OXFORD
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LIFE VISION

Teacher's Guide

B1

Intermediate

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OXFORD
UNIVERSITY PRESS

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

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First published in 2022
2026 2025 2024 2023 2022
10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 406321 0 Teacher Guide Digital Pack

Printed in China

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

Contents

Student Book contents	4
Course overview	6
Introducing *Life Vision*	8
Key features of this course	8
Course assessment	12
Methodology support	13
Unit walkthrough	14
Unit teaching notes	26
Culture lesson notes	171
Student's Book audio and video scripts	181
Workbook answer key	196
Workbook audio scripts	214

CONTENTS

INTRODUCTION p.4	LESSON 0.1	LESSON 0.2	LESSON 0.3	LESSON 0.4
	Vocabulary: School **Grammar:** Present simple and present continuous Dynamic and state verbs	**Vocabulary:** Stages of life **Grammar:** Articles	**Vocabulary:** Becoming an adult **Grammar:** Conditionals	**Vocabulary:** Chores **Grammar:** Modal verbs of obligation

UNIT	VOCABULARY 1	GRAMMAR 1	READING ® / LISTENING Ⓛ	GLOBAL SKILLS
1 **That's entertainment** p.8	**Games and gaming** **Vocabulary:** Games and gaming ▶ Vlog	**Narrative tenses** ▶ Grammar animation	® **I've heard that before!** **Strategy:** Previewing and predicting **Vocabulary:** Events in stories	**Online safety** **Vocabulary:** Cybercrimes
	Review p.18 **Exam skills** p.19: **Reading** *Missing sentences*; **Speaking** *Questions about personal information*			
2 **Friends** p.22	**Qualities of a friend** **Vocabulary:** Friendships ▶ Vlog	**Present perfect and past simple** *for / since / just / yet / ever / already* ▶ Grammar animation	Ⓛ **A friend in need** **Strategy:** Paraphrasing **Vocabulary:** Jobs and lessons **Pronunciation:** The schwa /ə/	**The inclusive classroom** **Vocabulary:** Feelings **Phrasebook:** Giving advice
	Review p.32 **Exam skills** p.33: **Listening** *Summary completion*; **Use of English** *Multiple-choice cloze*; **Writing** *An article*			
3 **Fake news!** p.34	**Going online** **Vocabulary:** Going online ▶ Vlog	**Modal verbs of deduction and speculation** ▶ Grammar animation	® **Real or fake? How to find out!** **Strategy:** Skimming **Vocabulary** Online life	**A minute on the internet** **Strategy:** Talking about numbers **Vocabulary:** Talking about numbers
	Review p.44 **Exam skills** p.45: **Reading** *Multiple-choice comprehension*; **Speaking** *Situational role-play*			
4 **Get active** p.48	**Exercise** **Vocabulary:** Exercise ▶ Vlog	**Quantifiers** ▶ Grammar animation	® **Just for the fun of it!** **Strategy:** Recognising topic sentences	**Being sensitive** **Phrasebook:** Being sensitive and supportive
	Review p.58 **Exam skills** p.59: **Listening** *True, false or not given*; **Use of English** *Multiple-choice cloze*;			
5 **Making sense of food** p.60	**Senses** **Vocabulary:** Senses ▶ Vlog	**Future tenses** ▶ Grammar animation	Ⓛ **Living forever!** **Strategy:** Listening for gist **Vocabulary:** Predicting verbs	**Overcoming obstacles** **Vocabulary:** Difficulties; Advice collocations
	Review p.70 **Exam skills** p.71: **Reading** *Multiple matching*; **Speaking** *Picture comparison*			
6 **On the road** p.74	**Travelling and holidays** **Vocabulary:** Travel and holidays ▶ Vlog	**Defining relative clauses** ▶ Grammar animation	® **Helping hands** **Strategy:** Scanning for specific information **Vocabulary:** Phrasal verbs	**Cultural awareness** **Vocabulary:** Customs
	Review p.84 **Exam skills** p.85: **Listening** *Sentence completion*; **Use of English** *Word formation*; **Writing** *An email*			
7 **Making a difference** p.86	**Social issues** **Vocabulary:** Campaigns ▶ Vlog	**Reported speech** ▶ Grammar animation	® **Be the change** **Strategy:** Recognising collocations **Vocabulary:** Collocations	**Planning a communications campaign** **Vocabulary:** Campaign
	Review p.96 **Exam skills** p.97: **Reading** *Multiple-choice short texts*; **Speaking** *Role-play*			
8 **Buying and selling** p.100	**Shopping** **Vocabulary:** Shopping ▶ Vlog	**Third conditional** ▶ Grammar animation	Ⓛ **Smart shopping** **Strategy:** Dealing with unknown words **Vocabulary:** Offers	**Making a savings plan** **Vocabulary:** Money **Phrasebook:** Talking about possibility and probability
	Review p.110 **Exam skills** p.111: **Listening** *Multiple matching*; **Use of English** *Open cloze*; **Writing** *An essay*			

VOCABULARY BOOSTER	p.112
GRAMMAR BOOSTER	p.128
IRREGULAR VERBS LIST	p.148

	VOCABULARY 2	GRAMMAR 2	READING ® / LISTENING Ⓛ	SPEAKING	WRITING
	Feelings adjectives **Vocabulary:** Feelings adjectives	*Used to* *Be used to / Get used to* ▶ Grammar animation	Ⓛ **I'll never forget the day!** **Strategy:** Predicting	**Once upon a time …** **Strategy:** Making notes **Phrasebook:** Telling a story **Pronunciation:** -ed	**Breaking news** **Strategy:** Using sequencing words
	Vision 360 p.20				
	Relationships **Vocabulary:** Relationships	**Present perfect simple and continuous** ▶ Grammar animation	Ⓡ **The science of friendship** **Strategy:** Recognising register	**Welcome week** **Strategy:** Planning a presentation **Phrasebook:** Signposting	**Changing** **Strategy:** Using paragraphs **Phrasebook:** Linking words
	▶ **Documentary** *Farhana's rafikis*				
	Flexible learning **Vocabulary:** Flexible learning	**Comparatives and superlatives** ▶ Grammar animation	Ⓛ **The robots are coming!** **Strategy:** Listening for specific information **Vocabulary:** Human / Computer collocations	**Screen time** **Strategy:** Planning **Phrasebook:** Describing photos	**Love it or hate it?** **Strategy:** Expressing similarities and differences
	Vision 360 p.46				
	Sport **Vocabulary:** Different sports	**Ability in the past, present and future** ▶ Grammar animation	Ⓛ **Keep moving!** **Strategy:** Identifying the purpose **Vocabulary:** Dependent prepositions **Pronunciation:** Elision	**Compare and contrast** **Strategy:** Giving structure to the task **Phrasebook:** Comparing and contrasting photos	**Winning isn't everything** **Strategy:** Supporting your arguments **Phrasebook:** For and against essay
	Writing *An informal email*	▶ **Documentary** *Race to the Pole*			
	Food **Vocabulary:** Food	**The passive** ▶ Grammar animation	Ⓡ **Sugar, the new tobacco?** **Strategy:** Understanding reference words **Vocabulary:** Science of food	**What should we eat?** **Strategy:** Taking turns effectively **Phrasebook:** Expressing opinions	**Go for a bite to eat** **Strategy:** Expanding on main points
	Vision 360 p.72				
	Describing places **Vocabulary:** Describing places	**Non-defining relative clauses** ▶ Grammar animation	Ⓛ **Tourist traps** **Strategy:** Identifying attitude and feeling **Pronunciation:** Intonation	**Experience of a lifetime!** **Strategy:** Using modal verbs **Phrasebook:** Asking for information	**Something for everyone** **Strategy:** Using descriptive vocabulary **Phrasebook:** Starting and finishing a blog post positively
	▶ **Documentary** *Rapa Nui*				
	Jobs **Vocabulary:** Teenage life through the ages	**Reported questions** ▶ Grammar animation	Ⓛ **We don't want your help!** **Strategy:** Using different listening skills	**Making decisions** **Strategy:** Managing a conversation **Phrasebook:** Making decisions **Pronunciation:** Linking	**Shopping with a conscience** **Strategy:** Writing formal letters **Phrasebook:** Contrast words
	Vision 360 p.98				
	Advertising **Vocabulary:** Advertising	**Verb patterns** ▶ Grammar animation	Ⓡ **The psychology of advertising** **Strategy:** Understanding text organisation	**How to haggle successfully** **Strategy:** Negotiating **Phrasebook:** Negotiating	**Money matters** **Strategy:** Getting your readers' attention **Phrasebook:** Writing an opinion essay
	▶ **Documentary** *Our clothes*				

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



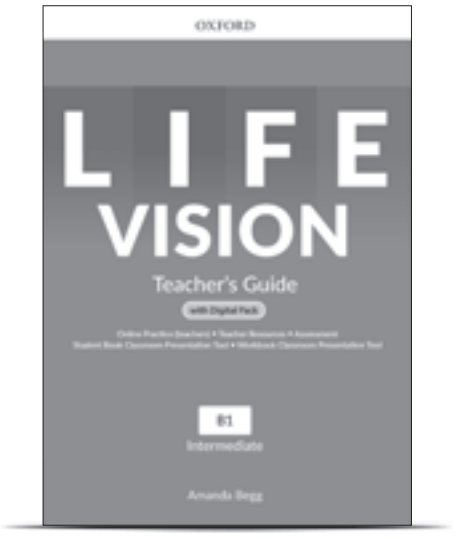
Workbook

- 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 objectives (what the learner needs to learn next) and success criteria (what success looks like).



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

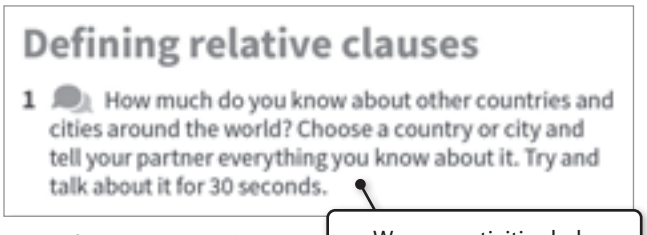
Diagnostics

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

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

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

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


Defining relative clauses

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

From Life Vision, Intermediate level, Student Book

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

Learning objectives

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

You may choose to present learning objectives at the beginning of a lesson.

The learning objective 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.

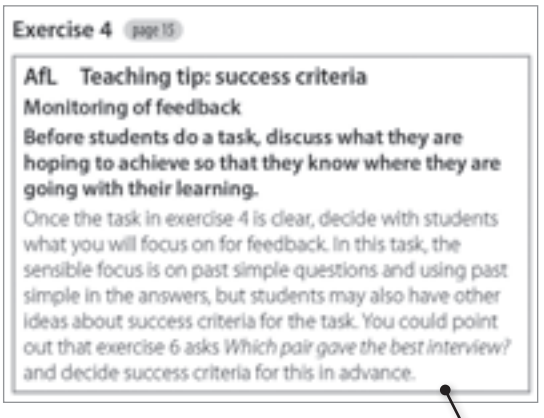
Student Book reflection activity: students self-assess against the learning objectives.



From Life Vision, Pre-intermediate level, Student Book

Success criteria

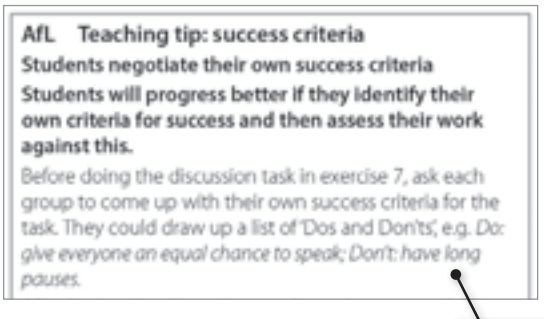
In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress. This Teacher's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



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

Tips for success criteria

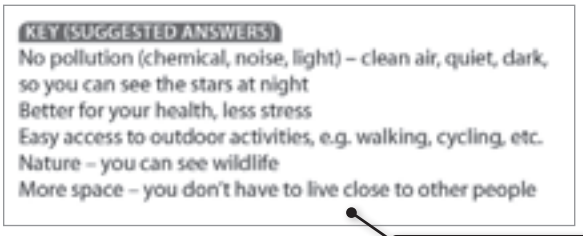
When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work, and to take charge of their own learning.



From Life Vision, Intermediate level, Teacher's Guide

Tips for success criteria

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



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

Model answers help students know what success looks like.

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

How is AfL different from other kinds of assessment?

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

Is AfL a new approach?

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

In what contexts can I use AfL?

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

More information

You can find more support and information here:

https://elt.oup.com/feature/global/expert

Written by experts in English language assessment, *Effective feedback: the key to successful assessment for learning* offers practical tips on implementing AfL.

Course assessment

Life Vision assessment material is based on the leaning 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

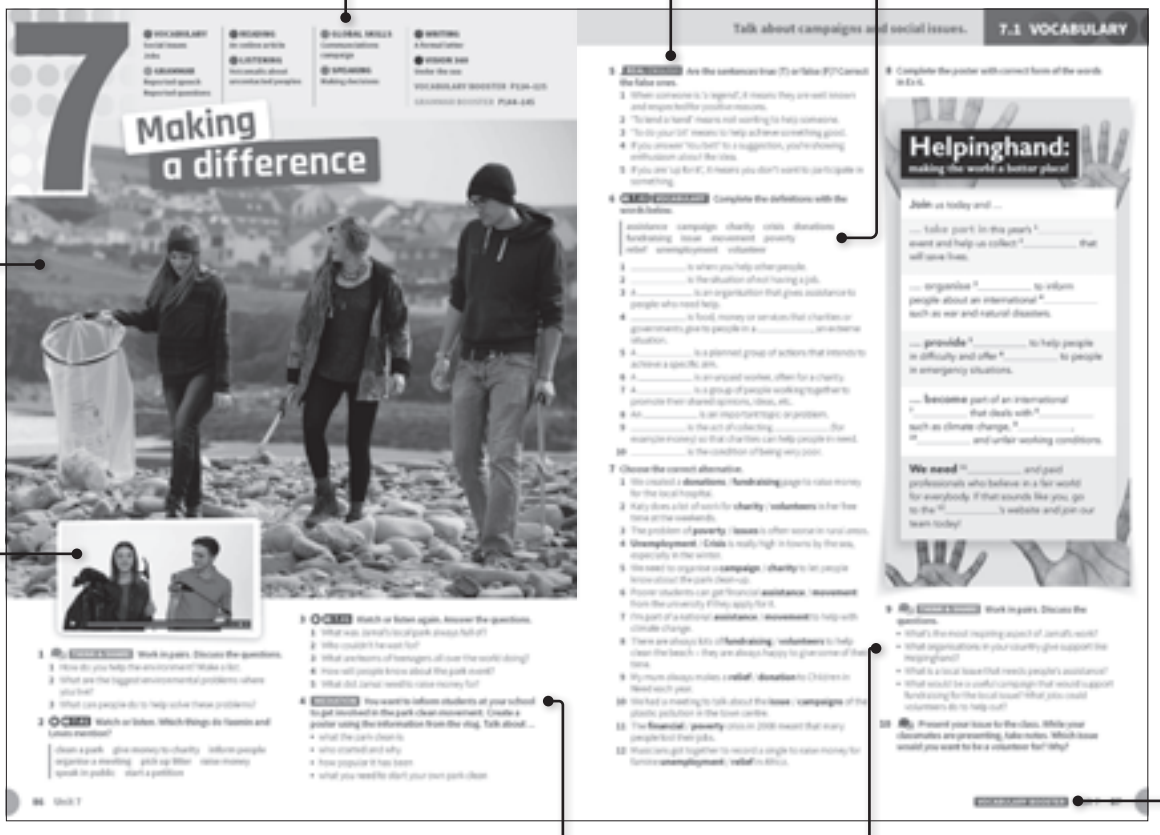
Impact photo and Lesson 1 Vocabulary

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

Mediation activity for focused communication practice

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

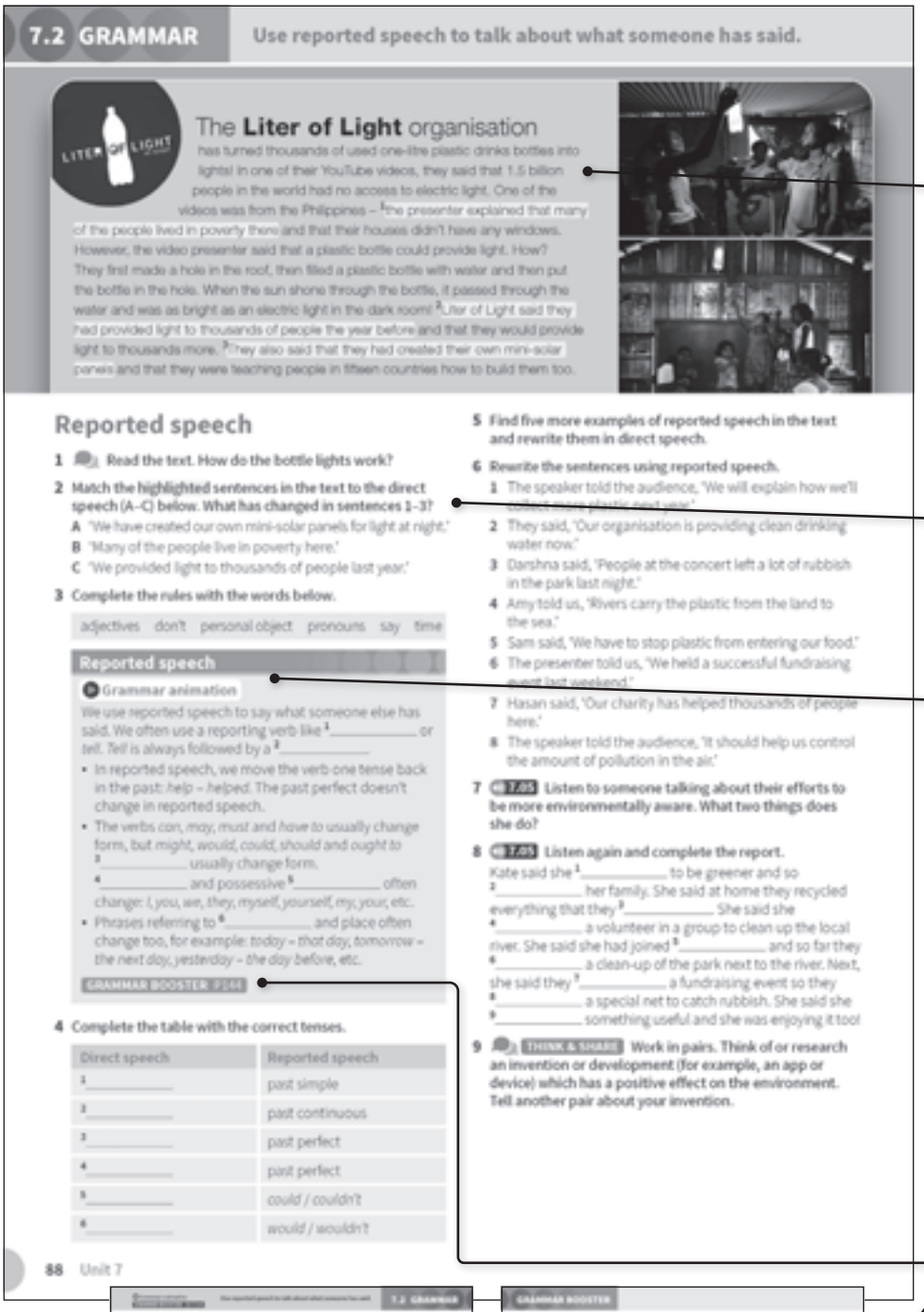
Workbook gives further practice of the language and skills taught in the Student Book





Vocabulary booster reference and exercises

Mixed ability practice with *Get started*, *Practice* and *Extend* exercises



7.2 GRAMMAR Use reported speech to talk about what someone has said.

The **Liter of Light** organisation has turned thousands of used one-litre plastic drinks bottles into lights! In one of their YouTube videos, they said that 1.5 billion people in the world had no access to electric light. One of the videos was from the Philippines – [1]the presenter explained that many of the people lived in poverty there and that their houses didn't have any windows. However, the video presenter said that a plastic bottle could provide light. How? They first made a hole in the roof, then filled a plastic bottle with water and then put the bottle in the hole. When the sun shone through the bottle, it passed through the water and was as bright as an electric light in the dark room! [2]Liter of Light said they had provided light to thousands of people the year before and that they would provide light to thousands more. [3]They also said that they had created their own mini-solar panels and that they were teaching people in fifteen countries how to build them too.

Reported speech

1 Read the text. How do the bottle lights work?

2 Match the highlighted sentences in the text to the direct speech (A–C) below. What has changed in sentences 1–3?
A 'We have created our own mini-solar panels for light at night.'
B 'Many of the people live in poverty here.'
C 'We provided light to thousands of people last year.'

3 Complete the rules with the words below.

adjectives don't personal object pronouns say time

Reported speech

Grammar animation

We use reported speech to say what someone else has said. We often use a reporting verb like [1]_____ or *tell*. *Tell* is always followed by a [2]_____

- In reported speech, we move the verb one tense back in the past: *help* – *helped*. The past perfect doesn't change in reported speech.
- The verbs *can*, *may*, *must* and *have to* usually change form, but *might*, *would*, *could*, *should* and *ought to* [3]_____ usually change form.
  [4]_____ and possessive [5]_____ often change: *I*, *you*, *we*, *they*, *myself*, *yourself*, *my*, *your*, etc.
- Phrases referring to [6]_____ and place often change too, for example: *today* – *that day*, *tomorrow* – *the next day*, *yesterday* – *the day before*, etc.

GRAMMAR BOOSTER 7.2 p84

4 Complete the table with the correct tenses.

Direct speech	Reported speech
1_____	past simple
2_____	past continuous
3_____	past perfect
4_____	past perfect
5_____	could / couldn't
6_____	would / wouldn't

5 Find five more examples of reported speech in the text and rewrite them in direct speech.

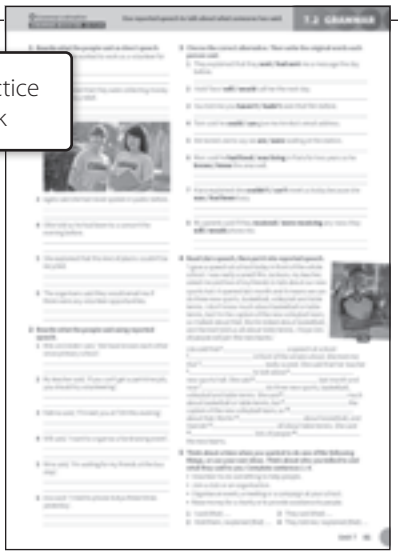
6 Rewrite the sentences using reported speech.
1 The speaker told the audience, 'We will explain how we'll collect more plastic next year.'
2 They said, 'Our organisation is providing clean drinking water now.'
3 Darshna said, 'People at the concert left a lot of rubbish in the park last night.'
4 Amy told us, 'Rivers carry the plastic from the land to the sea.'
5 Sam said, 'We have to stop plastic from entering our food.'
6 The presenter told us, 'We held a successful fundraising event last weekend.'
7 Hasan said, 'Our charity has helped thousands of people here.'
8 The speaker told the audience, 'It should help us control the amount of pollution in the air.'

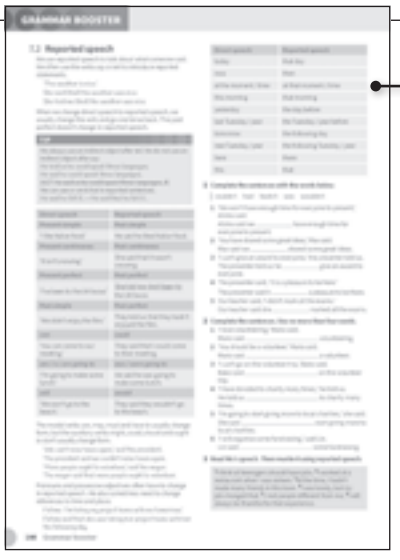
7 7.05 Listen to someone talking about their efforts to be more environmentally aware. What two things does she do?

8 7.05 Listen again and complete the report.
Kate said she [1]_____ to be greener and so [2]_____ her family. She said at home they recycled everything that they [3]_____. She said she [4]_____ a volunteer in a group to clean up the local river. She said she had joined [5]_____ and so far they [6]_____ a clean-up of the park next to the river. Next, she said they [7]_____ a fundraising event so they [8]_____ a special net to catch rubbish. She said she [9]_____ something useful and she was enjoying it too!

9 THINK & SHARE Work in pairs. Think of or research an invention or development (for example, an app or device) which has a positive effect on the environment. Tell another pair about your invention.

88 Unit 7





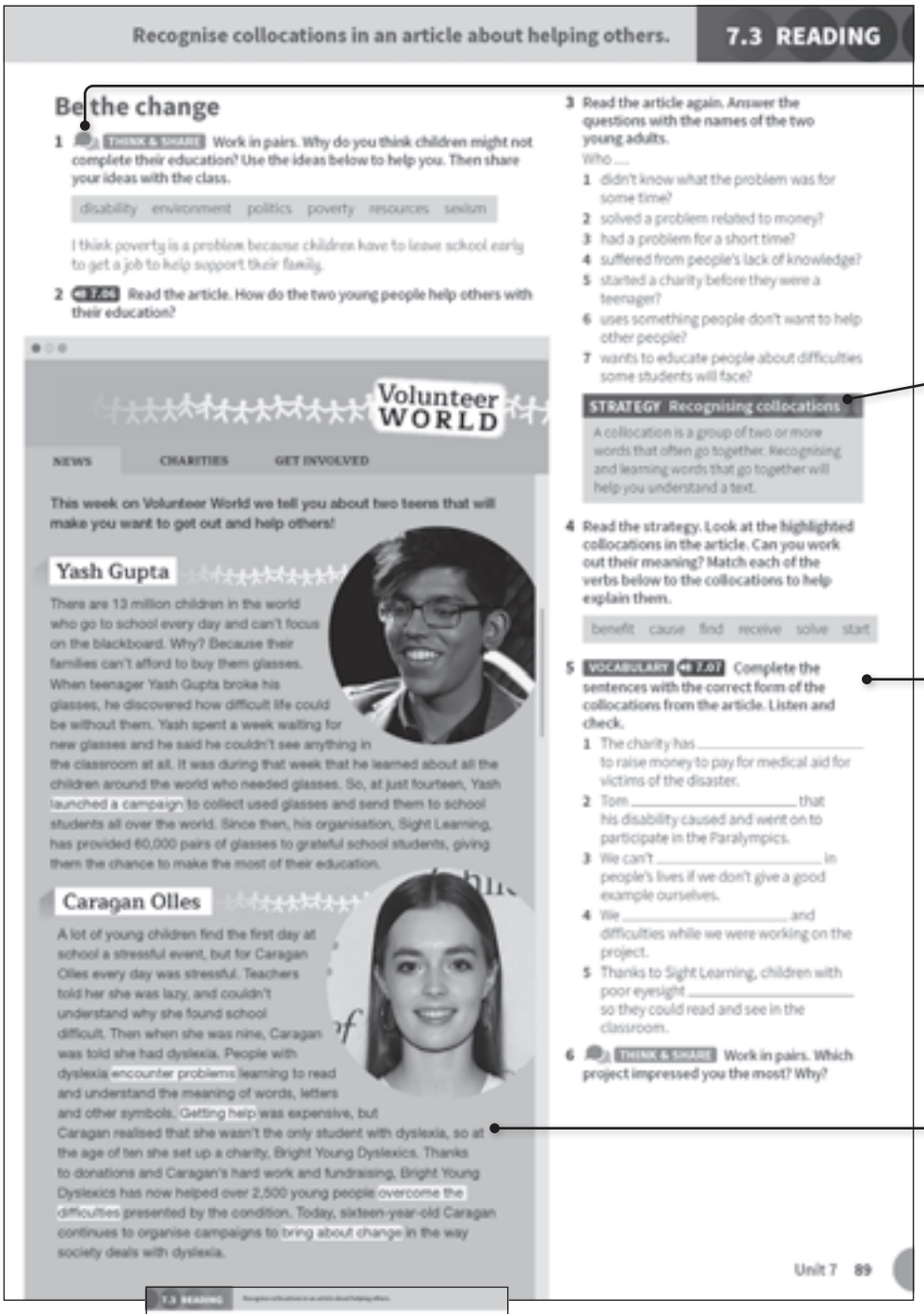
Thought-provoking topics that capture students' interest

Strong grammar focus with guided inductive approach

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

Grammar booster reference and exercises

Further practice in Workbook



Recognise collocations in an article about helping others. 7.3 READING

Be the change

1 THINK & SHARE Work in pairs. Why do you think children might not complete their education? Use the ideas below to help you. Then share your ideas with the class.

disability environment politics poverty resources sexism

I think poverty is a problem because children have to leave school early to get a job to help support their family.

2 4) 7.04 Read the article. How do the two young people help others with their education?

Volunteer WORLD

NEWS CHARITIES GET INVOLVED

This week on Volunteer World we tell you about two teens that will make you want to get out and help others!

Yash Gupta

There are 13 million children in the world who go to school every day and can't focus on the blackboard. Why? Because their families can't afford to buy them glasses. When teenager Yash Gupta broke his glasses, he discovered how difficult life could be without them. Yash spent a week waiting for new glasses and he said he couldn't see anything in the classroom at all. It was during that week that he learned about all the children around the world who needed glasses. So, at just fourteen, Yash launched a campaign to collect used glasses and send them to school students all over the world. Since then, his organisation, Sight Learning, has provided 60,000 pairs of glasses to grateful school students, giving them the chance to make the most of their education.

Caragan Olles

A lot of young children find the first day at school a stressful event, but for Caragan Olles every day was stressful. Teachers told her she was lazy, and couldn't understand why she found school difficult. Then when she was nine, Caragan was told she had dyslexia. People with dyslexia encounter problems learning to read and understand the meaning of words, letters and other symbols. Getting help was expensive, but Caragan realised that she wasn't the only student with dyslexia, so at the age of ten she set up a charity, Bright Young Dyslexics. Thanks to donations and Caragan's hard work and fundraising, Bright Young Dyslexics has now helped over 2,500 young people overcome the difficulties presented by the condition. Today, sixteen-year-old Caragan continues to organise campaigns to bring about change in the way society deals with dyslexia.

3 Read the article again. Answer the questions with the names of the two young adults.

Who ....

1 didn't know what the problem was for some time?
2 solved a problem related to money?
3 had a problem for a short time?
4 suffered from people's lack of knowledge?
5 started a charity before they were a teenager?
6 uses something people don't want to help other people?
7 wants to educate people about difficulties some students will face?

STRATEGY Recognising collocations

A collocation is a group of two or more words that often go together. Recognising and learning words that go together will help you understand a text.

4 Read the strategy. Look at the highlighted collocations in the article. Can you work out their meaning? Match each of the verbs below to the collocations to help explain them.

benefit cause find receive solve start

5 VOCABULARY 4) 7.07 Complete the sentences with the correct form of the collocations from the article. Listen and check.

1 The charity has _____ to raise money to pay for medical aid for victims of the disaster.
2 Tom _____ that his disability caused and went on to participate in the Paralympics.
3 We can't _____ in people's lives if we don't give a good example ourselves.
4 We _____ and difficulties while we were working on the project.
5 Thanks to Sight Learning, children with poor eyesight _____ so they could read and see in the classroom.

6 THINK & SHARE Work in pairs. Which project impressed you the most? Why?

Unit 7 89



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

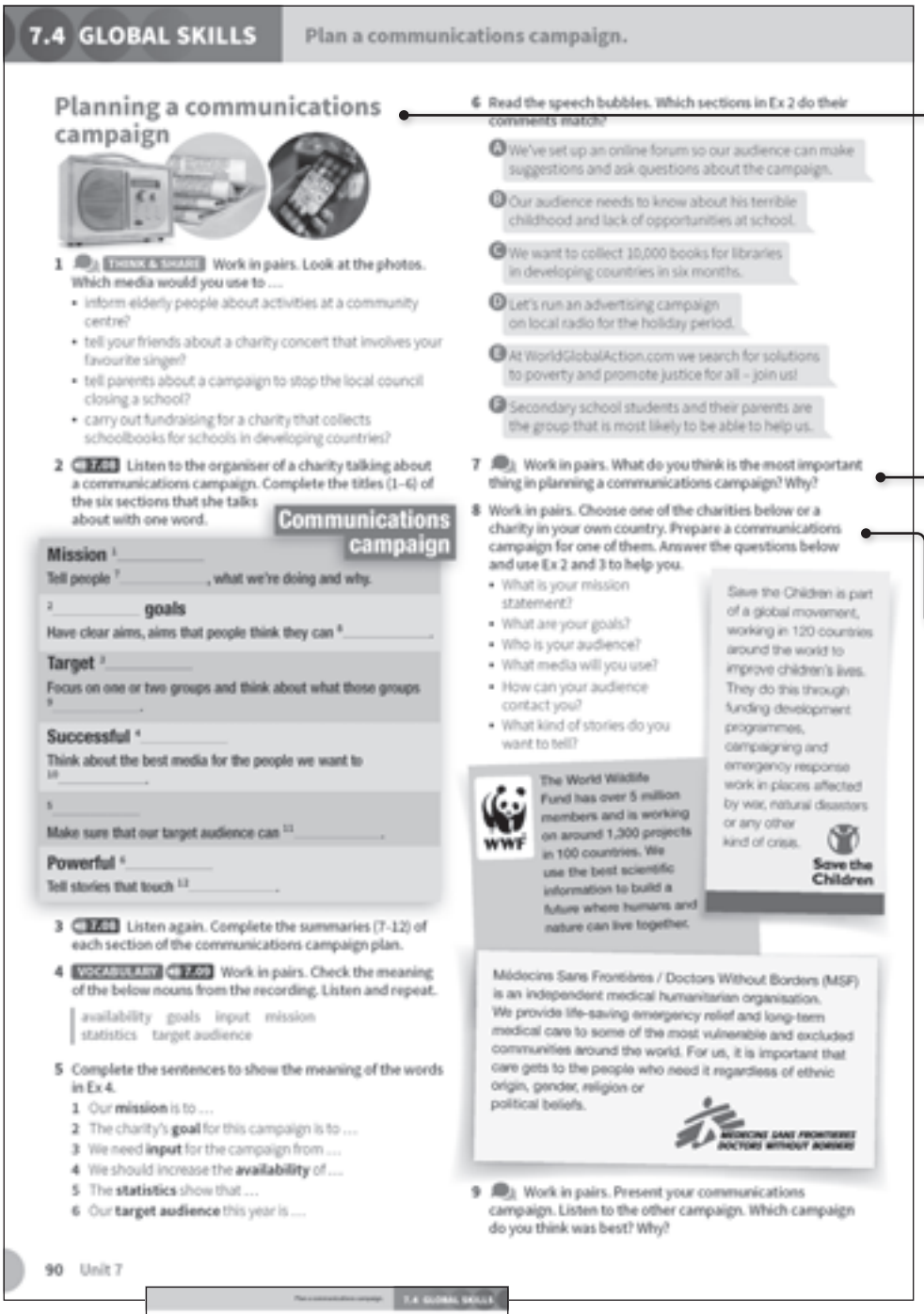
OxELF strategy in all skills lessons, with activation exercise

All vocabulary exercises flagged

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

'Googleable' texts

Further practice in Workbook



7.4 GLOBAL SKILLS — Plan a communications campaign.

Planning a communications campaign

1 THINK & SHARE Work in pairs. Look at the photos. Which media would you use to ...
- inform elderly people about activities at a community centre?
- tell your friends about a charity concert that involves your favourite singer?
- tell parents about a campaign to stop the local council closing a school?
- carry out fundraising for a charity that collects schoolbooks for schools in developing countries?

2 7.08 Listen to the organiser of a charity talking about a communications campaign. Complete the titles (1–6) of the six sections that she talks about with one word.

Communications campaign

Mission [1]_____
Tell people [7]_____, what we're doing and why.

[2]_____ **goals**
Have clear aims, aims that people think they can [8]_____.

Target [3]_____
Focus on one or two groups and think about what those groups [9]_____.

Successful [4]_____
Think about the best media for the people we want to [10]_____.

[5]_____
Make sure that our target audience can [11]_____.

Powerful [6]_____
Tell stories that touch [12]_____.

3 7.08 Listen again. Complete the summaries (7-12) of each section of the communications campaign plan.

4 VOCABULARY 7.09 Work in pairs. Check the meaning of the below nouns from the recording. Listen and repeat.

availability goals input mission statistics target audience

5 Complete the sentences to show the meaning of the words in Ex 4.
1 Our **mission** is to ...
2 The charity's **goal** for this campaign is to ...
3 We need **input** for the campaign from ...
4 We should increase the **availability** of ...
5 The **statistics** show that ...
6 Our **target audience** this year is ...

6 Read the speech bubbles. Which sections in Ex 2 do their comments match?

A We've set up an online forum so our audience can make suggestions and ask questions about the campaign.

B Our audience needs to know about his terrible childhood and lack of opportunities at school.

C We want to collect 10,000 books for libraries in developing countries in six months.

D Let's run an advertising campaign on local radio for the holiday period.

E At WorldGlobalAction.com we search for solutions to poverty and promote justice for all – join us!

F Secondary school students and their parents are the group that is most likely to be able to help us.

7 Work in pairs. What do you think is the most important thing in planning a communications campaign? Why?

8 Work in pairs. Choose one of the charities below or a charity in your own country. Prepare a communications campaign for one of them. Answer the questions below and use Ex 2 and 3 to help you.
- What is your mission statement?
- What are your goals?
- Who is your audience?
- What media will you use?
- How can your audience contact you?
- What kind of stories do you want to tell?

WWF
The World Wildlife Fund has over 5 million members and is working on around 1,300 projects in 100 countries. We use the best scientific information to build a future where humans and nature can live together.

Save the Children is part of a global movement, working in 120 countries around the world to improve children's lives. They do this through funding development programmes, campaigning and emergency response work in places affected by war, natural disasters or any other kind of crisis.
Save the Children

Médecins Sans Frontières / Doctors Without Borders (MSF) is an independent medical humanitarian organisation. We provide life-saving emergency relief and long-term medical care to some of the most vulnerable and excluded communities around the world. For us, it is important that care gets to the people who need it regardless of ethnic origin, gender, religion or political beliefs.
MEDECINS SANS FRONTIERES DOCTORS WITHOUT BORDERS

9 Work in pairs. Present your communications campaign. Listen to the other campaign. Which campaign do you think was best? Why?

90 Unit 7

Global skills lesson for lifelong learning

Focus on communication and collaboration

Developing global skills by exploring real issues



Further practice in Workbook

Lesson 5 Vocabulary



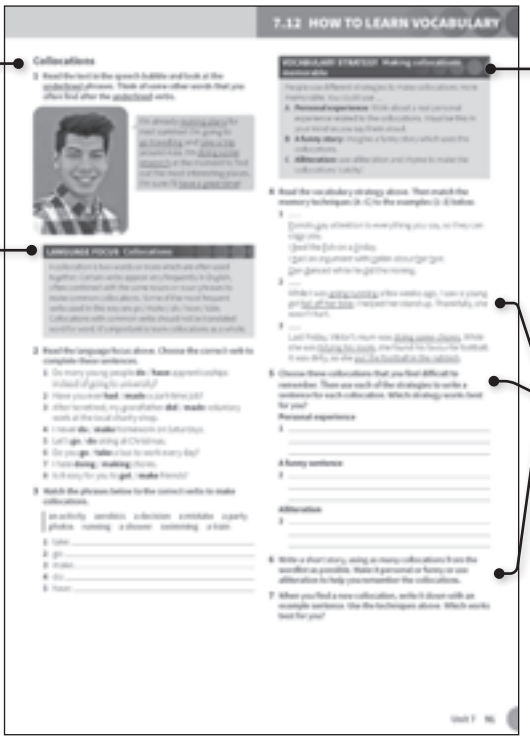
Second vocabulary lesson and *Vocabulary booster*





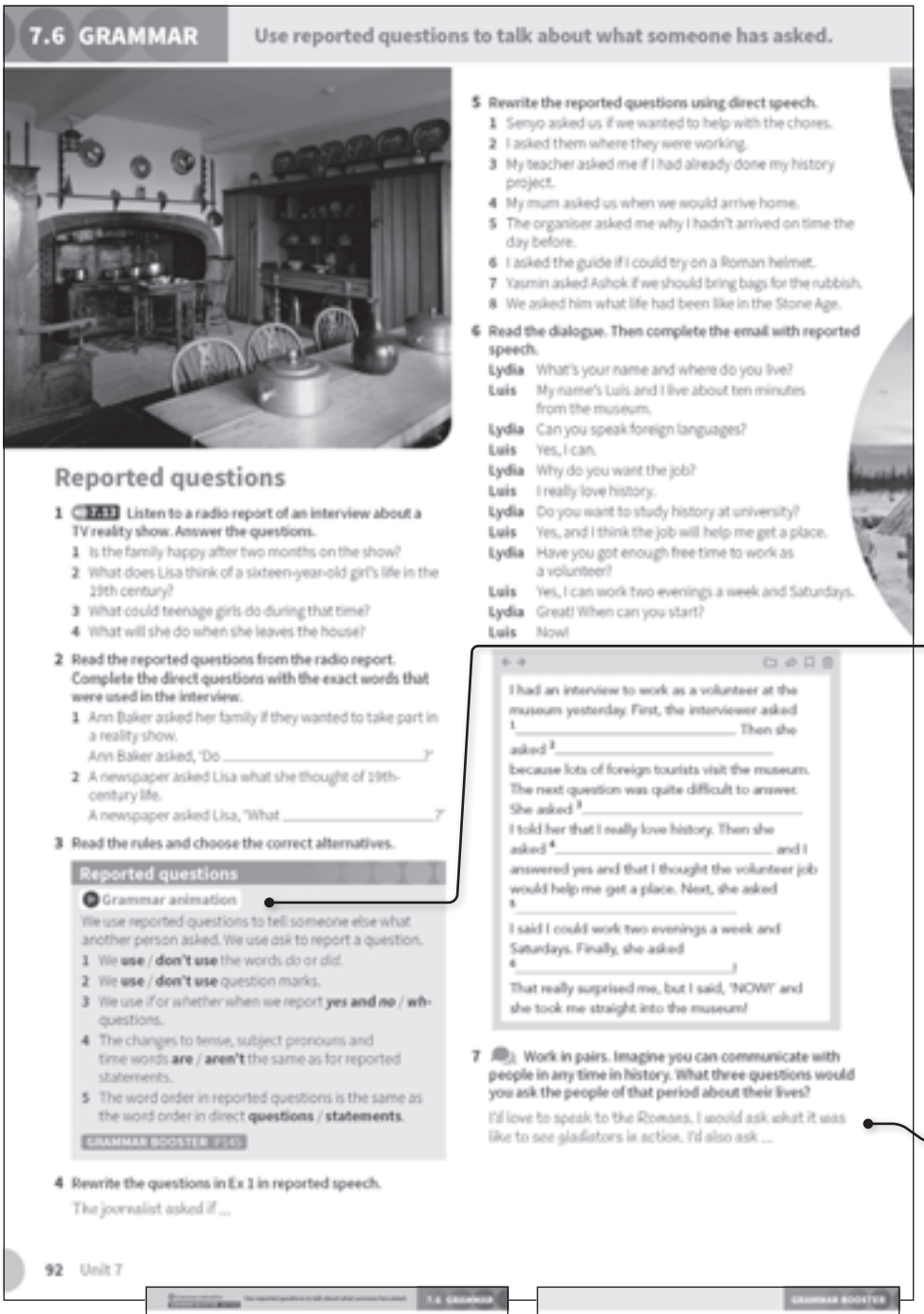
Topic of *Word skills* studied in greater detail in Workbook

Strategies on how to learn vocabulary



Exercises activating vocabulary learning strategies

Tips on how vocabulary works



7.6 GRAMMAR Use reported questions to talk about what someone has asked.

Reported questions

1 7.11 **Listen to a radio report of an interview about a TV reality show. Answer the questions.**

1 Is the family happy after two months on the show?
2 What does Lisa think of a sixteen-year-old girl's life in the 19th century?
3 What could teenage girls do during that time?
4 What will she do when she leaves the house?

2 **Read the reported questions from the radio report. Complete the direct questions with the exact words that were used in the interview.**

1 Ann Baker asked her family if they wanted to take part in a reality show.
Ann Baker asked, 'Do _____?'
2 A newspaper asked Lisa what she thought of 19th-century life.
A newspaper asked Lisa, 'What _____?'

3 **Read the rules and choose the correct alternatives.**

Reported questions

Grammar animation

We use reported questions to tell someone else what another person asked. We use *ask* to report a question.

1 We **use** / **don't use** the words *do* or *did*.
2 We **use** / **don't use** question marks.
3 We use *if* or *whether* when we report **yes and no** / **wh-** questions.
4 The changes to tense, subject pronouns and time words **are** / **aren't** the same as for reported statements.
5 The word order in reported questions is the same as the word order in direct **questions** / **statements**.

GRAMMAR BOOSTER 92 93

4 **Rewrite the questions in Ex 1 in reported speech.**

The journalist asked if ...

5 **Rewrite the reported questions using direct speech.**

1 Senyo asked us if we wanted to help with the chores.
2 I asked them where they were working.
3 My teacher asked me if I had already done my history project.
4 My mum asked us when we would arrive home.
5 The organiser asked me why I hadn't arrived on time the day before.
6 I asked the guide if I could try on a Roman helmet.
7 Yasmin asked Ashok if we should bring bags for the rubbish.
8 We asked him what life had been like in the Stone Age.

6 **Read the dialogue. Then complete the email with reported speech.**

Lydia What's your name and where do you live?
Luis My name's Luis and I live about ten minutes from the museum.
Lydia Can you speak foreign languages?
Luis Yes, I can.
Lydia Why do you want the job?
Luis I really love history.
Lydia Do you want to study history at university?
Luis Yes, and I think the job will help me get a place.
Lydia Have you got enough free time to work as a volunteer?
Luis Yes, I can work two evenings a week and Saturdays.
Lydia Great! When can you start?
Luis Now!

I had an interview to work as a volunteer at the museum yesterday. First, the interviewer asked [1] _____. Then she asked [2] _____ because lots of foreign tourists visit the museum. The next question was quite difficult to answer. She asked [3] _____ I told her that I really love history. Then she asked [4] _____ and I answered yes and that I thought the volunteer job would help me get a place. Next, she asked [5] _____ I said I could work two evenings a week and Saturdays. Finally, she asked [6] _____! That really surprised me, but I said, 'NOW!' and she took me straight into the museum!

7 **Work in pairs. Imagine you can communicate with people in any time in history. What three questions would you ask the people of that period about their lives?**

I'd love to speak to the Romans. I would ask what it was like to see gladiators in action. I'd also ask ...

92 Unit 7





Second grammar lesson and *Grammar booster*

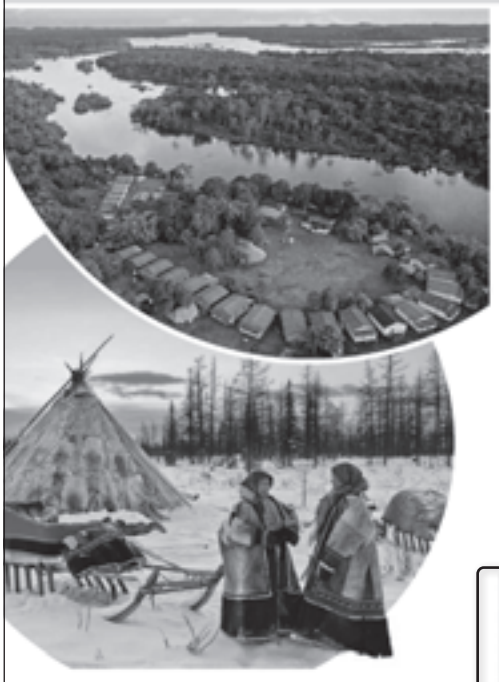
Second grammar animation

Personalisation tasks to make learning meaningful and improve retention

Further practice in Workbook

Use different listening skills to understand voicemails about a project.

7.7 LISTENING



STRATEGY Using different listening skills

You often listen for different reasons.

Listening for gist
Sometimes you are more interested in the main idea or general information, and it isn't necessary to understand every word or detail.

Listening for detail
You sometimes have to listen carefully for specific words and numbers to hear important facts and figures.

Listening for attitude and feelings
Sometimes you are more interested in how someone feels about a topic. You know this from how they are talking about it (intonation) as well as the language they choose to talk about it.

OxELF listening strategy and activation exercise

3 Read the strategy. Then read the questions below. What type of listening skill do you think you will have to use to answer each question?

1 Who did Harry get the information from?
2 How does Harry feel about tourism to the Andaman Islands?
3 What is the main reason for leaving the second voicemail?

4 7.15 Listen to Harry's second voice message. Answer the questions in Ex 3.

5 7.15 Listen again and correct the **bold** mistakes in Ellen's notes.

Thought-provoking issues to facilitate discussion

We don't want your help!

1 Work in pairs. Look at the photos and discuss the questions.

1 There are about 100 groups of people who live without contact with the rest of the world. Which countries do you think they live in?
2 Why do you think uncontacted peoples want to avoid contact with the modern world?
3 How do you think they've been able to avoid contact with the modern world?



2 7.14 Read Harry's message. Then listen to his first voice message and check your answers to the questions in Ex 1.

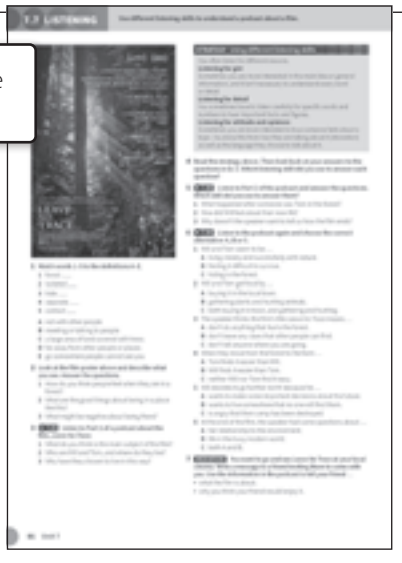


6 THINK & SHARE Work in pairs. Put the actions for protecting uncontacted peoples in order from the most useful to the least useful. Add one more idea of your own.

give them modern tools give them vaccines
help them join the modern world
protect the environment stop tourism

7 Work in groups. Compare your ideas from Ex 6. Which ideas do you think would be the most useful? Why?

Further practice in Workbook



7.8 SPEAKING

Manage a conversation when making decisions.



Making decisions

1 THINK & SHARE **Work in pairs. Read the reasons for volunteering below. Which three would persuade you to volunteer? Why?**

connect the community
contribute to a cause that you care about
do practical things for others good for your CV
help others learn new skills make a difference

2 7.16 **Listen to Ava and Oli talking about volunteering. What activity do they choose? Which reasons do they give for choosing it?**

3 7.16 **Listen again. Tick (✓) the phrases from the Phrasebook that Ava and Oli use.**

PHRASEBOOK Making decisions

Making suggestions
How about …?
Why don't we …?
Shall we …?
Maybe we could …

Giving opinions and reasons
I think … could be a good option because …
I don't think that would be as good because …
The good / bad thing about … is that …

Involving your partner
What do you think / reckon?
Do you think that's a good idea?
Do you have any ideas about …?
Which do you think is best?

4 PRONUNCIATION 7.17 **Read the pronunciation box. Then listen and repeat.**

PRONUNCIATION Linking

In fluent speech, words are not separated. They are linked together. We link words that end with a consonant and begin with a vowel. When you say them, imagine that the consonant is at the beginning of the next word.
We both_agree.
volunteering_at_an_after-school club
It would look good_on my CV.

5 7.18 **Read the sentences. Which words do you think link together? Listen and check.**
1 The good thing about volunteering is contributing to a cause.
2 We would be helping elderly people.
3 Now all we have to do is start this application.
4 I think it could be a good option.

STRATEGY Managing a conversation

In a conversation, listen to what the other person has to say. When you give your opinion on a topic, make sure that you then ask the other person what they think. Try not to interrupt when the other person is speaking and show them that you are listening to them by asking questions and using phrases such as *Really?, That's interesting* or *I'm not sure if I agree.* When they've finished speaking, respond to what they said and add your own opinions.

6 **Read the strategy and then take it in turns to start a conversation on the topics below and respond.**
- Teenagers today are the luckiest that have ever lived.
- Giving money to a charity is a waste of time.
- We're all responsible for looking after the planet.
- We shouldn't buy things that were made in factories by children.

I actually think that teenagers today aren't the luckiest ever because of all the pressure from social media to be cool. What do you think?

That's true, but compared to 100 years ago, I think …

7 **You raised €300 at a fundraising event at your school. You now have to decide which charity to give the money to. In pairs, talk together about the different options and say which you would like to donate the money to.**

To buy …
- birthday presents for children in a poor neighbourhood.
- wheelchairs for an old people's home.
- books for a school in a developing country.
- sports equipment for a local sports team with financial problems.
- baby clothes for the baby unit at a local hospital.

8 REFLECT **Give feedback on how your partner managed the conversation. Mention what was good about it and what could be improved.**

94 Unit 7

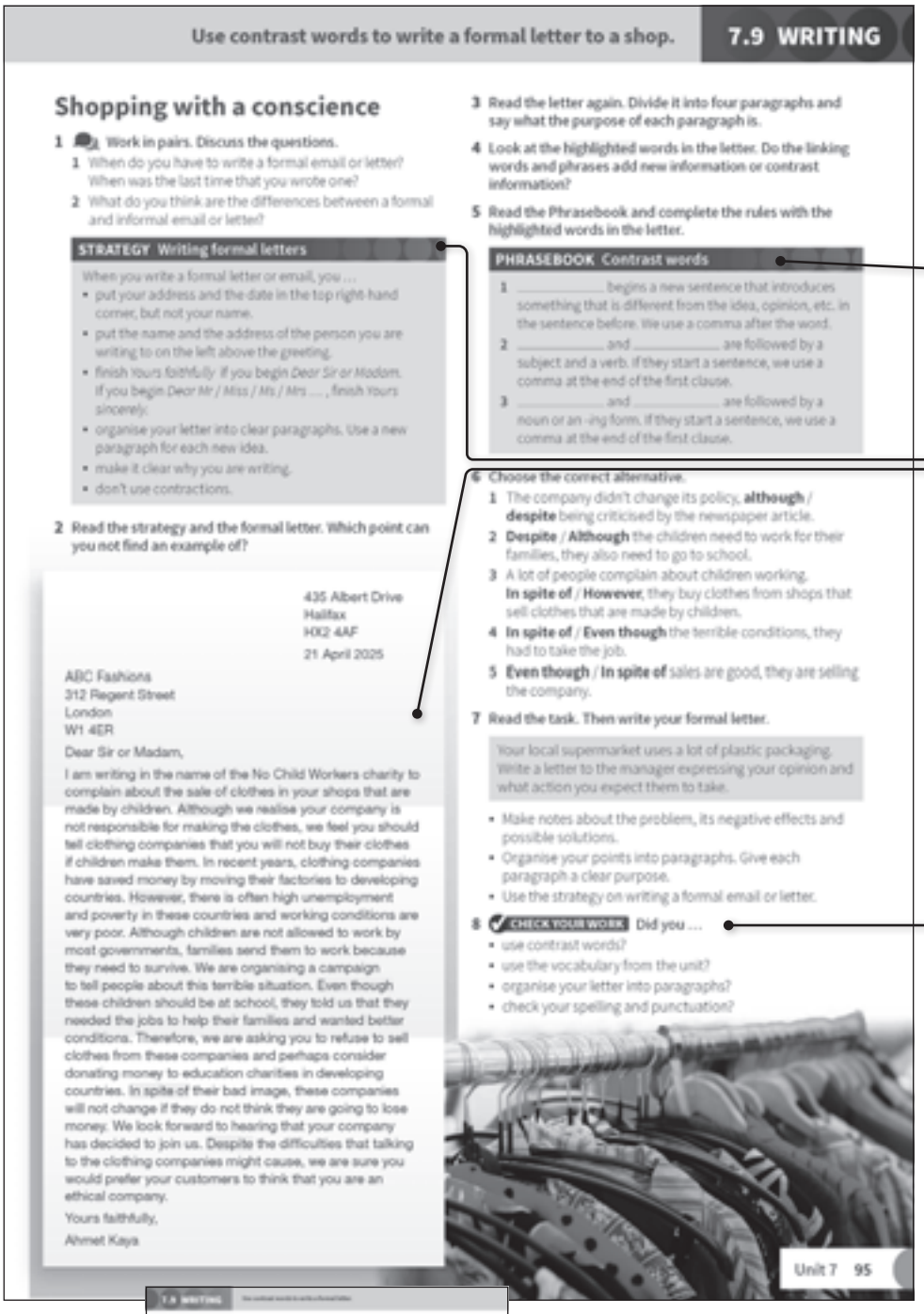


Speaking lesson with *Phrasebook*

OxELF speaking strategy and activation exercise

Pronunciation strategy and exercise in each unit

Further practice in Workbook



Use contrast words to write a formal letter to a shop. 7.9 WRITING

Shopping with a conscience

1 Work in pairs. Discuss the questions.
1 When do you have to write a formal email or letter? When was the last time that you wrote one?
2 What do you think are the differences between a formal and informal email or letter?

STRATEGY Writing formal letters

When you write a formal letter or email, you …
- put your address and the date in the top right-hand corner, but not your name.
- put the name and the address of the person you are writing to on the left above the greeting.
- finish *Yours faithfully*. If you begin *Dear Sir or Madam*. If you begin *Dear Mr / Miss / Ms / Mrs ….*, finish *Yours sincerely*.
- organise your letter into clear paragraphs. Use a new paragraph for each new idea.
- make it clear why you are writing.
- don't use contractions.

2 Read the strategy and the formal letter. Which point can you not find an example of?

435 Albert Drive
Halifax
HX2 4AF
21 April 2025

ABC Fashions
312 Regent Street
London
W1 4ER

Dear Sir or Madam,

I am writing in the name of the No Child Workers charity to complain about the sale of clothes in your shops that are made by children. Although we realise your company is not responsible for making the clothes, we feel you should tell clothing companies that you will not buy their clothes if children make them. In recent years, clothing companies have saved money by moving their factories to developing countries. However, there is often high unemployment and poverty in these countries and working conditions are very poor. Although children are not allowed to work by most governments, families send them to work because they need to survive. We are organising a campaign to tell people about this terrible situation. Even though these children should be at school, they told us that they needed the jobs to help their families and wanted better conditions. Therefore, we are asking you to refuse to sell clothes from these companies and perhaps consider donating money to education charities in developing countries. In spite of their bad image, these companies will not change if they do not think they are going to lose money. We look forward to hearing that your company has decided to join us. Despite the difficulties that talking to the clothing companies might cause, we are sure you would prefer your customers to think that you are an ethical company.

Yours faithfully,

Ahmet Kaya

3 Read the letter again. Divide it into four paragraphs and say what the purpose of each paragraph is.

4 Look at the highlighted words in the letter. Do the linking words and phrases add new information or contrast information?

5 Read the Phrasebook and complete the rules with the highlighted words in the letter.

PHRASEBOOK Contrast words

1 _____ begins a new sentence that introduces something that is different from the idea, opinion, etc. in the sentence before. We use a comma after the word.
2 _____ and _____ are followed by a subject and a verb. If they start a sentence, we use a comma at the end of the first clause.
3 _____ and _____ are followed by a noun or an *-ing* form. If they start a sentence, we use a comma at the end of the first clause.

6 Choose the correct alternative.
1 The company didn't change its policy, **although** / **despite** being criticised by the newspaper article.
2 **Despite** / **Although** the children need to work for their families, they also need to go to school.
3 A lot of people complain about children working. **In spite of** / **However**, they buy clothes from shops that sell clothes that are made by children.
4 **In spite of** / **Even though** the terrible conditions, they had to take the job.
5 **Even though** / **In spite of** sales are good, they are selling the company.

7 Read the task. Then write your formal letter.

Your local supermarket uses a lot of plastic packaging. Write a letter to the manager expressing your opinion and what action you expect them to take.

- Make notes about the problem, its negative effects and possible solutions.
- Organise your points into paragraphs. Give each paragraph a clear purpose.
- Use the strategy on writing a formal email or letter.

8 CHECK YOUR WORK Did you …
- use contrast words?
- use the vocabulary from the unit?
- organise your letter into paragraphs?
- check your spelling and punctuation?

Unit 7 95

Phrasebook for key phrases in specific language areas

OxELF writing strategy and activation exercise

Check your work to encourage self-assessment



Further practice in Workbook

7.10 REVIEW

Grammar

1 Complete the mini-dialogues with the words in brackets and reported speech.

1 A Logan has been on holiday to Bali. (Hawaii)
B Really? I thought he said *he had been to Hawaii*.
2 A Priti is studying the Bronze Age this week. (the Roman Period)
B Is she? She told me _____.
3 A Soroush has made an application for the job at the gym. (swimming pool)
B Has he? I thought he said _____.
4 A Lily will prepare a communications campaign. (fundraising event)
B Will she? She told me _____.
5 A Nasser said he made a donation of food last weekend. (clothes)
B Did he? I thought he said _____.
6 A Camila is collecting books for a children's library in Manchester. (Leicester)
B Is she? She told me _____.
7 A Hannah can't come to the meeting on Tuesday. (Thursday)
B Can't she? She told me _____.

2 Rewrite the questions in reported speech. Begin the reported questions with *He* or *She*.

1 Can you speak any foreign languages?
She asked me if I could speak any foreign languages.
2 When will they get time off?
3 Has she signed a contract?
4 How are you developing your skills?
5 Did Andy work as a volunteer last year?
6 Which charity does Ally work for?

Vocabulary

3 Choose the correct alternative.

1 We need to do some **fundraising** / **campaign** if we want to buy books for the school.
2 The **movement** / **campaign** will include advertising and interviews with local and national media.
3 **Unemployment** / **Donations** has gone down, but a lot of the jobs are only part-time.
4 Providing everyone with clean drinking water is the most important **issue** / **relief** at the moment.
5 The government can't always expect **charities** / **campaigns** to help with social problems and provide **relief** / **fundraising** to people in crisis.
6 A **movement** / **volunteer** gives the most important thing that they have: their time.
7 More and more people are joining the **assistance** / **movement** to reverse climate change.
8 We accept three types of **charities** / **donations**: money, food and clothes.
9 The rich are getting richer, but the reality in most cities is that many people live in **unemployment** / **poverty**.
10 With some financial **assistance** / **relief**, we could make the town square a lot nicer.

4 Complete the text with the words below.

applications apprenticeship contract experience part-time skills time off trade

My sister's doing an [1]_____ in woodwork because she wants to be a carpenter. She has always wanted to learn a [2]_____. She made lots of [3]_____ and she's really happy that she's now got a [4]_____ with a professional carpenter. She has a [5]_____ job with the company so that she can get [6]_____ to study at college two days a week. She's getting lots of work [7]_____ and developing the [8]_____ that will help her start her own business one day. I'm really happy for her!

Cumulative review

5 Complete the interview with the words below. Then rewrite the interview using reported speech.

campaign ~~charity~~ donations fundraising hours skills volunteers

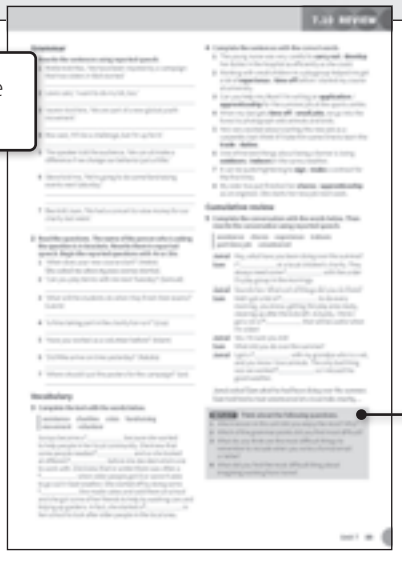
Reporter So, what is the [1]*charity* planning to do?
Jack We're organising a [2]_____ of different activities that includes a big [3]_____ event.
Reporter When will it take place?
Jack We have planned a day of activities at Castle Park for next Saturday.
Reporter What type of activities can people do at the event?
Jack Well, there will be a barbecue and also a concert.
Reporter Do you need [4]_____ to help you to prepare for the event?
Jack No, we don't. We've worked long [5]_____ to get everything ready.
Reporter Can anyone attend?
Jack Yes, everyone is welcome.
Reporter What is the fundraising for?
Jack We need [6]_____ to pay for our traditional farming projects.
Reporter Have you started any projects?
Jack Yes, we're helping young farmers to develop [7]_____ that are needed for environmentally friendly farming.
Reporter Well, that sounds interesting. Thanks for speaking to me!
Jack It's been a pleasure.

The reporter asked what the charity was planning to do.
Jack said they were organising a ...

Think & share

6 Speak or write. Answer the questions.

1 What are the most well-known charity organisations in your country? What do they do?
2 Is it better to help others by giving your time and skills instead of money? Why? / Why not?
3 Do you think it's better to give money directly to a poor person or to a charity that helps poor people? Why?
4 Do you think that one day we won't need charities?



Review lesson to revise grammar and vocabulary of the unit

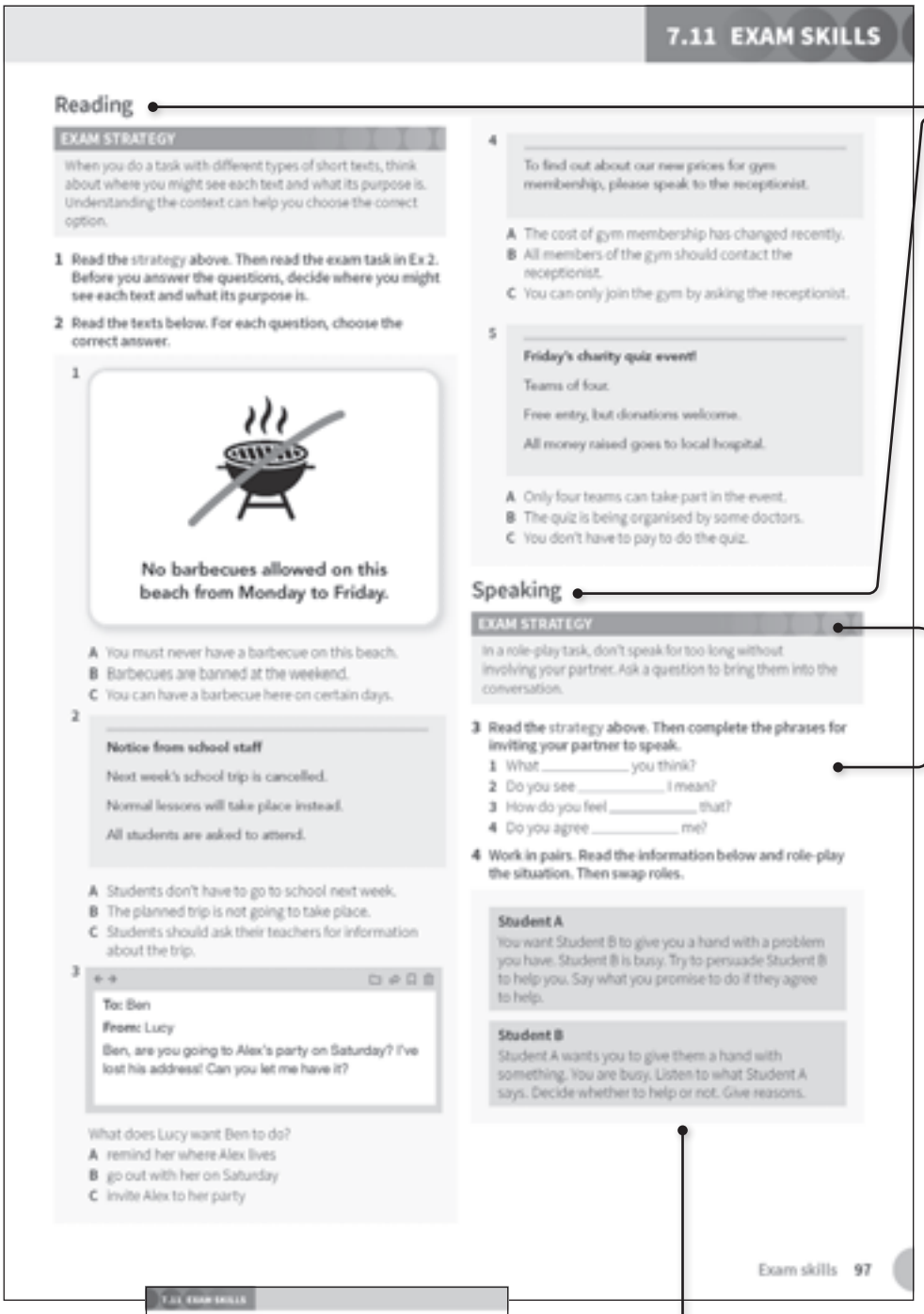
Recycling grammar to deepen understanding

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



7.11 EXAM SKILLS

Reading

EXAM STRATEGY

When you do a task with different types of short texts, think about where you might see each text and what its purpose is. Understanding the context can help you choose the correct option.

1 **Read the strategy above. Then read the exam task in Ex 2. Before you answer the questions, decide where you might see each text and what its purpose is.**

2 **Read the texts below. For each question, choose the correct answer.**

1

No barbecues allowed on this beach from Monday to Friday.

A You must never have a barbecue on this beach.
B Barbecues are banned at the weekend.
C You can have a barbecue here on certain days.

2

Notice from school staff

Next week's school trip is cancelled.

Normal lessons will take place instead.

All students are asked to attend.

A Students don't have to go to school next week.
B The planned trip is not going to take place.
C Students should ask their teachers for information about the trip.

3

To: Ben

From: Lucy

Ben, are you going to Alex's party on Saturday? I've lost his address! Can you let me have it?

What does Lucy want Ben to do?
A remind her where Alex lives
B go out with her on Saturday
C invite Alex to her party

4

To find out about our new prices for gym membership, please speak to the receptionist.

A The cost of gym membership has changed recently.
B All members of the gym should contact the receptionist.
C You can only join the gym by asking the receptionist.

5

Friday's charity quiz event!

Teams of four.

Free entry, but donations welcome.

All money raised goes to local hospital.

A Only four teams can take part in the event.
B The quiz is being organised by some doctors.
C You don't have to pay to do the quiz.

Speaking

EXAM STRATEGY

In a role-play task, don't speak for too long without involving your partner. Ask a question to bring them into the conversation.

3 **Read the strategy above. Then complete the phrases for inviting your partner to speak.**

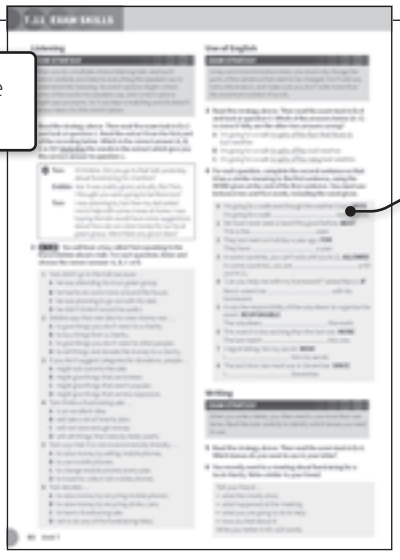
1 What _____ you think?
2 Do you see _____ I mean?
3 How do you feel _____ that?
4 Do you agree _____ me?

4 **Work in pairs. Read the information below and role-play the situation. Then swap roles.**

Student A
You want Student B to give you a hand with a problem you have. Student B is busy. Try to persuade Student B to help you. Say what you promise to do if they agree to help.

Student B
Student A wants you to give them a hand with something. You are busy. Listen to what Student A says. Decide whether to help or not. Give reasons.

Exam skills 97



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

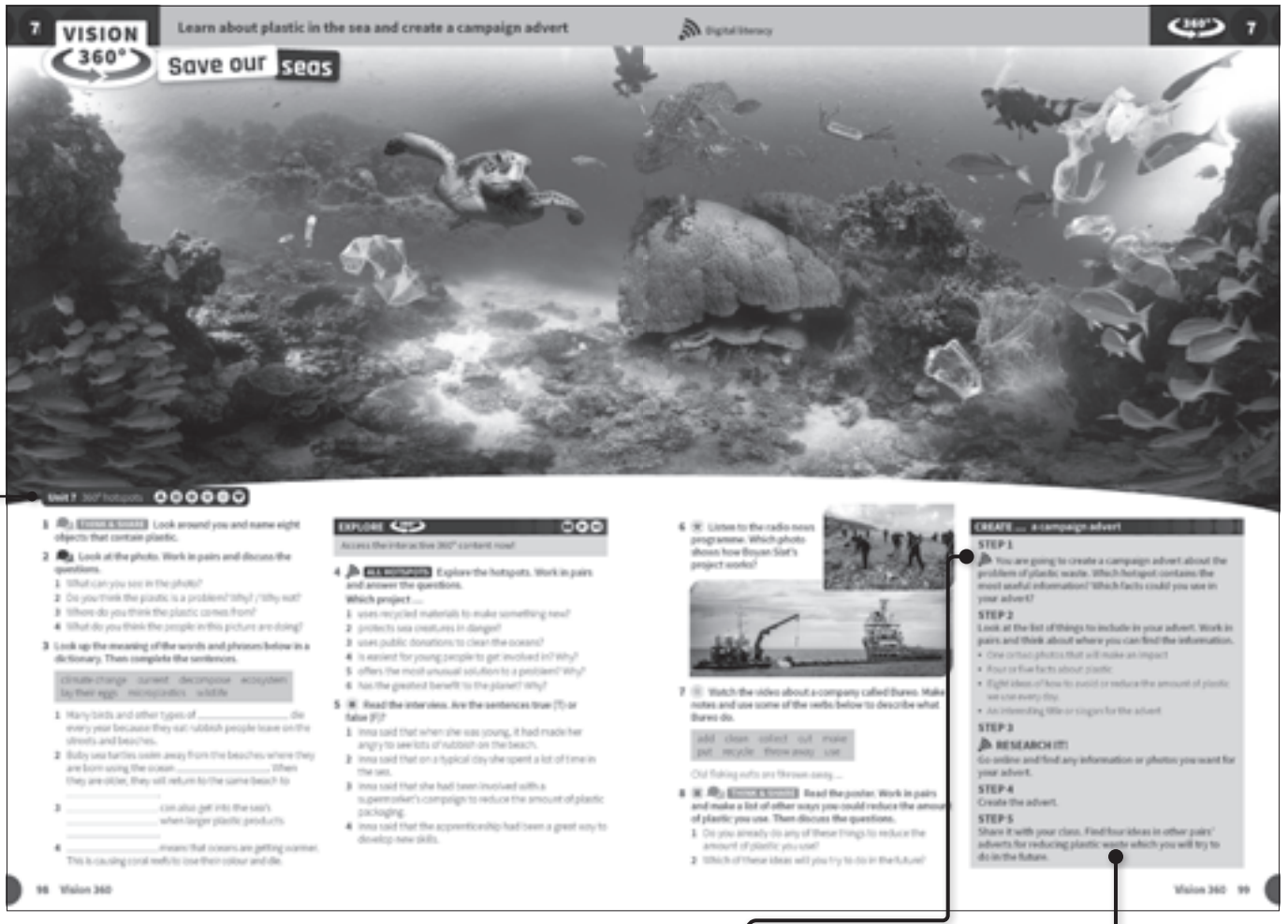
Exam strategies and activation exercises to help students perform to the best of their ability

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 an unusual school and education

Reading: A blog post about an unusual school

Grammar: Present simple and present continuous; dynamic and state verbs

Vocabulary: Words related to education

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 5 for homework and omit exercise 9.

WARM-UP Elicit the meaning of *climate change* (e.g. changes in the Earth's weather, especially that it is believed to be getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere).

- Ask: *What are some effects of climate change? Do you think this issue will get better or worse in the future? Why?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 4

- Focus attention on the photos.
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 2 page 4

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

KEY

First photo: primary school students
Second photo: secondary school students
Both: the boat *is* the school! This boat is a classroom

Exercise 3 Grammar page 4

- Students check the grammar rules for the present simple and present continuous on page 128.

Exercise 4 page 4

- Students complete the task.
- Elicit examples from the class.

KEY

Present simple: I'm in Bangladesh; When it rains heavily, parts of the country are sometimes under water for five months; However, the young people of Bangladesh want to study, and climate change won't stop them; This boat is a classroom and part of the Shidhulai School; All the Shidhulai School boats have solar panels that provide electricity for technology such as computers; They always study for three hours a day, six days a week; Climate change is very bad for Bangladesh, and people want it to stop; However, they also understand that we need to learn to live with it if we want life to continue; The Shidhulai School boats teach us how we can.
Present continuous: the situation is getting worse; we're picking up students in a boat; we aren't taking them to school; Now, 30 primary school students are studying

Exercise 5 page 4

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

KEY

1 has 2 falls 3 is / 's raining 4 is rising
5 is / 's covering 6 aren't opening 7 stay
8 don't study

Extra activity

- Elicit from the class examples of time words / phrases we often use with the present simple and present continuous and write them on the board.

KEY (SUGGESTED ANSWERS)

Present simple: every day, at the weekend, on Mondays, in the morning, always, never, sometimes, usually, often, once a week, in the summer
Present continuous: at the moment, right now, this week, this year, today, now, currently

- Ask students to write four *yes / no* questions to ask their classmates, two using the present simple and two the present continuous. They should use at least one time word / phrase in each, e.g. *Do you usually go abroad in the summer? Are you reading a good book at the moment?*
- Students mingle and ask each other their questions, responding with short answers. If their answer is *yes*, they should also provide extra details, e.g. *Yes, I do. My family and I usually go to Spain in the summer because my aunt and uncle live there.*
- Students try to find a different classmate to answer *yes* to each of their questions. They should make a note of the person's name and answer.
- Working in pairs, students take turns to tell each other what they found out, e.g. *Ava is reading Frances Hardinge's latest novel and she's really enjoying it.*
- Ask a few students to feed back an example to the class.

Exercise 6 page 4

- Go through the information in the grammar box together.

Note!

Have can be both a dynamic and state verb. When *have* means *own*, it is a state verb, e.g. *He has a big house*. When *have* is part of an expression (e.g. *have a party / a shower / a break*), it is a dynamic verb, e.g. *Oh no! The neighbours are having another party*.

- Students find other examples of state verbs in the blog.
- Check answers as a class.

KEY

mean, want, understand, need

- Students do the Grammar booster exercises on page 128.

Exercise 7 Vocabulary page 4

Extra support

Elicit the function of each type of word in the table and how it might be identified in a sentence, e.g.

Adjectives describe a person or thing. They often come before nouns or after the verb *be*.

Verbs express an action, event or state. They usually follow a subject pronoun or another verb.

Nouns refer to a person, place, thing or activity. They are often preceded by an article (*a*, *an*, *the*) and plural forms usually end in *-s*.

- Students complete the task.

Exercise 8 0.01 page 4

- Students add the words to the table.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Adjectives: primary, secondary
Verbs: progress, fail, pass, revise
Nouns: technology, qualifications, degree, assignment, canteen, essay, grade, term

- Drill all the words from the table for accurate pronunciation.

Transcript

See Key above.

Exercise 9 Think & share page 4

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

Extra challenge

As a homework task, students research another unusual school. They imagine they are visiting it and write a blog post, similar to the one in the lesson, using present tenses.

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 school.*

Further practice

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

0.2 Introduction

Lesson summary
Speaking: Discussing different stages of life
Reading: A blog post about a relative
Vocabulary: Words and expressions related to family and stages of life
Listening: A dialogue discussing family
Grammar: Articles
Writing: A blog entry about a relative

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and set exercise 10 for homework.

WARM-UP Write the following family words on the board: *father*, *sister*, *aunt*, *son*, *grandmother*, *cousin*, *nephew*, *wife*, *mother-in-law*, *stepbrother*

- Working in pairs, students decide if each word describes a man or woman and what the male or female equivalent is.
- Check answers as a class.

KEY

Male / female: father / mother, brother / sister, uncle / aunt, son / daughter, grandfather / grandmother, cousin / cousin, nephew / niece, husband / wife, father-in-law / mother-in-law, stepbrother / stepsister

- Students tell each other about some members of their family, e.g. *I have one older brother. His name's Norman. He's doing a degree in law at university. He's really clever, so he always gets good grades in his assignments.*
- Ask a few students to share some information about a family member with the class.

Exercise 1 Think & share page 5

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

KEY (SUGGESTED ANSWERS)

1 Infancy (learn to walk and talk), childhood (start school), adolescence (get a part-time job, take exams, go to university), adulthood (get married, buy a house, have children), middle age (work hard), old age (retire, spend time with grandchildren)
2 *Time flies* is a saying used to mean that time passes surprisingly quickly. A common expression is *Time flies when you're having fun!*

Exercise 2 page 5

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

KEY (SUGGESTED ANSWER)

His uncle Jan is his dad's twin. They look very similar and as a child, the writer sometimes used to think his uncle was his father. Jan spent a lot of time at the writer's family's home while he was growing up and he was like a big brother. Jan lived in the same street when the writer was a child. When Jan had a daughter, the writer did a lot of babysitting.

