessarily true. In fact, how much water we need depends on what we're doing, what we're eating – because as we know, fruit and vegetables contain a lot of water, and of course what the temperature is.
Patrick And we don't need to drink just water. Any drink with water in it, including tea and coffee is fine.
M And what about coffee – is it good for us or not?
P I think it depends on how much you drink. Caffeine, the chemical in coffee that keeps us awake and the main reason people drink it, can cause your heart to beat faster and high blood pressure. However, coffee also contains chemicals called polyphenols, which can lower blood pressure and reduce the risk of a heart attack too.
M So, is it OK to keep on drinking it then?
P Go ahead, but I wouldn't drink more than a few cups a day.
M One fruit that everyone seems to be going on about recently is avocados. And I'll be honest, I sometimes eat three or four a day.
Z You might want to cut down to one or two. They do contain some good fats, which may protect you from a heart attack, but so does olive oil, some fish and nuts. But you should realise that one avocado contains about 240 calories. That's a lot! And if you're eating four a day, that's almost half the total calories you need, which may cause you to put on weight.
M Oh, I see! Perhaps I'll replace my morning avocado with a fruit smoothie instead.
P I don't think that's a good idea. If you actually add up the sugar in a smoothie, you'll find some have higher levels than a can of cola.
M Really? But the ones I drink are 100% natural.
P That doesn't matter. Sugar is sugar, natural or not. I really want to get this across to your listeners. And that much sugar in one go is not good for you. I would suggest you try eating an apple or a banana instead.
M Thanks a lot.

Unit 3, Lesson 3.5, Track 3.08, page 41, exercise 6

Liv On *Medical Marvels* podcast this week, we're talking about some of the greatest medical achievements of recent years.
Greg At the University of Utah in the USA, scientists have managed to make an artificial arm and hand that patients can move by just using their thoughts.
L That's amazing. They also designed the arm so that the people using them can feel the things that they pick up. Just like a real hand.
G The next achievement is all about 3D printing. In recent years, scientists have discovered that they can 3D-print some body parts using both plastic and living human cells. They have already succeeded in printing hearts, skin and teeth, although they haven't been able to use them on real human patients yet.
L Incredible. The last achievement I want to talk about isn't actually a scientific one, but it has succeeded in improving the health of millions of people. We're talking about the smoking ban here. In countries around the world from Canada to Argentina and the UK to Australia, smoking is no longer allowed in public places.
G In some countries, like the UK, we can already see a reduction in the number of people smoking and an improvement in health.

Unit 3, Lesson 3.7, Track 3.10, page 44, exercise 5

Psychologist Today, I want to talk about some of the strategies that we can use to manage our emotions better when something bad happens to us.
So let's imagine you've lost something that was very important to you. How would you feel? You may experience sadness, regret, perhaps even anger. This could be with yourself because you think that you're responsible for what happened – this is called self-blame – or it could be with other people you think are responsible, blaming others. Which brings me to the first strategy: acceptance. If we can accept what has happened was an accident, stop fighting it and blaming ourselves or others for it, we can start to feel better more quickly. It is also a good idea to name and write down your emotions as you experience them and ask yourself why you are feeling like this. Research shows that when we do this, we begin to feel more in control over what is happening, which helps us turn a negative experience into something more positive.
Let's look at another situation. A very good friend has moved to another city. You probably feel sad that they've gone, you may be feeling lonely too. This is quite normal, but when you spend too much time thinking about these negative emotions, this is called rumination or deep thinking, and it can make us ill. Instead, you can try and think about all the happy times you had together and how lucky you are to have this person as a friend. We call this strategy positive refocusing.
You can also take this one step further and start making plans to visit your friend in their new home and focusing on the exciting times you will have together in the future. This is an excellent strategy which we call refocus on planning.
Let's get into groups now and look at some tasks to practise these ideas.

Unit 3, Lesson 3.7, Track 3.11, page 44, exercise 6

James I think this would be one of the worst feelings. I know that I'd feel annoyed with myself for losing it. And I'd also be experiencing a lot of anxiety and worry.
Laura Yes, it would be terrible. But I guess we have to accept that it's gone and then decide what we're going to do to improve the situation. So why be anxious and worry?
J Well, I won't be able to contact my friends and family, and also someone else might have it and be using it.
L So, let's refocus our thoughts on planning. First of all, let's go to the information desk at the festival. They can help us contact friends and family.
J Good idea. And then someone in our family can use their phone to lock mine and track its location.
L That's true. And then perhaps we can remind ourselves that we're at this amazing festival and we can still have a great time even without it.

Unit 3, Lesson 3.8, Track 3.12, page 45, exercises 3 and 4

Pharmacist Hello. How can you I help you?
Ollie I've been bitten by an insect on my leg and it really hurts. Could you recommend something?
P Would I be able to see the bite?
O Yes, of course.
P It looks very red. Does it hurt when you touch it?
O Yes, it does. It's really sore.
P Can you tell me when this happened?
O Two days ago.
P Have you put anything on it yet?
O What do you mean by that?
P Any cream?
O No, I haven't.
P Do you know if you are allergic to any medicine?
O I'm afraid I didn't quite catch that.
P Is there anything you can't take?
O No, I don't think so.
P I think the best course of action is to take this cream. You'll need to apply a small amount to the bite with your finger.
O OK. How often do I use it?
P About two or three times a day. It's really important that you wash your hands before and after you do it. Is that clear?
O Sorry, do you think you could repeat that last part?
P Of course. You must wash your hands before and after you apply the cream.
O OK, I understand. Thank you.

Unit 3, Vision 360°, page 48, exercise 3

Unit 3, Vision 360°, page 48, exercise 5

Coach OK, listen up! This is the big one! We've worked out well and kept our bodies in shape all season, but it has been our dreams that have brought us this far. We've been able to train our minds so that our bodies will follow, and they have! We're in the final! We know that if we want to win as much as we want to breathe, then we'll be successful. If we get out of breath, we'll be able to keep on running for the team because our minds will push us forward. If we fall down, we'll get up quickly, recover and keep on fighting for our teammates. But I want you to know one more thing… if you put your effort into playing as well as you can, if you concentrate as well as you can, if you try to be the best that you can be, then, then, I don't care what the result is at the end of the game, because I'll be proud of you and for me, you'll be true winners.

Unit 3, Vision 360°, page 49, exercise 7

Male What happened there, Amy?
Female Emily Watts jumped for the high ball and, erm, it looks as if she's landed badly on her knee.
M Well, it doesn't look good, does it?
F It certainly doesn't. It's taken Emily six months to recover from surgery for her broken leg and now this happens.
M Have you any idea if they've offered Emily a new contract?
F Well, to cut a long story short, nothing has been decided yet. I guess she'll be anxious about her future after suffering what looks like another serious injury.
M It just shows that professional sport is a high-risk world. Emily has been working out and training hard on her own and after finally succeeding in getting back into the team, this happens.
F Yes, it, it really takes years of effort to manage to get to the top but then in just seconds an injury can threaten a successful career.
M Well, let's just hope it isn't as bad as it looks and that Emily is playing again soon.

Unit 3, Vision 360°, page 49, exercise 8

Interviewer I'm talking to Todd Randle, captain of the Lanchester Warriors Junior team. Now Todd, you've got a message for young people who don't play sport. What is it?
Todd Erm, well, I spent all my free time playing computer games, you know, I was always sitting down!
I So, what happened?
T I had a check-up and the doctor said that if I didn't start moving, I'd soon

have serious health problems. It was a real shock!

I What did you do?

T Well, I came to the club and spoke to coach Rafter. She told me to concentrate on getting fit and not to compare myself to the others. At the first training session, I got out of breath after five minutes, but I kept on coming and now I love it.

I And you think others should do the same?

T Yeah, I do. There's a sport for everybody and there are lots of clubs like ours where taking part is the most important thing. Of course, we like to win, but it isn't everything. The main aim here is to keep in shape and enjoy yourself, and we really do!

Unit 4, Lesson 4.1, Track 4.01, page 50, exercises 2 and 3

Alicia Hi everyone! I'm doing a social experiment for my vlog about identity and as part of this, I recently asked you… what kind of person you thought I was. I don't recommend everyone doing this and I thought about it a lot. After all, there are a lot of trolls out there! But I got tons of lovely replies. I can't thank you enough for all your nice comments! I'm kind of surprised that most of you know me so well! If you're curious what others said, keep on watching this video! Here's the first reply.