Exercise 3 Vocabulary page 5

- Students complete the task.

Exercise 4 0.02 page 5

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

KEY

Age or periods of time: childhood, teenager, early twenties, late thirties, middle-aged, elderly, mid-seventies
Events in life: got married, growing up, started a family, was born, celebrated their wedding anniversary
Positions in a family: relatives, twins, an only child

Transcript

See Key above.

Note!

- When talking about the teenage years (13–19), we say *teens* (e.g. *My brother's in his early teens.*).

Exercise 5 page 5

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

KEY

1 twin 2 were born 3 childhood 4 grown up
5 relatives 6 teenagers

Extra support

Tell students which section each of the answers comes from, i.e. age or periods of time = 3, 6; events in life = 2, 4; positions in a family = 1, 5.

Exercise 6 0.03 page 5

- Play the audio 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 181.

Extra challenge

Write these additional true / false statements on the board for students to check as they listen:
Amy and Jordan's parents moved to the area for the same reason. (F – Jordan's parents moved to start a family.)
Amy's brother is in his mid-twenties. (F – He's in his early twenties.)
Both Amy and Jordan would like to go to university. (T)
Jordan is going to meet Amy's friends after school. (F – He's going to meet them at lunchtime.)

Exercise 7 page 5

- Working in pairs, students ask and answer questions about themselves and their families, using the vocabulary from exercise 3.
- Ask a few students to share some information about their partner with the class.

Extra support

- Elicit from the class some questions they could ask a partner, using the words and phrases from exercise 3, and write them on the board, e.g.
  Where were you born?
  Have you got any brothers and sisters?
  Are there any twins in your family?
  Where do your relatives live?
- Students use the questions from the board when doing the speaking task.

Exercise 8 Grammar page 5

- Students look at the examples and answer the question.
- Check answers as a class.

KEY

singular countable nouns: a house, an uncle, the house
plural countable nouns: the reasons
uncountable nouns: the furniture

Exercise 9 page 5

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

KEY

1 *a / an* 2 *the*

Extra activity

Students write two more pairs of sentences to demonstrate the grammar rule in exercise 9, e.g. *I've got an older sister and a younger sister. I get on well with the older one, but the younger one is really annoying.*

- Students do the Grammar booster exercises on page 129.

Exercise 10 Think & share page 5

- Circulate and monitor as students complete the task, helping with vocabulary and grammar where necessary.
- Students swap blog posts in pairs. They read each other's work and then ask and answer questions.

Extra challenge

- When students write their blog post, they leave a gap in the text where articles should be, e.g. _____ *relative I have* _____ *best relationship with is my grandma Judy. Although she's* _____ *elderly lady, we* …
- Students swap texts in pairs and fill the gaps with the missing articles before completing the rest of the task.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use articles and talk about stages of life.*

Further practice

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

0.3 Introduction

Lesson summary

Speaking: Discussing things you'd like to do if you were turning 18; discussing the pros and cons of leaving home

Reading: An online questionnaire about plans

Grammar: Zero, first and second conditionals

Listening: A dialogue about studying abroad

Vocabulary: Phrases related to life experiences

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 6 and do exercise 9 in the next lesson.

WARM-UP Write on the board:
In your country, how old do you have to be to … start school? leave school? get a part-time job? ride a motorbike? get a driving licence? vote? get married?
Do you think the age for any of these should be higher or lower? If so, why?

- Students discuss the questions in pairs.
- Ask a few students who answered *yes* to the second question to share their opinion with the class.

Exercise 1 Think & share page 6

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

Exercise 2 page 6

- Students read the questionnaire and answer the questions.
- Ask a few students whose plans they think are the most interesting and elicit reasons why.

Exercise 3 Grammar page 6

- Students check the grammar rules for conditionals on page 130.

Exercise 4 page 6

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

KEY

Zero conditional: Nobody knows about you if you aren't on social media! If you want to really learn a foreign language, you have to speak it as much as possible.
First conditional: If I pass my life-saving certificate this year, I'll get a summer job at the beach. If I pass my final exams at school, I'll apply to university to study law. I'll make it if I work hard!
Second conditional: What would you do if you turned eighteen tomorrow? If I turned eighteen tomorrow, I'd try and pass my driving test!

Exercise 5 page 6

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

KEY

1 present simple 2 present simple 3 present simple
4 *will* + verb 5 past simple 6 *would* + verb

- Students do the Grammar booster exercises on page 130.

Extra activity

- Write on the board:
  I feel scared when …
  If I go to bed after midnight, …
  If the weather is bad next weekend, …
  I'll be very surprised if …
  I'd never talk to my best friend again if …
  If I could change places with someone for one day, …
- Ask students to copy the conditional clauses and complete them with true information about themselves.
- Working in pairs, students take turns to read their sentences to each other and say whether they agree, e.g. *'I feel scared when I see a spider.' 'Oh, I don't think spiders are scary. I feel scared when my mum shouts at me!'*

Exercise 6 0.04 page 6

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

KEY

1 She would be really nervous if she went abroad to study.
2 She'll stay in the same city.
3 They could study abroad for a year, like Andy's sister.
4 You meet lots of other students who are in the same situation.
5 They will still have to apply for university (and get accepted).

Transcript

See Teacher's Guide, page 181.

Extra support

- Before playing the audio, go through the questions together and elicit which conditional each is, (i.e. 1 = second; 2, 3, 5 = first; 4 = zero).
- Elicit how each answer will begin (e.g. *1 She would be really nervous if …*) and write it on the board for students to copy.
- Students then listen and complete the answers.

- Working in pairs, students discuss whether they would like to study abroad.
- Ask a few pairs to share their opinions with the class.

Exercise 7 Vocabulary page 6

- Students complete the vocabulary task.

Exercise 8 0.05 page 6

- Students add the extra expressions to the table.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Things adults can have: 1 pass my driving test 2 get a credit card 3 open a bank account
Studying: 4 pass my final exams 5 apply to university
Working: 6 get a job 7 start my own business
Living alone: 8 be independent 9 leave home
10 rent a flat 11 pay bills

Leisure activities: 12 go abroad 13 run a marathon 14 take up a new hobby
* Answers in each category can be in any order.

Transcript
See Key above.

Extra support
Working in pairs, students take turns to say a phrase without the verb and their partner gives the full phrase, e.g. *'Independent.' 'Be independent. Bills.' 'Pay bills. A job.'*

Exercise 9 Think & share page 6
- Monitor and circulate as students make their notes, helping out with language and ideas where necessary.
- Working in groups, students share their ideas.
- Ask one student in each group to present one or two ideas to the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use conditionals and talk about becoming an adult.*

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

0.4 Introduction

Lesson summary
Speaking: Talking about doing jobs at home
Reading: An article about helping at home
Vocabulary: Jobs in the house
Grammar: Modal verbs for obligation
Writing: A paragraph about jobs young people do at home in their country

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 Ask: *Which rooms in the house do you know?* Give students a minute to brainstorm and write down ideas in pairs, then elicit suggestions, e.g. *kitchen*, *bathroom*, *bedroom*, *dining room*, *hall*, *lounge / living room*, *study / office*, *laundry*, *toilet*, *attic / loft*, *spare room*, *games room*.
- Write the following questions on the board for students to discuss in pairs:
  Which room at home do you spend most / least time in?
  Which is your favourite room? Why?
  Which rooms did you use before you came to school today? What did you do in each room?
- Ask a few students to share an answer with the class.

Exercise 1 Think & share page 7
- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 2 page 7
- Students read the article and answer the questions.
- Ask students to stand up if they think Japanese children will grow up to be the most independent. Elicit some reasons, then repeat with American and Kenyan children.

KEY (SUGGESTED ANSWER)
Japanese children because they have to do more jobs.

Exercise 3 Vocabulary page 7
- Students read the article again and complete the task.

Exercise 4 0.06 page 7
- Students add the expressions to the questions in exercise 3.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY
1 **In the kitchen:** laying the table, washing the dishes, cleaning the cooker, clearing the table, decorating a cake, drying the dishes
2 **In your bedroom:** making the bed, tidying their room
3 **Clothes:** loading the washing machine, folding clothes, putting clothes away, emptying the washing machine, ironing clothes
4 **All around the house:** sweeping the floor, dusting the shelves, taking out the rubbish, watering the plants, doing the housework

Transcript
See Key above.
- Drill all the phrases for accurate pronunciation.

Note!
- Ensure students can pronounce *iron* /ˈaɪən/ correctly. Another way to say *iron your clothes* is *do the ironing*.
- Another phrase for *lay the table* is *set the table*.
- Another way to say *empty the washing machine* is *unload the washing machine*.
- Another phrase for *wash the dishes* is *do the washing-up*.

Extra challenge
Students think of more jobs in the house vocabulary to add to each section. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 **In the kitchen:** load / unload the dishwasher, put dishes away, mop the floor, sort the rubbish, unpack the shopping
2 **In your bedroom:** hang clothes in the wardrobe, put things away in the drawers, change your bed linen
3 **Clothes:** hang your clothes out to dry, dry clothes, mend clothes, polish your shoes, put dirty clothes in the linen basket
4 **All around the house:** clean the windows, vacuum the carpets, tidy the house

Extra activity

- Working in groups, students take turns to mime an activity from exercises 3 and 4 for their groupmates to guess. Encourage use of the present continuous, e.g. *You're laying the table.*
- The first person to correctly guess each time gets a point. When you end the activity, find out who in each group got the most points and who is the class winner.

Exercise 5 0.07 page 7

- Ask students to write numbers 1–8 in their notebook.
- Play the audio for students to work out the clues and write the expressions next to the appropriate numbers.

Transcript

See Teacher's Guide, page 181.

Extra support

- Play the whole audio through once for students to write down any answers they think they know.
- Play it again, pausing after each statement for students to compare ideas in pairs.

Exercise 6 0.08 page 7

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

KEY

1 lay the table 2 empty the washing machine
3 water the plants 4 decorate a cake
5 sweep the floor 6 take out the rubbish
7 clean the cooker 8 clear the table

Transcript

See Teacher's Guide, page 181.

Exercise 7 page 7

- Students write three definitions in pairs.

Extra support

Write the following on the board for students to refer to as they write their definitions:
You usually do this job just before / after you …
This is the first / last thing you do when …
You'll have to do this if you …
This can be a dirty / boring / long / annoying job because …
It's the first job you do after + -ing verb …

- Pairs join another pair and take turns to read a definition and guess the expression.

Exercise 8 page 7

- Students read the sentences in bold.
- Check the pronunciation and meaning of *obligation* /ɒblɪˈgeɪʃn/ (something that is necessary to do because of a law, rule or duty) and *prohibition* /prəʊɪˈbɪʃn/ (something you are not allowed to do because of a rule or law).
- Students complete the grammar rules.
- Check answers as a class.

KEY

1 obligation 2 no obligation 3 prohibition

Note!

Point out that the *t* in the middle of *mustn't* is not pronounced, i.e. /ˈmʌs(ə)nt/.

- Students do the Grammar booster exercises on page 131.

Exercise 9 page 7

- Working in groups, students explain obligations and prohibitions in their lives.
- Ask a few students to share something about someone in their group, e.g. *Marta doesn't need to take out the rubbish at home because her brother has to do it.*

Exercise 10 Think & share page 7

- Students write a paragraph for the online article in pairs.

Extra activity

- Pairs swap their paragraph with another pair.
- They then decide if, according to the information, they think young people from their country are likely to grow up to be more or less independent than teenagers from Japan, the USA and Kenya.
- Elicit ideas from the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modal verbs for obligation and talk about chores.*

Further practice

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

1 That's entertainment

1.1 Vocabulary

Lesson summary

Speaking: Discussing vlogs; a questionnaire about gaming; describing a game you enjoy

Listening: A vlog about playing games; a description of a favourite game

Vocabulary: Games and gaming

AfL Teaching tip: learning intentions

Lesson objectives

Communicating the lesson objectives to students helps them understand what they are doing and why.

At the start of each lesson, write the main communicative and language objectives on the board and introduce them to students. 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 and omit exercise 9.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? Where are they? Do you prefer board games or video games? Why? What do you do for fun in your free time? Do you do these activities 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

- Check the pronunciation and meaning of *vlog* /vlɒg/ (a video blog: a record of someone's thoughts, opinions, or experiences that they film and publish on the internet).
- Students discuss the questions in pairs.
- Ask students to share their ideas with the class.

Exercise 2 1.01 page 8

- Play the video for students to answer the questions.
- Check answers as a class.

KEY

1 They are Yasmin and Lewis. They are brother and sister.
2 They decide to play a social deduction game.
3 Because she finishes his sentence with the solution.

Transcript

See Teacher's Guide, page 181.

Exercise 3 1.01 page 8

- Play the video again for students to decide if the sentences are true or false.
- Check answers as a class.

KEY

1 T 2 F 3 F 4 T 5 T

Transcript

See Teacher's Guide, page 181.

Exercise 4 Real English page 9

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

KEY

1 Nope 2 just for the fun of it 3 munch 4 Chill
5 Here we go!

Extra activity

- Write the following questions on the board:
  At the weekend, do you prefer going out or chilling at home? Why?
  Can you tell me three questions you'd answer 'Nope' to?
  What might someone say instead of 'Here we go!' when starting an activity?
- Ask students to discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 5 Vocabulary 1.02 page 9

- Play the audio for students to match the words and phrases to the definitions.
- Check answers as a class.

KEY

1 entertainment 2 ask for clues 3 competitive
4 make a move 5 cheat 6 puzzle 7 teammate
8 follow the rules 9 skill 10 take part
11 take turns 12 strategy 13 give up 14 guess
15 solution 16 challenge

Transcript

See Teacher's Guide, page 182.

- Play the audio again, pausing after each word or phrase so that students can repeat.

Study skills

- Remind students of the importance of keeping a record of new words as they learn them.
- One method is to use vocabulary cards. On one side, students write the word or expression. On the other side, they write a definition or an example sentence. They could also write a translation or draw a picture.
- They can then test themselves by looking at the word and recalling the definition or reading the definition and recalling the word.
- Alternatively, students could keep a similar wordlist on their computer or mobile phone.

Exercise 6 page 9

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

KEY

1 competitive 2 give up 3 puzzles 4 guess, make a move 5 skills 6 cheat, follow the rules 7 challenge, entertainment 8 teammate

Extra support

Tell students which words and phrases from exercise 5 they do not need to use to complete the questionnaire (i.e. *ask for clues*, *solution*, *strategy*, *take part*, *take turns*).

Extra challenge

- Ask students to write a few more questions about gaming, using the words and phrases from exercise 5 that they did not use in exercise 6.
- Students then ask their partner these extra questions when doing exercise 7.

Exercise 7 page 9

- Students discuss the questions in pairs.
- Ask a few students to share their ideas on suitable games for their partner with the class. Encourage them to give reasons for their choices.

Exercise 8 1.03 page 9

- Go through the instructions for the task together.
- Make it clear that some of the word forms may need to be changed. Elicit possible changes, e.g. singular / plural noun forms; third person singular *-s* on the verb.
- Students complete the description.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 takes turns 2 make a move 3 challenge
4 strategies / skills 5 competitive 6 giving up

Transcript

See Student's Book, page 9, and Key above.

- Elicit the game the speaker is describing (chess).

Exercise 9 Think & share page 9

- Go through the instructions and task together. Make it clear that students just need to write notes, not full sentences.
- Circulate and monitor, helping where necessary.

Extra support

- Ask students to do exercise 9 in pairs. They should choose a game they both enjoy playing and make notes together.
- Write the following, or similar (depending on the games your students have chosen), on the board:
  In this game, players have to take turns / work in a team / hit a ball / throw a dice / score points.
  This is a game for (number) players.
  You can play this game at home / in the park / online / at the sports centre / anywhere.
  We like this game because it's fun / it's challenging / we can learn new skills / it's a good way to chill / it's good exercise.
- Put pairs together with another pair and ask them to take turns to explain and guess the games in pairs.
- Circulate and monitor, making a note of any errors or particularly good sentences, especially those with the lesson's target language.
- Do a whole-class correction and feedback activity at the end of the task.

Extra activity

- Ask students to choose another game they enjoy and write a forum post, similar to the one in exercise 8. Encourage use of the lesson's target vocabulary. They shouldn't mention the name of the game.
- Students swap forum posts in pairs, read their partner's text and guess the game.
- Alternatively, this could be set as an individual homework task.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about games and gaming.*

Further practice

Workbook page 8
Vocabulary booster page 112
Vocabulary photocopiable worksheet
Short test

1.2 Grammar

Lesson summary

Listening: People describing and discussing unusual situations

Grammar: Narrative tenses: past simple, past continuous, past perfect

Speaking: Asking and answering questions about unusual situations, using narrative tenses

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 4 for homework and do exercise 7 in the next lesson.

WARM-UP Ask students: *What social deduction games are popular these days? How do you feel about playing them?*

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

AfL Teaching tip: diagnostics

Considering prior knowledge

When students are asked to think about what they already know, it helps them engage with the lesson. Teachers can then focus on the gaps in their knowledge.

Write on the board:
What past tenses do you know? How do we form them?

When do we use them? How confidently can you use them? Score each 1–5 (1 is low, 5 is high).

Students write down their answers. At the end of the lesson, they review their answers, amend any errors, add what they have learned and alter the confidence scores as appropriate.

See the notes on Assessment for Learning on page 9.

Exercise 1 Think & share 1.06 page 10

- Working in pairs, students read the card and discuss what they think happened.
- Play the audio for students to check their predictions.
- Elicit the answer from the class (The police arrested Harry because he had organised everything to cheat the insurance company.) and ask if any students had a similar explanation.

Transcript

See Teacher's Guide, page 182.

Exercise 2 page 10

- Students look back at the bold sentences in exercise 1 and complete the grammar rules.
- 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

1 continuous 2 simple 3 simple, continuous
4 before, *had*, past

- Students do the Grammar booster exercises on page 132.

Extra activity

Working in pairs, students take turns to say a verb and their partner says the past simple and past participle forms, e.g. *'take' 'took, taken, speak' 'spoke, spoken, leave'.* Refer students to the list of irregular verbs on page 148 for help.

Exercise 3 page 10

- Students complete the text with narrative tenses.
- Check answers as a class.

KEY

1 was reading 2 took 3 had noticed 4 spoke
5 was leaving 6 saw

Exercise 4 page 10

- Go through the examples as a class. Elicit which narrative tenses are used and why.
- Students rewrite the remaining sentences.
- Check answers as a class.

KEY

3 Bukayo bought the card game because he had seen an advert for it.
4 When I arrived, Alex had started to watch / was watching a video.
5 We didn't watch the film until we had eaten all the pizza.
6 Your dad was waiting for you in the car when you got off the train.
7 Maya was in hospital because she had broken her arm playing football.
8 Sara cheated while you were speaking to your brother on the phone.
9 Because we hadn't remembered to buy tickets, we couldn't go to the concert.
10 While we were playing online, an unknown player suddenly joined the group.

Extra challenge

Ask students to write three true sentences about themselves, using the following narrative tenses and connectors: 1 Past simple / past perfect, 2 Past simple / past continuous / *when,* 3 Past simple / past continuous / *while*. E.g. *When I got home yesterday, my dad had cooked dinner*.

Exercise 5 page 10

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

KEY

1 was (past continuous) 2 did (past simple)
3 had (past perfect) 4 did (past simple)
5 had (past perfect) 6 did (past simple)

Exercise 6 1.07 page 10

- Play the audio for students to answer the questions in exercise 5.
- Check answers as a class. Encourage students to use full sentences for practice using narrative tenses.

KEY

1 She was drinking a cup of coffee.
2 When she looked down into the cup
3 He had served her a few minutes earlier.
4 He went into the kitchen.
5 She had just taken a drink of the second cup of coffee.
6 'You've brought me the same cup of coffee.'

Transcript

See Teacher's Guide, page 182.

Exercise 7 1.07 page 10

- Play the audio again for students to answer the question Erika asks at the end of the audio.
- Check the answer as a class.

KEY

Because the coffee was cold.

Exercise 8 Think & share page 10

- Put students into A / B pairs. Student As read the information on page 149 and Student Bs on page 150. Make sure that they stop at the end of the first paragraph to let the other student try and work out the answer.

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 narrative tenses to describe past events and situations.*

Note!
If you asked students at the start of the lesson to answer the questions in the Assessment for Learning box, now ask them to review their answers, amend any errors, add what they have learned and alter their confidence scores.

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

1.3 Reading

Lesson summary

Speaking: Discussing favourite stories, types of stories and personal preferences; describing your favourite story

Reading: An article about different types of stories

Strategy: Previewing and predicting

Vocabulary: Collocations

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

WARM-UP Ask students: *What was the last story you read, watched or listened to about? Why did you read / watch / listen to it? Did you enjoy it?*

- Working in pairs, students take turns to tell each other about their story.
- Ask a few students: *Who enjoyed their story more, you or your partner?* Elicit reasons why.

Exercise 1 Think & share page 11

- Working in pairs, students discuss the questions.
- Check the answer to the first question (Cinderella) and ask a few students for their answer to questions 2 and 3.

Exercise 2 page 11

- Go through the Reading strategy together.
- Working individually, students make notes to answer the questions, then compare their ideas in pairs.

Note!
A *rags-to-riches* story is about a very poor person who becomes very rich. *Rags* are clothes which are old and torn.

- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 It says that there are different ways of telling a story, but there are very similar story types / patterns.
2 Paragraph A will be about someone poor becoming rich.
Paragraph B will be about someone rich becoming poor.
Paragraph C will be about the first part of a very sad story and paragraph D will be about the second part of the story in paragraph C.
Paragraph E will be about stories that are similar to the story of Cinderella.
Paragraph F will be about a hero who meets a challenge.
3 Students' own answers

Exercise 3 Vocabulary 1.08 page 11

- Check that students understand the meaning of *collocation* (a combination of two or more words which are frequently used together).
- Ask students to make three columns in their notebooks with the headings verb + noun, adjective + noun and verb + adverb. They then write the collocations into the appropriate column.

Extra support
Tell students that there are three collocations for each and allow them to do the task in pairs.

- Check answers as a class.

KEY

verb + noun: achieve success, end the argument, meet the challenge
adjective + noun: bad place, difficult start, perfect lifestyle
verb + adverb: finish badly, get better, improve quickly

- Play the audio for students to listen and repeat the collocations.

Transcript
See Key above.

Exercise 4 1.09 page 11

- Students complete the article with suitable collocations.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 ended the argument 2 difficult start 3 perfect lifestyle 4 achieve success 5 improving quickly 6 finishes badly 7 bad place 8 getting better 9 met the challenge

Transcript
See Student's Book, page 11, and Key above.

Extra challenge
Students find other examples of collocations in the article and add them under the correct headings in their notebooks, e.g. verb + noun: *found success*; adjective + noun: *main character*, *hard work*, *competitive personality*, *perfect situation*, *bad decision*, *bad luck*, *real happiness*, *ordinary person*, *normal life*; verb + adverb: *lives happily*.

Exercise 5 page 11

- Students read the article again and do the task.
- Check answers as a class. Elicit the key sections in each paragraph which led students to their answers.

KEY

1 C (they had wanted more and more)
2 F (The story ends with our hero returning to their normal life)
3 E (the people around them had been mean or cruel)
4 D (that's their biggest mistake, as life gets a lot worse)
5 B (they made bad decisions)
6 A (thanks to their skills or hard work … things slowly get better)

Extra activity

- Ask students to look back at exercise 2 and discuss in pairs to what extent their predictions were correct.

Exercise 6 page 11

- Students discuss the questions in pairs.
- Check the answer to question 1 as a class.

KEY (SUGGESTED ANSWER)

1 Three story types end well and three story types end badly.

- Ask a few students to share their ideas for questions 2 and 3 with the class.

Exercise 7 Think & share page 11

- Give students time to prepare their description. Circulate and monitor while they do this, helping with language where necessary.
- Students take turns to describe their story for the group to guess. To make it competitive, the student who can guess each story the fastest gets a point. At the end, find out which student in the class has the most points.

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 preview an article about stories and make predictions.*

Further practice
Workbook page 10
Online practice

1.4 Global skills

Lesson summary
Speaking: Discussing advantages and disadvantages of the internet; talking about cybercrime and ways to avoid it
Vocabulary: Online safety
Reading: Emails about cybercrime
Listening: A podcast about online communities and cybercrime
Writing: An email asking for advice

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

WARM-UP Ask students to imagine that the internet no longer exists. Ask: *In what ways is your life different?* Give a few examples, e.g. *I can't watch my favourite vlogs online. I have to use the library to do research for my homework.*

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

Exercise 1 Think & share page 12

- Go through the questions together and elicit one advantage (e.g. *People from all over the world can connect with each other easily.*), one disadvantage (e.g. *We can be overloaded with information. It's hard to select which information is the most relevant or useful to us.*) and one crime (e.g. *hacking*) from the class.
- Students discuss their ideas in pairs.
- Elicit ideas from the class.

Extra support

- Write the following prompts on the board: *waste of time*, *work or study from home*, *many entertainment options*, *some information not true*, *convenient way to shop*, *social isolation and loneliness*, *health issues*, *find out the most recent news*.
- Working in pairs, students decide if each is an advantage or disadvantage of using the internet.
- Elicit ideas from the class.

Exercise 2 Vocabulary 1.10 page 12

- Check the pronunciation and meaning of the prefix *cyber-* /saɪbə(r)/ (connected with electronic communication networks, especially the internet).
- Students match the headlines to the crimes.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 hacking 2 friendship scam 3 virus attack
4 identity theft 5 cyberbullying 6 piracy 7 phishing

Transcript

See Key above.

- Play the audio again, pausing for students to repeat the words.
- Ask students if they or anyone they know has ever had personal experience of cybercrime. Elicit a few answers.

Extra challenge

- Ask students to write down the noun for the criminal associated with each of the cybercrimes in the wordpool.
- Check answers as a class.

KEY

cyberbully, friendship scammer, hacker, identity thief, phisher, software pirate, virus attacker

Exercise 3 page 12

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

KEY

The first email is a friendship scam; the second is phishing.

Extra support

Put students into A / B pairs. Student As read the first email and Student Bs read the second email. They share their answers with each other before checking as a class.

Exercise 4 page 12

- Students match the sentence halves and answer the questions.
- Check answers as a class.

KEY

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

SUGGESTED ANSWERS

1 cyberbullying 2 phishing 3 identity theft
4 friendship scam 5 virus attack 6 identity theft
Advice for friendship scam: 4B; Advice for phishing scam: 2A

Exercise 5 1.11 page 12

- Go through the task together and check the meaning of *online community* (a group of people who use a particular internet service or belong to a particular group online). Ask the class if anyone is a member of an online community and, if so, elicit details.

Extra activity

- Before listening to the podcast, students discuss possible answers to questions 3–5 in pairs.
- Elicit some ideas from the class.

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

KEY

1 He runs an online gaming community.
2 She organises an online fashion forum.
3 You can share something with people who are like you and enjoy the same things. It's a good place to meet people / make new friends.
4 A change in conversation and attempts to separate you from the group. Requests for personal details. People asking for money. Saying bad things about you to the online community.
5 You can block the person. If it's related to school, you should talk to a teacher or your parents. If it isn't, you can speak to special organisations or the police.

Transcript

See Teacher's Guide, page 182.

Exercise 6 Think & share page 12

- Tell students to look back at exercise 4. Elicit what form of the verb is used here to give advice (imperative) and how it is formed (positive imperative: infinitive verb without *to*; negative imperative: put *do not* or *don't* before the verb).
- Working in small groups, students write their advice. Stronger groups could be encouraged to write more sentences.
- Groups take turns to share their answers with the class.

Extra activity

- To encourage students to listen carefully, tell students to raise their hand if another group reads out a piece of advice which their group has also written down.
- At the end, take a class vote on which group students think gave the best advice and elicit reasons why.

Exercise 7 Mediation page 12

- Students read the email in exercise 3 again and complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 National Lottery 2 won a lot of money 3 personal information 4 account number / details 5 tell my family and friends

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 discuss online safety strategies.*

Further practice

Workbook page 11

1.5 Vocabulary

Lesson summary

Speaking: Talking about coincidences; discussing a questionnaire; describing a coincidence you've experienced

Reading: A web page about coincidences

Vocabulary: Feelings adjectives

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

WARM-UP Ask students to think of a time that something unexpected happened to them. Ask: *When did it happen? What happened? Why was it unexpected? How did you feel?* Give an example, e.g. *At the end of my first year at university, we had to take an English exam. It was really difficult and I was sure I'd failed. When the results came out, however, I found out I'd passed. I was really surprised and very relieved.*

- Working in pairs, students take turns to talk about their personal experience. Remind them to use narrative tenses.
- Elicit the adjectives students used to describe how they felt.

Exercise 1 page 13

- Go through the definition and task as a class.
- Students discuss the question in pairs.
- Elicit some ideas from the class.

Exercise 2 page 13

- Students read the web page, then discuss the questions in pairs. Tell them to ignore the gaps in the text at this stage.
- Ask students to raise their hand if they thought the first coincidence was the most unusual. Elicit reasons why. Do the same with the second and third examples.

Exercise 3 Vocabulary 1.12 page 13

- Students check the meaning of the adjectives, using a dictionary if necessary, and do the task.

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

When students swap ideas and knowledge, they can help each other.

Ask students individually to look at the adjectives in exercise 3 and mark them ✓ = I know, ? = I'm not sure, ✗ = I don't understand. In small groups, students then ask each other to explain unknown vocabulary.

See the notes on Assessment for Learning on page 9.

Note!

Painful doesn't describe how a person feels, but something which causes pain, e.g. a painful injury, a painful memory. To describe how a person feels, we say *in pain*, e.g. *He was in pain for days after having his tooth pulled out*.

- Play the audio for students to check their answers.

KEY

Positive: amazed, cheerful, convinced, delighted, fascinated, relaxed
Negative: annoyed, confused, disappointed, embarrassed, frightened, lonely, nervous, painful

Transcript

See Key above.

Extra challenge

- Students think of additional adjectives to describe positive and negative feelings, e.g. **positive:** *thankful*, *motivated*, *amused*, *optimistic*, *proud*, *satisfied*; **negative:** *anxious*, *miserable*, *jealous*, *depressed*, *frustrated*, *stressed*.
- Alternatively, you could write these examples on the board in a random order and students separate them into positive and negative.

Exercise 4 page 13

- Working in pairs, students complete the web page using appropriate adjectives.

Extra support

Tell students that gaps 1, 3, 5 need negative adjectives and 2, 4, 6 need positive adjectives.

- Check answers as a class.

KEY

1 confused 2 amazed / delighted 3 frightened
4 convinced 5 painful 6 delighted / amazed

Exercise 5 page 13

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

KEY

1 amazed 2 cheerful / delighted 3 annoyed
4 nervous 5 relaxed 6 lonely 7 embarrassed
8 disappointed

Exercise 6 page 13

- Working in pairs, students discuss the questions. Encourage them to support their opinions with reasons and examples.
- Ask a few students to share their ideas with the class.

Exercise 7 Think & share page 13

- Go through the instructions and example as a class. Elicit which narrative tenses are used and why.
- Give students time to think of an example and plan what they want to say.
- Working in groups, students take turns to describe their experience and offer explanations.
- Circulate and monitor, making a note of any errors and particularly good language.
- Write the errors and good language on the board, without saying who said them.
- Invite students to correct the errors as a class. Explain why you like the good language.

Study skills

- A good way to help students record new vocabulary is to encourage them to write personalised sentences including the new words.
- Suggest that for homework, students choose four positive and four negative adjectives from exercise 3 and use them in sentences, e.g. *It makes me really annoyed when my sister borrows my clothes without asking.*

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 feelings.*

Further practice

Workbook page 12
Vocabulary booster page 113
Vocabulary photocopiable worksheet
Short test

1.6 Grammar

Lesson summary
Reading: A dialogue about a coincidence
Grammar: *used to*, *get used to* and *be used to*
Listening: A dialogue about a coincidence
Speaking: Talking about things you *used to* / *didn't use to* do and changes in your life

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

WARM-UP Ask students: *What activities can people do at the seaside?* Give students a minute to brainstorm ideas in pairs, then elicit suggestions, e.g. *paddleboarding*, *surfing*, *kayaking*, *jet-skiing*, *fishing*, *sunbathing*, *eating ice cream*, etc.

- Working in pairs, students tell each other about the last time they went to the seaside and what they did there.
- Ask a few students to share their answers with the class.

Exercise 1 page 14

- Give a definition of *coincidence* (two or more similar things happening at the same time by chance in a surprising way) and elicit the word.
- Write *Surprise extras*, *The lightning conductor* and *A familiar book* on the board. Ask students to discuss, in pairs, what they can remember about these true coincidences, then elicit ideas.
- Tell students they are going to find out about another coincidence. Ask students to read the dialogue and then find three reasons.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

He didn't notice danger. He couldn't swim. He escaped from his mother. The sea was strong.

Exercise 2 page 14

- Students look back at the dialogue in exercise 1 and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 *used to* 2 *didn't use to* 3 *use to*

Note!

- A common mistake is for students to add *-d* to the negative and question forms. Remind them not to.
- Also, check students can correctly pronounce *used to* /ˈjuːst tə/, but /ˈjuːst tu/ before vowels and at the end of a sentence.

- Students do the Grammar booster exercises on page 133.

Exercise 3 page 14

- Students complete the sentences.
- Check answers as a class. Focus on accurate spelling of verb forms and pronunciation.

KEY

2 used to like 3 Did … use to write 4 didn't use to read
5 didn't use to do 6 did … use to live
7 didn't use to speak 8 Did … use to walk

Exercise 4 page 14

- Ask students to read the grammar rules and examples.
- Play the video.

Note!

Reinforce the fact that while *used to* is only used to describe states, habits and actions in the past, *get used to* and *be used to* can be used in any tense.

- Students do the Grammar booster exercises on page 133.
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 We are (now) used to using the new camera.
3 Are you used to driving / getting used to driving on the other side of the road?
4 Alex isn't used to living in a country like Ireland where it rains all the time!
5 You'll soon get / be used to speaking Spanish every day.
6 I am not used to eating a lot of meat.

Extra challenge

- Students write three more sentence transformation examples, similar to those in exercise 4.
- Students swap sentences and complete them.

Exercise 5 1.15 page 14

- Refer students back to the start of the story in exercise 1. Elicit how they think the story might continue and what the coincidence might be.
- Play the audio for students to check their predictions and answer the question.

KEY

Sean saved Alice Manley's husband and Alice Manley had saved Sean's life when he was young.

Transcript

See Teacher's Guide, page 182.

Exercise 6 1.15 page 14

- Play the audio again for students to answer the questions.
- Check answers as a class. Encourage students to use full sentences, for practice using the target grammar.

KEY

1 Sean still used to go to the same beach.
2 Sean use to swim less.
3 Because he hadn't got used to moving around in a boat.
4 He swam out to the man and saved him.

Extra activity

- Ask students to look back at the adjectives to describe feelings in exercise 3, page 13.
- Working in pairs, students use the adjectives to describe how the characters in the story might have felt, e.g. *I think Sean's mother felt very frightened when the sea pulled him under. Maybe Sean felt confused when he heard a woman screaming on the beach.*

Exercise 7 page 14

- Go through the task with the class.
- Give students time to write their sentences. Circulate and monitor, helping with language and ideas where necessary.

Extra support

Write the following prompts on the board for students to use or adapt when writing their own sentences:

1 *play with toys, play a musical instrument, watch cartoons, read comics, eat green vegetables, like maths*
2 *come to school by bus, work, watch YouTube videos, go to bed at midnight, do housework*
3 *take a lot of exams, make my own lunch, wear a uniform, save money, get up early, give presentations in English*

Exercise 8 Think & share page 14

- Give students an example, e.g. *I used to drive to school, but now I don't*. Elicit follow-up questions that students could ask, e.g. *When did you stop driving to school? Why don't you drive anymore? How do you come to school now?*
- Working in pairs, students take turns to share their sentences and ask follow-up questions.
- Ask the class if anyone found out any interesting or surprising information about their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use* used to, get used to *and* be used to *to talk about habits.*

Further practice
Workbook page 13
Grammar booster page 133
Grammar photocopiable worksheet
Online practice

1.7 Listening

Lesson summary
Speaking: Discussing storytelling; telling a story
Listening: A story
Strategy: Previewing and predicting

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set question 3 in exercise 8 for homework and do exercise 9 in the next lesson.

WARM-UP Ask students to think back to when they were a young child. Ask: *What types of stories did you use to read or listen to? Did you ever use to dress up as characters from stories? Did your grandparents use to tell you stories about when they were young?*

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

Exercise 1 page 15

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

Exercise 2 Vocabulary page 15

- Ask students to read the questions and check the meaning of the vocabulary in bold.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 a structure made by a bird for shelter and to lay its eggs in
2 a small amount of money parents give their children
3 a person who cuts men's hair and sometimes shaves them
4 showing thanks because somebody has done something kind for you
5 suddenly cry
6 fail to do something properly
7 to laugh at somebody, usually in an unkind way

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

Exercise 3 page 15

- Go through the Listening strategy together.
- Students make predictions about the listening in pairs.
- Elicit ideas from a few pairs.

Exercise 4 1.16 page 15

- Play the audio for students to check their predictions.
- Elicit what the story is about.
- Ask students to what extent their predictions were correct.

Extra support

- Before playing the audio, write on the board: *Who is the story about? When did the story happen? What didn't the boy want to do? Why not?*
- Students listen, twice if necessary, and answer the questions. Elicit answers.

Transcript

See Teacher's Guide, page 183.

Exercise 5 1.16 page 15

- Play the audio again for students to order the events.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 183.

Extra challenge

- When listening, students also make a note of who each event involves and why they did it.
- Check answers as a class.

KEY

1 Jack's mum, because she asked him to get a haircut.
2 Alex and Jack, because Alex was going to cut Jack's hair for free.
3 Mark, because he'd just looked at Jack's new haircut.
4 Jack, because he wanted to look in the mirror.
5 Jack, because he wanted to see his new haircut.
6 Jack, because Alex had made a real mess of his hair.

Exercise 6 1.17 page 15

- Students predict the end of the story.
- Play the audio for students to check their predictions.
- Elicit answers to the questions.
- Ask students to what extent their predictions were correct.

KEY

His mother said, 'People are going to make fun of you.'
He went to the barber's to get his hair cut.
He learned to listen to his mum and not try any more cheap experiments.

Transcript

See Teacher's Guide, page 183.

- Elicit what type of story from page 11 this story is most similar to and why (*Meeting the challenge* because Jack had a problem, but he faced it and benefitted from the experience).

Extra activity

- Write on the board:
  What do you think of what Jack did? Have you ever done something your parents asked you not to do or not done something they asked you to do? Should children obey their parents all the time?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 7 page 15

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

KEY

1 E 2 C 3 H 4 A 5 G 6 B 7 F 8 D

Extra support

Do exercise 7 as a whole class. Play the story again in four sections (divide part 1 into three sections). Stop after each and elicit answers for that section.

Exercise 8 Think & share page 15

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

Exercise 9 page 15

- Working in pairs, students take turns to tell their story. To encourage active listening, tell students to check that their partner's story follows the plan in exercise 7.
- Circulate and monitor while students plan their story, helping with language and ideas where necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can predict events in a story about a bad experience.*

Further practice
Workbook page 14
Online practice

1.8 Speaking

Lesson summary
Speaking: Telling a personal story; pronunciation of *-ed*
Listening: A story; a podcast about tips for storytelling
Strategy: Making notes
Vocabulary: Useful phrases for telling a story

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercises 7 and 8 for homework and do exercises 9 and 10 in the next lesson.

WARM-UP Review the adjectives of feeling from exercise 3, page 13.

- Write on the board: *When was the last time you felt … ?*
- Working in pairs, students take turns to complete the question for their partner to answer, e.g. *'When was the last time you felt frightened?' 'Last weekend, I watched a horror film on Netflix with some friends. It was so scary! We were all really frightened.'*
- Ask a few students what they found out from their partner.

Exercise 1 page 16

- Go through the Speaking strategy together.
- Students read the notes and tell the story in pairs.

Exercise 2 1.18 page 16

- Play the audio for students to check the similarities and differences between the two stories.
- Working in pairs, students compare their answers.
- Ask a few pairs for any differences they noticed.

Transcript

See Teacher's Guide, page 183.

Extra challenge

- As students listen, they write down extra details not given in the notes, e.g. *it was at the weekend, she felt delighted, there were 20 people there.*
- Elicit examples from the class.

Exercise 3 1.18 page 16

- Focus attention on the Phrasebook.
- Play the audio for students to identify which expressions were used.
- Check answers as a class.

KEY

I'll never forget the day … I was nearly …
I was (studying in the same class as Maria) at the time.
Then one day, … As soon as … There were (20) of us …
Suddenly, … Next, … After that experience, I learned …

Transcript

See Teacher's Guide, page 183.

Exercise 4 Pronunciation 1.19 page 16

- Go through the Pronunciation box together.

Note!

- If the word before *-ed* ends in the sound /t/ or /d/, *-ed* is pronounced /ɪd/. This is an extra syllable.
- If the word before *-ed* ends in the unvoiced sounds /p/, /f/, /s/, /ʃ/, /ʧ/, /k/, *-ed* is pronounced /t/. There is no extra syllable.
- If the word before *-ed* ends in any other sound, *-ed* is pronounced /d/. There is no extra syllable.

- Play the audio, pausing for students to repeat the words.

Transcript

See Student's Book, page 16.

Exercise 5 1.19 page 16

- Students complete the table.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

/ɪd/ delighted, repeated, wanted
/t/ embarrassed, noticed, relaxed
/d/ annoyed, remembered, robbed

Transcript

See Student's Book, page 16.

Extra activity

Students add the remaining *-ed* adjectives from exercise 3, page 13, to the pronunciation table.

KEY

/ɪd/ disappointed, fascinated
/t/ convinced /d/ amazed, confused, frightened

Exercise 6 1.20 page 16

Exam tip

Sentence-completion tasks are common in listening exams. Students should use the time before the audio begins to read the sentences carefully and try to decide what type of word goes in each gap, e.g. noun, verb, adjective, adverb. They should also think of extra details, e.g. Is it a singular or plural noun? What tense is the verb? Does the adjective have a positive or negative meaning?

- Talk about the exam tip above.
- Ask students to read the sentences and think about what goes in each gap.
- Elicit ideas from the class (e.g. 1 3rd person singular verb, 2 singular noun).
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 relate 2 structure 3 notes 4 emotions
5 important 6 changes 7 Laugh

Transcript

See Teacher's Guide, page 183.

- Ask students to discuss in pairs which of the tips they thought were the most useful and why.
- Ask a few students to share their ideas with the class.

Exercise 7 page 16

- Go through the instructions and give students time to choose a topic for their story.

Exercise 8 page 16

- Circulate and monitor while students make notes, helping with language and structure where necessary.

Exercise 9 page 16

- Working in pairs, students tell their stories.

Exercise 10 Reflect page 16

AfL Teaching tip: success criteria

Peer feedback

When students are asked to give peer feedback, it makes them think critically and analytically about what makes a good piece of work.

Ask students to apply the success criteria in exercise 9 to their partner's answer 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.

- Students provide their partner with some 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 make notes to tell a story.*

Further practice

Workbook page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Speaking: Discussing news stories
Reading: A news report
Writing: A news report
Strategy: Using sequencing words

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 1 and set exercises 11 and 12 for homework.

WARM-UP Put students into A / B pairs. Ask the Student As to think of an occasion when they helped someone. Ask the Student Bs to think of an occasion when someone helped them.

- Write on the board:
  When and where did it happen? Who was involved? What happened? How did you both feel before and afterwards?
- Working in A / B pairs, students tell their story.
- Elicit some of the situations students talked about.

Exercise 1 page 17

- Check the pronunciation and meaning of *rescue* /ˈreskjuː/ (save somebody / something from a dangerous or harmful situation) and *dramatic* /drəˈmætɪk/ (exciting and impressive).
- Elicit the answer to the first question from the class (a story describing a situation in which somebody or something is saved from danger or harm).
- Elicit what students can remember about the rescue story involving Sean Barrett and Alice Manley they heard about in Lesson 1.6.
- Students discuss the remaining questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 17

- Remind students of the value of previewing and predicting before reading.
- Focus attention on the photo and headline, then elicit ideas.

Exercise 3 page 17

- Students read the news report and do the task.
- Check answers as a class.

KEY

1 C 2 A 3 B

The most dramatic part was in paragraph A when the girl fell and Feuzi caught her.

Exercise 4 page 17

- Students read the news report again and do the task.
- Check answers as a class.

KEY

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

Extra challenge

As students do exercise 4, ask them to underline the key phrases which help them decide on their answers. Elicit these when checking the answers.

KEY

1 neither of them had any injuries
2 other members of the public … immediately came to help
3 in the Fatih district of Istanbul
4 she suddenly fell and Feuzi quickly held his arms out and caught her
5 a video of Feuzi saving the child's life went viral
6 Seventeen-year-old Feuzi Zabaat was walking …

Exercise 5 page 17

- Students do the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 At first 2 Following that 3 In the end

Exercise 6 page 17

- Go through the Writing strategy together.
- Students complete the table.
- Check answers as a class.

KEY

1 at first 2 following that 3 later 4 suddenly
5 immediately 6 when 7 while 8 in the end
* Answers 2 / 3, 4 / 5, 6 / 7 can be in either order.

Exercise 7 page 17

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

KEY

1 Later 2 Suddenly 3 While 4 At first
5 Following that

Extra challenge

Students write five similar sentences with the unused sequencing words from exercise 7, e.g. *When I saw that the bakery was on fire, I called the fire brigade* ***immediately***.

Exercise 8 Think & share page 17

- Working in groups, students discuss the questions.
- Elicit ideas from the class. Write their suggestions for what makes a story interesting on the board, e.g. *It involves a dramatic event. It's relevant to the audience.*

Exercise 9 page 17

- Go through the task together. Elicit who the audience is (people reading the school website or newspaper; students, parents and teachers). Refer back to the suggestions given in exercise 8 about creating interest.
- Give students time to think of an idea for their story.

Exercise 10 page 17

- As students are planning their news report, circulate and monitor, helping with ideas and language where necessary.

AfL Teaching tip: success criteria

Using models

A good model text shows students what successful writing looks like and provides a benchmark for achievement.

Ask students to refer back to the model text in exercise 3 when writing their news report. Encourage them to compare their final work to the model to self-evaluate.

See the notes on Assessment for Learning on page 9.

Exercise 11 page 17

- Students use their notes to write the news report.

Exercise 12 Check your work page 17

- Before submitting their article, students check that all the necessary information has been included. Alternatively, students could swap their article with a partner, check each other's work and provide feedback.

Extra support

Students first do exercises 9–12 in a small group and write one news report together. Following feedback, they then write a different news report individually.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write a news report about an event.*

Further practice
Workbook page 16
Online practice

1.10 Review

Grammar

Exercise 1 page 18

KEY
1 were playing 2 had sent 3 looked 4 had left
5 forgot / had forgotten 6 was thinking

Exercise 2 page 18

KEY
1 have you got used to speaking / are you getting used to speaking / are you used to speaking
2 used to answer
3 get used to doing
4 've got used to reading / 'm getting used to reading / 'm used to reading
5 didn't use to like
6 did they use to live

Vocabulary

Exercise 3 page 18

KEY
1 challenges 2 competitive 3 follow the rules
4 cheat 5 skills 6 teammates

Exercise 4 page 18

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

Cumulative review

Exercise 5 page 18

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

Exercise 6 Think & share page 18

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

1.11 Exam skills

Lesson summary

Exam strategies: Reading: using general clues and specific information to complete gap-fill tasks; Speaking: responding with short and long answers

Reading: An article about fan fiction

Speaking: Talking about free-time activities and exercise

WARM-UP Write on the board:
What is your favourite book?
Why do you like it?
How did you feel when you finished it?

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

Reading

Exercise 1 page 19

- Go through the Reading exam strategy together.
- Students read the article and answer the questions.
- Check answers as a class.

KEY
Topic of sentence before: a decision that the author made
Topic of sentence after: what the author decided to do as a teenager
Pronouns used: *I*
Key words: *decided, writing, teenager, short stories, JK Rowling's characters*
Missing sentence: G

Exercise 2 page 19

Extra support
- Working in pairs, students answer the questions in exercise 1 about gaps 2–5 before they do the task.

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

KEY
1 G 2 H 3 E 4 A 5 C

Speaking

Exercise 3 page 19

- Go through the Speaking exam strategy together.
- Students complete the task.
- Check the answers to the first two questions as a class.

KEY
A needs a short answer and B needs a longer answer.

- Ask a few students how they would answer question B.

Exercise 4 page 19

- Students ask and answer the questions in pairs.
- Ask a few students for some of their answer.

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 general clues and specific information to complete gap-fill tasks. I can respond to questions about free-time activities and exercise with short and long answers.*

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

Students should take responsibility for their learning and make decisions about what they need to do to improve further.

At the end of each unit, ask students to make a list of what they will do to continue their improvement. Students may write: *go back over Unit 1 of the Student's Book*; *use the online practice material*; *write sentences about myself using narrative tenses*; *practise previewing and predicting strategies*; *practise making notes before I speak*.

See the notes on Assessment for Learning on page 9.

Further practice

Culture lesson 1: Popular writers of the past

Workbook page 18

1 Vision 360°

Fun and games

Lesson summary
◆ **diamond:** A man talking about the Thirsty Meeples café
● **circle:** An advert for events at the Thirsty Meeples café
■ **square:** A poster about games gurus
⬢ **hexagon:** A description of the game Jenga
★ **star:** An animation allowing students to play the game Taboo
▲ **triangle:** Comments on an online forum about the Thirsty Meeples café.
Speaking: Talking about playing games; describing how to play your favourite game; playing the game Taboo
Listening: A man talking about the Thirsty Meeples café; an advert for events at the Thirsty Meeples Café
Reading: A poster about games gurus; a description of the game Jenga; an animation allowing students to play the game Taboo; comments on an online forum about the Thirsty Meeples café
Create task: Designing a game

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 an individual task for homework. In the next lesson, do Step 5 in two groups, with one student from each pair in either group.

WARM-UP Write on the board:

1 … *thinks he / she is competitive.*
2 … *has cheated in a game.*
3 … *used to like playing board games as a child.*
4 … *enjoys solving puzzles.*
5 … *sometimes gets annoyed playing computer games.*

- Elicit from the class the *yes / no* questions they need to ask their classmates to find out if the information is true for them, e.g. *1 Do you think you're competitive?*
- Ask students to mingle and try to find a different classmate to answer *yes* to each question. They should make a note of their name and some details about their answer.
- Ask a few students to share something they found out.

Exercise 1 Think & share page 20

- Working in pairs, students discuss the questions.
- Ask a few students to share their answer to question 1 with the class.
- Elicit ideas from the class for questions 2 and 3.

KEY (SUGGESTED ANSWERS)

We play games for fun, to challenge ourselves, to keep mentally or physically active, to socialise and to gain a sense of achievement.
We can learn new skills, how to co-operate, how to compete fairly, how to deal with losing and how to solve problems.

EXPLORE

Exercise 2 page 20

- Go through the questions together and then enter into the 360° image. Move around the image, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the questions in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 Shelves with lots of different board games and groups of people at different tables playing games
2 A games café

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 note down the events and games which match each category. Avoid clicking on the star hotspot at this stage, as students will play this guessing game later in the lesson.
- 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 (SUGGESTED ANSWERS)

Suitable for families with children: Family gaming, Jenga, Uno, Taboo
Require physical skill, e.g. a steady hand: Jenga
Based on strategies and finding solutions: Puzzle night, Jenga, Catan
Involve using language and guessing: Taboo
Suitable for people who want to make new friends: Open Gaming night

Transcript

◆ **Speaker** On today's show, we're at Thirsty Meeples; a popular board game café in the centre of Oxford.
So, how does the café work? Well, it's open from 11 a.m. to midnight, and you pay for the table, and any food or drink, but the games are free. For three hours of game time, it costs £6 for adults and £5 for anyone under 12. When you've got your table, you can choose any game you want! They've got over 2,700 board games in their library!
Many families come to play board games at the weekend, but the café is popular with people of all ages and is often busy all week! A lot of people love Catan, especially students. How does Catan work? Well, it's a great board game for people who love planning, making strategies and solving problems. The objective of the game is to build roads and cities. Players take turns to roll the dice. They collect different materials depending on the number on the dice. Building a long road or a big city gives you more victory points. Catan is a challenge because you need a lot of skill and it takes a few hours to play, but the Games Gurus in the café are always around to offer help and possible solutions.
Oh, and in case you're wondering what a 'meeple' is, it's the character or object that represents you in a game – like the little piece that you move around the board in Monopoly.
● **Speaker** Giving up social media was the best decision I've ever made. I know I'm not the only one who has done it; a lot of people did the same in my final year of school. I realized that scrolling through photos of people looking great and always having an amazing time was just making me feel bad. It was like a competition to see who could fake the most perfect life. When I took a selfie, I used to then sit and analyse them, searching for things I didn't like about how I looked so that I could edit the photo until it was "perfect" enough to post. Then instead of getting on with my real life, I used to count the number of likes and if it didn't get many, I deleted it. I thought it was going to be really hard to give up social media, but after a few weeks, I felt much happier! Obviously, I kept my smartphone because it's convenient if I want to google something quickly or message someone.

Exercise 4 ◆ page 20

- Click on the diamond hotspot to play the audio again for students to complete the task.
- Check answers as a class.

KEY

1 (popular) board game café / games café
2 (the centre of) Oxford 3 11 4 12 5 £6 6 £5
7 2,700 8 students 9 roads 10 cities 11 meeple
* Answers 9 and 10 can be in either order.

> **Extra support**
> Before playing the audio, ask students to read through the text and then elicit what information is missing from each gap, e.g. 1 and 2 = places, 3 and 4 = times, 5 and 6 = prices.

Exercise 5 ■ page 20

- Elicit or explain the meaning of *guru* (a person who is an expert on a particular subject or who is very good at doing something).
- Click on the square hotspot again and give students time to read the information and answer the questions.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Games gurus share their top strategies with customers and show them the best moves to make. They can also find the perfect games for a customer's level, group or the time they have available.
2 If a customer is interested in a new game, but not sure if they're ready to buy it, they can try it out in the café. If they love it, they can then buy it and take it home.

Exercise 6 ⬢ page 20

- Click on the hexagon hotspot again and give students time to read the information about the game Jenga.
- Working in pairs, students take turns to describe how to play their favourite game. You may like to refer them back to Lesson 1.1 to review games vocabulary before they start.
- Ask a few students to describe their favourite game.

Exercise 7 ★ page 20

- Copy the following onto the board:
  GIVE UP
  stop
  losing
- Elicit from the class which game has cards like this (Taboo) and how the game is played (you need to explain the word at the top of the card for a partner to guess, but you mustn't say the words below).
- Elicit how *give up* could be defined without using the other words, e.g. *This is what you do when you aren't winning a game and you don't want to play any more.*
- Explain that students are going to play a game of Taboo. Organise the class into pairs. Tell them to sit or stand so one student is facing the screen and the other has their back to it.
- Click on the orange star hotspot to reveal the first card. The student looking at the screen should describe the word at the top to their partner, without saying the words below it. After each word, students swap seats and roles.
- To make the activity competitive, ask students to raise their hand as soon as their partner correctly guesses the word. Award a point to the fastest pair each time.

Exercise 8 ▲ ● ◆ page 20

- Explore the triangle, circle and diamond hotspots again for students to complete the task individually.

Exercise 9 page 20

- Students compare and explain their answers in pairs.
- Ask one student to tell the class the order they chose and explain their reasons. Ask whether anyone chose a different order and, if so, elicit details.

Exercise 10 Think & share page 20

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

KEY (SUGGESTED ANSWERS)

We can learn vocabulary and language skills, social skills, hand-eye coordination, planning, problem-solving, using strategy and matching.
Video games such as Civilization can improve planning skills, social games such as Among Us and Fortnite can

improve social skills and games like Factorio can improve our strategy skills.

CREATE … a game

To complete the Create task, students will need access to the internet to do the Research it! task, and poster paper or large card and coloured pens or pencils to make their posters.

STEP 1 Research it! page 21

- Students conduct some online research and answer the questions.
- Elicit ideas from the class.

STEP 2 page 21

- Working in pairs, students brainstorm ideas and make notes on the answers to the questions.

Extra support

If you think your students might struggle with this task, you could take a well-known, simple game as an example and go through the questions together, eliciting answers from the class. Possible games to use as an example could be Scrabble, draughts, Uno or Go Fish. Alternatively, choose a locally popular game that all students are familiar with.

STEP 3 page 21

- Students consider what they found out in Step 1 and discuss the questions in pairs.
- Ask whether, following their discussion, any pairs have decided to make changes to their game. If so, elicit reasons.

STEP 4 page 21

- Make it clear that students do not need to make the actual game, but rather create a poster showing what the game looks like and how it is played. Elicit suggestions on what students could include on their poster, e.g. a title with the name of the game, a simple set of rules, the game's objective, illustrations of the board, cards or equipment.
- Suggest that students sketch out some ideas in their notebooks and discuss them before deciding on their final design and making their poster. Circulate and monitor, helping with layout, vocabulary and grammar as needed.

STEP 5 page 21

- Pairs take turns to present their game to the class. After each presentation, encourage students to ask questions, e.g. *How long does the game take to play? Why did you choose that name for your game? What ages is it suitable for?*
- When all of the presentations are finished, students read the posters and discuss in their pairs which game they liked most and why.
- Ask a few students to share their opinion and reason with the class, then take a vote to determine the class's favourite new game.

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 a games café and create a game.*

2 Friends

2.1 Vocabulary

Lesson summary

Speaking: Talking about friendship; summarising and giving advice

Listening: A discussion about friendship

Vocabulary: Qualities of a good friend

Reading: A text about a famous book

AfL Teaching tip: learning intentions

Engaging with content

Exploring the 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 page 22 and scan the map for Unit 2. Ask: *Which vocabulary and grammatical structures have you seen before? Which are new? What looks most interesting about this unit?*

See the notes on Assessment for Learning on page 9.

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

WARM-UP Tell students to look at the photo.

- Ask: *What are the people in the photo doing? Do you think it's a good way to spend time with friends? Why? / Why not?*
  In 30 seconds, tell your partner / the class about your family or your best friend.
  What are the two most important qualities of a friend?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Check the meaning of the words in question 1.

Note!

- All of the adjectives describe a person's character, except *good-looking*, which describes appearance.
- *Good-looking* can be used to describe both men and women, whereas *beautiful* is usually just used for women and *handsome* for men.

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

Extra challenge

- Write the following adjectives on the board: *amusing, attractive, chatty, intelligent, thoughtful, truthful*
- Students find a synonym for each adjective in 1.

KEY

clever = intelligent funny = amusing good-looking = attractive honest = truthful kind = thoughtful talkative = chatty

Exercise 2 2.01 page 22

- Check the meaning of *close friends* (friends who know each other very well and like each other a lot). Point out that when *close* is an adjective, it is pronounced /kləʊs/, whereas the verb is pronounced /kləʊz/.
- Play the video or audio for students to choose the best title.
- Check the answer as a class. Elicit reasons for the choice.

KEY

B Isobel and Lewis give different definitions and examples of the meaning of friendship.

Transcript

See Teacher's Guide, page 183.

Exercise 3 2.01 page 22

- Students read and complete the sentences.
- Play the video or audio again for students to check their answers.
- Check answers as a class.

KEY

1 Isobel 2 three, one 3 primary school 4 a couple 5 three

Transcript

See Teacher's Guide, page 183.

Exercise 4 Real English page 23

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

KEY

1 D 2 E 3 A 4 B 5 C

Extra activity

- Working in pairs, students write mini-dialogues including the Real English phrases, e.g. *'I think our school football team might win the match tomorrow.' 'Come off it! They're terrible. They don't have a chance!'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present their dialogues to the class.

Exercise 5 Vocabulary 2.02 page 23

- Students check the meaning of the words, using a dictionary if necessary, then complete the sentences.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 make 2 get on 3 be 4 humour 5 cheer 6 honest 7 tell 8 take 9 support

Transcript
See Key above and Student's Book, page 23.

Extra support
- First, play the audio for students to listen and complete the sentences.
- Then play the audio again, pausing after each sentence to check and ensure students understand the answers.

Exercise 6 page 23
- Students rewrite the sentences.
- Check answers as a class.

KEY
1 have the same sense of humour 2 show (my friends) respect 3 takes an interest in 4 tell the truth 5 make friends 6 gave me support 7 are into the same things 8 cheer (me) up 9 showed loyalty

Extra activity
- Write the following on the board:
  a time you didn't tell the truth
  the best way to cheer you up if you feel down
  a vlogger whose sense of humour you like
  the last person you made friends with
  the type of person you don't get on with
- Students take turns in pairs to choose a situation and ask *Can you tell me about … ?* for their partner to answer.
- Ask a few students to tell the class something interesting or surprising they found out.

Exercise 7 page 23
- Students complete the text.
- Check answers as a class.

KEY
1 make 2 well 3 interest 4 into 5 sense of humour 6 respect 7 honest

Exercise 8 Think & share page 23
- Give students time to think about their answers and make notes.
- Working in pairs, students discuss their answers.
- Ask a few students to share their ideas with the class.

Extra activity
- Write the following quotations on the board:
  'A real friend is one who walks in when the rest of the world walks out.' Walter Winchell
  'True friendship comes when the silence between two people is comfortable.' David Tyson
  'If you make friends with yourself, you will never be alone.' Maxwell Maltz
  'Friendship is born at that moment when one person says to another, "What! You too? I thought I was the only one."' C. S. Lewis
  'People are lonely because they build walls instead of bridges.' Joseph F. Newton
- Working in pairs, students discuss what they understand by the quotations and which is their favourite.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about friendships and the qualities of a friend.*

Further practice
Workbook page 20
Vocabulary booster page 114
Vocabulary photocopiable worksheet
Short test

2.2 Grammar

Lesson summary
Reading: Text about making friends in another country
Grammar: Present perfect and past simple
Speaking: Talking about a friend

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

WARM-UP Ask: *For what reasons might someone leave their home country to live in a different country?* Elicit suggestions from the class.
- Write on the board:
  What might they find difficult to get used to in the new country?
  Do you think you'll live in another country in the future?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 24
- Focus attention on the photos and title. Remind the class of the importance of previewing a text before reading.
- Give students time to write their question, then elicit a few ideas from the class.

Exercise 2 page 24
- Students read the text and see if their question is answered.
- Ask the class who found the answer to their question and what it was.

Exercise 3 page 24

Extra support
- Review what students learned about the past simple in Lesson 1.2, then elicit how the present perfect is formed (*has / have* + past participle).
- Elicit the first example of the past simple (*Imran was sixteen …*) and present perfect (*… have left their home countries …*) from the text.
- Students find other examples in pairs before checking as a class.

- Students find examples and complete the rules.
- Play the video.
- Check answers as a class.

KEY

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

- Students do the Grammar booster exercises on page 134.

Exercise 4 page 24

- Students match the examples to the rules.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 Imran was sixteen when he left Pakistan and moved to the UK.
We came when my father got a job here.
Her family moved to the USA from Spain three months ago.
When I started school, I decided to …
2 … around 35 million people under the age of 20 have left their home countries for a new life …
It hasn't been easy.
Making friends has been difficult and not everyone has shown me the same respect.
People like that I've taken a real interest in the country …
3 … I've loved cricket since I was little and have just joined a local team, and I've started hanging out …
… I've already made a few new friends …
… I haven't had any problems yet.
4 I've been here for about a year.

Exercise 5 page 24

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

KEY

1 've / have known 2 didn't, get on 3 haven't fallen out 4 's / has, left 5 Have, had 6 did, become
7 've / have, done

Extra activity

- Copy question 5 onto the board and clarify the meaning. Elicit the short answers (*Yes, I have. / No, I haven't.*).
- Ask students to raise their hand if their answer is *yes*. Choose one student and ask the rest: *What else can we ask … about his / her experience?* Elicit a few ideas, e.g. *What was the argument about? How did the situation end?* Elicit which tense these questions are in and why (past simple because we're talking about an event that happened at a specific time in the past). Ask the chosen student to answer a few of the questions, making sure he/she uses the past simple.
- Students now write four questions starting with *Have you ever* and one past simple follow-up question for each.
- Students mingle and find classmates who answer *yes*. When they do, they ask their follow-up question.
- Ask a few students to share something they found out.

Exercise 6 page 24

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

KEY

1 *for* 2 *ever* 3 *just* 4 *already* 5 *yet*

Note!

For is used when specifying the period of time (e.g. *for ages*) and *since* is used when specifying the starting point (e.g. *since 2019*).

Extra support

- Write on the board:
  I was born, *half an hour*, *a long time*, *May*, *one year*, *1 June*, *I started high school*, *9 o'clock*, *two days*, *many years*
- Ask students to make two columns headed *for* and *since* in their notebook and put each expression into the correct one.

KEY

for: half an hour, a long time, one year, two days, many years
since: I was born, May, 1 June , I started high school, 9 o'clock

- Students do the Grammar booster exercises on page 134.

Exercise 7 page 24

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

KEY

1 ever, never 2 just 3 already, yet 4 since, for

Extra challenge

Students write six true sentences about their day so far, using the key words from exercise 6, e.g. *I've been awake **since** 6.30 a.m. I haven't had lunch **yet**.*

Exercise 8 2.05 page 24

Note!

Point out to students that the verb *go* has two past participles – *been* and *gone*. We use *been* when we refer to a completed visit to a place (e.g. *Have you ever been to India?*) and *gone* if the visit is ongoing (e.g. *Mike has gone to India on holiday. He's coming back next week.*).

- Play the audio for students to listen to Liz explaining how she met her best friend.
- Students complete the summary.
- Check answers as a class.

KEY

1 has known 2 since 3 met 4 needed
5 didn't get on 6 argued 7 haven't had
8 have already visited 9 haven't visited
10 yet 11 have just been 12 thought

Transcript

See Teacher's Guide, page 184.

Extra challenge

Write the following questions on the board for students to answer as they listen:

1 *Why did Liz need to borrow clothes?*
2 *Why did she choose to ask Sarah?*
3 *Why did they argue at first?*
4 *When did they go to Paris?*
5 *How long did they go there for?*

KEY

1 Because her luggage had got lost at the airport.
2 Because Sarah was about the same size as her.
3 Probably because Sarah found Liz annoying as she kept borrowing her clothes.
4 They went last weekend.
5 They went for three days.

Exercise 9 Think & share page 24

- Give students time to prepare what they want to say.
- Students take turns in pairs to talk about their friend.
- Circulate and monitor, making a note of any errors with the target grammar for a group correction activity at the end of the lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about past events and experiences.*

Further practice

Workbook page 21
Grammar booster page 134
Grammar photocopiable worksheet
Online practice

2.3 Listening

Lesson summary
Speaking: Talking about friends helping each other; discussing good deeds
Listening: A podcast about true friendship; pronunciation: identifying schwa /ə/
Strategy: Paraphrasing
Writing: A summary of a story

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, and set exercises 8 and 9 as individual tasks for homework.

WARM-UP Write on the board:
A good friend should …
always tell you the truth.
be into the same music and films as you.
never fall out with you.
make friends with all your other friends.
give you support when you have a problem.

- Working in pairs, students discuss to what extent they agree with each statement. Encourage them to support their opinions with examples and extra details.
- Ask a few pairs to tell the class about any differences of opinion they had.

Exercise 1 page 25

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

Exercise 2 Vocabulary 2.06 page 25

- Students complete the matching task.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 do 2 make 3 put 4 learn 5 do 6 earn

Transcript

See Student's Book, page 25 and Key above.

Exercise 3 2.07 page 25

- Go through the Listening strategy together.
- Play the audio for students to do the task.
- Check answers as a class.

KEY

1 earn money 2 put your mind to something
3 do someone a favour 4 learn a lesson
5 do a part-time job 6 make a difference

Transcript

See Teacher's Guide, page 184.

Extra activity

- Write on the board:
  Do you think university students should do a part-time job to earn money or focus only on their studies?
  When you do someone a favour, do you think that they then owe you a favour?
  What can young people do to make a difference to the environment?
  Do you agree that if you put your mind to something, you can achieve anything?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 2.08 page 25

- Go through the glossary together.
- Play the audio for students to answer the question.
- Check the answer as a class.

KEY (SUGGESTED ANSWER)
Aaron spent six months earning money to buy his friend Liza a plane ticket so she could visit her grandparents in France.

Transcript
See Teacher's Guide, page 184.

Exercise 5 2.08 page 25
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 first grade
2 in Australia
3 a plane ticket (to France)
4 six months
5 he wanted to do her a favour to thank her for all the times she had helped him
6 himself

Transcript
See Teacher's Guide, page 184.

Exercise 6 Pronunciation 2.09 page 25
- Focus attention on the pronunciation box and give students time to read the information.
- Play the audio for students to listen and repeat the words and sentences.

Transcript
See Student's Book, page 25.

Note!
English is a stress-timed language, which means that stressed syllables occur at regular intervals and unstressed syllables reduce to fit this rhythm. The words usually stressed in connected speech are those most important to communicate the message, such as main verbs, nouns, adjectives and adverbs. Grammar words, such as articles, prepositions, pronouns and auxiliary verbs are normally not stressed. These unstressed words often contain the schwa /ʃwɑː/ sound.

To produce the /ə/ sound, the mouth position is neutral, the lips are open but relaxed and the tongue is flat. The sound produced is short and soft.

Exercise 7 2.10 page 25
- Play the audio for students to identify the /ə/ sounds.
- Check answers as a class.

KEY
1 It happened in a small town in Victoria, in the south of Australia.
2 And it's a news story about two school friends who have known each other since first grade.
3 Liza's family is originally from France.
4 So, he made the decision to buy her the ticket.
5 She's always been a really good friend to me and I wanted to do her a favour.

Transcript
See Student's Book, page 25.
- Play the audio again, pausing for students to repeat the sentences.

Exercise 8 page 25
- Working in pairs, students make notes about the story. Remind them that notes should just include a few key words or phrases.

Exercise 9 Mediation page 25
- Students use their notes to write a short summary in pairs.

Exercise 10 Think & share page 25
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Lesson outcome
- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can recognise paraphrasing in a podcast about friendship.*

Further practice
Workbook page 22
Online practice

2.4 Global skills

Lesson summary
Speaking: Talking about school subjects; discussing ways to build an inclusive classroom
Listening: A teacher describing a class activity
Reading: Student comments about a class activity
Vocabulary: Adjectives of feeling
Writing: A guide giving advice

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 5 and set exercise 9 for homework.

WARM-UP Ask: *How do you think schools have changed since your parents were students? Are these changes for the better or worse?* Give an example, e.g. *I think lessons have become more communicative. This is for the better because now students ask more questions and take more interest in their learning.*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 26
- Elicit examples of school subjects and write them on the board. Check pronunciation.
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 2.11 page 26
- Play the audio for students to answer the question.
- Check the answer as a class.

KEY
A

Transcript
See Teacher's Guide, page 184.

Exercise 3 2.11 page 26
- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY
1 At the start of the year.
2 They must follow the instructions and make a card.
3 One group has the standard instructions, one group has instructions in Spanish, one group can only use one hand, one group can't speak and one group must close their eyes.
4 Because the activity isn't fair.

Transcript
See Teacher's Guide, page 184.
- Ask students to discuss these questions in pairs: *What do you think of the teacher's activity? Is it a good way to help students recognise their classmates' different abilities?*
- Elicit some ideas from the class.

Exercise 4 page 26
- Students read the comments and answer the question.
- Check answers as a class.

KEY
Lucy felt awkward and a bit ashamed that it wasn't fair. Chris didn't like that it wasn't fair. Phoebe was jealous and upset.

Exercise 5 page 26
- Students do the exercise. Point out that the information in the text is likely to be paraphrased.
- Check answers as a class and elicit examples of paraphrase (e.g. 1 *took us longer to understand* = took us a while to actually understand).

KEY
1 Chris 2 Lucy 3 Phoebe 4 Chris 5 Lucy
6 Phoebe

Exercise 6 Vocabulary 2.12 page 26

Study skills
The ability to work out unfamiliar vocabulary from context is an important skill. Context clues – the words, phrases or sentences surrounding an unknown word – can help explain its meaning or provide a synonym or antonym for it.

- Students do the exercise. Tell them not to use a dictionary, but rather use context clues to determine the meaning of any unfamiliar words.
- Check answers as a class.

KEY
1 ashamed 2 pleased 3 upset 4 awkward
5 proud 6 bothered 7 stressed 8 jealous

Transcript
See Key above.

Extra activity
- Write some of the following questions on the board or get stronger students / classes to write their own questions with the adjectives:
  Have you ever felt …
  stressed before taking an exam?
  jealous of a classmate?
  pleased after doing someone a favour?
  proud of your parents?
  upset about falling out with a friend?
  ashamed after not telling the truth?
  bothered by a classmate's behaviour?
- Students ask and answer the questions in pairs. Remind them to use the past simple when asking follow-up questions and giving details about their experiences.
- Ask a few students to share an interesting experience their partner has had.

Exercise 7 Think & share page 26
- Give students time to read the questions and note down their answers.
- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

Exercise 8 page 26
- Circulate and monitor as students do the task, helping out with language and ideas where necessary.

Exercise 9 page 26
- Go through the expressions in the Phrasebook together. Check students know how to use them (e.g. *should / shouldn't* + infinitive without *to*; *recommend* + *-ing* verb).
- Students write the guide in their group.

Extra activity
Groups swap their guide with another group and read each other's work. They discuss the following questions before providing some feedback: *What advice do you think is the most valuable? Is there any advice that you disagree with?*

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

Further practice
Workbook page 23

2.5 Vocabulary

Lesson summary

Reading: A text about animal social groups

Vocabulary: Relationships

Speaking: Discussing social groups

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: *What am I?* Tell the class: *I'm a mammal. I'm grey. I live in Australia. I eat leaves. I sleep a lot.* Elicit the answer: *You're a koala.*

- Working in pairs, students take turns to describe an animal for their partner to guess.
- Alternatively, to make it competitive, students do the activity in a group. A point is awarded each time to the student who is first to guess the animal.

Exercise 1 page 27

- Students discuss the questions in pairs. Encourage them to give details and examples to support their answers.
- Elicit ideas from the class.

Exercise 2 page 27

- Read through the task together.
- Students read the article and complete the task.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Like humans, animal social groups often form around family.
Both socialise and co-operate with each other in large groups.
Both often rely on close friends.
Both sometimes fall out with members of their social group.
Both can form friendships which last a lifetime.
Both have special ways of calling friends.

Exercise 3 page 27

- Check the pronunciation and meaning of *predator* /ˈpredətə/ (an animal that kills and eats other animals) and *whistle* /ˈwɪsl/ (a high sound made by forcing air through your lips when they are almost closed).
- Students read the article again and complete the task.
- Check answers as a class.

KEY

1 C 2 D 3 C 4 B

- Ask students to discuss in pairs which information about animal social groups they found most interesting or surprising.
- Elicit some ideas from the class.

Exercise 4 Vocabulary page 27

- Encourage students to try to work out the meaning of any unfamiliar highlighted phrases from context first of all. They can then check any phrases they are unsure about in a dictionary, if necessary.

Extra support

Put students in groups of four. Each student checks the meaning of two or three different phrases. They explain the meanings to the group, using L1 if necessary.

Study skills

A monolingual learner dictionary is an important study tool with easy-to-understand definitions, examples showing the word in context and other useful information such as pronunciation, part of speech and register.

- Students rewrite the bold phrases. Point out that they may need to change the form of the verb.
- Check answers as a class.

KEY

1 co-operating with 2 am fond of, have lots in common
3 fell out with 4 turn to 5 rely on 6 looks after

Exercise 5 Vocabulary page 27

- Students check the meaning of the phrases and then complete the sentences.
- Check answers as a class.

Note!

Be keen on something means to like it very much, e.g. *Tom is really keen on skateboarding*. *Be keen on someone* means to be attracted to someone, e.g. *Tom is very keen on the new girl in his class*.

KEY

1 keep in touch 2 look up to 3 get to know
4 'm / am keen on 5 catch up with

Extra activity

- Students write five statements using the phrases, but omitting the prepositions, e.g. *If I have a problem, I turn _____ my mum for help*.
- Working in pairs, students swap notebooks and add the prepositions. They then say whether the statements are true for them and give extra details, e.g. *No, I don't usually turn to my mum. I prefer to ask my dad for help because I'm closer to him*.

Exercise 6 Think & share page 27

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

Exercise 7 page 27

- Students discuss the questions in pairs.
- Ask a few students to share some information about their partner.

Exercise 8 page 27

- Give students time to write four more questions each, using the highlighted phrases in the article.
- Working in pairs, students ask and answer their questions.
- Circulate and monitor, making a note of any errors or good sentences with the target relationships vocabulary.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about relationships and social groups.*

Further practice

Workbook page 24
Vocabulary booster page 115
Vocabulary photocopiable worksheet
Short test

2.6 Grammar

Lesson summary
Reading: A dialogue about friendship
Grammar: Present perfect simple and continuous
Listening: A podcast interview about making friends
Writing: A paragraph about a recent relationship

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 4 and 8 for homework.

WARM-UP Ask: *What's the best way to get to know someone well? How many close friends would you say you have? How many hours do you think you have to spend with someone to become close friends?*
Students discuss the questions in pairs.
Ask a few students to share their ideas with the class.

Exercise 1 page 28

- Students discuss the question in pairs.
- Elicit ideas from the class, but don't confirm any answers.
- Students read the dialogue and find the answer.
- Check the answer as a class.

KEY
You have to know someone for a long time before they become a close friend.

- Ask students to find the answer to the last question in the warm-up (200 hours). Ask students who is surprised by this fact and elicit reasons why.

Exercise 2 page 28

- Focus attention on the grammar box and go through the information about tense formation together.
- Students find examples in the text and complete the rules.
- Play the video.
- Check answers as a class.

KEY
1 've, finished; have, found 2 've met; haven't spent
3 've been hanging out 4 have you been doing
5 've been hanging out

- Students do the Grammar booster exercises on page 135.

Exercise 3 page 28

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

KEY
1 've been coming 2 've spoken 3 hasn't finished
4 've been watching 5 have, had 6 haven't read
7 have, been doing 8 hasn't been studying

Extra challenge

When checking the answers for exercise 3, ask students to identify whether the verb form is simple or continuous and the reason for use.

KEY
1 Continuous (reason 5) 2 Simple (reason 2)
3 Simple (reason 1) 4 Continuous (reason 5)
5 Simple (state verb) 6 Simple (reason 1)
7 Continuous (reason 4) 8 Continuous (reason 3)

Exercise 4 page 28

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

KEY
1 has taken 2 have fallen out, 've been getting on
3 haven't kept 4 has, been working
5 've been arguing 6 has been getting to know
7 've realised 8 have, been

Extra challenge

Students do exercise 4 without looking at the wordpool. When checking answers, elicit other possibilities.

Exercise 5 2.15 page 28

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

KEY
Jack asks Megan for advice about how to make friends.

Transcript

See Teacher's Guide, page 185.

Exercise 6 2.15 page 28

- Play the audio again for students to answer the questions.
- Check answers as a class, ensuring students give full answers and use the target grammar correctly.

KEY
1 She says that most adults haven't made a new friend for five years.
2 It's easier because they haven't formed their social circles yet.
3 Because he's just moved to a new school.
4 She asks him, 'Have you met any possible friends?'.
5 He's been thinking about joining the athletics club.
6 She's been helping at the local community cinema.

Transcript

See Teacher's Guide, page 185.

Extra activity

- Ask students to discuss in pairs: *What do you think of Megan's advice? What other advice would you give to a teenager trying to make friends at a new school? Have you made any new friends recently?*
- Ask a few students to share their ideas with the class.

Exercise 7 Think & share page 28

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

Exercise 8 page 28

- Circulate and monitor as students do the task, helping out with language where necessary.

AfL Teaching tip: diagnostics

Peer proofreading

Students are often good at identifying mistakes in other people's work, and feedback from a peer can be less formal and therefore less stressful.

When students finish their writing for exercise 8, ask them to swap their paragraph with a partner. They proofread each other's work, identify and underline up to five mistakes. They then 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 talk about actions that started in the past and are relevant now.*

Further practice

Workbook page 25
Grammar booster page 135
Grammar photocopiable worksheet
Online practice

2.7 Reading

Lesson summary

Speaking: Discussing the benefits of having friends; talking about occasions when friendship affected your health

Reading: An article about the science of friendship

Strategy: Recognising register

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercises 6 and 7.

WARM-UP Ask: *Which friends have you been hanging out with a lot recently? How have you been spending your time together? How have you felt when you've been together?*

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

Exercise 1 page 29

- Working in pairs, students discuss the benefits of friendship.
- Elicit ideas from the class.
- Ask a few students which benefit they think is the most important and why.

Exercise 2 page 29

- Ask students to discuss in pairs whether they think the statements are true or not. Encourage them to give examples and details to support their opinions.
- Ask a few students to share their ideas with the class.