This comment is spot on, I do have a positive attitude to life! I am rather cheerful and I don't tend to complain a lot. I always try to look on the bright side. Here's comment number two.

This one is only partly true. I am fairly ambitious and I set myself goals all the time. The problems start when I have to work on them! Not that I'm lazy or anything but I'm not as hard-working as I wish I was.

You're in for a surprise! I'm not very sociable and I don't make friends easily. I was really shy when I was in primary school. I lacked confidence and was often awkward in social situations. Now it's a bit better, thanks to this vlog. My friends keep telling me that I've recently become quite talkative! I actually think they're right.

I'm not so sure! I think I get upset easily. My cousin George is definitely much more easy-going than I am. I don't cope with stress too well and I probably worry too much!

Aww – thank you for this comment. It's so kind, you've made my day! I don't know about modest, like most vloggers I spend a lot of time talking about myself! Although I try to be generous, getting involved in fundraising campaigns and things like that. I don't understand vloggers that won't do that kind of thing, it's so selfish!

OK, that's it for this video but before I go, I just want to say thank you. As I said at the beginning, I was a bit worried about nasty comments, but your messages have all been really kind and really thoughtful. I'm going to put all my results from my social experiment in another video but for now it's goodbye. You guys are awesome, see you next time!

Unit 4, Lesson 4.1, Track 4.02, page 51, exercise 8

1 I can't thank you enough!
2 This comment is spot on!
3 Not that I'm lazy or anything.
4 You're in for a surprise!
5 You've made my day!

Unit 4, Lesson 4.2, Track 4.03, page 52, exercise 5

Andy Hi, it's Andy. Please leave a message.

Lewis Hi Andy! It's Lewis. Colin and I are planning to go to this workshop about building confidence tomorrow. I've read some really good reviews. People who took part in the workshop could go to a job interview and stay calm. Do you want to come too? If so, you must register today. I'll send you the link to their website. Talk to you later!

Unit 4, Lesson 4.3, Track 4.04, page 53, exercises 2 and 3

Speaker 1 I've heard other people make fun of the personality tests you can find online such as 'Which character of your favourite TV show are you?' or 'Are you a lion or a sheep?' But these aren't really personality tests. They're just entertainment and have nothing to do with psychology. The real personality tests are supposed to help you discover who you are or help you make the most important decisions in your life like choosing a career path. I once had a test like this at school. There were only *yes/no* options, quite easy to answer, for example, 'When I go shopping, I need a lot of time to decide what to buy.' A few weeks later, we got our results. Some of the comments there surprised me. Since then, I know what I'm really good at and I know what I should work on.

Speaker 2 Can you believe that there are only sixteen types of people in the world? For me, this doesn't make much sense, but Katharine Cook Briggs and her daughter Isabel Briggs Myers created a personality test known as the Myers–Briggs Type Indicator which divides people into sixteen personality types. Surprisingly, it's the most popular personality test in the world. About 4 million people in 26 countries take it ever year, mainly employees, students or soldiers. The test consists of 93 questions where you have to choose one of the two possible answers. I once took this test and wasn't able to choose either of the two answers given. My answer was somewhere in between. Just to give you an idea, in one question I had to decide if I preferred to spend time alone or with other people. Well, that all depends. On some days I'm very sociable and on others I need some me-time.

Speaker 3 I'm a psychologist and I often use the Rorschach inkblot test at work. What does it look like? Rorschach images are inkblots of irregular shapes. I show people ten pictures and they can hold them in any position and say whatever they want about them. What does it tell me? Lots of surprisingly different things, for example when one pictures presents something looking like two people. If a person analyses this picture fast, he or she is probably very confident but when someone takes their time, they might lack confidence in social situations.

Speaker 4 I used to believe in personality tests. I spent over £300 to check my personality because I thought it would help me develop. Each time I took the test, I discovered something new about myself. All of the test results I got seemed to apply to me but sometimes they didn't agree with one another, for instance, one test showed that I was hard-working and ambitious and the other that I was lazy. When I realised that, I found out about the Forer Effect and stopped taking these tests. If you've never heard about the Forer Effect, it's a psychological phenomenon according to which people believe that the personality description accurately analyses their character even though it's general and can in fact refer to anyone.

Speaker 5 I work as a head-hunter so it's my job to find people with the right skills and the right personality for companies who look for employees. A personality test is one of the tools I use, but I'm aware of its limits. The result of

the test may depend on many different things like the mood of the person on the day they're taking it, what has recently happened in their lives or how focused they are. I usually warn those who take the tests that they need to concentrate and not get distracted.

Unit 4, Lesson 4.9, Track 4.09, page 59, exercises 2 and 3

Liam You'll never believe what happened to me last week. I got a reply from the Art College! I sent them my portfolio with some of my paintings ages ago and they finally got back to me! One of their art teachers, Mr Nick Brown, sent me an email. He wrote that they loved my works. Mr Brown said I was very creative.
Millie Wow! That's such great news! You should be proud of yourself. Speaking of art, do you remember that Mrs Williams is taking our class to the Museum of Modern Art next Tuesday? She reminded us to bring sketchbooks and pencils.
L Thanks, I completely forgot about it! Anyway, as I was saying, the Art College offered to help me financially if I decided to study at their school. They said I wouldn't have to pay for the classes, only for the accommodation. This is a dream come true, but unfortunately, my parents don't see it this way.
M What are you talking about?
L Well, you know what they're like. They generally don't approve of my life choices. Yesterday my mum told me she had always hoped I would follow in my dad's footsteps and become a doctor. She warned me against being an artist!
M My parents are exactly the same. They have completely different values than I do, but they still expect me to make the same life choices as they did 20 or 30 years ago. For example, my dad ordered me not to spend so much time online! And he told me this when I was doing maths homework. The one we have to do online!
L Tell me about it! Oh, before I forget, can you text me the numbers of these maths exercises we have to do?
M Sure! You know I asked you twice if you had written them down and each time you insisted that I shouldn't worry about it! In any case, what are you going to do with the Art College and your parents?
L I don't know. I have absolutely no idea.
M Why don't you start by talking to our school psychologist? She also gives career advice so maybe she'll be able to help you …

3–4 Exam skills, Track 4.11, page 62, exercise 2

Interviewer And now for our regular focus on health and fitness. As usual, we'll be talking to our expert Irina, but we'd also like to hear from you about your experiences of owning or working with animals, and in particular, of any health benefits you've found. Phone or email us with your stories, please! Now Irina, I think you're going to start by explaining why relationships with animals can be good for us?
Irina Yes - so I think we're all aware that keeping a pet can have really positive effects, both physically and mentally. For example, walking a dog makes us exercise regularly, and that's good for controlling our weight and keeping our hearts healthy. And just being outside is great for reducing stress and anxiety, and it helps to relieve depression. It's also a way of meeting other people and developing social relationships – dog owners are always stopping to chat to each other and there are plenty of clubs and activities for pet owners – and not just dogs of course.
I And animals can be particularly good for children and for older people?
Ir That's right. Children learn a sense of responsibility from looking after animals – having to feed them and exercise them and so on. It also improves their social and emotional skills, so they have better relationships with people. And of course many older people suffer from loneliness, so a pet can be a really important companion later in life. In fact, studies have shown that older people who own a pet tend to have fewer medical issues than people without one.
I Now, I know you also wanted to talk about another animal.
Ir Yes – now I'm not suggesting that listeners should go out and buy one of these as a pet! But we don't often discuss the relationship between humans and horses. This is quite different to owning a cat or dog, partly because of their size, but also because we don't really think of them as pets. We still consider them as quite wild in a way. But there are many benefits to owning or working with horses. Looking after them requires a lot of hard work physically and of course you have to be fairly fit and strong to ride a horse. You also have to trust it - and that's all good for building confidence.
I Fascinating! So Irina, are there any other animals …

Unit 5, Lesson 5.1, Track 5.01, page 64, exercises 2 and 3

George Hi guys It's me, George and welcome to the vlog.
Alicia And me, Alicia. Sorry guys, I just bought these chocolates!
G Cheers mate!
A Hey, hands off! Do you know how much I paid for these?! £6.50! They were only £4.75 last time I bought them! What a rip off!
G Do you think so?
A Well, how else do you explain it?
G You don't do economics, do you? Let me give you a quick lesson. As you probably know, the main ingredient in chocolate is cocoa. And around 70% of it is grown in West Africa. It's then exported and traded all around the world and turned into the chocolate that we all know and love. But now imagine there's really bad weather and the cocoa doesn't grow well. The supply of cocoa begins to fall. But over in the UK, consumer demand is still high! So, people still want their chocolates, don't they?!
A For sure.
G So, the price of your chocolate goes up! Now, let's look at distribution.
A OK…
G Cocoa beans like these are transported by ships. And what powers ships? Oil! So, if the price of oil suddenly increases, the cost of importing cocoa will go up. And what happens then?
A The price will go up too.
G Exactly! Then there's the production of chocolate here in the UK. What's going to happen to the price if the factories have to increase the pay of its workers on the production line?
A It'll go up.
G And let's remember about the changing value of currency, like US dollars or UK pounds or Euros!
A Do we have to?! I think I get the picture! Now, have a chocolate!
G Thank you! You see, chocolate is traded in US dollars….
A Bye guys!
G Oh sorry - see you guys next time! So, if the value of your local currency goes down, guess what happens to the price of chocolates?

Unit 5, Lesson 5.2, Track 5.02, page 66, exercise 7

Head So, you're here to talk about your repair shop. It's a very good idea.
Jake Thanks, Mrs Baxter.
H First of all, let's talk about opening times. You can open at breaktimes, but the rule is you close the shop five minutes before the start of lessons. Is that clear? You can also open at lunchtimes, but it isn't necessary. That's your decision.
J Yes, of course. Is it necessary for me to tell you the days we want to open?
H No, that isn't important. But I don't think it's a good idea to open every day. The business can't have a negative effect on your schoolwork.
J That's fine. I know I won't be able to go to university if I don't pass my exams.
H Good. Now, let's talk about money. There is a school council rule that 20% of profits go to the school charity.
J I understand. Thanks a lot, Mrs Baxter. I really appreciate this opportunity.
H You're welcome and good luck.

Unit 5, Lesson 5.3, Track 5.03, page 67, exercise 3

These days, thanks to the internet, goods can be traded and ideas shared around the world at the touch of a screen, raising our knowledge and understanding of the world. We may think that this is a very modern development, but you can find its roots over 2,000 years ago, in the Silk Roads, an 8,000-kilometre network of paths and roads that connected Europe, the Middle East, Central and East Asia together.
The Scythians, a nomadic people from Central Asia, were among the first to actively trade with the Chinese, Persians, Greeks and Romans. For the first time, important trading and cultural connections were created between civilisations that had never met. Initially, these connected China with Central Asia, and then the Mediterranean with Persia and India.
In around 200 BCE, the Chinese Emperor Han sent traders west with Chinese silk, cotton and other goods. They established new routes that connected China with Europe. The Silk Road was born.

Unit 5, Lesson 5.3, Track 5.04, page 67, exercise 4

The Europeans fell in love with Chinese silk and pottery, things like pots and vases, and imported huge amounts of it, while the Chinese developed a taste for glass exported from Rome, and many European fruits and vegetables, such as grapes, peppers and walnuts.
But more important than the trade in goods, it was the sharing and exchange of ideas, such as culture, religion and technology along the Silk Road that would change the world and bring comparisons with the internet.
Europeans imported papermaking and printing techniques from the Chinese, which meant books could be printed quickly and cheaply. This contributed to a huge growth in education, communication and science.
The magnetic compass too, which was invented in China, travelled across the world on the Silk Road. This tool for navigation, the GPS of its day, arrived in Europe around the 12th century, and helped sailors find their way across oceans. The consequences of this new technology were massive.
With their taste for exotic goods, Europeans began to set off on voyages across the Atlantic Ocean in search of new routes to Asia. On their way, they expanded into Africa and arrived in North and South America.
For the first time, the entire world was connected. Goods, information, ideas and technology could be shared, and people around the world could learn from each other. The modern age, the age of information, had begun.

Unit 5, Lesson 5.3, Track 5.05, page 67, exercise 6

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Unit 5, Lesson 5.5, Track 5.08, page 69, exercise 7

Russ Here's another mysterious case that was never solved. There was this guy, called D.B. Cooper, and in November 1971 he was on a flight from Portland to Seattle in the USA when he told the flight attendant he had a bomb. He then demanded $200,000 and four parachutes when the plane landed at Seattle.
Zoe Four parachutes? What for?
R Good question. There was definitely no one else involved.
Z That's strange.
R Yeah. Then with the money and the parachutes, he told the pilot to fly south-east towards Mexico. On the way, Cooper moved to the back of the

plane where no one could see him. All the pilot knew was that the door was opened, and Cooper, and the money were gone. But they didn't know where.
Z So, it's pretty certain that he jumped out of the plane.
R I agree. I'm sure he didn't stay on the plane. They searched it later on at the airport and couldn't find him. But the weird thing was they never found him, his body or any of the money.
Z Perhaps someone was waiting for him on the ground and drove him across the border.
R Maybe. Or I think it's possible that the pilot knew about the plan and helped him escape.
Z Do you think so? That's interesting.
R But in 1980, a boy found a small amount of the money by the side of the Colorado River. But no one ever found Cooper.

Unit 5, Lesson 5.7, Track 5.10, page 72, exercises 6 and 7

Ryan So, on this evening's *Spare a Thought*, I'm talking to journalist and activist, Katie Martyn about how we can be better global citizens when we go shopping. Katie, what do you think?
Katie I think that as consumers we need to understand the power we have to choose how we spend our money. And these days there is so much more information available making it so much easier to be a good consumer.
R Yeah, but it can also be really expensive too.
K I'm not sure it has to be expensive. In fact, I think it's about making better choices. Let's look at the clothes we buy. Did you know that the fashion industry is the second-largest polluter after the oil industry? And that's because of fast fashion.
R How can that be?
K Well, what are most of the T-shirts, jeans and tops you buy made from?
R Cotton.
K To grow the cotton, you need huge amounts of water, chemicals and pesticides. And the factories that make the clothes also use loads of different chemicals and colours, which just get washed away into rivers, and then there's all the transport costs to export the clothes from the countries where they are made all around the world.
R I've never really thought about that.
K But the worst thing is because these clothes are so cheap, people buy them, wear them a few times and then just throw them away. Which creates more pollution.
R I see your point. I've done this in the past, without really thinking about it.
K I think we all have. It's just so easy, isn't it? But it's also really easy to change. First of all, when you go shopping, avoid those shops that sell the really cheap clothes. You'll save a lot of money and will buy less on 'impulse'. And when you do shop, choose clothes that are good quality and that you can wear on lots of different occasions.
R Good idea.
K Then try and buy more second-hand clothes. They aren't expensive, you can find some really cool stuff and whatever you buy is not going to end up as more waste. Or better still, arrange clothing swaps with friends.
R Yeah, there are some amazing vintage stores around here.
K Exactly. And finally, buy the clothes you love and love the clothes you buy. If you aren't sure about something, don't buy it because it's cheap. And when you have bought something you love, look after it so it lasts longer.
R That's great advice. Thanks a lot.

Unit 5, Lesson 5.8, Track 5.11, page 72, exercises 2 and 4

Marie I'm keen to start saving some money and wanted to ask you a few questions.
Advisor Of course, I'd be happy to help.
M What's the best thing to do to save money in general? In the past, I've found it really difficult.
A Good question. I think the most important thing to do is to get into the habit of doing it. Let me ask you a question: do you brush your teeth every day?
M Of course – I do it twice a day.
A Exactly. It's a habit and you do it without thinking. If you can start saving now, it'll become as normal as brushing your teeth. So, first of all, when you get your money, whether it's pocket money or your wages from a part-time job, you need to take out the amount you want to save straight away.
M That makes a lot of sense. But my problem is I usually spend everything I get. How can I change that?
A Have you thought about making a note of everything you buy in a week and then asking yourself which things you need to buy and which you don't. You'll soon find ways to save.
M That's a good idea. I seem to spend a fortune on credit for my phone. What would you advise me to do about that?
A If I were you, I'd turn it off! But if you can't do that, try and limit your use to places where there is free Wi-Fi.
M OK, I'll try. Next, how do you think I should manage my savings at the moment?
A If you're saving in a bank, I think it would be a good idea for you or your mum or dad to open a separate savings account. These accounts usually offer higher rates of interest for young savers and some don't allow you to withdraw any money for a period of time. They really are the best way to save.
M What about saving at home?
A Your best option is to get a box that you can lock and keep it in a separate place to the rest of your money. And put money in it when you can. It's also a good idea to give the key to your mum or dad.
M That's a great idea. Thanks for the advice.