Exercise 3 2.16 page 29

- Focus attention on the glossary. Explain that it provides definitions for a few words in the text that students may not know.
- Students read the article and check their answers. Point out that the information may be paraphrased in the text.
- Check answers as a class. Elicit which part of the text supports each answer.

KEY

1 T (paragraph 2: having friends is also good for our health)
2 T (paragraph 3: people who spend time with their good friends … are less likely to get sick)
3 F (paragraph 3: can also help reduce how stressed we feel)
4 F (paragraph 4: similar to the genes of people who have the same great-great-great-grandparents)
5 F (paragraph 5: our immune systems are quite different … who wants a mate who just keeps giving you their flu bugs?)

- Ask the class if anyone predicted all the answers correctly.

Exercise 4 page 29

- Go through the Reading strategy together.
- Students read the article again and answer the question.
- Check the answer as a class.

KEY

Informal

Exercise 5 page 29

- Students complete the matching task.

Extra support

Tell students that they do <u>not</u> need to use sentences C and F.

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

KEY

1 B 2 A 3 G 4 D 5 E

Transcript

See Student's Book, page 29, and Key above.

Exercise 6 page 29

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

KEY (SUGGESTED ANSWERS)

1 Because it decreases the level of cortisol, which is a hormone that increases stress.
2 Because our friends have similar genes to our family members.
3 Because it means we won't get the same illnesses as them.

- Ask students to discuss in pairs: *What information in the article did you find most interesting or surprising?* Elicit some answers from the class.

Exercise 7 Think & share page 29

- Students complete the speaking task in pairs.
- Ask a few students to share their experience 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 register in an article about the science of friendship.*

Further practice
Documentary: *Farhana's rafikis*
Workbook page 26
Online practice

2.8 Speaking

Lesson summary
Speaking: Describing the experience of being a new student
Listening: A student making a presentation
Strategy: Planning a presentation
Vocabulary: Useful language for staging a presentation

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

WARM-UP Ask: *What makes a successful presentation?*

- Working in pairs, students brainstorm ideas, e.g. *The information needs to be well organised.*
- Elicit ideas from the class.

Exercise 1 page 30

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

Exercise 2 2.17 page 30

- Go through the instructions together.
- Play the audio for students to summarise the points.
- Check answers as a class.

KEY
Students: sit with new students at lunchtime
Teachers: give new students lots of chances to talk about themselves
Events: organise an after-school meeting in a local café

Transcript

See Teacher's Guide, page 185.

Extra activity

- Write on the board:
  In what other ways could students and teachers welcome new students? What other events could be organised?
- Students discuss their ideas in pairs.

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.

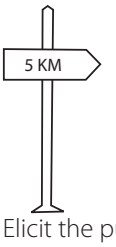
Ask students to rate whether they would find giving a similar presentation in English easy, OK or difficult. Then, do the exercises in the lesson which will extend their mastery in doing the same task and help build their confidence.

See the notes on Assessment for Learning on page 9.

Exercise 3 2.17 page 30

Extra activity

- Draw a simple signpost on the board, e.g.



- Elicit the purpose of a signpost (it gives information about direction and sometimes distance).
- Elicit ideas of what signposting expressions in a presentation might be and why they're important.
- Students then read the Phrasebook and check their ideas.

- Focus attention on the Phrasebook.
- Play the audio again for students to do the task.
- Check answers as a class.

KEY
In this talk, … ; First of all, … ; Turning to … ; For example, … ; For instance, …; Finally, … ; To sum up, …

Transcript

See Teacher's Guide, page 185.

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.

Extra challenge

Students add extra expressions to the Phrasebook.

KEY (SUGGESTED ANSWERS)
Introducing the subject: My presentation today is about …; I'm going to talk about …; Let me begin by talking about …
Moving on: Now, I'd like to look at …; This brings me to my next point, which is …; I now want to go on to …
Giving an example: such as …; A good example of this is …
Ordering: Next, …; Thirdly, …; Lastly, …
Summarising: To conclude, …; In summary, …; To recap, …

Exercise 4 2.18 page 30

- Students complete the extracts.

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

KEY

1 I'd like to start by 2 turning to 3 We've looked at
4 let's move on to 5 Firstly 6 For example
7 In conclusion

Transcript

See Student's Book, page 30, and Key above.

Exercise 5 page 30

- Go through the Speaking strategy together.
- Students brainstorm ideas in groups.

Extra activity

Alternatively, do a whole-class brainstorm for exercise 5 and write students' ideas on the board. Each group then chooses a different idea, making for more varied presentations.

Exercise 6 page 30

- Working in their groups, students plan their presentation. Make it clear each student needs to be involved and present some of the information.
- Circulate and monitor, helping out with language and structure where necessary.

Exercise 7 page 30

- Groups take turns to give their presentation.
- At the end, students make notes on the given points and share their ideas as a group.
- Take a class vote to decide which presentation students thought was the best. Elicit reasons for their choice.

Exercise 8 Reflect page 30

- Students discuss the points in their group.

Extra activity

Put two groups together. They take turns to share their ideas about the points in exercise 8 and their own presentation. They then tell each other to what extent they agree or disagree and give reasons.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can plan a presentation about a school event and use signposting.*

Further practice

Workbook page 27
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary

Speaking: Discussing family relationships
Reading: A forum post about changes in relationships with family
Vocabulary: Linking words
Writing: A forum post about changes in your friendships
Strategy: Using paragraphs

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

WARM-UP Write on the board: *go clothes shopping*, *watch a movie*, *go on holiday*, *celebrate an important festival*, *get advice before making important decisions*, *go out for dinner*

- Ask: *Do you prefer doing these things with friends or family?*
- Students discuss the question in pairs. Encourage them to give reasons and examples.
- Ask a few students to share their ideas with the class.

Exercise 1 page 31

- Students discuss the questions in pairs.
- Ask a few students to feed back something they found out about their partner.

Exercise 2 page 31

- Students read the forum post and answer the questions.
- Elicit any similarities between the forum post and what students talked about in exercise 1.

Exercise 3 page 31

- Students complete the sentences using paraphrasing.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 did everything for him.
2 with his siblings.
3 shopping, to the dentist and doctor with his mum.
4 more important to him.
5 his family as much as he used to.

Extra challenge

- Students write three sentences paraphrasing other parts of the text, e.g. *My mum and dad took care of me.*
- They take turns in pairs to read out a sentence for their partner to find the same information in the text, e.g. *My parents looked after me.*

Exercise 4 page 31

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

KEY

1 as 2 since 3 also 4 as well as 5 although
6 however 7 for instance
* Answers 1/2, 3/4, 5/6 can be in either order.

Exercise 5 page 31

- Focus on the example.

- Students then add information to their sentences.
- Elicit suggestions from the class.

Extra activity
Students use other linking words to write sentences about their own family or friends, e.g. *Although my brother's older than me, I'm more independent than him.*

Exercise 6 page 31
- Go through the Writing strategy together.
- Students match the topics to the paragraphs.
- Check answers as a class.

KEY
1 D 2 B 3 C 4 A

Exercise 7 page 31
- Students read the task and make notes.

Exercise 8 page 31
- As students plan their writing, circulate and monitor, helping out with organisation and language.

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. Limit feedback and focus on one or two key messages.
Before students write the forum post, agree what you will provide feedback on, e.g. organisation and paragraphing, use of linking words, accuracy of relationships vocabulary.
See the notes on Assessment for Learning on page 9.

Exercise 9 page 31
- Students complete the writing task.

Exercise 10 Check your work page 31
- 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 paragraphs and linking words in a forum post about relationships.*

Further practice
Workbook page 28
Online practice

2.10 Review

Grammar

Exercise 1 page 32
1 haven't, for 2 missed 3 Have, ever 4 since, had
5 Has, yet 6 Has, just

Exercise 2 page 32
1 B 2 A 3 B 4 A 5 A 6 A

Vocabulary

Exercise 3 page 32
1 take 2 respect 3 cheer 4 tell, honest 5 into, sense 6 make, get 7 kind, support

Exercise 4 page 32
1 D 2 F 3 A 4 C 5 E 6 B

Cumulative review

Exercise 5 page 32
1 ever 2 have been making 3 fond 4 relied
5 looked out 6 common 7 co-operated 8 started
9 never 10 get to know

Exercise 6 Think & share page 32

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 29
Progress test

2.11 Exam skills

Lesson summary

Exam strategies: Listening: thinking about missing information in gapped sentences before listening; Use of English: choosing the correct options in multiple-choice tasks; Writing: using reference words to avoid repetition

Listening: A boy talking about how he spent his weekend

Use of English: A text about studying abroad

Writing: An article about friendship

WARM-UP Tell students they are going to talk to a partner about what they did last weekend.
- Ask students to write down eight past simple verbs they think their partner might use while talking, e.g. *went*, *saw*, *enjoyed*.
- Put students in A / B pairs and set a time limit, e.g. 90 seconds. Ask the Student As to describe their weekend. Tell the Student Bs to listen carefully and circle any of the past simple verbs they hear their partner use. When time is up, find out who predicted the most verbs correctly and what they were.
- Students swap roles and repeat the activity.

Listening

Exercise 1 page 33

- Go through the Listening exam strategy together.
- Students look at the first sentence in the task in exercise 2 and decide what information is missing.
- Check the answer as a class.

KEY
A place

Exercise 2 2.19 page 33

Extra support

- Before listening to the audio, students decide in pairs what information is missing from the other gaps.
- Check answers as a class.

KEY
2 a time 3 a word / kind of food 4 a number
5 a word / a person 6 date

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

KEY
1 house 2 7 3 sandwiches 4 20 5 brother
6 1st July / the first of July

Transcript
See Teacher's Guide, page 185.

Extra challenge

- Write on the board:
  Adam arrived at Marco's home at __ o'clock on Friday. (six)
  Marco ate __ at the restaurant. (pasta)
  Marco and Adam bought ice creams from a __ . (café)
  Adam is __ years old. (fifteen)
  Marco's sister gave him a __ for his birthday. (T-shirt)
- Students also complete the gaps in these sentences as they listen.

Extra activity

- Write on the board:
  Do you enjoy spending time with your friends' families?
  How did you celebrate your last birthday?
  What's the best birthday present you've ever received / given?
- 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.

Use of English

Exercise 3 page 33

- Go through the Use of English exam strategy together.
- Students choose the correct answer for the first gap and decide why the other options are wrong.
- Check answers as a class.

KEY
The correct answer is 'about' to match the noun 'decision'. This is a fixed collocation – the other verbs do not match the noun.

Exercise 4 page 33

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

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

Extra challenge
Students first complete the gapped text with their own ideas, without looking at the possible answers. They then check their ideas against the options and make any necessary amendments.

Writing

Exercise 5 page 33

- Go through the Writing exam strategy together.
- Students read the instructions and complete the exercise individually.
- Check the answers as a class.

KEY
1 This 2 They 3 These

Exercise 6 page 33

- Students read the instructions and write their article.
- When they have finished, ask them to read their article again and make sure they have answered all the questions.
- When students have finished, you could ask them to swap their stories with a partner and say whether they think their partner's article has followed the strategy well.

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 decide what information is missing from gapped sentences and complete them while listening. I can choose the correct multiple-choice options to complete a text. I can use reference words to avoid repetition.*

AfL Teaching tip: diagnostics
Encouraging students to ask questions
Students should be actively encouraged to ask questions to clarify their understanding.
Students reflect on what they've learned in Unit 2, write down any questions they have and put them in a box. To encourage honesty, students do this anonymously. This is a helpful process for students and useful for the teacher to understand common issues which may need addressing in a future lesson.
See the notes on Assessment for Learning on page 9.

Further practice
Culture lesson 2: Nelson Mandela
Workbook page 30

3 Fake news!

3.1 Vocabulary

Lesson summary

Speaking: Discussing how things can be fake; sharing opinions about fake news stories

Listening: A discussion about fake news

Vocabulary: Verbs related to computers

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

WARM-UP Tell students to look at the photo.

- Ask: *Which apps do you use most on your mobile phone? Why do you use them?*
  How and where do you find information about world events?
  When you share things online, do you share it only with friends and family, or is it public?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 34

- Students do the task in pairs.
- Check the pronunciation and elicit ideas for a definition.

KEY

Pronunciation: /feɪk/ Suggested definition: Something which isn't real, but is made to look or seem real.

Extra support

Write the definition from the Key on the board, but leave gaps instead of *real*. Elicit the missing word from the class.

Exercise 2 page 34

- Students do the discussion task in pairs.
- Elicit ideas from the class.

Exercise 3 Think & share page 34

- Students discuss the headlines and their opinions in pairs.
- Read out headline A. Ask students to stand up if they think it's true and remain seated if they think it's fake. Elicit ideas from a few students who are standing and a few who are sitting. Do the same with the remaining headlines.

Exercise 4 3.01 page 35

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

KEY

They talk about A and C.
C is fake news – it's 7.5% and not 75%

Transcript

See Teacher's Guide, page 185.

Exercise 5 3.01 page 35

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

KEY

1 T 2 F 3 T 4 F 5 F 6 T

Transcript

See Teacher's Guide, page 185.

- Ask students if they are surprised by any information they found out and, if so, elicit examples.

Exercise 6 page 35

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

KEY

1 Who posted it?
2 What are the facts? Do they sound believable?
3 What are other people saying? Do experts agree with the story?

- Elicit ideas for other possible questions from the class.

Exercise 7 Real English page 35

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

KEY

1 C 2 E 3 D 4 A 5 B

Extra activity

- Write the following on the board:
  a time you saw something coming
  films you've seen with far-fetched plots and if you enjoyed them
  a time something had a ring of truth to it, but you checked it out to make sure
  how you feel when a classmate spots mistakes in your work
- Ask students to discuss the situations in pairs.
- Ask a few students to share their ideas with the class.

Exercise 8 Vocabulary page 35

- Students check the meaning of the verbs, using a dictionary if necessary, and discuss the difference between the verbs in pairs.
- Elicit answers from the class.

Note!

- When referring to the name of the search engine, *Google* starts with a capital letter. When used as a verb, *google* is written in lower case.
- When *update* is a verb, the stress is on the second syllable /ʌp'deɪt/. When it's a noun, the stress is on the first syllable /'ʌpdeɪt/.

Exercise 9 page 35

- Students complete the article with the verbs.

Extra support

Divide the verbs into three groups and tell students which gaps they fit into, i.e.

1–5: *contact*, *browse*, *troll*, *follow*, *post*

6–10: *message*, *copy and paste*, *tweet*, *google*, *analyse*

11–14: *delete*, *blog*, *stream*, *update*

- Check answers as a class.

KEY

1 follow 2 post 3 troll 4 contact 5 browse
6 messages 7 tweets 8 analysed 9 google
10 copy and paste 11 blogs 12 update 13 streaming
14 deleting

Exercise 10 Think & share page 35

- Students discuss the questions in pairs and then compare their ideas in small groups of four.

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 type of feedback. For vocabulary learning, especially with less proficient students, teachers may want to give immediate feedback.

Ask students to do exercise 11 in pairs. Circulate and write down any errors or good examples with the target vocabulary. Do some whole-class feedback, then ask students to repeat the speaking task in groups of four.

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 going online.*

Further practice

Workbook page 32
Vocabulary booster page 116
Vocabulary photocopiable worksheet
Short test

3.2 Grammar

Lesson summary
Listening: A dialogue about a news story
Grammar: Modal verbs of deduction and speculation
Speaking: Discussing real and fake news using modal verbs of deduction and speculation

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 Elicit and write on the board different types of news, e.g. *regional news*, *world news*, *politics*, *sport*, *science and technology*, *entertainment*, *business*, *travel*, *lifestyle*.

- Students discuss in small groups which news they are most and least interested in, e.g. *I'm really into sport, so I always follow the latest sports news. I don't really take an interest in news about politics, although I know I should!*
- Ask a few groups what they have in common, e.g. *We're all keen on keeping up with the world news.*

Exercise 1 page 36

- Working in pairs, students read the extract and discuss their answers to the questions.
- Ask the class who thinks it's a true story and elicit a few ideas why. Do the same with those who think it's fake.

Exercise 2 3.04 page 36

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

KEY

The first speaker thinks it's fake news. He says that the Japanese make lots of microwaves and they're really useful and everybody has one.
The second speaker is not sure. She gives reasons against microwaves (microwaves are dangerous, lots of people think we should stop using them) but then says you can't believe anything you read.

Transcript

See Teacher's Guide, page 186.

Exercise 3 3.04 page 36

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

KEY

1 can't be 2 must be 3 could be 4 might be, may be

Transcript

See Teacher's Guide, page 186.

Exercise 4 page 36

- Focus attention on the Grammar box and ask students to complete the table.
- Play the video.
- Check answers as a class.

KEY

1 must 2 could 3 might 4 may 5 can't
* Answers 2/3/4 can be in any order.

Note!

Make it clear that when using *could*, *might* and *may* as modal verbs of deduction, they are interchangeable.

- Students do the Grammar booster exercises on page 136.

Exercise 5 page 36

- Students read the pairs of sentences and do the task.
- Check answers as a class.

KEY

1 S 2 D 3 S 4 D 5 D 6 S 7 D 8 S

Extra support

- Focus attention on the first pair of sentences. Elicit the key words in A (*We're sure*) and B (*It must be*) and ask students to underline these. Ask: *Do these phrases have the same or a different meaning?* Elicit that they're the same.
- Do a second example as a class. Then tell students to take the same approach with the remaining pairs of sentences.
- Students compare answers in pairs, before the whole-class check.
- Remind students to look again at the phrases they have underlined to help when completing exercise 5.

Exercise 6 page 36

- Students rewrite sentence B in 2, 4, 5 and 7.
- Check answers as a class.

KEY

2 The reviews of that product could / may / might be written by the company.
4 The photo she posted must be real.
5 It could / may / might be a solution to the problem.
7 He can't be so popular that he has a million followers.

Exercise 7 page 36

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

KEY

2 The story could / may / might be fake.
3 He can't be a police officer.
4 Andrea must be Uruguayan.
5 That photo can't be real.
6 The painting could / may / might be by Van Gogh.
7 The new ZY phone can't be so cheap.
8 Their answers could / may / might be correct.

Extra challenge

- Students write five sentences using modal verbs of deduction and speculation. Some sentences should use the modal verbs correctly and some incorrectly.
- Students swap notebooks and read their partner's sentences. They tick the correct sentences and correct mistakes, e.g.:
  Maria speaks fluent Portuguese, so she may be from Brazil. ✓
  That café ~~can't be~~ good because it's always busy. ***must be***

Exercise 8 Think & share page 36

Note!

The grammar of headlines is often non-standard. Words which are not necessary for comprehension, such as articles (*a / an*, *the*) and the verb *be*, are often omitted. Headlines often use the present simple, even if the article refers to a past event, to make the news seem more dramatic and immediate.

Extra activity

- Tell students the information about headlines from the Note! box.
- Ask them to rewrite the headlines given in exercise 8 into sentences with standard grammar.

KEY (SUGGESTED ANSWERS)

1 Some goats are in police custody after chasing a group of children.
2 A woman who was looking for her cat found a burglar under the bed.
3 The world's largest cucumber has been eaten by mistake.

- Focus attention on the headlines. Check the meaning of *in police custody* (being held by the police and not free to leave), *chasing* (running after) and *burglar* (a person who enters a building illegally in order to steal).
- Working in groups, students discuss if they think the stories are real and give reasons. Elicit some ideas from the class.

Exercise 9 Think & share page 36

- Students individually write two real and two fake headlines in random order.
- Students take turns in their group to read out a headline. The group discusses if they think each story is true or fake and why before finding out the answer.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use modals to speculate and make deductions.*

Further practice

Workbook page 33
Grammar booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Reading

Lesson summary
Speaking: Discussing fake information; talking about internet activity
Vocabulary: Expressions about internet activity
Reading: An article about fake news, product reviews and social media
Strategy: Reading for gist

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 4 and 6 for homework.

WARM-UP Ask students to write five sentences about themselves, some 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. *'Last night, I cooked dinner for my family.' 'Well, I know you're keen on cooking, so I think that might be true.'*
- Ask a few students how accurate their speculating was.

Exercise 1 Think & share page 37

- Elicit from the class what they can remember about fake news and social media accounts from the article on page 35.
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Exercise 2 page 37

- Go through the Reading strategy together.

Extra activity

Put students into groups of three. Set a time limit, e.g. 20 seconds, and ask each to skim read a different section of the article. They then take turns, books closed, to summarise their part to the other two students.

- Students read the whole article quickly and answer the questions. Tell them to ignore the gaps at this stage.
- Check answers as a class.

KEY

1 Social media 2 Product reviews 3 Online news

Exercise 3 3.05 page 37

- Students read the article again and choose the correct answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 B 2 C 3 B 4 A

Exercise 4 Vocabulary page 37

Note!

Students may wonder why *five-star* doesn't have *-s* at the end. Explain that it is an adjective, not a noun. Similar examples are: *a three-bedroom house*, *a two-year-old boy*, *a seven-floor building*.

- Students complete the questions with the bold words and phrases in the article.
- Check answers as a class. Ensure that students have removed the *-s* from *ratings* in answer 1.

KEY

1 five-star rating 2 influencers 3 review checker
4 build up 5 fact-checking website

Extra challenge

- Ask students to write three more questions using the bold words and phrases from the article.
- Students then ask their partner these extra questions when doing exercise 5.

Exercise 5 page 37

- Working in pairs, students discuss the questions.
- Ask a few students to what extent they agreed with their partner's answers and opinions.

Exercise 6 Mediation page 37

- Students read the task and write a short message for their friend.
- Circulate and monitor, helping with vocabulary and language where necessary.
- Students could exchange messages and compare the advice they gave.
- Ask a few students if they gave similar advice.

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 skimming to understand an article about fake information.*

Further practice
Workbook page 34
Online practice

3.4 Global skills

Lesson summary
Speaking: Talking about the internet; using numbers to describe internet activity
Listening: A radio programme about internet usage
Vocabulary: Talking about numbers
Strategy: Talking about numbers

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and do exercises 7–9 in the next lesson.

WARM-UP Ask: *In the last 24 hours, how long have you spent on the internet? What have you spent that time online doing?*

- Students discuss the questions in pairs.
- Ask a few pairs to share with the class how similar their internet activity has been over the last day.

Exercise 1 page 38

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

KEY (SUGGESTED ANSWERS)

1 **The internet** is the large international system of connected computers which allows people to communicate and share information with one another. **The World Wide Web** is the system of connected documents on the internet, which can be searched for information about a particular subject.
2 Students' own answers

Culture note

The internet was developed in the USA. It was first connected in 1969. The World Wide Web, or Web as it is commonly known, was created at CERN in Switzerland in 1989 by British physicist Tim Berners-Lee.

Exercise 2 page 38

- Focus on the bar graph and ask students to discuss the questions in pairs. Remind them to use modal verbs of deduction and speculation from Lesson 3.2.
- Elicit ideas, but don't confirm any answers at this stage.

Exercise 3 3.06 page 38

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

KEY

Most connected: Iceland, Luxembourg, Bermuda
Least connected: Somalia, Eritrea

Transcript

See Teacher's Guide, page 186.

Exercise 4 3.06 page 38

- Play the audio again for students to correct the graph in exercise 2.
- Check answers as a class.

KEY

USA: 75% Somalia: 2% Luxembourg: 100%
Iceland: 100% Bermuda: 100% India: 35%
China: 55% Eritrea: 1%

Transcript

See Teacher's Guide, page 186.

Exercise 5 3.07 page 38

- Go through the strategy together.
- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 almost 2 just over 3 just under 4 approximately
5 around 6 about 7 Roughly 8 a little more than

Transcript

See Student's Book, page 38, and Key above.

Extra challenge

Students cover exercise 5. As they listen to the audio, they write all the numbers they hear in their notebook. They should also write any approximation expressions, e.g. *almost 300*, *just over 1 million*. After listening, they look at and complete the text before checking answers as a class.

Exercise 6 Vocabulary 3.08 page 38

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

KEY

1 almost 2 approximately 3 around 4 about
5 roughly 6 just under 7 just over 8 a little more than

* Answers 1/2/3/4/5 can be in any order.

Transcript

See Key above.

- Drill the expressions in the table to ensure accurate pronunciation.

Extra support

Play the first part of the radio programme again. Ask students to tick the word or phrases in the table that they hear (*approximately*, *about*, *just under*, *almost*, *just over*).

Extra activity

- Students choose four of the words or phrases and write true sentences about themselves, e.g. *I usually spend approximately two hours a day watching YouTube videos*.
- Working in pairs, students take turns to read a sentence and their partner says if it's the same for them, e.g. *'Last night, I slept for just under seven hours.' 'Really? I slept for roughly nine hours!'*

Exercise 7 page 38

- Focus attention on the diagram. Elicit the answer to the question.

KEY

It's showing the activity that happens during one minute on the internet.

Exercise 8 page 38

- Students do the task in pairs.
- Elicit possible answers from the class.

Exercise 9 Think & share page 38

- Put students into A / B pairs. Student As look at the information on page 148 and complete the chart. Student Bs do the same with the information on page 149.
- Working in A / B pairs, students take turns to ask for and give information, e.g. *'How many people make Google searches in a minute?' 'Just under four million.'* Students complete the chart with the information from their partner.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use numbers and figures to talk about data.*

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning.

At the end of the lesson, ask students to close their books and brainstorm in pairs the vocabulary they have learned from the lesson. They can then refer back to page 38 to see if they missed any items.

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 35

3.5 Vocabulary

Lesson summary

Speaking: Discussing online learning; describing websites, apps and devices

Reading: An article about flexible learning

Vocabulary: Flexible learning

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

WARM-UP Write on the board: *Why might someone choose to study online rather than in a face-to-face classroom?*

- Students brainstorm ideas in pairs, e.g. *So they can choose their study hours and fit them around other responsibilities.*
- Elicit ideas from the class.

Exercise 1 Think & share page 39

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

Exercise 2 page 39

- Read through the task as a class. Check the pronunciation and meaning of *app* /æp/ (a piece of software which can be downloaded, for example to look up information or play a game) and *device* /dɪ'vaɪs/ (a piece of computer equipment, especially a small one such as a smartphone).
- Students read the article and answer the question.
- Check answers as a class.

KEY

Danielle Haigh-Wood: The Open University apps and computer programs
Mahid Abdulkarim: a computer, apps, Harvard online computer science course
Visnja Drinjovski: a laptop, free interactive courses online, YouTube

Transcript

See Student's Book, page 39.

Exercise 3 Think & share page 39

- Students discuss the question in pairs.
- Ask students to raise their hand if they found Danielle's achievement the most impressive. Elicit reasons why, then do the same with Mahid and Visnja.

Exercise 4 Vocabulary 3.09 page 39

- Students check the meaning of the adjectives, using a dictionary if necessary, then complete the task.

Extra support

Tell students which adjectives they do **not** need to use, i.e. *advanced*, *portable*, *smart, handy, interactive*.

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

KEY

1 remote 2 suitable 3 convenient 4 wireless
5 reliable 6 time-saving 7 virtual 8 Wearable
9 efficient 10 powerful

Transcript

See Student's Book, page 39, and Key above.

Exercise 5 Vocabulary page 39

- Working in pairs, students complete the task.
- Ask a few pairs to share a definition with the class.

KEY (SUGGESTED ANSWERS)

advanced = modern and well developed
portable = easy to carry or move
smart = uses computers to make it work
handy = easy to use or do
interactive = something that involves the person using or communicating with it

Exercise 6 page 39

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

KEY (SUGGESTED ANSWERS)

2 Skype / FaceTime: interactive, efficient, convenient
3 Google / Wikipedia: convenient
4 VR headsets: advanced, portable, wearable, virtual
5 smartwatch / FitBit: portable, wearable, convenient, smart, interactive

Extra activity

- Write some or all of the following on the board:
  Find out if your partner …
  has taken a virtual tour.
  used a time-saving device yesterday.
  has visited a remote place.
  owns a wearable device.
  can recommend a reliable online dictionary.
  has used an interactive app this week.
  has some wireless headphones.
  thinks online shopping is convenient.
- Working in pairs, students take turns to make questions for their partner to answer. Encourage students to give extra details, e.g. *'Have you ever taken a virtual tour?' 'Yes, I have. I'm really into art, so a few weeks ago I took a virtual tour of the Van Gogh Museum. It was fascinating!'*
- As an alternative, stronger students could create their own questions using the adjectives from the article in exercise 2.

Exercise 7 Think & share page 39

- Working in pairs, students choose a task and discuss useful websites, apps and devices.
- Elicit ideas for each of the tasks students talked about.

Extra activity

As an alternative to using the examples in exercise 7, elicit some real tasks that students have done recently or are currently doing in different school subjects. Write these on the board. Students then choose a few examples from the board to discuss.

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 flexible learning and describe technology.*

Further practice

Workbook page 36
Vocabulary booster page 117
Vocabulary photocopiable worksheet
Short test

3.6 Grammar

Lesson summary
Listening: A conversation about mobile phones
Grammar: Comparative and superlative adjectives and adverbs
Vocabulary: Modifying adverbs
Writing: An advert for an unusual or invented device
Speaking: Describing a device using comparatives and superlatives

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: *brand*, *price*, *size*, *weight*, *speed*, *functions*, *importance to you*, *how long owned*

- Ask students in small groups to compare the first mobile they owned with the one they have now. They can use the points on the board to help.
- Ask a few students to share some information.

AfL Teaching tip: diagnostics

Gauging existing competence

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

As students do the warm-up, circulate and see how naturally and successfully students are using comparative forms. Note any common errors 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 3.12 page 40

Culture note

On 3 April 1973, Martin Cooper, an engineer at Motorola, made the world's first mobile phone call. He called a rival telecommunications company and told them that he was speaking via a mobile phone. It wasn't until 1983, however, that the first mobile – the Motorola DynaTAC 8000X – was launched. The price was just under $4,000.

- Focus attention on the table.
- Play the audio for students to complete the information about modern mobile phones.
- Check answers as a class.

KEY
1 15 2 225 3 two or three 4 five to seven

Transcript

See Teacher's Guide, page 186.

Extra activity

Before listening, students speculate about the answers in pairs, e.g. *I think the charge time may be around six hours*. They then listen to check. Find out whose predictions were the closest to the true information.

Exercise 2 page 40

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

KEY
1 C 2 E 3 B 4 D 5 A

Exercise 3 page 40

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

KEY
1 *-er* 2 *-ier* 3 more 4 better 5 *-est* 6 *-iest*
7 *the most* 8 *the worst* 9 the same

Note!

If a one-syllable adjective ends in a single vowel followed by a single consonant, the consonant is doubled, e.g. *hot — hotter / hottest*, *big — bigger / biggest*.

If an adjective ends in *-e*, we just add *-r / -st*, e.g. *wide — wider / widest*, *large — larger / largest*.

Extra activity

Working in pairs, students think of examples of adjectives for each category. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
One syllable: tall, hot, brave, cheap, smart, small, proud, high, clean, rich
Two syllables ending in *-y*: pretty, healthy, handy, ugly, lazy, happy, busy
Three syllables or more: expensive, dangerous, competitive, powerful, reliable, convenient, comfortable, popular, beautiful, amazing
Irregular: far

- Students do the Grammar booster exercises on page 137.

Exercise 4 page 40

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

KEY
1 more reliable than 2 the farthest / furthest
3 more frequently than 4 faster than
5 the most expensive 6 worse 7 long as 8 quick as

Extra challenge

Students rewrite sentences 1, 3, 4, 6, 7, 8 from exercise 4, using different comparative forms, but keeping the information the same.

KEY (SUGGESTED ANSWERS)

1 The other smartwatches aren't as reliable as this one.
3 Bako's new laptop crashes less frequently than his new one.
4 The old website didn't stream films as fast as this one.
6 In this week's match, Amy played a lot better.
7 The battery on my brother's tablet lasts longer than the one on mine.
8 My computer at home is quicker than the school computers.

Exercise 5 page 40

- Students check the meaning of the expressions, using a dictionary if necessary, then complete the table.
- Check answers as a class.

KEY

weaker: a bit, a little, barely, hardly, slightly
stronger: a great deal, a lot, considerably, far, much

- Drill the expressions for accurate pronunciation.

Exercise 6 page 40

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

KEY

2 We live a great deal further / farther from the town centre than you do.
3 The new XS5 has got a screen that's a little clearer than my last phone.
4 The film is far more entertaining than the book.
5 My brother isn't much taller than me.
6 The concert tickets sold a little quicker / a little more quickly than we expected.
7 This torch is a lot brighter than the others.
8 The computer is working a bit better than it was.

Exercise 7 3.13 page 40

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

KEY

1 considerably more difficult than 2 the brightest
3 the darkest 4 a great deal more securely than
5 much more professionally than 6 as cheap

Transcript

See Student's Book, page 40, and Key above.

Exercise 8 Think & share page 40

- Circulate and monitor as pairs write their advert, helping out with language and ideas where necessary.
- Pairs take turns to present their advert. With large classes, put three or four pairs together to do the activity.
- Ask the class whether anyone would buy any of the devices 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 use comparatives and superlatives to compare objects and actions.*

Further practice

Workbook page 37
Grammar booster page 137
Grammar photocopiable worksheet
Online practice

3.7 Listening

Lesson summary
Speaking: Discussing people's views on artificial intelligence; talking about robots' rights and rules
Vocabulary: Compound nouns
Listening: A podcast about artificial intelligence
Strategy: Listening for specific information

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

WARM-UP Write on the board:
healthcare, *manufacturing*, *space exploration*, *transport*, *police and the military*, *hospitality*, *farming*

- Working in pairs, students discuss how robots are involved in these areas and what the benefits are, e.g. *Robots are sometimes used in surgery. They can help doctors do difficult procedures with more control and precision.*
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 41

- Check the pronunciation and meaning of *artificial intelligence* /ɑːtɪfɪʃl ɪnˈtelɪdʒəns/ (the study and development of computer systems that can copy intelligent human behaviour, such as understanding language, solving problems and learning). Point out that it is commonly abbreviated to *AI* /eɪ ˈaɪ/.
- Go through the task together and check students know who the three famous people are.

Culture note

Stephen Hawking was a British scientist and professor who did ground-breaking work in physics and cosmology. He also wrote several popular science books including *A Brief History of Time*, which has sold over ten million copies.

Bill Gates is a hugely rich and successful American businessman, software developer and investor. He is most famous as the co-founder of *Microsoft*. He is also well known and respected for his charitable work and donations.

Elon Musk is a South African-born American entrepreneur and businessman. He is currently the CEO of *Tesla Motors*, which makes electric vehicles, *Solar City*, which produces solar panels, and aerospace company *SpaceX*.

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

KEY (SUGGESTED ANSWERS)

Stephen Hawking thinks if it's fully developed, AI could replace humans.
Bill Gates is worried about it.
Elon Musk thinks we need to be careful about AI.

Exercise 2 Vocabulary 3.14 page 41

Study skills

A mind map is a useful, visual way for learners to approach and record new vocabulary. They can help students develop their lexical proficiency by not only learning the meaning of words, but also by making connections between words and contexts. Students can easily create themed mind maps and add new words as they are encountered.

- Elicit or give students the meaning of *compound noun* (a noun which is made up of two or more different words).
- Students complete the mind maps.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

Human: behaviour, being, brain, emotions, features
Computer: hardware, network, program, science, terminal

Transcript

See Key above.

Extra challenge

- Students add other nouns to the mind map, e.g. **human**: *nature*, *body*, *rights*, *race*, *life*; **computer**: *software*, *graphics*, *screen*, *system*, *analyst*.
- Alternatively, write these examples on the board in a random order for students to put into the correct category.

Exercise 3 page 41

- Working in pairs, students write a definition.
- Elicit a few ideas from the class, but don't confirm anything at this stage.

Exercise 4 3.15 page 41

- Play the audio for students to complete the task.
- Elicit the definition given on the audio.

KEY

It's a robot with human features that displays human behaviour and expresses human emotions.

Transcript

See Teacher's Guide, page 186.

Exercise 5 3.15 page 41

- Go through the Listening strategy together.
- Students read the podcast description and decide what information may be missing. Encourage them to think about the likely part of speech, e.g. noun, verb, adjective.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 noun – another organisation like the media
2 noun – somewhere we can find a definition
3 verb – third person singular, present simple
4 noun – second part of compound noun
5 noun – a person who creates robots
6 verb – third person plural, present simple

- Before listening again, point out that the wording on the audio is not always the same as in the text and that the information may be presented in a different order.
- Play the audio again for students to complete the description.
- Check answers as a class.

KEY

1 entertainment 2 dictionary 3 acts / looks 4 stars
5 scientists 6 behave

Transcript

See Teacher's Guide, page 186.

Exercise 6 3.16 page 41

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

KEY

No, because scientists don't understand how the human brain works, so they can't construct an artificial brain for robots.

Transcript

See Teacher's Guide, page 186.

Exercise 7 3.16 page 41

- Students underline the key information in the questions.
- Play the audio again for students to answer the questions.
- Check answers as a class.

KEY

1 A human being
2 That they can think and act independently
3 Politics and science
4 Jobs that involve repeating the same movements again and again
5 Computer software
6 Take control of the planet

Transcript

See Teacher's Guide, page 186.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
  Have you ever watched videos of androids on the internet?
  Why do you think people create fake news about science?
  What repetitive jobs are or could be done by robots?
  What can robots do more accurately than humans?
  Do you believe androids will ever take control of the planet?
- Ask a few students to share their ideas with the class.

Exercise 8 Think & share page 41

- Go through the first question together and elicit the answer.

KEY

1 The first
Students' own answers

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

Extra activity

- Tell students to imagine that they are robots. Working in pairs, ask them to write three rights they would like to have (e.g. *All androids have the right to only work a four-day week.*) and three rules for humans, (e.g. *A human must never call an android 'stupid'.*).
- Ask a few pairs to share some of their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can listen for specific information in a podcast about robots.*

Further practice
Workbook page 38
Online practice

3.8 Speaking

Lesson summary
Speaking: Talking about screen time; describing a photo
Writing: Listing advantages and disadvantages
Listening: A student describing a photo
Vocabulary: Useful language for describing what you can see in photos and making guesses about the photo
Strategy: Planning what you want to say

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, and do exercises 2 and 6 as a whole class.

WARM-UP Divide the class into two groups, A and B.

- Tell group A: *You are parents. You are worried about your teenager because you think he/she spends too much time using his/her phone. Think of reasons why this is bad.*
  Tell group B: *You are teenagers. You know your parents think you spend too much time using your phone. Think of reasons to convince them you are using it in a good way.*
- Give students one minute to work with a partner from the same group to come up with some ideas.
- Put students into A / B pairs. Tell them to role-play the scenario.
- Ask a few pairs: *How did you feel during the role-play? Who do you think had more convincing reasons?*

Exercise 1 Think & share page 42

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

Exercise 2 page 42

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

Extra support

- Do question 3 in 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 positive points for their volunteer to write on the board. The other half does the same with negative points.
- Go over all the ideas together and clarify anything unclear.

Exercise 3 3.17 page 42

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

KEY

Photo A

Transcript

See Teacher's Guide, page 187.

Exercise 4 3.17 page 42

- Play the audio again for students to make notes about each point.
- Check answers as a class.

KEY

the place: public transport, underground train in a tunnel, big city
why the people are there: rush hour, go to or returning from work
people's clothes: light clothes (spring or summer)
the time of day: rush hour (lots of people)
what people are doing: looking at their mobile phone screens, commuting

Transcript

See Teacher's Guide, page 187.

Exercise 5 page 42

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

KEY

1 shows 2 foreground 3 must 4 probably
5 Perhaps 6 if
* Answers 4/5 can be in either order.

Transcript

See Teacher's Guide, page 187.

Extra support

- Show students a photo or draw a quick picture on the board with a frame around it so it looks like a photo.
- Point to various parts of the photo to elicit phrases from the Phrasebook, e.g. ***in*** *the background / foreground / centre*, ***on*** *the left*, etc. Point out the use of the prepositions. You could add some expressions, e.g. *in the left-hand corner*, etc.

Exercise 6 Think & share page 42

- Working in pairs, students answer the question.
- Check the answer as a class.

KEY

You usually use the present simple and the present continuous.

Note!

When describing what you can see in a photo, you use the present simple (e.g. *This photo shows a group of people*) or for actions the present continuous (e.g. *Some of the passengers are carrying bags*). When making guesses about what you can see in a photo, modal verbs of deduction and speculation are used (e.g. *It must be spring or perhaps summer, because nearly everybody is wearing light clothes*). Students saw these modal verbs in Lesson 3.2.

- Tell students the information from the note.

Exercise 7 page 42

- Go through the Speaking strategy together.
- Students do the task individually.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

Reasons for using technology, the effects of technology on relationships, the locations, the people's ages and relationships

Exercise 8 page 42

- Students choose one of the photos and think how they are going to describe it and the topic related to it.

Exercise 9 page 42

- Working in pairs, students describe a photo to each other. Tell the listeners to make notes, paying particular attention to the tenses their partner uses and if they use any expressions from the Phrasebook.
- Circulate and monitor, making a note of any errors with tenses and modal verbs you hear. When students have finished, write the mistakes on the board and elicit corrections from the class.

Extra support

- Put students in pairs to choose their photo and decide how they are going to describe it and the topic related to it.
- Now put students in new pairs for them to complete the task.

Exercise 10 Reflect page 42

- In their pairs, students give each other feedback.
- Do some quick feedback with the class.

AfL Teaching tip: learning intentions

Encouraging students to take risks

It's important for students to take risks and not to be afraid to make mistakes. Make it clear when it is task achievement rather than accuracy that is required from them.

Tell students before they do exercises 9 and 10 that your focus will be on content and successful communication 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 write a plan to describe a photo.*

Further practice

Workbook page 39
Communicative activity photocopiable worksheet
Online practice

3.9 Writing

Lesson summary
Speaking: Discussing the content of product reviews
Reading: A product review
Vocabulary: Useful language to express similarities and differences
Strategy: Expressing similarities and differences
Writing: A customer review of a product

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

WARM-UP Write on the board:
Do you ever read online reviews before buying a product?
Have you ever written a product review?
What are the advantages and disadvantages of product reviews?

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

Exercise 1 page 43

- Students discuss the question in pairs. Encourage them to give reasons for their choices.
- Ask a few pairs to share their ideas with the class.

Exercise 2 page 43

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

KEY

It mentions all of the topics **except** 'a special occasion when you used the product'.

- Ask the class how similar the content was to what they discussed in exercise 1.

Exercise 3 Think & share page 43

- Working in pairs, students share their opinion.
- Elicit some reasons from a few students who trust the review and a few who don't.

Exercise 4 page 43

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

KEY

1 introduction 2 suitable 3 as good as
4 second paragraph 5 positive features
6 negative points 7 conclusion 8 on balance

Extra support

Students read the review again and underline or make a note of the comparative and superlative forms that are used.

KEY

Comparatives: just as stylish as, better-known, just as good as, considerably bigger, slightly shorter, more expensive
Superlatives: the most expensive

Exercise 5 page 43

- Go through the Writing strategy together.
- Students look at the highlighted words and expressions and complete the table.
- Check answers as a class.

KEY

1 comparable with 2 similar to 3 identical to
4 unlike 5 different from 6 in contrast to
* Answers 1/2/3 and 4/5/6 can be in any order.

Exercise 6 page 43

Note!

- Point out the different word stress in *comparative* /kəm'pærətɪv/ and *comparable* /'kɒmpərəbl/.
- Tell students that *identical* /aɪ'dentɪkl/ means *exactly the same* and cannot be modified with *very*.

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

KEY

1 similar 2 comparable 3 Unlike / In contrast to
4 different 5 identical 6 contrast

Extra activity

- Students use the six expressions in exercise 5 to write about similarities and differences between themselves and their classmates, e.g. *Leyla's smartphone is almost identical to mine. Unlike Diego, I'm shy and not very talkative.*
- Working in pairs, students take turns to read their sentences to their partner.
- As a variation, instead of saying the name, students tap on the desk and their partner guesses who the sentence is about.

Exercise 7 page 43

- Go through the task together.
- Give students time to choose a product or service to focus on and make some notes.

Exercise 8 page 43

Extra support

- Write down the left side of the board:
  Introduction:
  Paragraph 2:
  Paragraph 3:
  Conclusion:
- Ask students to look back at exercise 4. Elicit what information needs to be included in each paragraph and write it up on the board.

KEY

Introduction: *product name, price, who the product is for, comparison with similar products*
Paragraph 2: *positive features*
Paragraph 3: *negative points*
Conclusion: personal opinion

- Students refer to this when planning and writing their review.

- Circulate and monitor as students plan their review, helping with organisation and language.

Exercise 9 page 43

- Students complete the writing task.

Exercise 10 Check your work page 43

- Students go through the checklist before submitting their work.

Extra activity

- Write on the board:
  Would you buy the product based on this review? Why? / Why not?
  What star rating out of 5 do you think the reviewer would give the product? Why?
- Students swap reviews in pairs and read their partner's work. They then discuss the questions together.

AfL Teaching tip: success criteria

Feedback is specific and clear

Feedback is often ineffective when it isn't specific.

When marking the product reviews, include a positive general point followed by a particular area the student can focus on to improve, e.g. *You've written a well-organised, informative review. Can you use a wider range of comparative forms? Review the grammar in Lesson 3.6.*

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 similarities and differences in a product review.*

Further practice
Workbook page 40
Online practice

3.10 Review

Grammar

Exercise 1 page 44

KEY

1 could / might / may 2 can't 3 must 4 can't
5 could / might / may 6 must

Exercise 2 page 44

KEY

1 cheaper than 2 more quickly 3 better known
4 more expensive 5 well as 6 the most popular
7 more frequently than 8 the highest
9 the farthest / furthest 10 the earliest
11 harder than 12 better

Vocabulary

Exercise 3 page 44

KEY

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

Exercise 4 page 44

KEY

2 My computer is efficient.
3 This laptop is portable.
4 I can use my phone to pay for things – it's really convenient when I forget my bank card.
5 My old mobile phone is reliable.
6 The TV show was interactive, so you made decisions and it changed the plot.
7 This video game is suitable for children.
8 With this app, I can turn the lights at home on and off, even if I am in a remote location.

Cumulative review

Exercise 5 page 44

KEY

1 the nicest 2 could 3 troll 4 worse than
5 suitable 6 must 7 better than 8 faster than
9 the highest 10 can't 11 analyse 12 deal

Exercise 6 Think & share page 44

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: success criteria

Include qualitative success criteria in unit reviews

Effective reviews should go beyond simple completion of practice items and should provide students with opportunities to reflect on their successes with their peers.

After doing the Unit 3 Review, ask students to talk in pairs for two minutes on the topic of technology and the internet. They then discuss how much each of them used the language and skills from the unit and what they need to do to improve.

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 41

Progress test

3.11 Exam skills

Lesson summary

Exam strategies: Reading: answering comprehension questions before checking with multiple-choice options; Speaking: using paraphrase to describe objects or ideas in pictures when specific vocabulary is unknown

Reading: An article about a famous criminal

Speaking: Discussing different ways to learn a new language

WARM-UP Check the meaning of *pretend* (behave in a particular way to make other people believe something that is not true).

- Write the following questions on the board: *Have you ever pretended to … be ill? be older or younger than you are? like a gift you received? be asleep? be interested in something? be annoyed? understand something you didn't? be someone else?*
- Working in pairs, students discuss the questions.
- Ask a few students to share some details with the class.

Reading

Exercise 1 page 45

- Go through the Reading exam strategy together.
- Students read the questions, ignoring the options, and decide how they would answer them.
- Elicit a few suggestions for each question, but do not confirm anything at this stage.

Exercise 2 page 45

Note!

FBI is an abbreviation for the *Federal Bureau of Investigation*. It is the police department in the USA which is controlled by the national government and is responsible for dealing with crimes which affect more than one state.

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

KEY

1 B 2 D 3 B 4 A 5 C

- Ask students to count how many of their original answers were the same as or similar to the correct answer options, then get some feedback from the class.

Exam tip

Students should be aware that the incorrect options in multiple-choice tasks are often distractors. They may seem correct, particularly when exam-takers are under time pressure and reading quickly, but one detail in the answer makes it incorrect. Students should also watch out for answers which include a direct quote from the text, but are unrelated to the question.

Extra activity

- Tell students the information from the **Exam tip** box.
- Working in pairs, students look at the incorrect options in the multiple-choice task and find examples of distractors, e.g. *1A is incorrect because it was Steven Spielberg, not Frank Abagnale, who made the film.*
- Elicit examples from the class.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
  Why do you think Frank Abagnale started committing crimes?
  Do you think five years in prison was an appropriate punishment?
  Have you seen Catch Me If You Can*? If so, what did you think of the film? If not, would you like to see it?*
- Ask a few students to share their ideas and opinions with the class.

Speaking

Exercise 3 page 45

- Go through the Speaking exam strategy together.
- Students complete the matching task.
- Check answers as a class.

KEY

1 Picture E – girl with teacher (1:1 learning)
2 Picture C – girl with phone (using an app)

Exercise 4 page 45

- Students complete the task in pairs.
- Ask a few students which way of learning they consider to be the most useful and elicit reasons for their choice.
- Ask the class whether anyone lacked specific vocabulary for an object or idea while doing the task. If so, provide them with the correct word or phrase and ask them how they explained what they meant by using other words.

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 the answers to comprehension questions about a text before selecting the correct multiple-choice options. I can use paraphrase to describe objects or ideas in pictures when I don't know the specific vocabulary.*

Further practice
Culture lesson 3: The BBC
Workbook page 42

3 Vision 360°

In real life (IRL)

Lesson summary
● **circle:** A woman talking about giving up social media
⬢ **hexagon:** A podcast about CGI human influencers
■ **square:** A magazine interview with an influencer
★ **star:** A text conversation about internet trolling
◆ **diamond:** An infographic about mobile phone use
▲ **triangle:** A social media post
Speaking: Talking about social media
Listening: A woman talking about giving up social media; a podcast about CGI human influencers
Reading: A magazine interview with an influencer; a text conversation about internet trolling; an infographic about mobile phone use; a social media post
Create task: Creating an infographic about the use of mobile phones

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

WARM-UP Write on the board:
Who has more social media accounts?
Who spends longer on social media?
Who posts more photos on social media?
Who follows more influencers or celebrities online?

- Explain that students need to find out whether the answer to each question is them or their partner. Elicit the questions students need to ask, e.g. *How many social media accounts do you have?*
- Students complete the task in pairs. Encourage them to give extra details about each point.
- Ask a few pairs to share some information with the class.

Exercise 1 Think & share page 46

Culture note

Zoe Sugg, also known online as Zoella, is an English lifestyle vlogger, businesswoman and author. She started posting videos to her YouTube channel in 2009 and at her peak had over 11 million active subscribers. She has since launched two highly successful businesses, selling beauty and homeware products, and authored five books.

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

EXPLORE

Exercise 2 page 46

- Go through the task together and check that students can remember the meaning of all the adjectives. If necessary, they can refer back to Lesson 1.5 to review the feelings adjectives and Lesson 3.5 to review the technology words.

- Enter into the 360° image. Move around the image to explore the camping site, but do not click on the hotspot symbols yet.
- Stop on each person or group and ask students to describe their feelings and the technology they're using in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

The woman helping to put up the tent is / looks annoyed and confused.
The man sitting in the camping chair (Ryan) is using a mobile phone which is portable, handy, wireless and efficient.
The man with his hand on his head might be embarrassed or annoyed. His headphones are wearable, but they aren't wireless.
The girl taking a selfie (Lily B) looks delighted. Her phone selfie stick is suitable for taking remote photos, and it is handy and portable.
The dog walker is / looks annoyed or confused. Her earphones are handy and wearable, but they aren't wireless.

Exercise 3 ● ■ ★ page 46

- Explore each of the three hotspots in turn as a class. Alternatively, students could access the image and the hotspots on their own devices. As each hotspot is explored, ask students to make some brief notes to remind them what each person says.
- Once all three hotspots have been explored, students discuss the questions in pairs, using their notes to help.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 The dog walker, Lily and Ryan's experiences are similar because they have all had negative experiences with social media. Ryan and Lily have both received negative comments from other people online. The dog walker and Ryan both care about what other people online think about them.
2 They suggest ignoring and blocking people who are being horrible.
3 Students' own answers

Exercise 4 ★ page 46

- Ask students to close their notebooks or cover the notes they made in exercise 3.
- Click on the star hotspot for students to read the text messages again and try to remember as much information as possible.
- Close the hotspot and ask students to correct the sentences in pairs.
- Explore the hotspot again for pairs to check their answers.
- Check answers as a class.

KEY

1 Someone called Ryan's blog boring.
2 Ryan thinks that the message is from a person he knows / a friend.
3 Rachel thinks that a bot / troll posted it.
4 Rachel thinks Ryan should report the messages and ask the website to delete their posts on his profile.
5 Rachel suggests Ryan should ignore the messages.

Exercise 5 ⬣ page 46

- Elicit or explain what *CGI* stands for (computer-generated imagery). Ask the class whether anyone has heard of any CGI-human influencers (e.g. Lil Miquela, Shudu, Bermuda, Blawko, Imma) and if so, elicit details about them.
- Click on the hexagon hotspot for students to read and listen to the podcast.
- Students discuss their answers to the questions in pairs.
- Elicit ideas from the class.

Transcript

Presenter Welcome to episode 52 of CGI Human.
There have never been as many social media celebrities as there are today. Many of them seem like inspirational and powerful people and have millions of followers on platforms like Instagram. They are often fashion leaders, into music or smart young people who care about social justice and encourage others to support good causes around the world. But there's a serious problem – these social media stars might not actually exist!
There is a rapidly growing number of CGI-humans or digital influencers. How reliable are these virtual people? Should we be worried about this trend of people trusting the opinion of someone who isn't real? Or are the virtual lives of virtual humans just as real as our own fake lives that we all try so hard to present on social media?

Exercise 6 ◆ page 47

- 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).
- Click on the diamond hotspot for students to complete the matching task.
- Check answers as a class.

KEY

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

Extra activity

- Write on the board:
  How do you think the data in the infographic was collected?
  Were you surprised by any of the facts given?
  How similar do you think the facts would be if the information were about your classmates?
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

Exercise 7 Think & share page 47

- Students discuss the questions in pairs.
- Ask a few pairs to share some opinions and information.

CREATE … an infographic

To complete the Create task, students will need access to the internet to do the Research it! task and paper and coloured pens or pencils to produce their infographic. Alternatively, they could use an online infographic template.

STEP 1 Research it! page 47

- Students conduct some research and complete the task.
- Ask a few students to provide some details about one of the infographics they looked at online.

STEP 2 ◆ page 47

- Students look at the statements in the infographic and write a survey question related to each one.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

2 How often do you use your devices while with friends or watching television?
3 Do you check your phone during the night?
4 How long do you spend on your phone every day?
5 How often do you check your phone during your waking hours?
6 Is your phone always on? / How often do you turn your phone off?

Extra support

Do Step 2 as a whole-class activity. Elicit possible questions and options from the class and write them on the board for students to copy.

STEP 3 page 47

- Students conduct the survey and note their classmates' responses.

STEP 4 page 47

- Give students time to collate the data they have gathered and think about presentation. Circulate and monitor, providing guidance and helping with queries as necessary.

STEP 5 page 47

- Students create their infographic. They could either do this by hand on paper or work on a computer and use an online infographic template.

STEP 6 page 47

- Students compare the results of their survey to those in the diamond hotspot and then share their findings in pairs.
- Ask a few students to share some details with the class.
- If you did the first 'Extra activity' in exercise 6, ask a few students to what extent their predictions about the third question were correct.

Extra support

Before students complete this step, you may like to refer them back to Lessons 3.6 and 3.9 to review comparatives and phrases to talk about similarities and differences.

Extra activity

Display the completed infographics around the class and ask students to walk around and look at each other's work. Ask a few students which infographic they liked the most 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 understand information about life on social media and create an infographic.*

4 Get active

4.1 Vocabulary

Lesson summary

Speaking: Talking about ways to keep fit and healthy; giving information about a sports event; discussing sports habits and experiences

Listening: A video about parkrun

Vocabulary: Phrasal verbs

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 2 and set exercises 5 and 7 for homework.

WARM-UP Tell students to look at the photo.

- Ask: *Describe the photo. What can you see? What are they doing? Where are they? What are they wearing? What kinds of outdoor activities do you like? Do you think P.E. lessons should be obligatory at school? Why? / Why not?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 48

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

Exercise 2 4.01 page 48

- Play the video or audio for students to choose the best description.
- Check the answer as a class. Elicit reasons for the choice.

KEY

B

Transcript

See Teacher's Guide, page 187.

Exercise 3 4.01 page 48

- Students read and complete the statements.
- Play the video or audio again for students to check their answers.
- Check answers as a class.

KEY

1 2004 2 countries 3 health benefits
4 community 5 finish

Transcript

See Teacher's Guide, page 187.

Exercise 4 Real English page 49

- Students complete the dialogue with the phrases.
- Check answers as a class and elicit what the phrases mean.

KEY

1 I can't get enough of it.
2 You know what?
3 a good vibe
4 I know what you're saying
5 Hang in there!

Extra support

- Write on the board:
  I understand and agree with you. / a good atmosphere / Don't give up. / I'll tell you something… / I'd like to do more of it.
- Students match the phrases in exercise 4 to those with a similar meaning.

KEY

1 I'd like to do more of it.
2 I'll tell you something …
3 a good atmosphere
4 I understand and agree with you.
5 Don't give up.

Extra activity

- Working in pairs, students write mini-dialogues including the Real English phrases, e.g. *'I'm so unfit. I really need to do more exercise.' 'Come along to my aerobics class! The teacher's fun and the class has a really good vibe.'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present their dialogues to the class.

Exercise 5 Vocabulary 4.02 page 49

Note!

A *phrasal verb* /freɪzl 'vɜːb/ is a verb combined with a preposition or adverb, or sometimes both, to give a new meaning. Students often find these challenging, as there is usually little relationship between the meaning of the separate parts and the meaning of the entire phrase. Encourage students to learn phrasal verbs as a whole rather than breaking them down into parts.

- Students check the meaning of the phrasal verbs, using a dictionary if necessary, then match them to the definitions.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 give up 2 warm up 3 keep up with 4 join in
5 take up 6 work out 7 carry on 8 catch up
9 drop out 10 sign up

Transcript

See Key above.

Exercise 6 page 49

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

KEY

1 dropped out of 2 join in 3 took up 4 keep up
5 warm 6 gave up 7 catch up 8 carried on
9 sign up 10 working out

Extra challenge

- Students write three more examples similar to those in exercise 6, e.g. *Zac* ***brought about*** */* ***signed up*** *the team's victory by scoring five goals*.
- They swap notebooks in pairs, read their partner's sentences and choose the correct alternatives.

Extra activity

- Write on the board:
  1 *What's the best way to warm _____ before you work _____ ?*
  2 *Have you ever felt like dropping _____ of a competition, but carried _____ until the end?*
  3 *Have you ever signed _____ for an activity because your friends wanted you to join _____ ?*
- Students decide which words are missing from the gaps (1 *up*, *out*; 2 *out*, *on*; 3 *up*, *in*), then discuss the questions in pairs.

Exercise 7 page 49

- Focus attention on the title of the text. Check the pronunciation and meaning of *tough* /tʌf/ (strong enough to deal successfully with difficult situations).
- Students read the text and complete it with the correct phrasal verbs.
- Check answers as a class.

KEY

1 work out 2 carry on 3 drop out 4 join in
5 sign up 6 keep up

Exercise 8 Mediation page 49

- Ask students to look back at the text in exercise 7 and make brief notes about the four points.
- Working in pairs, students take turns to tell each other about the event.

Extra challenge

When telling their partner about the event, students include some false information. When their partner identifies an incorrect detail, they say *Stop!* and provide the correction, e.g. *'Tough Mudder began in 2010 in the UK.' 'Stop! It didn't begin in the UK. It started in the USA.'*

Exercise 9 Think & share page 49

- Working in pairs, students discuss the questions.
- Ask a few pairs to share their ideas and experiences 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 exercise.*

Further practice

Workbook page 44
Vocabulary booster page 118
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary
Speaking: Talking about keeping fit; summarising an advert
Reading: An article about fitness trackers
Grammar: Quantifiers
Listening: A dialogue about joining a gym

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set exercise 7 for homework and do exercise 10 in the next lesson.

WARM-UP Ask students: *What are the advantages and disadvantages of joining a gym? What activities can you do at a gym? Have you or anyone in your family ever belonged to a gym?*

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

Exercise 1 page 50

- Check the meaning of *personal trainer* (a person whose job is to help someone exercise, especially by deciding what types of exercise are best for them) and *fitness tracker* (a wearable device that records information about physical fitness and activity, for example step count and heart rate).
- Students do the task in pairs. Encourage them to use comparative and superlative forms from Lesson 3.6, e.g. *I think the most useful way to get fit is by going to the gym*.
- Ask a few pairs to feed back on how far they agreed with each other.

Exercise 2 page 50

- Ask the class who put *fitness trackers* near the top of their list and elicit reasons why. Do the same with students who put them near the bottom of their list.
- Students read the article and answer the question.
- Ask a few students to what extent they agree with the article.

Exercise 3 page 50

Note!

Time can be a countable or uncountable noun. As a countable noun, it refers to an occasion when something happens (e.g. *I've been to France three times*). As an uncountable noun, it refers to an amount of time (e.g. *Do you have time to help?*).

- Students complete the table with the missing quantifiers.
- Check answers as a class.

KEY

1 every 2 each 3 some 4 much 5 a little
6 a few 7 many 8 all 9 several 10 any
* Answers 1/2, 3–5 and 6–10 can be in any order.

Exercise 4 page 50

- Students read the grammar rule and complete the example sentences.
- Play the video.
- Check answers as a class.

KEY

A a few **B** few

- Students do the Grammar booster exercises on page 138.

Exercise 5 page 50

- Go through the Tip together.

> **Note!**
> Point out that we use *neither of* to refer to two people and *none of* to refer to more than two. Both expressions can be followed by a singular or plural verb (e.g. *Neither of my parents **has** / **have** a fitness tracker. None of my friends **goes** / **go** to the gym.*).

- Students look back at the article and find the examples.
- Check answers as a class.

KEY

I am one of the people …
Fitness trackers can record lots *of* information …
Some *of* these trackers record every detail …
I realised some *of* these changes …
I didn't reach any *of* my targets …

Exercise 6 page 50

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

KEY

1 many **2** Both **3** a few **4** a little **5** Every **6** Most

Exercise 7 page 50

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

KEY

1 He made little effort to get fit.
2 Several people at the gym complained about the cold water in the showers.
3 It's an unpopular sport. Few students at my school play it.
4 Both cricket and baseball are difficult sports to understand.
5 I'm proud that I've taken part in a few marathons.
6 Each of the competitions that she has won has been important to her. / Each competition that she has won has been important to her.

> **Extra challenge**
> - Working in pairs, students write four questions about fitness and health, two starting with *How many* and two with *How much*. They also write answer options, e.g. *How many times a week do you exercise?*
> *a 0–1 b 2–3 c 4–5 d more than 5*
> - Divide the class into two groups so that one student from each pair is in each.
> - Set a time limit for students to survey the classmates in their group and record their answers.
> - Pairs come back together to collate their data and then write some sentences using quantifiers to detail what they found out, e.g. *Most of the students in this class do exercise two or three times a week. None of the classmates we asked exercises more than five times a week.*
> - Ask a few pairs to share some surprising or interesting information with the class.

Exercise 8 4.05 page 50

- Elicit reasons why someone might join a gym, e.g. *to get fit*, *to meet new friends*, *to learn a new skill*.
- Play the audio for students to answer the question.
- Check the answer as a class.

KEY

Carl has been going for a few days. It's Fi's first day.

Transcript

See Teacher's Guide, page 187.

- Elicit why Carl and Fi joined the gym (Carl joined because some of his friends did and he thinks it's a great way to get fit. Fi joined because she wants to use the pool and spa.).

Exercise 9 4.05 page 50

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

KEY

2 All (of) the equipment is new.
3 Carl has been coming to the gym for a few days.
4 Carl doesn't think his friends will come to the gym very often.
5 Carl wants to go to the gym every day.
6 Carl thinks there are some really good classes.
7 None of the classes interest Fi.
8 She doesn't think any of the machines look fun.

Transcript

See Teacher's Guide, page 187.

> **Extra support**
> Pause the audio just after students have heard the information in the second prompt. Give them time to write a sentence and check in pairs, before eliciting the answer. Do the same with the remaining prompts.

Exercise10 page 50

- Students read the advert for the gym.

> **AfL Teaching tip: success criteria**
> **Monitoring of feedback**
> **Make success criteria clear in the classroom so that students know where they are going in their learning.**
> Before learners start the summary task in exercise 10, decide with them what you will be focusing on for feedback. In this task, it makes sense to focus on accurate use of quantifiers. However, students may also have ideas about other success criteria for the task.
> See the notes on Assessment for Learning on page 9.

- Students take turns in pairs to summarise the information.
- Provide students with some feedback, according to the criteria previously decided on.

Extra activity
- Working in pairs, students write a text with quantifiers to promote the fitness facilities at their school.
- Ask a few pairs to read their text to the class. Ask: *Whose description promotes the facilities the best? 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 use quantifiers to talk about quantity.*

Further practice
Workbook page 45
Grammar booster page 138
Grammar photocopiable worksheet
Online practice

4.3 Reading

Lesson summary
Speaking: Talking about sports you used to do; sharing opinions about points raised in an essay
Reading: An essay about giving up sports
Strategy: Recognising topic sentences

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set exercise 4 for homework and omit exercise 6.

WARM-UP Working in pairs, students take turns to say a sport or activity for each letter of the alphabet, e.g. *aerobics*, *baking*, *cycling*.
- To make it competitive, if a student cannot think of a sport or activity 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 sport or activity for. Elicit ideas from the class or provide an example yourself, where possible.

Exercise 1 page 51
- Elicit or remind students of the meaning of the phrasal verb *give up* (stop doing something).
- Students write a list of sports or activities they did at the age of ten and tick those they still do.

Note!
We usually use the verb *play* with ball games and competitive sports, *do* with martial arts and individual sporting activities and *go* with activities ending in *-ing*.

Extra activity
- Tell students the information from the Note! box.
- Ask them to write a verb + noun collocation for each sport on their list, e.g. *play football*, *do karate*, *go skateboarding*.

- Students discuss in pairs the sports and activities they no longer do and why they gave them up, e.g. *When I was ten, I used to play tennis, but I gave up because I kept losing all my matches.*
- Ask a few students to share some information with the class.

Exercise 2 4.06 page 51
- Play the audio for students to listen, read the essay and answer the questions.
- Working in pairs, students discuss the question.
- Elicit whether any of the same reasons were mentioned.
- Check the answer to the second question as a class.

KEY
The writer thinks that sport is good for teenagers' physical and mental wellbeing, and a good way to make friends and have fun.

Transcript
See Student's Book, page 51.

Exercise 3 page 51
- Go through the Reading strategy as a class.
- Students read the essay again and identify the topic sentences.
- Check answers as a class.

KEY
The topic sentence is the first sentence in each paragraph.

Exam tip
The topic sentence is usually the first sentence in a paragraph. For students to get an overall sense of the main ideas in a text, remind them to quickly read the first and final paragraphs and the first sentence of each of the others.

Exercise 4 page 51
- Students complete the matching task. Tell them that this can be done by just referring to the main ideas stated in the topic sentences.

Extra support
Tell students that phrases 2 and 7 do not match any of the paragraphs.

- Check answers as a class.

KEY
A 5 B 8 C 1 D 4 E 6 F 3
We do not use 2 and 7.

Exercise 5 Think & share page 51
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

KEY (SUGGESTED ANSWERS)

1 The writer may have personal experience of giving up organised sport at that age. Maybe he/she believes it's common for teenagers to lose interest in activities or find other things to focus on apart from sport.
2 Because the focus is on competing to be the best or win.
3 Because it's important for teenagers to develop social skills and have varied interests.
4 Stress could stem from the pressures of school work and exams, expectations from family to achieve highly, social relationships with friends, extracurricular commitments, feeling there's a lack of time to do everything, having a lack of sleep.

Exercise 6 page 51

- Students discuss the questions in groups. Encourage them to use some expressions from the Phrasebook in Lesson 2.4 when making recommendations.
- Elicit some opinions and recommendations 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 recognise topic sentences in an essay about sport.*

Further practice
Workbook page 46
Online practice

4.4 Global skills

Lesson summary
Speaking: Giving advice and showing sympathy
Reading: Responses to difficult situations
Vocabulary: Useful language for being sympathetic

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 3 and do exercise 8 in the next lesson.

WARM-UP Write some or all of the following adjectives from Lessons 1.5 and 2.4 on the board:
amazed, *annoyed*, *ashamed*, *awkward*, *confused*, *delighted*, *disappointed*, *frightened*, *jealous*, *nervous*, *proud*, *relaxed*, *stressed*, *upset*

- Working in pairs, students review the meaning of the adjectives, using a dictionary if necessary.
- Write a simple sentence on the board, e.g. *Last night, I made chicken pasta for dinner.*
- Read the sentence aloud, expressing one of the feelings on the board. The class guesses how you are feeling, e.g. *I think you're feeling annoyed.*
- Working in pairs, students take turns to read the sentence, showing different emotions for their partner to guess.

Exercise 1 page 52

- Focus attention on the photos and headlines.
- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.

Exercise 2 page 52

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

KEY (SUGGESTED ANSWERS)

A 2 A teacher, a coach or a friend is talking to a student.
B 1 A coach or captain of a team is talking to the players.

Exercise 3 page 52

- Students read the responses again and do the task.
- Check answers as a class. Elicit the key part of the text for each answer.

KEY

1 B (Put yourselves in her shoes.)
2 A (It's just something you have to go through …)
3 A (… you'll come out of this stronger)
4 B (… we must all take responsibility for it)

- Check students understand *put yourself in someone's shoes* (imagine you are in another person's situation, especially an unpleasant or difficult one).
- Students discuss in pairs what they think of the advice. Encourage them to support their opinions with details and examples.
- Elicit some ideas from the class.

Exercise 4 page 52

- Check the pronunciation and meaning of *sympathetic* /sɪmpəˈθetɪk/ (showing that you understand and care about someone else's problems or suffering).
- Students complete the Phrasebook.
- Check answers as a class.

KEY

1 sorry 2 guess 3 know 4 end of the world 5 go through 6 learn from 7 sure 8 fair 9 shoes 10 feel

- Check students understand *not the end of the world* (not the worst thing that could happen).

Exercise 5 page 52

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

KEY

1 end of the world 2 know how much 3 It isn't fair
4 must be feeling 5 important 6 How would you feel

Exercise 6 page 52

- Students match the sentences to the situations.
- Check answers as a class.

KEY

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

Extra challenge

- Students first cover exercise 6. Working in pairs, they read the sentences in exercise 5 and come up with one or two possible situations for each.
- After doing the task and checking answers, elicit what extra scenarios students thought of.

Note!
When being sympathetic, it isn't only about what is said but how it's said. The speaker needs to sound like they genuinely understand and care about the other person's issue. Body language, such as facial expressions and gestures, is also very important to show sympathy.

Exercise 7 Think & share page 52

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

KEY (SUGGESTED ANSWERS)

1 Students' own answers
2 We can use them to show that we are putting ourselves in someone else's situation and to provide encouragement and support.

Exercise 8 page 52

- Working in pairs, students choose and make notes about one of the situations.
- Ask a few students to share their ideas with the class.

Extra activity
Working in pairs, students write two more scenarios like those in exercise 8. They then swap these with another pair and discuss what they would say in each 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 understand how to show sensitivity and support.*

Further practice
Workbook page 47

4.5 Vocabulary

Lesson summary

Speaking: Discussing unusual sports; presenting a new or unusual game or sport

Reading: A text about unusual sports

Vocabulary: Sports

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:
What sports do you think are …
the most / least dangerous? the hardest / easiest to learn? the most / least exciting to watch? the oldest / newest?

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

Exercise 1 page 53

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

Exercise 2 page 53

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

KEY

1 Photo C 2 Photo B 3 Photo A

Culture notes
Quidditch was first played in Vermont in the USA in 2005. It's a mixed gender contact sport with elements from rugby, dodgeball and tag. A team has seven players, who must keep a broom between their legs throughout the game. *Kidditch* is a modified version of the game suitable for children to play.

Earthing was created by Mark Aaron Saus in Denmark in 2013. It combines running and swimming, the two most spectated Olympic sports, in a sprinting event of 110 metres. Competitors in this event are called earthletes.

Blo-ball was invented by Kenny Weiland in the USA in the 1990s. It's played mostly in middle and high schools in the States, but has never become particularly popular or been played as a competitive sport.

Exercise 3 page 53

- Students complete the table with the highlighted sports vocabulary and the extra words.

Exercise 4 4.07 page 53

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

KEY

People:
1 competitors 2 opponents 3 spectators 4 referee 5 coach
Actions: 6 race 7 dive 8 score 9 shoot 10 defeat 11 train
Places and objects needed for sport: 12 course 13 track 14 net 15 pitch 16 court

Transcript
See Key above.

- Play the audio again for students to listen and repeat.

Exercise 5 page 53

- Students do the task, then compare answers and explain the different meanings of the words in bold in pairs.
- Check answers as a class.

KEY

1 score (**score** = win or get a point; **train** = prepare for a sport by learning skills and doing exercise)
2 referee (**opponents** = people you are playing against; **referee** = a person in charge of a sports game who ensures rules are followed)
3 court (**pitch** = an area marked with lines for playing particular sports, e.g. football, rugby, hockey; **court** = a place marked with lines for playing particular sports, e.g. tennis, volleyball, basketball)

4 coach (**competitor** = someone who takes part in a competition; **coach** = someone who trains a person or team in sport)
5 track (**track** = a path, often in the shape of a ring, for sports events, especially racing; **court** = a place marked with lines for playing particular sports, e.g. tennis, volleyball, basketball)
6 shoot (**shoot** = try to kick, hit or throw the ball into a goal or to score a point; **score** = win or get a point)
7 pitch (**pitch** = an area marked with lines for playing particular sports, e.g. football, rugby, hockey; **course** = an area of land or water used for a sports event, e.g. golf, cross-country, sailing)
8 race (**race** = compete against others to see who can go the fastest; **score** = win or get a point)

Extra support

- This could alternatively be done as a competitive activity. Divide the class into two teams. Read out the definitions of the words in bold. If students think they know the word, they stand up as quickly as possible. Ask the first student to stand up for the answer. If it's correct, give that team two points. If it's wrong, ask the other team for the answer. If that's correct, give them one point.

Exercise 6 page 53

- Students complete the sentences with sports vocabulary.
- Check answers as a class.

Note!

- Point out to students that the noun *team* can be followed by a singular or plural verb.

KEY

1 train 2 spectators 3 referee 4 opponents
5 competitors 6 defeated 7 coaches 8 court, net

Extra activity

- Write the questions on the board for students to discuss in pairs:
  What might happen if a player doesn't obey the referee?
  Do you prefer being a competitor or a spectator? Why?
  When was the last time you defeated an opponent?
  How can a coach train a team successfully?
- Ask a few students to share their ideas with the class.

Exercise 7 Think & share page 53

- Working in pairs, students decide on a sport or game and make notes about the points given.
- Circulate and monitor, helping with language where necessary.

Extra activity

- Write the names of some unusual sports from around the world on the board, e.g. *octopush*, *chess boxing*, *cycleball*, *hobbyhorsing*, *wife carrying*, *Sepak takraw*, *bossaball*.
- Pairs choose a sport (make sure there is a variety), research it online and make notes for their presentation. If internet usage is not possible in class, students could work individually and do the research as homework. They then give their presentation in the next lesson.

Exercise 8 page 53

- Pairs take turns to present their sport or game to the class. With a large class, you may consider dividing students into smaller groups to give their presentations.
- Get some feedback from the class on the sports or games that they would most like to try 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 talk about different sports.*

Further practice

Workbook page 48
Vocabulary booster page 119
Vocabulary photocopiable worksheet
Short test

4.6 Grammar

Lesson summary

Speaking: Discussing coaching and performance in sport; talking about past, present and future abilities
Reading: An article about a cycling team
Grammar: Ability in the past, present and future

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

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

1 *tennis / golf / basketball / volleyball*
2 *take up / take part in / give up / join in*
3 *football / rugby / hockey / badminton*
4 *coach / competitor / player / opponent*

- 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 students justify their choices.
- Elicit some suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Golf, because it's played on a course. The others are played on a court.
2 Give up, because it means you no longer do an activity. The others mean you start or do an activity.
3 Badminton, because it's played on a court. The others are played on a pitch.
4 Coach, because he/she trains sports players. The others participate in sports.

AfL Teaching tip: diagnostics

Wait time

Allowing sufficient time for learners to plan their thoughts and engage in activities is essential in giving them the chance to show their knowledge and ability.

Rather than asking students to respond to the question in exercise 1 immediately, allow them time to mentally prepare their answer. This will ensure the whole class is actively engaged and improve the quality of their responses.

See the notes on Assessment for Learning on page 9.

Exercise 1 page 54

- Focus attention on the photo. Elicit some suggestions from the class and write them on the board.

Culture note

Laura Kenny is a British track and road cyclist. She is the winner of five Olympic gold medals, from the 2012, 2016 and 2021 games. She is the most successful female track cyclist in Olympic history and Britain's most successful Olympic female competitor in any sport.

Exercise 2 page 54

- Students read the text and check whether any of the ideas on the board are mentioned.
- Elicit the answer from the class.

Exercise 3 page 54

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

KEY

1 *was able to* 2 *managed to* 3 *didn't manage to*
4 *will be able to* 5 *will manage to*
* Answers 1/2 and 4/5 can be in either order.

- Students do the Grammar booster exercises on page 139.

Exercise 4 page 54

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

KEY

1 couldn't 2 both 3 both 4 'll be able to 5 both
6 Can you

Extra challenge

Students write two more sentences with two options, similar to those in exercise 4. They swap notebooks with a partner and decide which alternatives are correct.

Exercise 5 page 54

- Focus attention on the Tip box.
- Go through the information together.
- Students find the other examples of *be able to* in the text.
- Check answers as a class.

KEY

… no British cyclist had been able to win the Tour de France.
… and they realised that being able to sleep well was extremely important …

Extra activity

- Write the following sentences on the board for students to copy and complete with their own ideas:
  When I was younger, I wasn't able to … but now I am.
  When I was a child, I was able to … better than I am now.
  I don't think I'll ever be able to …
  I hate not being able to …
  Everyone who is my age should be able to …
- Working in pairs, students take turns to read their sentences and tell each other if it's the same for them.
- Ask a few pairs what they have in common.

Exercise 6 page 54

Exam tip

Sentence transformation tasks, where students have to complete a second sentence so that it has the same meaning as the first, are common in Use of English exams. One way to approach this task is to find common information in both sentences and put it in brackets. This helps identify what actually needs transforming and this can then be underlined. After writing an answer, it's important to read both sentences carefully to ensure the meaning has been kept the same.

Extra support

- Write the first pair of sentences on the board.
- Elicit what information is the same in both and put brackets round this. Then underline the remaining information in the first sentence.
  (*I've had no time*) <u>*to do any training*</u> (*this week*).
  (*I've been so busy this week*) *that I …*
- Elicit what tense needs to be used to complete the sentence (*present perfect simple*) and ask for suggestions. Write correct options on the board.
- Do a second example as a whole class and then students complete the task in pairs, using the same strategy.

- Students complete the task. Point out that there may be more than one correct answer for some sentences.
- Check answers as a class.

KEY

1 haven't been able to / haven't managed to do any training
2 managed to / was able to climb through the window
3 could play / were able to play tennis when they were five
4 being able to play games at lunchtime
5 won't be able to use our student cards
6 manage to finish the race on Sunday

Exercise 7 page 54

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about my abilities in the past, present and future.*

Further practice
Workbook page 49
Grammar booster page 139
Grammar photocopiable worksheet
Online practice

4.7 Listening

Lesson summary

Speaking: Discussing life expectancy and lifestyles; pronunciation: elision; presenting a summary of advice

Vocabulary: Dependent prepositions

Strategy: Identifying the purpose

Listening: A podcast about the secret to a long and healthy life

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 3 for homework and omit exercise 11.

WARM-UP Ask students to think of the oldest person they know. Ask: *Who is this person? How old is he/she? How would you describe him/her? How is his/her life different to yours?*

- Working in pairs, students take turns to talk about their chosen person.
- Ask a few students to share some information with the class.

Exercise 1 page 55

- Students discuss the question in pairs.
- Elicit some ideas from the class, ensuring they support them with reasons and examples.

Exercise 2 Vocabulary page 55

Exam tip
Use of English exams often include a cloze task, where students have to fill gaps in the text. It's common for students' knowledge of prepositions to be tested in this section. To help prepare, encourage students to always note if a new verb, noun or adjective they learn has a dependent preposition and to write a personalised sentence to record it.

- Students complete the task, using a dictionary to check for the correct preposition, if necessary.
- Check answers as a class.

KEY
1 to 2 from 3 with 4 to 5 on 6 from 7 from 8 about

- Drill the phrases to reinforce the prepositions.