Unit 5, Vision 360°, page 76, exercise 3

Presenter The West India Docks in the East End of London opened in the 19th century to meet the growth in trade between Britain and its colonies. The design of the docks allowed workers to take imports off and put exports on the same ships much faster than before. The docks also had a modern distribution centre and the goods from the ships were quickly sent to retailers all over Britain.
The docks provided work for many people in the East End of London for nearly 200 years, but in the 1980s they closed down. As a result, a major building project was carried out and today the area is known as Canary Wharf. However, although international trade still takes place in the area, it doesn't involve ships, but banks and financial businesses.
120,000 people worked in Canary Wharf at the beginning of the 21st century, but not many came from the East End of London. In fact, many local families had to leave the area as a consequence of the increase in house prices. Then, in 2008, a big bank got into debt and closed its huge building and thousands lost their jobs. More recently, the Covid-19 pandemic changed people's working habits and now thousands of workers don't have to go to the office every day and work from home.
Today, there are still lots of banks in Canary Wharf, but there are also many other types of businesses, especially in technology and entertainment.

Unit 5, Vision 360°, page 76, exercise 4

Megan Hi James, I've finished the interview!
James Great! How did it go?
M Brilliantly! They'll accept me if I pass my final school exams next month! They want me to come back tomorrow to meet the course leader.
J Wow, that's great! You must have done well!
M Yeah, I think you could say that!
J Did they tell you what the course involves?
M Erm, yeah they did. The successful candidates have to go to college two days a week to study electro technology and then you need to come to Canary Wharf for the other three days, where you spend all your time working with an engineer.
J So you learn by doing the job?
M Exactly. And the work is really varied; I could be installing an internet network between buildings one day and I might be improving the security camera network the next.
J Sounds perfect for you; you love technology! So, which exams do you have to do well in?
M I reckon I should try and do well in all of them…
J Good point!
M … but they're really looking for people with high marks in maths, Information Technology and a science subject.
J Well, you must be really motivated to study for them now.
M I certainly am! Just think, after the summer I could be studying technology and working and earning a wage. I'll have to open a bank account!
J And you'll have to pay taxes!
M I won't mind if I'm working here at Canary Wharf!

Unit 5, Vision 360°, page 77, exercise 5

Presenter Welcome to the exhibition 'A window into London's past'.
If Canary Wharf represents the wealth of the 21st century, Eaton Square in Belgravia, southwest London has been home to some of London's richest residents since it was built in the 19th century. It's the largest square in London, and there's a private garden for residents. Today, the garden is as smart as the houses that surround it, and your bank statement will need to show you have at least £6 million in your account if you want to buy one.
In the 19th century, wealthy Londoners often withdrew cash and made deposits into accounts in the banks of the City of London, the British capital's financial district. After visiting their banks, they might have shopped in local streets such as Bow Lane. Bow Lane was originally called Hosier Lane and nearly all the retailers stocked just one product: hosiery. Hosiery was a fashionable type of very long sock for both men and women that only those with money could afford. Nowadays, the shops in Bow Lane supply lots of different products.
This is Ludgate Hill, a busy street in the City that many tourists take to reach the famous St. Paul's Cathedral. The street is full of ATMs, shops, bars and restaurants that offer services to the tourist market. However, this picture of the same street at the end of the 19th century shows that while the wealthy were shopping in elegant shops, there were 30,000 poor street sellers, even elderly people like this lady, who had to sell a variety of goods such as matches, baked potatoes and books to survive.

Unit 6, Lesson 6.1, Track 6.01, page 78, exercises 2 and 3

George Hello guys and welcome back to the channel. It's just me today because I want to talk to you about houses. Let me guess, boring, right? That's because what I really want to talk about is house swapping and that's way more interesting. So, let's get on with it!
I'm studying at the University of Manchester. My brother works here too and we live together in his house, which looks like this… ta da! OK – correction – he only owns the downstairs flat of the house. Fat chance he'd be able to afford the whole place! It's tiny – I mean 'cosy' – and none of the furniture matches the style of anything else in the house. In fact, a lot of it comes from our parents' attic because he couldn't afford new stuff! The flat isn't exactly stylish – we never found the time to decorate – but it's in a great location and we love it! And It turns out other people do too. You see Manchester's got a famous university… two famous football clubs… and a lot of shops… So, it's super popular with tourists. And when they come here, they stay in our flat - thanks to this really cool house swapping website. The idea is simple. Tourists to your city can stay at your place and you can stay at theirs. It's perfect for holidays and – best of all – it's free. Right now, I'm looking for a cheap holiday by the beach.
This guy John has a place in Split in Croatia, and it's perfect. The apartment block is near the city centre. It looks old but the flat looks comfortable. OK, it isn't exactly spacious but it's got a sofa, a small kind of armchair and a TV. What more would we want?! The kitchen is a bit old-fashioned but it's got all the appliances we need, like a fridge, a freezer, an oven and a kettle. I'm not sure about the colour of the cupboards but I like those curtains that go right to the ceiling! Oh… kay. Not much room for a built-in wardrobe here – - the bed takes up most of the space! But it looks clean and comfortable. There is another bedroom but it's only got this picture… that can be my brother's room! OK so it's small but then again, so is our apartment… the listing says there's more room for storing stuff in the basement of the building. We'll also be on holiday so we're not gonna be spending much time there anyway. My main concern is… 'does the flat get very hot in summer?' I checked online and Croatia is boiling during the summer! 'No worries – there's air conditioning'. Fantastic! So, looks like we're going to Croatia! Now I just need to show my brother his room! See you guys next time!

Unit 6, Lesson 6.2, Track 6.03, page 80, exercise 7

1
Girl 1 Hi Julie! Where were you yesterday? I called you a few times.
Girl 2 Oh, I had lunch with my brother.
G1 The one who studies IT?
G2 No, with Joe. You know Joe, don't you? He works in the café.
2
Boy 1 I can't find my headphones. Have you seen them anywhere?
Boy 2 Which ones?
B1 I only have one pair of headphones. They're white and wireless.
B2 Oh, yeah. I saw them under the sofa. I thought they were Monica's.
3
Woman Sylvie, do you remember Mrs Shaw?
Girl 3 Yes, of course. Her daughter played the guitar in the school band.
W Well, Mrs Shaw invited us all for dinner next Saturday.
4
Girl 4 I love your curtains, Emma! Where did you get them?

Girl 5 I don't know. My mum ordered them online a few months ago.
5
Girl 6 What are these, Mike?
Boy 3 These are the tickets to the art exhibition. We were talking about this exhibition last week.

Unit 6, Lesson 6.4, Track 6.04, page 81, exercise 3

Daniel In my presentation today about future developments and inventions, I'd like to show you the house where, I suppose, a lot of us will be living in 50 years or so. I believe that its simple design and unique features are exactly what we'll be looking for in houses in the future.
This is a Diogene house which was designed by a famous Italian architect, Renzo Piano. Perhaps his name doesn't sound familiar to you, but I'm sure you've seen or heard about some buildings which Renzo Piano designed, for example, the Shard in London, which is currently the tallest building in the UK and also one of the tallest in Europe.
Throughout his life, Renzo Piano has dreamed of creating a tiny but functional house. In 2009, he published the idea, and not long after that the first model of the house was built. Piano decided to call it 'Diogene' after a Greek philosopher Diogenes who gave up luxuries and decided to spend his life living in a barrel.