Exercise 3 page 55

- Students do the matching task and write sentences.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 be addicted to a radio show / a video game / a book
My brother's addicted to the video game he got for his birthday.
2 protect someone from a dangerous animal
The guide protected the tourists from the dangerous crocodile.
3 be obsessed with a radio show / a video game / a problem / a book
My mum's obsessed with that new radio show.
4 listen to a radio show / a teacher / a problem
If you don't listen to the teacher, she'll get annoyed.
5 spend money on a video game / a new coat / a book
Did you spend a lot of money on your new coat?
6 suffer from a bad back / a problem
I've suffered from a bad back for a few years.
7 learn from a radio show / a video game / a teacher / a problem / a book
You should read more. You can learn a lot from books.
8 (all options are possible)
He doesn't usually talk about his problems.

Extra activity
- Put students into A / B pairs. Ask the Student As to write four questions for their partner using the words and prepositions in 1–4, e.g. *Are any of your friends addicted to their smartphone?* Ask the Student Bs to do the same with the phrases in 5–8, e.g. *How much money do you spend on clothes a month?*
- Working in A / B pairs, students take turns to ask and answer their questions.
- Ask a few students to feed back something they found out from their partner.

Exercise 4 4.10 page 55

- Go through the Listening strategy together.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY
A 4 B 3 C 2 D 1

Transcript
See Teacher's Guide, page 187.

Exercise 5 4.11 page 55

- Play the audio for students to choose the purpose.
- Check the answer as a class.

KEY
B

Transcript
See Teacher's Guide, page 187.

- Elicit what the podcast is going to give information about (places in the world where the most people live to 100 and over).

Exercise 6 4.11 page 55

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

KEY

a Japanese island, a Greek island, Costa Rica, Sardinia

Transcript

See Teacher's Guide, page 187.

- Elicit to what extent students' predictions were correct.

Exercise 7 4.12 page 55

Exam tip

Many Listening exams include a task where students complete sentences or notes. The instructions for such tasks usually state the maximum (and sometimes minimum) number of words to be written in each gap. Students must read and follow this instruction carefully, as they will be penalised if they write too many or too few words. It's also important to know whether contractions are counted as one or two words.

- Tell students the information from the Exam tip box. Read the instructions for the task together and elicit how many words can be written in each gap (*up to three*).

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 them with added motivation to listen.

Before students listen to part 2 of the podcast in exercise 7, give them time in pairs to read through the notes and speculate about the missing information. They then listen to check their predictions.

See the notes on Assessment for Learning on page 9.

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

KEY

1 by the sea 2 (red) meat 3 family and friends
4 (their) animals 5 stressful

Transcript

See Teacher's Guide, page 187.

Extra challenge

Play the audio again for students to write down which words and prepositions from exercise 2 are mentioned and a sentence to show what each refers to.

KEY (SUGGESTED ANSWERS)

protect someone from (The diet people have in the blue zones is likely to protect them from a number of diseases.)
be obsessed with (People in the blue zones aren't obsessed with their health.)
spend money on (People in the developed world spend huge amounts of money on healthy food, gym memberships and miracle treatments.)
be addicted to (People in the developed world are addicted to their phones.)
suffer from (People in the developed world suffer from many problems linked to their lifestyle.)
learn from (The host asks what's the best thing we can learn from people in the blue zones.)

Exercise 8 Pronunciation 4.13 page 55

- Go through the Pronunciation box together.
- Play the audio for students to listen and repeat.

Transcript

See Student's Book, page 55.

Exercise 9 4.14 page 55

- Play the audio for students to do the task.
- Check answers as a class. (The sounds that are missed out are underlined in the Key below.)

KEY

1 Where in the world do the most people live to 100 and beyond?
2 These are called the world's blue zones ….
3 Well, we realise that most people won't be able to do that ….
4 Obviously, what we eat is so important ….
5 They spend most of their days moving.

Transcript

See Student's Book, page 55.

- Play the audio again for students to listen and repeat.

Exercise 10 page 55

- Put students into groups of three and give them time to look at the notes and prepare their presentation. They should decide who will talk about each section (diet, free time, exercise). Students may like to include some expressions for giving advice from the Phrasebook in Lesson 2.4.
- Groups take turns to give a presentation to the class.

Exercise 11 Think & share page 55

- 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 the purpose of a podcast about long life.*

Further practice

Documentary: *Race to the Pole*
Workbook page 50
Online practice

4.8 Speaking

Lesson summary

Strategy: Giving structure to the task

Speaking: Comparing and contrasting photos

Listening: Listening to two people comparing photos

Vocabulary: Useful language for talking about similarities and differences when comparing photos

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:
Do you like taking photos?
Do you have a camera or do you use your phone?
Do you have a favourite photo? What is it? Why do you like it so much?

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

Exercise 1 page 56

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

Exercise 2 4.15 page 56

- Go through the task together. Check the pronunciation and meaning of the verb *contrast* /kən'trɑːst/ (show the differences between two things).
- Play the audio for students to answer the questions.
- Check answers. Then ask a few students to share their opinion with the class.

KEY (SUGGESTED ANSWER)

He prefers volleyball because it's more sociable than running alone and it's a good game to play with friends. You don't need to be particularly good at it.
Students' own answers

Transcript

See Teacher's Guide, page 188.

Extra support

Remind students that they looked at describing photos in Lesson 3.8. If necessary, remind them when looking at photos we use the present simple for descriptions, e.g. *In the first photo there's a group of teenagers*, etc. and when describing actions, we use the present continuous, e.g. *The girl is jogging*. When making guesses, modal verbs of deduction and speculation are used (see Lesson 3.2).

Extra challenge

- Working in pairs, students complete the task.
- Then ask them to listen to the audio to see if the student uses any phrases that they used.
- Elicit some phrases for comparing photos.

Exercise 3 4.15 page 56

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

KEY

1 The theme and a general description of the photos
2 The similarities between the photos
3 The differences between the photos
4 Personal experiences and preference

Transcript

See Teacher's Guide, page 188.

Exercise 4 page 56

- Go through the expressions in the Phrasebook together and check students know how to use them (e.g. *Both photos are similar in that they show people doing sports.*).
- Students add the phrases to the Phrasebook.
- Check answers as a class.

KEY

1 Each photo also shows …
2 The main thing that both photos have in common is …
3 The most obvious difference between … and … is …
4 Unlike photo A, photo B …
5 In my experience, …
* Answers 1/2 and 3/4 can be in either order.

Exercise 5 4.16 page 56

- Play the audio for students to complete sentences 1–5.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Both photos are similar in that
2 neither photo A nor photo B
3 In comparison to photo A
4 is also a lot more expensive than
5 As I see it

Transcript

See Teacher's Guide, page 188.

Exercise 6 page 56

- Working in A / B pairs, students turn to page 151, look at the four photos and discuss the activities in each photo.
- Circulate and monitor, helping with vocabulary where necessary.
- Ask a few students to share their ideas and experiences with the class.
- Tell students to focus on the first task. Student As will do the photo comparison task first while Student Bs listen and assess how well Student As are doing.
- Give Student As time to read the task and look at the photos, and Student Bs time to read questions 1–5.
- Set a time limit, e.g. one minute, and tell students to start.
- When time is up, students swap roles and do the second task.

Exercise 7 Reflect page 56

- In their pairs, students give their partner feedback from the questions they answered on page 150.
- Students then discuss how they would improve if they did the task again.
- Do some quick feedback with the class.

Extra support

- Working in new pairs, students repeat the photo comparisons on page 150. This time they should complete the task they didn't do previously.
- You could also write some of the phrases from the Phrasebook on the board to help them.

Extra activity

- Bring in some more photos for students to compare and contrast.
- Working in new pairs, students compare and contrast the photos and use the questions on page 150 to help give feedback to their partner.
- Students discuss if they think they did the task better this time. If so, 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 give structure to a photo comparison task.*

Further practice
Workbook page 51
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary
Speaking: Talking about competitive sports
Reading: A for and against essay about competitive sports
Vocabulary: Useful language for presenting for and against arguments
Strategy: Supporting your arguments
Writing: A for and against essay about volunteering

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

WARM-UP Stick up a piece of paper with the word *AGREE* on one side of the classroom. On the other side, stick up one that says *DISAGREE*.

- Say: *Watching sport is better than doing sport*. 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:

The most important thing about playing a game is defeating your opponent.
Professional sports players earn too much money.
The referee's decision is always right.
Women can play football as well as men can.
Every child should learn how to swim.
The Olympic Games are a waste of money.
Individual sports are more enjoyable than team sports.

Exercise 1 page 57

- Working in pairs, students discuss the first question.
- Check the pronunciation of *competitive* /kəm'petətɪv/, then elicit ideas from the class (e.g. a sport in which participants play or race against each other to be the best).
- Ask students to discuss the remaining questions in pairs.
- Ask a few students to share some ideas with the class.

Exercise 2 page 57

- Students read the essay and answer the questions.
- Check the answer to the first question.

KEY
The writer agrees with the statement.

- Ask students to raise their hand if they agree with the writer's opinion. Elicit reasons why. Do the same with those who disagree.
- Elicit whether the essay mentions any advantages and disadvantages that students talked about in exercise 1.

Exercise 3 page 57

- Remind students of the Reading strategy in Lesson 4.3 and elicit the function of a topic sentence (it states the main idea or argument of the paragraph).
- Students read the essay again and complete the task.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)
Paragraph 1: Introduction
Topic sentence: But competitive sport can be dangerous and not everyone can succeed.
Paragraph 2: Presenting the arguments for
Topic sentence: Most people would agree that playing in a team in a competition is positive for a teenager's physical and mental health.
Paragraph 3: Presenting the opposing arguments
Topic sentence: Having said that, doing competitive sport puts a lot of pressure on individual students.
Paragraph 4: Conclusion and personal opinion
Topic sentence: … sports are a great way to learn life skills and to improve your fitness.

Exercise 4 page 57

- Go through the Phrasebook together.
- Students look at the highlighted phrases in the essay and add them under the correct heading.
- Check answers as a class.

KEY
1 Everyone agrees … 2 Most people would agree …
3 In addition … 4 Having said that, … 5 However, …
* Answers 1/2/3 and 4/5 can be in any order.

Exercise 5 page 57

- Go through the Writing strategy together.
- Students complete the task in pairs.
- Check answers as a class.

KEY

First argument for: … playing in a team in a competition is positive for a teenager's physical and mental health.
Support: It's a good way to make friends, increase self-confidence and learn the skills of teamwork and co-operation.
Second argument for: … learning how to win and lose is a valuable skill.
Support: This will prepare young people for both success and failure in life.
First argument against: … doing competitive sport puts a lot of pressure on individual students.
Support: If they don't perform well, they could get very stressed and feel depressed.
Second argument against: … they may stop seeing sport as something you do for fun.
Support: This could cause them to give it up altogether.

Exercise 6 page 57

- Check the meaning of *volunteering* (working willingly for the benefit of others, without getting paid for it).

Extra activity

- Write on the board:
  What are some common volunteering activities?
  Have you ever done any volunteering? If so, give details. If not, would you like to in the future? Why? / Why not?
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas and experiences with the class.

- Go through the task together.

Study skill

Brainstorming is an important part of the planning stage when writing an essay. The point of brainstorming is that ideas are generated quickly and they are all written down on paper. Students then select from the list the strongest arguments and ones they think they can develop and give supporting arguments and examples for.

- Tell students the information from the Study skill.
- Working in pairs, students brainstorm arguments for and against volunteering.
- Elicit ideas from the class.

Extra support

- Do the brainstorming stage as a whole class.
- Divide the class in half and select a strong, confident student from each side to come to the board. Ask one half to call out arguments for volunteering for their teammate to write on the board. The other half does the same with arguments against. Make it clear that no idea is a bad idea and ensure that all the suggestions are written on the board.
- Go over all the ideas together and clarify anything unclear.
- Students select from the lists two arguments from either side that they feel they can successfully develop.

Exercise 7 page 57

- Circulate and monitor as students plan their essay, helping with organisation and language.

Exercise 8 page 57

- Students complete the writing task.

Exercise 9 Check your work page 57

- Students go through the checklist before submitting their work.

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.

When marking the 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.

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 support arguments in a for and against essay about teamwork.*

Further practice
Workbook page 52
Online practice

4.10 Review

Grammar

Exercise 1 page 58

KEY

1 much 2 each 3 a little 4 any 5 a few 6 no
7 little 8 all 9 both

Exercise 2 page 58

KEY

1 isn't able to play
2 didn't manage to win
3 couldn't hold
4 Are you able to help / Will you be able to help
5 are able to speak
6 haven't been able to go

Vocabulary

Exercise 3 page 58

KEY

1 took 2 work 3 dropped 4 gave 5 join 6 carry
7 catch 8 keep 9 warm 10 sign

Exercise 4 page 58

KEY
1 A 2 A 3 B 4 B 5 A 6 B

Cumulative review

Exercise 5 page 58

KEY
1 could 2 part 3 no 4 to 5 could 6 track
7 little 8 of 9 will 10 able

Exercise 6 Think & share page 58

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 53
Progress test

4.11 Exam skills

Lesson summary

Exam strategies: Listening: assessing evidence to answer *True*, *False*, *Not Given* tasks; Use of English: considering the differences in meaning between multiple-choice options; Writing: using appropriate functional language

Listening: A talk about the history of sports

Use of English: A text about mental health

Writing: An email giving advice

WARM-UP Ask: *What am I doing?* Mime a sport for them to guess and elicit the answer, e.g. *You're playing volleyball*.

- Put students in groups and ask them to stand in a circle.
- Ask them to take turns to mime a sport for their groupmates to guess.
- The first person to correctly guess each time gets a point. When you end the activity, find out who in each group scored the most points and who is the overall class winner.

Listening

Exercise 1 4.17 page 59

Extra support
- Draw a mind map on the board, with *Sport* as the central theme and *Running*, *Swimming*, *Gymnastics* and *Football* as the branches.
- Working in pairs, students copy the mind map and add vocabulary related to each sport, e.g. *Running*: *race*, *runner*, *track*, *competition*, *competitor*, *jog*, *sprint*. Refer students back to Lesson 4.5 to review sports vocabulary, if necessary.
- Elicit vocabulary from the class and add it to the mind map on the board.
- Go through the Listening exam strategy together.
- Students read the first sentence in the task.
- Play the audio for students to answer the question.
- Check the answer as a class.

KEY
No

Transcript
See paragraph 1 of transcript 4.18 in the Teacher's Guide, page 188.

Exercise 2 4.18 page 59

Note!
Ensure students are clear that the 19th century is from 1801 to 1900 and the 20th century is from 1901 to 2000.

Extra support
Pause the audio after the information about each sport and ask students to compare their answers for that section in pairs. Then play the full audio again without pausing for students to check their answers, then check as a class.

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

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

Transcript
See Teacher's Guide, page 188.

Extra activity
Write the following questions on the board for students to discuss in pairs:
What information from the listening did you find most interesting or surprising?
How do you think sports have changed over the last century?
Which Olympic sports does your country usually perform well in? Why do you think this is?

Use of English

Exercise 3 page 59

- Go through the Use of English exam strategy together.
- Students complete the task.
- Check the answer as a class.

KEY
Option B is correct because the verb *keep* collocates *with our bodies in good shape*.

Exercise 4 page 59

Exam tip
If students are not immediately sure of the correct answer choice, encourage them to use the process of elimination. Tell them to complete the gap mentally with each option and cross out each answer they know to be incorrect. They then focus on the remaining choices and select the best one.

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

KEY

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

Writing

Exercise 5 page 59

- Go through the Writing exam strategy together.
- Students read the instructions and complete the exercise individually.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

giving an opinion, making suggestions, explaining

Exercise 6 page 59

- Ask students to read the email again and make notes.
- Remind students to begin and end their email appropriately. Students write their email.
- When they have finished, ask them to check that they have given advice on all the points (physical training, preparing mentally, eating healthily and sleep). Students could swap emails with a partner and suggest improvements.

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 evidence to decide whether statements are true, false or not given. I can choose the correct options to complete a gapped text. I can use appropriate functional language in an email to a friend.*

AfL Teaching tip: diagnostics

Promoting ongoing self-assessment

Keeping a 'learning journal' encourages students to regularly reflect on and a make a note of recent learning experiences.

At the end of each unit, ask students to make notes in response to the following questions: *How does what I've learned fit in with what I already know? What did I do well and what could I have improved?* Encourage students to keep a separate notebook as their journal, so they can easily look back and notice progression or ongoing issues.

See the notes on Assessment for Learning on page 9.

Further practice

Culture lesson 4: Sports around the world

Workbook page 54

5 Making sense of food

5.1 Vocabulary

Lesson summary

Speaking: Discussing the taste of food and drink; describing photos using adjectives related to the senses; describing how the senses affect eating experiences

Listening: A dialogue about experiments with food

Vocabulary: Adjectives related to the senses

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?*
  Can you find food from different countries where you live?
  If you could only eat one dish for the rest of your life, what would it be?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 60

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

Exercise 2 5.01 page 60

- Focus attention on the senses vocabulary. Elicit which part of the body each is connected to and the associated verb, e.g. *sight*, *eyes*, *see*.
- Play the video or audio for students to answer the question.
- Check the answer as a class.

KEY

Sight, sound and taste

Transcript

See Teacher's Guide, page 188.

Exercise 3 5.01 page 60

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

KEY

1 Our eyes, nose, ears and mouths
2 He says it's smooth and like a wet potato.
3 A piece of melon
4 It looks sweet and sticky like a dessert.
5 Because we connect colour to different tastes and we expect red and pink food to taste sweet.
6 There isn't any.

Transcript

See Teacher's Guide, page 188.

Exercise 4 Think & share page 60

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

Extra activity

- Write on the board:
  Can you think of a food or drink that …
  tastes better than it smells?
  smells better than it tastes?
  tastes better than it looks?
  looks better than it tastes?
- Students discuss the questions in pairs.
- Elicit some ideas from the class, e.g. *I think durian fruit smells absolutely disgusting, but I quite like its taste.*

- Ask students to try the first experiment outside class and conduct some feedback in the next lesson.

Exercise 5 Real English page 61

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

KEY

1 doing 2 horrible 3 don't know anything
4 unusual 5 that they can speak

Exercise 6 Vocabulary 5.02 page 61

- Students check the meaning of the adjectives, using a dictionary if necessary, then match them to the senses.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

sight: blurred, pale, vivid, rotten, rough, smooth, sweaty
smell: rotten, sour, spicy, sweaty, sweet
sound: deafening
taste: bitter, rotten, salty, sour, spicy, sweet, tasty
touch: rough, smooth, sticky

Transcript

See Key above.

- Drill the adjectives for accurate pronunciation.

Exercise 7 page 61

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

KEY

1 deafening 2 rough 3 blurred 4 smooth 5 spicy
6 sticky 7 bitter 8 sweet 9 tasty 10 pale
11 vivid 12 bitter 13 sweaty 14 rotten 15 salty

Extra support

Working in pairs, students read the sentences and decide which sense each one is about.

KEY

1 sound 2 touch 3 sight 4 touch 5 taste
6 touch 7 taste 8 taste 9 taste 10 sight
11 sight 12 taste 13 touch 14 smell 15 taste

Study skill

One way to help students practise the spelling of new vocabulary is to 'Look, Say, Cover, Write, Check'. First, students select words they think are difficult to spell and write them down. They then focus on what each word looks like. They then say the word aloud. Next, they cover the word, close their eyes and try to visualise it. They then write the word, or if they can't, they look at it again. Having written it, they check the spelling.

Exercise 8 page 61

- Working in pairs, students complete the task.
- Elicit ideas from the class.

Exercise 9 page 61

- Focus attention on the photos.
- Students discuss their ideas in pairs.
- Circulate and monitor, making a note of any common issues, particularly with the target vocabulary.
- Do some whole-class feedback with the points noted.

AfL Teaching tip: diagnostics

Assessing and enhancing performance

Students who assess their own performance and take steps to improve are encouraged to take responsibility for their growth as a learner.

Ask students to tick the adjectives in exercise 6 they used when discussing the situations in exercise 9.

See the notes on Assessment for Learning on page 9.

Exercise 10 Mediation page 61

- Students complete the task.

KEY

1 London 2 Dans le Noir 3 light 4 blind
5 impressed 6 lunch 7 dinner 8 make a reservation

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 senses.*

Further practice

Workbook page 56
Vocabulary booster page 120
Vocabulary photocopiable worksheet
Short test

5.2 Grammar

Lesson summary
Listening: A conversation about an exhibition
Grammar: Future tenses
Speaking: Talking about a future activity

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

WARM-UP Check the pronunciation and meaning of *exhibition* /ˌeksɪˈbɪʃn/ (a collection of things, for example works of art, that are shown to the public).

- Elicit where you might go to see an exhibition (e.g. museum, art gallery, stadium, library) and what you might see (e.g. paintings, photographs, classic cars, flowers).
- Tell students that they are going to make an arrangement with their partner to go to an exhibition next weekend. Refer them back to Lesson 4.8 to review useful language.
- They need to decide on an exhibition they're both interested in, a time and place to meet and who will book the tickets.
- Students do the role-play in pairs.
- Working in groups, pairs then take turns to talk about their future arrangement.

AfL Teaching tip: diagnostics

Determining prior knowledge

Involving students in an activity which uses the target language before formal presentation helps the teacher determine prior knowledge.

At the end of the warm-up, as students are sharing their plans, make a note on the board of some correct and incorrect ways in which they are using future forms. After the grammar presentation in exercise 3, ask students to look at the boarded examples and decide in pairs whether each is correct or incorrect and why. Check as a class.

See the notes on Assessment for Learning on page 9.

Exercise 1 5.05 page 62

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

KEY

They are going to an exhibition about how technology will change home life. The demonstration is of the kitchen of the future.

Transcript

See Teacher's Guide, page 189.

Exercise 2 5.05 page 62

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

KEY

1 will change 2 's 3 're going to do 4 's going to be
5 'll come 6 're catching

Transcript

See Teacher's Guide, page 189.

Exercise 3 page 62

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

KEY

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

Extra challenge

- Play the audio again for students to write down any other future forms used by the speakers.
- Check answers and elicit the reason (A–F) why each future form is used.

KEY

are visiting (C) Is there going to be (A) Perhaps they'll give us (D) they are going to talk (A) How are you getting there? (C) it starts (F) I'll see you (E)

- Students do the Grammar booster exercises on page 140.

Exercise 4 page 62

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

KEY

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

Extra support

Ask students to match each of the correct sentences in exercise 4 to the grammar rules in exercise 3. Explain that there is one sentence for each rule.

KEY

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

Exercise 5 page 62

- Students complete the sentences with future tenses.

Note!

Ensure students don't omit the verb *be* when writing sentences with *going to* or the present continuous.

- Check answers as a class.

KEY

1 will be 2 'm going to start 3 leaves 4 will live 5 's / is going to suffer 6 'll / will carry 7 is meeting / is going to meet 8 's / is driving

Extra challenge

Students write three more gapped sentences, similar to those in exercise 5. They swap notebooks in pairs and complete their partner's sentences, then swap back to check.

Exercise 6 5.06 page 62

- Students complete the text.
- Play the audio for students to check their answers. If they don't have the answer given on the audio, ask them to write it down.
- Check the answers on the audio and elicit other possibilities.

KEY

Answers on the audio:

1 coming 2 'll be 3 starts 4 are we going to do 5 will want 6 are bringing 7 're going to cook 8 'll bring 9 is going to prepare 10 'll buy 11 's going to cause

Other possible answers:

1 going to come 2 'm going to be 4 are we doing 5 are going to want 6 are going to bring 7 're cooking 9 is preparing 11 'll cause

Transcript

See Student's Book, page 62 and Key above.

Extra support

Working in pairs, students read the dialogue from exercise 6 aloud. Circulate and correct pronunciation, particularly of future forms, where necessary.

Exercise 7 Think & share page 62

- Go through the instructions for the task together. Check the pronunciation and meaning of *sleepover* /ˈsliːpəʊvə/ (a party for young people when a group of them spend the night at one house).
- Elicit which future tense students are likely to use most for this task and why (*will* because they are making decisions at the moment of speaking).
- Working in pairs, students choose an activity, discuss plans and make notes. Encourage them to use some expressions for 'making suggestions' and 'offering to do something' from Lesson 4.8.

Exercise 8 page 62

- Elicit which future forms students are likely to use most for this task and why (*going to* and present continuous because they are talking about plans which they've already made).
- Working in groups, pairs take turns to explain their plans.
- Circulate and monitor, making a note of errors or particularly good sentences, especially with future tenses.
- Do a whole-class correction and feedback activity at the end of the task.

Lesson outcome

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

Further practice

Workbook page 57
Grammar booster page 140
Grammar photocopiable worksheet
Online practice

5.3 Listening

Lesson summary
Speaking: Discussing the likelihood of future predictions; making predictions
Vocabulary: Verbs to talk about the future
Listening: A podcast with futurologists about living forever
Strategy: Listening for gist
Writing: An article responding to information in the podcast

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and set exercises 2, 3 and 7 for homework.

WARM-UP Write on the board:
In the future,
I'll definitely … I'll probably … I might …
I probably won't … I definitely won't …

- Tell students they are going to make predictions about their own future. Elicit how sure you are if you use *definitely* /ˈdefɪnətli/ (100%), *might* /maɪt/ (50%) and *probably* /ˈprɒbəbli/ (80%). Elicit which form of the verb follows *will / won't / might* (infinitive without *to*).
- Working in pairs, students take turns to complete the sentences about themselves. Encourage them to give reasons and add extra details, e.g. *In the future, I definitely won't give up studying. I need to finish school so that I can get into university and get a good job.*
- Ask a few students to share with the class something interesting they found out about their partner.

Exercise 1 Think & share page 63

- Students read the statements and rank them from most (1) to least (5) likely to happen.
- Working in pairs, students compare their order. Encourage them to use *definitely*, *might* and *probably* to express their level of certainty. They then discuss whether they think each prediction is positive or negative and give reasons.
- Ask a few students which prediction they think is the most likely to happen and whether it's positive or negative.

Exercise 2 Vocabulary page 63

- Students check the meaning of the verbs and match them to the definitions.
- Check answers as a class.

KEY
1 promise 2 predict 3 expect 4 intend

Extra challenge

- Students write down the corresponding noun for each verb and draw the stress pattern circles for all the words.

KEY

expect	●●	→	expectation	●●●●
intend	●●	→	intention	●●●
predict	●●	→	prediction	●●●
promise	●●	→	promise	●●

- Point out that with nouns ending in *-tion*, the syllable before the *-tion* always carries the word's primary stress.

Exercise 3 page 63

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

KEY
1 predicted 2 promised 3 intends / expects 4 expect

Extra activity

Write the following on the board for students to discuss in pairs:
Can you always believe what politicians promise?
What job do you intend to do in the future?
How do fortune tellers predict someone's future?

Exercise 4 5.07 page 63

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

KEY
1 T 2 NG 3 T 4 F 5 NG

Transcript

See Teacher's Guide, page 189.

Exercise 5 5.08 page 63

- Elicit the meaning of *gist* /dʒɪst/ (the main or general idea of something). Ask students what they can remember about the Reading for gist strategy from Lesson 3.3 (e.g. to get an overview and understand the main message, we should read quickly, focusing on key nouns, verbs and adjectives).
- Go through the Listening strategy together.
- Play the audio for students to choose the best summary.
- Check the answer as a class.

KEY
B

Transcript

See Teacher's Guide, page 189.

Exercise 6 5.08 page 63

- Working in pairs, students write answers to the questions with information they can remember from the podcast.
- Play the audio for students to check their answers and add any missing information.
- Check answers as a class.

KEY
Science will allow people to …
1 change old parts of the body for new ones.
2 connect their brains to android bodies all over the world.
3 transfer their brains to computers and live in a virtual world online.

Writers have predicted that …
1 people might become lazy because they know they will always have time to do things.
2 people might give up eating well and doing exercise, because they know they will always live.
3 there might be a population problem, because there will still be babies, but nobody will die.

Transcript

See Teacher's Guide, page 189.

Exercise 7 page 63

Extra support

- Write on the board some adjectives of feeling students may want to use in their article, e.g. *amazed*, *annoyed*, *delighted*, *disappointed*, *fascinated*, *frightened*, *nervous*, *pleased*, *stressed*, *upset*.
- Working in small groups, students discuss how they feel about the way science might help people live forever.
- Ask a few students to share their feelings with the class, e.g. *I'm fascinated that we might be able to change old body parts for new ones. However, I think it's very unnatural, so I'm a bit frightened too.*

- Students write a short article describing how they feel.
- Ask students to swap articles in pairs and read about their partner's feelings.
- Ask a few pairs to feed back on how similar their feelings are.

Exercise 8 Think & share page 63

- Working in pairs, students make predictions. Encourage them to use the language from the warm-up.
- 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 listen for gist in a podcast about future life.*

Further practice
Workbook page 58
Online practice

5.4 Global skills

Lesson summary
Speaking: Discussing emotional health; giving advice about overcoming problems
Reading: A notice about a talk on emotional health
Vocabulary: Phrasal verbs
Listening: Students giving responses to a talk on emotional health

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and do exercises 8 and 9 in the next lesson.

WARM-UP Elicit or explain the pronunciation and meaning of *overcome* /əʊvəˈkʌm/ (to defeat or succeed in controlling or dealing with something) and *obstacle* /ˈɒbstəkl/ (a situation or event that makes it difficult to do or achieve something).

- Ask students to think about a time in their life when they overcame an obstacle. Ask: *When did this happen? What was the obstacle? How did you overcome it? How did you feel during and after the experience?*
- Students take turns in pairs to talk about their experience.
- Ask a few students to share their experience with the class.

Exercise 1 Think & share page 64

- Ask students to discuss the first question in pairs.
- Elicit some ideas from the class.

KEY (SUGGESTED ANSWER)

1 Emotional health is a person's ability to accept and manage their feelings through challenge and change.

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

Exercise 2 page 64

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

KEY

Self-confidence, controlling personal fears, getting over a problem

Exercise 3 Vocabulary page 64

- Students match the highlighted phrasal verbs in the notice to the definitions. Discourage the use of dictionaries and tell students to use the context to help them decide on the correct meaning.
- Check answers as a class.

KEY

1 try out 2 get you down 3 deal with 4 get over
5 put yourself down 6 go through

Exercise 4 5.09 page 64

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

KEY

Emma: Getting over a problem
Frank: Self-confidence
Upma: Personal fears

Transcript

See Teacher's Guide, page 189.

Exercise 5 5.09 page 64

- Play the audio again for students to complete the task. Tell them that the advice is a summary of what is said and that some of the wording is different on the audio.
- Check answers as a class.

KEY

1 weak, for help, good listeners
2 negative thoughts, positive ones, as good as
3 fears of social situations, We should role-play, someone we trust

Transcript

See Teacher's Guide, page 189.

Extra activity

- Ask students to discuss the following questions in pairs: *What do you think of the advice given? What other advice could you give for these problems?*
- Ask a few students to share their ideas with the class.

Exercise 6 page 64

- Students complete the advice with the verbs.

Extra support

- Remind students that verbs and adjectives often have a dependent preposition, as seen in exercise 2, Lesson 4.7.
- Ask students to underline any prepositions in exercise 6 which are related to the missing verbs (i.e. 2 *to*, 3 *on*, 5 *for*, 7 *for*, 8 *with*).
- Students use this to help them choose the correct verbs.

Extra challenge

Students do exercise 6 without looking at the verbs in the wordpool. When checking answers, elicit other possibilities.

Exercise 7 page 64

- Students compare their answers.
- Check answers as a class.

KEY

1 Accept 2 Listen 3 Focus 4 Face 5 Ask 6 Avoid 7 Take 8 Share

- Students discuss which advice they think is the most important. Encourage them to give reasons for their choice.
- Do a quick poll to find out which piece of advice the class considers to be the most important. Elicit reasons why.

Exercise 8 Think & share page 64

- Working in pairs, students choose an obstacle and write three pieces of advice.

Exercise 9 page 64

- Students complete the task in groups. Remind them to be polite and constructive when disagreeing.
- Ask a few groups to feed back on some particularly good advice they heard.

Extra challenge

- Tell the class you are going to give them three pieces of advice and they have to guess what their problem is.
- Say: *You have to take responsibility and accept that this time your performance wasn't good enough. You need to stay positive and focus on continuing to train hard. You should ask the coach for advice on how to improve.*
- Elicit ideas on what the problem is, e.g. *I tried to get into the football team, but I didn't play well enough.*
- Students think of a problem and write three pieces of advice, using some of the language from the lesson.
- In groups, students take turns to read out their advice and the others guess the problem.

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 and use techniques for overcoming obstacles.*

Further practice
Workbook page 59

5.5 Vocabulary

Lesson summary
Speaking: Talking about dishes you enjoy eating; discussing food products
Reading: A blog post about the meat of the future
Vocabulary: Words related to food

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

WARM-UP Write on the board:
What food and drink do you associate with …
your childhood? summer holidays? rainy days? happiness? being ill? eating healthily?

- Students discuss the questions in pairs. Encourage them to give reasons and extra details, e.g. *I associate apple pie and custard with my childhood. We used to go to my grandma's house for lunch every Sunday and she always made that. It was so tasty!*
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 65

- Read through the instructions for the task and the example together. Check the pronunciation and meaning of *vegetarian* /vedʒə'teərɪən/ (a person who does not eat meat or fish). You could compare with *vegan* /'vi:gən/ (a person who does not eat or use any animal products, such as meat, milk, eggs, leather). Ask if anyone in the class is a vegetarian or vegan and elicit some extra information.
- Students write down three dishes and then discuss in pairs why they enjoy them. Encourage them to use some of the adjectives from Lesson 5.1.

Exercise 2 page 65

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

KEY

1 insects 2 lab meat 3 real / red meat
4 plant-based / vegetarian burgers

Exercise 3 page 65

- Ask the class whether anyone has already tried any of the meat alternatives. If so, ask them to describe their experience and whether they'd eat it again.
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 Vocabulary 5.10 page 65

AfL Teaching tip: diagnostics

Defining vocabulary

Thinking of definitions for items of vocabulary helps students to consider and say what they already know.

Ask students to look at the highlighted words in the text. Working in pairs, they come up with a definition for as many words as they can. When completing exercise 4, they compare their definitions to those given and take particular note of the words they were unable to define.

See the notes on Assessment for Learning on page 9.

- Students complete the matching task.

Note!

- Definition 5 requires the singular noun form, rather than the plural form used in the text.
- Point out that in this context, *diet* refers to the food and drink that a person eats and drinks regularly. Students may confuse this with *being on a diet* (i.e. following an eating plan in which a person eats less food, or only particular kinds of food, for medical reasons or to lose weight).

Extra support

Divide the food words into three groups and tell students which definitions they match, i.e.

1–5: *additive*, *crops*, *diet*, *kebab*, *meatballs*

6–10: *barbecue*, *delicious*, *healthy food*, *nutritious*, *portion*

11–15: *beef*, *farming*, *ingredients*, *laboratory*, *red meat*

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

KEY

1 crops 2 diet 3 kebab 4 meatballs 5 additive
6 healthy food 7 delicious 8 nutritious 9 barbecue
10 portion 11 red meat 12 beef 13 farming
14 laboratory 15 ingredients

Transcript

See Key on previous page.

- Drill the food vocabulary for accurate pronunciation.

Extra challenge

- Working in pairs, students take turns to say a sentence including two or more of the food words, e.g. *'My diet includes a lot of nutritious, healthy food.' 'If you get some beef from the supermarket, I'll make some delicious meatballs for dinner.'*
- As an added challenge, ask pairs to come up with one sentence using as many of the food words as possible. Find out whose sentence contains the most words and ask them to read it to the class.

Exercise 5 page 65

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

KEY

1 diet, red meat 2 farming, crops 3 additives, ingredients 4 healthy / nutritious /delicious

Exercise 6 page 65

- Give students some time to note down their answers.
- Working in pairs, students compare their answers.
- Ask a few pairs to share their ideas with the class.

Exercise 7 Think & share page 65

- Working in pairs, students choose a food product and answer the questions.
- Monitor and circulate, helping students with language and information where necessary.

Exercise 8 page 65

- Working in groups, students share information about their food product.
- Ask a few students to share an interesting fact they learned.

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 food.*

Further practice

Workbook page 60
Vocabulary booster page 121
Vocabulary photocopiable worksheet
Short test

5.6 Grammar

Lesson summary
Reading: An article about veggie burgers
Grammar: The passive
Listening: A person talking about changes in eating habits
Speaking: A discussion about changes in eating habits

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 7–9 or do them in the next lesson.

WARM-UP Ask: *Why might someone become a vegetarian or vegan? Which is the healthiest – a vegetarian diet, a vegan diet or a diet containing meat? Why?*

- Students discuss the questions in pairs.
- Elicit some answers to the first question (e.g. for health, religious or environmental reasons or because of a belief in animal rights).
- Ask who had a different opinion to their partner for the second question. Elicit details.

Note!

- *Vegetarian* and *vegan* can be nouns or adjectives, e.g. *I'm not a vegetarian, but I often cook vegetarian dishes.*
- *Vegetarian* is often abbreviated to the more informal *veggie* /'vedʒi/.

Exercise 1 page 66

- Students read the article and answer the question.
- Ask a few students who agree and a few who disagree to share their reasons with the class.

Exercise 2 page 66

- Students complete the matching task.

Note!

- Explain that in this context, *agent* describes the person or thing that does an action.
- Modal verbs (*can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*) are used with another verb to express an idea such as possibility, permission, intention, obligation.

Extra support

- Write on the board the form of *be* for each tense.

KEY

1 am / is / are 2 am / is / are being 3 was / were
4 was / were being 5 has / have been 6 had been
7 will be 8 modal + *be*

- Ask students to refer to this when doing the task.

- Check answers as a class.

KEY

1 isn't made 2 are being sold 3 were put
4 were being prepared 5 have also been introduced
6 had been used 7 will be affected 8 shouldn't be given 9 by one of the world's most famous fast food restaurants

Exercise 3 page 66

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

KEY

1 action 2 important 3 *by* 4 past participle
5 subject

- Students do the Grammar booster exercises on page 141.

Exercise 4 page 66

- Students complete the task.

Exercise 5 page 66

- Working in pairs, students compare answers and discuss the question.
- Check answers as a class.

KEY

1 B 2 Both 3 B 4 Both 5 Both 6 B
2 FC Barcelona has won the Champions League.
The Champions League has been won by FC Barcelona.
4 The president of the nation visited our school yesterday!
Our school was visited by the president of the nation yesterday!
5 My sister wrote the poem that won the school prize!
The poem that won the school prize was written by my sister!

Extra challenge

Students rewrite the passive sentences in the text in exercise 1 to make them active.

KEY (SUGGESTED ANSWERS)

One of the world's most famous fast food restaurants is selling plant-based burgers next to meat burgers.
Other fast food restaurants have also introduced vegetarian dishes.
Last year, they were preparing new laws in the USA.
Producers of plant-based foods had used words like 'burger', 'meatballs' or 'kebab' to describe their products.
The meat producers say that if a product isn't meat, the producers of plant-based foods shouldn't give it a meat name.
They are worried this will affect their business in the same way that it has (affected) the milk industry.
On supermarket shelves, they put plant-based products calling themselves 'milk', 'cheese' and 'yoghurt' next to cow milk products.

Exercise 6 page 66

- Students rewrite the sentences to make them passive.

Extra support

- Ask students to underline the verbs in the sentences.
- Elicit the tenses (1 past simple, 2 present simple, 3 present continuous, 4 past perfect, 5 future simple, 6 present simple, 7 modal verb, 8 past continuous).
- Remind students that they need to use this tense of the verb *be* followed by a past participle.

Note!

It's very important that students focus carefully on singular and plural forms when transforming active / passive sentences, (e.g. In sentence 3, the subject is *They,* so the verb is plural. When *a menu* becomes the subject, the verb will be singular.).

- Check answers as a class.

KEY

2 Plant-based burgers are served at the barbecue (by vegetable farmers).
3 A menu for tomorrow's special dinner is being prepared.
4 Salt hadn't been added to the meal (by the cook).
5 Lab meat won't be sold in supermarkets yet.
6 Photos of food are often posted on social media (by customers).
7 Drinks made from nuts shouldn't be called 'milk'.
8 The students were being told about good eating habits (by the class teacher).

Extra activity

- Write the following questions on the board:
  As a child, were you forced to eat any food you didn't like?
  Have you ever been given the wrong dish in a restaurant?
  Are you ever told to eat more quickly or slowly?
  Do you think all teenagers should be taught how to cook?
- Students mingle and find classmates who answer *yes* to the questions. They then ask for and give extra details.
- Ask a few students to share some information they found out about their classmates.

Exercise 7 5.13 page 66

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

KEY

It's better for the planet to buy food that has been produced locally.

Transcript

See Teacher's Guide, page 190.

Exercise 8 5.13 page 66

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

KEY

1 Fast food restaurants, health food shops and farmers' markets have been opened (in her town).
2 More (and more) local farm produce is being sold (at the farmers' markets).
3 The menus were changed.
4 More (choice of) fruit and vegetables is being given (to students). / Students are being given more (choice of) fruit and vegetables.

Transcript

See Teacher's Guide, page 190.

Exercise 9 Think & share page 66

- Working in groups, students discuss the question.
- Ask a few groups 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 the passive to focus on an action.*

Further practice

Workbook page 61
Grammar booster page 141
Grammar photocopiable worksheet
Online practice

5.7 Reading

Lesson summary
Speaking: Discussion about products containing sugar; describing food products
Reading: An article about sugar and the food industry
Strategy: Reference words
Vocabulary: Words to describe food products
Writing: A review of a food product

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

WARM-UP Ask students to draw three columns in their notebook, headed *too much / many*, *OK*, *too little / few*.

- Elicit whether *too* has a positive or negative meaning (negative), what follows *too much / little* (an uncountable noun) and *too many / few* (a plural noun).
- Tell students you are going to call out some different food and drink items and they have to write them into the appropriate column, i.e. do they think that they eat or drink more than enough of something, that the amount is OK or that they don't eat or drink enough.
- Say the following items and give students time to write them down: *water*, *fast food*, *milk*, *fish*, *fresh fruit*, *eggs*, *salt*, *coffee*, *red meat*, *bread*, *fresh vegetables*, *sugar*.
- Working in pairs, students compare their lists and talk about their diets. Encourage the use of quantifiers from Lesson 4.2, e.g. *'I eat almost no fresh fruit!' 'I eat too much fast food. I have it several times a week.'*
- Ask a few pairs to share with the class how similar their diets are, e.g. *Unlike me, Anna drinks too little water, but we both eat fresh fruit and vegetables every day.*

Exercise 1 page 67

- Focus attention on the photos.
- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Exercise 2 5.14 page 67

- Play the audio for students to listen, read the article and answer the question.
- Check the answer as a class.

KEY

It can give us energy and make our brains produce dopamine, a chemical which makes us happy. We then want more of the food.

Transcript

See Student's Book, page 67.

Exercise 3 page 67

- Go through the Reading strategy together.
- Students read the article again and complete the task.
- Check answers as a class.

KEY

this = moving from place to place, hunting animals and collecting plants and fruit
ones = food products
it = sugar
them = pieces of food
it = how the food industry uses our natural needs to make us eat its products

Extra activity

- Write the following on the board:
  it (paragraph 2), *he* (paragraph 3), *this* (A), *they* (D), *they* (E), *its* (paragraph 4)
- Ask students to find these words in the appropriate part of the text and write down what they refer to.

KEY

it = the desire for sweet food *he* = Michael Moss
this = sugar together with salt *they* = pieces of food
they = our brains *its* = the food industry's

Exercise 4 page 67

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

KEY

1 We needed a lot of energy to move from place to place, hunting animals and collecting plants and fruit.
2 We discovered that they contained natural sugar, gave us energy and were part of a healthy diet.
3 They try to stop us from giving up or cutting down on certain foods.
4 It's a magic combination for the food industry and the consumer.
5 They try to discover what type of food tastes and feels good.
6 They usually tell us to stop eating when we have eaten enough calories.

Extra challenge

Students write three more questions about the text for a partner to answer, e.g. *What did Michael Moss discover? How does dopamine make us feel? Why are food products designed to disappear quickly?*

Exercise 5 page 67

- Students discuss the question in pairs.
- Elicit some ideas from the class, ensuring they are supported with reasons.

Exercise 6 Vocabulary 5.15 page 67

- Students complete the matching task.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 desire 2 calories 3 explosion 4 addiction
5 chemical 6 epidemic

Transcript

See Key above.

- Drill the words for accurate pronunciation and word stress.

Exercise 7 page 67

- Students check the meaning of the items.

Note!

Free from is used to describe foods which do not contain ingredients such as wheat or dairy products, and so are safe for people with allergies to these ingredients.

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

Exercise 8 Think & share page 67

- Students choose a product and write a review in pairs.
- Ask students to swap their review with another pair, read each other's work and then say whether they agree with the comments.
- Ask a few students to feed back on whether they agree with the review they read. Encourage them to give reasons to support their opinion.

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 reference words in an article about the food industry.*

Further practice

Workbook page 62
Online practice

5.8 Speaking

Lesson summary

Speaking: Talking about food; giving and listening to others' opinions

Listening: A conversation about food and the environment

Vocabulary: Useful language for expressing opinions

Strategy: Taking turns effectively

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

WARM-UP Ask students: *What are some shops and places where you can buy food and drinks?* Give students a minute to brainstorm ideas in pairs, then elicit suggestions, e.g. *supermarket*, *bakery*, *butcher's*, *greengrocer's*, *convenience store*, *café*, *restaurant*, *vending machine*, *market*, *canteen*.

- Working in pairs, students talk about food and drink they have bought from these places recently, e.g. *Yesterday, I bought a veggie burger from the canteen*.
- Ask a few students to share their answers with the class.

Exercise 1 Think & share page 68

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

Exercise 2 page 68

- Ask a few students in which position they put *environmental impact* in exercise 1, question 4, and elicit reasons why.
- Students read the extracts and discuss the question.
- Ask a few pairs to share their ideas with the class and elicit why these foods are bad for the environment.

KEY (SUGGESTED ANSWERS)

Bananas (transported huge distances and go off quickly, leading to a lot of wastage), soy beans (increased demand is leading to deforestation), beef (cows produce greenhouse gases, which contribute to global warming), almonds (require a lot of water and are mainly grown in California, an area prone to droughts), quinoa (transported long distances from South America; a huge increase in demand has led to soil degradation), some fish (e.g. tuna is overfished, leading to a decline in the population)

Exercise 3 5.16 page 68

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

KEY

transport, damage to the environment, plastic

Transcript
See Teacher's Guide, page 190.

Exercise 4 5.16 page 68
- Focus attention on the Phrasebook.
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
As far as I'm concerned, … To be honest, …
What do you mean by … ? Why do you think that?
I'm not convinced that … I agree up to a point, but …
I completely agree.

Transcript
See Teacher's Guide, page 190.

Extra challenge
Students add extra expressions to the Phrasebook.

KEY (SUGGESTED ANSWERS)
Asking for opinions:
What's your view on … ?; What are your feelings about … ?; Would you agree that … ?; Do you reckon that … ?
Giving opinions:
In my opinion, … ; The way I see it, … ; I firmly believe that … ; I honestly feel that … ; There's no doubt in my mind that …
Responding to opinions:
I'm afraid I don't agree that … ; I see your point, but … ; I couldn't agree more.; I think you're absolutely right.

Exercise 5 page 68
- Working in groups, students choose and discuss one topic.
- Ask a few groups whether, in general, they agreed or disagreed. If they disagreed, elicit examples.

Exercise 6 page 68

Extra activity
- Write on the board:
  there's a long silence
  someone interrupts you rudely while you're speaking
  you have no knowledge of the issue being discussed
  one person is doing all the talking
  one person isn't saying anything
  someone gives an opinion you think is stupid
- Ask students to think about group discussions. Ask them to talk in pairs about how they feel and what they say or do in the situations above, e.g. *If there's a long silence, I feel really awkward. I usually try to think quickly of something to say or a question to ask.*

- Read through the Speaking strategy together.
- Students decide when each of the phrases would be used.
- Check answers as a class.

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

Exercise 7 Reflect page 68
- Students choose another statement from exercise 5 to discuss in their groups.

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.*
After having the discussion, students then assess their work referring to the list, rather than using the table in exercise 7.
See the notes on Assessment for Learning on page 9.

- Students discuss the new topic. Circulate and monitor, helping out with language and ideas, where necessary.
- When the discussion ends, each student decides on how well they think the group has fulfilled the success criteria.

Exercise 8 Think & share page 68
- Students share their thoughts and ideas with their group.
- Ask a few groups to feed back on how their two discussions differed.
- Elicit ideas on what students will / won't do in future conversations.

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 take turns effectively when expressing opinions about food.*

Further practice
Workbook page 63
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary
Speaking: Talking about eating out
Reading: An informal email
Strategy: Expanding on main points
Vocabulary: Adverbs expressing levels of intensity
Writing: An informal email recommending a place to eat

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 you are going to give them two options and they have to discuss in pairs which one they would rather do and why. Encourage them to use some phrases for expressing opinions from Lesson 5.8.
- Ask: *Would you rather do the cooking or wash the dishes?*
- Give students 30 seconds to discuss their opinions, then ask one or two students to share their ideas with the class.

- Continue in the same way with the following: *Would you rather … have a barbecue or a picnic? give up eating meat or snacks? eat a dish from your country or from another country? spend money on food or clothes? eat out or eat in? go to a restaurant you know or try out a new one?*
- For added interest, students could discuss each point with a different partner.

Note!

Ensure students are clear on the difference between *eat out* (have a meal in a restaurant) and *eat outside* (not inside a building, e.g. in the garden, on the beach, in the park). Contrast with *eat in* (have a meal at home) and *eat inside* (in a building).

Exercise 1 page 69

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

Exercise 2 page 69

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

KEY

He suggests trying a new vegetarian restaurant because he's bored with going to the same places and he has also decided to eat less meat.

Exercise 3 page 69

- Check the meaning of *contraction* (short form of a word, e.g. *We're* is a contraction of *we are*).
- Students read the email again and complete the task.
- Check answers as a class.

KEY

Contractions: I'm, can't, we're, don't, it's, I've, What's, they're, that's

Informal expressions: *Great to get your email!,* … a bit bored of always going to the same places, why don't we … ?, 'What's a flexitarian?' I hear you ask!, Well, … , Anyway, let me know …

Informal greetings: Hi, Bye for now!

Phrasal verbs: looking forward to, getting ready, go back, meeting up, try out

Extra challenge

Working in pairs, students find examples of other informal aspects of the email.

KEY (SUGGESTED ANSWERS)

The use of exclamation marks for emphasis or to express enthusiasm or surprise, e.g. *I can't believe that we're starting next week!, And I've also become a flexitarian!*
The use of ellipsis (leaving out words from a sentence deliberately, when the meaning can be understood without them), e.g. (*It was*) *Great to get your email!, (I'm) Looking forward to seeing you soon!*

Exercise 4 page 69

- Go through the Writing strategy together.
- Students match the extra information to the paragraphs.
- Check answers as a class.

KEY

1 Paragraph C: This paragraph talks about the restaurant and the food in more detail (e.g. the names and types of dishes).
2 Paragraph B: The sentence gives more information about the writer's cousins' vegetarian habits.
3 Paragraph A: The sentence relates to the topic of school.
4 Paragraph C: The writer wants Alena's opinion and would also like their friends' opinion of his idea to go to a vegetarian restaurant.
5 Paragraph A: The writer provides another reason for trying the vegetarian restaurant and this relates to the location of restaurant, rather than the details about the food in paragraph C.
6 Paragraph B: The sentence talks about the writer becoming flexitarian.

Extra activity

Working in pairs, students decide where in each paragraph. the pieces of extra information fit best.

KEY (SUGGESTED ANSWERS)

1 After '… any red meat at all!'
2 After '… they're all vegetarians.'
3 After '… ready to go back to school.'
4 After '… everybody will like the dishes at the vegetarian restaurant.'
5 After '… it's also fairly cheap!'
6 After '… to produce beef burgers.'

Exercise 5 page 69

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

KEY

1 a bit 2 fairly 3 quite 4 extremely 5 very
* Answers 2/3 and 4/5 can be in either order.
The adverbs affect the intensity of the adjective which follows.

Note!

Focus attention on the spelling and pronunciation of *quite* /kwaɪt/. Students often misspell or mispronounce this word as *quiet* /ˈkwaɪət/.

Exercise 6 page 69

- Students rewrite the sentences using appropriate adverbs.
- Check answers as a class.

KEY

2 His cooking is pretty / fairly / quite / very / extremely / really boring.
3 This recipe looks pretty / quite interesting.
4 I thought the burger was a bit unhealthy.
5 The sandwiches are a bit / pretty / fairly / quite tasteless.
6 This coffee is extremely / really hot.

Exercise 7 page 69

- Read through the task together.
- Students decide on a restaurant and make notes on reasons for eating there.

Extra support

- Ask students to look back at the email in exercise 2. Elicit reasons why Harry thinks the vegetarian restaurant is a good place to eat (meals are tasty, fairly cheap, easy to get to) and write on the board: *taste*, *price*, *location*.
- Elicit other reasons for choosing a place to eat and add them to the board, e.g. *service*, *famous*, *character and atmosphere*, *size*).
- Students use these ideas when writing their notes.

Exercise 8 page 69

- Circulate and monitor as students plan their email, helping with language and organisation where necessary.

Exercise 9 page 69

- Students complete the writing task.

Exercise 10 Check your work page 69

- Students go through the checklist before submitting their work.

AfL Teaching tip: success criteria

Students select areas for focused feedback

Letting students choose areas of their work for quality feedback encourages them to take more ownership of the assessment and feedback process and motivates them to focus on the comments.

Before students submit their email, ask them to select two or three specific areas they would like feedback on (e.g. use of informal language, grammar, organisation) and write these on their work. When marking, target feedback on 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 expand on main points in an informal email about food.*

Further practice
Workbook page 64
Online practice

5.10 Review

AfL Teaching tip: diagnostics

Students create the review

Asking students to make review tasks requires 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 grammar, vocabulary 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.

Grammar

Exercise 1 page 70

KEY

2 starts 3 'm meeting 4 's going to snow 5 'll turn down 6 'll forgive 7 're cooking 8 're going to visit

Exercise 2 page 70

KEY

1 we weren't told
2 are put
3 additives and sugar should be replaced
4 too many fast food meals are being served by schools
5 These meals will be replaced
6 Fast food producers have been stopped from advertising to children by governments in other countries

Vocabulary

Exercise 3 page 70

KEY

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

Exercise 4 page 70

KEY

1 farming, laboratories 2 nutritious, portions
3 ingredients, additives 4 barbecue, beef
5 Meatballs, delicious 6 diet, healthy foods, red meat

Cumulative review

Exercise 5 page 70

KEY

1 has been shown 2 'll / will eat 3 are sold / are being sold 4 is going to become / will become 5 will be 6 are added 7 was put 8 are being developed 9 will they be 10 has been used

Exercise 6 Think & share page 70

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 65
Progress test

5.11 Exam skills

Lesson summary

Exam strategies: Reading: matching key points in descriptions; Speaking: using speculation when describing a photo

Reading: Short texts describing people and books about food

Speaking: Comparing photos of people eating together in different situations; talking about personal eating preferences

WARM-UP Write the following questions on the board:
Do you prefer to eat out or at home for special occasions?
When did you last follow a recipe to make something?
What's your favourite foreign cuisine?
What advice would you give to someone who needed to eat on a budget?

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

Reading

Exercise 1 page 71

- Go through the Reading exam strategy together.
- Students complete the task.
- Check answers as a class.

KEY

C matches all of the key points. Descriptions which contain matching words, but are not the correct answer are: B (restaurant), E (vegetarian, special occasion), F (restaurant).

Exercise 2 page 71

Extra support

- Working in pairs, students decide on and underline the key points in descriptions 2–5.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

2 food from different countries; international cooking; history of food
3 student; doesn't know much about cooking; practical tips; attractive
4 other people's lives; love of food; professional cook
5 loves eating all kinds of food; meat-based; good diet; active lifestyle

- As additional support, you could also tell students that texts B and E are the two extra ones.

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

KEY

2 G 3 A 4 F 5 D

Extra challenge

Students write short profiles (similar to those in 1–5) for people who might want to read books B and E.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
  What do you have in common with the people in the texts?
  Which of the books would you be most and least interested in reading? Why?
- Ask a few students to share some information with the class, e.g. *George doesn't know much about cooking and I'm useless at cooking, too!*

Speaking

Exercise 1 page 71

- Go through the Speaking exam strategy together.
- Working in pairs, students use the phrases to speculate about the photos.
- Ask a few students to share some ideas with the class.

Note!

It's common for students to confuse *look* and *look like*. Tell them that *look* is followed by an adjective, (e.g. *He looks relaxed*.) whereas *look like* is followed by a noun (e.g. *He looks like a student*.) or a clause (e.g. *He look like he's happy*.).

Extra challenge

- Working in pairs, students think of other phrases they could use to speculate. This would be a good opportunity to review modals of deduction and speculation from Lesson 3.2.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

They must / might / may / could / can't be …
It looks as if they …
It's possible that they …
I'm pretty sure / certain that they …
Maybe / Perhaps they're …

- Students then try to include some of these extra phrases when doing exercise 4.

Exercise 2 page 71

- Students compare the two photos and discuss the questions.
- Ask a few students to share some ideas with the class.

Extra activity

- Working in A / B pairs, students look ahead in the coursebook and each choose a different photo.
- Ask the Student As to describe and speculate about their photo. When they have finished, the Student Bs ask two follow-up questions for their partner to answer.
- The Student As and Bs swap roles and repeat the activity.

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 key points in written descriptions and complete a matching task. I can use speculation when describing a photo.*

Further practice

Culture lesson 5: British food
Workbook page 66

5 Vision 360°

Plant-based diet

Lesson summary
▲ **triangle:** An article extract about the vegan trend
♥ **heart:** Instagram posts about favourite vegan dishes
★ **star:** An infographic about meat production
◆ **diamond:** A text conversation about a wellness festival
⬢ **hexagon:** A vegan menu
■ **square:** A chef describing a vegan recipe
● **circle:** A talk about food waste
Speaking: Discussing reasons for following a plant-based diet; responding to opinions about food and eating habits; talking about what's important when choosing a café / restaurant

Reading: An article extract about the vegan trend; Instagram posts about favourite vegan dishes; an infographic about meat production; a text conversation about a wellness festival; a vegan menu
Listening: A chef describing a vegan recipe; a talk about food waste
Writing: A short comment describing a favourite vegan dish
Create task: Creating an information leaflet

SHORTCUT To do the lesson in 30 minutes, omit exercises 8 and 9, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as an individual task for homework. In the next lesson, students do Step 5 by swapping their leaflet with two or three other individual students.

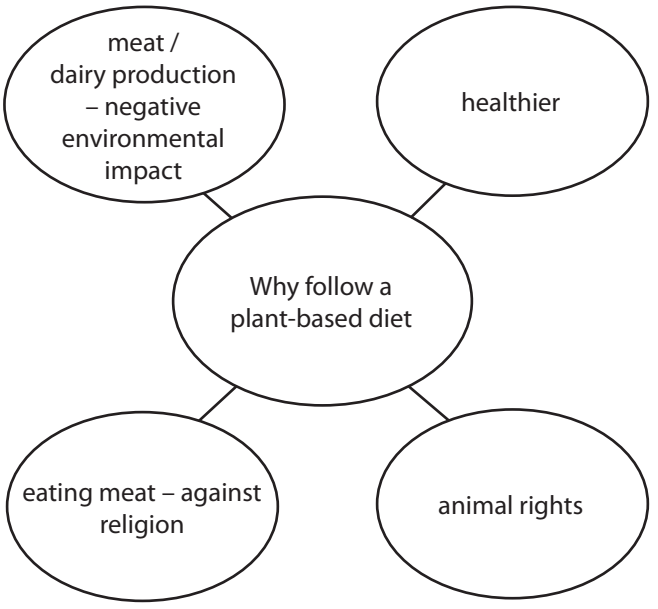
WARM-UP Write the following statements on the board:
People will eat out more than now.
Fast food restaurants will become less popular.
More vegetarian and vegan options will be offered in restaurants.

- If necessary, refer students to the definitions of *vegetarian* and *vegan* in exercise 1.
- Ask students to consider whether these predictions will come true in the future. Working in pairs, they share their opinions and give reasons.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 72

- Elicit or explain what a *mind map* is (a diagram that presents information with a central idea in the middle and connected ideas arranged around it).
- Working in pairs, students complete the task. Encourage them to think about what they have learned about this topic in the unit so far.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)



EXPLORE

Exercise 2 page 72

- Go through the question together and then enter into the 360° image. Move around the image to explore the restaurant, but do not click on the hotspot symbols yet.
- Stop and ask students to discuss the question in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWER)
People who enjoy eating healthily and people who are vegetarian or vegan.

Exercise 3 ▲ page 72

- Click on the triangle hotspot for students to read the article extract and complete the notes.
- Check answers as a class.

KEY
1 1.7 million 2 350 % 3 Veganism / This trend
4 30s / thirties 5 health

Extra support
Before students read the article, ask them to look at the notes and think about what type of information is missing from each gap, e.g. 1 = number, 2 = number / percentage, 3 = noun / something. Elicit ideas from the class.

Extra activity
- Ask: *Are you surprised by any of the facts in the article? Why? / Why not?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 4 All hotspots page 72

- 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 note down whether facts or opinions are presented and whether the opinions are positive or negative.

- 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 **Facts:** ■ ◆ ● ▲ ★
Opinions: ♥
2 The opinions are positive.

Transcripts

■ **Chef** We're often asked by customers how our delicious vegan meatballs are made! Of course, they aren't made with beef or red meat – they're completely plant-based! And they don't contain any additives either. So, just how are they prepared? Well, our main ingredient is mushrooms – these are cooked in a pan with olive oil and onions. Then black beans are added as well as a little salt and spices. These ingredients are then blended until smooth. This sticky mixture is rolled into small balls and cooked on a barbecue. After that, the meatballs are covered in our tasty tomato sauce, and served with our home-made spaghetti. Try them today – you'll love them!

● **Presenter** Did you know that a third of the food that is produced in the world isn't eaten? And this wasted food could feed all the hungry people – twice! So why is so much food being wasted?

Well, in recent years, many crops have been destroyed by extreme weather. A lot of the fresh food that isn't sold in shops and supermarkets is just thrown away, too.

Food waste is also a big problem in homes, too. Fresh fruit and vegetables often go rotten because they aren't stored correctly, or they aren't eaten because we often buy too much! To help deal with this big problem of food waste, here are just some of the things our restaurant is going to do!

Firstly, we're going to buy 'ugly' but delicious fruit or vegetables from farmers.

Next, we'll only order the food we actually need. And we won't pack our fridges too full, so we'll always be able to see what's in them.

From now on, we're also going to serve smaller portions, or let customers weigh their own food, to reduce the amount of food that is left on plates.

Finally, any leftover food will be recycled, so that, next year it'll be nutritious compost! How are you going to waste less food? Please, send us your ideas!

Exercise 5 All hotspots page 72

- Give students time to read through the four scenarios.
- Explore each of the hotspots again for students to complete the matching task.

Exercise 6 page 72

- Working in pairs, students compare and explain their answers.
- Elicit answers and explanations from the class.

KEY

A ● B ◆ C ♥ D ■

Extra challenge

Working in pairs, students write a one- or two-sentence scenario, similar to those in exercise 5, to match each of the unused hotspots. Elicit suggestions from the class.

Exercise 7 page 73

- Working in groups, students read and discuss the opinions. Encourage them to use a good range of language for expressing opinions. If necessary, refer them back to Lesson 5.8 to review the Phrasebook expressions before starting the task. Also, remind students of the importance of taking turns.
- Ask whether any group had a difference of opinion on any of the points and, if so, elicit details.

Exercise 8 page 73

- Students rank the ideas in order of importance and then compare their answers in pairs.
- Ask a few pairs to provide some feedback on how similar their orders were and why.

Exercise 9 ♥ page 73

- Click on the heart hotspot for students to complete the task.
- Ask a few students to read their comment to the class.

Extra support

Before students write their comment, elicit the adjectives to describe food which are used in the hotspot (i.e. *smooth*, *spicy*, *nutritious*, *delicious*, *plant-based*, *sweet*, *sour*, *tasty*, *salty*, *grilled*, *sticky*) and write them on the board. Elicit any other food adjectives students know and add them to the list. Encourage students to try to use at least three of the adjectives when writing their comment.

Extra activity

Put students into groups and ask them to take turns to read out their comment. After each, the other people in the group say whether they would like to eat this dish and give a reason why / why not. Ask a few students whose dish described in their group they would most like to eat (apart from their own) and why.

Exercise 10 Think & share page 73

- Working in pairs, students complete the task.
- Elicit opinions and ideas from the class.

CREATE … an informational leaflet

To complete the Create task, students will need access to the internet to conduct their research and a computer with appropriate software, e.g. Microsoft Word, to produce their information leaflet. Alternatively, students could create their leaflet by hand on paper.

STEP 1 Research it! page 73

- Students conduct some research and complete the task.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 Veganuary is a charity which inspires and supports people to try veganism for the month of January and throughout the rest of the year.
2 Matthew Glover and Jane Land started Veganuary as an event in 2014. Their mission is to encourage people to become vegan with the aim of protecting the planet, ending animal farming and improving people's health.
3 Students' own answers

Extra activity

- Write the following questions on the board:
  Why do you think Veganuary is such a popular event?
  Do you know anyone who has taken part?
  How easy would it be for you and your family to become vegan for a month?
- Working in pairs, students discuss the questions.
- Elicit opinions and information from the class.

STEP 2 page 43

- Working in groups, students discuss and select the sections they would like to include in their informational leaflet.

STEP 3 page 43

- Students conduct some online research and make notes. You may like to suggest that each student focuses their research on a different section.

STEP 4 page 43

- Tell students to think carefully about the clearest and most logical way in which to order their chosen sections and present the information.
- Circulate and monitor, helping out with language and organisation where required and answering any queries. Tell students to ensure that each member of their group is actively involved in the task.

STEP 5 page 43

- Put two groups together and ask them to swap and read each other's work and then provide some feedback. Remind students that when suggesting improvements, they should be polite and constructive.
- Students then swap their work with one or more other groups and repeat the activity.
- Ask a few students which leaflet they liked most 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 veganism and create an informational leaflet.*

6 On the road

6.1 Vocabulary

Lesson summary

Speaking: Talking about holidays and experiencing different cultures

Listening: A dialogue about travelling

Vocabulary: Travel collocations

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

WARM-UP Tell students to look at the photo.

- Ask: *What is happening in the photo?*
  What are some of the places you would like to visit in the future? Why?
  What can we learn by visiting different countries?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 74

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

Exercise 2 6.01 page 74

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

KEY

1 travel **2** going abroad **3** some of the world's most famous sights / world-famous sights / the sights

Transcript

See Teacher's Guide, page 190.

Exercise 3 6.01 page 74

- Ask students to check they know all the countries, then drill for accurate pronunciation.
- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

Albania, China, France, Greece, Hungary, India, Italy, Poland, Turkey, the USA, Zambia

Transcript

See Teacher's Guide, page 190.

Note!

We do not usually put an article before the name of a country, (e.g. *She's from Poland.)*. However, there are some exceptions which are preceded by *the*, (e.g. *I live in* the *UK*. *I'd like to visit* the *USA*.).

Extra activity

Write the following questions on the board for students to discuss in pairs:
Which of the countries in exercise 3 …
is the closest to your country?
is the furthest from your country?
have you visited before?
would you most like to visit?
has the most different culture to your country?

Exercise 4 page 74

- Working in pairs, students complete the task.
- Check answers as a class.

KEY

1 Africa, Antarctica, Asia, Australia / Oceania, Europe, North America, South America **2** Russia
3 Vatican City **4** Africa

Culture notes

- Of the 195 countries in the world, Russia is the largest in total area. Stretching 17 million km² across Eastern Europe and Northern Asia, it occupies around 11% of the world's land mass. It has a population of roughly 146 million, which is the ninth highest in the world.
- The smallest country, by both area and population, is Vatican City. It is a fully independent nation-state enclaved within Rome, Italy, and was established in 1929. It occupies an area of 0.49 km² and has a population of about 825.
- Africa is the continent with the most countries, with a total of 54. The continent is the second largest after Asia and covers an area of around 30,370,000 km². The largest country in Africa is Algeria and the smallest is the Seychelles.

Exercise 5 Real English page 75

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

KEY

1 A **2** B **3** B **4** A **5** B

Note!

- *Go on about* means to talk about something for a long time, in a boring or complaining way.
- Ensure students are clear that in number 5, Rachel isn't saying her doughnut is nice, but the fact that Nick buying the doughnuts is a nice gesture.

Extra activity

- Working in pairs, students write mini-dialogues including the Real English phrases, e.g. *'Tim goes on about his dog.' 'I know! He mentions it every time we meet.'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present their dialogues to the class.

Exercise 6 Vocabulary 6.02 page 75

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

KEY

1 book 2 book 3 experience 4 backpacking 5 a destination 6 stay 7 area 8 the sights 9 make 10 journey 11 go 12 meet

Transcript

See Student's Book, page 75 and Key above.

Note!

When we mention a country or city, we say *arrive **in***, e.g. *He arrived in Russia a week ago*. When we mention a specific place, we say *arrive **at***, e.g. *He arrived at the airport two hours before his flight*.

Exercise 7 page 75

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

KEY (SUGGESTED ANSWERS)

Before a trip: book accommodation, book a single / return ticket, make a reservation

The rest are usually done during a trip.

Exercise 8 page 75

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

KEY

1 go abroad 2 booked (the) accommodation 3 go backpacking 4 book, (single) tickets 5 set off (on our journey) 6 made a reservation 7 staying 8 see, the sights

Exercise 9 page 75

- Students complete the text with the missing words.
- Check answers as a class.

KEY

1 sights 2 local culture 3 (to) book 4 set off 5 destination 6 booked 7 reservation 8 explore

Extra activity

- Write the following questions about the story on the board:
  How did the writer and his friend end up in the wrong town?
  How did they feel about their mistake? Why?
  What did they do next?
- Working in pairs, students share their ideas.
- Elicit some ideas from the class.

Exercise 10 Think & share page 75

- Working in pairs, students discuss the questions. Encourage them to use some of the collocations from exercise 6.
- Ask a few students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about travel and holidays.*

Further practice

Workbook page 68
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Speaking: Discussing what you know about other countries; defining things and places using relative clauses

Listening: A TV quiz show

Grammar: Defining relative clauses; subject and object pronouns

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 9 and do exercise 10 in the next lesson.

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning intentions.

Ask students in pairs, with books closed, to brainstorm the vocabulary (countries, continents and travel collocations) and Real English expressions they learned in Lesson 6.1. They then look at pages 74–75 to see which words they missed out.

See the notes on Assessment for Learning on page 9.

WARM-UP Write on the board:

_____ *abroad*
_____ *accommodation before you went*
_____ *the local culture*
_____ *the area on foot*
_____ *the sights*
_____ *local people*

- Elicit the missing verbs from the collocations (*go*, *book*, *experience*, *explore*, *see*, *meet*) and write them in the gaps.
- Ask students to think of the last time they visited another country or a different area in their own country. Working in pairs, they take turns to ask each other about their experience, using the phrases from the board, e.g. *'Did you go abroad?' 'Yes, I did. I went to Egypt for two weeks with my family.'*
- Ask a few students to share with the class some details about their partner's trip.

Exercise 1 page 76

- Working in pairs, students complete the task.

Exercise 2 page 76

- Students read and try to complete the dialogue.
- Elicit some suggestions, but don't confirm answers at this stage.

Exercise 3 6.05 page 76

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

KEY

1 Egypt 2 San Francisco 3 Singapore

Transcript

See Student's Book, page 76, and Key in previous column.

Exercise 4 page 76

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

KEY

1 that, which 2 who 3 whose 4 where

- Students do the Grammar booster exercises on page 142.

Exercise 5 page 76

- Students complete the sentences with relative pronouns.
- Check answers as a class.

KEY

1 who / that 2 where, which / that
3 whose, which / that 4 which / that, where
5 who / that 6 which / that

Exercise 6 page 76

- Working in groups, students try to solve the clues.
- Check answers as a class.

KEY

1 New Zealand 2 Athens 3 Nepal 4 Mexico
5 Rio de Janeiro 6 Istanbul

Culture notes

- New Zealand has a shorter human history than any other country. The first settlers arrived in canoes from East Polynesia in the late 13th century.
- Athens is one of the oldest cities in the world. Records show the city's origins date back around 3,400 years. Democracy was established in Athens around 500 BCE.
- The Nepali flag is made up of two pennants, which are triangular. The shape is said to represent the Himalaya mountains.
- The ancient city of Chichen Itza in Mexico, is thought to be one of the New Seven Wonders of the World.
- A Carioca /kæriˈəʊkə/ is a native or resident of Rio de Janeiro, in Brazil.
- Istanbul, Turkey's largest city, occupies two continents – Europe and Asia. The European part is separated from the Asian part by the Bosphorus Strait, a 31-km-long waterway.

Extra activity

- Groups write down answers for exercise 5 on a piece of paper. Next to each, they write an amount of money from €10 to €100 (in multiples of 10), depending on how confident they are that their answer is correct and how much they want to risk.
- They swap their answers with another group. Check the answers as a class. If an answer is correct, the group 'wins' the amount of money they have written next to it. If it's incorrect, they 'lose' the money. Students add up the total amount the other group has won or lost (maximum €600) and return their paper.
- Find out who are the class winners.

Exercise 7 page 76

- Go through the information in the grammar box together.
- Students complete the task.
- Play the video.
- Check answers as a class.

KEY

The main sights (which) you can see there are the Golden Gate Bridge and Alcatraz Island.
The local people (who) you will meet here speak Malay, English and Chinese.

- Students do the Grammar booster exercises on page 142.

Exercise 8 page 76

- Students rewrite the sentences to include relative clauses.

Note!

- Make it clear that the relative pronoun is the subject / object of the relative clause, so we don't repeat the subject / object, e.g. *Tom is a student who ~~he~~ always forgets his homework*. (*who* is the subject of *forgets*, so we don't need *he*). *This is the grammar book that I was talking about ~~it~~*. (*that* is the object of *talking about*, so we don't need *it*).
- Students sometimes misuse the relative pronoun *where*. Point out that it is not always used for a place, e.g. *Oxford is the city **where** I grew up.* BUT *Oxford is the city **which** I like best in England*. *Where* is used if the relative pronoun replaces a preposition and a noun, i.e. *I grew up in Oxford*. It is not used if the relative pronoun just replaces a noun, i.e. *I like Oxford best*. In this case, *which* is used instead.

Extra support

- Ask students to first write all the sentences to include relative pronouns.
- To help students determine whether the pronoun can be omitted, ask them to look at what follows:
  If it is followed by a verb, the relative pronoun is a subject pronoun and cannot be omitted, e.g. *2. Marco works in a shop which sells old maps*.
  If it is not followed by a verb (but by a noun or pronoun), the relative pronoun is an object pronoun and can be omitted, e.g. *1 Sarah is a girl* (*who*) *I went to school with*.

- Check answers as a class.

KEY

1 Fatima is a girl I went to school with.
2 Marco works in a shop that / which sells old maps.
3 This is the book my sister wrote.
4 New York is the city people call 'the Big Apple'.
5 He's the man whose cat came into our garden.
6 Ed Sheeran is the singer who / that lives in my town.
7 This is the restaurant where you can get amazing sushi.

Extra challenge

Students write three more pairs of sentences, similar to those in exercise 8. They swap notebooks in pairs and rewrite their partner's sentences to include relative clauses.

Exercise 9 6.06 page 76

- Play the audio for students to listen to the description of one of the places in exercise 5 and now complete the sentences.
- Check answers as a class. You could also ask them to guess the place (New Zealand).

KEY (SUGGESTED ANSWERS)

1 where you can see many incredible sights across two islands.
2 which / that is the best place to experience traditional Maori culture.
3 who / that first arrived in the country over 700 years ago (on boats).
4 whose players are the biggest sports stars in the country. / which is the world's best.
5 which / that was made in this country.
6 where you can see three active volcanoes. / which is home to three active volcanoes.

Transcript

See Teacher's Guide, page 190.

Extra activity

- Write on the board:
  a person who you enjoy travelling with
  a capital city whose sights you'd like to see
  five things that you always take on holiday
  a time when you had a problem while travelling
  a place where you've experienced a different culture
  a country which you aren't interested in visiting
- Students take turns in pairs to choose a situation and ask *Can you tell me about … ?* for their partner to answer.
- Ask a few students to tell the class something they found out from their partner.

Exercise 10 page 76

- Students do the activity 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 use relative clauses to define a person, place or thing.*

Further practice

Workbook page 69
Grammar booster page 142

Grammar photocopiable worksheet
Online practice

6.3 Reading

Lesson summary
Speaking: Talking about volunteering
Strategy: Scanning for specific information
Vocabulary: Phrasal verbs
Reading: An article about a volunteering experience

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5.

WARM-UP Ask the class: *For what reasons do people travel?*

- Elicit ideas and write them on the board, e.g. *to visit friends or relatives*, *to experience a different culture*, *to learn a foreign language*, *to do business*, *to see famous sights*.
- Working in pairs, students discuss which reasons they have travelled for and give details of their experiences.
- Ask a few students to share information with the class.

Exercise 1 page 77

Extra activity

Ask students to think back to the essay they wrote about volunteering in Lesson 4.9. Elicit some arguments for and against doing volunteer work.

- Working in pairs, students discuss the questions.
- Ask a few students who have done some volunteering to share some information about their experience with the class. Elicit ideas about local volunteering groups.

Exercise 2 page 77

- Go through the Reading strategy together.

Extra activity

- Elicit the difference between *scanning* a text (reading to find specific information, such as a number, date or fact) and *skimming* a text (reading for gist / to understand the main points).
- Working in pairs, students think of examples of when they have used these two reading skills recently, e.g. *'Yesterday, I scanned the train timetable online to find out when the next train was leaving.' 'This morning, I skimmed the new posts on Facebook.'*
- Elicit some examples from the class.

AfL Teaching tip: success criteria

Integrating prior knowledge

Students should learn to use existing awareness of a topic to facilitate comprehension.

Encourage students to make use of the schemata that have been activated in exercise 1 and the Extra activity to aid comprehension of the article.

See the notes on Assessment for Learning on page 9.

- Students scan the article and answer the questions.
- Check answers as a class.

KEY

1 Service Civil International 2 43 3 From 18 to 25
4 Two weeks

Exam tip

Most Reading exams include a task which involves scanning a text to find specific information. When searching for information such as names, dates or titles, it is useful to look for capital letters, numbers and symbols, and special formatting (such as bolded words or italics).

Exercise 3 Vocabulary 6.07 page 77

- Students read and listen to the article and match the phrasal verbs to the definitions. Discourage the use of dictionaries and tell students to use the context to help them decide on the correct meaning.

Exercise 4 6.08 page 77

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

KEY

1 turn out 2 pick up 3 turn up 4 set up
5 check out 6 look back

Transcript

See Key above.

Extra activity

- Write the following on the board for students to copy and complete with their own ideas.
  The main advantage of setting up a company is …
  When I look back on my childhood, my best memory is …
  The best way to check out if a story is true or fake is …
  If I arrange to meet a friend and he / she turns up late, I …
  The best way to pick up a new language is …
  … turned out to be one of the best decisions I've ever made.
- Working in pairs, they share their ideas.

Exercise 5 page 77

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

KEY

1 Because the SCI was set up by Pierre Cérésole.
2 Rebuilding villages destroyed by war, preparing food for the homeless, helping disabled children at a summer camp and organising a music festival for young people.
3 Children whose families lived in dangerous houses, often without electricity or fresh water.
4 Meeting the local people and learning about their country.
5 It gave him the chance to pick up new skills, make new friends and make a decision about what he wants to do with his future.

Extra challenge

- Students write three more questions about the text for a partner to answer, e.g. *Why did Pierre Cérésole set up SCI? How did the volunteers spend time with the children? What did they do in the evenings?*

Exercise 6 Think & share page 77

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

KEY (SUGGESTED ANSWERS)

1 He compares it to staying at a beach resort with his friends. He does this because on that sort of holiday, he wouldn't have had such a rewarding experience, learned new skills or decided what he wants to do in the future.
2 To benefit others, travel abroad, gain knowledge, learn new skills, form friendships, gain self-confidence
3 Students' own answers

Exercise 7 Mediation page 77

- Working in pairs, students take turns to give a short summary.

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 scan for specific information in an article about volunteering.*

Further practice
Workbook page 70
Online practice

6.4 Global skills

Lesson summary

Speaking: Talking about misunderstandings when meeting foreigners; giving advice to visitors about life in your country

Listening: A talk about cultural customs

Vocabulary: Words related to cultural customs

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

WARM-UP Elicit or explain the meaning of the prefix *mis-* (added to the beginning of a verb or noun, it means something is done badly or wrongly).

- Write on the board:
  What English words do you often misspell?
  How do you feel if someone mispronounces your name?
  If you misbehaved as a child, what did your parents do?
  Why might you misunderstand what someone is telling you?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 78

- Students discuss the questions in pairs.
- Elicit ideas from the class.
- Ask if anyone has ever had a misunderstanding with someone from another country and, if so, elicit details.