Unit 6, Lesson 6.4, Track 6.05, page 81, exercises 5, 6 and 7

Daniel What makes the Diogene house so special? Well, it's really tiny, but it's also self-sufficient and uses modern, sustainable technologies. Diogene is only 7.5m2, and according to Piano it's ideal for one person. When you look at these pictures, you can see that it was carefully planned and there's everything you might need. It has a living area with a table, a chair and a sofa bed. There's also a bathroom with a toilet and a shower and a small kitchen with a built-in sink and a fridge. One of the biggest advantages of this house is the fact that the furniture doesn't take up too much space and is very easy to use. Besides, there's a lot of space for storing items. In the walls there are also built-in shelves and you can also keep things in the attic. Looking at this design, I suppose it must be a very comfortable place to live in.
I also like the fact how eco-friendly the Diogene house is. There are solar panels on the roof which heat the water and provide electricity for lighting as well as the stove and the fridge. The rainwater is collected on the roof and then stored in a special container underneath the house. Later, this water is filtered and can be used for washing and cooking. The special wooden panels on the walls keep the house warm and cosy in winter and cool in summer. However, there's no air conditioning, and I'm a bit worried that during very hot summers or heatwaves it might get too hot or it might be difficult to breathe inside. Another thing that is worth mentioning about Diogene is that it can be moved to different locations. Imagine you live in a Diogene home and for some reason you need to move to another part of the country. It isn't a problem – you can take your whole house with you. Renzo Piano thought about it too. The house is light and can be easily transported by a helicopter or a truck. Maybe it'd be better if the owner could attach the wheels to the bottom of the house and move it like a typical caravan instead of arranging and paying for a truck or a helicopter. Still, it's amazing that the house can be moved so easily, and if they decide to get rid of it, it can be put into pieces and then recycled. Finally, …

Unit 6, Lesson 6.7, Track 6.10, page 86, exercise 6

Speaker 1 What was I the saddest about when I had to move out of town? Friends, obviously, but also all these places I've known since I was a little child – my favourite café where they sold the best ice cream, a bookshop I often went to, a park where I rode my bike. So, after I had moved to a new city, I looked for similar places there. I wrote down their addresses and then every day after school I went to explore. I found a nice café and a great shop with arts and crafts materials. It helped me feel at home in this new place.
Speaker 2 When I moved to a new house, I was really excited at first. It was only a 20-minute drive away from our old flat. I could still go to the same school and I had such a cool new room, but … then I realised that I can't just go out of the house and play football with the same friends I've been hanging out with all my life. They live too far away now. To stop feeling so down, I called my best friend and we played online games together and had a great laugh. It was fun too.
Speaker 3 I was eleven when I moved from Slovakia to the USA. This was such a drastic change – new country, new language, new school. I didn't speak English very well and I was really nervous that I wouldn't know what teachers or classmates would want from me. But then I thought, 'What am I scared of the most? That I won't understand anyone? Maybe they'll help me and speak more slowly.' Obviously, I didn't understand much on my first day, but I wasn't that terrified anymore.
Speaker 4 When my dad was transferred from his job in Toronto to Brazil, I felt terrible. I didn't speak Portuguese and I didn't want to give up my ice hockey team. But then I spoke to my coach and he told me to use this time in Brazil to explore new hobbies and sports. Although I went to an American school there, I signed up for Portuguese classes. I also took up surfing. When we came back to Toronto two years later, all my friends wanted me to teach them to surf!

Unit 6, Lesson 6.8, Track 6.11, page 87, exercises 2 and 3

Rosie Hi! I'm Rosie. Thanks for coming.
Ivy Hi! Nice to meet you. I'm Ivy.
R I'm so glad you responded to my ad.
I Of course! So, when is your flatmate moving out?
R Tomorrow, actually. She's already packed her stuff. Anyway, can you tell me a little bit about yourself?
I Where should I start? I'm 23 years old, I study biology at the University of Leeds and I work part-time at a café. I'm usually fairly busy, but if I have some free time, I cook, mostly vegetarian food. I also work out every day and read a lot.
R That's great! I also enjoy cooking. But I can't stand doing the dishes afterwards!
I That's fine by me. I don't mind it, but I hate grocery shopping. I usually order everything online.
R So do I! Do you think you'll be inviting friends or family often?
I Rather not. I mostly meet my friends for lunch or at the café where I work. And don't worry, I don't party much.
R Neither do I, but it'd be perfectly ok if you wanted to invite them to the flat! OK, here's the next question. How often do you tidy your room?
I It's hard to say, really. It depends. I generally try to keep my room tidy.

I usually try to make the bed every morning, but I'm not always successful, you know.
R I understand you very well! How about bedtime? I'm an early bird, but I also go to bed early. What time do you usually go to bed? And what time do you get up?
I That's a good question. The thing is, it all depends on my schoolwork. Sometimes I have to work on my research projects till late at night, but I prefer to get up early like you do and go for a morning run. Maybe you'll want to join me.
R Why not! Have you shared a flat with a flatmate before?
I Yes, ever since I was … Let me think … eighteen, no nineteen years old.
R Are you still friends with your old flatmate?
I How shall I put it? I've had two flatmates. I didn't get on well with my first one. She was the complete opposite of me. So, I decided to move out and find someone who I had something in common with. This is how I met my last flatmate, Jenny. We're still in touch, but then she moved to Paris for work so here I am.

5–6 Exam skills, Track 6.13, page 90, exercise 2

1 I really want to save some money to have driving lessons and eventually buy a second-hand car. So my parents suggested that I should open an account with the bank. I put money into it at the start of each month – even if it's only a small amount. And I've promised my parents that I won't withdraw any money from the account without asking them first. I check my bank statement at the end of every month – it's great to see the money going up. A lot of my friends are doing the same as well – we've turned it into a bit of a competition to see who can save the most.
2 There are lots of different things that teenagers can do to make some money – you just have to be a bit creative. One way is to charge people in your neighbourhood for doing jobs for them around the house – you know, like looking after their pets, doing some gardening, or cleaning their cars. Some of my friends have even looked after young children while their parents are out, but that's not really for me. And my mum and dad sometimes give me cash to do housework at home - but they won't pay me to clean my bedroom, I still have to do that for nothing!
3 It can be hard to save money when you're young. One of the most difficult things for me is resisting the idea that I have to copy my friends all the time. That can be expensive, and I don't think it always makes you happy in the end. Everyone knows about the 'fear of missing out'; it's natural that if your friends are going out somewhere, or someone's bought some new clothes, then you want to join in or copy them. But you don't have to be like everyone else. There are always going to be people with more money than you. I think it's a useful lesson to learn early in life.
4 I realised recently that I was spending more money than I could afford and I needed to do something about it. So I had a look on the internet for some suggestions and I found some great ideas. One of them was searching for free events – there are loads of activities out there and you might find something you hadn't considered before. Another idea was cooking your own snacks instead of buying them – it can be healthier too. And you can share costs with your friends on things like magazines and books – then you can talk about them as well. I also realised that I spend more money when I'm bored, so now I'm finding different things to fill my time and saving my cash.
5 Do you ever start the month thinking you've got plenty of money, but after a couple of weeks it's gone? One way of keeping an eye on your finances is to keep some cash separate for everyday expenses – basic stuff like food. Whatever you do, you mustn't use that for anything apart from necessities. I find it also helps to keep a diary of any bigger thing you pay for. Write down how much it cost and a short review. That can help you decide if it was worth it or a waste of money, so you know whether to do it again. And before you buy anything expensive, always search online for other people's reviews – you can compare prices at the same time. You might find a bargain!

Unit 7, Lesson 7.1, Track 7.01, page 92, exercises 2 and 3

George Hi guys! It's quiz time on the vlog and it's your favourite topic, Alicia – education around the world!
Alicia Hmmm, not exactly my number one choice, but I'll give it a go.
G Excellent! First question: In which of these countries do students stay at school the longest? Is it A – Brazil, B – China or C – Algeria?
A No idea, but let me guess, is it B China?
G Nope it's Algeria, where students are 19 when they finally gain their high school qualification.
A That's news to me! Uh, now it's my turn. How old was the youngest person ever to graduate from university? Is it A – 10, B – 12 or C – 14?
G Are you having a laugh? 10, 12 and 14 are all pretty young ages to get a degree! Fine, I'll go with the youngest – 10!
A You got it! The youngest person to ever graduate from university was Michael Kearney from the USA. He was 10 years and 4 months old. Pretty impressive, eh?
G I'll say! How old was he when he started?
A He won a place at the University of South Alabama when he was 8 years old! But he didn't stop there, he was sitting exams and handing in coursework for another 12 years, gaining two Master's degrees and a PhD! And he got good grades too!
G He'd be pretty good at these quizzes then! But what about you guys? Here are some more questions to test your educational knowledge!
A OK, so your first question is about one of the most expensive private boarding schools in the world – Institute Le Rosey in Switzerland. Some of the world's most famous people have sent their children there, including many kings and presidents. But how much do you think it costs per year? Is it A – between £20,000 and £30,000 per year? B – between £50,000 and £60,000 per year? Or C – between £90,000 and £100,000 per year? And the answer is… between 90 and 100,000 pounds per year! That's over £30,000 per term! Of course, it has lots of facilities like a swimming pool, tennis courts and even a sailing centre. It has special online learning platforms and students can study for exam certificates in French and in English. It isn't surprising that students at this state-of-the-art private school often get top marks. But, still, that's very expensive!
G Wow, that's ridiculous! OK here's my question. Which of these is not a real subject on the school curriculum in these countries? Is it A – folk dancing in Armenia? B – admiring nature in Japan? Or C – listening to rock music in Iceland. And it's… C – listening to rock music

in the classroom! And that means admiring nature in Japan and folk dancing in Armenia are real subjects!
A You know, I think I'd enjoy revising for those subjects!
G Me too! So guys, how did you do? Did you get both answers right?
A I, er didn't! Hope you had better luck! see you next time.
G Bye!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercise 6