Exercise 2 page 78

- Students read the texts and answer the question.
- Elicit ideas from the class, but don't confirm answers at this stage.

Exercise 3 6.09 page 78

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

KEY

1 In the UK, it is not common / unusual to kiss people on the cheek if you have only just met them.
2 It is polite to remove your shoes when entering a home in many countries.
3 In some countries, dogs are considered unclean and should not be in the home.

Transcript

See Teacher's Guide, page 190.

Exercise 4 6.09 page 78

- Give students time to read through the sentences and think about what words are missing. Point out that the sentences are a summary of what is said and that some information will be paraphrased.
- Play the audio again for students to complete the sentences.
- Check answers as a class.

KEY

1 language, expressions 2 hand 3 homes, shoes, enter 4 animals / dogs 5 Middle-Eastern 6 family 7 learn

Transcript

See Teacher's Guide, page 191.

Exercise 5 page 78

- Working in pairs, students discuss the questions.
- Ask if any students were surprised by any of the customs and, if so, elicit details.

Exercise 6 Vocabulary 6.10 page 78

- Students check the meaning of the words, using a dictionary if necessary, then complete the task.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 sacred, ceremonies 2 custom 3 gesture 4 belief 5 behaviour 6 respect 7 attitude 8 law

Transcript

See Key above.

- Working in pairs, students discuss which of the customs they found interesting or surprising.
- Ask a few students to share their ideas with the class.

Exercise 7 page 78

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

KEY

1 customs 2 behaviour 3 gestures 4 respect 5 attitude

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

Exercise 8 Think & share page 78

Extra activity

- Elicit different ways to give advice, such as those below, and write them on the board. Refer students back to the Phrasebook in Lesson 2.4 for ideas, if necessary.
  You should / shouldn't …
  It's (not) a good idea to …
  … would appreciate it if you …
  The best thing you could do is …
  In this situation, I would recommend (not) …
  You'd better (not) …
  Make sure you (don't) …
  Whatever you do, (don't) …
- When completing exercise 8, students use as many different expressions as possible.

- Working in groups, students complete the discussion task.
- Ask a different group to share some advice for each point.
- Elicit whether students disagreed with any advice given by their classmates.

Exercise 9 page 78

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

Extra challenge

- Students choose a country whose culture they do not know much about. They could select from the list on page 74.
- They do some online research to find out some interesting cultural customs and write sentences using the vocabulary from exercise 6.
- Students form small groups with classmates who have researched different countries and take turns to share what they learned.
- Ask one or two students in each group to feed back some interesting information to the class.
- If there is no option for online work in class, students could do the research and writing as homework and have the discussion in the next lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand global customs.*

Further practice
Workbook page 71

6.5 Vocabulary

Lesson summary

Speaking: Describing places
Reading: A blog post about a visit to Stonehenge
Vocabulary: Adjectives to describe places
Writing: A description of a famous tourist destination

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

WARM-UP Write the comments below on the board in speech bubbles:
'I'd love to see beautiful, natural landscapes.'
'I just want to relax and do nothing.'
'I'm really into sport and love being active.'
'All I want to do is go shopping.'
'I'm keen on visiting museums and galleries.'
'I love eating and want to try out delicious local food.'
'I'm fascinated by history.'

- Working in pairs, students look at each comment and suggest appropriate places in their country for this person to visit, e.g. *Someone who loves natural places should definitely visit the Lake District. The mountains and lakes there are amazing.*
- Ask a few pairs to share their ideas with the class.

Exercise 1 page 79

Culture notes

Stonehenge is one of the world's most famous prehistoric monuments. Archaeologists believe this huge man-made circle of standing stones was constructed between 3000 and 2000 BCE. The larger stones are four metres high, two metres wide and weigh around 25 tonnes (the weight of four African elephants). Quite how these massive stones were moved is a bit of a mystery. The exact purpose of Stonehenge is also unknown, although it's commonly believed to be a kind of 'calendar'. This is because each year, on 21 June (the longest day), the sun always rises over one of the stones and on the shortest day, it always sets over the same stone.

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class.
- Do a quick poll to see how many students would be interested in visiting Stonehenge and elicit reasons why.

Exercise 2 page 79

- Students read the blog post and answer the question.
- Ask who was surprised and elicit reasons why.
- Ask if any students who said *yes* in the poll have changed their mind about wanting to visit Stonehenge and elicit reasons why.

Exercise 3 Vocabulary 6.11 page 79

- Students complete the table with the adjectives.

Extra support

- Focus attention on the text and ask: *At what point does the writer's experience change? Why?* Elicit the answer (it changes in the third paragraph, because he arrives at Stonehenge and it isn't as good as he'd expected).
- Elicit whether the adjectives are likely to be positive or negative in the first part (positive) and the second part (negative).
- Tell students there are two positive adjectives in the second part and that they need to read the context carefully and look for, e.g. the use of *but* to express a contrast or the use of a negative verb before a positive adjective, to describe a negative feeling.

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

KEY
Generally positive: peaceful, breathtaking, charming, well organised, extraordinary
Generally negative: crowded, overpriced, disappointing, depressing, dull
Positive or negative: mysterious

Transcript

See Key above.

- Drill the adjectives for accurate pronunciation. Point out that *extraordinary* /ɪkˈstrɔːdnri/ has just four syllables, with the word stress on the second.

Exercise 4 page 79

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

KEY
1 F (He thought it would be peaceful.) 2 T
3 F (It was crowded.) 4 T 5 F (He thought the view of the stones was disappointing.) 6 F (The stones were dull and overall his experience was negative.)

Extra activity

- Write the following questions on the board for students to discuss in pairs:
  What's the oldest historical sight in your country? Have you been there? If so, how was your experience? If not, why not? Have you ever visited a place and felt disappointed? Describe your experience.
- Ask a few students to share their answers with the class.

Exercise 5 page 79

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

KEY
Generally positive: lively, unforgettable
Generally negative: dangerous, polluted

- Drill the adjectives for accurate pronunciation.

Extra support

Working in pairs, students take turns to say three adjectives from the table – two positive and one negative, or two negative and one positive. Their partner says which one is different, e.g. *'Unforgettable, dull, peaceful.' 'Dull.'*

Extra challenge

- Working in pairs, students add to the table more positive and negative adjectives to describe places.
- Alternatively, write the adjectives below on the board in a random order for students to sort into positive and negative.

KEY

Generally positive: picturesque, attractive, magical, spectacular, delightful
Generally negative: touristy, ugly, run-down, noisy, overpopulated

Exercise 6 page 79

- Students choose the correct words to complete the reviews and guess the attractions.
- Check answers as a class.

KEY

1 breathtaking 2 crowded 3 polluted
4 unforgettable 5 lively 6 well-organised
7 peaceful 8 disappointing 9 charming
10 depressing

The attractions are: The Eiffel Tower, the Taj Mahal, London, the Leaning Tower of Pisa

Extra activity

Students rank the attractions 1–4, starting with the one they would most to visit. Working in pairs, they share their ideas and explain their choices, e.g. *I'd be most interested in visiting the Taj Mahal. In the photos I've seen, it looks breathtaking and its history is fascinating.*

Exercise 7 page 79

- Students describe the places in the photos in pairs.

AfL Teaching tip: diagnostics

Effective questioning

Higher-order questions require answers that go beyond simple information and therefore the language and thinking behind them is more complex.

Working in pairs, ask students to each choose two photos from exercise 7. Ask: *How are these places similar? How are they different? Which place would you prefer to visit?* Students take turns to speak uninterrupted for one minute, answering the questions. The task prompts learners to think and to use language to make comparisons (Lesson 3.6), speculate (Lesson 3.2) and express opinion (Lesson 5.8).

See the notes on Assessment for Learning on page 9.

Exercise 8 Think & share page 79

- Students do the discussion task 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 use a variety of adjectives to describe a place.*

Further practice

Workbook page 72
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

6.6 Grammar

Lesson summary
Speaking: Describing a tourist attraction
Reading: A text about fake tourism
Grammar: Non-defining relative clauses

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

WARM-UP Organise the class into small groups and give each a piece of paper. Ask them to come up with a team name connected to this week's theme of travel (e.g. *The Brilliant Backpackers*) and write it at the top of their paper. They then write 1–12 down the left side of the page.

- Tell students you are going to say the names of famous tourist attractions around the world and they have to write down the country they are in. Encourage them to take a guess if they are not sure. Give an example, e.g. *If I say 'The Louvre Museum', you write 'France'.*
- Say the following: *1 The Great Wall, 2 The Acropolis, 3 The Golden Temple, 4 Christ the Redeemer Statue, 5 Taj Mahal, 6 The Leaning Tower of Pisa, 7 Angkor Wat, 8 The Statue of Liberty, 9 Red Square, 10 Machu Picchu, 11 Petra, 12 The Great Barrier Reef*
- Groups swap papers with another group for marking. Each correct answer, spelled correctly, is two points. If the answer is correct, but the spelling is wrong, it's one point.

KEY

1 China 2 Greece 3 Japan 4 Brazil 5 India
6 Italy 7 Cambodia 8 USA / America 9 Russia
10 Peru 11 Jordan 12 Australia

- Ask for the score of each group and congratulate the winning team.

Exercise 1 page 80

- Focus attention on the photos and ask students to discuss the questions in pairs.
- Elicit some ideas from the class.

Exercise 2 page 80

- Students read the text, check their answers and discuss the questions in pairs.
- Check the answers to exercise 1 as a class.

KEY

The photos show the (Great) Sphinx (of Giza) and a pyramid, which you'd expect to see in Egypt.

- Elicit whether anyone would like to visit any of the places mentioned in the text and, if so, ask which ones and why.

Exercise 3 page 80

- Students look at the highlighted clauses in the text and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 give us extra information about 2 still makes sense
3 after 4 always has 5 *who* 6 *which* 7 *where*
8 *whose*

Extra activity

Students decide on the differences between defining and non-defining relative clauses in pairs. Refer them back to Lesson 6.2 to review defining relative clauses if necessary.

KEY

Defining clauses: define a noun, *that* can replace *who* or *which*, never have commas before or after them
Non-defining clauses: give us extra information about a noun, *that* cannot be used, always have a comma before and a comma or a full stop after them

- Students do the Grammar booster exercises on page 143

Exercise 4 page 80

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

KEY

1 where F 2 which B 3 whose E 4 which H
5 who A 6 where G 7 which D 8 whose C

Extra challenge

Students write an alternative relative clause for each sentence (e.g. 1 *which I found really dull*, 2 *which I intend to use very soon*, 3 *who got married in Bratislava*).

Exercise 5 page 80

- Students rewrite the sentences.

Extra support

- Ask students to underline the key word in the second sentence and what it refers to in the first sentence (i.e. 1 *there* refers to *Argentina*, 2 *They* refers to *train tickets*, 3 He refers to Chris, 4 there refers to Transylvania, 5 Her refers to Elena, 6 It refers to Village Restaurant, 7 He refers to Marcus, 8 It refers to public transport).
- Tell students the relative clause needs to go after the underlined word or phrase in the first sentence.

- Check answers as a class.

KEY

1 In Argentina, (which is) where my parents were born, there is a wide variety of wildlife.
2 I booked the train tickets, which cost 80 euros each, for our trip to Paris next week.
3 I met my friend Chris, who's a student in Mexico, when I was on holiday last year.
4 The scenery in Transylvania, where I went on holiday last summer, is breathtaking.
5 My friend Elena, whose cousins live in Kazakhstan, is going to take me there next year.
6 Everyone says the Village Restaurant, which serves Italian food, is the best in the city.
7 Our guide Marcus, who was really charming, helped us to experience the local culture in Hong Kong.
8 In the city centre, it isn't dangerous to take public transport, which runs throughout the night.

Exercise 6 page 80

- Students add extra information to the guidebook entry.
- Ask a few students to give an example of a relative clause they have added.

KEY (SUGGESTED ANSWER)

Everyone must visit St Peter's Square**, which is one of the largest and most charming squares in the world**. The Sistine Chapel**, whose extraordinary ceiling was painted by Michelangelo,** is also nearby. A good place to experience the culture and meet local people**, who are extremely lively and friendly,** is at one of the city's food markets or cafés. Finally, you must visit the Colosseum**, which is an unforgettable sight,** and at least one of the art museums.

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 6 (e.g. *Have you added the relative clauses in appropriate places? Have you used punctuation correctly? Have you included a range of adjectives to describe places? Is the text now more interesting to read?*). Ask students to read their completed guidebook entry and decide how well it meets these criteria and what they could do better next time. Ask a few students to share their self-assessments.

See the notes on Assessment for Learning on page 9.

Extra activity

- Working in pairs, students write a simple five-sentence guidebook entry for a city they know well.
- They swap with another pair, read each other's description, and add relative clauses to add extra details and interest.

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 non-defining relative clauses to add extra information.*

Further practice

Workbook page 73
Grammar booster page 143
Grammar photocopiable worksheet
Online practice

6.7 Listening

Lesson summary

Speaking: Describing tourist attractions; responding to situations in an appropriate tone of voice; discussing popular tourist attractions; pronunciation: intonation

Strategy: Understanding attitude and feeling

Listening: Listening to identify speakers' attitudes or feelings; people describing tourist attractions

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

WARM-UP Elicit the adjectives students can remember to describe places and write them on the board. Refer them back to Lesson 6.5 if necessary.

- Ask students to write four sentences about their school, using some of the adjectives. Some of the sentences should contain false information.
- Working in pairs, they take turns to read a sentence and their partner says if it's true, e.g. *'Our school canteen is crowded at lunchtime and the food is overpriced.' 'It's true that it gets really crowded, but the food is pretty cheap.'*

Exercise 1 page 81

Culture notes

- The *Mona Lisa* was painted by Italian artist Leonardo da Vinci in the early 16th century. It is the most famous, most valuable and most viewed painting in the world. It is owned by the French government and has been on permanent display at the Louvre Museum in Paris since 1797.
- The Hollywood sign is a well-known American landmark overlooking Hollywood in Los Angeles, California. Hollywood is written in white capital letters, which stand almost fourteen metres high and stretch over 100 metres in length. The sign, which originally read Hollywoodland, was created as a temporary real estate advert in 1923, but due to its popularity has remained ever since.
- Machu Picchu, meaning 'old mountain', is an abandoned stone city situated at 2,430 metres in the Andes Mountains in Peru. It was built by the Incas in the mid-15th century, but only rediscovered in 1911. The Incas built a road to the region and today thousands of tourists hike the 42-km-long Inca Trail each year. It has been a UNESCO World Heritage Site since 1983 and in 2007 was voted one of the New Seven Wonders of the World.
- The Great Wall of China stretches 21,196 km and is the longest structure ever built. The average height is six to seven metres, with the highest section reaching fourteen metres. It was originally built to protect China from enemy attacks from the north. Today, the wall is a symbol of the country and a very popular tourist attraction, drawing over 10 million visitors a year. Construction began on the wall around the 7th century BCE, but most of the structure that exists today was built during the Ming Dynasty (1368–1644).

- Focus attention on the photos and ask students to discuss the questions in pairs.
- Elicit ideas from the class.
- Find out if anyone has visited these places and, if so, ask them to share details of their experience.

Exercise 2 6.14 page 81

- Go through the Listening strategy together.
- Ask students to check the meaning of the adjectives, using a dictionary if necessary.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 A 2 C 3 B 4 D

Transcript

See Teacher's Guide, page 191.

Note!

- *Phew* /fjuː/ is an exclamation we use when we are happy that something bad has finished or is not going to happen, or when we are hot or tired.
- The phrase *oh my goodness* is used to express surprise or excitement. It is often abbreviated to *OMG* /əʊ em ˈdʒiː/.

Extra activity

Working in pairs, students choose some of the adjectives and talk about times when they felt like that, e.g. *Last week, I thought I'd lost my smartphone. Luckily, I finally found it down the back of the sofa. I felt so relieved!*

Extra challenge

Play the audio again for students to write down the situations that are causing the speakers to have these feelings.

KEY

1 The speaker feels relieved because they'd expected to miss their flight as the train was late, but the plane hasn't left yet.
2 The speaker feels hopeful because there are 50 tickets left and fewer than that number of people in front of them.
3 The speaker feels enthusiastic because they had the best day of their life in a place with great views.
4 The speaker feels pessimistic because they think their team is going to lose the match.

Exercise 3 6.15 page 81

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

KEY

1 D 2 B 3 A 4 C

Transcript

See Teacher's Guide, page 191.

Exercise 4 6.15 page 81

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

KEY
1 C 2 D 3 A 4 B

Transcript
See Teacher's Guide, page 191.

Exercise 5 6.15 page 81
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 C 2 A 3 B 4 C

Transcript
See Teacher's Guide, page 191.

Exercise 6 Pronunciation 6.16 page 81
- Go through the Pronunciation box together.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY
1 B 2 C 3 A

Transcript
See Teacher's Guide, page 191.

Exercise 7 page 81
- Working in pairs, students share their ideas.
- Elicit ideas from the class.

Exercise 8 page 81
- Working in pairs, students choose adjectives to describe how they would feel in each situation.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 ashamed, guilty, annoyed 2 annoyed, bad-tempered, stressed 3 enthusiastic 4 relieved 5 anxious, stressed 6 anxious, ashamed, guilty, stressed

- Students think of a response to each situation and practise the mini-dialogues in pairs.
- Ask a few pairs to present a dialogue to the class.

Extra support
- Go through the first situation as a class. Elicit how the person may feel and write one appropriate suggestion on the board, (e.g. *1 ashamed*). Then elicit what someone might say in response in that situation and write one idea on the board (e.g. *Yes, it was me. I'm really sorry I lied.*).
- Continue in the same way with the other situations.
- Students then role-play the situations, using the language on the board. This will enable them to focus more on using an appropriate tone of voice and intonation.

Exercise 9 Think & share page 81
- Working in groups, students discuss the questions.
- Ask a few students to share their ideas or experiences 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 attitudes and feelings when people talk about experiences.*

Further practice
Documentary: *Rapa Nui*
Workbook page 74
Online practice

6.8 Speaking

Lesson summary
Speaking: A role-play asking for and giving information about a volunteer holiday
Reading: A poster advertising a tour
Listening: A dialogue asking for and giving information about a tour
Vocabulary: Useful language for asking for information
Strategy: Using modal verbs

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

WARM-UP Ask: *Is it better to go on an organised tour or travel independently? If you could go on a backpackers' tour anywhere in the world for free, where would you go?*
- Working in pairs, students discuss the questions. Encourage them to support their choices with reasons and examples.
- Ask a few students to share their ideas with the class.

Exercise 1 page 82
- Elicit whether anyone answered *Australia* to the second question in the warm-up. If so, ask them for their reasons. If not, elicit from the class some reasons why people may want to travel around this country.

Note!
The outback describes the sparsely populated areas of Australia that are far away from the coast and towns, especially the desert areas in the centre of the country.

- Ask students to read the information on the poster and discuss the question in pairs.
- Elicit some suggestions from the class.

Exercise 2 6.17 page 82
- Play the audio for students to write down the information the speakers want to know.
- Check answers as a class.

KEY
They want to know if transport is included in the price, where they will sleep at night, what clothes to bring, if they will be able to go swimming, and if they can cancel their reservation.

Transcript
See Teacher's Guide, page 191.

- Ask a few students how similar the information requests on the audio were to the ones they discussed in exercise 1.

Extra challenge

Students make notes on the organiser's answers to Patrick and Phil's questions.

KEY

Transport is included. The company picks guests up from their hostel or hotel in the city.
They will be camping in tents on the trip.
Guests should bring long trousers for walking in, good walking boots, a fleece or sweater and a jacket.
They won't be able to go swimming as the tour won't be near any water.
They can't cancel their reservation, but they can change the dates.

Exercise 3 6.17 page 82

- Focus attention on the Phrasebook and ask students to complete the phrases.
- Play the audio again for students to check their answers. Point out that the answers are given in a different order to the Student's Book.
- Check answers as a class.

KEY

1 interested 2 tell 3 recommend 4 possible
5 repeat 6 think 7 helpful 8 sounds 9 shame

Transcript
See Teacher's Guide, page 191.

Exercise 4 6.17 page 82

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

KEY

making a request: can (*Can you tell us … ?*), would (*What clothes would you … ?*), could (*Could you be more … ?*), could (*Could you repeat … ?*)
making an offer: can (*Can I help you?*), can (*How can I help?*)
asking about permission: can (*Can we go swimming?*)
giving advice: should (*Do you think we should … ?*), should (*you should bring …*), should (*should we bring … ?*)

Transcript
See Teacher's Guide, page 191.

Extra support

Write the four functions from exercise 4 on the board. Play the audio and ask students to raise their hand when they hear a sentence with a modal verb. Pause the audio and elicit what the modal verb was and what its function was. Write it on the board in the appropriate category. Continue in the same way with the rest of the audio.

Exercise 5 page 82

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

KEY (SUGGESTED ANSWERS)

1 I'd like to find out a bit more about
2 Can you tell us if
3 What do you mean
4 that sounds great
5 included in the price
6 That's a shame
7 Would you recommend
8 That's really useful / That sounds great

- Working in pairs, students read the dialogue aloud.

Extra activity

- Ask the class what they remember about intonation from Lesson 6.7 (e.g. *Intonation is the rising and falling in a person's voice and is often used to help us express different attitudes and feelings. It also helps us to understand each other better.*).
- Elicit from the class what feelings they think the speakers may express in the dialogue in exercise 5 (e.g. *Tina may sound enthusiastic when she says 'Certainly.' Jack may sound confused when he says 'I'm sorry – I don't understand.'*). Encourage students to try to use appropriate intonation to express these emotions when practising the dialogue.

Exercise 6 page 82

- Put students into A / B pairs. Ask the Student As to quickly skim the adverts and tell their partner which holiday they have chosen. Allow some time for students to think of questions and make notes.
- Students do the role-play in pairs and then swap roles and repeat the activity.

AfL Teaching tip: diagnostics

Peers help each other clarify areas for improvement

Peers can help each other to identify areas for development. Giving peer feedback also has rebound benefits that could help learners with their own progress.

The second time students do the role-play from exercise 6, ask them to perform it to another pair. Once both pairs have presented, ask them to give each other some feedback and also reflect on their own performance in these areas, e.g. *When you were asking for information, I think you used the phrase '*Can you tell us …*?' too often. I think maybe I did the same in my role-play.*

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 ask for information.*

Further practice

Workbook page 75
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Speaking: Discussing places in your area you would recommend to tourists
Reading: A blog post describing a local area
Strategy: Descriptive vocabulary
Vocabulary: Useful language to start and finish a blog post positively
Writing: A blog post describing your local area

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

WARM-UP Elicit some expressions that can be used to discuss advantages and disadvantages and write these on the board. Refer students back to Lesson 3.8 for ideas if necessary.

- Ask: *What are the advantages and disadvantages of living in this area?*
- Students discuss the question in pairs, using the expressions from the board, e.g. *'One of the disadvantages of living here is that there's a lot of traffic, so it's quite polluted.' 'The main benefit of living in this area is that it's a lively city with lots going on.'*
- Ask a few students to share their ideas with the class.
- Do a class poll to find out whether students think there are more advantages or more disadvantages.

Exercise 1 page 83

- Students make notes about recommended places in their local area and then compare their ideas in pairs.
- Ask a few students to share their ideas with the class.

Exercise 2 page 83

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

KEY

The writer talks about local landmarks, areas of natural beauty and tourist attractions.

Extra activity

- Write on the board:
  Have you ever visited Brno? If so, how was your experience? If not, would you be interested in visiting after reading the blog post?
  What type of tourist would enjoy visiting Brno?
- Ask students to discuss the questions in pairs and then ask a few pairs to share some information or ideas with the class.

Exercise 3 page 83

- Ask students to underline the descriptive adjectives.
- Check answers as a class.

KEY

amazing, second-largest, calm, relaxing, historical, modern, narrow, little, pleasant, famous, steep, old, world-famous, beautiful, great, hilly, ancient

Exercise 4 page 83

- Go through the Writing strategy together.
- Working in pairs, students think of other adjectives to describe places. As the blog post they are going to write will have a positive focus, suggest they brainstorm just positive adjectives. Refer back to Lesson 6.5 if necessary.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

mysterious, peaceful, breathtaking, charming, well-organised, extraordinary, picturesque, attractive, magical, spectacular, delightful, stunning, colourful, gorgeous, quaint, spacious, unspoilt, magnificent

Exercise 5 page 83

- Go through the instructions and Phrasebook together.
- Students complete the task and then compare answers in pairs.
- Elicit some suggestions from the class.

KEY (SUGGESTED ANSWER)

Welcome to my home town. I live in a **beautiful** city by the sea. There is a **modern** shopping centre in the middle of the city and lots of **wide** streets. Lots of tourists come to the city to visit the **fascinating** museum, the **historical** 15th-century tower and the **gorgeous** beach. Near the city, there is a **large** forest and some **spectacular** mountains. You can use the **pleasant** walking and cycling paths to visit some **charming** villages in the mountains. **Thanks for reading! See you soon.**

Extra challenge

- Organise the class into groups and ask them to stand or sit in a circle.
- Write on the board:
  When I went on holiday, I …
- One person starts by reading the prompt on the board and completing it with their own idea. The sentence must contain a descriptive adjective, e.g. *When I went on holiday, I visited an ancient cathedral.*
- The person to the left then repeats the sentence and adds another idea, e.g. *When I went on holiday, I visited an ancient cathedral and sat in a relaxing square.*
- The next person does the same, e.g. *When I went on holiday, I visited an ancient cathedral, sat in a relaxing square and lay on a beautiful beach.* Remind them to only use *and* before the last item in the list and tell them that adjectives cannot be repeated.
- The activity continues in the same way. When someone cannot remember a phrase, they are out.
- Find out the longest sentence in each group.

Extra support

Ask students to look back at exercise 1. Working in pairs, they talk again about the places, this time including as many different descriptive adjectives as possible.

Exercise 6 page 83

- Read through the task together.
- Students select three topics, think of examples for each and make notes.

Exercise 7 page 83

- Circulate and monitor as students plan their blog post, helping with language and organisation where necessary.

Exercise 8 page 83

- Students complete the writing task.

Exercise 9 Check your work page 83

- Students go through the checklist before submitting their work.

Study skill

Students should ensure that before they submit a piece of writing, they proofread it carefully. In exam situations, sufficient time needs to be left at the end (at least five minutes) to do this properly. Students can often struggle to identify mistakes in their own work. To help with this, encourage them to keep a personalised frequent error checklist. This may be words they commonly misspell (e.g. *because*), grammar issues they tend to have (e.g. omitting the verb *be*) or punctuation difficulties (e.g. overusing commas). They can then use this checklist while proofreading, or make a mental checklist to help during exams.

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 descriptive vocabulary in a blog about my local area.*

Further practice
Workbook page 76
Online practice

6.10 Review

Grammar

Exercise 1 page 84

KEY
1 I 2 F 3 E 4 B 5 C 6 A 7 D 8 J 9 G 10 H

Vocabulary

Exercise 2 page 84

KEY
1 polluted 2 well organised 3 mysterious
4 breathtaking 5 charming 6 dull

Exercise 3 page 84

KEY
1 make 2 go 3 return 4 see 5 been 6 arrive

Cumulative review

Exercise 4 page 84

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

Exercise 5 Think & share page 84

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 77
Progress test

6.11 Exam skills

Lesson summary

Exam strategies: Listening: making guesses based on context; Use of English: choosing the correct part of speech in a word formation task; Writing: expressing your ideas and opinions using your own words

Listening: A description of a railway journey

Use of English: A text about food festivals

Writing: Responding to an email

WARM-UP Give students a minute in pairs to brainstorm different modes of transport, e.g. *bus*, *train*, *plane*, *bicycle*, *scooter*, *taxi*, *coach*, *helicopter*, *car*, *tram*, *underground*, *ferry*, *hot-air balloon*, *horse*, *kayak*, *submarine*, *skateboard*, *van*, *lorry*, *yacht*, *rocket*, *motorbike*, *tractor*, *campervan*.

- Elicit ideas from the class.
- Write on the board:
  Which modes of transport …
  have you used in the last week?
  are your favourite and least favourite?
  have you never used, but would like to try?
- Working in pairs, students discuss the questions.
- Ask a few students to share their ideas with the class.

Listening

Exercise 1 page 85

- Go through the Listening exam strategy together.
- Students read the sentences and predict possible answers.
- Elicit suggestions from the class, but do not confirm any answers at this stage.

Extra support

Elicit the kind of word or information needed to fill each gap and write it on the board for students to refer to when doing the listening task.

KEY (SUGGESTED ANSWERS)
1 place 2 period of time 3 place 4 place / activity
5 place / object 6 comparative adjective 7 object
8 distance 9 adjective 10 objects

Exercise 2 6.18 page 85

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

KEY

1 every continent 2 6 nights 3 capital city
4 concert 5 shower 6 shorter 7 a map
8 1 kilometre 9 breathtaking 10 good books

Transcript

See Teacher's Guide, page 191.

Extra activity

- Write the following questions on the board for students to discuss in pairs:
  Would you like to take a trip on the Trans-Siberian Railway? Why? / Why not?
  What are some other well-known railway journeys?
  What's the longest journey you've ever been on?
- Ask a few students to share their ideas and experiences with the class.

Use of English

Exercise 3 page 85

- Go through the Use of English strategy together.
- Students write down all the forms of *amaze* that they can think of and choose the correct answer for the first gap.
- Check the answer as a class.

KEY

1 amazing

Exercise 4 page 85

Extra support

- Put the words in capitals on the board and elicit all the forms of the words from the class. Students then work in pairs to choose the correct form for each gap.

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

KEY

1 amazing 2 definitely 3 celebration 4 largest
5 exhibition 6 fashionable 7 visitors 8 importance

Extra challenge

Students first complete the gapped text with their own ideas, without looking at the possible answers. They then compare their ideas with the options and make any necessary amendments.

Writing

Exercise 5 page 85

- Go through the Writing exam strategy together.
- Students read the exam task and decide why Sami's answer isn't a good answer, giving reasons.
- Ask some students to share their ideas for improving Sami's email.

Exercise 6 page 85

- Students read the email and their notes.
- They then write their response.
- Circulate and monitor, making sure they are covering the points in the strategy.
- When students have finished, they can swap their writing with a partner and suggest improvements.

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 context to make guesses when I don't hear answers in a listening task. I can choose the correct forms of words to complete word formation tasks. I can use my own words to reply to an email.*

Further practice

Culture lesson 6: Multicultural cities
Workbook page 78

7 Making a difference

7.1 Vocabulary

Lesson summary

Speaking: Discussing environmental issues; sharing ideas about a campaign to assist a local issue

Listening: A vlog about an environmental campaigner

Reading: An advertisement for a charity

Vocabulary: Nouns related to social issues

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

WARM-UP Tell students to look at the photo.

- Ask: *Describe the photo.*
  If you saw someone drop rubbish in the street, what would you do?
  Is it easy to recycle where you live? What can you recycle?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 86

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

KEY (SUGGESTED ANSWERS)

1 Students' own answers
2 Climate change, air pollution, water pollution, water scarcity, deforestation, waste disposal, overpopulation, loss of ecosystems and endangered species, urban sprawl, ozone depletion
3 Four Rs: Reduce (e.g. use less energy and water, buy goods with less packaging), Reuse (e.g. use shopping bags again, give away old clothes and books to be used again), Recycle (e.g. separate rubbish – paper, plastic, glass, cans – for recycling), Refuse (say no to goods which are not environmentally friendly)

Exercise 2 7.01 page 86

- Check the meaning of *charity* (an organisation for helping people in need), *litter* (small pieces of rubbish, such as paper, cans and bottles, that people have left lying in a public place) and *petition* (a written document signed by a large number of people that asks somebody in a position of authority to do or change something).
- Play the video or audio for students to answer the question.
- Check the answer as a class.

KEY

Clean a park, give money to charity, inform people, pick up litter, raise money

Transcript

See Teacher's Guide, page 192.

Exercise 3 7.01 page 86

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

KEY

1 Rubbish / Plastic waste 2 (Local) Politicians
3 Starting clean-up groups, fighting plastic waste / They are helping to fight the plastic waste crisis.
4 From social media, local press, posters 5 Equipment

Transcript

See Teacher's Guide, page 192.

Extra activity

- Write the following questions on the board for students to discuss in pairs. Encourage them to give reasons and extra details.
  What do you think about what Jamal has done?
  Would you be interested in taking part in the park event?
- Elicit ideas from the class.

Exercise 4 Mediation page 86

- Read the task together.
- Students create their poster. Circulate and monitor, helping with language and ideas where necessary.
- Display students' posters in the classroom.

Exercise 5 Real English page 87

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

KEY

1 T 2 F It means to help them. 3 T 4 T
5 F It means you want to participate in something.

Extra activity

- Write the following on the board:
  Does everyone in your family do their bit to keep the house clean and tidy?
  When was the last time someone lent you a hand?
  What suggestions for activities would you <u>not</u> answer 'You bet!' to?
  Have you ever said 'I'm up for it!' when really you didn't want to be involved in something?
  Who are the biggest sporting legends from your country?
- Working in pairs, students discuss the questions, e.g.
  No, they don't. My mum does almost all the housework. My dad and I sometimes help, but my brother does nothing!

Exercise 6 Vocabulary 7.02 page 87

- Students check the meaning of the words and complete the definitions.

Note!

Crisis /ˈkraɪsɪs/ has the irregular plural *crises* /ˈkraɪsiːz/.

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

KEY

1 Assistance 2 Unemployment 3 charity
4 Relief, crisis 5 campaign 6 volunteer 7 movement
8 issue 9 Fundraising, donations 10 Poverty

Transcript

See Key above.

Extra challenge

- Write the following common noun suffixes on the board: *-ity*, *-tion*, *-ance*, *-ment*
- Working in pairs, students brainstorm other examples of nouns with these endings.

KEY (SUGGESTED ANSWERS)

-ity: ability, similarity, responsibility, curiosity, equality, security
-tion: demonstration, imagination, recommendation, starvation, relation
-ance: attendance, acceptance, insurance, allowance, importance
-ment: entertainment, enjoyment, punishment, assessment, development

Exercise 7 page 87

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

KEY

1 fundraising 2 charity 3 poverty 4 Unemployment
5 campaign 6 assistance 7 movement 8 volunteers
9 donation 10 issue 11 financial 12 relief

Exercise 8 page 87

- Students complete the poster with vocabulary from exercise 6.
- Check answers as a class.

KEY

1 fundraising 2 donations 3 campaigns 4 crisis
5 assistance 6 relief 7 movement 8 issues
9 poverty / unemployment 10 unemployment / poverty
11 volunteers 12 charity

Exercise 9 Think & share page 87

- Ask students to discuss the first two questions in groups.
- Elicit some opinions and ideas from the class.
- Working in their group, students complete the rest of the task.
- Circulate and monitor as students do this, helping with ideas and language where necessary.

Exercise 10 page 87

- Groups take turns to present their issue to the class.
- When the presentations are finished, students discuss which issues they would volunteer for and give reasons why.
- Take a class vote to determine the issue that most students would want to be a volunteer for 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 talk about campaigns and social issues.*

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 will encourage them to create self-directed learning strategies.

At the end of a lesson, ask students to consider any problems they have with the learning aim. Today, for example, students may say *'I can't remember all the new words about social issues.'* Ask them to come up with a solution they will try out, e.g. *'I'll make vocabulary cards with the word on one side and the definition on the other.'*

See the notes on Assessment for Learning on page 9.

Further practice

Workbook page 80
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary
Reading: A text about the *Liter of Light* organisation
Grammar: Reported speech
Listening: Someone talking about efforts to be environmentally aware
Speaking: Describing an invention or development with a positive environmental effect

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 8 as an individual homework task and do exercise 9 in the next lesson.

WARM-UP Write *invent* on the board and elicit the meaning (design or produce something that has not existed before). Elicit the related noun for the person (*inventor*), the thing (*invention*) and the adjective (*inventive*).

- Write the following questions on the board for students to copy. This could instead be done as a dictation:
  1 *What are the greatest inventions in history?*
  2 *What qualities does a successful inventor need?*
  3 *What inventions come from your country?*
  4 *What inventions will no longer be useful in the future?*
  5 *What is going to be the next greatest invention?*
- Ask students to mingle and ask each question to a different classmate. They should make a note of the person's name and a few key words to remind them of their answer.
- Elicit some suggestions for answers to the first question, but don't do any in-depth feedback at this stage.

Exercise 1 page 88

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

KEY

When sunlight passes through the water in the bottle, it provides / creates light in a dark place.

- Ask students what they think of the bottle lights and elicit opinions and reasons.

Exercise 2 page 88

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

KEY

A 3 We → they, have created → had created, our → their
B 1 live → lived, here → there
C 2 We → they, provided → had provided, last year → the year before

Exercise 3 page 88

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

KEY

1 *say* **2** personal object **3** don't **4** Pronouns
5 adjectives **6** time

- Students do the Grammar booster exercises on page 144.

Note!

- Elicit or tell students how the auxiliary verbs mentioned change in reported speech, i.e. *can* → *could*, *must* → *had to*, *have to* → *had to*, *may* → *might* or *could*, depending on meaning.
- If *may* relates to possibility, it changes to *might*, e.g. *'I may be home late,' he said.* → *He said he might be home late.*
- If *may* relates to permission, it changes to *could*, e.g. *'You may not speak during the exam,' she said.* → *She said we couldn't speak during the exam.*

Extra activity

Write the following time expressions on the board:

1 now 2 the day before yesterday 3 next week
4 the day after tomorrow 5 a month ago 6 last year
7 this morning 8 these days 9 at the moment
10 in an hour

- Working in pairs, students decide how the expressions would change in reported speech.
- Check answers as a class.

KEY

1 at that moment / time **2** two days before
3 the following week **4** two days later
5 a month before **6** the year before / the previous year
7 that morning **8** those days
9 at that moment / time **10** an hour later

Exercise 4 page 88

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

KEY

1 present simple **2** present continuous
3 present perfect **4** past simple **5** *can / can't*
6 *will / won't*
* Answers 3/4 can be in either order.

Extra support

Go through each tense in the table and elicit / remind students how it is formed, e.g. past continuous (*was / were* + *-ing* verb), present perfect (*has / have* + past participle).

Exercise 5 page 88

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

KEY

'1.5 billion people in the world have no access to electric light.'
' … their houses don't have any windows.'
'A plastic bottle can provide light.'
' … we will provide light to thousands more.'
'We're teaching people in fifteen countries how to build them.'

Exercise 6 page 88

- Students rewrite the sentences using reported speech.
- Check answers as a class.

KEY

1 The speaker told the audience (that) they would explain how they would collect more plastic the following year.
2 They said (that) their organisation was providing clean drinking water at that moment / time.
3 Darshna said (that) people at the concert had left a lot of rubbish in the park the night before.
4 Amy told us (that) rivers carried the plastic from the land to the sea.
5 Sam said (that) they / we had to stop plastic from entering their / our food.
6 The presenter told us (that) they had held a successful fundraising event the weekend before.
7 Hasan said (that) their charity had helped thousands of people there.
8 The speaker told the audience (that) it should help them control the amount of pollution in the air.

Extra support

- Write the first answer on the board.
- Elicit which parts change when the sentence is transformed into reported speech and underline these, i.e. *The speaker told the audience, 'We will explain how we'll collect more plastic next year.'*
- Elicit how each underlined part changes, i.e. the comma and speech marks disappear, *we* becomes *they*, *will* becomes *would* and *next* changes to *the following*.
- Rewrite the full sentence underneath the first one.
- Tell students to do the same with the other sentences.

Extra activity

- Ask students to look back in their notebook to the questions and answers from the warm-up activity.
- Working in pairs, they take turns to tell each other which classmates they spoke to and what those people said, e.g. *I asked Tim question 1. He told me he thought the greatest inventions were the computer and the lightbulb.*

Exercise 7 7.05 page 88

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

KEY

She and her family recycle everything they can at home. She has joined a volunteer group to help clean up the local river.

Transcript

See Teacher's Guide, page 192.

Exercise 8 7.05 page 88

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

KEY

1 was trying 2 was / were 3 could 4 had become 5 the month before / the previous month 6 had organised 7 would have 8 could buy 9 was doing

Transcript

See Teacher's Guide, page 192.

Extra support

Pause the audio after each sentence for students to complete the relevant part of the report. Alternatively, read the audio script aloud at a slower pace.

Extra challenge

Working in pairs, students orally transform the report back into direct speech.

Exercise 9 Think & share page 88

- Give students time in pairs to choose and make notes on a suitable invention or development. They could do some online research if access to the internet is possible.
- Ask two pairs to take turns to talk about their invention.

AfL Teaching tip: success criteria

Effective feedback challenges, requires action and is achievable

When students get feedback, they should know what they need to do to improve and what they should do next. Students need to be given time to respond to feedback.

Monitor students' output in exercises 5, 7 and 9 and provide some specific feedback about their use of reported speech, e.g. *'Don't forget to change the time expressions.'*, *'Remember to remove the speech marks.'* Encourage students to implement this feedback in Lesson 7.6 and the Review page.

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 reported speech to talk about what someone has said.*

Further practice

Workbook page 81
Grammar booster page 144
Grammar photocopiable worksheet
Online practice

7.3 Reading

Lesson summary

Speaking: Discussing reasons why children may not complete their education; talking about volunteer projects

Reading: An article about teens helping others with education

Strategy: Recognising collocations

Vocabulary: Collocations related to volunteer work

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 the following quotes on the board:
'Live as if you were to die tomorrow. Learn as if you were to live forever.' Mahatma Gandhi
'Educating the mind without educating the heart is no education at all.' Aristotle
'Education is the most powerful weapon which you can use to change the world.' Nelson Mandela

- 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 Think & share page 89

- Check the meaning of *resources* (things that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students) and *sexism* (the unfair treatment of people, especially women, because of their gender).
- Working in pairs, students complete the discussion task.
- Ask a few students to share their ideas with the class.

Extra activity

To provide further practice with reported speech, rather than asking students to share their own ideas, ask them to feed back on their partner's thoughts, e.g. *Hanna said she thought disability was a problem because some schools didn't have the resources to deal with children with special needs.*

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 possible strategies they could use to overcome these.

Before students do the reading tasks in exercises 2 and 3, ask them to discuss in pairs what difficulties they may encounter, e.g. *'There might be vocabulary I don't understand'*, *'I may not be able to find where the answers are in the article'*. They then come up with strategies to help, e.g. *'I can try to work out the meaning from context clues'*, *'I can underline key words in the questions and then look quickly in the article for similar words'*.

See the notes on Assessment for Learning on page 9.

Exercise 2 7.06 page 89

- Play the audio for students to listen, read the article and answer the question.
- Check the answer as a class.

KEY

Yash Gupta: he started a charity that collects old (pairs of) glasses to send to school students, so they can see the blackboard and read their textbooks / take advantage of their education.
Caragan Olles: her organisation helps students deal with dyslexia and informs society about the problem.

Transcript

See Student's Book, page 89.

Exercise 3 page 89

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

KEY

1 Caragan Olles 2 Yash Gupta 3 Yash Gupta
4 Caragan Olles 5 Caragan Olles 6 Yash Gupta
7 Caragan Olles

Extra activity

Students underline the key parts of the article which gave them their answers. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 the first day at school … Then when she was nine
2 their families can't afford to buy them glasses
3 Yash spent a week waiting for new glasses …
4 … Teachers … couldn't understand why she found school difficult
5 … so at the age of ten she set up a charity.
6 Yash launched a campaign to collect used glasses …
7 Caragan continues to organise campaigns to bring about change …

Exercise 4 page 89

- Go through the Reading strategy together.
- Students complete the task.
- Check answers as a class.

KEY

launch a campaign = start
encounter problems = find
getting help = receive
overcome the difficulties = solve
bring about change = cause

Exercise 5 Vocabulary 7.07 page 89

- Students complete the sentences with the collocations.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 launched a campaign 2 overcame the difficulties
3 bring about change 4 encountered problems
5 got help

Transcript

See Key above.

Extra activity

Write the following points on the board for students to discuss in pairs:
some common problems that teens encounter these days
how a person might change as they gain experience
a well-known person who has overcome a difficulty
an issue you would like to launch a campaign about
inventions which brought about big changes in our lifestyles

Extra challenge

Students think of other possible nouns which could collocate with each of the highlighted verbs.

KEY (SUGGESTED ANSWERS)

launch: a business, a website, an investigation, an attack
encounter: a difficulty, an obstacle, resistance, opposition
overcome: a problem, a fear, a weakness, shyness
bring about: improvement, a situation, reform, a transformation

Exercise 6 Think & share page 89

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

Extra activity

Students choose the teen they would most like to find out more about and do some online research. They make notes and then share what they learned with a student who researched a different person. Alternatively, students could write a paragraph about the person they research.

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 collocations in an article about helping others.*

Further practice

Workbook page 82
Online practice

7.4 Global skills

Lesson summary

Speaking: Discussing uses for different media; presenting a communications campaign

Listening: A talk about a communications campaign

Vocabulary: Nouns related to campaigning

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

WARM-UP Write the following statements on the board:
It's better to donate your time to charity than your money.
We shouldn't give money to homeless people on the street.
We should support charities in our home country rather than overseas.
Businesses should have to give 10% of their profits to charity.

- Working in groups, students discuss whether or not they agree with the statements. Encourage use of expressions from Lesson 5.8 to give, ask for and respond to opinions. Opinions should be supported with reasons and examples.
- Ask a few groups to feed back on any differences of opinion they had.

Exercise 1 Think & share page 90

- Focus on the photos and then, as a class, brainstorm different forms of *media* (e.g. the internet, magazines, television, flyers / leaflets, posters, billboards). Write these on the board for students to refer to as they do the task.
- Working in pairs, students discuss the questions.
- Ask a few pairs to share their ideas with the class.

Exercise 2 7.08 page 90

Exam tip

Most listening exams contain a section with a monologue. In this, the speaker is likely to use signposting expressions to indicate to the listener where they're at in the talk and what is coming next. Learners should listen for these expressions to help them follow the monologue successfully.

Extra activity

- Tell students the information from the **Exam tip** box.
- Read the instructions for exercise 2 together, but don't focus on the details in the table.
- Ask students to close their eyes and play the audio for them to listen to the talk. When they hear a signposting phrase, they should raise their hand.
- Pause the audio and ask what phrase they heard.
- Continue in the same way with the rest of the audio.

KEY

Right, the first thing we … ; I also want you to think about … ; Now the next thing I want … ; Okay, next up I want … ; And another thing about … ; Finally, I want …

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

KEY

1 statement **2** Clear **3** audience **4** communication **5** Availability **6** emotions / stories

Transcript

See Teacher's Guide, page 192.

Exercise 3 7.08 page 90

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

KEY

7 who we are **8** help us achieve **9** can offer **10** reach out to **11** contact us and ask questions **12** people's hearts

Transcript

See Teacher's Guide, page 192.

Exercise 4 Vocabulary 7.09 page 90

- Working in pairs, students check the meaning of the words and write definitions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

availability = the fact that you can buy, use or get something, or contact someone
goals = something that you want to do / achieve in the future
input = ideas, etc. that you put into a process or activity to help it go well
mission = the reason why someone or an organisation does something / any work that someone believes it is their duty to do
statistics = the use of numbers / facts and figures to show information
target audience = the group of people that a programme, product, etc. is aimed at

- Play the audio for students to listen and repeat the nouns.

Transcript

See Student's Book, page 90.

Exercise 5 page 90

- Students complete the sentences.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 provide support to children with learning disabilities.
2 raise enough money to buy new life-saving equipment.
3 all the members of the team.
4 information about our campaign on the internet.
5 the number of homeless people is increasing every year.
6 families with young children.

Extra support

Write the above examples on the board in a random order. Students choose the correct ending to complete each sentence.

Exercise 6 page 90

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

KEY

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

Extra challenge

- Put students into groups of three and number them one to three.
- Student 1 in each group reads comment A aloud.
- Student 2 pretends they didn't hear and says *'What did he/she say?'* to Student 3, who needs to report what was said, e.g. *'He said they'd set up an online forum so their audience could make suggestions and ask questions about the campaign.'*
- Student 2 then reads comment B, Student 3 says *'What did he/she say?'* and Student 1 reports what was said.
- The activity continues in the same way until all the comments have been changed into reported speech.

Exercise 7 page 90

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

Exercise 8 page 90

- Working in pairs, students choose a charity and make notes answering the questions.
- Circulate and monitor as students plan their campaign, helping out with language and ideas where necessary.

Exercise 9 page 90

- Put students in new pairs, preferably each with a campaign about a different charity.
- Students take turns to present their campaign to their partner.
- When all the presentations are finished, students discuss which campaign they thought was the best and give reasons why.
- As students do the task, circulate and monitor, making a note of any errors or particularly good sentences, especially those with the lesson's target vocabulary.
- Do a whole-class correction and feedback activity at the end.

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 plan a communications campaign.*

Further practice
Workbook page 83

7.5 Vocabulary

Lesson summary
Speaking: Discussing teenagers' lives at different points in history; talking about jobs and teenage life today
Reading: An article about teenagers' lives in the past
Vocabulary: Collocations related to work
Writing: A description of teenage life in the 21st century

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

WARM-UP Students take turns in pairs to say the name of a job for each letter of the alphabet, e.g. *architect*, *butcher*, *chef*.

- To make it competitive, if a student cannot think of a job for a letter, he/she gets a point. The winner has the fewer points at the end.
- Ask a few pairs if there were any letters they were unable to think of a job for. Elicit ideas from the class or provide an example yourself, where possible.

Exercise 1 Think & share page 91

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

Exercise 2 page 91

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

KEY

1 The Medieval Age 2 The 20th century
3 The Bronze Age 4 The Roman Empire

Exercise 3 Think & share page 91

- Working in pairs, students discuss the question.
- Do a quick poll to find out which period the class thinks was the best and which the worst. Elicit reasons why.

Exercise 4 Vocabulary 7.10 page 91

- Students complete the matching exercise.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 develop skills 2 do apprenticeships 3 work indoors
4 carry out duties 5 have a part-time job
6 do chores 7 work long hours

Transcript

See Key in previous column.

Exercise 5 Vocabulary page 91

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

KEY

1 apply 2 up the position 3 lots of work experience
4 the trade 5 time off 6 a contract

Extra support

Students take turns in pairs to say part of one of the collocations in exercises 4 or 5 and their partner says the full collocation, e.g. *'Time off' 'Get time off. Chores.' 'Do chores. Long hours.'*

Exercise 6 page 91

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

Extra challenge

- Ask students to write three more questions, using the remaining collocations from exercise 4 (i.e. *work long hours*, *carry out duties*, *work indoors)*.
- Students also ask their partner these extra questions when doing exercise 6.

Exercise 7 page 91

- Students complete the writing task in pairs.
- Circulate and monitor, helping out with vocabulary and grammar.

Extra activity

As a homework task, students interview a parent or older family member about their first job. They then use the information to write a text similar to the one in exercise 5. Remind students to use the past simple and encourage use of the collocations from the lesson.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about teenage life through the ages.*

Further practice

Workbook page 84
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

7.6 Grammar

Lesson summary

Listening: An interview about a TV reality show

Grammar: Reported questions

Speaking: Discussing what you would ask people in history about their lives

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

WARM-UP Elicit the meaning of *reality TV* (television programmes based on real people rather than actors in real situations, presented as entertainment).

- Ask the class: *Which reality shows are popular in your country? Do you enjoy watching them? Why do you think people choose to take part in these shows?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 7.13 page 92

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

KEY

1 No 2 She thinks it's very boring. 3 They could clean houses or get married or both. 4 She'll check the messages on her mobile phone.

Transcript

See Teacher's Guide, page 193.

Extra activity

Write the following questions on the board for students to discuss in pairs:
Would you be interested in taking part in this reality show?
In the 19th century, how were the clothes, food and objects in the home different to nowadays?
If you were on the show, what would you miss most about modern life?

Exercise 2 page 92

Extra support

- Write on the board:
  tenses / pronouns and possessive adjectives / time and place expressions / modal verbs / the past perfect / punctuation
- Ask the class: *When we transform direct statements into reported speech, how do these things change?*
- Give students time to discuss the changes in pairs. Refer them back to Lesson 7.2 to check if necessary.
- Elicit answers and examples from the class.

- Students complete the direct questions.
- Check answers as a class.

KEY

1 you want to take part in a reality show
2 do you think of 19th-century life

Exercise 3 page 92

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

KEY

1 don't use 2 don't use 3 *yes* and *no* 4 are 5 statements

- Students do the Grammar booster exercises on page 145.

Exercise 4 page 92

- Students rewrite the questions using reported speech.
- Check answers as a class.

KEY

1 The journalist asked if the family was happy after two months on the show.
2 The journalist asked what Lisa thought of a sixteen-year-old girl's life in the 19th century.
3 The journalist asked what teenage girls could do during that time.
4 The journalist asked what she would do when she left the house.

Exercise 5 page 92

- Students rewrite the questions using direct speech. Remind them to put the direct speech in speech marks,

start it with a capital letter, finish it with a question mark and put a comma before it.

- Check answers as a class.

KEY

1 Senyo asked us, 'Do you want to help with the chores?'
2 I asked them, 'Where are you / they working?'
3 My teacher asked me, 'Have you already done your history project?'
4 My mum asked us, 'When will you arrive home?'
5 The organiser asked me, 'Why didn't you arrive on time yesterday?'
6 I asked the guide, 'Can I try on a Roman helmet?'
7 Yasmin asked Ashok, 'Should we bring bags for the rubbish?'
8 We asked him, 'What was life like in the Stone Age?'

Exercise 6 page 92

- Students complete the email with reported speech.

Note!
If necessary, remind students that the past simple of *have got* is *had* (NOT ~~*had got*~~).

- Check answers as a class.

KEY

1 what my name was and where I lived
2 if I could speak foreign languages
3 why I wanted the job
4 if I wanted to study history at university
5 if I had enough free time to work as a volunteer
6 when I could start

Exercise 7 page 92

- Working in pairs, students complete the discussion task.
- Ask a few students to share their ideas with the class.

Extra activity
- Ask students to write a list of people they have spoken to over the last week, e.g. *parents*, *siblings*, *teachers*, *friends*, *neighbours*, *classmates*, *tennis coach*, *bus driver*, *shop assistant*, *receptionist*, *waiter*, *librarian*.
- Working in pairs, students take turns to report a question or statement they were asked or told by one of these people. Their partner needs to guess who asked or said it, e.g. *'She asked me how much I wanted cut off.' 'I think that must be your hairdresser.' 'He asked if I had practised a lot since I'd last seen him.' 'Was that your guitar teacher?'*

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 questions to talk about what someone has asked.*

Further practice
Workbook page 85
Grammar booster page 145
Grammar photocopiable worksheet
Online practice

7.7 Listening

Lesson summary
Speaking: Discussing uncontacted peoples and ways to protect them
Listening: Voice messages about uncontacted peoples; listening for gist, detail and to identify a speaker's attitude or feeling
Strategy: Using different listening skills

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

WARM-UP Write the following questions on the board:
How do you usually keep in contact with your friends?
Have you ever lost contact with someone?
Who in your family do you have most contact with?
Do you ever intentionally avoid contact with people?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 93
- Working in pairs, students focus attention on the photos and discuss the questions.
- Ask a few pairs to share their ideas with the class.

Note!
Students will be familiar with *people* being the irregular plural form of *person*. In this context, *people* is a singular noun referring to all the men, women and children who live in particular country, or who have the same culture or language.

Exercise 2 7.14 page 93
- Ask students to read through the message.
- Play the audio for students to check their answers to the questions in exercise 1.
- Check answers as a class.

KEY

1 Most uncontacted peoples live in Brazil, Colombia, Ecuador, Peru, Papua New Guinea and on the North Sentinel Island of the Andaman Islands near India.
2 Because they are often frightened and have had bad experiences in the past.
3 Because they have developed hunting skills and they collect fruit and plants for food. They don't have farms, which means they can move around easily.

Transcript
See Teacher's Guide, page 193.
- Elicit to what extent students' predicted answers were similar to the information given on the audio.

Extra support

- Play the audio through once in three sections, pausing after … *near India* and *Things like that*. Before playing each part, tell students what information they are listening for, (i.e. 1 The countries uncontacted peoples live in, 2 Why uncontacted peoples want to avoid contact with the modern world, 3 Why they've been able to avoid contact).
- Give students time to compare their answers with a partner.
- Play the audio through a second time without pausing for students to check and add to their answers.
- Check answers as a class.

Exercise 3 page 93

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 listening strategies on the board:
1 When we listen for gist, what are we listening for? 2 What are three things we might listen for when we listen for detail? 3 What helps us to understand someone's attitude or feeling when we listen? 4 What are two positive and two negative attitudes or feelings? 5 How might someone sound if they feel like this?

Students could either answer the questions individually in writing or have a discussion in pairs before some whole-class feedback. To review these listening strategies further, students can refer back to Lessons 3.7, 5.3 and 6.7.

See the notes on Assessment for Learning on page 9.

- Go through the Listening strategy together.
- Students read the questions and discuss in pairs which skill they will use to answer each.
- Check answers as a class.

KEY

1 Listening for detail 2 Listening for attitude and opinions 3 Listening for gist

Exercise 4 7.15 page 93

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

KEY

1 Professor Sue Davids
2 He is angry / annoyed about it.
3 To give his friend more information about protecting uncontacted peoples.

Transcript

See Teacher's Guide, page 193.

Exercise 5 7.15 page 93

- Play the audio again for students to correct the mistakes.
- Check answers as a class.

KEY

1 business 2 protect / stop people visiting 3 alone, 60,000 4 disease, 50%

Transcript

See Teacher's Guide, page 193.

Extra activity

Write the following questions on the board for students to discuss in groups, then elicit some opinions from the class.
Why do you think people want to visit the island of North Sentinel?
Do you think the Sentinelese have a right to attack people who try to visit them?
What do you think people in the modern world could learn from the Sentinelese?

Exercise 6 Think & share page 93

- Working in pairs, students complete the task. Encourage them to use some opinion language from Lesson 5.8 and to give reasons and examples to support their views. Point out that they do not have to agree with each other.

Exercise 7 page 93

- Students complete the discussion task in a group.
- Elicit some of the students' own ideas and ask the class for their thoughts on these.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use different listening skills to understand voicemails about a project.*

Further practice
Workbook page 86
Online practice

7.8 Speaking

Lesson summary
Speaking: Giving and supporting your opinion; linking words in fluent speech; managing a conversation
Listening: A dialogue about volunteering
Vocabulary: Useful language for making suggestions, giving opinions and reasons, involving your partner
Strategy: Managing a conversation

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

WARM-UP Write on the board:
skydive, *swim 50 lengths of the local pool*, *wear fancy dress to school*, *give up chocolate for a month*, *shave your head*, *run 10 kms*, *cycle 50 kms*

- Make sure students know the meaning of all the words and phrases, then tell them to imagine they want to raise some money for a local charity by doing one of the activities on the board – people will sponsor them.
- Working in pairs, students explain their choice.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 94

- Check the meaning and pronunciation of *CV* (a written record of your education and the jobs you have done that you send when you are applying for a job, also called *curriculum vitae* /kəˌrɪkjələm ˈviːtaɪ/) and *contribute* (*to a cause*) /kənˈtrɪbjuːt/ (to give something, especially money or goods, to help an organisation or idea).
- Working in pairs, students share their opinions.
- Ask a few students to share their opinion with the class, giving reasons.
- Elicit whether anyone has volunteered and, if so, why.

Note!
Tell students that *curriculum vitae* is Latin and is often abbreviated to *CV*.

Exercise 2 7.16 page 94

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

KEY
They decide to visit and help elderly people because it's practical and it will make a real difference to someone's life.

Transcript
See Teacher's Guide, page 193.

Exercise 3 7.16 page 94

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

KEY
How about …?
Shall we …?
Maybe we could …
I think … could be a good option because …
The good thing about … is that …
What do you think / reckon?
Do you think that's a good idea?
Which do you think is best?

Transcript
See Teacher's Guide, page 193.

Exercise 4 Pronunciation 7.17 page 94

- Go through the information in the Pronunciation box together.
- Play the audio for students to listen and repeat the sentences.

Transcript
See Student's Book, page 94.

Exercise 5 7.18 page 94

- Students read the sentences and discuss in pairs which words they think are linked together.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY
1 The good thing about volunteering is contributing to a cause.
2 We would be helping elderly people.
3 Now all we have to do is start this application.
4 I think it could be a good option.

Transcript
See Key above.

- Play the audio again for students to listen and repeat.

Extra activity
- To help reinforce this pronunciation point, ask students in pairs to come up with a sentence where every word is linked to the next with a consonant sound followed by a vowel sound, e.g. *That annoying elephant is eating all our apricots!* Encourage creativity and fun, but ensure the sentences are grammatically correct.
- Ask students to memorise their sentence, then mingle and practise saying it to other classmates, focusing on the linking.
- Ask students whose sentence they liked best and why.

Exercise 6 page 94

- Go through the Speaking strategy together and then look at the example.
- Working in pairs, students take turns starting a conversation, using one of the topics.

Extra support
Working in small groups of three, students do the task. When one student is speaking, the other two have to respond and show they are listening.

Exercise 7 page 94

- Working in pairs, students discuss their ideas from exercise 7 and choose one charity. Tell students they have to agree and come to a decision. Remind students to use expressions from the Phrasebook.
- Circulate and monitor, making a note of any errors you hear with the expressions from the Phrasebook.

Exercise 8 Reflect page 94

- Students give each other constructive feedback.
- Do some quick feedback 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 manage a conversation when making decisions.*

Further practice
Workbook page 87
Communicative activity photocopiable worksheet
Online practice

7.9 Writing

Lesson summary

Speaking: Discussing formal and informal email / letter writing

Reading: A formal email of complaint

Strategy: Writing formal letters

Vocabulary: Contrast words

Writing: A formal letter

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 might people complain about … in a restaurant? at the airport? in a hotel? in a shop?
Do people in your country complain a lot?
Have you ever complained … face to face? online? in an email or letter?

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

Exercise 1 page 95

- Working in pairs, students discuss the questions. Refer them back to Lesson 5.9 to review informal email writing if necessary.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 We write a formal email / letter to a business or company, for example when applying for a job, to complain or to request information.
2 In a formal email / letter, the greetings are more formal, we don't use contractions, ellipsis, informal expressions or phrasal verbs and, in a letter, we include addresses and the date.

Exam tip

In many written exams, formal and informal letters and emails are a common feature. To complete such tasks well, learners must demonstrate a knowledge of register. In addition to using the correct format, vocabulary choices must also be appropriate. Students may find it useful to build up a bank of informal and formal equivalents, e.g. *need / require*, *do / conduct*, *ask for / request*, *help / assistance*.

Exercise 2 page 95

- Go through the Writing strategy together.
- Students read the letter and answer the question.
- Check the answer as a class.

KEY

The letter has not been organised into clear paragraphs.

Exercise 3 page 95

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

KEY

Paragraph 1: To explain who you are and the reason for writing
I am writing … if children make them.
Paragraph 2: To explain the present situation
In recent years, …they need to survive.
Paragraph 3: To explain the action you are taking and the action that you want to be taken
We are organising … going to lose money.
Paragraph 4: To conclude the letter by saying what you hope will happen
We look forward … are an ethical company.

Exercise 4 page 95

- Students focus on the highlighted words and answer the question.
- Check the answer as a class.

KEY

Contrast information

Exercise 5 page 95

- Go through the Phrasebook together.
- Students complete the rules with the highlighted words.
- Check answers as a class.

KEY

1 However 2 Although, even though
3 Despite, in spite of
* Answers for 2 and 3 can be in either order.

Exercise 6 page 95

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

KEY

1 despite 2 Although 3 However 4 In spite of
5 Even though

Extra challenge

Students rewrite the sentences using the alternative contrast expression in each case.

KEY (SUGGESTED ANSWERS)

1 The company didn't change its policy, **although** it was criticised by the newspaper article.
2 **Despite** needing to work for their families, the children also need to go to school.
3 A lot of people complain about children working. **In spite of** this fact, they buy clothes from shops that sell clothes that are made by children.
4 **Even though** the conditions were terrible, they had to take the job.
5 **In spite of** good sales, they are selling the company.

Extra activity

- Write the following on the board:
  In spite of the bad reviews, …
  Although I thought it was overpriced, …
  Despite asking for my parents' advice, …
  … even though I didn't really want to take part.
  …. However, he said 'Yes'!
- Students complete the sentences with their own ideas, then take turns to read them in pairs.
- Ask a few students to share their ideas with the class.

Exercise 7 page 95

- Circulate and monitor as students plan their formal letter, helping with language, ideas and organisation where necessary.
- Students complete the writing task.

Exercise 8 Check your work page 95

- 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 not to use contractions in formal writing, don't forget that each paragraph needs a clear purpose.

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 contrast words to write a formal letter to a shop.*

Further practice
Workbook page 88
Online practice

7.10 Review

Grammar

Exercise 1 page 96

KEY

2 (that) she was studying the Roman Period
3 (that) he had made an application for the job at the swimming pool
4 (that) she would prepare a fundraising event
5 (that) he had made a donation of clothes last weekend
6 (that) she was collecting books for a children's library in Leicester
7 (that) she couldn't come to the meeting on Thursday

Exercise 2 page 96

KEY

2 He/She asked me when they would get time off.
3 He/She asked me if she had signed a contract.
4 He/She asked me how I was developing my skills. / He/She asked us how we were developing our skills.
5 He/She asked me if Andy had worked as a volunteer the year before / the previous year.
6 He/She asked me which charity Ally worked for.

Vocabulary

Exercise 3 page 96

KEY

1 fundraising 2 campaign 3 Unemployment
4 issue 5 charities, relief 6 volunteer 7 movement
8 donations 9 poverty 10 assistance

Exercise 4 page 96

KEY

1 apprenticeship 2 trade 3 applications 4 contract
5 part-time 6 time off 7 experience 8 skills

Cumulative review

Exercise 5 page 96

KEY

2 campaign 3 fundraising 4 volunteers 5 hours
6 donations 7 skills

Jack said they were organising a campaign of different activities that included a big fundraising event.
The reporter asked when it would take place.
Jack said they had planned a day of activities at Castle Park for the following Saturday.
The reporter asked what type of activities people could do at the event.
Jack said there would be a barbecue and also a concert.
The reporter asked if he / they needed volunteers to help prepare for the event.
Jack said they didn't. He said they had worked long hours to get everything ready.
The reporter asked if anyone could attend.
Jack said everyone was welcome.
The reporter asked what the fundraising was for.
Jack said they needed to pay for their traditional farming projects.
The reporter asked if they had started any projects.
Jack said they were helping young farmers to develop skills that were needed for environmentally friendly farming.
The reporter said that it sounded interesting and thanked Jack for speaking to him/her.
Jack said it had been a pleasure.

Exercise 6 Think & share page 84

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 89
Progress test

7.11 Exam skills

Lesson summary

Exam strategies: Reading: understanding the context and purpose of a text; Speaking: involving your partner in a conversation

Reading: Short notices, signs and messages

Speaking: A role-play about asking someone for help

WARM-UP Draw a simple sign or notice on the board, e.g. a circle with a dog in it crossed through.

- Elicit from the class where they might see this sign (e.g. in a shop window, a children's playground, a restaurant) and what its purpose is (e.g. it's telling people not to do something / that dogs aren't allowed).
- Write on the board:
  1 *What are some common places to see signs and notices?*
  2 *What purpose might they have?*
- Working in pairs, students discuss the questions.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 In the street, in a park, in a school, in a hotel, in a shop, in a library, on a building site, on public transport, in a sports centre
2 To tell people what they have to do; to tell people what they mustn't do; to warn people of danger; to provide information

Reading

Exercise 1 page 97

- Go through the Reading exam strategy together.
- Students look at the texts and think about where they might see them and what their purpose is.
- Check answers as a class.

KEY

1 A sign at the beach telling people when barbecues aren't allowed
2 A notice at school giving information about a school trip
3 An email from a friend asking for help
4 A notice at the gym giving information about new prices
5 A poster giving information about a quiz event

Exercise 2 page 97

Note!

Signs and notices often contain modal verbs to express prohibition, (no) obligation and to give permission and advice. You may like to refer students back to Lessons 0.4 and 6.8 to review modals before doing the task.

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

KEY

1 C 2 B 3 A 4 A 5 C

Speaking

Exercise 3 page 97

- Go through the Speaking exam strategy together.
- Students complete the phrases.
- Check answers as a class.

KEY

1 do 2 what 3 about 4 with

- Drill the phrases for accurate pronunciation and intonation.

Note!

Draw attention to the correct question words in the phrases ***What*** *do you think?* and ***How*** *do you feel?*, as students commonly confuse these.

Extra challenge

- Working in pairs, students think of other phrases for inviting a partner to speak.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

What do you reckon?; Do you feel the same way?; What's your feeling on that?; (Do you have) any thoughts about that?; Would you go along with that?; How do you see things?; What's your view on things?

- Students then try to include some of these extra phrases when doing exercise 4.

Exercise 4 page 97

Extra support

- Read through the task together.
- Elicit from the class some possible problems Student A may have (e.g. *I don't understand the physics homework.*) and what they might promise to do if Student B helps (e.g. *If you give me a hand, I'll buy you lunch tomorrow.*). Write suggestions on the board in note form.
- Students refer to the ideas on the board when doing the role-plays.

Note!

Point out to students that when promising to do something, it's common to use the future simple, e.g. *I'll take you out for coffee if you help me.*

- Students do the role-play in A / B pairs.
- Ask a few students for a brief summary of their role-play and whether they used any phrases to involve their partner in the conversation.
- Students swap roles and repeat the activity. For added interest, students could also swap partner.

Extra activity

- Working in pairs, students come up with another role-play scenario and write simple role cards, similar to those in exercise 4.
- Pairs swap role cards with another pair, read the details and carry out the role-play.
- Ask a few students for a brief summary.

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 context and purpose of different short texts. I can ask questions to involve my partner in a conversation.*

Further practice
Culture lesson 7: Sir Edmund Hillary
Workbook page 90

7 Vision 360°

Save our seas

Lesson summary
★ **star:** A radio news programme about The Ocean Cleanup project
◆ **diamond:** A video about a company called Bureo
▲ **triangle:** A documentary about rubbish in the oceans and the Great Pacific Garbage Patch
♥ **heart:** An article about how the WWF tries to protect sea turtles
● **circle:** An interview with an apprentice
■ **square:** A poster about reducing plastic waste
Speaking: Describing a photo and talking about plastic pollution; discussing what you do and will do to reduce your use of plastic
Vocabulary: The natural environment
Listening: A radio news programme about The Ocean Cleanup project; a video about a company called Bureo; a documentary about rubbish in the oceans and the Great Pacific Garbage Patch
Reading: An article about how the WWF tries to protect sea turtles; an interview with an apprentice; a poster about reducing plastic waste
Create task: Producing a campaign advert about the problem of plastic waste

SHORTCUT To do the lesson in 30 minutes, omit exercise 7, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as an individual task for homework. In the next lesson, do Step 5 in two groups, with one student from each pair in either group.

WARM-UP Ask: *What activities can we do in the sea or ocean? What marine animals can you think of?* Elicit examples.

KEY (SUGGESTED ANSWERS)
Activities: swimming, kayaking, scuba-diving, surfing, snorkelling, sailing, paddleboarding, jet-skiing
Marine animals: fish, shark, whale, turtle, jellyfish, crab

- Ask: *Which of these activities have you done? Which marine animals have you seen?* Students discuss the questions in pairs. Encourage them to give extra details.
- Ask a few students to share some information.

Exercise 1 Think & share page 98

- Working in pairs, students complete the task.
- Elicit ideas from the class.

Exercise 2 page 98

- Go through the questions together and tell students to look at the photo. Do not enter into the 360° image or move around the image.
- Students discuss the questions in pairs. Circulate and monitor, helping out with unfamiliar vocabulary as required.
- Elicit ideas from the class. Ensure the accurate pronunciation of *turtle* /ˈtɜːtl/, *coral* /ˈkɒrəl/ and *scuba-diver* /ˈskuːbə daɪvə/.

KEY (SUGGESTED ANSWERS)
1 I can see an ocean scene. There's a turtle, fish, coral, two scuba-divers, fishing nets and plastic waste.
2 Yes, because it causes harm to marine life.
3 From land-based industrial activities, sewer overflows, beach visitors, inadequate waste disposal, the fishing industry and other marine activities.
4 They might be monitoring the marine life or collecting the plastic waste.

Exercise 3 page 98

- Students check the meaning of the words and phrases and then complete the sentences.
- Check answers as a class.

KEY
1 wildlife 2 current, lay their eggs 3 Microplastics, ecosystem, decompose 4 Climate change

Exercise 4 All hotspots page 98

- Go through the task together and 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 the hotspots are explored, students answer the questions.
- Once all the hotspots have been explored, check the answers to questions 1–3 as a class. If necessary, have another quick look through the hotspots to confirm the answers. Ask a few students to share their ideas for questions 4–6.

KEY
1 Bureo 2 The World Wildlife Fund (WWF)
3 Boyan Slat 4–6 Students' own answers

Transcript

▲ **Presenter** Our oceans are enormous, but they are faced with a serious issue – we are filling them very quickly with rubbish. We throw about 1.6 million tonnes of rubbish into the sea every hour! What makes this crisis worse is the fact that this rubbish takes a long time to disappear: a plastic waste bottle can survive for 450 years in the sea.
The movement of the ocean currents means that the rubbish collects in five places around the planet, called Gyres. The largest is called the Great Pacific Garbage Patch. Plastic rubbish and tiny particles of microplastic cover an area of 1.6 million square metres!
All this rubbish is bad for the ecosystem of the Pacific Ocean and it kills a lot of the wildlife. Our oceans will be destroyed if we don't act now!

★ **Presenter** When 16-year-old Boyan Slat from the Netherlands went diving in Greece a few years ago, he said he had seen more plastic bags than fish. He had been shocked, so decided to do something about it. This is why he set up the Ocean Cleanup project. The project will place 100 kilometres of barriers in the ocean and use the movement of the sea to collect the plastic. Boyan has decided to start at a gyre, the Great Pacific Garbage Patch in the Pacific Ocean. When Boyan gave a TED talk a few years ago, many experts said that his ideas were impractical. However, thanks to the millions of dollars in donations his charity has since received through online fundraising, he has now developed an efficient plan to collect tonnes of plastic from the oceans and recycle it. Soon we'll know if it works!

Exercise 5 ● page 98

- Click on the circle hotspot again for students to read the text and decide whether the statements are true or false.
- Check answers as a class.

KEY

1 T 2 F 3 T 4 T

Exercise 6 ★ page 99

- Click on the star hotspot to play the audio again for students to answer the question.
- Check the answer as a class.

KEY

B

Extra challenge

- Write on the board:
  1 *Why did Boyan Slat set up The Ocean Cleanup project?*
  2 *How will the plastic in the ocean be collected?*
  3 *What did many experts say after Boyan's TED talk?*
  4 *How much money has Boyan's charity raised?*
- As students listen to the programme, they answer the questions on the board.
- Check answers as a class.

KEY (SUGGESTED ANSWERS)

1 On a diving trip in Greece, he was shocked when he saw more plastic bags than fish, so he decided to do something about it.
2 Barriers and the movement of the sea will be used to collect the plastic.
3 They said that his ideas were impractical.
4 It's raised millions of dollars.

Exercise 7 ◆ page 99

- Explore the diamond hotspot again for students to watch the video and complete the task. Point out that they need to use the present simple passive to write the description.
- Elicit answers from the class.

KEY (SUGGESTED ANSWER)

Old fishing nets are **thrown away**. They are then **collected** by Bureo and **recycled** to make skateboards. First, the nets are **cleaned** and **cut** into small pieces. The small pieces are then **put** into a machine and **made** into pieces of plastic. The plastic is **used** to make boards and wheels are **added** to make a Bureo skateboard.

Exercise 8 Think & share ■ page 99

- Click on the square hotspot again for students to read the poster.
- Working in pairs, students make a list of other ways to reduce plastic usage. Encourage them to use imperatives, as in the examples on the poster.
- Elicit ideas from the class and write them on the board.
- Students refer to the ideas on the poster and the list on the board when discussing the questions.
- Ask a few students to share some details with the class.

CREATE … a campaign advert

To complete the Create task, students will need access to the internet to do the Research it! task and a computer with appropriate software, e.g. Microsoft Word, to produce their campaign advert. Alternatively, students could create their advert by hand on paper.

STEP 1 page 99

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

STEP 2 page 99

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

STEP 3 Research it! page 99

- Students conduct some online research to find useful information and impactful visual material for their advert. Encourage them to make notes in their own words on the relevant information they find.

STEP 4 page 99

- Emphasise to students that their campaign advert should have a strong impact on the people who see it and persuade them to reduce their use of plastic.
- Ask students to look at the notes they made in Step 3, select the information they want to include in their advert and then organise it into a clear, logical order. They should also think about how they can best incorporate the images they have selected into their work.
- Circulate and monitor as students create their advert, helping with any organisational or language queries.

STEP 5 page 99

- Pairs take turns to share their advert 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 plastic in the sea and create a campaign advert.*

8 Buying and selling

8.1 Vocabulary

Lesson summary

Speaking: Discussing personal shopping habits; talking about young people's shopping and spending habits

Listening: A vlog about how shops encourage customers to spend money

Vocabulary: Shopping phrases

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

WARM-UP Tell students to look at the photo.

- Ask: *Where was this photo taken? What time of year do you think is it?*
  Do you enjoy shopping? Why? / Why not?
  What is the last thing you bought?
  Do you think people spend too much time shopping for clothes?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 100

- Focus attention on the photo and video still.
- Working in pairs, students discuss the questions.
- Ask a few pairs to share some ideas with the class.

Exercise 2 8.01 page 100

- Play the video or audio for students to choose the correct summary.
- Check the answer as a class.

KEY

C

Transcript

See Teacher's Guide, page 193.

Exercise 3 8.01 page 100

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

KEY

1 attract new customers 2 (even) cheaper 3 relaxing music 4 best friends 5 discount price 6 look around

Transcript

See Teacher's Guide, page 193.

Extra activity

Write the following questions on the board for students to discuss in pairs:
Have you ever noticed the strategies mentioned in the video when you've been shopping?
Which strategy to encourage shoppers to spend more money do you think is the most effective? Why?

Exercise 4 Real English page 101

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

KEY

1 A 2 A 3 B 4 A 5 B

Extra activity

- Working in pairs, students write mini-dialogues including the Real English phrases, e.g. *'Why isn't Mia here? She always comes on a Monday.' 'Yeah, weird, isn't it?.'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present their dialogues to the class.

Exercise 5 Vocabulary page 101

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

KEY

A try something on B make a purchase C get free delivery D make a complaint E take something back F buy something in the sales G get into debt H keep the receipt

- Drill the phrases for accurate pronunciation.

Note!

Focus students' attention on the silent *d* in *debt* /det/ and *p* in *receipt* /rɪ'siːt/.

Extra activity

Working in pairs, students give full sentences to describe the pictures in exercise 5, e.g. *The man is going to try on a pair of trousers.*

Exercise 6 Vocabulary 8.03 page 101

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

KEY

1 get 2 find 3 have 4 place, cancel 5 get

Transcript

See Student's Book, page 101 and Key above.

- Drill the phrases for accurate pronunciation.

Extra support

Students take turns in pairs to say the second part of a phrase from exercise 6 and their partner says the full phrase, e.g. *'A budget' 'Have a budget. A good offer.' 'Find a good offer. Into debt.'*

Exercise 7 page 101

- Students choose the correct phrases to complete the posts.
- Check answers as a class.

KEY

1 find a good offer 2 try them on 3 take it back
4 into debt 5 have the budget 6 free delivery
7 a discount 8 cancel 9 get a refund

Note!

The phrasal verbs *take back* and *try on* are separable, so the object can be placed in the middle or at the end, e.g. *I took the shoes back.* OR *I took back the shoes.* However, if the object is a pronoun, it must be placed in the middle, e.g. *I took them back.* NOT ~~*I took back them.*~~

Extra challenge

Students write a similar forum post expressing an opinion, using other shopping phrases from exercises 5 and 6.

Exercise 8 page 101

- Working in pairs, students complete the discussion task.
- Ask a few students to feed back on whose opinions they agree with and their reasons why.

Exercise 9 Think & share page 101

- Students discuss the questions in pairs.
- Elicit suggestions 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 shopping and online shopping.*

Further practice

Workbook page 92
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary
Speaking: Discussing online shopping and regrets
Reading: A text about an item bought online
Grammar: Third conditional
Listening: A talk about a regretted business decision

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

WARM-UP Write on the board:

Have you ever …

1 _____ *a complaint in a shop?*
2 _____ *something back to a shop and* _____ *a refund?*
3 _____ *a receipt for a long time?*
4 _____ *something on and thought you looked terrible?*
5 _____ *an order, but then* _____ *it because you changed your mind?*
6 _____ *something in the sales?*

- Ask students to copy the questions and complete them with the missing verbs. Refer them back to exercises 5 and 6 in Lesson 8.1 if necessary.
- Elicit answers from the class.

KEY

1 made 2 taken, got 3 kept 4 tried 5 placed, cancelled 6 bought

- Students mingle and try to find a different classmate to say *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 1 page 102

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 the use and formation of conditional forms. If necessary, they can refer to Lesson 0.3 and page 130. Tell them that what they are going to study in this lesson builds upon that prior knowledge and understanding.

See the notes on Assessment for Learning on page 9.

- Check the meaning of *regret* (feel sorry about something you have done or something you have not been able to do). Elicit how someone might feel if they regret something, e.g. sad, disappointed, guilty.
- Students discuss the questions in pairs.
- Ask the class who said *yes* and elicit examples from a few students.

Exercise 2 page 102

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

KEY

The backpack was extremely small. The writer took a cute photo of his cat sitting in it. The cat / Benji likes the new bag too.

Exercise 3 page 102

- Students find sentences with *if* and complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY

If I had read the description more carefully, I would have seen that it said it was an extremely small backpack.
If I had known that, I wouldn't have bought it.
If I hadn't bought it, though, I wouldn't have got a cute photo of Benji sitting in it.

1 unreal 2 imaginary 3 weren't 4 didn't buy
5 past perfect 6 past participle 7 clicked 8 got

- Students do the Grammar booster exercises on page 146.

Note!
Remind students that when the *if* clause comes first in a sentence, it is followed by a comma. When the main clause is first, there is no comma.

Extra support
To check students' comprehension, ask questions about the three examples from the text, e.g. *Did he read the description carefully?* (*No*) *Did he know it was a small backpack?* (*No*).

Exercise 4 page 102
- Students complete the sentences.
- Check answers as a class.

KEY
1 wouldn't have made, had realised
2 had tried on, wouldn't have bought
3 hadn't kept, wouldn't have been able
4 had known, would … have sold
5 hadn't got up, wouldn't have got
6 wouldn't have got, hadn't spent

Extra support
- Draw two boxes on the board. In the left one, write: *If + had / hadn't + past participle*. In the right one, write: *would / wouldn't + have + past participle*.
- Ask students to look at each sentence in exercise 4 and separate the *if* clause and the main clause with boxes.
- Remind students that we make the past participle of a regular verb by adding *-ed* and that irregular past participles need to be learned. Elicit the past participles of the verbs in the sentences and write them on the board (e.g. 1 *made*, *realised*, 2 *tried on*, *bought*).
- Students refer to the board when completing the task.

Extra activity
Working in pairs, students think of other ways to complete the sentences in exercise 4, by replacing the second clause, e.g. *I wouldn't have made the purchase if I hadn't found a good offer.*

Exercise 5 page 102
- Students rewrite the sentences.
- Check answers as a class.

KEY
2 I would have made a complaint if I had seen the manager.
3 If I hadn't left my wallet at home, I wouldn't have had to borrow money from my friend.
4 My cousin wouldn't have got into debt if he hadn't bought an expensive watch.
5 If I had known it was so high in sugar, I wouldn't have bought it.
6 If we hadn't queued for three hours, we wouldn't have been able to buy the best tickets for the show.

Extra support
- Ask students to underline the verbs in the sentences.
- Point out that if the verb in the original clause is positive, it becomes negative and if it's negative, it becomes positive.

Exercise 6 8.06 page 102
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY
Coca-Cola decided to replace their successful recipe and brand with a new drink called New Coke. They regretted it because many people started to buy Pepsi instead and the company lost huge amounts of money.

Transcript
See Teacher's Guide, page 194.

Exercise 7 8.06 page 102
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY
1 hadn't changed, wouldn't have lost
2 hadn't been, wouldn't have changed
3 hadn't been, wouldn't have been
4 hadn't realised, would have become

Transcript
See Teacher's Guide, page 194.

Extra activity
Write the following questions on the board for students to discuss in pairs:
Have you ever felt disappointed about a company changing its product or service?
Apart from Coca-Cola and Pepsi, what other brands are serious competitors?
Are any products a part of your history, culture and identity? What other mistakes may cost a company a lot of money?

Exercise 8 page 102
- Give students some time to think about an achievement and make a third conditional sentence.
- Working in pairs, students tell each other their sentences.
- Ask a few students to share their sentences with the class.

Extra challenge
- Students write three third conditional questions to ask a partner, e.g. *How would your childhood have been different if you'd been born in the UK? If you had chosen your own name, what would you have called yourself? What would you have done if you'd seen €50 in the street on your way to school this morning?*
- Students take turns in pairs to ask and answer their questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about regrets and consequences.*

Further practice

Workbook page 93
Grammar booster page 146
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Speaking: Discussing what you do before making an important purchase; giving advice about how to be a smart shopper

Vocabulary: Words related to shopping

Listening: A podcast about how to save money when you shop

Strategy: Dealing with unknown words

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

WARM-UP Write on the board:
What you bought
Where and when you bought it
Why you bought it
Whether you were happy with your purchase

- Ask students to think about an important purchase they have made. Working in pairs, they take turns to talk about the item, using the prompts on the board.
- Ask a few students to share some information about their partner's purchase with the class.

Exercise 1 page 103

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

Exercise 2 Vocabulary page 103

- Students check the meaning of the words, using a dictionary if necessary, then complete the adverts.
- Check answers as a class.

KEY
1 offer 2 season 3 reductions 4 brands 5 deals
6 chain 7 coupon 8 stock 9 prices 10 discount

Exercise 3 page 103

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

KEY
A deal B offer C reduction

Extra activity

Write some or all of the questions on the board for students to discuss in pairs:
Which clothing brands do you like most?
Is it important for you to wear this season's fashions?
Do you prefer chains or independent stores?
Do you ever use coupons to get a discount?
What's the best deal you've ever got?
If a product you wanted to buy wasn't in stock, would you buy a similar product at a higher price?

Exercise 4 8.07 page 103

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

Transcript

See Teacher's Guide, page 194.

Extra challenge

As students listen to the podcast, they make notes about the advice and opinions expressed by Amy and Jack. They then use the information from their notes to complete exercise 5, without listening a second time.

Exercise 5 8.07 page 103

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

KEY
1 J 2 B 3 J 4 A 5 J

Transcript

See Teacher's Guide, page 194.

Exercise 6 page 103

- Go through the Listening strategy together.
- Students read the sentences and determine the meaning of the underlined vocabulary.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 made to pay too much
2 negotiate / discuss / argue over the price
3 leave or stop before it's completed
4 when products are sold cheaply to empty a shop
5 gadget / device

Exercise 7 8.07 page 103

- Play the audio again for students to answer the questions.
- Check the answers for questions 1 and 2.
- Elicit suggestions for questions 3 and 4.

KEY
1 He wishes he had known about price comparison sites, so he could have got a better price on his laptop.
2 Be polite, smile and ask for a discount.
3 On social media
4 It goes down.

Transcript

See Teacher's Guide, page 194.

Exercise 8 page 103

- Working in pairs, students discuss the money-saving ideas in the podcast.
- Have a class vote on the most useful ideas. Ask students to give reasons.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can deal with unknown words in a podcast about smart shopping.*

Further practice
Workbook page 94
Online practice

8.4 Global skills

Lesson summary
Speaking: Talking about saving money
Reading: An article giving advice about saving
Vocabulary: Words related to money and savings; useful phrases for talking about possibility and probability
Writing: A message giving advice about saving

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 the following on the board:

1 *I think it's a sensible idea to save money for a rainy day.*
2 *Parents should often remind their children that money doesn't grow on trees.*
3 *Life as a teenager costs an arm and a leg these days.*
4 *Most young people in my country spend money like water.*

- Elicit or explain the meaning of *idiom* (a group of words in a fixed order whose meaning is different from the meanings of the individual words).
- Ask students to look at the underlined idioms related to money on the board and discuss in pairs what they think they mean.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 Save money for a time when you will really need it
2 Said to warn someone to be careful with money, because there is only a limited amount
3 Is extremely expensive
4 Spend too much money in a careless way

- Students discuss in pairs whether they agree with the statements, providing reasons and examples.
- Ask a few students to share their opinions with the class.

Exercise 1 page 104

- Working in pairs, students discuss the questions.
- Elicit an answer to question 1 and ask a few pairs to feed back on how similar their saving habits are, e.g. *I'm good at saving money each month, but Sam hardly ever saves money even though he wants to buy some new headphones.*

Exercise 2 page 104

- Students read the article and complete the sentences.

Extra support
Tell students that there is one answer in each section of the text and that the information for number four needs to be reworded.

- Check answers as a class.

KEY

1 he/she didn't have any money / hadn't saved any money
2 the best interest
3 spreadsheet or an app on your phone
4 leave them in the bank longer / don't touch them

Extra activity
Write the following questions on the board for students to discuss in pairs:
What do you think of the advice given in the article?
What other advice about savings could be given?
Have you ever missed out on something because you didn't have enough money?

Exercise 3 Vocabulary 8.08 page 104

- Ask students in pairs to check the meaning of the vocabulary. Discourage the use of dictionaries, but rather ask students to look back at the text and try to work out the meaning from context.

Note!
The terms *wage* and *salary* both describe the amount of money that is paid to an employee. A *wage* usually describes the money for part-time or temporary work and is paid each week. A *salary* normally describes the pay given to professionals and is paid monthly.

Extra activity

- Students choose four of the vocabulary items from exercise 3 and write questions to ask a partner, e.g. *Do you think that children should do chores to get pocket money?*
- Working in pairs, students ask and answer their questions.
- Ask a few students to share something about their partner.

- Focus attention on the savings plan.
- Check the meaning of *essentials* (basic things that we need to live) and *current* (at the moment).
- Play the audio for students to complete the plan.
- Check answers as a class.

KEY

1 Pocket money 2 Wages 3 income 4 Outgoings
5 Savings 6 balance 7 Interest 8 afford

Transcript

See Teacher's Guide, page 194.

Extra challenge

- Write the questions on the board for students to answer as they listen:
  1 *How can Tim get more pocket money?*
  2 *Where and when does he do his part-time job?*
  3 *What does he say about entertainment?*
  4 *What examples of essentials does the adviser give?*
  5 *What is Tim saving for?*
  6 *What needs to happen to Tim's entertainment budget?*
- Check answers as a class.

KEY

1 He can do chores at home.
2 In a café on Saturdays
3 He usually goes to the cinema about twice a month. He and his friends go for a burger most Saturdays. He has the occasional drink or snack.
4 Travel, public transport and sports
5 A holiday next year
6 It needs to be reduced to £40 per month.

Exercise 4 8.08 page 104

- Focus attention on the Phrasebook.
- Play the audio again for students to tick the phrases they hear.
- Check answers as a class.

KEY

I can …; It's possible that …; It might …; It'll probably be …; I'm sure that …

Transcript

See Teacher's Guide, page 194.

Exercise 5 Mediation page 104

AfL Teaching tip: success criteria

Monitoring of feedback

Make success criteria clear in the classroom so that students know 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 advice given in the lesson, use of savings vocabulary, appropriate informal register.

See the notes on Assessment for Learning on page 9.

- Students complete the writing task.

Lesson outcome

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

Further practice
Workbook page 95

8.5 Vocabulary

Lesson summary

Speaking: Discussing advertising; describing an advertisement you know well

Reading: An infographic about how to produce a successful advertising campaign

Vocabulary: Verbs related to advertising

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

WARM-UP Ask students to make a list of products they've used so far today, (e.g. shampoo, toothpaste, cereal, tea, toaster, make-up, washing-up liquid, smartphone, notebook, pen) and write down the brands if possible.

- Ask: *Why did you or your family choose these brands? Do you always buy the same brand of these products? Why? / Why not?*
- Students discuss the questions in pairs.
- Ask a few pairs to share some information with the class.

Exercise 1 Think & share page 105

Note!

- In British English, *advertisement* is pronounced /əd'vɜːtɪsmənt/. In American English, the stress shifts to the third syllable, so /ædvər'taɪzmənt/.
- *Advert* /'ædvɜːt/ or *ad* /æd/ are common abbreviations.

- Check the pronunciation and meaning of *memorable* /'memərəbl/ (easy to remember, especially because of being special or unusual).
- Working in pairs, students discuss the questions.

Extra support

To help students answer question 3, write the infographic headings on the board, i.e. *goals*, *customers*, *positioning*, *the competition*, *create a need*. Students use these prompts to guide their discussion.

- Elicit some different forms of advertising from the class.

KEY (SUGGESTED ANSWER)

TV, radio, online, social media, newspaper, magazine, brochure, flyer, billboard, product placement (the use of particular products in films or TV shows in a way that makes people notice them), celebrity endorsement (a statement made by somebody famous saying that they use and like a particular product)

- Ask a few students to share their ideas about a memorable advert and successful advertising campaign.

Exercise 2 page 105

- Students read the infographic and answer the question.
- Ask the class whether any of their ideas were mentioned and, if so, elicit details.

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 exercises 3 and 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.

Exercise 3 Vocabulary 8.09 page 105

- Working in pairs, students complete the task.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 attracted 2 produces 3 compare 4 offer
5 recommend 6 create

Transcript

See Student's Book, page 105, and Key above.

Exercise 4 page 105

- Students check the meaning of the verbs. Encourage them to first locate the verbs in the infographic and try to work out the meaning from context. They can then check any they are unsure about in a dictionary.

Extra support

- Ask students to read through the text and decide which form each missing verb needs to take.
- Check answers as a class before students complete the gaps.

KEY

1 past simple 2 infinitive 3 past participle
4 past participle 5 infinitive 6 *-ing* verb
7 past simple

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

KEY

1 launched 2 appeal 3 promoted / advertised
4 appeared 5 advertise / promote 6 claiming
7 convinced

Extra activity

Write the following questions on the board for students to discuss in pairs:
Do you agree that Red Bull's slogan is dishonest?
Should energy drink companies try to attract young customers?
Which other celebrities promote well-known brands? Why do you think they were chosen?

Exercise 5 Think & share page 105

- Working in groups, students discuss an advert using the questions in the infographic.
- Ask a few groups to share some ideas with the class.

Extra activity

- Working in groups, students come up with a creative campaign to advertise your school. They can use the questions in the infographic to guide their planning.
- Groups take turns to present their campaign to the class.
- Take a vote to find out which campaign students consider to be the most successful 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 talk about advertising.*

Further practice

Workbook page 96
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.6 Grammar

Lesson summary

Speaking: Talking about cryptocurrencies; practice using different verb patterns

Reading: An article about bitcoin

Grammar: Verb + infinitive or *-ing*

Listening: Part of a lecture about an economic bubble

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

WARM-UP Draw two columns on the board, headed *Ways to gain money* and *Ways to lose money*.

- Elicit ideas from the class and write them under the appropriate headings.

KEY (SUGGESTED ANSWERS)

Ways to gain money: earn a wage, win the lottery, rob a bank, marry into money, inherit from a grandparent, profit from an investment, find money in the street, borrow from a friend, get a bank loan, sell something for a profit

Ways to lose money: waste money, lend to a friend, spend money, drop money in the street, make a loss in business, invest badly, have your wallet stolen

- Working in pairs, students take turns to make true sentences about themselves or people they know, using the phrases from the board, e.g. *'I earn about €60 a week from my part-time job.' 'Last summer, my uncle's wallet was stolen when he was on holiday.'*
- Ask a few students to share something about their partner with the class.

Exercise 1 page 106

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

KEY (SUGGESTED ANSWERS)

A cryptocurrency is electronic money, which is used for buying and selling online without the need for a central bank.
Examples of cryptocurrencies are bitcoin, Litecoin, Ethereum, Tether, Tezos and Ripple.

Exercise 2 page 106

- Students read the text and choose the best graph.
- Check the answer as a class.

KEY

C

Exam tip

Some English exams require candidates to analyse and describe or understand the description of a graph. To complete such tasks well, students require a broad knowledge of vocabulary related to movement up / down. Encourage students to keep a bank of relevant language (e.g. *a steady rise*, *fluctuate*, *fall dramatically*) and add to it as they encounter new words. They can also add visual representations of the expressions.

Extra activity

- Tell students the information from the Exam tip box.
- Ask them to read through the text again and make a note of any useful language to describe movement in a graph, e.g. *began increasing*, *go up further*, *the price reached*, *kept rising*, *fell fast*.
- Elicit other expressions students know to describe movement up / down.
- Students describe the graphs in exercise 2 in pairs.
- Elicit ideas from the class.

Exercise 3 page 106

- Students complete the grammar rules with the verbs from the text.
- Play the video.
- Check answers as a class.

KEY

1 decide **2** hope **3** want **4** imagine **5** begin
6 keep **7** convince **8** advise **9** let

* Answers 1/2/3, 4/5/6 and 7/8 can be in any order.

- Students do the Grammar booster exercises on page 147.

Note!

Some verbs, such as *begin*, *start*, *continue* and *prefer*, can be followed by the *-ing* form or *to* + infinitive, with no change in meaning, e.g. *Suddenly the price began increasing / to increase.*

Extra challenge

Students add other verbs to the four categories.

KEY (SUGGESTED ANSWERS)

verb + infinitive: afford, agree, manage, choose, intend, fail, learn
verb + *-ing* form: give up, avoid, carry on, admit, finish, mind, consider
verb + noun / pronoun + *to* + infinitive: request, teach, persuade, order
verb + noun / pronoun + infinitive without *to*: help, see, hear, notice, watch

Exercise 4 page 106

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

KEY

1 The manager told everyone to leave the shop.
2 I always prefer to go shopping on my own.
3 Do you fancy meeting at the café this evening?
4 My dad hasn't let me buy a motorbike yet.
5 Zach sometimes imagines living in Paris.
6 The assistant convinced me to buy the sunglasses.
7 Which bag did Sally decide to buy?
8 My cousins didn't invite me to go shopping.

Extra challenge

- Write on the board:
  1 *Do you **want** / **fancy** / **hope** to go abroad on holiday next year?*
  2 *The teacher **made** / **asked** / **reminded** the students to be quiet.*
- Elicit which verb is wrong in each case and how that verb would be used in the same sentence, i.e. 1 *Do you fancy going abroad on holiday next year?*, 2 *The teacher made the students be quiet.*
- Students write three more similar examples.
- Students swap sentences in pairs, decide which verb is incorrect and rewrite the sentence using it.

Exercise 5 8.12 page 106

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

KEY (SUGGESTED ANSWER)

The price increased very quickly before falling quickly and lots of people lost a lot of money.

Transcript

See Teacher's Guide, page 194.

Exercise 6 8.12 page 106

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

KEY

1 They enjoyed having colourful flowers.
2 They learned to grow more colourful flowers.
3 The prices (of unusual types of tulip) soon started to go up.
4 They offered to buy the bulbs from the farmers.

5 They didn't want to grow the flowers.
6 They fancied making a profit from the bulbs.
7 People kept buying them.
8 When people were no longer prepared to pay such high prices.

Transcript
See Teacher's Guide, page 194.

Extra activity
Write the questions on the board for students to discuss in pairs:
What do you need to be a successful investor?
What other ways can you make or lose money quickly?

Exercise 7 Think & share page 106
- Working in pairs, students talk about their preferences and experiences.
- 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 identify and use different verb patterns.*

Further practice
Workbook page 97
Grammar booster page 147
Grammar photocopiable worksheet
Online practice

8.7 Reading

Lesson summary
Speaking: Talking about slogans; discussing techniques used in a successful advertisement
Strategy: Understanding text organisation
Reading: An article about how advertising creates needs

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

WARM-UP Ask: *Why do businesses and brands have logos and slogans?* Elicit ideas from the class.
- Ask: *What memorable logos and slogans can you think of?*
- Students discuss the question in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 107
- Working in pairs, students discuss the questions.
- Check answers to the first question and elicit ideas why students think the slogans are successful.

KEY
JUST DO IT (Nike)
Because you're worth it (L'ORÉAL)
The Power of Dreams (Honda)
I'm lovin' it (McDonald's)

Exercise 2 page 107

AfL Teaching tip: diagnostics
Exchanging ideas and clarifying
Students can benefit from sharing ideas and knowledge with each other. This helps them identify and extend what they already know.
Ask the class: *What strategies can we use to help us understand a written text?* Give students time to share their ideas in pairs before eliciting suggestions from the class, e.g. previewing, predicting, reference words, topic sentences, guessing vocabulary from context.
To review the reading strategies already encountered in the course, students can refer back to Lessons 1.3, 2.7, 3.3, 4.3, 5.7, 6.3 and 7.3.
See the notes on Assessment for Learning on page 9.

- Go through the Reading strategy together.
- Remind students that the topic sentence is usually the first one in a paragraph. Elicit or explain the meaning of *subheading* (a title given to the sections into which a longer piece of writing is divided).
- Students complete the task in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 The title mentions our 'needs' and the opening paragraph defines what those needs are.
2 Abraham Maslow was an American psychologist who studied what all humans need. The opening paragraph mentions the needs that advertisers use to encourage us to buy their products. The tricks advertisers use are mentioned in the subheadings (A–D).
3 Students' own answers

Culture notes
- The term *FOMO* /ˈfəʊməʊ/ describes a worried feeling people have if they think they are missing out on exciting experiences that others are participating in, particularly caused by posts on social media.
- *Black Friday* is the informal name given to the Friday after Thanksgiving in the USA (the fourth Thursday in November). It has been considered the start of the US Christmas shopping season since 1952, but the term *Black Friday* has only become widely used more recently. On this day, many stores open early and offer highly promoted sales to attract consumers.

Exercise 3 8.13 page 107
- Play the audio for students to listen, read the article and answer the question.
- Check answers as a class.

KEY
Paragraph A: how a product makes you feel
Paragraph B: a product which is already popular
Paragraph C: buying a product before it disappears
Paragraph D: how price is used to attract customers

Transcript
See Student's Book, page 107.

Exercise 4 page 107
- Students read the article again and complete the task.
- Check answers as a class.

KEY
1 B 2 A 3 C 4 B

Extra support
Tell students which sections of the article the answers can be located in (i.e. 1 = Opening paragraph; 2 = Paragraph A; 3 = Paragraph B; 4 = Paragraph D).

Exercise 5 page 107

Note!
Students may look at the suffix *-less* in *priceless* and wrongly assume that this means something with no value. Explain that it instead means that something has such a high value that its price cannot be calculated.

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

KEY
1 B 2 D 3 A 4 C

Exercise 6 Think & share page 107
- Working in pairs, students complete the task.
- Ask a few pairs to share their ideas with the class.

Extra activity
- Tell students to imagine that they are launching a new business. Working in small groups, they should decide on answers to the following questions:
  What does your business sell or provide?
  Who is your target market?
  What's the name of your company?
  What's your slogan?
  How are you going to advertise and create a need?
- Groups take turns to pitch their new business.
- In their group, students discuss whose overall pitch they thought was the most successful and why, then ask a few students to share their opinion 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 text organisation in an article about advertising.*

Further practice
Documentary: *Our clothes*
Workbook page 98
Online practice

8.8 Speaking

Lesson summary
Speaking: Talking about organising a school party; a role-play to negotiate a street party
Listening: A dialogue about plans for a school party
Reading: A text giving advice about negotiating
Vocabulary: Useful language for negotiating
Strategy: Negotiating

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

WARM-UP Ask the class, in pairs, to think of different types of party.
- Elicit ideas, e.g. *birthday*, *New Year's Eve*, *farewell*, *fancy dress*, *housewarming*, *Christmas*, *engagement*, *graduation*, *street*, *wedding reception*, *baby shower*.
- Write on the board:
  What's the best party you've ever been to?
  Have you ever been to a party you didn't enjoy?
  What makes a good party?
- Working in pairs, students discuss the questions. Encourage them to provide details and examples.
- Ask a few students to share their experiences and ideas with the class.

Exercise 1 page 108
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 2 8.14 page 108
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY
1 The school hall, dining hall and kitchen
2 There must be a member of the kitchen staff in the kitchen at all times.
3 11 p.m.
4 £150

Transcript
See Teacher's Guide, page 195.

Extra challenge
Students answer these additional questions as they listen.
When is the party taking place? (Next month)
What are the most important things for the teacher? (That everyone is safe and there's no damage to the school.)
Why is the teacher unsure about the students using the kitchen? (Because there's a lot of expensive equipment and it could be dangerous.)
How long will the party last? (Four hours)
By how much does the teacher increase her budget offer? (£50)
What are the students going to spend the money on? (Food, drink, a band and decorating the hall)

Exercise 3 page 108

- Check the pronunciation and meaning of *negotiate* /nɪ'gəʊʃieɪt/ (have a formal discussion in order to reach an agreement or arrangement).
- Students read the tips and select the ones used by Magda and Alex.
- Check the answer as a class.

KEY

They use all the points.

Exercise 4 8.14 page 108

- Focus attention on the Phrasebook.
- Play the audio again for students to complete the phrases. Point out that the phrases are in a different order in the Student's Book and on the audio.
- Check answers as a class.

KEY

1 discuss (our plans) 2 be able to 3 Provided
4 question 5 accept

Transcript

See Teacher's Guide, page 195.

Note!

- If something is *out of the question*, it means that it is impossible or not allowed and therefore not worth discussing.
- We use the phrasal verb *go along with* to say that we support an idea or agree with someone's opinion.

Extra activity

- Elicit or remind students of some of the features of connected speech introduced in the course, e.g. the use of schwa /ə/ (Lesson 2.3), elision (Lesson 4.7) and linking of consonant and vowel sounds (Lesson 7.8). Also reinforce how intonation can be used to express attitude and feeling (Lesson 6.7).
- Drill the phrases from the Phrasebook. Ask students to focus on copying your intonation and making themselves sound as natural and fluent as possible.

Exercise 5 page 108

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

KEY

1 begin 2 think 3 happy 4 would be
5 go along 6 consider 7 objection

- Students practise the dialogue in pairs.

Extra activity

- Working in pairs, students write three mini-dialogues, using a variety of the expressions for negotiating, e.g. *'Do you think you could lend me €20 please, Dad?' 'I'm afraid that's out of the question. And don't go and ask your mum!'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present a dialogue to the class.

Exercise 6 page 108

- Go through the Speaking strategy together.
- Elicit which conditional is used in the example in the strategy (first) and which is used in examples in the Phrasebook (second). Refer students back to Lesson 0.3 to review conditional forms if necessary.

Note!

When negotiating, we often use first and second conditionals. Generally speaking, we use the first if we think an agreement is more likely to happen (e.g. *If you can offer me a better price, I'll buy two.*) and the second if we think it's less likely (e.g. *If you could offer me a better price, I'd buy two.*). We also sometimes use the second conditional because it's more remote and therefore more polite.

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

KEY

1 B 2 D 3 A 4 C

Extra challenge

Students write alternative ways to complete the conditional sentences in exercise 6, e.g. *I can let you use the room provided that you lock up at the end of the evening.*

Exercise 7 page 108

- Read through the task together.
- Elicit or explain the meaning of *mayor* /meə(r)/ (a person elected or chosen to lead the group governing a city or town).
- Ask students to choose their roles in pairs and make notes about the given points. Circulate and monitor as students do this, helping out with language and ideas.

Exercise 8 page 108

- Students complete the role-play in pairs, then swap roles and repeat the activity.

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 concerned with accuracy, but to maximise the opportunity to try out the new negotiating language. 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.

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 negotiate in a conversation about organising an event.*

Further practice
Workbook page 99
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary
Speaking: Discussing teenagers' income and spending habits
Reading: An opinion essay about teenagers' income
Strategy: Getting your readers' attention
Vocabulary: Useful language for writing an opinion essay
Writing: An opinion essay in favour of giving teenagers a monthly income

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

WARM-UP Write on the board:

1 *At what age should children start* ***to get*** */* ***get*** *pocket money from their parents?*
2 *When a young person begins* ***do*** */* ***doing*** *a part-time job, should their parents keep* ***to give*** */* ***giving*** *them pocket money?*
3 *Should parents advise their children* ***save*** */* ***to save*** *some pocket money or let them* ***spend*** */* ***to spend*** *it all?*
4 *How can children convince their parents* ***to increase*** */* ***increasing*** *their pocket money?*

- Ask students to copy the questions, choosing the correct verb forms to complete them. Refer them back to Lesson 8.6 to review verb patterns if necessary.
- Check answers as a class.

KEY
1 to get 2 doing, giving 3 to save, spend
4 to increase

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

Exercise 1 Think & share page 109

- Working in pairs, students discuss the questions.
- Elicit whether any pairs had a difference of opinion and, if so, ask them to share details with the class.

Exercise 2 page 109

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

KEY
The writer thinks that teenagers shouldn't receive a monthly income from the government.

- Ask students to stand up if they agree with the writer's opinion and stay seated if they don't. Ask a few students who are standing to explain why they agree and a few seated students why they disagree.

Exercise 3 page 109

- Go through the Writing strategy together. Explain that a *controversial statement* is one that is likely to cause disagreement or discussion.
- Students read the first paragraph again and answer the question.
- Check the answer as a class.

KEY
The writer asks rhetorical questions.

Exercise 4 page 109

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

KEY
1–2 Teenagers would not understand that you have to work to earn money. (paragraph 2)
Teenagers would spend the money on having fun. (paragraph 3)
3 It summarises the arguments.

Exercise 5 page 109

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

KEY
1 As I see it, … 2 I believe … 3 It is clear to me that …
4 Most people agree that … 5 Some people even think that, … 6 In addition, … 7 What's more, …
8 I strongly recommend that …
* Answers 1/2/3, 4/5 and 6/7 can be in any order.

Note!
When stating someone else's opinion in an essay, we often use the impersonal passive construction *It is* + past participle + *that* … (e.g. *It is believed that …*, *It is widely thought that …*, *It is often argued that …*).

Extra challenge
Students add extra expressions to the Phrasebook.

KEY (SUGGESTED ANSWERS)
Giving your opinion: Personally, I feel …; There is no doubt in my mind that …; From my perspective, …; In my view, …; The way I see it, …
Giving someone else's opinion: The majority of people believe that …; It is commonly agreed that …; It is a widely held belief that …
Making an additional point: Besides, …; Likewise, …; Additionally, …; On top of that, …; Added to that, …
Making recommendations: My recommendation would be …; It is essential that …; My suggestion would be …; It is crucial that …

Exercise 6 page 109

- Working in groups, students brainstorm ideas and make notes.
- Elicit ideas from the class.

Exercise 7 page 109

- Circulate and monitor as students write their plan, helping with language and organisation where necessary.

Exercise 8 Think & share page 109

- Working in pairs, students compare their plans.
- Students self-assess their work and think about an improvement they could include.

Exercise 9 page 109

- Students complete the writing task.

Exercise 10 Check your work page 109

- Students go through the checklist before submitting their essay.

AfL Teaching tip: success criteria

Create occasions for students to showcase their work

Giving students the opportunity to share their work promotes a sense of pride and accomplishment.

Allocate an area where students' work can be displayed, such as the school library, corridor or your own classroom. Engage students in selecting a piece of written work they have done during the course for presentation. Invite them to reflect on what they learned from doing the task and why they have chosen this piece. Give them the option to rewrite it to make improvements and make it display ready. If possible, ask the audience – other students, teachers, staff members, parents – to provide some brief feedback.

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 get the reader's attention in an opinion essay about allowances.*

Further practice

Workbook page 100

Online practice

8.10 Review

Grammar

Exercise 1 page 110

KEY

1 if we had gone
2 I would have been able to buy
3 Would you have known
4 wouldn't have minded
5 If they hadn't started
6 would she have done

Exercise 2 page 110

KEY

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

Vocabulary

Exercise 3 page 110

KEY

1 receipt, refund, back 2 discount 3 purchase
4 order 5 budget 6 sales

Exercise 4 page 110

KEY

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

Cumulative review

Exercise 5 page 110

KEY

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

Exercise 6 Think & share page 110

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 101

Progress test

8.11 Exam skills

Lesson summary

Exam strategies: Listening: focusing on general ideas rather than exact words; Use of English: determining the types of missing word in a gapped text; Speaking: thinking of your own idea before you start writing

Listening: Short extracts with people talking about shopping

Use of English: A text about an American psychologist

Writing: An essay about shopping online

WARM-UP Write the following situation on the board: *Last week, you _____ some trousers in the sales. When you _____ them on again at home, however, you didn't like them. You decide to _____ them back to the shop to _____ a refund. You didn't _____ your receipt.*

- Working in pairs, students decide which verbs are missing from the gaps. If necessary, refer them back to Lesson 8.1 to review the collocations.
- Check answers as a class (*bought*, *tried*, *take*, *get*, *keep*) and complete the text on the board.
- Tell students that they are going to role-play the situation in pairs. One student is the customer and the other is the shop assistant. Set a time limit, e.g. two minutes, for students to do the role-play.
- When time is up, ask a few pairs what the outcome of their conversation was, e.g. *I couldn't get a refund without the receipt, so I swapped the trousers for a different style.*
- Students could then swap roles and repeat the activity.

Listening

Exercise 1 page 111

- Go through the Listening exam strategy together.
- Students complete the task.
- Elicit ideas from the class.

Exercise 2 8.15 page 111

Extra support

- Before students listen, pre-teach any vocabulary you think may be new or students might have forgotten, e.g. *pollution*, *hang out*, *charity*, *second-hand*, *individual*, *browse*, *convince*, *convenient*, *waste*, *budget*, *afford*.
- You could also tell students which options are not needed, i.e. A, C and E.

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

KEY

1 D 2 H 3 F 4 B 5 G

Transcript

See Teacher's Guide, page 196.

Extra activity

Working in pairs, students look at the statements in exercise 2 and say whether they agree. Encourage them to give reasons and examples, e.g. *I definitely agree with the first statement. It's much more fun than shopping alone and I like getting my friends' opinions or advice before I buy something.*

Use of English

Exercise 3 page 111

- Go through the Use of English exam strategy together.

Note!

Point out that if the missing word is a verb, it is likely to be an auxiliary (e.g. *do*, *have*, *be*) or modal (e.g. *will*, *can*, *would*), rather than a main verb.

Extra support

Go through each of the word types in the strategy box and elicit examples and when they are used, e.g. *The articles are **a**, **an** and **the**. **A** and **an** are used before a singular noun. **The** can be used before uncountable, singular and plural nouns.*

- Students decide on the types of missing words.
- Check answers as a class.

KEY

1 article 2 possessive pronoun 3 (auxiliary) verb
4 linking word 5 relative pronoun 6 (auxiliary) verb
7 preposition 8 preposition

Exercise 4 page 111

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

KEY

1 a 2 their 3 was 4 and 5 where 6 were
7 with 8 of

Extra activity

- Ask students to look back at one of the reading texts in the coursebook, e.g. on page 107.
- Ask them to choose three sentences and copy them out, gapping some words. These shouldn't be content words and the missing words need to be clear from the context. E.g. *We like to be part _____ a group to feel safe, liked and respected and we often follow _____ other people _____ doing.*
- Students swap sentences in pairs, fill the gaps and check their answers with each other.

Writing

Exercise 5 page 111

- Go through the Writing exam strategy together.
- Students read the exam task and think of a third point to include.
- Ask some students to share their ideas.

Exercise 6 page 111

- Students read the instructions and write their essay.
- When they have finished, ask them to read their essay again and make sure they have covered all the points. Does their essay make sense?
- Then ask them to check for grammar, spelling, vocabulary, or punctuation mistakes.

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 general ideas, rather than exact words, and complete a matching task. I can determine the types of missing words and complete a gapped text. I can add my own idea when planning an essay.*

Further practice

Culture lesson 8: London markets
Workbook page 102

Vocabulary booster

Vocabulary booster 1.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about games and gaming

Extra activity

- Before students look at exercise 1, write the following on the board:
  go + -ing *go to (the)* *go for (a/an)*
- Ask students to add at least two examples of their own for each structure.

Exercise 1 Get started 1.04 page 112

- Play the audio for students to check their answers.
- You may need to elicit or clarify the meaning of *solitary*.

KEY

1 solitary walk 2 play computer games
3 leisure centre 4 go swimming
5 look around museums 6 go to an exhibition
7 go climbing 8 see a spectacular show

Exercise 2 page 112

- Working in pairs, students discuss the questions.
- Put them together with another pair to compare ideas.

Exercise 3 page 112

- Working in pairs, students do the task.
- Put them together with another pair to compare ideas.

Exercise 4 Practise page 112

- When checking answers, ask students to explain the meaning of each word or phrase in their own words.

KEY

1 guess 2 take turns 3 give up 4 cheating
5 follow the rules 6 make a move 7 competitive

Exercise 5 page 112

KEY

1 clue 2 challenge 3 puzzle 4 solution
5 teammates 6 skill 7 entertainment 8 taking part

Extra activity

Ask students to make a sentence to illustrate the meaning of each unused alternative from exercise 5.

Exercise 6 Extend 1.05 page 112

- Play the audio for students to check their answers.

KEY

1 games console 2 scoreboard 3 piece 4 chess
5 dice 6 board game

Exercise 7 page 112

KEY

1 Chess 2 scoreboard 3 games console 4 dice
5 piece 6 board game

Extra activity

Books closed. Set a time limit of two minutes. The student who remembers and lists the most words or phrases from this Vocabulary booster page wins. There are 21 in total.

Further practice

Workbook page 8

Vocabulary booster 1.5 objective

Vocabulary: To review, practise and extend feelings adjectives

Exercise 1 Get started 1.13 page 113

- Play the audio for students to check their answers.

KEY

1 D 2 G 3 A 4 H 5 E 6 B 7 F 8 C
miserable, scared, surprised, worried, afraid, pleased, calm, fed up

Exercise 2 page 113

- Ask students to read the questions and think about their answers before you put them in pairs.
- Ask a few pairs how many answers they have in common.

Exercise 3 Practise page 113

KEY

1 confused 2 amazed 3 frightened 4 delighted
5 embarrassed 6 lonely 7 painful 8 annoyed

Exercise 4 page 113

KEY

1 D 2 B 3 A 4 E 5 C

Extra challenge

Ask students to cover A–E and come up with the adjectives with opposite meanings, then check their ideas in the exercise.

Exercise 5 page 113

- Give students time to read the questions and think about their answers before putting them in pairs.

Exercise 6 Extend 1.14 page 113

- Play the audio for students to check their answers.

KEY

1 doubtful 2 astonished 3 dissatisfied 4 irritated
5 stressed 6 anxious

Exercise 7 page 113

KEY

1 doubtful 2 uncertain 3 astonished 4 unsure
5 anxious

Exercise 8 page 113

- This could be done orally or in writing in class, or set for written homework.
- Ask a few pairs if they gave any similar answers.

Word skills

Exercise 9 page 113

KEY

1 irritated 2 irritating

The *-ing* form is used to describe a thing, place, person or situation. The *-ed* form is used to describe how you feel.

Exercise 10 page 113

- Check answers and elicit what each adjective refers to.

KEY

1 disappointing 2 confused 3 amazing

Extra activity

- Form groups of three. Decide who starts.
- The first person writes an adjective expressing a feeling and shows it to the person on their left. This next person describes a situation that shows the meaning of the adjective – without using the adjective. The third person tries to guess the adjective.
- Students swap roles and repeat.

Further practice

Workbook page 12

Vocabulary booster 2.1 objective

Vocabulary: To review, practise and extend the vocabulary describing qualities of a friend

Extra activity

- Tell the class about your best friend, using three or four of the words from Vocabulary booster 2.1.
- Ask: *What's your best friend like?* Working in pairs, students discuss the question.
- Elicit some answers from a few students.

Exercise 1 Get started 2.03 page 114

- Play the audio for students to check their answers.
- Then play it again for students to listen and repeat.

KEY

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

Exercise 2 page 114

KEY

1 rude 2 positive 3 strange 4 boring 5 friendly 6 disagree 7 enjoy / enjoyed

Extra activity

Ask students to write a sentence with each of the seven unused words from exercise 1.

Exercise 3 page 114

- Ask students to think about which sentences are true for them, then rewrite the other ones as necessary.
- Students compare their sentences in pairs.
- Ask a few pairs to tell the class something interesting they found out about their partner.

Exercise 4 Practise page 114

- Check the matching task as a class before pairs start asking and answering the questions.

KEY

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

Extra challenge

- Ask students to cover 1–6 and use their own ideas to write the beginning of each question.
- Now ask them to compare these with 1–6. How were their questions different/similar?

Exercise 5 page 114

KEY

1 honest 2 support 3 respect 4 kind 5 truth 6 loyalty

Exercise 6 page 114

- Students take turns to describe their chosen people.
- Ask a few students about one of the people they described.

Exercise 7 Extend 2.04 page 114

- Play the audio for students to check their answers.

KEY

1 dependable 2 generous 3 close friends 4 extrovert 5 good listener 6 sociable 7 introvert 8 acquaintance

Exercise 8 page 114

- Give students time to think about their answers.
- As students tell each other their ideas, monitor the correct use of the target vocabulary.

Extra activity

- Do exercise 8 as a guessing game. Students should choose people the others would also know (people from school, celebrities, etc.)
- Put students in groups. Ask them to take turns to describe people for their partners to guess.

Further practice

Workbook page 20

Vocabulary booster 2.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about relationships

Exercise 1 Get started 2.13 page 115

- Focus on the picture. Ask: *What is this?* (a family tree). Elicit a definition in the students' own words.
- Play the audio for students to check their answers.

KEY
1 family 2 relatives 3 parents 4 twin 5 niece
6 nephew 7 cousin 8 only child 9 divorced

Exercise 2 page 115

- Working in pairs, students take turns to describe their family.

Exercise 3 Practise page 115

KEY
1 with 2 on 3 with 4 to 5 to / in / on / up 6 of
7 to 8 on 9 in 10 up

Exercise 4 page 115

KEY
1 keep in touch with 2 co-operate with 3 fell out
4 look up to 5 got to know 6 fond

Exercise 5 page 115

- Students should complete each sentence with the name of a person, or their relation to them.

Exercise 6 Extend 2.14 page 115

- Working in pairs, students compare their answers, then play the audio for them to check their answers.

KEY
1 C 2 H 3 A 4 G 5 D 6 F 7 E 8 B

Exercise 7 page 115

- Give students two minutes to think about the questions and make notes of their ideas.
- Put students in pairs for the discussion. Circulate and monitor, helping with language where necessary.

Word skills

Exercise 8 page 115

KEY
1 verbs 2 particles 3 meaning

Exercise 9 page 115

KEY
1 on 2 up 3 on, up 4 out

Extra activity

- Working in pairs, students test each other's vocabulary.
- Ask them to take turns to give an example or a definition of a word or phrase from Vocabulary booster 2.5, for their partner to guess.

Further practice
Workbook page 24

Vocabulary booster 3.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about going online

Exercise 1 Get started 3.02 page 116

- Play the audio for students to check their answers.

KEY
1 technology 2 chat 3 profile 4 media
5 social networking 6 connect 7 message 8 online

Exercise 2 page 116

- Working in pairs, students discuss the questions.
- Put them together with another pair to compare ideas.

Exercise 3 Practise page 116

- Elicit the meaning of *data*, *copy and paste*, *troll* and *tweet* in the students' own words.

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

Exercise 4 page 116

KEY
1 blogs 2 analyse 3 posted 4 stream 5 browse
6 Update 7 follows

Exercise 5 page 116

- Ask students to read the questions together, but answer individually, not showing each other their answers.
- Get students to compare their answers.
- Check answers as a class. How many did they get right?

KEY
1 A tweet 2 Delete it 3 Browse 4 Surf 5 Paste

Exercise 6 Extend 3.03 page 116

- Play the audio for students to check their answers.

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

Exercise 7 page 116

- Put students in pairs to discuss the questions.
- Circulate and monitor, making a note of the most interesting ideas mentioned.
- Elicit some of the ideas you noted, inviting comments from other students.

Extra activity

Get students to write quiz questions about computing vocabulary to test their partner, using exercise 5 as a model.

Further practice
Workbook page 32

Vocabulary booster 3.5 objective

Vocabulary: To review, practise and extend the vocabulary for discussing flexible learning

Exercise 1 Get started 3.10 page 117

- Play the audio for students to check their answers.

KEY
1 keyboard 2 search engine 3 log into 4 website
5 uploaded 6 username 7 app

Extra activity

Elicit explanations for the meaning of the unused answers.

Exercise 2 page 117

- Circulate and monitor, helping with language where necessary. Make a note of the most interesting ideas.
- Elicit some of the ideas you noted and invite comments from the rest of the class.

Exercise 3 Practise page 117

- When checking answers, say each word 1–7 and get students to repeat them to practise pronunciation. Pay special attention to the unstressed *-able* /əbl/ endings.

KEY

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

Exercise 4 page 117

- Check answers as a class, then students ask and answer the questions in pairs.
- Elicit some ideas for class feedback.

KEY

1 handy 2 virtual 3 wireless 4 advanced
5 powerful 6 remote 7 smart 8 time-saving

Exercise 5 Extend page 117

KEY

1 webcam 2 scanner 3 memory stick 4 touchscreen

Exercise 6 3.11 page 117

- Play the audio for students to check their answers.

KEY

1 scanner 2 touchscreen 3 memory stick
4 webcam 5 create a new password 6 have access
7 software

Word skills

Exercise 7 page 117

- Read the rule. Elicit what other suffixes students know to form adjectives (e.g. *-ed*, *-ing*).
- Check answers as a class. Elicit two or three more examples for each suffix.

KEY

1 powerful 2 wearable 3 attractive 4 adaptable
5 active 6 useful / usable

Extra activity

Ask students to write sentences illustrating the meaning of each of the adjectives formed in exercise 7.

Further practice

Workbook page 36

Vocabulary booster 4.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about exercise

Exercise 1 Get started 4.03 page 118

- Play the audio for students to check their answers.

KEY

1 energy 2 healthy 3 unhealthy 4 physical education
5 go jogging 6 train 7 exercise 8 health

- Working in pairs, students ask and answer the questions.
- For feedback, elicit some interesting or surprising things students found out about their partners.

Exercise 2 page 118

- Circulate and monitor, making a note of the most interesting ideas mentioned.
- For feedback, elicit some of the ideas you noted.

Exercise 3 Practise page 118

KEY

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

Exercise 4 page 118

- When checking answers, elicit an explanation or a synonym for what each phrasal verb means.

KEY

1–5 up All the phrasal verbs are formed with *up*.

Extra activity

Ask students to think of other phrasal verbs with *up*, and elicit an explanation or example to show their meaning.

Exercise 5 page 118

- Circulate and monitor, making a note of the most interesting ideas mentioned.
- For feedback, elicit some of the ideas you noted.

Exercise 6 Extend page 118

- Working in pairs. students discuss the meaning of the words, using a dictionary if necessary.
- Check the answer to the question.

KEY

cross trainer, fitness centre, lifting weights, strength training equipment

Exercise 7 4.04 page 118

- Play the audio for students to check their answers.

KEY

1 fitness centre 2 lifting 3 strength training equipment
4 cross trainers 5 personal trainers 6 stretch
7 heartbeat 8 yoga 9 tracker

Exercise 8 page 118

- Working in pairs, students brainstorm ideas and make notes.
- You could also ask them to look up preparation plans for different races online for further ideas.
- For feedback, ask a few pairs to present their plan to the class, and invite comments.

Extra activity

Set a time limit of two minutes. The student who can write the most words connected to exercise from Vocabulary booster 4.1 wins.

Further practice

Workbook page 44

Vocabulary booster 4.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about sports

Exercise 1 Get started 4.08 page 119

- Play the audio for students to check their answers.

1 a warm-up **2** push-ups **3** athletics **4** hiking
5 skiing **6** rock climbing **7** rugby **8** hockey
9 basketball **10** a tracksuit **11** a sports watch
12 a helmet

* Answers 1/2/3, 4/5/6, 7/8/9 and 10/11/12 can be in any order.

- Now, ask students to add two or three more examples to each column. Elicit these and add them to the board.

Exercise 2 page 119

- Check answers as a class.
- Then, students ask and answer the questions in pairs. Circulate and monitor, helping with language where necessary.

KEY

1 wear **2** done **3** go **4** go **5** do **6** play
7 played **8** wear **9** wear **10** do

Exercise 3 Practise page 119

KEY

1 opponent **2** referee **3** Competitors **4** coach
5 dive **6** scored **7** pitch **8** track **9** race **10** court

Exercise 4 page 119

- Give students time to think of the clues they want to use and make notes.
- Students take turns to test each other.

Exercise 5 Extend 4.09 page 119

- Students complete the matching task.
- Play the audio for students to check their answers.

KEY

1 pass **2** kick **3** dribble **4** save **5** victory
6 goalkeeper

Exercise 6 page 119

- Check answers, then elicit what sport is being described.

KEY

1 dribbles **2** passes **3** kicks **4** goalkeeper **5** saves
6 victory

They are describing football.

Exercise 7 page 119

- Working in pairs, students brainstorm ideas and make notes. Circulate and monitor, helping with language where necessary.
- Suggest that they describe the game they watched or played in 80–100 words. Both students should write the description down.
- For feedback, form groups of four – splitting up the original pairs between different groups. Students share their descriptions around their group.

Word skills

Exercise 8 page 119

- Go through the information together.

KEY

1 spectators **2** competitor **3** trainer / coach
4 runner **4** referee

Extra activity

- Working in pairs, students test each other's vocabulary.
- Ask them to take turns to give an example or a definition of a word or phrase from Vocabulary booster 4.5, for their partner to guess.

Further practice

Workbook page 48

Vocabulary booster 5.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about senses

Extra activity

- Ask students to think of their favourite food, then write down all the adjectives they can think of that could describe it.
- Put students in pairs or small groups. Students read their lists for their partners to guess the food.
- You may like to demonstrate the activity with your own favourite food before students begin.

Exercise 1 Get started 5.03 page 120

- Play the audio for students to check their answers.

KEY

1 hot **2** mild **3** minty **4** unhealthy **5** healthy

Exercise 2 page 120

- Check answers and then ask students to ask and answer the questions in pairs.
- For feedback, elicit some of the more interesting things students have learned about their partner.

KEY

1 prepare **2** variety **3** salt **4** taste **5** recipe

Exercise 3 page 120

- Ask students to read the sentences, decide which are true for them and rewrite those which are false.
- Working in pairs, students compare their answers. How many sentences do they have in common?

Extra activity

- Instead of writing about themselves, students should try and guess which sentences are true for their partner. (If you have already done exercise 3, you could pair up students with new partners for this.)
- To demonstrate, first get the class to guess about you.

Exercise 4 Practise page 120

KEY

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

Extra challenge
Ask students to cover 1–6, and think of adjectives to connect to the items in A–F, then do the matching task.

Exercise 5 page 120

KEY
1 smooth 2 blurred 3 vivid 4 sweaty 5 smooth

Exercise 6 Extend 5.04 page 120

- Play the audio for students to check their answers.

KEY
1 tasteless 2 greasy 3 chewy 4 crunchy 5 ripe
6 fresh 7 crispy 8 flavour

Exercise 7 page 120

- Give students two minutes to think of their answers.
- Then, working in pairs, they compare their answers. Circulate and monitor, helping with vocabulary where necessary.
- For feedback, elicit some of the most interesting or surprising things students learned about their partners.

Further practice
Workbook page 56

Vocabulary booster 5.5 objective
Vocabulary: To review, practise and extend the vocabulary for talking about food

Exercise 1 Get started 5.11 page 121

- Play the audio for students to check their answers.

KEY
1 fish 2 meat 3 chicken 4 bread 5 rice 6 potato
7 carrot 8 spinach 9 pineapple

Exercise 2 page 121

- Elicit what food groups are in the pictures (meat, carbohydrates, fruit and vegetables).
- Give students, in pairs, three minutes to brainstorm and add as many other examples to each group as they can.
- Make groups of four, with each student from a different pair, to compare lists. Who added the most correct words?

Exercise 3 page 121

- Working in pairs, students ask and answer the questions. Circulate and monitor, helping with language where necessary.
- For feedback, elicit something interesting students learned about their partners.

Exercise 4 Practise page 121

KEY
1 red 2 portion 3 barbecue 4 beef 5 crops
6 farming 7 kebabs 8 laboratory 9 meatballs
10 additives

Exercise 5 page 121

KEY
1 diet 2 healthy food 3 ingredients 4 nutritious
5 delicious

Extra support
Before they begin, students discuss in pairs what kind of word is missing in each gap: a singular noun, a plural noun, an adjective?

Exercise 6 Extend 5.12 page 121

- Working in pairs, students cover the verbs, read each description of a cooking process and try to say the verb.
- Play the audio for students to check their answers.

KEY
1 fry 2 roast 3 boil 4 steam 5 chop 6 stir
7 bake 8 slice

Extra activity
- Ask students to design an icon for each cooking process.
- Get them to show each other their icons in pairs. Can their partners guess which process each icon is for?

Exercise 7 page 121

KEY
1 boil 2 slice 3 chop 4 roast 5 fry 6 stir, bake

Exercise 8 page 121

- Ask students to look up the recipe for their chosen dish and make notes. This could be done as homework.
- Working in pairs, students compare recipes.
- Ask them to say what they like best about it.

Word skills

Exercise 9 page 121

- Elicit all suggestions students might have before confirming the answer.

KEY
They are all made up of two words.

Exercise 10 page 121

- Focus on the examples in exercise 9. Working in pairs, students work out the rule.

KEY
1 one 2 separate 3 Most

Exercise 11 page 121

- Students to do the task individually, then compare their answers in pairs. If they disagree, they can use a dictionary.

KEY
One word: breakfast, supermarket, teapot
Two words: bus stop, swimming pool, washing machine

Extra activity
Get students to test each other's vocabulary in pairs by taking turns to give a definition or example for a word from Vocabulary booster 5.5, for their partner to guess.

Further practice
Workbook page 60

Vocabulary booster 6.1 objective

Vocabulary: To review, practise and extend the vocabulary for talking about travel and holidays

Extra activity

- Ask: *Where did you go when you last left town? How did you travel there?*
- Elicit some answers as a whole class, or put students in pairs or small groups to discuss the questions.

Exercise 1 Get started 6.03 page 122

- Play the audio for students to check their answers.

KEY

1 campsite 2 ferry 3 port 4 coach 5 luggage
6 city break 7 adventure holiday 8 long queue

Exercise 2 page 122

KEY

1 B 2 B 3 A 4 C

Exercise 3 Practise page 122

KEY

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

Extra challenge

Ask students to cover 1–6 and write their own beginnings for sentence endings A–F.

Exercise 4 page 122

KEY

1 abroad 2 resorts 3 explore 4 reservations
5 experience 6 meet

Exercise 5 Extend 6.04 page 122

- Ask students to look at the words, and explain the meaning of any they are familiar with, in their own words.
- Students do the matching task.
- Play the audio for students to check their answers.

KEY

1 terminal 2 connection 3 gate 4 security
5 departures 6 arrivals 7 currency 8 crew

Exercise 6 page 122

KEY

1 terminal 2 arrivals 3 crew 4 currency
5 departures 6 gate 7 security 8 connection

Extra activity

Books closed. Give students two minutes to write down as many of the travel words from Vocabulary booster 6.1 as they can remember. Who can write the most?

Further practice

Workbook page 68

Vocabulary booster 6.5 objective

Vocabulary: To review, practise and extend the vocabulary for describing places

Exercise 1 Get started 6.12 page 123

- Play the audio for students to check their answers.

KEY

1 spectacular 2 historic 3 modern 4 dirty 5 clean
6 sunny 7 windy 8 foggy

Exercise 2 page 123

- Working in pairs, students ask and answer the questions. Circulate and monitor, helping with language where necessary.

Exercise 3 Practise page 123

KEY

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

Extra support

Suggest that students first find the adjectives in 1–6 and decide if it has a positive or negative meaning.

Exercise 4 page 123

KEY

1 H 2 F 3 B 4 G 5 I 6 C 7 E 8 D 9 A

Extra challenge

Ask students to cover 1–9, then read the opposites and try to guess the adjective.

Exercise 5 page 123

- Point out that there are no correct answers. Students should add a concrete example to each statement that represents their personal opinions.
- Students can help each other in pairs by discussing the statements, but each should write their own ideas.
- Form new groups of four with students from different pairs. Ask them to compare their ideas. Do they have anything in common?

Exercise 6 Extend 6.13 page 123

- First, ask students to read the text without completing any gaps to try to decide what opinion each gapped sentence might express. Then get them to complete the gaps.
- Play the audio for students to check their answers.

KEY

1 hideous 2 run-down 3 spacious 4 filthy
5 messy 6 astonishing 7 well-maintained 8 spotless

- Finally, ask students to look at the words, and elicit the answers to the questions.

KEY

positive: spacious, spotless, well-maintained
negative: filthy, hideous, messy, run-down
very surprising = astonishing

Extra challenge
Elicit an explanation of the meaning of each word in exercise 6 in the students' own words.

Exercise 7 page 123
- Read the instructions. Check that the task is clear.
- Students take turns to play the guessing game. They could time how long each person takes to guess correctly. The winner in each pair is the student who used up less time.

Word skills

Exercise 8 page 123
- Working in pairs, students compare their ideas to the question, then elicit suggestions.

KEY
The adjectives have a similar meaning, but the second adjective in each pair is stronger in meaning.
- Elicit or explain that *gradable* means that you can say how much the quality applies to what the adjective describes (e.g. *how hot*?) If an adjective is *non gradable*, it automatically includes 'very much' in its meaning.
- Working in pairs, students discuss and complete the rule.
- Check answers as a class.

KEY
gradable; non gradable; can't; can

Exercise 9 page 123

KEY
spectacular

Extra activity
- Ask: *What's this town/city like*?
- Elicit students' opinions, encouraging them to use as many of the words practised on this page as possible.

Further practice
Workbook page 72

Vocabulary booster 7.1 objective
Vocabulary: To review, practise and extend the vocabulary for talking about social issues

Exercise 1 Get started 7.03 page 124
- Play the audio for students to check their answers.

KEY
1 assist 2 donate 3 lent 4 borrow 5 earned 6 save 7 support 8 spend
- Working in pairs, students discuss the questions.
- Elicit some of their ideas for feedback.

Exercise 2 page 124
- Point out that there are no correct answers. Give students time to complete the sentences.
- Working in pairs or small groups, students compare their sentences. How many of their answers are similar?

Extra activity
- Turn exercise 2 into a guessing game. Ask students to make some of their sentences true and some false.
- When they compare sentences, their partners should decide which sentences are true.

Exercise 3 Practise page 124

KEY
1 D 2 F 3 I 4 B 5 L 6 J 7 G 8 K 9 A 10 E 11 H 12 C

Extra support
Do the first two or three sentences together as a class. Ask a stronger student to explain what helped them find the correct ending.

Exercise 4 page 124
- Point out that there are no correct answers. Working in pairs, students should complete the sentences according to their personal views.
- Circulate and monitor, helping with language where necessary.
- Form groups for students to compare their statements. Encourage them to give reasons for their choices.

Exercise 5 page 124
- Working in pairs, students discuss the questions.
- For feedback, elicit something interesting students learned about their partners.

Exercise 6 Extend 7.04 page 124
- Play the audio for students to check their answers.

KEY
1 give aid 2 work in a charity shop
3 do community service 4 raise funds for charity
5 sponsor 6 welfare 7 generous 8 shelter

Exercise 7 page 124
- Working in pairs, students discuss the questions in exercise 6.
- Elicit some of their answers for feedback, inviting comments from the rest of the class.

Extra activity
- Have a class discussion of the more interesting questions.
- Alternatively, form four discussion groups, and allocate two different questions to each group to talk about. Circulate and monitor, helping with language or ideas where necessary.
- Bring the class together, with each group reporting back on their discussions. Invite the rest of the class to express their agreement or disagreement, and give reasons.

Further practice
Workbook page 80

Vocabulary booster 7.5 objective

Vocabulary: To review, practise and extend the vocabulary for talking about jobs

Exercise 1 Get started 7.11 page 125

- Ask students to cover the words, and describe what they see in each photo.
- Then, ask students to do the matching task.
- Play the audio for students to check their answers.

KEY

1 load the dishwasher 2 empty the dishwasher 3 do the cooking 4 lay the table 5 clear the table 6 take out the rubbish 7 make the bed 8 iron your clothes

Extra activity

Ask students to practise the collocations in pairs by taking turns to say a verb and respond with the collocating phrase.

Exercise 2 page 125

- Check the answers first, then put students in pairs to discuss the questions.

KEY

1 load, empties 2 do 3 lay, clear 4 make 5 irons 6 the rubbish

Exercise 3 Practise page 125

KEY

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

Exercise 4 page 125

- Working in pairs, students complete the task.
- Check answers as a class.

KEY

1 carry out duties 2 work long hours 3 part-time jobs 4 develop skills

- Now, in their pairs, students try to decide which sentences may be true and which are false.
- Elicit some ideas for feedback.

SUGGESTED KEY

1 T 2 T 3 F (In many countries, teenagers are allowed to have part-time jobs at weekends. / In many countries, young children are forced to have full-time jobs. / In many countries, young children aren't allowed to have part-time jobs at weekends.) 4 T

Exercise 5 Extend 7.12 page 125

- Play the audio for students to check their answers.

KEY

1 internship 2 seasonal job 3 babysitting 4 full-time 5 temporary 6 experienced 7 trained 8 untrained

Extra challenge

Ask students to cover definitions 1–8, and explain the meaning of each word in their own words.

Exercise 6 page 125

KEY

1 C 2 B 3 C 4 A 5 A

Word skills

Exercise 7 page 125

- Working in pairs, students discuss the question and complete the definitions.
- Check answers as a class.

KEY

two or more; more; right

Exercise 8 page 125

KEY

1 B 2 E 3 D 4 A 5 C

Extra activity

- Ask students to write a paragraph about what makes a good job.
- Put them in groups to read each other their paragraphs and compare their views.
- Elicit some ideas for feedback, inviting the other students to comment.

Further practice

Workbook page 84

Vocabulary booster 8.1 objective

Vocabulary: To review, practise and extend the vocabulary to talk about shopping

Exercise 1 Get started 8.04 page 126

- Play the audio for students to check their answers.

KEY

1 cash 2 debit card 3 shop assistant 4 customer 5 shopping centre 6 market 7 supermarket 8 bookshop

Exercise 2 page 126

- Read the task together, and explain that students should describe shops in their neighbourhoods, using the questions and prompts as a guide.
- Circulate and monitor, helping with language or ideas where necessary.

Exercise 3 Practise page 126

- Check the answers for the first part of the task as a class before students ask and answer the questions in pairs.
- For feedback, ask some students to tell the class something interesting or surprising they learned about their partners.

KEY

1 find 2 make 3 have 4 place 5 cancel 6 keep 7 trying 8 in 9 taken 10 made

Exercise 4 page 126

KEY

1–4 get All the collocations are formed with *get*.

Extra activity

- Ask students to make questions with any two of the collocations from exercise 4.
- Circulate and monitor, helping with language where necessary.
- Working in small groups, students discuss their questions.

Exercise 5 page 126

- Tell the class your own answers to the questions, to get them started.
- Working in pairs, students discuss the questions.
- For feedback, get a few students to tell the class something interesting they learned about their partners.

Exercise 6 Extend 8.05 page 126

- Play the audio for students to check their answers.

KEY

1 voucher 2 cashier checkout 3 self-service checkout 4 corner shop 5 newsagent's 6 department store 7 exchange (an item) 8 second-hand shop

Exercise 7 page 126

- Check the answers for the first part of the task as a class before students ask and answer the questions in pairs.
- For feedback, get some volunteers to tell the class something interesting or surprising they learned about their partners.

KEY

1 self-service checkout 2 corner shop 3 voucher 4 second-hand shop 5 exchange

Extra activity

Books closed. Set a time limit of two minutes. The student who can write the most words and phrases from the page correctly wins.

Further practice

Workbook page 92

Vocabulary booster 8.5 objective

Vocabulary: To review, practise and extend the vocabulary for discussing advertising

Exercise 1 Get started 8.10 page 127

- Play the audio for students to check their answers.

KEY

1 D 2 H 3 F 4 A 5 G 6 C 7 B 8 E

Exercise 2 page 127

- Working in pairs, students ask and answer the questions. Circulate and monitor, helping with language or ideas where necessary. Make a note of the most interesting ideas mentioned.
- For feedback, elicit some of the ideas you noted.

Exercise 3 Practise page 127

KEY

1 appeal 2 claim 3 produces 4 offer 5 recommend 6 create

Exercise 4 page 127

KEY

1 launch 2 attract 3 appear 4 compare 5 promote 6 convince

Extra support

Before they begin exercise 4, allow students in pairs to brainstorm ideas about the meaning of each verb.

Exercise 5 Extend 8.11 page 127

- Play the audio for students to check their answers.

KEY

1 satisfied customer 2 market leader 3 slogan 4 campaign 5 recommendation 6 pressure 7 profit, loss 8 target audience

Exercise 6 page 127

- Working in groups, students discuss the questions. Circulate and monitor, helping with language where necessary. Make a note of the most interesting ideas you hear.
- For feedback, elicit some of the ideas you noted.

Word skills

Exercise 7 page 127

- Read the rules. Make sure students notice that pronouns (like *them*) always go in the middle of separable phrasal verbs, while nouns can go in the middle or after the phrasal verb. (It is more natural to put a noun after the phrasal verb.) Inseparable phrasal verbs always come before the noun or pronoun.
- Point out that while all three-part phrasal verbs are inseparable, two-part phrasal verbs may be separable or inseparable.
- Ask them to complete the rule, then check answers as a class.

KEY

1 can 2 Separable 3 can't 4 Inseparable

Exercise 8 page 127

- Suggest that students try saying each sentence with the object of the sentence between parts of the phrasal verbs. Which of these sound correct?

KEY

1 S 2 I 3 I 4 S

Extra activity

- Put students in small groups to brainstorm and create a short advert for anything they'd like to promote. It could be a real or an imaginary product or service, or it could be an everyday object people don't normally advertise.
- Set a time limit, but allow students complete freedom in what form of advertising or what focus they choose.
- Have all groups present their adverts. Vote on the best campaign.

Further practice

Workbook page 96

Grammar booster

Grammar booster 0.1 objective

Grammar: To consolidate grammar rules for the present simple, present continuous, and dynamic and state verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 128

KEY

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

Exercise 2 page 128

KEY

1 'm not working 2 's raining 3 has 4 is going
5 doesn't have / hasn't got 6 are studying 7 belongs
8 doesn't think

Exercise 3 page 128

KEY

1 say 2 is 3 helps 4 have 5 are / 're climbing
6 love 7 makes 8 feel

Further practice

Workbook page 4

Grammar booster 0.2 objective

Grammar: To consolidate grammar rules for articles

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 129

KEY

1 –, a 2 the, –, the 3 –, – 4 an, a 5 a, a
6 an, the 7 the, the

Exercise 2 page 129

KEY

1 the 2 a 3 a 4 an 5 – 6 – 7 a
Students' own answers

Exercise 3 page 129

KEY

In 2014, I saw **the** film *Boyhood* in the cinema.
It is one of **the** best films I've ever seen.
… it was **an** amazing film … you saw **a** real boy
The film showed all **the** big events
It followed **the** boy's family

Further practice

Workbook page 5

Grammar booster 0.3 objective

Grammar: To consolidate grammar rules for the zero, first and second conditional

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

KEY

1 'll / will rent 2 don't pass 3 'll / will need
4 'll / will love 5 don't let 6 learn 7 will boil

Exercise 2 page 130

KEY

1 started, would be 2 had, would save 3 went, would (he) go 4 would (you) do, didn't get 5 would rent, had 6 had, wouldn't lend 7 was / were, would give

Exercise 3 page 130

KEY

1 we would have fun 2 we don't cycle to school
3 I won't get a credit card 4 I would miss you
5 we will rent the flat 6 it is / will be easier to learn it

Further practice

Workbook page 6

Grammar booster 0.4 objective

Grammar: To consolidate grammar rules for modal verbs for obligation

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 131

KEY

1 A 2 B 3 A 4 B 5 A

Exercise 2 page 131

KEY

1 need to 2 mustn't 3 doesn't need to
4 Do I have to 5 has to 6 mustn't 7 have to
8 don't need to

Exercise 3 page 131

KEY

1 don't have to do 2 mustn't wash 3 has to fold
4 must take 5 must tidy 6 doesn't have to make

Further practice

Workbook page 7

Grammar booster 1.2 objective

Grammar: To consolidate grammar rules for the narrative tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 132

KEY

1 was having 2 was cleaning 3 wasn't talking
4 was eating 5 saw 6 fell 7 was doing

Exercise 2 page 132

- Ask students to use the short forms of auxiliaries where appropriate.

KEY

1 arrived, hadn't left 2 read / 'd read, watched 3 didn't win 4 had been / were, shared 5 caught / had caught, returned 6 sat / had sat, came 7 were walking, started

Extra support

Before they begin, ask students to read the verbs in brackets, and decide which are regular and which irregular. Elicit the past simple and past participle forms for each verb.

Exercise 3 page 132

KEY

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

Further practice

Workbook page 9

Grammar booster 1.6 objective

Grammar: To consolidate grammar rules for *used to* for past habits, and *get / be used to + -ing*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 133

KEY

1 used to go 2 didn't use to exercise 3 use to study
4 used to play 5 didn't use to like 6 used to take
7 did (you) use to get up

Extra support

Before they write the answers, students discuss in pairs which gaps need a positive form, which a negative and which a question form.

Exercise 2 page 133

KEY

1 C 2 H 3 E 4 A 5 F 6 D 7 G 8 B

Extra challenge

Ask students to cover A–H, and rephrase sentences 1–8 in their own words before they do the matching.

Exercise 3 page 133

- Ask students to read the dialogue without completing the gaps. Ask: *What's different now in Amina's life?* Elicit students' own answers.
- Students then complete the task.

KEY

1 use to work 2 use to like 3 got used to not talking
4 used to do 5 'm not used to talking

Further practice

Workbook page 13

Grammar booster 2.2 objective

Grammar: To consolidate grammar rules for the present perfect and the past simple

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 134

KEY

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

Exercise 2 page 134

KEY

1 already eaten 2 still, learned 3 met, yet 4 just left
5 never played 6 has known, since

Extra support

Elicit the past participle form for each verb in B.

Exercise 3 page 134

- Ask students to use short forms of any auxiliaries wherever possible.

KEY

1 have, been 2 've known 3 weren't 4 didn't go
5 met 6 joined 7 Have you played 8 've become

Extra support

Suggest that before they begin completing any gaps, students first find time phrases, and discuss in pairs which tense they would use with each one.

Further practice

Workbook page 21

Grammar booster 2.6 objective

Grammar: To consolidate grammar rules for the present perfect simple and continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 135

- When checking answers as a class, elicit why each wrong sentence is incorrect.

KEY

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

Exercise 2 page 135

- When checking answers as a class, elicit why the given tense is used in each sentence pair.

KEY

1 Have, had; haven't / 've never had a job
2 have, been living; I've been living in Spain
3 have, visited; I've visited Turkey
4 Has, been playing; 's been playing
5 have, been doing; 've been studying
6 have, believed; 've believed

Exercise 3 page 135

- Remind students to use each verb only once, and you may like to mention that they might also use *be* as an auxiliary for the present perfect continuous.

KEY

1 have, been 2 Have, met 3 have, been working
4 haven't made 5 've been playing 6 've, gone

Further practice

Workbook page 25

Grammar booster 3.2 objective

Grammar: To consolidate grammar rules for modal verbs of deduction and speculation

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 136

KEY

1 must 2 might not 3 can't 4 might 5 must
6 can't 7 must 8 could 9 might not

Extra challenge

Working in pairs, students do exercise 1 orally. They do the first pair of sentences together and then one student reads the first sentence in 2–5 to elicit the correct alternative with a modal verb from their partner. Then they swap roles and do 6–9.

Exercise 2 page 136

KEY

1 can't be 2 could be 3 might not be 4 must be

Extra support

Before students begin exercise 2, elicit what form of the verb *be* follows each modal verb (always the base form).

Exercise 3 page 136

KEY

1 could / may / might 2 could / may / might 3 may not / might not 4 can't 5 could / may / might
6 can't 7 must 8 must 9 must 10 may / might

Further practice
Workbook page 33

Grammar booster 3.6 objective

Grammar: To consolidate grammar rules for comparatives and superlatives

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

KEY

1 My sister is **calmer** than I am.
2 She is the **most** cheerful person I know.
3 My father is **more** nervous than I am.
4 I've never been **more** embarrassed than I was last night!
5 Our car isn't the **most** reliable car.
6 I'm not as practical **as** my mother.

Extra activity

- Ask students to rewrite 1–5 with (*not*) *as* … *as* so the meaning remains as similar as possible.
- Check answers as a class.

Exercise 2 page 137

Extra support

Before they begin exercise 2, allow students to discuss in pairs which word the words in brackets refer to, and whether they are adjectives (that refer to nouns) or adverbs (that refer to action verbs).

KEY

1 the best 2 the hardest 3 the most slowly
4 more easily 5 better

Exercise 3 page 137

KEY

1 as convenient 2 slightly more slowly 3 much heavier
4 a little more colourful than 5 a little more expensive than 6 as good as

Further practice
Workbook page 37

Grammar booster 4.2 objective

Grammar: To consolidate grammar rules for quantifiers

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 138

KEY

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

Exercise 2 page 138

KEY

1 any 2 All 3 Most 4 A few 5 every 6 Both 7 few

Exercise 3 page 138

- Remind students to use each quantifier only once.

KEY

1 most 2 few 3 several 4 a little 5 each

Extra activity

- Ask students to choose any six quantifiers, and write true sentences about things or people in the classroom, using each quantifier at least once.
- Elicit some examples from a few students.

Further practice
Workbook page 45

Grammar booster 4.6 objective

Grammar: To consolidate grammar rules for structures describing ability in the past, present and future

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 139

KEY

1 wasn't 2 Did 3 managed 4 Can you 5 couldn't
6 Was

Exercise 2 page 139

KEY

1 Did she manage to compete in the Olympics
2 He wasn't able to wake up on time
3 She didn't manage to win the championship

4 Will she be able to practise tomorrow
5 I couldn't swim five years ago / Five years ago, I couldn't swim
6 Our coach was able to help us feel better

Extra support
Before students begin exercise 2, elicit the standard word order for a statement describing ability (subject + auxiliary + main verb + other information). Also elicit what changes we must make when we write a negative statement or a question. Write the pattern on the board with an example sentence.

Exercise 3 page 139

- Suggest that students read the dialogue first to get a general sense.

KEY
1 able to 2 manage to 3 managed to 4 couldn't
5 wasn't 6 will

Further practice
Workbook page 49

Grammar booster 5.2 objective
Grammar: To consolidate grammar rules for using future forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 140

- When checking answers as a class, elicit why each particular form is used.

KEY
1 are you going 2 's 3 Are you going to eat 4 'll feel
5 'll

Exercise 2 page 140

KEY
1 P 2 Pr 3 F 4 P 5 Pr 6 F

Extra support
Allow students to discuss and complete exercise 2 in pairs.

Exercise 3 page 140

KEY
1 'll / will pay 2 're going 3 is coming 4 does, start
5 's going to rain 6 's going to pass / will pass
7 is, going to study 8 leaves

Exercise 4 page 140

- Suggest that before they start completing any gaps, students read the dialogue quickly to get a general sense.
- When checking answers as a class, elicit why each particular form is used.

KEY
1 Are, coming 2 starts 3 'm going 4 will be
5 'll do 6 'm visiting / 'm going to visit

Extra activity
Working in groups of four, students discuss and compare their weekend plans. (With a smaller group, you could do it as a whole-class.) Circulate and monitor, helping with the correct use of the future forms where necessary.

Further practice
Workbook page 57

Grammar booster 5.6 objective
Grammar: To consolidate grammar rule for the passive

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 141

- When checking answers as a class, elicit what tense each passive sentence is in.
- Elicit also how students know the sentence they didn't choose is not passive.

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

Extra challenge
- Ask students to say or write active sentences that have a similar meaning to each passive sentence in exercise 1.
- Ask: *What information do you have to add?* (information about the person who did the action) *When do you not have to add this?* (when the passive includes *by* + agent)

Exercise 2 page 141

KEY
1 Is, going to be served 2 had been delivered
3 was being prepared / was prepared 4 must / has to be served 5 is being prepared 6 is baked 7 Will, be made 8 must / should be cooked

Exercise 3 page 141

KEY
1 A new Italian restaurant has been built in the town centre.
2 The chicken hadn't been cooked before it was added to the stew.
3 A new recipe book is being written by Meera Sodha.
4 The documentary *Blue Planet* is watched by hundreds of people.
5 Your passport photo can be taken at home but should be taken in a place with lots of natural light.
6 The house was destroyed by the flood.
7 The bread is made from rice flour.
8 My bike was being repaired by the bike shop all day yesterday.
9 Instructions will be given to you.

Further practice
Workbook page 61

Grammar booster 6.2 objective
Grammar: To consolidate grammar rules for defining relative clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 142

KEY

1 who 2 that 3 that 4 who 5 whose 6 where
7 who 8 that 9 when 10 when 11 where

Extra activity

Ask students in which sentences it is possible to omit the relative pronoun (2, 3 and 9), and why.

Exercise 2 page 142

- Before they start completing any gaps, suggest that students read the text quickly to get a general sense.
- Remind students more than one pronoun may be correct.

KEY

1 where 2 that / which 3 that / which 4 who / that
5 that / which

Extra support

Working in pairs, students discuss what the missing pronoun in each gap refers to (a person or a thing) before they start completing the gaps.

Exercise 3 page 142

KEY

1 my friend Angelo who I hadn't seen in ten years
2 to a restaurant where they served traditional food
3 the soup which the waiter recommended
4 Angelo's flatmate whose friends were also visiting
5 to a / the café that Angelo's grandmother made desserts for
6 chocolate cake which was voted the best in Prague
7 a wonderful guide on holiday who spoke six languages fluently

Extra support

Do the first one or two sentences together as a class, and write the rewritten sentences on the board as models.

Exercise 4 page 142

KEY

3 and 5

Further practice

Workbook page 69

Grammar booster 6.6 objective

Grammar: To consolidate grammar rules for non-defining relative clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 143

KEY

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

Exercise 2 page 143

- Remind students to use all the information provided when adding the relative clauses.

KEY

1 where we went on holiday last year
2 which is on the border of Austria and Germany
3 whose population is from all over Mexico and abroad
4 who was also the bus driver
5 which is my favourite city
6 which sits on the Danube River
7 where you can see famous sights like Big Ben
8 who was born in Poland

Extra activity

Ask students to complete each gapped sentence with a different non-defining relative clause (e.g. *Budapest, where I grew up as a child, has two parts…*)

Exercise 3 page 143

- Remind students that some pairs of sentences can be combined in two ways, depending on which piece of information they consider 'extra'. They only have to write one answer for each item.
- When checking answers, elicit all possible alternatives.

KEY

1 …, who live in Chicago now, are from Ukraine. / …, who are from Ukraine, live in Chicago now.
2 … we visited Ukraine, where some of our family still live.
3 …, which is the most peaceful place in Ukraine.
4 …, whose house we stayed at, worked for the forest service.
5 … from blackberries, which we picked in the forest.
6 …, who kept bees, showed us how to get honey. / …, who showed us how to get honey, kept bees.
7 … in Ukraine, when we spent all our time outside, were always amazing.
8 …my grandparents, who still live in Ukraine.

Further practice

Workbook page 73

Grammar booster 7.2 objective

Grammar: To consolidate grammar rules for reported speech

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 144

KEY

1 wouldn't 2 had 3 couldn't 4 was 5 hadn't

Exercise 2 page 144

KEY

1 she loved 2 I should be 3 he couldn't go
4 he had donated 5 she was going to
6 she would organise

Exercise 3 page 144

- Write *Mo said … , He said …* on the board as prompts.

KEY

1 Mo said he thought all teenagers should have jobs.
2 He said he'd worked at a restaurant when he was sixteen.
3 He said that he hadn't made many friends at that time.

4 He said he'd been lonely but his job had changed that.
5 He said he'd met people different from him.
6 He said he would always be thankful for that experience.

Further practice
Workbook page 81

Grammar booster 7.6 objective
Grammar: To consolidate grammar rules for reported questions

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 145

KEY
1 what his organisation did
2 why he had started the organisation
3 who the organisation would help the most
4 how he was going to pay for the project
5 how much money he had raised the previous year
6 where he would be travelling to the following month

Extra support
Do the first one as a class. Write the sentence on the board, and point out the word order after the question word.

Exercise 2 page 145

KEY
1 She asked whether I had a job. / I asked whether she had a job.
2 She asked whether I had done my chores.
3 He asked if he could get a part-time job.
4 He asked if I had bought that car. / I asked if he had bought that car.
5 She asked if I would listen to her speech.
6 She asked where I had worked when I was young.

Exercise 3 page 145

- Remind students to consider whether each question is about the present, the past or the future, and rewrite them accordingly.

KEY
1 'Do you have a job?'
2 'Have you done your chores?'
3 'Can / Could I get a part-time job?'
4 'Did you buy that car?'
5 'Will / Would you listen to my speech?'
6 'Where did you work when you were young?'

Exercise 4 page 145

- Before they begin, ask students to say which questions are *yes/no* questions, and which are *wh-* questions.

KEY
1 She asked if / whether he wanted to travel.
2 She asked if / whether he liked working with people.
3 She asked which languages he could speak.
4 She asked if / whether he was going to study at university.
5 She asked what subjects he was interested in.
6 She asked where he wanted to live.
7 She asked how many hours he wanted to work a week.
8 She asked what kind of work experience he'd had.