Liv There are so many exciting things happening in education these days, and today we're going to talk about Finland. In the studio with me is journalist Neil Ayres. Neil, I hear they have abolished the teaching of all subjects in Finnish schools. Is that correct?
Neil Not really. They're going to keep teaching the basic subjects, but what they have been doing is introducing something new to the timetable, called phenomenon-based learning.
L What's that?
N For some time each week, a teacher and his or her class will agree on a topic – it might be world history, trade or money – and then the students get to choose what they want to learn about.
L So, for example, let's choose the USA. How does it work?
N Students then go away and learn what they want to, such as the history, language, culture or geography.
L I see. So they are learning the traditional subjects through a bigger topic?
N Exactly. And it means that they can better see the connection between all the different subjects and the real world. It's proving to be much more motivating for students.
L It sounds like a great idea. Feel free to let us know what you think. Text or call on …

Unit 7, Lesson 7.3, Track 7.03, page 95, exercises 2 and 3

Jess We're going to tell you a remarkable story about what happened when a university professor wanted to know if children could learn on their own. It's a story that started in one of the poorest neighbourhoods in the Indian city of New Delhi, in 1999, and over the next 20 years has changed the way people think about education.
Deepak Sugata Mitra was a professor who specialised in education and technology, and he decided to install a computer with an internet connection into a hole in a wall in Kalkaji, one of New Delhi's poorest slums. Anyone on the street could access the screen and keyboard, but there were no instructions on how to use it, and everything was in English.
J It's worth remembering that in 1999, children growing up in the slums of New Delhi would never have used a computer before. And most wouldn't be able to read or understand much English.
D Which makes what happened next amazing. Within a few hours of the computer being there, children began to learn how to use the computer and were soon on the internet.
J The researchers left the computer there for six months and during that time most of the children in the neighbourhood succeeded in using the mouse, opening and closing programs, browsing the internet, downloading games, music and videos.
D So, what was happening?
J Well, Mitra noticed two ways in which the groups of children were learning. The first was when one child learned something on his or her own and then showed the others. The second happened when a child discovered something by accident while using the computer. The others, who were watching, then repeated the action when they used it. And as they repeated what they had learned, they would often learn something new as well, which resulted in more knowledge being learned.
D But what was even more impressive was the way the students shared the information. They held meetings where they shared their knowledge and worked on problems together, made study timetables and also research plans. And they did this all on their own.

Unit 7, Lesson 7.3, Track 7.04, page 95, exercises 4 and 5

Jess Professor Mitra's experiments produced some amazing results and led to him being invited to give a TED talk in 2007. Soon, education experts and teachers around the world became interested in opening SOLES, that's Self-Organised Learning Environments, in their schools.
Deepak So, in 2014, Professor Mitra set up the School in the Cloud, an internet platform aimed at schools, teachers and parents who wanted to start their own SOLEs.
J These days, you will find areas for self-learning in primary schools in Europe, North and South America, Africa, Asia and Australia.
D But where does that leave the teacher in all this?
J Well, no one is saying that we don't need teachers in schools. In fact, some of Mitra's critics noted that without an adult present, the computers in the street were used mainly by older and bigger boys, which prevented younger students and girls from using them. Plus, once students had learned how to use the computers, they often benefited from having an adult around. Not only do teachers ensure everyone has a fair chance to use the technology, they also encourage students to learn more and develop their skills and knowledge. So there's no doubt that teachers will always be key to a child's education. But what Professor Mitra's experiments show us is that perhaps it is time to recognise that students don't only need to depend on their teachers for their education. With self-learning, they can do so much more than we think.

Unit 7, Lesson 7.5, Track 7.07, page 97, exercises 6 and 7

Hawkes Ah, Professor Hughs, how was your sociology lecture today? Any better?
Hughs Very good to see you, Professor Hawkes. As for the lecture, I think I've had enough of this group. All I ask is that they don't come late to lectures. But every week, half of the class marches in five, ten or fifteen minutes late. Why?
Ha I wish I knew. Probably something to do with not having watches.
Hu But they've all got phones, haven't they?
Ha Don't tell me about phones! That's all they pay attention to. Why do they watch videos on them during my lectures? I hate it.
Hu I wish I knew.
Ha Do you know what one of them was watching last week when I took his phone?
Hu Tell me, Professor Hawks.
Ha It was a video of me giving the lecture from the previous week! You can guess what he'll probably be watching in next week's lecture, can't you?
Hu Yes, indeed …
Ha How was your economics lecture this morning, Professor Hughes?

Hu It was a disaster. I still don't know how to use the interactive whiteboard. It's so embarrassing. I just want someone from the IT department to show me how.
Ha Very sorry to hear this.
Hu It makes it even worse when there are so many students in the hall. It's just too many for this course. I can't teach them all.
Ha My problem is I can't remember their names. It's just impossible.
Hu I agree. I think we're getting too old for this, don't you?
Ha You're probably right.

Unit 7, Lesson 7.7, Track 7.09, page 100, exercises 4 and 5

Magda Before I kept a study plan, I used to get really stressed about finding time to study. Now, I do it every Sunday for the following week.
When I started this, I looked at everything I did in my free time after school, from sports and going online to mealtimes and bedtimes. Once I'd done this, I found that I had more free time than I thought. Then I scheduled one 20-minute period to review and revise and one 45-minute period for new study each day.
Having this time to study means I work better and more efficiently. And when I'm finished, I can relax and not worry about it. And I still have time to keep fit and eat dinner with my family, so it's great.
Tim Getting distracted was always a problem for me studying at home. Then I read an article online about how to concentrate better and started following the tips. First of all, I realised that my study periods were too long, so I made them shorter and took more breaks. Then I made sure that my desk was tidy and organised. Finally, I turned off my phone, TV, radio and social media when I studied. Doing all these things became like a routine for me and helped me get my head into study mode. I feel so much calmer now when I start to study, and I definitely remember more.
Lisa I'd always had problems memorising what we'd done in class until one of my classmates showed me her notebook. Basically, for each lesson, she would draw a circle in the middle of a new page with the main topic in it, and she would put each of the key points inside smaller circles connected to the bigger one. At the end of the lesson, she would have a map with all the key information she needed. But it was what she did next that was really important. At home each day, she would look at her notes and use them to recall everything from the class, making sure to ask herself questions to check she understood. It's such a good way to build your knowledge of a topic.

Unit 7, Lesson 7.8, Track 7.10, page 101, exercises 2 and 3

Ian So, the first thing I'd like to say is that I agree with the statement. I'm absolutely convinced that being able to speak a foreign language is one of the most important skills you can learn.
Claudia That may have been true once, but it certainly isn't true anymore. First of all, almost everyone in the world speaks English, which makes learning any other language fairly unimportant. Secondly, with modern technology, you can instantly translate text and speech with your phone.
I That's a good point, but learning a foreign language isn't only about practical communication. It's also about truly understanding and valuing other cultures.
C I'm not with you.
I What I mean is if you can understand another language, you can understand its songs, poems, stories and its culture. And there's no doubt that it will also help you become a better global citizen.
C How do you mean?
I Let me put it another way. You will begin to see that our cultures and languages are actually connected, and that we have much more in common than we may think.
C You may be right, but I don't think you need to speak a foreign language to understand that. And besides, I think you can use the time you spend learning a foreign language studying something that may be really important, like science, technology or medicine.
I No one is saying that these things aren't important. They definitely are. But we should think carefully about what else is important, such as learning about the world outside your own country. Together, we can achieve so much more than we can apart. And learning foreign languages brings people together. You can't argue with that.