Further practice
Workbook page 85

Grammar booster 8.2 objective
Grammar: To consolidate grammar rules for the third conditional

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

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

Extra activity
Ask students to explain what happened and what didn't happen in each situation.

Exercise 2 page 146

- Point out that all the sentences begin with the *if* clause.

KEY
1 If I had put more money into my savings account, I could have gone on holiday.
2 If I hadn't bought those expensive earrings, I could have bought a new coat. / If I hadn't bought a new coat, I could have bought those expensive earrings.
3 If I had kept the receipt, I could have returned the jeans.
4 If the dress hadn't been so expensive, I would have been able to afford it.
5 If she had got a part-time job, she could have saved some money.

Exercise 3 page 146

- Elicit what happened, and what didn't happen in the first situation. Then elicit the sentence in the third conditional, and write it on the board as a model.

KEY
1 had paid off my credit card each month I wouldn't have got in debt.
2 had remembered to call my friend yesterday, I would have got to say goodbye before her trip.
3 had heard my alarm, I wouldn't have missed my exam.
4 had tried on the jeans before I bought them, I wouldn't have got the wrong size.
5 had gone shopping with my mum, I would have taken that pair of jeans back to the shop.
6 had waited for the trainers to go on sale, I wouldn't have paid too much.

Further practice
Workbook page 93

Grammar booster 8.6 objective
Grammar: To consolidate grammar rules for verb patterns

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 147

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

Exercise 2 page 147

- Remind students to use each word or phrase only once.

KEY

1 us go, to miss 2 to sell him 3 to borrow 4 to cancel 5 buying 6 to work 7 working 8 to lend

Exercise 3 page 147

- Before they begin completing the gaps, suggest that students first read the text quickly to get a general sense.

KEY

1 putting 2 to buy 3 having 4 to be 5 to make 6 to meet 7 to sell

Further practice
Workbook page 97

Culture lesson notes

Lesson summary

1 Culture: Popular writers of the past

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, and set exercises 3 and 7 for homework.

WARM-UP Tell the class about your favourite author and book, and why you like them.

- Ask students in pairs or small groups to tell each other about their own favourite author and book, saying why they like them.

Exercise 1 Think & share

- Ask students to talk and make notes about Sherlock Holmes. Bear in mind that they may be more familiar with the character from films or TV adaptations than the novels.
- Students discuss, and, if necessary, look up the meaning of the words in a dictionary.
- Ask a different student to explain or illustrate the meaning of each word.
- Students discuss which themes they think are in the novels.
- Elicit ideas, and make notes of the key points on the board.

Exercise 2

- Ask: *Who's Arthur Conan Doyle?* Elicit what students know, then tell them they will read an article to learn more about him.
- Working in pairs, students compare their answers.
- Check answers as a class and ask students to quote the parts of the article that support their answers.

KEY

1 F 2 T 3 F 4 T

Exercise 3

- Suggest that students first find the relevant part of the article for each question, then decide on their answers.
- Working in pairs, students compare their answers.
- Check answers as a class.

KEY

1 Because he loved writing / his first love was writing.
2 The doctor's careful attention to detail and talent for discovering the causes of problems
3 He is messy and his mood can change very quickly.
4 Around Britain and Europe
5 It didn't make him happy. He thought his historical and science fiction novels were more important.
6 The character now appears on stage, in television programmes and in film.

Exercise 4 1.21

- Ask students to read the topics first and think about what ideas or words they expect to hear about them.
- Play the audio for students to tick the topics they hear.
- Check the answer as a class.

KEY

1, 3, 4 and 5

Transcript

Lucy Maud Montgomery is one of Canada's best-loved and most famous writers. She was born on Prince Edward Island in Canada in 1874. After her mother died, her father married again, and left her to live with her grandparents.
Montgomery showed a talent for writing from an early age. When she was only nine she began writing poetry and started a diary. However, her family disliked her love of writing, and believed it wasn't a suitable job for a girl. She wrote in secret, and later on, because she had a job in the local post office, she was able to post her manuscripts to different publishing companies. At first, they all rejected her story *Anne of Green Gables*. After hiding the pages in a hatbox for several years, she decided to send it out again, and in 1908, a company in Boston agreed to publish it!
Anne of Green Gables tells the story of a young girl called Anne Shirley whose parents died when she was a baby. At the age of eleven, she goes to live with an elderly brother and sister called Matthew and Mirilla on Prince Edward Island. The brother and sister had wanted a boy to help them on their farm. But by mistake, Anne arrives instead. She is red-haired, lively, imaginative and intelligent – and for Matthew and Marilla, she is often hard to understand. But after only a short time, she changes their lives – and the lives of the whole community. Anne makes many close friendships, and teaches those around her that it is OK to be different.
Montgomery married and had three sons – one of whom sadly died at birth. Whilst helping her husband with his work, and running their home, she continued to publish hundreds of short stories, as well as novels, essays, an autobiography and a book of poetry. She wrote a total of nine novels about Anne, using her experience of life, nature and the people she knew on Prince Edward Island. Her writing was hugely popular, and many of her biggest fans were famous authors, including Mark Twain.
Lucy Maud Montgomery died in 1942, but *Anne of Green Gables* remains extremely popular today. The novel has sold over 50 million copies in 36 different languages. There have been film, TV and theatre adaptations, including cartoons and musicals, and a recent Netflix series called *Anne with an E*. The novel has also helped the tourism industry on Prince Edward Island! Every year, thousands of fans visit, hoping to see the beautiful island where Anne Shirley lived.

Exercise 5 1.21

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

KEY

1 her grandparents 2 the lives 3 her mother
4 50 million 5 cartoons, musicals and a Netflix series

Transcript
See exercise 4.

Exercise 6
- Ask for a show of hands to find out which book appeals to each student.
- If possible, pair up students who chose a different book. Those in pairs with someone who chose the same book should discuss why it appeals to them more than the other one.
- Ask students to share their ideas with the class.

Exercise 7
- Ask students to choose an author in class. Check they each have someone to do research about.
- Students do their research and make notes for each heading as homework.
- Allow them to choose how they present their findings in the next class: an oral report, a written report they read out, a slideshow presentation – or whatever they prefer.

Lesson summary

2 Culture: Nelson Mandela

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, and set either exercise 6 or 7 as an individual homework task to share with the class in the next lesson.

WARM-UP Ask students to read the quote and look at the photo. Elicit what they already know about Nelson Mandela or life in South Africa in the 20th century.
- Write the word *apartheid* on the board, and ask if students have heard the word or know its meaning.

Culture note
The word *apartheid* is from Afrikaans, a language closely related to Dutch and spoken in southern Africa. It means 'being separated' and refers to the racist practice of keeping the white and black populations of the Republic of South Africa apart for most of the 20th century.

Exercise 1 Think & share
- You may need to clarify the meaning of *background* and *religion*.
- Working in pairs, students discuss the quote.
- Put pairs together in groups of four to compare their ideas.
- Ask students to share their ideas with the class, and ask the other students whether they agree or disagree, and why.

Exercise 2
- Students read the text quickly to check their ideas from the warm-up and exercise 1.
- Ask: *Do any of these things surprise you? Why?*

Exercise 3
- Ask students to read the biography more carefully, then complete the task.
- When they have finished, remind them to read it again to check that the text makes sense and is grammatically correct.
- Working in pairs, students compare answers.
- Check answers as a class. Ask students to say what clues in each sentence A–E helped them find its correct place in the text.

KEY

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

Exercise 4 2.20
- Focus attention on the photo at the bottom of the page. Elicit what it shows (the South African flag bent into the shape of a rainbow), and what students think it might symbolise. Accept all suggestions.
- Ask students to read the options before they listen, to focus their attention.
- Play the audio for students to complete the task.
- Check the answer by asking for a show of hands for each option.

KEY

B

Transcript
Gabriel Hi, welcome to this week's podcast. I'm Gabriel Williams, and today we're talking about a special day on 18th July each year, Mandela Day. I'm with Lucy Seddon, who's going to tell us more about it. So, Lucy, we've all heard of Nelson Mandela. But why was he important?
Lucy When Nelson Mandela was a young man, black and white people in South Africa weren't allowed to do things together. They had to live apart in a system called apartheid, where white people had control.
G And what did Mandela do about this?
L Well, he felt that all people should be treated equally. He fought to improve the lives of black people and spent nearly 30 years in prison because of this. And when he became president in the country's first election for white and black people in 1994, he ended many years of apartheid.
G So Mandela changed life forever for black people in South Africa?
L That's right. Mandela died on 5th December 2013, but his ability to bring people together, encouraging teamwork and social community lives on. Even when he was in prison, he helped organise a sports programme to bring other prisoners together.
G But what is Mandela Day?
L It's an international day, and it asks people all over the world to do more to help others. It asks us to take more of an interest in other people's lives, and to do what we can to support them.
G Why do we celebrate the day on 18th July?
L It's Nelson Mandela's birthday. The first one was celebrated in 2009, a year after his 90th birthday, and we've been celebrating it since then!
G Who can we help?
L Lots of people! You can support elderly people by taking the time to talk to them, or doing jobs they can't easily do

themselves, like shopping or gardening. There are so many ways you can help people in your local community. You can make food parcels for people in the community who don't have enough to eat. You can clean up your local parks, or you can teach someone your language. You can even switch off social media for a day and get to know people you don't normally talk to. If you take the time to think about it, there are lots of ways you can really make a difference!
G You've told us a lot about what we could do in our own area. But are there any global aims for Mandela Day?
L Yes! Go to mandeladay.com. There is a whole section on its global aims. These include education for all children, providing food for people in countries that don't have enough to eat, and providing homes for people who don't have a place to live.
G Thanks, Lucy! So that's it from me today. See you all next week!

Culture note
South Africans celebrate the end of apartheid, which Mandela was instrumental in achieving, on the sixteenth of December each year. The Day of Reconciliation was made a national holiday in 1995.

Exercise 5 2.20

- Give students time to read the questions and options before you play the audio again.
- Play the audio twice. Suggest that students answer the questions they are sure about, and eliminate the options from the other questions that are definitely wrong. On the second listening, they should focus more closely on the more difficult items.
- Check answers as a class.

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

Transcript
See exercise 4.

Exercise 6

- Students discuss the questions in pairs. Circulate and monitor, helping out with language and ideas where necessary.
- You could ask students to look up some further information about the person they chose on the internet, and add this to their notes.
- For feedback, ask a few pairs to report back on their chosen person to the class.

Exercise 7

- Ask students to visit the website, read the suggestions under the heading 'What Can I Do?' and choose the three they like best or would find easiest to put into action.
- Working in pairs, students discuss their chosen activities, then choose one idea. Ask them to make notes using the prompts provided.
- For feedback, ask a few pairs to report back to the class. Allow them to decide whether they want to present their idea orally, or with the help of a slideshow or a poster or leaflet.

Culture note
The goals of the Mandela Day Global Network organisation focus on five key areas: education and literacy, food and nutrition, shelter, sanitation, and active citizenship. Their website offers over 50 different ways in which people can help their communities.

Extra activity
Put students' ideas for Mandela Day's actions together on a poster. Ask them to add photos or their own illustrations. Then, encourage students to try as many of the ideas in their own communities as they can.

Lesson summary
3 Culture: The BBC

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, do exercise 3 together orally as a class, and omit exercise 6.

WARM-UP Tell the class briefly about the last thing you watched and liked on TV. Say what kind of programme it was, what it was about, and why you enjoyed it.

- Students discuss what they watch and enjoy on TV or online.
- Have a class discussion, or put students in groups, then briefly elicit some ideas from the class.

Culture note
The British Broadcasting Corporation (BBC) is the world's oldest media company. It is publicly owned, and funded through an annual TV licence fee paid like a tax by any households, businesses or institutions that have access to media (either broadcast or online). The BBC employs over 22,000 people worldwide.

Exercise 1 Think & share

- Students look at and discuss the different types of media content. Encourage them to add any other types they watch or listen to.
- Ask students to share their ideas with the class.
- Elicit those types of content not mentioned in the exercise, check that their meaning is clear, then write them on the board for students to use.

Exercise 2

- Ask students to read the questions, and try to guess the answer for each one. Ask them to write down their guesses, then compare them in pairs.
- Ask students to read the text quickly, and check their guesses. Whose guesses were the closest?
- Check answers as a class.

KEY
1 30 centimetres (diagonally) **2** 3.5 million **3** over 200

Exercise 3

- Students read the fact file more carefully, then complete the task. Remind them that a statement is only true if there is information in the text that confirms it. This isn't a test of general knowledge, but of reading comprehension. The same principle applies to false statements. A statement should be marked *NS* (not stated) if there is no information about it in the text – whether or not it is factually true!
- Working in pairs, students compare answers.
- Check answers as a class. Ask students to correct the false statements, using information from the fact file.

KEY

1 F **2** NS **3** F **4** T **5** NS **6** T

Exercise 4 3.18

- Ask students to read the questions and options quickly to prepare to listen for any relevant information.
- If necessary, play the audio twice, pausing after each speaker, to give students time to decide on their answers.
- Check answers as a class.

KEY

1 A **2** C **3** B **4** C **5** C

Transcript

Speaker 1 My family and I are from the UK and we love the Olympic Games. During the London Olympics in 2012, I was only little, but I remember watching it on TV every day. Apparently 90% of the British population did the same thing! My dad loved the cycling events – while my sister was only interested in football. She plays at school, and is on the school team. In the most recent Olympic Games, I followed events online. I'm a big hockey fan, and I watched every match on my laptop!

Speaker 2 My family is from India, and cricket is our favourite sport. Usually, I follow cricket matches on my phone through sports apps and websites; but I also have an actual radio – my dad gave it to me, and I use that too! When there's a big cricket match on, my whole family watches it on TV. Cricket is extremely popular in India. Recently, a cricket match between India and Pakistan got 273 million TV viewers, and another 50 million fans followed it online!

Speaker 3 Here in the USA, *Dancing with the Stars* is one of the most popular shows on TV. It's a competition where celebrities learn to dance with professional dance partners. My friends and I either watch it live on TV on Monday night, or we stream it online, and watch it on the weekend. I like it when the judges tell the celebrities what they think about their dancing. My friend Kaitlin loves all the beautiful dresses. It's only my mum that thinks the dancing is the best part!

Speaker 4 In Kenya, the radio is really popular. I mostly listen to music, but I use it to follow the news too. They broadcast in English and Swahili, our country's national language. One of my favourite radio stations is the BBC World Service. I download quite a few podcasts on my phone, especially the ones about history. I don't only listen to the radio, though! There's a TV show that I watch where men cook for their families – the one who cooks the best meal wins a night out for his family at an expensive restaurant!

Speaker 5 One of the best places to see the stars at night is Aoraki Mount Cook National Park in New Zealand's South Island, and my dad and I often go there to look at them. His parents saw the Apollo Moon landing on BBC TV in London – more than 50 years ago – it was 1969, I think. They watched it live for eleven hours through the night without stopping! I often watch live videos on my laptop of the night sky; people stream them from different places all around the world! Last night, I spent two hours looking at the moon!

Exercise 5 3.18

- Ask students to read the notes without completing any gaps.
- Play the audio again for students to complete the task. Allow them some time at the end to check and finalise their answers.
- Check answers as a class.

KEY

1 sport(s) **2** (whole) family **3** stream **4** two **5** 1969

Transcript

See exercise 4.

Exercise 6

- Working in pairs, students discuss the quote. Circulate and monitor, helping with language where necessary.
- Elicit some ideas from the class.
- Elicit some examples of programmes that fulfil each of the three functions of the BBC mentioned.

Exercise 7

- Brainstorm some significant events that people watched. Make a list of the events mentioned.
- Ask students to choose one of the events, and look up some further information about it on the internet.
- For feedback, ask a few students to tell the class what they have found out. If possible, encourage them to find a video clip of the event online and play a short part of it for the class.

Lesson summary

4 Culture: Sports around the world

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

WARM-UP Find online and show the class photos of the five sports mentioned in exercise 2. How many of the sports do students recognise?

Exercise 1 Think & share

- Working in pairs, students make a list of the top three most popular team sports in their country or the world.
- Put pairs together in groups of four to compare their ideas.
- Elicit ideas from each group, and record the number of mentions for each sport – to find out which sport the class consider the most popular, statistically.
- Elicit reasons. Ask other students to agree or disagree, and say why.

Exercise 2 4.19

- Ask students to try to guess the answers in pairs first.

- Play the audio for students to check their guesses and do the matching task.
- Check answers as a class.

KEY
1 B 2 E 3 D 4 A 5 C

Transcript
Speaker 1 Lacrosse is the national sport of Canada. It's the country's oldest sport and its modern form started in the 17th century. In ancient Canadian versions of the game, teams sometimes consisted of 1,000 men, and the pitch was several kilometres long! These days, each player has a long stick with a small net on the end – they use this to catch and throw the ball. They often wear special equipment to protect their bodies, for example their hands, knees and face.
Speaker 2 Hurling is about 3,000 years old and the oldest sport in Ireland. You can find hurling clubs in the USA, Europe, Australia and New Zealand, but only Ireland has a national team. Each team has fifteen players. They can carry the ball on their sticks while running, or hit it to another player; they can also catch and kick the ball; but they are not allowed to pick the ball up off the ground. The game is very fast moving, and players can hit the ball at speeds of 180 km an hour.
Speaker 3 Experts believe that cricket originated in 16th-century England. There are eleven players on a team, they must hit a small hard ball with a bat, and games can last from a few hours to five days! The British introduced the game to India in the 1700s and it has become extremely popular there. The cricket teams from both the UK and the West Indies used to be very successful, but now India has become one of cricket's most successful nations and is currently number one in test matches!
Speaker 4 Today, football is very popular in the UK, and the most watched game on the planet. More than 3.5 billion people watch the FIFA World Cup around the world. Football is called 'soccer' in the USA and Canada because in these countries there is already a game called 'football' or 'American football'. American football is generally more popular than 'soccer' in the USA and the game is actually more like rugby. In American football it's OK to catch, throw, and run with the ball – which isn't round – it's shaped like an egg. There is a similar game in Australia – 'Australian-rules football' – and in this game, both the ball and the football pitch are egg-shaped.
Speaker 5 Baseball is one of the most popular sports in the USA. Historians believe that the game started in England. The first recorded game took place there in 1749, and by the 1830s, people were playing an early form of baseball in the USA. Today baseball is their national sport, but it's also very popular in Japan and other countries in East Asia. Baseball games usually last about three hours, but the fastest game in history lasted just 51 minutes. The New York Giants won 6–1 against the Philadelphia Phillies.

Exercise 3 4.19
- Elicit what each picture shows. Keep this brief.
- Play the audio again, twice if necessary, for students to complete the task.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY
1 A 2 A 3 B 4 B 5 C

Transcript
See exercise 2.

Exercise 4
- Focus on the photo. Ask: *What sport is this*? Elicit what students already know about rugby.
- Ask students to read the texts, and sum up each paragraph in their words – each in just one sentence. This will help them match the headings more easily.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY
A 3 B 4 C 2 D 1

> **Culture note**
> Since 1895, there have been two distinct forms of rugby that are played in professional competitions: rugby union with fifteen players, and rugby league with thirteen, following different rules. In the Olympic Games, a third official form is played, called Rugby Sevens – with seven players, but otherwise following rugby union rules.

Exercise 5
- Suggest that students first read each question, and find the part of the text that has the information, then study the information closely to work out their answers.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY
1 They were rounder and made of leather.
2 Anything to protect themselves
3 Women's rugby became popular and the Women's World Cup began in 1991.
4 From a Maori war dance

Exercise 6
- Check that the task is clear before students start their discussions in pairs. Circulate and monitor, helping with language or ideas where necessary.
- Put pairs together in groups of four to compare their ideas.
- Elicit some ideas from the class.

Exercise 7
- Brainstorm some sports popular in English-speaking countries, and make a list on the board.
- Students can choose their sport from the list, or research their own idea.
- Ask students to look up the information online or in books, and make notes on the three points in the task – as well as anything else they find interesting.
- Allow them to choose the format of their report as they like: an oral report, reading out a written report, a slideshow, or a poster.
- Ask a number of volunteers to give their presentations for the class, and to try to answer any questions the rest of the class might have.

Lesson summary

5 Culture: British food

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit telling the class about yourself, and do exercises 1, 5 and 8 as whole-class discussions.

WARM-UP Tell the class briefly about your favourite dish.

- Put students in small groups to discuss what kind of things they eat, and what they most enjoy eating.
- For feedback, ask: *What's your favourite dish?* Quickly elicit the answers, and make a list on the board to find out what food is the most popular among the class.

Exercise 1 Think & share

- Focus on the photos. Elicit what the dishes are (on the left, roast beef with Yorkshire pudding and vegetables; on the right, Indian curry with rice).
- Students discuss the questions in pairs.
- Ask students to share their ideas with the class.

Culture note

- Yorkshire pudding is a baked side dish made from flour, eggs and water or milk. It is traditionally served with meat and gravy.
- The word *curry* comes from Tamil, and originally means 'sauce'. It is used to refer to a variety of Asian dishes with vegetables or meat, usually cooked in a spicy sauce, and served with rice. It is also the word for a type of powdered spice, but English speakers normally use *curry* to refer to a dish.

Exercise 2

- Ask students to read the article without completing any gaps, and do the task.
- Check the answer as a class.

KEY

B

Exercise 3

- Remind students to look for grammatical or logical links between a sentence and words or phrases before or after the gap: pronouns, conjunctions, time expressions, etc. These will help them decide how elements fit together.
- Working in pairs, students compare answers.
- Check answers as a class. Ask students to say what clues helped them decide where each sentence goes.

KEY

1 D 2 C 3 E 4 A 5 B

Exercise 4

- Write *veganism* on the board, and elicit a definition in the students' own words.
- Ask students to choose from the definitions, then check the answer for students to confirm or revise their ideas.

KEY

A

Exercise 5

- Put students in small groups to interpret the chart and discuss possible reasons.
- Elicit ideas from the class. Accept any plausible ideas.

Exercise 6 5.17

- Play the audio for students to listen and check their answer.
- Elicit what reasons Ben mentions for the growing popularity of veganism in the interview.

KEY (SUGGESTED ANSWER)

Veganism is becoming popular in the UK more quickly than in most of the world. This may be because people are more worried about animals, the environment and their health.

Transcript

Radio host Hi, and welcome back to *Feed Me* – the programme all about … food! My guest this week is Ben Glossop, one of the creators of YouTube channel, VeganEats. Ben, today we're going to talk about the growth of veganism in the UK. So how did it all start, Ben?

Ben Well, a few years ago, my girlfriend and I became very worried about the effect of animal farming on the environment. By animal farming, I mean the production of meat and milk products, eggs, and any other animal products. We wanted to do something positive, so we stopped eating and using all animal products – and became vegan!

R Was it more difficult then than now?

B Yes. Supermarkets didn't sell vegan products, like plant-based meat or vegan cheese. And there wasn't much information online. So, we thought, why not post a few cooking videos on YouTube?

R And things moved quite quickly, didn't they?

B Yes – they did! One million viewers follow us on our YouTube channel these days!

R That's fantastic. Statistics show that veganism in the UK has become very popular recently. There are about 600,000 vegans in the UK now. What do you think has caused this change?

B I think that Veganuary helped a lot. It's a British movement, where people eat only vegan food in January. It started in 2014, and the numbers have increased every year. This year, 400,000 people took part!

R But it also encourages people to try vegan food without giving up eating meat completely – is that right?

B That's right – even if people don't become vegans, they often eat less meat and other animal products afterwards.

R And what reasons are there for becoming a vegan?

B People do it to improve their health, and also to reduce the need for animal farming.

R That's interesting. Eating too much meat is probably bad for your health, but the effect of the meat industry on the environment is also very worrying.

B It is. Did you know that animal farming gives us only 18% of our calories each day, but uses 83% of our farmland?

R No, I didn't! That is shocking! Tell me, how easy is it to buy vegan products now? For example, plant-based meat, different types of milk and vegan cheese?

B All the big British supermarkets now sell their own vegan products. In fact, this year, more vegan products have been introduced in the UK than in any other country in the world!

R Well, that's great – and I'm pleased to hear that VeganEats is doing so well …

Exercise 7 5.17

- Students try to complete the summary from memory. Tell them to use no more than three words in each gap.
- Play the audio again for students to check their ideas and to complete the summary.
- Remind them to read the completed text again to check that it is grammatically correct and makes sense.
- Check answers as a class.

KEY

1 the environment **2** one million **3** British
4 less meat **5** their health **6** vegan products

Transcript

See exercise 6.

Exercise 8

- Circulate and monitor, helping students in their discussions with language or ideas where necessary.
- Ask students to share their ideas with the class.

Exercise 9

- Read the task options together. Ask students to choose one of the tasks, then check with a show of hands who chose which task.
- Students do their research as homework, and write their articles or recipes.
- For feedback, form groups of four. If possible, have a mixture of topics in each group. Students share their writing with each other.
- Monitor, and make a note of the most interesting ideas you hear, then at the end of the activity, elicit some of these in open class.

Lesson summary

6 Culture: Multicultural cities

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

WARM-UP Focus on the photos. Ask: *What are these cities? What do you know about them?* Elicit students' ideas about Melbourne and San Francisco.

Culture note

- Melbourne is the second largest city in Australia, with a population of around 5 million. It is the capital of the state of Victoria in the south of the continent. The city was founded by the British in 1835.
- San Francisco is the fourth largest city in the state of California, in the USA. It has a population of nearly 900,000. It was founded in 1776.
- Both cities are considered to be among the best cities to live in by international surveys.

Exercise 1 Think & share

- Working in pairs, students discuss the questions.
- Elicit some ideas from the class. Keep the discussion light (focusing on cultural and culinary traditions, for example), and try to avoid getting into the more controversial aspects of migration.

Exercise 2 6.19

- Working in pairs, students read the questions and try to guess the answers.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 A **2** B **3** B **4** C **5** C

Transcript

Melbourne is a large city in Southern Australia with a population of nearly five million people. People love it because of its weather, its beautiful buildings and its excellent schools and universities. Melbourne is also famous for its lively multicultural society. In fact, it is home to about 140 different cultures. Over half of its residents were born in other countries, and more than 100 different languages are spoken! Since the early 1800s, people have moved to Melbourne from other countries. They've come for many different reasons: to find work, to be with their families, to escape war or poverty – or to look for gold.

In the 1830s, when the first ships arrived from Britain, the area that we now know as Melbourne was a very popular destination. People wanted to live there because it was perfect for growing plants and keeping animals. However, the British weren't the first people to discover the area. The Aborigines, Australia's first people, had lived there for about 40,000 years – they had built homes and used the area for farming and fishing. Sadly, they lost their homes and land, and their culture almost disappeared as Melbourne's immigrant population continued to grow. In the 1850s, when gold was discovered, people from all over the world came, including many Chinese people. Then, in the 1940s, the Australian government encouraged workers from many different countries to live in Australia. By 1970, Melbourne's population had grown to 2.5 million.

Each country has influenced the city and its culture. The British built huge buildings in the Victorian style, including an impressive university, train station and library. The Italians introduced olive oil, pasta, pizza, salad, and wine, which have all become part of Australian cooking. The Chinese brought traditional activities such as dances, painting, and the tea ceremony, as well as food. Separate neighbourhoods named after different countries began to appear. In Chinatown, for example, Chinese restaurants and religious buildings were built, and a Chinese museum. Little Italy, the Italian neighbourhood, began to grow and quickly became filled with charming Italian cafés and restaurants.

Today in Melbourne, Aborigine culture is again a very important part of everyday life. If you visit the Royal Botanical Gardens Victoria, you can learn about Aboriginal food, traditional medicines, rituals and ceremonies. In Melbourne's Federation Square, you can visit art galleries which are full of beautiful Aboriginal art. And in Melbourne Museum, an exhibition about Aboriginal life teaches you about the Aboriginal beliefs and customs that were nearly lost.

Exercise 3 6.19

- Play the audio again for students to answer the questions.
- Working in pairs, students check their answers.
- Check answers as a class.

KEY

1 By ship 2 40,000 years 3 2.5 million
4 The university, train station and library 5 Painting, dancing and the tea ceremony 6 Cafés and restaurants

Transcript

See exercise 2.

Exercise 4

- Remind students that when you scan a text for a specific piece of information, you don't read the whole text closely, just run your eyes over it to find the relevant part.
- Give no more than two minutes for students to work out their answers.
- Check answers as a class. Then have a volunteer read the part of the article that has the information.
- Ask: *What other communities are mentioned?* (Chinese, Russian)

KEY

North Beach: Italian; Fillmore: African-American; Mission: Mexican and Central and South American

Exercise 5

- Remind students to find the key words in each heading, and think about what other words they could use to express the same idea. This will help them find the matching information in the article more easily.
- Working in pairs, students compare answers.
- Check answers as a class. Ask students to quote the part of the paragraph that supports their answer.

KEY

1 F 2 D 3 G 4 A 5 – 6 E 7 B 8 C

Exercise 6

- In pairs, students discuss the quote. Circulate and monitor, helping with language where necessary.
- Ask a few students to share their ideas with the class.

Exercise 7

- Read out the task. Elicit what usually characterises a message to a friend (informal language, some grammatically incomplete sentences, etc.).
- Suggest that students imagine visiting one or two areas mentioned in the article, then make notes about what they would write about them in a message.
- Set the writing task as homework.
- For feedback, form groups of four, and ask students to swap their messages for the others to read, then decide together whose message was the best.

Lesson summary

7 Culture: Sir Edmund Hillary

SHORTCUT To do the lesson in 30 minutes, do exercises 1 and 6 as a whole-class discussion, set exercise 3 for homework, and omit correcting the false statements in exercise 5.

WARM-UP Focus on the first photo on the page. Ask: *What's the world's highest mountain? Do you know who first climbed it? What do you know about him?* Elicit what students already know.

Exercise 1 Think & share

- Read out the quote. Give students a few moments to think about it, then put them in pairs to discuss their ideas.
- Ask a few students to share their ideas with the class.

Exercise 2

- Tell the class they will read a text about famous mountain climber Edmund Hillary. Elicit what they know about him.
- Ask students to cover the options for 1–8, read the article, and think about what information or word is missing in each gap. Then ask them to read the article again more carefully, and choose the missing words.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY

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

Exercise 3

- Suggest that students first read each question and find the part of the article that has information about it, then read that section more closely to answer.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY

1 His Nepalese guide, Tenzing Norgay
2 He explored the South Pole, Mount Herschel in Antarctica, the rivers of Nepal and the North Pole.
3 Yes, he made regular trips there throughout his life.
4 He was given Nepalese nationality (in thanks for all that he had done for the country).

Exercise 4 7.19

- Elicit what students can recall about the activities of the Himalayan Trust from the article.
- Ask them to read the summary without completing the gaps, and to think about what information may be missing in each gap.
- Working in pairs, students compare answers.
- Play the audio for students to complete the task.
- Working in pairs, students compare answers.
- Check answers as a class. You may need to clarify or explain *diseases*, and *earthquakes*.

KEY

1 1960 2 training 3 equipment 4 diseases
5 earthquakes 6 classrooms

Transcript

In many poor areas around the world, there is little hope for young people, and they often leave the region as soon as they are old enough. As a result, local languages and cultures are lost. However, in some of these areas, projects to improve quality of life are helping young people to stay. One of these areas is the Everest and Kanchenjunga regions of Nepal, which has received support from an organisation called The Himalayan Trust.

The Himalayan Trust was established in 1960 by the climber and explorer Edmund Hillary. In return for the help he received from Nepal on his first climb of Mount Everest in 1953, he wanted to give assistance to the people.

The Trust's first project was a school. The local community had asked for it, so it was built in 1961. It was the first of 28 schools that the Himalayan Trust helped to build over a period of 30 years.

Today, the Trust supports about 60 schools, but it does more than help to build them. It organises training for teachers, and provides furniture, books and teaching equipment. The Trust has also given many children lunch boxes so that they can bring food to school each day. Without these, many would have nothing to eat during the day.

The Trust's work does a lot to help young people make a better future for themselves. Through fundraising campaigns and scholarships, it has supported students into university education, and this has led to a new generation of doctors, teachers, engineers, health workers and community leaders in the region.

In addition to schools, the Himalayan Trust has also helped to build hospitals and health centres. As a result, several diseases have almost or completely disappeared. In the past, people often had to walk for several days to reach their nearest doctor, but now, help is much closer.

In 2015, two earthquakes destroyed many buildings in Nepal. Nearly 9,000 people died, and over 600,000 homes were destroyed, together with roads, schools and health centres. The Himalayan Trust provided crisis relief by providing safe areas and tents where children could have their lessons, and built 150 safe classrooms in 36 schools that could survive earthquakes.

This is only some of the incredible work that the Himalayan Trust has done in the Everest and Kanchenjunga regions of Nepal. Thanks to the kindness of Edmund Hillary, and many others who have continued his work, the local people are full of hope. In the past, young people often left the region for a better life in the cities, and never returned. But now, more are staying, and their local language and culture are still alive.

Exercise 5 7.19

- Remind students that a sentence is only false if there is information in the text that contradicts it, and true if information in the text confirms it. If there is no information, the sentence must be marked *NS* (not stated).
- Play the audio again. Ask students to do the first part of the task, then check answers a class.
- Then, ask students to correct the false sentences, and check answers again.

KEY

1 NS
2 F (In 1961, the Himalayan Trust built their first school. / The Himalayan Trust built 28 new schools over a period of 30 years.)
3 NS
4 T
5 F (In the past, people walked several days to reach a doctor.)
6 T

Transcript

See exercise 4.

Exercise 6

- Working in pairs, students discuss the questions. Circulate and monitor, making a note of the most interesting ideas you hear.
- Ask a few students to share their ideas with the class.

Exercise 7

- Brainstorm some support organisations in the students' country, and make a list on the board.
- Ask each student to choose one of the organisations to research. To prepare their presentation, they may choose any format they prefer: a written or an oral report, a presentation with posters or a leaflet from the organisation, a slideshow, or a guided tour of the organisation's website. Suggest these ideas, and elicit some of the students' own ideas for a presentation.
- Ask students to make notes of their research, using the questions, then make their presentations.
- Ask a few students to present their research to the class.
- For feedback, ask students which organisation's activities appeal to them most, and why.

Lesson summary

8 Culture: London markets

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, set exercise 5 for homework, and do exercise 6 as a whole-class discussion.

WARM-UP Write *markets* on the board. Elicit words that students associate with markets, and build up a mind map of the suggestions on the board. Ask students to copy the mind map into their notebooks.

Exercise 1 Think & share

- Elicit the answer to question 1.
- Working in pairs, students discuss the remaining questions.
- Ask a few students to share their ideas with the class.

Exercise 2 8.16

- Ask students to read the list of topics.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

2, 3, 4, 5, 7, 8

Transcript

Speaker 1 I sell fish at Billingsgate Market. The market's in an enormous old building in East London and it's the biggest seller of fish in the UK! Fresh fish arrives early every morning, from all over the UK as well as other countries. There are 98 stands and 30 shops in the market. We all want to tell our customers about our products, so we have to shout a lot! We are open from Tuesday to Saturday from four in the morning until 8.30 a.m.!

Speaker 2 I've got a clothes stall in Spitalfields Market in London's famous East End! It's in a huge building that's over 300 years old. It has around 100 stalls selling antiques, clothes, music, food and drink … All of the stall owners are small businesses, and we sell things you don't normally find on the high street. There are lots of stalls to choose from. And when you're tired and need a break, you can relax in one of its many cafés!

Speaker 3 I sell flowers at New Covent Garden Market. It's an enormous indoor market for fruit, vegetables, plants and flowers in southwest London. It used to be in central London, but it moved 40 years ago because it had grown so big! The plants and flowers here are from all over the world. Our customers are flower shops, restaurants, and other businesses – not the public. The market opens at 4 a.m. – and most stalls close at 10 a.m.

Speaker 4 I've got an antiques stall on Portobello Market. It's an outdoor market in West London. It's been here for nearly 300 years, when this part of London was a farm! Today, the market sells antiques, clothes, fruit and vegetables, and street food. It's best known for its antiques. The market is open Monday to Saturday, but Saturday is our busiest day. By lunchtime it's really busy and the customers can hardly move!

Speaker 5 I sell Caribbean street food at Berwick Street Market. The market is about 250 years old and is a group of about 20 stalls all along the street in central London. It used to be a fruit and vegetable market. In the 1920s, there were 150 stalls! Today you can still find fruit and vegetables, but now there are a lot of stalls selling flowers, coffee, cheese – and Caribbean food, of course! We're open Monday to Saturday, from 8 a.m. until 6 p.m.

Exercise 3 8.16

- Read the task and the seven statements. Remind students that once they have matched a speaker, they may need to match them again. Point out that each statement may also be used more than once!
- Suggest that students listen to one speaker, and match them to every statement that's true for them, then repeat the same process with every statement again for the other four speakers.
- Play the audio again, twice if necessary, for students to complete the task.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY

A 2 **B** 2, 4 **D** 4, 5 **E** 3 **F** 1, 3 **G** 3
C is not used.

Transcript

See exercise 3.

Exercise 4

- Focus on the photos. Ask: *Do you know either of these London markets? What do you know about them?*
- Ask students to read the first text quickly without filling in any gaps, to get a general sense of what it is about.
- Then, ask them to complete the task. Tell them that there may be more than one correct answer in some of the gaps.
- Working in pairs, students compare answers.
- Check answers as a class.

KEY

1 most **2** a / each / every **3** year **4** with **5** looking **6** full **7** long **8** who / that

Exercise 5

- Check that students know how to pronounce *Borough* /ˈbʌrə/ correctly.
- Ask students to read each question, then find the part of the text that has information about it, and study the information closely to decide on their answers.
- Check answers as a class.

KEY

1 It's inside / indoors and not in the (middle of the) street.
2 1756
3 A bar or restaurant, or eat street food.
4 From next to the river
5 Festivals, talks, cooking demonstrations and walking tours
6 Twice – once at the start of the business day and once at the end

Exercise 6

- Elicit and write on the board the names of the seven London markets students learned about as headings. Under each heading, elicit what students remember from the lesson and make notes about the history of the market, its customers, and the types of products they sell, and one or two things students found interesting about it.
- Working in pairs, students discuss their preferences and reasons.
- Ask a few students to share their ideas with the class.

Exercise 7

- Brainstorm the names of some famous markets in the students' country or around the world. Make a list on the board.
- Ask students to choose one of the markets for their research.
- Elicit some ways in which students could present their findings to the class in the next class. Allow students to use whichever way they like.
- Ask students to use the questions to help them make notes of their findings. Set the research stage for homework.
- Ask a few students to present their research to the class.

Student's Book audio and video scripts

Introduction unit, Lesson 0.2, Track 0.03, page 5, exercise 6

Amy It's your first day at this school, isn't it?
Jordan Yeah, that's right.
A So, where did you grow up?
J In this neighbourhood. I was born at the City Hospital.
A Really? Me too! My family has always lived here, but we haven't got any relatives here.
J My mum came here because of my dad. They met in Germany, but when they got married, they decided to move here to start a family.
A Right. So, have you got any brothers or sisters?
J No, I'm an only child. What about you?
A I've got a twin sister and an older brother, but he's in his early twenties and at university. We never see him!
J University? I'd love to go.
A Me too! Anyway, at lunchtime, I'll introduce you to my friends if you like.
J That would be great, thanks!

Introduction unit, Lesson 0.3, Track 0.04, page 6, exercise 6

Emily Hi Andy. Has your sister left yet?
Andy Yes, she went this morning.
E Wow, I think if I went abroad to study, I'd be really nervous.
A She was! But she was also looking forward to being independent.
E So am I, but if I leave home, I'll stay in the same city. I don't want to travel far!
A Really? But if you live abroad, you learn a lot from the experience.
E Yeah, I know, but I'm not sure I would want to go for very long. If I went, I'd probably go for a month at the most.
A Well, if we go to university, we'll have the option to study abroad for a year, like my sister. Wouldn't you like to do that if you had the chance?
E Maybe. I just think I'd be so nervous if I was in a place where I didn't know anybody.
A Yeah, but if you go to university abroad, you meet lots of other students who are in the same situation as you. It's a great way to meet new people and you can enjoy the experience together.
E Perhaps you're right. Anyway, we've got a few years to think about it before we have to make that decision.
A True! We have to pass our final exams first!
E And if we pass, we'll then have to apply for university …
A … and get accepted!

Introduction unit, Lesson 0.4, Track 0.07, page 7, exercise 5

Adult OK, I'll give you eight statements and you have to write down the answers … Have you got that? I won't give you the answers until I've read all the statements, so don't ask me for them, because I won't tell you!
Right, here's the first one: you usually do this job just before you eat a meal …
Ready for the second? Here it is …
This is the first thing you do after the washing machine stops.
Right, now for number three: you have to do this, so something can live …
OK, number four: you do this before a birthday party or when you're making something sweet.
All right? Still with me? Here's number five: you will have to do this if you drop and break something.
Next, number six: you do this job when something is full, then you must take the bag outside.
OK, only two more! Number seven: this can be a dirty job because lots of food has been in here and because it's hot, the food stick to the sides …
And finally, the last one, number eight: this is the first job you have to do after eating a meal.
OK, do you want me to repeat any of those?

Introduction unit, Lesson 0.4, Track 0.08, page 7, exercise 6

Adult Right, here are the answers. The first one is lay the table … lay the table. You always do that before eating a meal.
Number two is empty the washing machine … that's empty the washing machine. Definitely the first thing you do after the machine stops.
Number three is water the plants. By watering the plants, you help them to live!
Four is decorate a cake. You can't decorate a cake until you've baked it!
Five is sweep the floor … something you have to do after breaking something.
Number six is take out the rubbish, and obviously you have to go outside to take the rubbish out.
Seven is clean the cooker. You cook lots of food on or in the cooker and it gets dirty, so you have to clean it.
Finally, number eight is clear the table. We started with lay the table and we finish with clear the table!

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Yasmin Hi guys and welcome to our vlog. I'm Yasmin and this is my brother… sorry… co-presenter, Lewis!
Lewis Thanks, Yasmin. In today's vlog, we're talking about free time. You know, that time when you can chill …
Y … play games …
L … or just watch films and enjoy your favourite food!
Y But recently we swapped TV and video games for a new and exciting form of entertainment. Why? Just for the fun of it! Introducing … drum roll please, Lewis … social deduction puzzles!
L Social what?
Y These! Why? Don't you want to take part?
L Ah, why didn't you say?! I love this game. And it's so easy!
Y You get clues about a situation and you have to guess what happened. Hey! And you can't cheat! So, follow the rules, OK?! Now, Ready?
L Always.
Y OK, here we go. A man was walking in his garden one morning when he found a carrot, five pieces of coal and a hat. Nobody had thrown them into the garden, so how did they get there?
L Did his dog find them and leave them in the middle of the garden while he was walking?
Y Nope. He hasn't got a dog.
L But has he got children?
Y Yes …
L And was it winter?
Y Yes …
L So, the day before he found the carrot and things, his children had made a snowman. Then, it got warmer and …
Y Yep. The snowman disappeared.
L Hey! I thought of the solution, so I wanted to say the answer!
Y Chill, Lewis. I was just finishing the sentence for you. And that was well easy anyway.
L As you can see, it gets quite competitive.

Y But that's the fun! And now it's your turn. Ready? Here we go! Harry reported that somebody had broken into his house and had stolen his gold watch. But while they were searching the house, they noticed the thieves hadn't damaged anything else, there were no fingerprints and the carpet was surprisingly clean.
The next day they arrested Harry. Why? Have you got the skills to solve the puzzle? Get a teammate if you have to, but don't give up until you have the answer. That's the challenge – do you accept? Good luck!

Unit 1, Lesson 1.1, Track 1.02, page 9, exercise 5

1 something fun and interesting to do in your free time, for example TV shows, films, books, games.
2 when you need help in a game and you want someone to give you information to help you answer a question or a problem.
3 an adjective to describe someone who really wants to win and beat another person in a game
4 do something in a game, for example move forward on the board.
5 do something bad or dishonest in a game in order to win
6 a problem that you have to try and answer using what you know, logic or another skill
7 someone who plays with you
8 do only what you are allowed to do in a game, according to the instructions
9 a talent or an ability to do something well
10 participate or join in with something
11 when one player does something in a game and then they stop so that the other person can go.
12 a way of doing something or a detailed plan for being successful
13 when you don't know the answer and want to stop playing
14 give an answer to a question, but you aren't sure if you are correct
15 the answer to a problem
16 something difficult that tests you

Unit 1, Lesson 1.2, Track 1.06, page 10, exercise 1

Max OK, questions, please?
Erika Had Harry cleaned his house, you know, the carpet before the police arrived?
M No, he hadn't done anything before they came.
Sam OK, did the police find any glass anywhere?
M Good question! Yes, while the police were walking around the house outside, they found glass in front of the broken window.
E Interesting! So, let me see, the police didn't find glass inside, they found it outside, … so someone had broken the window from inside the house!
M You're going in the right direction!
S So, the thieves broke the window while they were leaving Harry's house!
E But that doesn't make sense; how did they get in?
Lara I know, I know! The police arrested Harry because he had organised everything.
M Well done! But why?
E Maybe he had spent all his money or something like that and he wanted to get insurance money.
L Insurance money?
S Yes, you know, if you have a car accident or your house is burgled, you get money to fix your car or replace the missing things.
M Exactly! That's the answer! The police arrested Harry because he wanted to cheat the insurance company!

Unit 1, Lesson 1.2, Track 1.07, page 10, exercises 6 and 7

Erika OK, here's the next situation. Right, a woman was sitting in a café drinking a cup of coffee when she looked down into the cup and saw a fly in her drink.
Max Eww!
E So, she looked around the café and called the waiter that had served her a few minutes earlier. She explained the situation and the waiter apologised and went to the kitchen to get a new cup of coffee. The waiter then returned with the cup of coffee and the lady checked it; this time there wasn't a fly in it. However, after she had taken a drink of it, she called the waiter again, this time very angrily. She shouted, 'You've brought me the same cup of coffee!' How did she know?

Unit 1, Lesson 1.4, Track 1.11, page 12, exercise 5

Abigail Hi, I'm Abigail. And today we're talking about online communities and cybercrime, and to help me, I have Aaron and Helen.
Aaron Yeah, I run an online gaming community … Erm, online gaming communities are a big part of the success of gaming … You know, you go home after school and play with friends. You make new friends and it's usually a very positive experience.
Helen I organise a fashion forum and, like Aaron said, there's something really special about sharing something with somebody who's like you … somebody who enjoys the same things as you … you know, any online group, forum, shared social media …any of these places are great for meeting people you can connect with … Um, but there can be some things to look out for.
Ab Exactly. Can you explain what those things are?
Helen Well, when you start making a friendship, you don't know anything about the other person. In most cases, they're only looking to share their interest with you, but it's when the conversation changes and they start trying to separate you from the group, asking for personal details, information about your family, what you do … things like that, that's when you need to be extremely careful.
Aa Yes, exactly. Or they might start asking for money or saying bad things about you to the whole group – the online community.
Ab So, how do we deal with that?
Aa Well, first of all, remember you can block people, but if you're in a community, it's difficult – you want to be part of that community, you know. You've made these friends and you enjoy playing games with them, but really that's the time you have to speak to someone about it.
H Yes, if something has happened online that you think is wrong, you can report it. If it's related to school, you should talk to a teacher or your parents. If it isn't, apart from your parents, there are organisations that you can speak to, or even the police.
Ab Well, I just want to thank you guys for coming on and talking about this. So, we'll say bye and see you next time!
Aa Yes, thanks for having us on. See you!
H Bye!

Unit 1, Lesson 1.6, Track 1.15, page 14, exercises 5 and 6

Kate Anyway, nine years later, 13-year-old Sean still used to go to the same beach.
Tom Had he learned to swim?
K Yes, he had, but he didn't use to swim so much. He had now become keen on fishing.
T Cool!

K Anyway, one day he heard a woman on the beach screaming for help. Her husband had just fallen off his boat. He had just started sailing and he hadn't got used to moving around in a boat. He was in a lot of danger in the water, so Sean swam out to save him and he did! The next day the media reported the story and Sean was really surprised to discover that the man was married to Alice Manley, the woman who had saved his life nine years earlier! She had been the woman shouting for help on the beach!
T Wow, that really is a coincidence!

Unit 1, Lesson 1.7, Track 1.16, page 15, exercises 4 and 5

Radio host First up on this week's 'Once Upon A Time' podcast, we have Jack Barrett, who told his story at the Liverpool story night. Here's Jack…
Jack So, it was the end of the summer holidays and I was nearly thirteen and about to start year eight at secondary school. I had a new schoolbag, new schoolbooks and a new pair of cool trainers, but I didn't want to get my haircut! My hair was like a bird's nest and my mum wanted me to spend my pocket money at the barber's; I was determined not to!
Then one day, I went to my friend Mark's house. While we were playing video games, I realised that his older brother, Alex, was looking at me. Actually, he was looking at my hair and he said, 'You know, I can cut your hair for free!' Well, I was really grateful and said, 'Thank you! That would be great!' So, I went into the kitchen with Alex. Now, there wasn't a mirror and I couldn't see what Alex was doing so when he finished, I went back to play video games. Well, as soon as Mark saw me, he started laughing, so I ran to the bathroom. When I looked in the mirror, I didn't laugh … I just burst into tears! I cried and I cried! Mark's older brother had made a real mess of my hair; it used to be very long but now it was very short in some places and really long in others. I looked awful!

Unit 1, Lesson 1.7, Track 1.17, page 15, exercise 6

Jack Finally, I went home, and I expected my mum to be really annoyed but she just said, 'People are going to make fun of you,' and she was right. I felt embarrassed and knew my mum had been right! It was the afternoon before starting school and I quickly went to the barber's. Fortunately, he made my hair look normal again! After that painful experience, I decided to listen to my mum and not try any cheap experiments!

Unit 1, Lesson 1.8, Track 1.18, page 16, exercises 2 and 3

Ruth I'll never forget the day I met my best friend's family for the first time. I was nearly fourteen and I was studying in the same class as Maria at the time. Then one day, she asked me if I wanted to go to her house for lunch at the weekend. Well, I was delighted that they had invited me … really pleased … and soon I was at the door to Maria's house looking forward to the lunch. However, when the door opened, I had a big surprise. The house was full of Maria's family, who had all come to celebrate her grandparents' fifty years together. As soon as I saw so many people, I started to feel nervous. There were twenty of us around the dining table! Fortunately, I sat next to Maria and she told me all about her family. She also told me to be careful with the water jug and glasses, because they were the only presents that her grandparents had from their wedding day. They had lost or broken all the others.
Anyway, I soon felt relaxed and I began to enjoy the event, but then a fly started flying around my head. It annoyed me and I couldn't make it go away. Finally, I tried to hit it with my hand, but instead of hitting the fly, I hit the water jug! Everybody watched as it fell off the table and smashed into hundreds of pieces!
Suddenly, there was silence, and everyone was looking at me! At first, I felt embarrassed, but as I remembered what Maria had told me about the water jug, I could feel tears rolling down my face! Next, I could hear laughing … I looked around and saw Maria's grandparents laughing! I didn't know what to think, but they said it was only an old jug and they were surprised it had survived so long! Well, after that experience, I learned to be more careful when I was at a dining table and not worry too much about flies!

Unit 1, Lesson 1.8, Track 1.20, page 16, exercise 6

This week on the 'Once Upon A Time' podcast, we're going to dedicate a few minutes to giving you some tips on how to tell a story to one of our live audiences. We're always looking for new storytellers, so if you've got a story to tell, we're here to help you!
First off, you want to connect with the audience, so you want a first line that's going to make them want to hear more; something simple that they feel they can relate to. You also need to give your story a structure – it's got to have a beginning, a middle and an end. And when you're practising, make notes and write down a few key words and phrases you want to use, but don't try and write the whole story on paper.
Audiences also love emotions, so make it a story that is important to you. Expressing your emotions and telling the audience how you felt helps them really feel part of the story and it will bring it to life!
Audiences also love it when the main character changes in some way; you know, when he or she learns something about life and learns a lesson from their experiences. They also like storytellers who can laugh at themselves – your story should have some fun moments!
Okay, the last thing to say is learn your story so that you don't need to read when you're on stage…and practise, practise and practise until you tell the story naturally!

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Max Hey! Today's vlog is all about your mates, your buds, your pals, your besties, your squad – you know, your friends. And for Lewis and Yasmin, that's us.
Isobel And that's why we've decided to take control of their vlog. I'm Isobel.
M And I'm Max. And we're actually cousins.
I But today, we're talking about friends. What they mean to us, and what makes a good one.
M Well, for me, that's easy. It's the people you get on well with. If you meet someone and you like the same things and have the same sense of humour, you make friends. That's it. End of.
I End of? Come off it! There's way more to it than that! A real friend is somebody who is always there for you. Somebody who takes an interest in your life and gives you support when you need it. They're not just there for a good time. They're there all the time.
M I guess that's true, which means I have three really good friends and one best friend…

I Let me guess – Lewis?
M Yeah. I mean, obviously. We've been friends for ages. We met in the first year of primary school and we've been best friends ever since. We're both very similar and we're into a lot of the same things, like film and sport. Although he supports the wrong team, which we fight about a lot.
I But have you ever had any massive arguments?
M You can say that again!
I I mean serious arguments. Like, not about football?
M Um, no. We haven't really fallen out ever, I don't think, no. Lewis is a great friend. Over the years, he's always been there. I broke my leg a couple of years ago and he came to the hospital every day. I mean, he made fun of me every day too, but his visits really cheered me up.
I That sounds like a good friend to me and reminds me of Yasmin. We haven't known each other as long as you and Lewis, because we only made friends with each other about three years ago but she's definitely my best friend. That isn't just because we get on so well, although we do have loads in common, it's because she always tells the truth. Actually, some people think she's too honest! But she's never nasty about it, she's actually really kind, if that makes sense.
M Yeah, I get you. I think that shows real respect. It's not always easy to tell the truth.
I Exactly. But don't get me wrong, she's a great laugh too!
M But what about you guys?
I Who are your best friends? How long have you known each other? And why are they so important to you?
M And as always, send us your messages, or to Lewis and Yasmin.
Both Bye!

Unit 2, Lesson 2.2, Track 2.05, page 24, exercise 8

Liz It was 2015 when I first met my best friend, Sarah. It's quite a funny story.
I was on holiday in Morocco and my luggage had got lost at the airport. When I got to my hostel, I didn't have anything to wear. So, I saw this girl who was about the same size as me and I walked up to her and asked, 'Hi, I'm Liz, have you got some clothes I can borrow?' She said yes, and that was the start of our friendship. Although in the beginning, I think she found me quite annoying and we had a few arguments. It was probably because I kept borrowing her clothes. But that was the only time we ever had an argument. We've got on really well ever since.
We are both into travelling, so we often go on holiday together. We've visited 20 different countries in the last seven years! Not bad, is it? Although there are still a few places we haven't visited, like the USA. Maybe next year!
Our last trip was three days in Paris. That was last weekend. It was great fun, but it was really expensive.
I'm so happy that we became friends and I know that she's going to be a friend for life. It's a great feeling.

Unit 2, Lesson 2.3, Track 2.07, page 25, exercise 3

1 I work in the local supermarket for a few hours a week.
2 I've thought about it carefully and I've decided I am definitely going to do the race this summer. Now I just have to start training!
3 I'm out at the moment. My dad asked me to go to the shops for some more milk.
4 Doing that helped me understand something very important.
5 I get paid for washing my neighbours' cars.
6 Nick helped Louis with his reading and it has had a really positive effect!

Unit 2, Lesson 2.3, Track 2.08, page 25, exercises 4 and 5

Laura So, let's talk friendship, Ben.
Ben Good idea. Have you ever done something to help out a friend of yours, Laura?
L Oh, I'll need to think about that. I mean, certainly nothing compared to the display of true friendship in the story we're talking about today. Ben, can you tell the listeners a bit more?
B Yes. Well, it happened in a small town in Victoria, in the south of Australia. And it's a news story about two school friends, Liza and Aaron, who have been friends since first grade. Liza's family is originally from France, but her parents, her sister and she have been residents in Australia since Liza was born. For years, Liza wanted to visit her elderly grandparents in their village back in France, but her family wasn't able to afford the cost of the flight. Aaron took a big interest in his friend's life and knew how much it would mean for her to see her grandparents and wanted to do something to help. So, he made the decision to buy her the ticket.
L … which is very expensive, especially when you're a regular teenager at high school.
B Exactly. But in his free time, Aaron did a part-time job at a local shop. Every month he put the money he earned in a bank, and after six months, he had enough to pay for Liza's flight.
L What a wonderful story. And when asked about his reason for doing this, he said 'She's always been a really good friend to me and I wanted to do her a favour to thank her for all the times she has helped me.'
B When he presented the ticket to Liza, she couldn't believe that her friend would do something like that.
L That must have felt good.
B For sure. What was also interesting was what Aaron's dad said. 'Helping his friend has made a real difference to Aaron, and it has made him realise what he can do when he puts his mind to it.'
L I think that's a valuable and important lesson for all of us to learn. Everyone benefits from doing a good deed.

Unit 2, Lesson 2.4, Track 2.11, page 26, exercises 2 and 3

Teacher I've been a teacher for many years and, in that time, the most important lesson I've learned, and also taught to my students, is to recognise that every student has different skills. They also have different strengths and weaknesses, but every student is important. Once students can understand this, they tend to show their classmates more respect and give support to their friends when they need it.
Results from traditional tests will only show one type of skill, which is why I rarely use them in class. Discussions can help students see a different point of view, but my favourite way to get students to recognise their differences is with this whole-class activity, which I often do at the start of the year.
First, I split the students into four or five groups, then give each group a box with a set of instructions, and some paper, card, pens, glue and scissors inside. I tell each group that the only rule is they must follow the instructions and make a simple card with the materials, and that the group who finishes first is the winner.
Simple, yes? Sounds fair? That's what the students think. But only one group has the standard instructions. All the

other groups have something that makes the task more difficult. For example, one group's instructions are all in Spanish, one group can only use one hand, one group can't speak, and one group must close their eyes. Naturally, the group with the standard instructions finish first. And I make a point of asking the rest of the class to cheer them while I tell them how clever they are. Soon, other students start complaining about how the activity wasn't fair, how their group had a disadvantage which made the activity much harder to complete, or how they couldn't understand the instructions. At this point, we stop the activity and I ask students to write down how they felt during the activity, and what we can learn from it.

Unit 2, Lesson 2.6, Track 2.15, page 28, exercises 5 and 6

Jack We're talking about friendships on today's podcast and the difficulties young people have making new friends. And I'm joined in the studio by Megan Vrana, a friendship expert. Hi Megan.
Megan Hi Jack. First of all, you're right to say it's difficult. A recent study in the USA found that most adults haven't made a new friend for five years.
J And why is that?
M Some people have said they are too shy while many others have found it difficult to break into new social circles. But the good news is I think it's easier for teenagers as they haven't formed their social circles yet.
J Good to know. I moved to a new school this year and I've been trying to meet more people. So, what should I do?
M First of all, have you met any possible friends?
J Not yet.
M Look around you at school, during class and breaktimes to see what the other students are interested in. You could also start a study group or book club at school.
J Good idea. What else?
M Have you joined any after-school clubs or groups?
J I've been thinking about joining the athletics club. That looks good.
M Brilliant. You can also look outside school. I've been helping at the local community cinema in my city and I've met some really cool people there. Have you thought about that?
J No, I haven't. We haven't been living in the area for long, so I need to find out what is out there.
M Yes, you must. You've made a positive start, but now is the time to really get out there.
J Thanks Megan.

Unit 2, Lesson 2.8, Track 2.17, page 30, exercises 2 and 3

Teen In this talk, I'm going to talk about some of the things students and teachers can do to welcome new students, and finally some of the special events you can organise.
First of all, let's talk about the students. It's really important that in the first week new students aren't left alone outside of class, for example at lunchtime, we should make sure we sit with them and include them in groups. Turning to the teachers, they should give new students lots of chances to talk about themselves in class so that other students can get to know them. For instance, they could ask them to talk about their hobbies, their old school and what it's like to be new. Finally, we could organise an after-school meeting in a local café so everyone has the chance to make friends away from school.
To sum up, teachers and students can do a lot to welcome new students, but we must decide on what to do before the new students arrive.

Unit 2, Lesson 2.11, Track 2.19, page 33, exercise 2

Adam Hi there – it's Adam. I hope you had a good weekend. I wanted to tell you all about what I did. I had a great time with my friend Marco and his family. We get on really well, so he invited me over to help him celebrate his birthday. They live in a house near the sea – it's quite small, but I really like it. It's much better than being in an apartment in town!
I got there on Friday evening at about six o'clock, and we went out for dinner at seven with his mum and dad and his sister Anna - so there were five of us. We had a fantastic meal at an Italian restaurant. My pizza was amazing, and Marco had pasta. That looked excellent as well.
On Saturday morning, we walked into town then caught a bus to the beach. We were there all day – the sea was really warm, so we were able to go swimming. We took some sandwiches and fruit for lunch and in the afternoon, we bought ice creams from a café in the village.
In the evening, it was time for Marco's special birthday celebration – a party at his house. Marco's just over a year older than me – I'm still fifteen, but he was seventeen on Saturday. There were about twenty guests and they all brought special presents.
I really liked the T-shirt from his sister – it's got a picture of his favourite band on it. But Marco said that the best present was from me and my brother – tickets to one of the band's concerts in the summer. Marco wants me to go with him - there should still be tickets available, but the concert's at the very end of June and on the first of July I'm going on holiday to Majorca, so I may not be able to go. I really hope I can!

Unit 3, Lesson 3.1, Track 3.01, page 35, exercises 4 and 5

Isobel Hi guys! It's us again. We had so much fun last time, we weren't ready to give back control to Yasmin and Lewis. So, we're going to be doing some of the vlogs.
Max Ah, sorry guys! I'm just browsing news websites, because today's vlog is all about fake news and how to spot it!
I So, we're googling news stories and analysing the information to find out if it's fake or real.
M How do we do this? We look at three main things. Number one – who posted it? Are they a real journalist? Or is it fake news?
I Number two – what are the facts? Do they sound believable or are they far-fetched?
M And number three – what are other people saying? Do other experts agree with the story?
I The most important thing here is that you don't just believe what you read, you check it out too.
M Look at this story, for example. 'Cotton shopping bags worse for the environment than plastic ones'. So, what do you think, Isobel?
I Hmm, it might be fake but I guess it could be true too. Who posted it?
M Err, my mate Sam tweeted it yesterday.
I Ah, it must be fake then!
M Wait a second. It comes from somebody else. A guy he follows called @newzdog blogged about it.
I I've never heard of them! OK, what are the facts?
M It says that a Danish government department carried out a study

and discovered that the process of making a cotton bag is worse for the environment than making a plastic one – much worse!
I I reckon that could be right actually. It's got a ring of truth to it. What are other people saying?
M Give me a second. Lots of well-known news websites are reporting the same thing. And – important update – the Danish government have a report on their official website. You can even stream a whole news report about it!
I OK, then. I didn't see that coming, but it must be true. But I guess that it's only the process that's worse. Plastic bags must still be worse for the environment. Now, here's a story for you … 'Regularly smelling the plant rosemary improves your memory by 75%'.
M You know, I've heard something about rosemary being good for your memory, but 75%? That can't be true! Who posted it and what are the facts?
I I found twelve health websites all with the same statistic.
M And what are other people saying?
I I've done some more googling and found a fact-checking website that contacted the professor responsible for the study. He said that rosemary can improve memory but by 7.5% at the most – not 75%! One website had reported the incorrect figure and the rest just copied and pasted it! Some websites deleted the story, but a lot didn't, so that fake statistic is still out there.
M Proof that you should always check your sources! Now, here's one for you guys!
I 'Tech billionaires recommend parents control children's use of technology.' What do you reckon? Real or fake? Get googling and get checking!

Unit 3, Lesson 3.2, Track 3.04, page 36, exercises 2 and 3

Male No way – it can't be true! I mean, the Japanese make lots of microwaves and things like that, don't they? And another thing, they're really useful – I mean, everybody has got one. No, no … It must be a fake news story. Yeah, I'm sure it's fake.
Female Erm, let me think … They say microwaves are dangerous, so it could be true. You know, there are quite a lot of people who think we should stop using them, so…err…yeah…it might be true, but then again it may be fake news. You can't believe anything you read these days. So, I'm not sure, really!

Unit 3, Lesson 3.4, Track 3.06, page 38, exercises 3 and 4

Host The internet is over thirty years old, and in those years, it has grown rapidly. Here's our science reporter Jade Oni with a few amazing facts and figures.
Jade More and more people are joining the internet every day, but it may surprise you to learn that not everybody is connected yet – in fact, just under 50 percent of the world's population is online. There are approximately four billion internet users worldwide, but where do they live? Well, surprisingly, it is small countries that have the most active internet populations: almost 100 percent of the people of Iceland, Luxembourg and Bermuda are connected.
On the other hand, countries with much bigger populations don't have so many people online. Just over 75 percent of the population of the USA, about 55 percent of the population of China and nearly 35 percent of the population of India are connected to the net, but more and more people are connecting to the internet in these countries every day.
At the bottom of the list are two African countries – Somalia, with just under 2 percent of the population, and Eritrea, with just over 1 percent of the population using the internet, but no doubt more and more Somalians and Eritreans will be online soon.

Unit 3, Lesson 3.6, Track 3.12, page 40, exercise 1

Tom Wow, look at this video of a guy using the first mobile phone!
Amber What?! It looks as big as a shoe!
T It was! It says here that it was 22.86 centimetres long. The longest modern phones are only about 15 centimetres long.
A Well, I'm sure it wasn't as light as a new phone!
T It wasn't! It was really heavy; it weighed 1.1kg, a lot heavier than modern phones; not exactly portable! The heaviest phones today only weigh roughly 225 grams!
A And look at that charge time! It took about seven or eight hours longer than it takes my phone, and mine takes the longest of any phone to charge!
T Really? How long does it take to charge your phone?
A Hmm, around two or three hours …
T And what about the talk time?! You certainly had to talk a lot faster than you do now – look – you only had twenty minutes. Most mobile phones have a talk time of five to seven hours.
A Yeah, but you couldn't hold a heavy phone like that for seven hours –you'd break your arm! Mobile phones have really got a lot better in just a few years.
T You can say that again! You couldn't connect to the internet, so there were no useful apps to use or websites to visit. You could only make phone calls! Can you imagine?

Unit 3, Lesson 3.7, Track 3.15, page 41, exercises 4 and 5

Radio host From PCNY New York, it's 'This Tech World'. I'm Eva González.
Sam Carter And I'm Sam Carter.
RH This week, we're looking at androids. The media and the entertainment industries have been telling us for years that we'll soon have androids in our homes.
But what is an android exactly? Well, the dictionary definition says it's a machine that looks, acts and moves like an independent person. They often have human features, display human behaviour and express human emotions. In recent years, androids have become stars of the internet; google the words 'Spot', 'Atlas 2.0', 'Sophia' or 'Walker' and you'll find some amazing videos of these robots running, climbing stairs, carrying heavy objects and even having conversations. After watching them, you'll think scientists are getting closer and closer to making androids that really look and behave like us. But are they?

Unit 3, Lesson 3.7, Track 3.16, page 41, exercises 6 and 7

Sam Carter Although the YouTube videos of androids are impressive, there's one thing that they never show; a human being! But behind many great androids, there is a human being at a computer terminal and he or she is controlling the robot through a computer network. So, why do the companies that make these videos do this? Professor Lisa Strossen from the New York College of Technology explains.
Prof. Strossen It's really a question of marketing. These companies want to create the idea that they have made robots that can think and act independently, but it's simply not true. People talk about fake news in politics, but it also exists in news about science! Computer science is progressing in this

area, and at the moment, we can write computer programs that enable robots to do a number of jobs – jobs that involve repeating the same movements again and again. However, these robots are far more stupid than us and there is a very good reason why they can't think like humans yet.
SC Which is?
PS Scientists still know very little about how the human brain works and therefore have no idea about how to create an artificial one. So, until science discovers how humans think, super intelligent androids will continue to be fictional characters and the stars of internet videos.
SC So, we've got nothing to worry about.
PS Not exactly. Computer software can analyse data considerably faster than us and robots can also do some things a great deal more accurately. Although the media often talks about a future where androids take control of the planet, it won't happen, or at least not for a very, very long time!
RH Sam Carter created this podcast with the help of Professor Lisa Strossen. I'm Eva González. Back next week with more stories from 'This Tech World'.

Unit 3, Lesson 3.8, Track 3.17, page 42, exercises 3 and 4

Student Well, this picture shows a group of people…er…passengers on public transport. I think it looks as if they're on an underground train in a tunnel because it's dark outside the window. I also think that it must be an underground train in a big city. There are lots of people on the train and I think it might be rush hour because it's so busy. It must be spring or perhaps summer, because nearly everybody is wearing light clothes – they aren't wearing jumpers or coats. Some of the passengers are carrying bags.
The carriage is full of people of different ages. On the right, we can see a young girl who might be a student, and there's a woman with a child in a pram in the middle of the picture, as well as older people who could be going to work. The thing that you really notice though, is that … is that everyone is doing the same thing – they're looking at their mobile phone screens!
Personally, I think mobile phones are great for moments like this, you know, when you're commuting, because you can't really do much else. Anyway, the child in the pram is asleep, so their mum is probably taking advantage of the moment to use her phone - maybe she's reading the news, watching a video or chatting to family or friends.

Unit 4, Lesson 4.1, Track 4.01, page 48, exercises 2 and 3

Yasmin Welcome back to the vlog, guys! It's 8 a.m. on a Saturday morning. We're on our way to take part in our local Parkrun and I am super excited for a proper morning workout. How are you feeling, Lewis?
Lewis You know what, Yasmin? I'm a bit tired. Because it's 8 a.m. on a Saturday morning.
Y Don't worry, Lewis, I was the same when I first took up Parkrun and now I can't get enough of it! It's a free five-kilometre running event that started in 2004. Since then, over five million people have signed up in 22 different countries, including the UK, Russia, the USA, Germany, Italy, France, Japan, Malaysia, South Africa and Australia. Now, over 250,000 people across the world join in every Saturday.
L But why?! It's far too early! I already feel tired and I haven't even run yet!
Y People do it for all kinds of reasons – it could be just for fun or for the health benefits. I started last year and it has brought about several big changes in my life. I gave up junk food, I started to exercise regularly, and I improved really quickly.
L That's another thing I'm worried about – I'm pretty unfit! I can't keep up with all those proper athletes – I'll look ridiculous!
Y I know what you're saying, Lewis, but it's not like that at all. There's a really good vibe and it feels like a real community. Everybody warms up together, they encourage each other a lot and there's no pressure. If you can't carry on, you can just drop out. There's always next week.
L But maybe I could just drop out now!
Y Come on, Lewis! Hang in there! It's great fun – I promise! Now, see if you can catch up with me on the way.
L Ha ha, very funny! Yasmin? Yasmin! Bye, guys! Wish me luck!

Unit 4, Lesson 4.2, Track 4.05, page 50, exercises 8 and 9

Gary Welcome to your fitness centre induction. I'm Gary, one of your instructors. All of the staff here are professional fitness instructors and all of the equipment that you can see is new. Please follow me to the weights area.
Fi Hi, I'm Fi. Nice to meet you.
C Hi Fi, I'm Carl. Is this your first day?
F Yeah, what about you? How long have you been coming?
C Only for a few days. I signed up after some of my friends started working out here, but I don't think many of them will come very often.
F I know the feeling. It looks like hard work to me.
C How often are you going to come?
F I don't know. I'll see how I feel. What about you?
C I want to come every day.
F I'm impressed!
C It's such a great way to get fit. Which classes are you going to sign up for? There are some really good ones.
F Erm, none of them. I don't want someone shouting at me for an hour. I get enough of that at school! And I can't see that any of these machines looks like fun. What do you even do with that one?
C I don't know, you'll have to ask Gary! So, why did you join in the first place?
F For the swimming pool and the spa, of course!

Unit 4, Lesson 4.7, Track 4.10, page 55, exercise 4

1 It's one of the best products on the market.
2 It's a good idea to get more exercise.
3 These are usually found by the sea and can be identified by their shape and colour.
4 It's a great story which we'd love to hear.

Unit 4, Lesson 4.7, Track 4.11, page 55, exercises 5 and 6

Mel Welcome back guys, and thanks so much for all your tweets, messages and emails. If you weren't able to listen to last week's show, it's still online so do go and check it out. On to this week's show and I've got two regular guests with me: journalist and researcher Sadie Wells, and our doctor and health expert Rich Lombard. Today we're talking about the secret to a long and healthy life, and in particular, the answer to the question: Where in the world do the most people live to 100 and beyond? Sadie, what can you tell us?
Sadie There are a few regions in the world where more people than average live to such an old age. These are called the world's blue zones, and include the Japanese island of Okinawa, the Greek island Ikaria, the Nicoya Peninsula in Costa Rica and villages on the Italian island of Sardinia.

Unit 4, Lesson 4.7, Track 4.12, page 55, exercise 7

Mel So, all of the blue zones are by the sea, then? Should we all move to an island or at least near the sea and dive right in?

Rich Well, we realise that most people won't be able to do that, but don't worry, because there are a few simple things that all these people do that help them live longer, and which we can all do, too.

Sadie Obviously, what we eat is so important, and all of these groups of people have traditionally managed to eat a diet high in fresh vegetables, fruit, beans and seeds, with some fish, but only a little red meat. A diet like this is likely to protect you from a number of diseases.

R They also spend a lot of time with their family and friends.

S But the most important thing that all of these people have in common is exercise.

M So, they train and work out a lot, do they?

S No, quite the opposite – they're just generally active. They spend most of their days moving: walking, gardening, meeting friends, looking after their animals, farming … and hardly any of their time watching TV or sitting at a computer. That's the key!

R And what I find really interesting is that people in the blue zones live the longest, but they aren't obsessed with their health. exercise is not something they do on a running track, in a pool or on a basketball court, and it certainly isn't about scoring points or defeating an opponent, it's just a part of normal life and the rhythm of their day.

S While the rest of us spend huge amounts of money on healthy food, gym memberships and miracle treatments, we still live stressful lives, we are addicted to our phones and suffer from many problems linked to our lifestyle.

R Exactly! So, what's the best thing we can learn from these people? Eat simple, healthy foods, see your friends, and move, move, move!

Unit 4, Lesson 4.8, Track 4.15, page 56, exercises 2 and 3

Student A These two photos show young people taking part in different sports. In the first photo, there's a group of teenagers playing a game of volleyball in a sports hall whereas in the second photo, there's a girl jogging outside by herself.

There are a few similarities between the photos. The main thing that both photos have in common is that they show young people who are keeping fit and exercising. Each photo shows someone who probably leads a healthy lifestyle.

However, there are also several differences. For me, the most obvious difference between the photos is that the first photo shows a group of people while the second shows an individual.

Another big difference is the location. Unlike photo A, photo B was taken in much more beautiful surroundings, on a path by a river with many trees.

In my opinion, exercising outside is much better for your mental health, but that said, I've never been a big fan of running. It certainly isn't as sociable as playing volleyball either. In my experience, it's a lot more enjoyable to play team sports, and volleyball is a great game to play with friends, and you don't need to be particularly good at it. For that reason, I'd prefer to play volleyball.

Unit 4, Lesson 4.8, Track 4.16, page 56, exercise 5

Student B Here we have two photos of different activities. Both photos are similar in that they show people doing exercise, but one is of a group of boys playing volleyball – maybe at school or at a leisure centre – and the other is of a young woman running outside.

Interestingly, neither photo A nor photo B shows people using technology, which makes a change because a lot of people listen to music or wear a smart watch when they exercise.

In comparison to photo A, photo B is much more appealing to me because it's in a beautiful location. Playing volleyball in a sports hall is also a lot more expensive than running outside on your own.

As I see it, running is a much better way to keep fit and the best thing is that you can do it whenever you want because you don't have to depend on other people. It's a great way to explore new places and enjoy nature, too.

Unit 4, Lesson 4.11, Track 4.18, page 59, exercise 2

Adult Most of us today enjoy sport, whether it's taking part to keep fit or just enjoying it as a spectator. But have you ever wondered how and why it first began? The oldest sport is thought to be running, for the simple reason that you don't need any equipment to do it. It's believed that humans first started running about four and a half million years ago. There are ancient pictures of this activity in caves in France dating from about 15,000 years ago. There isn't enough evidence to say when running became what we would call a sport, but the first event in the first Olympics was a race on foot and one of the earliest running competitions on record took place in 1829 in Ireland.

Another sport that doesn't require equipment is swimming. Archaeologists have found prehistoric drawings in Libya which they believe show people swimming, although they can't be absolutely certain that their movements aren't in fact related to something else. Although this is another ancient activity, it wasn't until the 1800s that it became a competitive sport and it first appeared as a sport for men at the 1896 Olympics in Athens.

Gymnastics also have a connection with Greece. Around 2,500 years ago, the Greeks realised they could use it as a way of preparing men to fight. Eventually, it became a popular everyday activity and it was an ancient Olympic sport. The Romans also used gymnastics to train their soldiers, but later, the Olympics stopped taking place and there was no longer such an interest in it. This changed about 200 years ago when two German doctors came up with the idea of exercises for young men that used some of the equipment we're familiar with today.

And finally, the earliest form of football is thought to be a ball game from ancient China, called Tsu Chu. It was first mentioned as a form of exercise around four and a half thousand years ago. The aim of Tsu Chu was to see who could manage to kick a ball through a hole in a small net. The game was enjoyed by the most important people in China at the time, although it became less popular there from the fourteenth century. In fact, our modern version of the game of football has been around for less than two hundred years!

Unit 5, Lesson 5.1, Track 5.01, page 60, exercises 2 and 3

Yasmin We've been doing some cool experiments in science about what we're going to eat in the future. Some people think we'll just eat the same

things as now, but I disagree. I mean, just think of all the tasty food that our grandparents didn't have!
Lewis What are you up to, Yasmin?
Y Me? Nothing, but you're wearing that eye mask!
L What? Why?
Y It's a taste test! Some of the most exciting modern research is about how we use all our senses when we taste. You see, scientists say the lines between the senses are blurred, so we eat with our eyes, our nose, even our ears – as well as our mouths when we taste. And you're going to test the theory!
L OK, but you're not putting food up my nose!
Y I won't!
L It's not going to be something very spicy, is it? Or something rotten? Or sour?!
Y You'll see … So, what is it?
L I, uh, I haven't got a clue. It's quite smooth. Is it, like, a wet potato?
Y A wet potato? No, it's melon!
L Seriously?! Seeing is believing, I guess, but I did not expect that!
Y Exactly! What we see is so important, which brings me on to dish number two. What taste do you think this dish will have?
L It looks sweet and sticky, like a dessert. Ugh… that's gross! It's really salty!
Y Right! The colour confused you! We connect different colours to different tastes, and we expect food that is a pale pink or a vivid red to be sweet, so it's a surprise when it isn't! Ready for the last experiment?
L Don't give me something salty again!
Y This time you just have to say what the difference is between these two cups of coffee … while wearing these. I'll play a different sound while you drink each cup. Ready? Go!
L Woah! That's deafening!
Y Sorry!
L That's better. This one is quite bitter.
Y Now try the other one.
L Yeah, I definitely prefer this one – it's sweeter!
Y Shall I tell you what the difference is?
L Fire away!
Y There isn't any! It's the same coffee!
L It's just the sound that's different? OK, your senses obviously make a huge difference. But can you just promise me one thing?
Y What's that?
L Don't make me eat this again. Please!
Y I won't, I promise!

Unit 5, Lesson 5.2, Track 5.05, page 62, exercises 1 and 2

Will Hey, Joe. Lina and I are visiting the FuturoLife Exhibition on Saturday. Do you want to come?
Joe Sounds interesting. What's it about?
W Well, basically it's about how they think technology will change home life. There's a presentation at 10 o'clock on Saturday morning about entertainment devices in the home that I really want to see, but there are lots of other things.
J Is there going to be anything about cooking?
W Well, they're going to do a demonstration of the kitchen of the future.
J Perhaps they'll give us something to eat!
W I don't know about that, but they are going to talk about food of the future. I've read the programme and I'm sure it's going to be interesting.
J Okay, I'll come. It's this Saturday, the 4th, right?
W Yeah.
J How are you getting there?
W Well, it's at the London Exhibition Centre and it starts at 9 o'clock, so we're catching the 8 o'clock train to Victoria station.
J Okay, I'll see you both at the station at ten to eight.
W Great! See you then!

Unit 5, Lesson 5.3, Track 5.07, page 63, exercise 4

Radio host Hey there, here's a message for all our listeners who are under 40; you might live forever! At least that is what futurologists think. I'm Linton Johnson; this is Future Worlds.
Nowak "Humans have a great interest in the future. Although we have a lot of scientific information, we still listen to people who promise they can predict our futures."
RH We're listening to futurologist Lena Nowak. Lena works at The Future Community, an organisation that looks at what is going to happen in the future. International companies and media organisations buy information from The Future Community so they can make plans.
N Of course, we can make mistakes, especially when we talk about fifty years from now. But when we talk about what we think will happen in the next five or ten years, we're usually 85 percent correct.
RH That's why when futurologists claimed that at least one person alive in 2020 will be alive in 2150, we wanted to hear more.