Unit 7, Lesson 7.8, Track 7.13, page 101, exercise 7

1 I'm absolutely convinced that being able to speak a foreign language is one of the most important skills you can learn.
2 That may have been true once, but it certainly isn't true anymore.
3 Everyone in the world speaks English, which makes learning any other language fairly unimportant.
4 Secondly, with modern technology, you can instantly translate text and speech with your phone.
5 You will begin to see that our cultures and languages are actually connected.
6 But we should think carefully about what else is important.

Unit 7, Vision 360°, page 104, exercise 6

Presenter The Ørestad High School in Copenhagen, Denmark is an example of what a state or private school of the future might look like. The building is on the campus of the University of Copenhagen, and everything takes place in one big open space, where the glass ceiling and walls allow natural light to enter. There are also three circular areas with cushions, where students can relax or study and the stairs at the centre of the building are the main meeting area. There aren't any individual classrooms, and all the teachers and students share the available resources.
The way that students study is also futuristic. They log into the school's online learning platform and their laptops are all linked to the teacher's computer, so they can check their students' progress. The students also communicate with each other in class over the Internet to avoid making noise that will affect students working in other groups. The school curriculum covers the arts, history, geography, languages and science, and many students gain a qualification in one of these areas that allows them to get a place at university.
The students' roles at the school are different, too. Each semester, students are expected to give lectures on topics that interest them. The older students can also volunteer to help support younger students with their study habits and encourage them to work harder and improve their marks.

Unit 7, Vision 360°, page 104, exercise 7

Presenter A student at a state or private secondary school today, will graduate from university or finish gaining a professional or technical qualification in the 2030s and they'll

then probably keep working until the end of the century. These students will work in a world where technology is everywhere, but some schools in the 2020s are teaching the same subjects that were taught in the 1920s. So, what subjects should the curriculum of the future teach? Computer science will be essential, so that students can create as well as use technology. Sociology would also be useful to help students understand how society works and improve the environments that they live in. Curriculums are already changing but they still make students sit exams to gain qualifications, although they are now also encouraging students to be creative, to collaborate with each other and to use critical thinking. Furthermore, when today's secondary school students leave school or higher education, it won't be the end of their education. If they want to succeed in their chosen careers, they'll have to continue to study all their lives to keep up with developments in technology.

Unit 7, Vision 360°, page 104, exercise 9

Teacher Okay, so you're going to practice your English in the city of Istanbul in Turkey but using the Virtual reality masks to walk the city's streets, visit different places and interact with the locals. But before you put your VR masks on, let me tell you the tasks that I want you to complete. Right, erm, first, first, visit the Grand Bazaar, the 500-year-old market and buy the five things on your list. Remember, if you don't speak clearly and use the right vocabulary, the people in the market won't understand you! Then, go to the Topkapi Palace museum and listen to the guide so that you can later answer my questions. Next, er, you have to visit the Istanbul International High School, where you are taking part in an exchange visit. Chat to your Turkish partner about their everyday lives. Again, remember to speak clearly! Finally, don't forget to log on to the online learning platform afterwards to complete the tasks; your final grades depend on you doing it well! Right, put your masks on and let's visit Istanbul!

Unit 7, Vision 360°, page 105, exercise 10

Teacher Morning, everyone! I can see Brandon can't attend today, so if you don't mind, we'll record the class so he can benefit from it later on.
Student 1 Fine!
Jack Okay!
Student 2 No problem!
T And Chloe, you can't log on to the school platform; that's a pity! I'll see if we can sort it out here at school. Do you want to send me your coursework by email?
Chloe Ah, erm, yes. I'll, er, I'll do that, er, right now.
T Great! Anyway, as I said last week, we're going to revise what we've studied this term in English literature. Now, before we start revising, did any of you have a chance to see the film of Jane Austen's novel Pride and Prejudice that I recommended watching? I sent you the link last Friday.
All students [inaudible voices]
T Sorry, could you say that again? The connection isn't very clear.
C I saw it, miss!
Student 1 So did I!
Student 2 It was great!
J I didn't see it. I don't have a subscription to that platform, miss.
T Aw, that's a pity, Jack! Well, those of you that did see it, what did you think of it…

Unit 8, Lesson 8.1, Track 8.01, page 107, exercises 3, 4 and 6

George Hey guys! It's George and Alicia. And welcome back to the vlog!
Alicia The summer is coming up and only yesterday we got over 300 messages asking for tips on how to get a summer job.
G Now, we're not career advisors or experts but we've occasionally had a good laugh listening to our friends' disaster stories!
A In this video we're going to give you 3 things you should, and shouldn't do, when you apply for a job. So, tip number one is be professional. This is our friend, Daniel. He's a really nice guy and he knows a lot about computers. He applied for a summer job at a tech company and he did all he could to get the job. He sent his up-to-date CV, he got brilliant references from teachers and he even convinced his mum to ask him some random interview questions so he'd be prepared for anything. But Daniel is really chatty and he can be a bit casual. He's the type of guy that calls everybody 'mate'. And he did. About fifty times during a half an hour interview! He definitely stood out from the other candidates, but not for the reasons he'd hoped. In the end, he sounded so unprofessional that he totally blew his chances and didn't get the job. But he learnt his lesson. About a year ago he started his own website and he was recently headhunted by a big international company!
G Fair play! OK, tip number 2 is to review the job description carefully! Apparently, people get this wrong all the time, just like my friend Camilla. Camilla's from Franklin, North Carolina and has worked at restaurants during the school holidays for years. She always just helped in the kitchen, but she really wanted to serve customers. Then, one day, she saw a new restaurant was looking for summer waiting staff right there in Franklin – her hometown. She had all the necessary qualifications and experience, so she applied straight away. She submitted her online application, wrote a little bit about herself, and passionately explained why she wanted to work for them. Then, a few weeks later they offered her the job for two months, with an excellent monthly salary. It was perfect… except the job was in Franklin, Texas – about 1500 km away from Franklin, North Carolina! It would take her about 15 hours every day to get to work! Obviously, that's impossible but she was too embarrassed to admit she didn't read the job description properly. So she told them she was ill and wouldn't be able to start working!
A Oh, tough luck. She should read the job description more carefully next time! But I've seen worse, this brings me to my third and most important tip. Don't. Be. Rude! Last year I was working in an ice cream shop and we were hiring ice cream sellers. One day a group of around four or five girls came in. They were around 16 and one of them said she wanted to interview for the job. She didn't have an appointment so I asked her to complete an application form and we'd arrange an interview for later that week. She complained she didn't have time and wanted an interview straight away, which was a little bit cheeky, but we gave her a chance. We asked her about her experience and qualifications, and guess what she said? 'Anybody can sell ice-cream!' Then she asked me how much the hourly rate was and when she'd receive her wages! I stopped the interview and told her to come back when she had some manners.
G What?! I can't believe that happened! Are you having me on?

A Not at all! I swear, it's true.
G Unbelievable! Well, that's it for today's video guys.
A If you've done something completely wrong when applying for a job, let us know in the comments below. We'd love to hear your stories, so we can all learn from your mistakes! See you next time!
G Bye!

Unit 8, Lesson 8.3, Track 8.02, page 109, exercises 2 and 4

Speaker 1 I'm preparing for an interview at Oxford University. It isn't going to be easy! Interviews at Oxford aren't about testing what candidates know, but about checking if candidates can use the knowledge they have to solve some problems. It's quite tricky since there are no right or wrong answers to these questions. It's the creative-thinking process that counts. A few years ago, for instance, some biology students were asked if it was easier for organisms to live in the sea or on land. Others were asked to explain why both strawberries and ladybirds were red. Psychology students were asked to comment on why humans had two eyes whereas language students had to decide if poetry should be difficult to understand.
Speaker 2 I work for a recruitment agency. My main task is to find an ideal employee for every employer. To do this, I use personality tests, ask candidates to solve problems and sometimes I check the knowledge they'll need to do the job they're applying for. Without any doubt, hiring employees is a complicated process. I can't understand how over 100 years ago an American inventor Thomas Edison was convinced that his way of looking for employees was a good one. While hiring people to work in his research laboratory in Menlo Park, New Jersey, Edison decided to test candidates' general knowledge even though it wasn't related to the job they'd have to do! He would, for example, ask where the Sargasso Sea was, what the first line of the Latin poem 'Aeneid' was or who invented logarithms. Thomas Edison is said to have had a great memory. He knew a lot of random facts and was annoyed when candidates for his jobs wouldn't know the same things.
Speaker 3 Before my last job interview, my sister and I practised only the first minute and a half of an interview. She wanted me to show her how I would enter the room, shake hands, make eye contact, sit down and react to the first question. Then we would stop the interview and practised the beginning once again. My sister kept saying that the first 90 seconds were the most important. Studies show that job interviews are influenced by a 90:90 rule. To make a good impression we only have 90 seconds. During that time people make 90% of decisions and opinions about the other person. Yet, the average length of the interview is 40 minutes, which makes me wonder why people bother …
Speaker 4 The weirdest question I've had to answer during a job interview was about the last costume I wore. I had to explain what it was and why I had chosen it. It was kind of unexpected because I was applying for a job at a shop selling glasses and sunglasses. Later, it turned out that its owners were looking for people who would create a good working environment so bringing fun and enthusiasm was a skill they needed.
Speaker 5 I remember that the night before my first serious job interview I read about the way Henry Ford, the founder of Ford Motor Company, selected people to work for him. According to that article, Henry Ford would invite his potential employee to lunch before he hired them. There he'd observe the candidate when their order arrived. Henry Ford wouldn't hire a person who salted their meal without tasting it. He simply didn't approve of people who accepted things without testing them. He thought these people wouldn't make a good employee. Although the story is probably made up, I lay awake that night thinking that during my job interview someone would try to assess me on the basis of some random criteria. For example, they could think I wear the wrong colour of clothes or that I answer questions too quickly. In the end, nothing like that happened – it was a standard interview with a standard set of questions, but I didn't get that job, maybe because I was dead tired after not sleeping much the night before.

Unit 8, Lesson 8.7, Track 8.07, page 114, exercises 1 and 6

1
Man 1 I've read a very interesting article about what skills crime-solving detectives need.
Woman 1 Oh, that's great, but you know what, you have to bring back the detective story I lent you a month ago. It was Anna's and she wants it back now.
M1 No problem! So, listen, in that article it says that education and training aren't always the most important. Soft skills such as critical thinking, teamwork, communication or problem-solving skills are extremely important.
W1 OK. Do you think you can bring it today? Anna's coming in the evening and I don't want her to think I lost it or something. You know, Anna, she gets angry when people do things behind her back.
2
Woman 2 Josh, how is it going at your new job? Have you already been to our old school to talk about … preventing crime?
Man 2 Yes, I did, but it didn't go well.
W2 I'm so sorry to hear that, but maybe it wasn't that bad.
M2 Believe me it was! I thought I was prepared. I had a presentation, but it turned out there were some technical problems and I couldn't use it. I didn't know what to do or say. Have you seen that video clip about a guy who stands in front of the audience and can't open his own presentation? You know, he's trying to use different programs and talks to himself all the time. Then he asks the audience for help. It's so funny. Then there's one guy who comes up to the front and tries to help him, but it only gets worse. Do you know what I'm talking about?
W2 Not really. But what about *your* presentation?
3
Manager Thank you very much for sending me your suggestions for our next team-building event. There were a lot of great ideas, I especially like Frank's suggestion. I have to admit I hadn't considered it before, but Frank was very convincing. Frank, could you tell us what you came up with?
Frank Of course! My idea was to organise a kayaking trip. Maybe we could have a barbecue or a picnic afterwards.
M Sounds great. I like that idea – we've never done any outdoor sports together. What do you think? Will everyone enjoy it?

Unit 8, Lesson 8.8, Track 8.08, page 115, exercise 2

Police officer Here's the picture from the CCTV on High Street. It was taken on Friday 3 June at 4.55 p.m. Soon after this time, Dave Thomson noticed his violin had been stolen. The picture depicts people sitting in the Golden Mug Café. There are six tables outside the café, and Mr Thomson is sitting at the one in the bottom right-hand corner of the picture. The violin is lying on the chair next to his. Dave Thomson seems to be looking for a wallet or something in his rucksack. I suppose he's about to go inside to pay the bill. There's nobody sitting at the table next to his…

Unit 8, Lesson 8.8, Track 8.09, page 115, exercise 3

Police officer Here's the picture from the CCTV on High Street. It was taken on Friday 3 June at 4.55 p.m. Soon after this time, Dave Thomson noticed his violin had been stolen. The picture depicts people sitting in the Golden Mug Café. There are six tables outside the café, and Mr Thomson is sitting at the one in the bottom right-hand corner of the picture. The violin is lying on the chair next to his. Dave Thomson seems to be looking for a wallet or something in his rucksack. I suppose he's about to go inside to pay the bill. There's nobody sitting at the table next to his, but there are three girls, about sixteen years old, at the table in the bottom left-hand corner of the picture. They're drinking lemonade and laughing. It looks as if they're taking selfies, but they also may be using the camera on the back of the phone to take the photos of Dave and his violin. There are three tables in the back row, further away from the street. Behind Mr Thomson's table, there's a man drinking coffee and reading a newspaper. Judging by the fact that the man is holding the newspaper but not looking at it, I suppose he might be checking what's happening in the street. If I had to make a guess, I'd say he's trying to give some signal to the man walking with the dog who's just about to pass Mr Thomson's table. To the left of that man, there's a businesswoman. I think she's working on her laptop, but it's hard to say what she's looking at because she's wearing sunglasses. In the last table, two elderly ladies are sitting and eating ice cream. You'd think they came to the café to chat, but it's clear they aren't talking or looking at each other. In the left-hand corner of the photo, we can see a teenage boy wearing a hoodie and a cap, skateboarding. I have the impression he's moving quite fast so he could grab the violin and leave the place without being noticed.
Right after this photo was taken, Dave Thomson went inside just for a minute leaving his violin on the chair. As soon as he returned, he realised it was missing.

Unit 8, Lesson 8.8, Track 8.10, page 115, exercise 4

Dave Thomson seems to be looking for a wallet or something in his rucksack. In the left-hand corner of the photo we can see a teenage boy wearing a hoodie and a cap, skateboarding. I have the impression he's moving quite fast so he could grab the violin and leave the place without being noticed.

7–8 Exam skills, Track 8.12, page 118, exercise 2

1

Woman 1 I still can't believe that I've got this new job! It's so different to what I was doing before and much more interesting. It's true that I'm a lot busier now, but the hourly rate is pretty good. And I get on well with most of my colleagues. In the last job some of the employees could be a bit irritating. My boss is brilliant too. She's constantly checking that things are going OK.
I can't believe that I wasn't going to complete the application form. I just didn't think I had the necessary qualifications. If only I'd taken the opportunity to make this career move years ago!

2

Teen Girl 1 What was it like when you were at school, dad? Did you enjoy it?
Father I remember I was a good student – well, most of the time! I didn't like all the subjects equally of course, but we were lucky that we had very good teachers. They encouraged us to work hard, but they made the lessons fun too.
TG What were your favourite subjects?
F My favourite subject was politics. It's not to everyone's taste of course, but I certainly preferred it to a lot of the other things we studied, like chemistry and physics. They were probably my least favourite. And I remember enjoying studying foreign languages, even though I wasn't that good at them, like you are.

3

Woman 2 Well, thank you all for being here today. It's always a pleasure to give these presentations. I certainly enjoy being part of such a special occasion. It's lovely to see so many familiar faces as well. This last year has been difficult for many of us for lots of different reasons. That's why I'm extremely grateful to you for all your hard work and all the support you've given. And that's not only to your own children, in particular those who have recently joined us, but to each other. I know some of our teachers have expressed their thanks to you already, but I'd like to repeat that. So a huge 'thank you' from everyone here.

4

Teen Boy I'm thinking of doing a course in the school holidays – the one on photography that Mr Clark told us about.
Teen Girl 2 Oh yeah, I was thinking about doing that too. I was worried that it might be a bit challenging though.
TB Really? I thought he said that you could choose from different levels, depending on whether you're a complete beginner or more advanced. You're pretty good at taking photos already though, aren't you?
TG2 I'm not sure about that. I'm certainly not as good as you. But wasn't it the art class that had lots of different levels? And you needed some experience to do the photography course?
TB Actually, I think you might be right after all!

5

Young man This is a great place to check out if you're leaving school or university and trying to decide which career is best for you. It's also useful for anyone who's already been in the job market for a few years, but is thinking about a change of direction. It really makes you examine what you want from a job. Are you motivated by money and will only consider roles that offer a high salary? Are you looking for a position that will give you plenty of on-the-job training opportunities while you're earning? There are lots of fun activities to engage you too, including personality tests, but it's easy to miss those out if they're not of interest.