Unit 5, Lesson 5.3, Track 5.08, page 63, exercises 5 and 6

Ableman "Nobody wants to live as a 90-year-old forever, going to the doctor's for check-ups and examinations all the time. People want to live forever in good physical and mental condition, and they'll soon be able to do that. Science will allow people to change old parts of the body for new ones."
Presenter Those are the words of professor Bernard Ableman from the Future Health Institute.
A "There may be other possibilities, too. You might transfer your brain to a computer and live in a virtual world online. You could live forever online. Then, we'll be able to connect our brains to android bodies all over the world, so if you are in London but want to visit the Amazon rainforest, you'll be able to use an android body in Brazil and go on your trip."
P This might sound like science fiction, but Nowak and Ableman think that these new ways of living will be here soon. But if they are, how will that effect the way we behave? Here's writer Paul Taylor.
Taylor "Science gives us new technology without thinking about how it will change society. However, a few writers have written about societies where people live forever, and it's not always positive. In one story, the characters become lazy because they know they will always have time to do things. They give up eating well and doing exercise, because they know they will always live. There is also a population problem, because there are still babies, but nobody dies."
P So, if you're under 40, you might live forever…but will you want to? Future Worlds is created by Ira Williams and me, Linton Johnson.

Unit 5, Lesson 5.4, Track 5.09, page 64, exercises 4 and 5

Emma I thought what she said about asking for help was really interesting. I hate asking for help – I feel it makes me look weak, but I realise it's not like that at all. In fact, as she said, we all need help now and then. Also, she said that most people like to help. So, the next time I have a problem or if something is getting me down, I'll speak to someone, but not just anyone

- I'll choose a good listener or someone who maybe has a bit of experience, you know, someone who has gone through the same situation.
Frank The main thing that I got from the talk was how to deal with the negative thoughts that we sometimes have about ourselves by changing them to positive ones. Of course, we all have to be honest about our abilities, but sometimes I'm too negative about what I can do. I put myself down, you know, I think I'm not as good as other people, but I am! There are always going to be people that are really, really good at certain things, but I need to remember that I'm just as good as the others or at least I can be, if I'm more positive about myself.
Upma I have to admit that I hate speaking in public, so it was interesting to hear that we can deal with our fears of social situations by imagining ourselves doing them successfully. The speaker also said we should role play the situation we fear at home, you know, act in front of a mirror or with someone you trust. So that's what I'm going to do. I'll try and get over my fear by giving a speech at home. Well, I think I should try it out.

Unit 5, Lesson 5.6, Track 5.13, page 66, exercises 7 and 8

Teen We don't realise it, but our eating habits are changing. In my town, more and more fast food restaurants have been opened, but so have health food shops, too. Farmers' markets have been opened and are also becoming more popular. Lots of people say it's better for the planet to buy food that has been produced locally, and more and more local farm produce is being sold at these markets.
At my school, our menus for lunch were changed last year. We are being given much more choice of fruit and vegetables and less fast food. Healthy veggie burgers are also on the menu! I wonder what we'll be eating in ten years' time!

Unit 5, Lesson 5.8, Track 5.16, page 68, exercises 3 and 4

Mo What have you ordered?
Ivy Avocado on toast! It's really tasty and healthy, too! I love it!
M Really good for you, but terrible for the planet!
I What do you mean by 'terrible for the planet'?
M Well, as far as I'm concerned, there is some food that we shouldn't eat because it has a bad effect on the environment.
I Why do you think that? I don't think my avocado on toast is going to destroy the planet!
M Well, a lot of things that are considered healthy come from the other side of the planet and, and…
I Yeah, but I'm not convinced that…
M I'm sorry, but I haven't finished.
I Sorry!
M … and bringing them here causes pollution. In some cases, they're also bad for the environment. For example, farmers in some countries cut down tropical rainforests, so they've got enough land to grow the fruit and vegetables that we want.
I Oh, dear! You've made me feel guilty now.
M And they come in lots of individual plastic bags, too.
Poppy Actually, I've got something to say about that as well. A lot of these health foods are just a fashion that will soon disappear. If we eat more locally produced food, the environment benefits and so do local farmers.
I To be honest, I agree with you both, but, you know, I honestly didn't know anything about where avocados come from. The media should inform us better!
M I agree up to a point, but it's also our responsibility to find out where the food we eat comes from.
P I completely agree.

Unit 6, Lesson 6.1, Track 6.01, page 74, exercises 2 and 3

Max Hi guys and welcome back to our vlog. We're back again, and today we're talking about travel.
Isobel Now, is it just me or is everyone obsessed with travelling these days? Every time I go online, all I see are people who can't stop posting about going backpacking in India, seeing the sights in Europe or staying at a luxury resort.
M And then there are so many photos of tourists meeting local people… 'experiencing local culture'… all over the world!
I I mean, don't get me wrong, I love travelling, but flying all over the world adds huge amounts of carbon dioxide to the atmosphere. And it's really expensive too! Paying for travel, booking accommodation – they're all things that cost money – a lot of money.
M But there are so many other ways to experience different cultures. You don't need to book tickets or make reservations, you don't even need to go abroad! You just set off on a journey down your local shopping street where you can find places that sell bread from Poland, sweets from Turkey, and cheese from Italy …
I And then there are the restaurants: Chinese, Italian, Greek, French, Indian and many, many more. So, if you're looking for international cuisine, just explore the local area! Samosa?
M Nice one! As well as food, there's art. Most of our museums and galleries have artworks from all over the world like pottery from China or paintings from Italy.
I And in the cinema, you can watch films from the USA, India or anywhere!
M And you don't even need to leave the house. You can read books about every country in the world, from Albania to Zambia.
I You can even tour some of the world's most famous sights using virtual reality! Want to see the pyramids? With a VR headset you've already arrived at your destination!
M We don't want to go on about this, but if you want to find out about different countries and cultures, chances are there's plenty to discover in your area.
I So, get out there and get exploring!

Unit 6, Lesson 6.2, Track 6.06, page 76, exercise 9

Adult This is a country with many incredible sights to see across two islands, including mountains, lakes, rainforests and beautiful beaches.
For tourists interested in history, Rotorua is the best place to experience the traditional culture of the Maori people. They first arrived on boats from the South Pacific over 700 years ago.
A great way to meet local people is to watch a game of rugby, the country's national sport. It's an exciting game, and the national team, the All Blacks, are the world's best, and the players are the biggest sports stars in the country.
For tourists whose first love is the cinema, why not make a reservation on a Lord of the Rings tour and visit the studio and locations where the films were made? Finally, no visit to this beautiful country is complete without a trip to the Taupo Volcanic Zone. It's a unique area which is home to three active volcanoes.

Unit 6, Lesson 6.4, Track 6.09, page 78, exercises 3 and 4

Professor One of the most important lessons we can learn when we experience different cultures is that what is normal behaviour in one culture might be rude in another. It doesn't mean that one culture is right and one is wrong, or one is more civilised or better, they are just different.

Our beliefs, language, everyday habits and expressions are all part of our culture. And this is something we need to think about when we go abroad and meet local people from other countries. For example, hand gestures and how we greet people are different around the world. In many western cultures, kissing someone on the cheek is a common way to greet someone. In the UK, it's unusual to do this with people you don't know very well, and in some countries, for example China, this is not acceptable.

What you should and shouldn't do when you go into someone's home also changes from country to country. In many parts of the world, it is a custom to remove your shoes when you enter someone's home. It shows respect to your host and their home. But in many countries, it's perfectly normal to wear shoes inside.

Different cultures also have very different attitudes to animals. In many Middle Eastern cultures, dogs are seen as dirty and should not be in the home, while in the USA and many European cultures, dogs are 'man's best friend' and a part of the family. They live, eat and sleep in the family home.

The more we travel, live and work abroad, the more important it is for us to understand that everyone's culture is different, and these differences are an opportunity to learn.

Unit 6, Lesson 6.7, Track 6.14, page 81, exercise 2

1 Phew. That was close. I wasn't sure if we would make it on time. After the train was so late, I was convinced we'd miss the flight, so I'm just so pleased to see it hasn't left yet.

2 I think we're going to be lucky. They said there were 50 tickets left and I don't think there are more than 50 people in front of us.

3 Oh my goodness, it was everything I hoped it would be and more! The views, you can't imagine, it was just, like, the best day of my life!

4 I just know we're going to lose this match. We haven't been playing well all year.

Unit 6, Lesson 6.7, Track 6.15, page 81, exercises 3, 4 and 5

1 It was really crowded, but what do you expect. It's one of the most famous tourist attractions in the world. I didn't expect it would be quiet! The walk along it was really interesting, and the views of China are breath-taking. I may not come again, but I'm really glad that I've seen it.

2 I mean, this is meant to be the centre of the most glamorous industry in the world, but when you actually get there, it's just really depressing. There are a few big cinemas, but they're nothing extraordinary and, apart from that, just lots of awful tourist shops. I don't know why anyone would bother going there. I'm used to much nicer places where I'm from. We were also warned about exploring the area at night as it can be quite dangerous. And the hotel doesn't feel like the five-star ones I usually stay in.

3 I mean, we were in Paris, so we thought we should go and see it. The museum itself is extraordinary, sure, but it's almost impossible to see the painting. It's just surrounded by people taking selfies. I mean, this is the most famous painting in the world and all people want to do is take selfies. So frustrating. I find tourists so annoying. What a joke!

4 So, we decided to do this walk, which was organised by a company out there. And I'm so pleased we did. It wasn't at all disappointing. There were eight of us in the group, which was a good number, plus the guides, who were brilliant. It was just so well organised. A lot of people complain about it being crowded on the mountains, but we didn't think so. On the way, we met plenty of local people and when you get there, the views are breath-taking. Unforgettable, really.

Unit 6, Lesson 6.7, Track 6.16, page 81, exercise 6

1 I have something to tell you.
2 I have something to tell you.
3 I have something to tell you.

Unit 6, Lesson 6.8, Track 6.17, page 82, exercises 2, 3 and 4

Patrick Hello.
Maria Hello, can I help you?
Pa I'm interested in finding out more about the Outback Experience tour.
M Yes, of course. How can I help?
Phil Can you tell us if transport is included in the price?
M Yes, it is. The tour guide picks you up from your hostel or hotel in the city.
Ph That's really useful.
Pa What about accommodation? Do you think we should book a hotel?
M No, you'll be camping in tents in a different place each night in the outback.
Ph That sounds great.
Pa What happens if it rains?
M Don't worry, the tents are waterproof.
Ph What clothes would you recommend?
M Comfortable clothes to walk in and you should bring something warm to wear in the evening.
Pa Could you be more specific?
M Sure. Long trousers for walking in, good walking boots, a fleece or sweater and a jacket.
Pa That's good to know.
Ph Can we go swimming on the trip? And should we bring a swimsuit?
M No, there won't be any water nearby.
Ph Could you repeat that, please?
M You won't be near any water on the tour.
Ph That's a shame.
Pa One last question. Is it possible to cancel the reservation once it's made?
M You can't cancel it, but you can change the dates.
Ph Thanks a lot for your help.
M You're welcome. Would you like me to book you a place now?
Ph Yes, there are two of us and …

Unit 6, Lesson 6.11, Track 6.18, page 85, exercise 2

Young adult If you're not a great fan of air travel, but still want to see the world, how about taking a train journey instead? I've always loved travelling by rail, and there are some amazing routes to discover in every continent. Last autumn, I decided to take a trip on the Trans-Siberian Railway. It's a great opportunity to travel across Russia in a more unusual way. It was an amazing journey that took six nights and covered over 9,000 kilometres, starting from Moscow and travelling east towards Vladivostok, near the border with China.

Before I began my train journey, I spent a few days exploring the capital city. There's so much to see there, especially if you're interested in history and art. One day I took a three-hour walking

tour, followed by a boat trip on the Moskva River. In the evening, I had dinner at a traditional restaurant then enjoyed a concert.
The next morning, my adventure really began! I was surprised at how comfortable the train was – my accommodation was incredibly clean, and it even had air conditioning, although the lack of a shower might be a problem for some travellers. The food in the restaurant car was excellent and there was a good range of food to choose from, with plenty of vegetarian options. The restaurant is a great place to meet people, too. Lots of Russians use the train for shorter trips – the train stops several times a day for about 10 or 20 minutes to let people on and off, and it's a good opportunity for a short walk at the same time. I loved having the chance to chat to some locals. It's a good idea to learn a few phrases in Russian, and I also found that having a map was a great way to start a conversation about my journey.
I saw some truly amazing things on the route. One of my favourite landmarks was the bridge at Novosibirsk – it takes the railway line over the Ob River and it's nearly one kilometre in length. The scenery was wonderful as well. We crossed the Ural Mountains and went through the incredible Siberian forest. But for me, the highlight was passing Lake Baikal. It's the largest freshwater lake in the world and its blue waters are simply breath-taking.
You can take this trip at any time of the year. Of course, you'll need plenty of warm clothes if you go in the winter, including snow boots and a warm coat. What else should you take? I'd suggest a few good books, but there are plenty of other things to do, like playing chess and making new friends. But you'll probably find you spend most of your time looking out of the window!

Unit 7, Lesson 7.1, Track 7.01, page 86, exercises 2 and 3

Yasmin Hi guys and welcome to the show. Today, we're talking rubbish.
Lewis Speak for yourself!
Y I mean the rubbish on our streets, in our rivers and in our parks. This kind of litter is everywhere!
L And now we're doing something about it. And it's all because of this guy. His name is Jamal and he's a legend! He noticed that his local park was full of rubbish, especially plastic waste. But he said that he couldn't just wait for the local politicians to do something about the issue, so he decided to take it on himself.
Y He started Jamal's Teen Park-Clean, a campaign that encourages teenagers to get together and pick up litter in their local parks. It began with only a few volunteers, but that has changed. I checked the website recently and it said that hundreds of teenagers had now started their own groups, all over the country! He's turned a small volunteer group into a national youth movement!
L And it has now become popular internationally too! Young people all over the world are helping to fight the plastic waste crisis! And we want to lend a hand, so I'm going to set up a Teen Park-Clean right here in our local town. Are you happy to volunteer, Yasmin?
Y You bet! I'm keen to do my bit, but where do we start?
L That was exactly my question! So, I contacted Jamal and he talked me through the steps he'd taken to get started. So, the first thing Jamal said was that we would need to raise awareness. To do that we'll need a lot of assistance! So, first we should find volunteers and then we need to get the word out. We can do this through social media, the local press, even posters at school. Everything helps!
Then, Jamal pointed out that we needed to raise money for equipment. He said that his team had worked with local charities to do some fundraising and that it had gone really well. The money they raised meant they could easily get what they needed. They even had money left over, which they gave as a donation to a poverty and unemployment relief fund.
Finally, Jamal's advice was to just get started! Once you've got the volunteers and the equipment, there's no excuse! I've done steps one and two so Saturday, 3 p.m. in the park. Are you up for it?
Y Just try and stop me!

Unit 7, Lesson 7.2, Track 7.05, page 88, exercises 7 and 8

Teen girl I'm trying to be greener and so are my family. At home, we recycle everything that we can. I've also become a volunteer in a group that is trying to clean up the local river. I joined last month and so far we have organised a clean-up of a park next to the river. Next, we'll have a fundraising event so we can buy a special net to catch rubbish here in the river. I feel we're doing something useful and I'm enjoying it too!

Unit 7, Lesson 7.4, Track 7.08, page 90, exercises 2 and 3

Adult Okay, listen up everybody. Today, we're going to plan our communications campaign, and I need your input on this. So, everybody in their teams, please!
Right, the first thing we need is a mission statement. Now our mission statement will tell people who we are, what we're doing and why, so think about the best way to communicate this message.
I also want you to think about our clear goals. We need to have clear aims, aims that people think they can help us achieve. Everybody knows that the problem of people living on the streets is a big challenge for society and we obviously can't solve it on our own, but we can do something. What?
Now the next thing I want you to think about is our target audience – who are we asking to help us? If we try to involve all the public, it won't work. We need to focus on one or two groups and think about what those groups can offer. So, yeah, if we need energy and physical help, then young people would be a good target, but if we want financial donations, we need to contact older people or even businesses.
Okay, next up I want to talk about communication and our target audience. If we want young people to be involved, then an advertisement in a printed newspaper isn't going to work. So, successful communication is about choosing the best media for the people we want to reach out to.
And another thing about communication – 'availability' – remember communication is a two-way street. We have to make sure that we are available and that our target audience can contact us and ask questions about what we're doing. We're not just asking for people's donations and help – we also have to be able to explain how we are going to use their donations.
Finally, I want stories that give us powerful emotions! We need to tell stories that touch people's hearts; cold facts and statistics won't do it. Go out on the streets and find out why people are homeless, find out what happened

to them and let's tell those stories to our audience.
Okay people, let's go to work!

Unit 7, Lesson 7.6, Track 7.13, page 92, exercise 1

Radio host When Ann Baker asked her family if they wanted to take part in a reality show, they all replied, 'Yes'. However, after two months on the show, they have all changed their minds, especially 16-year-old daughter Lisa. The reality show involves living in a house like people did in the 19th century. That means only eating food, wearing clothes and using things from the 19th century. A newspaper asked Lisa what she thought of 19th century life. She answered that it was very boring for 16-year-old girls. They cleaned houses or got married … or both! Lisa also said she felt dirty all the time because of the smoke from the kitchen fire. Unsurprisingly, she has missed her modern life, although she said she feels silly that things like her mobile phone are important to her. Despite that, she says the first thing that she will do when she leaves the house is check all the messages on her phone!

Unit 7, Lesson 7.7, Track 7.14, page 93, exercise 2

Harry Hi Ellen. Er … I found most of the information about where uncontacted peoples live on the internet. Let's see … there are about 100 isolated tribes on the planet – at least that's what the experts think – … and most of them live in Brazil, but others can be found in Colombia, Ecuador, Peru, Papua New Guinea and on the North Sentinel Island of the Andaman Islands … err … near India. Also, they know about us…I mean, the modern world … but basically they have chosen to live separate from the modern world – they aren't doing it to make a point! In fact, they're actually interested in making contact, but are often frightened – they've had…erm… they've had bad experiences in the past, you know, they've seen friends or family killed by criminals that have been hiding on their land, or…or…the environment where they live has been destroyed. Things like that.
Anyway, most of these people learn hunting skills that are useful in the environment where they live, and they can move around easily because they also collect fruit and plants for food and …er… they don't have farms which means they don't have to stay in one place; those are some of the reasons why they have been able to stay out of contact.

Unit 7, Lesson 7.7, Track 7.15, page 93, exercises 4 and 5

Harry Okay, here's another message! I got most of the information about uncontacted peoples avoiding the modern world from Professor Sue Davids at the university. I also asked her what could be done to protect these people and Professor Davids said there are organisations that try to protect them, but that there's also pressure to take their land for business reasons. She gave a positive example of the way the Indian government used to protect the Sentinelese people on the island of North Sentinel and stop anybody from visiting the island. Experts believe the Sentinelese have been alone there for 60,000 years and that visitors could give them diseases – diseases that we have treatment or vaccines for that would… would… er… kill them. Anyway, it seems the Sentinelese know how to defend themselves and they have attacked people who have tried to visit the island!
People aren't allowed to visit the island, but can you believe that there are people who still try? Davids said that about 50 percent of a group of uncontacted people die because of contact with outsiders and the diseases they may be carrying. I mean, don't they care? Unbelievable!

Unit 7, Lesson 7.8, Track 7.16, page 94, exercises 2 and 3

Oli So, we both agree that we want to volunteer, but which charity are we going to volunteer for? Personally, I think we should choose one that will be useful for our CVs. What do you reckon?
Ava Well, I think the good thing about volunteering is contributing to a cause that you care about - something that you really want to help with.
O Yeah, I agree…definitely, but I really want to be a teacher in the future, so I think volunteering at an after-school club for young teenagers could be a good option because it would look good on my CV and we'd learn new skills. What do you think?
A I suppose so, but I don't know what I want to do in the future. And to be honest, I'm not sure I could control a big group of teenagers!
O OK, that's fine. Well, how about the second option - visiting elderly people that can't get out of their houses? We would help them with their shopping and things like that. Those are really practical things that we can both do to help someone, and I think that's a good reason for volunteering, right? Do you think that's a good idea?
A Yeah, yeah, it sounds great, and we would be helping elderly people to connect with the community. I really like that idea.
O Exactly! OK, maybe we could choose that one, but shall we consider the third option before deciding?
A Right, volunteering to clean up the local river once a week. Well, I think it could be a good option because we would make a difference to the community, wouldn't we? I quite like the idea of that.
O We would, but…
A But what? What are you thinking?
O Well, it's a difficult decision. They're all good causes. Which do you think is best?
A Well, as you say, it's difficult, but I feel we'd be more useful helping elderly people. What you said about doing practical things for others is so true.
O Yeah, and helping them to join the community is a good reason, too.
A Yeah…yeah…great…we've agreed then! Shall we go with that? Now, all we have to do is start on this application!

Unit 8, Lesson 8.1, Track 8.01, page 100, exercises 2 and 3

Isobel Hi guys! Welcome to our vlog and today, er … Max, what are you doing?
Max I'm looking for some trainers and I've found an amazing offer. But the sale ends in four, three, two …
I Stop, Max. STOP IT! It's a trick!
M What are you getting at?
I People have always used so-called 'sales' to attract customers. And they often add that you can only get these discounts for a limited time. After all, no one wants to miss out on an amazing offer, do they?
M No, they don't! And if you hadn't stopped me, I'd have got one!
I Ah, come on Max! Get real! Don't you think it's a bit weird that all these sales 'must end today'? If you'd taken some time to look around, you probably would have found it wasn't a deal at all. Go ahead. Refresh the page.

M Yep, the sale's over, but wait! The shoes are even cheaper!
I You see, that's how they get you! They have lots of tricks like that! Like playing calm and relaxing music, or using colours like blues, greens and whites to make you feel at home, or treating you like you're their best friend with their 'Oh, why don't you try it on?' and 'That looks great on you!'. Then, it's sell, sell, sell! They don't care if you get into debt! And they won't listen if you make a complaint!
M OK, now I'm scared! But what do you do?
I First of all, if they tell me I can get a discount, I always check. Is it really a discount? And, to be honest, I rarely buy stuff in the sales. If I do, I always keep the receipt so I can get a refund if I need to. I always have a budget when I go shopping too. If it's over my budget, I don't buy it.
M But what if it's a really big discount? I mean, these trainers are now £20 cheaper! But maybe I should look around?
I Spot on, Max. If you actually look around, you might find a good offer, not just a sales trick!
M No, wait, I don't have time. The sale ends in two minutes!
I Just make sure you can cancel the order and send it back!

Unit 8, Lesson 8.2, Track 8.06, page 102, exercises 6 and 7

Adult In the world of business, bad decisions can cost companies a lot of money, lose them lots of customers and cause a lot of regret.
In 1985, Coca-Cola did exactly that. The company decided to change its winning recipe and design and replace it with a new drink, known as New Coke. This might sound like a strange idea, but at the time, Coca-Cola was in serious competition with Pepsi Cola, whose 'Pepsi Generation' advertisements had been really successful. Coca-Cola decided it needed to do something big. But not only did they start selling New Coke, they also stopped producing the original drink, the drink that was the most successful and most popular brand in the whole world.
To Americans, Cola-Cola was part of their history, their culture and their identity, and suddenly, it was gone. The public were very angry and many people changed to Pepsi, which cost the company huge amounts of money. Less than three months later, Coca-Cola realised they had made a big mistake and started producing the original drink again, under the name Coca-Cola Classic. By 2002, New Coke was finished, and Coca-Cola Classic returned to being what it always was, Coca-Cola.

Unit 8, Lesson 8.3, Track 8.07, page 103, exercises 4, 5 and 7

Amy Continuing our series on money, today Jack and I are talking about how to be a smart shopper.
Jack Yes, I think sometimes people don't know how many ways there are to save money when you shop these days.
A I think it's because it's not always obvious, and some involve a bit of hard work or a change of habit.
J Yes, you are right! So, Amy – do you want to start?
A Sure. My first tip is a simple one. Use price comparison websites. They will help you know if you're getting a good deal or being ripped off.
J If I had known that a few months ago, I'm sure I would have got a better price on my new laptop. Following on from that, don't be afraid to haggle for a price reduction. These days, it's possible to get a discount by asking for one. Just be polite, smile and ask if they can offer a better price. But be prepared to abandon the deal and politely say 'no, thank you' if they can't.
A OK, next, use social media. It's a good idea to follow your favourite brands. They often post special offers and details of clearance sales on social media or links to coupons you can use both in store and online.
J My last tip is all about timing. In my opinion, I wouldn't rush out and buy the latest gizmo the moment it's in stock. Prices are always highest for new technology for the first few months, so be patient and remember that it will be cheaper in a few months' time. Also, think about buying out of season. What I mean is, buy your swimsuit in autumn and your winter coat at the start of spring. You will definitely find better offers.
A Good point. Well, I think there are plenty of good ideas there. Feel free to post more on our social media pages. And happy shopping, guys!

Unit 8, Lesson 8.4, Track 8.08, page 104, exercises 3 and 4

Adviser So, let's set up your savings plan. First of all, I'd like to go through your income each month. How much pocket money do you get from parents?
Tim About £40 a month. But I can also get more if I do chores at home.
A And do you have a part-time job?
T Yes, I work in a café on Saturdays. My wages are around £80 a month from that.
A OK, good. So, that's an income of £120 a month. And what about your outgoings? Let's start with your purchases.
T It's difficult to say, but it's possible that I spend about £20 a month.
A OK … and what about entertainment?
T I usually go to the cinema about twice a month, my friends and I go for a burger most Saturdays, and then the occasional drink or snack. Around £50 a month, although it might be more.
A Let's add that here. Finally, what about essential costs, like travel, public transport, sports, etc.?
T It'll probably be another £30 per month.
A OK, and how much would you like to save – what's your goal?
T I'd really like to save £500 for a holiday next year.
A OK, and what's your bank balance in your savings account at the moment?
T It's £160.
A How much interest do you get?
T It's two percent per year.
A Give me a moment … If you can give yourself a budget of £40 per month for entertainment, then you'll be able to afford to save £30 per month, and over a year, you'll have £360 plus your current balance. What do you think?
T I'm sure that's possible.
A Excellent!

Unit 8, Lesson 8.6, Track 8.12, page 106, exercises 5 and 6

Professor Does anyone know what bitcoin and tulips have in common? Let me explain.
At the start of the 17th century, tulips were becoming popular in the Netherlands, as more people enjoyed having the colourful flowers in their homes. Farmers then learned to grow more colourful flowers. And soon, the prices of some unusual tulips started to go up.

But then something strange happened. Rich Dutch people became interested and they offered to buy bulbs from farmers. This was not because they wanted to grow tulips though, but because they fancied making a profit from them.
Early investors were successful. As more people kept buying, the prices increased quickly, and people were selling tulip bulbs for a lot more than the flowers were worth. Everyone was talking about tulips and they were selling for the same price as a house. Eventually the price of the tulips fell really quickly when people were no longer prepared to pay such high prices. Does this sound familiar?
Here's the lesson. When the price of something is not related to its value but to what someone will pay for it, you're in trouble. People were no longer prepared to pay such a high price anymore and they quickly tried to sell. This meant that the price dropped really quickly and just like bitcoin, a lot of people who invested in tulips lost everything.

Unit 8, Lesson 8.8, Track 8.14, page 108, exercises 2 and 4

Magda We'd like to discuss our plans for the school party next month.
Teacher Yes, of course. The main thing for me is that everyone is safe and there is no damage to the school.
Alex We understand. This is very important for us, too. Would we able to use the school hall, the dining hall and kitchen?
T Well, I'm not sure about the kitchen – there's a lot of expensive equipment in there. It could be dangerous on your own.
A What about if a member of staff was with us?
T OK. Provided that a member of the kitchen staff was in the kitchen at all times, I would be happy to let you use those areas. What about the time of the party?
M We'd like to start at 7 p.m. and finish at midnight.
T I'm afraid that's out of the question. It would need to finish at 11 p.m. at the latest.
M That's fine. Would the school be able to give us a small budget to buy food and drink?
T We could give you £100.
M Would you consider giving us a bit more? If you could give us £150, we would be able get a band to play, and decorate the hall as well. We think it would really improve the atmosphere.
T I think we can accept that.
M That's great. Thank you very much.
A Thank you.
T You're welcome. Good luck with organising everything.

Unit 8, Lesson 8.11, Track 8.15, page 111, exercise 2

1 A new shopping centre opened in town last year. It's not a very big town and there were already plenty of shops on the high street. Of course, a lot of those smaller independent businesses are now in difficulties. There are so many empty stores in the high street now. And the shopping centre is bringing more traffic into town. That means more problems with parking and of course more air pollution. On the other hand, I can understand why some people like it, especially teenagers. It's a great place to hang out, with all the new cafes and restaurants.
2 I'm a huge fan of charity and second-hand shops. I'm always finding interesting and unusual clothes – stuff that you just wouldn't find in big stores. I love dressing up when I go out, it's all part of the fun. It's important to me to be an individual, so buying something a bit different is really important. That's why charity shops are perfect for me. I can browse in them for hours. I just love the ones in my neighbourhood! And they're ideal if you don't have a lot of money to spend.
3 There are lots of things that annoy me about shopping. I think the thing I hate most is that companies are always trying to make you buy things you don't really need. There are adverts everywhere nowadays – on TV, in magazines, on public transport – and of course on social media. You just can't get away from them. They're always trying to persuade you that you'd be a happier or better person if you bought their product. I don't understand why people believe it. It's just clever advertising I suppose, with lots of powerful and attractive images. There's a whole psychology to it, but it doesn't convince me to spend my money.
4 I can see why online shopping is so popular these days – it's a lot more convenient for people who can't – or don't want to – get to the shops. But personally, I'd much rather talk to someone face to face. That's why I try to buy at my local shops if possible. I think you get better service and you can see what you're buying. That's especially true for food. I love cooking, but I don't want to buy a huge bag of vegetables – they're usually wrapped in too much plastic and you have to buy far more than you need. I always end up throwing things away, which is terrible. It's such a waste.
5 As a student, I have to live on a budget. I can't afford to go out much, so I don't need many clothes. Lots of people buy something and only wear it once, just so they can keep up with fashion. I don't understand that at all. I think it's better to pay more for something and keep it – if things are well made, they should last for years. Too much choice isn't always a good thing. Some of my friends buy clothes online, but they order about six different colours of the same item then send some back! That means more packaging, more deliveries, and more vehicles on the road. It can't be good.

Workbook answer key

INTRODUCTION

0.1

1
1 simple 2 continuous

2
1 is working 2A 2 travel 1A 3 is writing 2A 4 belongs 1A 5 fail, don't revise 1A 6 Do you like, prefer 1B 7 are studying 2B 8 wants 1B

3
1 do you think 2 like 3 Do you understand 4 are learning 5 is changing 6 is getting 7 has, 8 forget 9 Are you working 10 am revising 11 want 12 know

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

5
1 H 2 C 3 G 4 F 5 B 6 A 7 D 8 E

6
1 progress 2 revise 3 essay 4 qualifications 5 fail 6 technology

7
1 Which subjects are you studying at school this term?
2 What technology do you often use for studying?
3 What do you want to do after you finish school?
4 Why are you working so hard at the moment?

0.2

1
1 C 2 H 3 A 4 F 5 B 6 D 7 E 8 G

2
1 elderly 2 relatives 3 only child 4 twins 5 mid-seventies 6 childhood

3
1 was born 2 mid-nineties 3 grew up 4 only child 5 childhood 6 early twenties 7 middle-aged 8 got married 9 start a family 10 elderly 11 celebrate 12 relatives

4
1 A 2 C 3 E 4 D 5 B

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

6
1 a 2 - 3 the, an 4 a

0.3

1
1 C 2 E 3 G 4 F 5 H 6 B 7 D 8 A

2
1 pass apply
2 got leave rent
3 get be

3
1 turn eighteen 2 pass your final exams 3 apply to university 4 leave home 5 pay bills / be independent 6 open a bank account 7 be independent 8 rent a flat 9 get your driving licence 10 start your own business 11 go abroad 12 get a job 13 take up a new hobby

4
1 second – sentences 1 and 5
2 zero – sentences 3 and 6
3 first – sentences 2 and 4

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

6
1 If I pass my exams I'll apply to university to study maths.
2 If you want to speak English fluently, then you have to practise every day.
3 If we could afford to rent a flat, then we wouldn't live with our parents.
4 If I get a job next summer, I'll save enough money to go abroad.
5 If she was an only child, she would be lonely.
6 If you open a bank account with this new bank, you also get a credit card.

7
1 Where will you go if you go abroad next summer?
2 If you applied to university, which subject would you study?
3 What job would you do if you could do anything?
4 If you fail your final exams, what will you do?

0.4

1
1 E 2 G 3 A 4 H 5 B 6 C 7 F 8 D

2
1 housework 2 empty 3 fold 4 put them away 5 clear 6 wash 7 make 8 tidy 9 take 10 water

3
1 make 2 tidy 3 put 4 load 5 empty 6 fold 7 irons 8 lays 9 clear 10 wash 11 dries 12 does 13 sweep 14 dust 15 clean 16 take out

4
1 need to 2 don't have to 3 must 4 have to 5 mustn't 6 mustn't 7 don't need to

5
A – sentences 1 and 4
B – sentences 2 and 7
C – sentence 3
D – sentences 5 and 6

6
1 don't need to do
2 have to make
3 must wear
4 need to phone
5 mustn't forget
6 need to / have to get up
7 don't need to write / don't have to write
8 mustn't go out

Unit 1

1.1

1a
1 games 2 rules 3 turns 4 challenge 5 guess 6 clues 7 skills 8 solution 9 cheat 10 competitive

2
1 challenge 2 skill 3 make a move 4 cheat 5 clues 6 guess 7 take part 8 give up

3
1 C 2 D 3 B 4 A

4
1 entertainment 2 part 3 turns 4 follow the rules 5 skills 6 move 7 challenges 8 puzzle 9 solution, 10 competitive, 11 teammates

5
1 Nope 2 just for the fun of it 3 chill 4 munch 5 Here we go!

1.2

1
1 were waiting 2 agreed 3 had left 4 Did you know 5 wasn't looking 6 passed 7 Had you read 8 hadn't prepared

2
1 wasn't raining, started
2 took, had stolen
3 asked, wasn't feeling
4 didn't / don't allow, had / have finished
5 got, had cheated
6 had played, discovered
7 was talking, told, had broken
8 were waiting, realised, hadn't told

3
1 forgot 2 wasn't listening 3 had finished 4 were waiting 5 left, went 6 hadn't seen

4
1 broke 2 had been 3 came 4 waited 5 didn't go 6 had told 7 was waiting 8 didn't see 9 arrived 10 had made 11 were lying 12 didn't look 13 discovered 14 hadn't stolen

5
1 did 2 had 3 did 4 was 5 were 6 had
1 Someone broke into Maria's house.
2 To the gym.
3 She called the police.
4 She was waiting outside.
5 On the floor.
6 Nothing valuable.

6
Students' own answers

1.3

1
1 B 2 C 3 Students' own answers

2
Correct answer: C
Summary A is not correct because the manager didn't refuse to open the door, he forgot about them.
Summary B is not correct because they hadn't solved all the clues.

3
A 5 B 8 C 3 D 7 E 2 F 6
G 4 H 1

4
1 He had got up at 6.00 a.m. and had been busy all day.
2 You don't have opponents.
3 To work together to agree a strategy that helps you escape inside a certain time.
4 They had solved all except two of the clues.
5 That someone would unlock the door to their room.
6 He realised he had forgotten his laptop.

1.4

1
1 hacking 2 piracy 3 cyberbullying
4 virus attack 5 identity theft
6 friendship scam 7 phishing

2

	Negative action	Consequence
Situation 1	Someone stole her photos and used them to create a fake online dating profile	People can be hurt or lose a lot of money; Ellie is more careful what she posts on social media.
Situation 2	Someone sent him a phishing email – it sent an email to all his contacts asking them to send money	He had to write to all his contacts and apologise; his dad had to install new security software
Situation 3	People started posting unpleasant comments on her blog	She was very upset and it made her cry. She considered giving up rugby, but stopped writing her blog instead.

3
Suggested answers:
Situation 1 – be careful with what you share, be careful of new online friends you have never met.
Situation 2 – speak to family members about great offers, click carefully, install security software.
Situation 3 – be careful with what you share, click carefully.

4
1 C 2 D 3 B 4 A 5 B

5
Possible answers:
1 You should talk to an adult you can trust, like your parents, a teacher or a friend – tell them what is happening and ask them to help.
2 Don't believe what people say about you if you know it isn't true.
3 Don't reply to any messages from a bully.
4 Don't delete the messages. Keep a list of what they said, who sent them, and when.
5 If you can, change the security settings on your phone or computer to stop any further messages from the people who are bullying you.
6 Send them a positive message to show support, encourage them to speak to an adult they trust, and do something different with them to help them forget about the bullying.

1.5

1
1 disappointed 2 delighted 3 painful
4 amazed 5 fascinated 6 nervous
7 annoyed 8 convinced

2
1 embarrassed 2 relaxed
3 frightened 4 confused 5 lonely
6 cheerful

3
1 nervous, relaxed
2 disappointed, convinced
3 annoyed, embarrassed
4 cheerful, delighted
5 frightened, amazed
6 fascinated, confused
7 painful, lonely

4
1 lonely 2 delighted 3 disappointed
4 nervous 5 confused 6 convinced
7 annoyed 8 amazed 9 embarrassed

5
Students' own answers

1.6

1
1 snow 2 didn't use to 3 Did you
4 used to 5 am used to 6 did you
7 used to 8 doing 9 didn't 10 isn't used to

2
1 Amol **used to walk to school**, but now he cycles.
2 My dad **didn't use to like social media**, but now he uses it all the time
3 Ade **used to hate vegetables**, but now he really loves them.
4 Emma's parents both work long hours, so she is **used to being at home alone**.
5 I**'m not used to speaking in public**, so I'm quite nervous about giving a talk to the class.
6 We **used to live in the city,** but we moved to this small town two years ago.
7 They are **used to speaking English** because they go to an international school.
8 Sara **didn't use to understand maths**, but now she has a really good teacher.

3
1 did you use to 2 used to live 3 Did you use to 4 didn't use to 5 used to 6 did you use to 7 used to 8 didn't use to 9 Did you use to 10 didn't use to 11 did you use to 12 used to

4
1 are used to 2 getting used to 3 get used to 4 weren't used to 5 got used to 6 isn't used to 7 got used to 8 am used to

5
1 'm getting used to 2 used to 3 'm not used to 4 'm used to 5 used to 6 didn't use to 7 got used to 8 used to 9 'll get used to

6
Students' own answers

1.7

1
The action 3
The situation 2
The consequences 4
The introduction 1

2
Students' own answers

3
Students' own answers, but correct answer is all except 4 and 7.

4
All except 4 and 7

5
A 5 B 9 C 1 D 8 E 3 F 10 G 2
H 4 I 7 J 6

6 and 7
1 B 2 C

8
1 C
2 A, C and D

9
Students' own answers

1.8

1
1 Start 2 Give 3 Make 4 Talk
5 Express 6 Tell 7 Finish 8 Laugh
9 Learn 10 Practise

2
1 I'll never forget the day 2 I was twelve years old 3 at the time 4 It was the beginning of 5 There were four of us 6 Then 7 After that 8 As soon as 9 Suddenly 10 Next 11 I was very embarrassed 12 After that experience

3
1 action 2 situation 3 consequences
4 introduction 5 action
6 consequences

4
1 /d/ 2 /t/ 3 /id/ 4 /id / 5 /d/
6 /id/ 7 /t/ 8 /t/

5
1 staying with cousin 2 school holidays 3 playing video game 4 in teams 5 extra things 6 real money 7 everything we needed 8 Do you want to 9 stopped working 10 phoned 11 spending money 12 realise 13 embarrassed 14 careful

6 and 7
Students' own answers

1.9

1
1 B 2 D 3 A 4 C

2
A 3 B 7 C 12 D 10 E 1 F 11 G 4 H 6 I 9 J 5 K 2 L 8

3
two words / phrases for beginning – at first, first of all
four words / phrases for ordering events – after, next, later, following that
three words / phrases for introducing new events – suddenly, immediately, unexpectedly
two words / phrases for describing events that happened at the same time – when, while
two words / phrases for ending – finally, in the end.

4
2 When he heard someone shouting for help, he immediately called the emergency services.
3 While they were on the mountain, it unexpectedly started to snow.
4 Suddenly the fire alarm went off; following that, people started running, but later I heard everyone got out safely.

5 and 6
Students' own answers

1.10

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

2
1 used to spend
2 am used to doing
3 get used to studying
4 is used to cooking
5 did people use to communicate
6 didn't use to enjoy

3
1 give up 2 guess 3 clue 4 take part 5 make a move 6 solution

4
1 cheerful 2 amazed 3 nervous 4 relaxed 5 annoyed 6 confused

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

1.11

1
B is correct. A is not correct because she says I thought our rooms were a bit small; C is not correct because she says it wasn't that sunny every day and it wasn't always warm enough for the beach.

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

3
The word before the gap, *a*, is an article, and the word after the gap, *to*, is a preposition. The article, *a*, is a clue that the missing word is a noun.

4
1 stressful 2 effectively 3 equipment 4 preparation 5 personal 6 relaxed 7 slowly 8 Finally

5
You will write an email to your English friend, Sam. You will need to use informal language.

6
Students' own answers

1.12

1a
1 I fell over at the music festival and it was so embarrassing.
2 My brother is so annoying.
3 I love the beach. It's so relaxing.
4 I'm fascinated by history.

b
a person [2]
feelings [4]
a situation [1]
a place [3]

2
1 fascinating 2 annoying 3 amazing 4 disappointed 5 embarrassing 6 surprised

3a

Verb	Adjective to describe a feeling	Adjective to describe a thing, person or situation
astonish	astonished	astonishing
bore	bored	boring
confuse	confused	confusing
convince	convinced	convincing
relax	relaxed	relaxing
worry	worried	worrying

b
1 astonishing
2 convinced
3 embarrassing
4 boring
5 disappointed
6 relaxed

4, 5, and 6
Students' own answers

Unit 2

2.1

1
1 kind 2 take an interest 3 get on with 4 sense of humour 5 gave him lots of support 6 honest 7 made friends 8 shows real respect 9 tell the truth

2
1 D 2 G 3 H 4 B 5 A 6 E 7 C 8 F

3
1 have the same sense of humour
2 shows everyone respect 3 make friends 4 into the same things

4
1 get on well with 2 be kind 3 be honest 4 show loyalty

5
1 get on 2 into 3 sense of humour 4 support 5 honest 6 loyalty

6
1 fall out 2 made fun of someone 3 I get you 4 Come off it! 5 You can say that again

2.2

1
1 came 2 hasn't made 3 did you come 4 has never taken 5 Did Imran join 6 I was 7 arrived 8 Have you ever lived

2
1 have known 2 has been 3 did you meet 4 sat 5 said 6 laughed 7 realised 8 Have you ever 9 has never lied 10 has always told 11 was 12 gave 13 have just moved 14 started 15 Have you found 16 have made

3
1 A met 1 B Have (you) met 2 A did (your family) live 2 B has lived 3 A played 3 B has played 4 A have been 4 B went

4
1 since 2 just 3 yet 4 ever, never 5 for 6 already

5
1 was 2 ran 3 has become 4 told 5 happened 6 made 7 have had 8 since 9 finished 10 have never stopped 11 have said 12 has helped 13 haven't watched 14 yet

6
Suggested answers:
1 Jo has lived in Rome for six years.
2 Kai's grandfather has never used a mobile phone.
3 Have you ever been really frightened?
4 Sara and Leona have been dancers since 2019.
5 Ben has just bought a new jacket.
6 (My friends are going to the new *Star Wars* movie, but) I have already seen it.
7 Josh hasn't called me yet.

2.3

1
1 do him a favour
2 earn money
3 did a part-time job
4 made a difference to
5 learned an important lesson
6 put your mind to it

2
Students' own answers

3
Students' own answers

4
Correct answers: Questions 1, 3 and 4

5
1 Two years
2 Take an interest in him
3 Went fishing
4 They have improved
5 Her parents separated
6 Lisa kept in touch and spent time with her
7 Went to a juice bar and talked for hours
8 Someone you can count on 100%, who is reliable and always there for you

6
1 wasn't doing so well
2 lots of new stuff
3 the thing I like doing best
4 hanging out together
5 that I could count on
6 tell her anything
7 a lot of fun
8 got on really well together

7
1 Ash and Tom are into the same things.
2 My dad and I have always had the same sense of humour.
3 Lisa takes an interest in my hobbies.
4 My best friend always cheers me up.
5 Marc has given Aaron a lot of support since he broke his leg.
6 I think you should show everyone respect / show respect to everyone.

8
1 Lisa's changed my life for the better.
2 Have you ever been to London?
3 I was excited to meet them.
4 I can count on him to support me.
5 Did you go to the cinema yesterday?
6 My mentor never tells me what to do.

2.4

1
1 pleased 2 jealous 3 stressed
4 upset 5 awkward 6 proud
7 ashamed 8 bothered

2
Suggested answers:
1 **Student A:** She thought the new student was only interested in money and she was jealous of her latest stuff.
She was not proud of this and was almost embarrassed by her thoughts.
She thought her classmates all wanted to be the new student's friend.
Student B: He decided to talk to the new student.
He felt awkward about some of his classmates laughing at the new student.
Student C: She thought the new student was traditional and boring because she was quiet and had dull clothes. She thought she was rude for sitting alone.
She realised the new student was just shy and felt ashamed for her and her classmates ignoring the new student.
2 Mina

3
1 D 2 C 3 A

4
Students' own answers

5
DO:
talk to them
take an interest in them
ask them questions
get to know them
show them respect
DON'T:
make quick decisions about them
laugh at them
be unkind to them
judge them by their appearance
ignore them

6
Students' own answers

7
Students' own answers

2.5

1
1 good 2 share similar 3 ask them for 4 together 5 care about 6 take care of

2
1 get to know 2 looks up to 3 fall out with 4 keep in touch with 5 catch up with her and hear her news 6 rely on 7 are keen on

3
1 keen on 2 catch up 3 turn to
4 look out for 5 fallen out 6 looks up to 7 have a lot in common

4
1 looked 2 fond 3 keen 4 catch
5 common 6 turn 7 know
8 co-operate 9 touch 10 rely
11 get 12 fall

5
1 get along with 2 catch up with
3 keen on 4 fond of 5 got to know
6 lots in common with 7 keep in touch with 8 fall out with 9 turn to
10 rely on

6
Students' own answers

2.6

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

2
1, 3, 4 and 7 are correct
2 I've been trying to call Megan all afternoon, but there is no reply.
5 Lucy met Eva on their first day at school, so she's known her for years.
6 Something smells good – have you been cooking?
8 Where is Jan? I haven't seen him all day.

3
1 have been trying, have reminded
2 have been writing, haven't sent
3 haven't been watching, have seen

4
1 I've been catching up with my friends online all evening.
2 How long have you known Sami and Milo?
3 My dad hasn't seen any of the *Star Wars* movies.
4 Where have you been? I've been trying to call you for ages.
5 I haven't been in touch with Leila since the weekend.
6 I've met her brother. He's really nice.

5
1 has been 2 haven't kept 3 've / have been 4 've / have just moved
5 've / have been trying 6 've / have already taken 7 've / have passed
8 've / have been spending 9 've / have got 10 haven't made 11 haven't been doing 12 has rained 13 've / have joined 14 've / have been training
15 've / have been exploring 16 've / have been looking

6
Students' own answers

2.7

1
1 less likely 2 reduce 3 similar to
4 the same 5 often

2
Students' own answers
Correct answers: First, third, fourth and fifth ideas

3
1 C 2 not needed – 3 A 4 B

4
Suggested answers:
A F B F C I

5
1 False: Professor Dunbar has spent much of his career watching groups of primates – that is, apes and monkeys – and studying their behaviour to find out how it is influenced by their biology.
2 True
3 True
4 False: This hasn't changed very much throughout history: historical records in Britain have shown that until the 19th century, the average size of a village was still 150.
5 False: (The research) says that online relationships are often less close than personal friendships in the real world.
6 True

6
Students' own answers

2.8

1
The competition is about the school welcoming its first group of exchange students from China.
The students need to prepare a short presentation of ideas for how to make their visitors feel really welcome.

2
1 Students' own answers. (Correct answers from Mia's presentation are A, B, D and E)
2 Suggested answers:
Before: C, D
During: A, E, F
End: B

3
1 A, B, D and E are mentioned

4
1 tell you about 2 start by 3 before turning to 4 First of all 5 For example 6 looked at 7 move on 8 instance 9 Finally, 10 In conclusion

5 and 6
Students' own answers

2.9

1
Students' own answers

2
Students' own answers

3
1 C 2 D 3 A 4 B

4
and she didn't have a lot in common with them
but they still worry about me
as well as doing a lot for me
for example, helping with my homework
However, they've always respected my privacy
For instance, it wasn't easy for her to keep in touch
because there were no mobile phones
Also, I have friends of both sexes
although my best friends are all girls

5
1 I haven't asked my parents for money since I got a Saturday job.
2 Teenagers had less freedom in the past. However, they were probably safer.
3 Tom's mum does everything for him. For instance, she always checks his homework.
4 Jaz relies on her friends for support because her family don't help her. / Because her family don't help her, Jaz relies on her friends for support.
5 Chloe doesn't play football, although she enjoys watching it. / Although Chloe doesn't play football, she enjoys watching it.
6 Leo and Ed are best friends as well as brothers.

6–8
Students' own answers

2.10

1
1 have been 2 didn't have 3 Have you ever played 4 made 5 always took 6 haven't replied

2
1 have (you) had 2 have been mending 3 has been revising 4 have (just) come 5 have (only) met 6 have been cleaning

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

4
1 fond of 2 have a lot in common 3 get along with 4 get to know 5 co-operate with 6 rely on
(not needed: catch up, fall out)

5
Students' own answers

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

2.11

1
Question 1 is about the whole text. Questions 2–5 are about details. You need to skim the whole text for question 1. You need to scan the text for details for questions 2–5.

2
1 B 2 B 3 C 4 A 5 D

3
4 and 6

4
Students' own answers

2.12

1
This cake is delicious! I'm going to eat it all. = eat the cake
Shall we eat out tonight? There's nothing in the fridge. = have dinner in a restaurant or café, not at home / dine out

2
Non-literal phrasal verbs: *cheer up = to become more cheerful*, *fall out = to stop being friends*, *find out = discover*, *get along = to like someone and be friends*, *help out = to give time / energy to*, *put up* (could be literal or non-literal depending on its usage e.g. *put up shelves* – you are literally hanging them up on a wall), *put up with = make do with*.

3
1 fall down 2 put up 3 stand up 4 fall out 5 get along 6 cheer up 7 find out 8 help out

4
People and relationships
fall out , get along, rely on, look up to
Free time and holidays
be off, eat out, put up (a tent)
Around the house
clear up, take (the rubbish) out, turn on / off (the TV)
Travel and transport
get into / out of (a taxi), get on / off (the plane), check in / out of (a hotel)

5 and 6
Students' own answers

Unit 3

3.1

1
1 googling 2 analysing 3 tweeted 4 followed 5 blogged 6 ring (of) truth 7 update 8 googling 9 contacted 10 copied (and) pasted

2
1 messaging 2 deleted 3 copy and paste 4 google 5 post 6 browsing 7 follow 8 contact

3
1 They haven't updated their website yet.
2 Shona has been blogging about her gap year.
3 I had to browse a lot of websites to find the information I needed.
4 Someone trolled Katya after she uploaded photos of her holiday to social media.

4
1 follow 2 tweets 3 post 4 analyse 5 blog 6 update 7 delete 8 browsing / surfing 9 copy and paste 10 google 11 trolls 12 message 13 contact 14 browsing / surfing 15 streaming

5
1 far-fetched 2 check it out, 3 ring of truth 4 spot 5 see that coming

3.2

1
1 T 2 F – it might be true 3 T 4 T 5 F – it may not be a major problem

2
1 might 2 must 3 could 4 might 5 may not 6 must

3
1 Kris's story must be true.
2 The fake accounts could / may / might be from bots.
3 They can't be real people.
4 The data could / may / might be correct.
5 Lydia must be the person who posted the story.
6 Those bad reviews can't be real.
7 Donald could / may / might be posting as a different name on the website.
8 That video can't be a fake.

4
1 could / may / might 2 must 3 could / may / might 4 can't 5 must 6 could / may / might 7 can't 8 must

5
Students' own answers

3.3

1
1 facts and figures
2 fact-checking website
3 5-star ratings, review checker
4 social media influencers, web robots

2
Students' own answers
Correct answer: All of them

3
Suggested answers:
1 To analyse online news to see if it is true or fake news.
2 Very few UK children can spot fake news.
3 A Learn to Discern programme is teaching students to spot fake news and hate speech.
4 The programme could be used in UK schools, too.

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

5
1 The number of British students who said that they trust news media less because of fake news.
2 The number of British teachers who said they believe that fake news has made children more anxious.
3 The number of British teachers who think that current school programmes do not provide the skills that students need to identify fake news.
4 The number of lessons which include media literacy.
5 The number of students who were better at spotting fake news after doing *Learn to Discern*.
6 The number of schools in the Ukraine which will have *Learn to Discern* in future.

6
1 two per cent
2 a team of teachers, journalists and fact-checkers
3 13–15 years
4 literature, art
5 Telling the difference between fact and opinion; noticing when information was missing

7
Students' own answers

3.4

1
1 51.2% 2 2.95 m 3 29.75%
4 2.45 m 5 1.1 bn 6 48.9% 7 99.8%
8 30.6%

2
Students' own answers

3
1 China 2 India 3 the USA
4 English 5 Chinese 6 Spanish
7 Other languages

4
Suggested answers:
1 just over 2 nearly 3 about
4 approximately 5 a little more than
6 just under 7 almost 8 roughly
9 around

5
Possible answers:
1 There are a little more than 2.25 billion Facebook users around the world.
2 The average broadband speed in Brazil is roughly 50 Mbps.
3 Almost 72% of homes in the Americas have internet access.
4 The number of mobile apps downloaded was just over 200 billion.
5 The average time spent on mobile devices per day is around 120 minutes / two hours.
6 Just under 70% of UK teenagers have a social media profile.

6
Students' own answers

3.5

1
1 in two directions
2 there when you need it
3 can do a lot of things very quickly
4 right for your needs
5 most recently developed
6 at a distance
7 without a physical connection
8 smartwatches and VR headsets

2
1 portable 2 virtual 3 efficient
4 time-saving 5 reliable 6 smart
7 wireless 8 convenient

3
Describing a device or technology: advanced, interactive, powerful, remote, smart, virtual, wearable, wireless
Describing benefits: convenient, efficient, handy, portable, reliable, suitable, time-saving
Describing both: interactive, portable, powerful, wearable

4
1 virtual 2 interactive 3 convenient
4 time-saving 5 wireless 6 advanced
7 reliable 8 efficient 9 powerful
10 suitable 11 smart 12 wearable
13 handy 14 portable 15 remote

5
Students' own answers

3.6

1
1 more interesting 2 the most powerful 3 more quietly 4 as reliable as 5 better 6 least expensive
7 more efficiently 8 the worst

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

3
1 considerably 2 much 3 isn't much
4 far 5 a lot 6 a little 7 great deal
8 slightly

4
1 Video games are considerably more interactive than in the past.
2 We use social media much less frequently than we used to.
3 Studying online was a great deal easier than I had expected.
4 I hope my next online course is a bit more interesting than this one.
5 Learning to use a VR headset wasn't as hard as I had imagined.
6 My new phone contract is slightly cheaper than the old one.

5
1 far less clean than 2 much more easily than 3 considerably more powerful than 4 the most advanced
5 the dirtiest 6 a little more safely
7 more portable than 8 healthier
9 as clean as

3.7

1
1 T 2 F 3 F 4 F 5 T 6 F

2
Students' own answers

3
industry, medicine

4
1 Human features
2 Jobs that are repeated in exactly the same way every time, like making holes or connecting two pieces of equipment.
3 Robots can do the tasks more accurately and they don't get bored.
4 They sit at a computer terminal to control the robot while looking at a 3D screen.
5 In some American hospitals.
6 Drugs and equipment

5
2

6
1 research 2 thoughts 3 cap
4 makes [a] mistake 5 notices
6 electrical signal 7 message
8 instructions 9 computer scientists
10 program 11 watching videos
12 small steps 13 open 14 take out
15 pill 16 change, 17 shape,
18 perform, 19 body 20 created

7
1 languages 2 features 3 science
4 brain 5 network 6 rights
7 hardware 8 behaviour

8
Students' own answers

3.8

1
Students' own answers

2
Students' own answers

3
1 All are mentioned except time of day.
2
Advantages: most young people like using technology … it's fun, so it makes you want to learn; you can study at your own speed; you can find the most up-to date information about the subject you're studying; it teaches you skills that you will need later in life
Disadvantages: students spend more time on screen and less time talking to each other

4
1 picture shows, they are probably
2 looks like, must be
3 it might be, because
4 maybe
5 in the foreground
6 centre, must be, because, They look
7 background, looks as if
8 You can tell, because

5 and 6
Students' own answers

3.9

1 and 2
Students' own answers

3
Everything was included except: colour, where it was made

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

5
1 S 2 D 3 S 4 D 5 D 6 S

6
1 identical to, different from
2 comparable with, in contrast to / unlike
3 just as good as, on balance
4 similar to, in contrast to / unlike

7–10
Students' own answers

3.10

1
1 can't 2 could / may / might 3 must
4 can't 5 must 6 could / may / might

2
1 more enjoyable 2 as difficult as
3 best 4 more interactive 5 most interesting 6 as violent as 7 less advanced 8 more quickly
9 the easiest 10 more powerful
11 simpler 12 heavier 13 longer
14 less frequently

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

4
1 virtual 2 powerful 3 advanced
4 wireless 5 wearable 6 handy

5
1 easier 2 google 3 convenient
4 must 5 slightly 6 highest 7 could
8 reliable 9 might 10 more 11 post
12 far

3.11

1
In A the girl has long blonde hair, in B she has long dark hair, in C she has short blonde hair, in D she has short dark hair.

2
1 A 2 A 3 B 4 C

3
B

4
1 an 2 has 3 of 4 to 5 to 6 be
7 a 8 themselves

5
three; students' own answers

6
Students' own answers

3.12

1

1	fashion	fashionable, unfashionable
2	view	preview, review
3	agree	agreeable, disagreeable, agreement, disagreement
4	do	doable, redo, undo
5	organise	organisation, disorganise, reorganise
6	create	creative, uncreative
7	social	sociable, unsociable, socialise
8	wear	wearable, unwearable
9	care	careful, careless
10	move	movement

2a
2 remake 3 disrespect 4 unusual
5 prehistoric

b
1 achievement, achievable
2 attractive, attraction
3 comfortable, comforting
4 modernise
5 useful, useless

3
1 sociable, unsociable, socialise
2 disagrees, disagreements, disagreeable
3 uncomfortable, comfortable

4 and 5
Students' own answers

Unit 4

4.1

1a
1 join in 2 signed up 3 brought about 4 keep up with 5 warms up
6 drop out 7 carry 8 catch

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

3
1 about 2 out 3 up 4 on 5 up

4
1 give up, take up 2 sign(ed) up, take(n) part in 3 work out, warm up
4 keep up with, drop(ped) out 5 carry on, catch up with 6 join(ing) in, bring/brought about

5
Conversation 1: taken part, keep up, warm up, bring about
Conversation 2: carry on, drop out, catch up, give up
Conversation 3: signed up, join in, work out, take up

6
1 C 2 E 3 A 4 B 5 D

4.2

1
1 a singular countable noun 2 an uncountable noun 3 a plural countable noun

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

3
1 a few 2 little 3 a little 4 few 5 a few 6 a little 7 Few 8 a little

4
1 *Several students do some exercise every day.*
2 Most students do some exercise each week.
3 A few students never do any exercise.
4 None of the students think they do enough exercise.
5 Some students work out at a gym.
6 Many students play a competitive sport.
7 Few students use a fitness tracker.
8 All of the students believe exercise should be fun.

5
1 Most 2 some 3 Several 4 every
5 many 6 few 7 much 8 All
9 some 10 each 11 a little 12 none
13 a few 14 both 15 every

4.3

1
1 F – most give up after the age of 13
2 T 3 T 4 F – teenagers have little free time to do sports 5 T

2
Students' own answers

3
1 C 2 D 3 A 4 B

4
A A recent report by the World Health Organisation (WHO) suggests that 80 per cent of teenagers around the world do not do enough exercise, including in the UK.
B According to the report, there are several reasons why teenagers are not getting enough exercise.
C Taking regular physical exercise as a teenager is important for a number of reasons.
D There are a number of things that most teenagers can do to stay active and healthy.

5
1 Four out of five students aged 11–17 in 146 countries do less than the recommended amount of exercise. In 142 countries, girls do less exercise than boys.
2 They spend more time on their electronic devices. Teenagers living in cities have fewer places to exercise and it may be less safe outdoors. In some countries there is pressure to spend more time studying.
3 It releases chemicals in the brain which create feelings of happiness and well-being.
4 Social skills such as communication and team-building.
5 There other options – for example, cycling, yoga, karate, skateboarding or aerobics.
6 By joining in with friends when they are doing their favourite activity.

6 and 7
Students' own answers

4.4

1
1 know, important 2 fair, feel
3 feeling, stronger 4 sorry, something
5 world, yourself

2
A 3 B 2 C 1

3

	Conversation		
	1	2	3
Show sympathy	X	X	X
Stay positive	X		X
Encourage understanding		X	

1: I'm really sorry that …; I know how much training you did; It's just something you have to go through and learn from.
2: I guess you must be feeling disappointed; it isn't fair to …; put yourself in his shoes; How would you feel if …?
3: I'm really sorry that …; It's important to remember that; it's not the end of the world; I'm sure you'll come out of it stronger.

4

1 Laura's athletics coach said he wanted her to be on the team to take part in the national championships.
2 The coach told Laura he wanted her to drop out of the team because she hadn't been making much effort and hadn't kept up with her training.
3 She trains every day and had even signed up for extra coaching.
4 Angry and upset – she feels like giving up athletics.

5

1 guess you must be feeling
2 important to
3 sure you'll come out of
4 really sorry that
5 the end of the world
6 something you have to go through
7 would you feel
8 know how much
9 put yourself in
10 it isn't fair

6

Comment B.
Suggested answer: It doesn't try and understand how Laura feels or offer advice. It just tells her to stop complaining.

7

Students' own answers

4.5

1

1 score 2 court 3 net 4 pitch
5 track 6 train 7 shoot 8 course
9 dive

2

1 coach 2 race 3 competitor
4 rules 5 defeat 6 referee
7 opponent 8 spectator

3

1 Spectators, track 2 score, net
3 train, coach 4 referee, pitch 5 race, course 6 rules, competitors 7 dive, defeat 8 shoot, court

4

A 1 track 2 race 3 opponents 4 defeat 5 course
(not needed: dive)
B 6 rules 7 court 8 score 9 net 10 spectators
(not needed: shoot)
C 11 coach 12 train 13 referee 14 pitch 15 shoot
(not needed: net)

5

A 1 rules 2 spectators 3 pitch 4 score 5 opponents 6 defeated
B 1 course 2 dived 3 trained 4 coach 5 competitors 6 race 7 spectators

4.6

1

1 past 2 present 3 future 4 present
5 past 6 future 7 past 8 future

2

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

3

1 couldn't / weren't able to 2 manages to 3 could / was able to 4 able to 5 Can 6 managed to 7 can't 8 manage to / be able to

4

1 could read before they went to school. (past, positive)
2 managed to / was able to find a copy online. (past, positive)
3 won't be able to go skiing this weekend. (future, negative)
4 didn't manage to / wasn't able to / couldn't see the number plate. (past, negative)
5 being able to cycle to school. (present, positive)
6 could / managed to / were able to keep up with Kris. (past, positive)

5

Text A: 1 managed to 2 was able to 3 wasn't able to 4 could 5 has been able to 6 will manage to
Text B: 1 manage to / can 2 can / manage to 3 is able to 4 has managed to 5 being able to

6

Students' own answers

4.7

1

Statement 4 is not true.

2

Students' own answers

3

1 A Extract 3 B Extract 1 C Extract 2
2 A Extract 2 B Extract 3 C Extract 1

4

1 the new after-school fitness club
2 advice about healthy eating
3 he's busy tonight; he's not obsessed with being able to keep fit
4 play computer games online
5 Ryan doesn't take any exercise; he could spend some time working out with his friends; it's really good fun

5

1 A 2 B 3 A 4 A

6

1 you'll be able to stay active for longer.
2 you have to stay interested in everything.
3 bring about real changes in your health.
4 friends that you can talk to and keep in touch with.

7

1 talk about 2 obsessed with
3 suffers from 4 listen to 5 addicted to 6 protect … from 7 spend … money on 8 learn from

8

2 Eating the right things can protect you from illness.
3 Life expectancy in most parts of the world was very short.
4 Women can expect to live slightly longer than men.
5 If you want to stay healthy, you have to stay interested in everything.
6 Eating less sugar and salt can bring about real changes.

4.8

1

Students' own answers

2

1 Both photos show people riding bikes and wearing helmets; both show how cycling is a good way to take exercise and keep fit.
2 One shows a group of people, while the second shows an individual; the people in photo A are riding ordinary bicycles and wearing everyday clothes, while the guy in photo B is wearing special clothes and riding a hi-tech bike that looks a lot more expensive; in comparison to the guy in photo B, the family group look much happier and more relaxed.
3 She'd prefer to go on a relaxed bike ride with a few friends as it's more enjoyable and sociable to do things like this with other people.

3

1 difference between, while, In comparison to
2 In my experience, I'd prefer to
3 several similarities, both photos, Each photo
4 These two photos, there is, shows
5 As I see it, I don't think

4

a 4, b 3, c 1, d 5, e 2

5 and 6

Students' own answers.

4.9

1

Students' own answers.

2

The writer agrees with the title that all sports are important for teaching life skills.

3

1 B 2 D 3 C 4 A

4

1 **Arguments for**
Argument 1: Activities like running, hiking or rock-climbing can help young people stay fit and healthy, without the stress of having to be a competitor.
Argument 2: Non-competitive sports can teach young people how to rely on themselves, manage their time and work hard to achieve their goals.
Supporting statement / example 1: If they feel more relaxed about an activity, they are more likely to enjoy it and less likely to drop out.

Supporting statement / example 2:
These are valuable skills for later in their lives.

2 Arguments against

Argument 1: Competitive sports can help teenagers develop skills such as teamwork and co-operation.

Argument 2: Life is a competition and not everyone can be a winner all the time.

Supporting statement / example 1: If they learn these skills at school, they will be able to use them more easily later in life.

Supporting statement / example 2:
Being able to accept failure and not give up is an important part of growing up.

5–8
Students' own answers

4.10

1
1 Most, few 2 several, little 3 a little, a few 4 many, each 5 both, any 6 All, none

2
1 be able to 2 could 3 managed to 4 wasn't able to 5 can 6 will manage to

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

4
1 competitors 2 race 3 track 4 spectators 5 rules 6 defeat 7 coach 8 court

5
1 managed to 2 could 3 little 4 a few 5 learned 6 scored 7 gave up 8 each 9 are able to 10 Both 11 Every one 12 bring about 13 can't

4.11

1
The sentences are about humans. The word 'therefore' after the gap tells us we are looking for a reason why 'less of our body is exposed to the sun'.

2
1 D 2 F 3 A 4 E 5 B

3
1 similarities (in both photos)
2 differences (rather than)
3 differences (while)
4 similarities (have in common)

4
Students' own answers

4.12

1
1 (verbs first, all the others are nouns)
1 compete competitor competition
2 employ employer employee employment
3 manage manager management
4 translate translator translation
5 organise organiser organisation
6 create creator creation creativity
7 depend dependent dependence
To make nouns from verbs, you can add: *or*, *er*, *ee*, *ion*, *ment*, *ity*, *ent*, *ence*
For people, you can use: *or*, *er*, *ee*, *ent*

2
TYPE A *-ity* or *-ty*

possible	possibility
responsible	responsibility
generous	generosity
stupid	stupidity

TYPE B *-ness*

kind	kindness
happy	happiness
sad	sadness
mad	madness
fit	fitness

TYPE C *-ence* or *-ance*

independent	independence
silent	silence
distant	distance
different	difference

3
1 weak 2 stupid 3 useful 4 tiredness 5 violence

4
1 important 2 silence 3 sad 4 happy 5 generosity 6 madness 7 fitness 8 distance 9 possibility 10 kind 11 curious 12 ability

5
Students' own answers

Unit 5

5.1

1
1 blurred 2 spicy 3 rotten 4 smooth 5 pale 6 sweet / sticky 7 sticky / sweet 8 salty 9 vivid 10 deafening 11 bitter

2
1 deafening 2 rotten 3 blurred 4 tasty 5 vivid 6 sticky 7 sweaty

3
1 sweet 2 bitter 3 spicy 4 rough 5 sour 6 salty 7 smooth 8 pale

4
1 What are you up to 2 haven't got a clue 3 Fire away 4 gross 5 seeing is believing

5.2

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

2
1 doesn't leave
2 'll text
3 'm meeting, 's coming
4 is going to come
5 she'll start
6 's going to have, are going to be

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

4
1 I'll help you carry them.
2 I'm meeting / going to meet Sofia to revise for our English exam.
3 I'm pretty sure she's going to win the competition.
4 He's going to invite / inviting everyone to a party at the pizzeria.
5 The concert starts in 15 minutes.
6 I expect he'll go to college.

5
1 'll enjoy, 'll give
2 'm going to take, won't be
3 leaves, 's going to take
4 's going to cook, 'm visiting

6
Students' own answers

5.3

1
1 True
2 False – 'Futurologists claimed that at least one person alive in 2020 will be alive in 2150'.
3 False – 'People want to live forever in good physical and mental condition, and they'll soon be able to do that.'
4 True
5 True

2
Students' own answers

3
1 Food supply
2 The way food is produced / Food production
3 Starting to grow food crops inside buildings, like big factories – they grow the plants in rows, one on top of the other.
4 A good thing, because: they'll be able to produce large amounts of food in a small space; they can control the amount of water, heat and light that the plants need; bad weather won't affect them; they can predict which cities will need the food and build the factories close to them, reducing transportation costs and pollution.

4
Problem 1: We can't build houses fast enough.
Solution 1: 3D printing to build houses quickly
Problem 2: There will be more old people and they will live longer, live alone and may find it hard to manage.
Solution 2: Robots that could support people who need help in their everyday lives.

5
1 forecast 2 biggest problem 3 food supply 4 not easy to feed 5 need to change 6 new ways of producing 7 really important 8 grow food 9 inside buildings 10 in rows 11 large amounts 12 small space 13 predict which cities 14 build the factories 15 very important

6
Suggested answers:
A …We need to make sure that all those extra people have somewhere to live. At the moment, we can't build houses fast enough and that problem is going to get worse, especially in developing countries.
B … One solution is 3D printing. There are companies in China, Europe and the US which have created huge 3D printers that can build a small house in as little as 24 hours. 3D printing will make it

possible to build more houses, more cheaply, so everyone can have a home.
C … By 2050, many people will live longer, so there will be more old people. Many of them will live alone and might find it difficult to manage.
D …One idea is that robots could support older people who need help in their everyday lives. For example, in Japan, they've designed a robot that can keep people company. She's called Erica and she looks quite human.

7
Students' own answers

5.4

1
1 dealing with 2 get over 3 gets me down 4 go through 5 try out 6 putting herself down

2
1 accept 2 take 3 face 4 focus 5 share 6 avoid

3
Students' own answers
Suggested answers:
It provides food for people who can't afford to buy it.
They have not got a job or enough income to buy food.
Food banks offer food, advice and a place to meet other people.

4
Suggested answer:
Where the food comes from.

5
Liam
1 He had left home, but had no job and nowhere to live.
2 It got him down but he didn't know who to ask for help.
3 They gave him food and clothes, but they also suggested some things he could try out to find a place to live. They made him realise he needed to take responsibility for his life.

Amy
1 She has four children and no job. She couldn't afford to feed them or take them out in the school holidays.
2 It wasn't easy to deal with. She felt bad, but had to accept she couldn't do everything.
3 They ran a holiday club for her kids, with food and games. They introduced her to people in the same situation who understood what she was going through.

Rob
1 He had lost his job and had health problems – physical and mental.
2 He was too embarrassed to see his family and friends or ask for help.
3 They helped him to face his problems instead of running away from them. They advised him to focus on the positive things in his life, like his daughter.

6
Students' own answers

7
1 getting 2 ask 3 listen 4 try 5 take 6 deal 7 accepts 8 put 9 share 10 going 11 avoiding 12 over 13 face 14 focus

8
Students' own answers

5.5

1
1 very little 2 on a stick 3 outdoors 4 most of the time 5 small and round 6 cows 7 scientists do experiments 8 large

2
1 ingredients 2 delicious 3 portion 4 red meat or chicken 5 nutritious 6 additives 7 farming

3
1 barbecue, kebabs / meatballs
2 Farming, crops
3 delicious, portions
4 red meat, beef
5 diet, healthy foods, additives
6 laboratory, nutritious / delicious
7 meatballs / kebabs, ingredients

4
1 Because they eat a healthier diet.
2 People are eating more and eating bigger portions.
3 It is less nutritious.
4 Health foods.
5 Ideas for new ingredients.
6 By reducing additives like salt and sugar.
7 Grow crops which make better use of the land and use less water and energy.
8 How good farming methods are.

5
Students' own answers

5.6

1
1 Yoghurt is made from milk.
2 Veggie burgers are being sold in my local supermarket.
3 This beef was produced in Scotland.
4 Last year we were being told to eat less sugar.
5 The word 'natural' has been used to describe many health foods.
6 The vegetables had not been washed.
7 More food will be needed in the future.
8 Food production may be affected by climate change.
9 Most research is done by scientists in laboratories.

2
1 was given / had been given 2 will be farmed 3 were being cleaned 4 wasn't invited 5 has been offered 6 is prepared / is being prepared 7 had been eaten 8 shouldn't be added

3
1 are being developed / have been developed, don't taste
2 discovered, had been won
3 was built, was designed
4 has been taught, didn't start
5 will be released, will be
6 believes, should not be kept
7 didn't taste, had forgotten / forgot
8 have been affected, have been cancelled, are blocked

4
1 is eaten 2 were made 3 had been brought 4 have been sold 5 was created 6 was brought 7 are eaten 8 have been added 9 are added 10 will be created

5
Students' own answers

5.7

1
3 and 6

2
A fruit, nuts, salad, rice, fish
B crisps, ice cream, chips, doughnut, burger

3
1 F 2 T 3 F 4 T 5 F

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

5
1 It 2 ones 3 these / they 4 them 5 this / that

5.8

1
Students' own answers
Suggested answers:
Easiest: Listing the ingredients, stop selling water in bottles and coffee in paper cups
Most difficult: Only serving fresh food, including a vegan dish

2
1 Include a vegan dish in every meal and stop selling water in plastic bottles
2 Mainly for.

3
1 He thinks she'll find it really difficult and she'll soon give up.
2 Producing meat causes damage to the environment. A lot of meat and dairy products are produced using chemicals too.
3 Almost 15% of the gases that cause climate change are produced by meat and dairy farming; producing meat takes a huge amount of land which could be used to grow other crops like rice or wheat.
4 A few people giving up meat isn't going to change things.
5 Almond milk is made from almonds. Growing almonds uses a large amount of water.

4
1 He thinks it's annoying – he'll never remember to bring his own water bottle and coffee cup.
2 She thinks it's a good thing.
3 A huge amount of plastic is thrown away after it has been used once.
4 It takes twice as much water to produce a plastic bottle as the amount of water that is contained in the bottle.
5 It's just crazy. We should be concerned about it.

5
1 reckon 2 think that 3 convinced
4 do you think 5 honest 6 opinion
7 point of view 8 do you stand
9 concerned 10 completely agree
11 do you mean

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

7
1 C 2 A 3 B 4 C 5 B

8 and 9
Students' own answers

5.9

1
Students' own answers

2
To give Sophie her news. She'll have to eat more healthily, get fitter and train more, and get more organised to combine school work with training.

3
Contractions: I'll, I've, that's, It'll, there's
Phrasal verbs: work out, sort out, let (sb) down, turn up, give up
Informal expressions: Why don't we …, Let me know …, Of course, … That's awesome!, like …
Informal greetings: Hi there, How are things?, Take care

4
1 We'll, sort out, Why don't we
2 I'd, try out, like
3 Hi there, How are things, It'd, meet up
4 Let me know, you're, turn up, Take care

5
Explanation: So, although I love them, no more tasty burgers and chips till after the competition.
Description: so that's lots of fruit and vegetables, fish and chicken. I'll have to give up cakes, chocolate and ice cream!
Example: like floor exercises – I need loads of practice to get better at these!

6
1 very 2 fairly 3 really 4 a bit
5 quite 6 extremely

7, 8 and 9
Students' own answers

5.10

1
1 'll get 2 is cooking 3 'm going to buy 4 're going to put on 5 starts
6 won't travel 7 'll help 8 are coming / 'll have

2
1 The younger children should be told where they can play safely.
2 The fruit is picked and then (it is) frozen.
3 The price of eggs was lowered by the supermarket so more could be sold.
4 The result of the competition will be announced tomorrow.
5 Veggie food is being called 'burgers' or 'meatballs', so people recognise the names. (the names are easily recognised)
6 The students were given a lecture on the history of farming by the teacher.
7 Natural ingredients have been added to their food by an international food company.

3
1 bitter 2 sticky 3 rotten 4 spicy
5 tasty 6 rough 7 sour
Not used: sweet, vivid

4
1 ingredients 2 diet 3 portions
4 crops 5 barbecue 6 nutritious, delicious

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

5.11

1
B

2
1 20 / twenty years 2 Switzerland
3 music or storytelling 4 waiters
5 charities 6 anxious 7 experience
8 better 9 smell 10 presentation

3
B *Many* is the correct answer. A *Much* is used with uncountable nouns but *people* is countable. C *Most people* would be correct but *Most of* would need a determiner after the gap (e.g. *the* or *these*). D *More than* would need a number after the gap.

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

5
Suggested answers:
1 Please come to my picnic!
2 It would be great if you can bring some drinks.
3 I really hope you can make it.
4 Can't wait to see you!

6
Model answer:
Hi Jo
Please come to my picnic on Saturday! It's my birthday and I'm going to the park with all my friends. We're meeting each other at the bus stop at half past eleven. I'm making sandwiches and a huge chocolate cake. It would be great if you can bring some drinks and maybe some crisps. It will be lots of fun. I really hope you can make it.
Can't wait to see you there!

5.12

1a
1 I'll have a fry-up with eggs, sausages, tomatoes and mushrooms for breakfast.
2 There wasn't any pineapple in the fruit salad.

1b
B is true

2
1 baked potato 2 potato chips
3 mashed potato 4 fruit salad
5 Greek salad 6 salad dressing
7 beefsteak 8 roast beef 9 minced beef 10 beefburger 11 veggie burger
12 cheeseburger

3
1 weekend 2 bedroom 3 washing machine 4 birthday 5 notebook

4
headache: an ache in your head
stomach ache: an ache in your stomach
tooth ache: an ache in your tooth
earache: an ache in your ear
key ring: a ring to put your keys on
curtain ring: a ring to hang curtains on
wedding ring: a ring you put on your finger to show you are married
earring: a jewel you put in your ear

5
1 English coursebook 2 hot chocolate
3 Saturday job 4 boiled egg
5 orange juice 6 cookery class
7 teacup

6
Students' own answers

Unit 6

6.1

1
1 going backpacking 2 seeing (the) sights 3 staying (at a) luxury resort
4 meet local people 5 explore local culture 6 booking tickets 7 making reservations 8 go abroad 9 set (off on a) journey 10 explore (the) local area
11 you've (already) arrived

2
1 return 2 arrive … destination
3 experience … culture 4 set off
5 went abroad 6 resort 7 explore
8 book accommodation 9 backpacking
10 saw … sights 11 reservations / a reservation 12 local people

3
Students' own answers

4
1 Is it just me 2 Chances are 3 going on about 4 Don't get me wrong
5 Nice one

5
Students' own answers

6.2

1
… a name <u>that</u> means …
… a city <u>where</u> you hear …
… an airline <u>whose</u> slogan …
… and <u>which</u> has been voted …
People <u>who</u> visit …
I was surprised <u>when my guide</u> …

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

3
1 who / that, that 2 where 3 whose
4 which 5 when 6 who / that
7 where 8 which / that

4

1 Alice lives in a house that / which is 300 years old.
2 That's the shop where I bought my new laptop.
3 She's the woman whose car is a red sports car.
4 Donald didn't get the job that / which he applied for.
5 We met a nice family on holiday who / that came from Liverpool.
6 Anne is a friend who / that I text most days.
7 Barcelona is a city where most people live in apartments.
8 Frank works in a company that / which makes video games.

5

1 that / which C 2 where E 3 which / that A 4 whose F 5 who B 6 when D

6

Students' own answers

6.3

1

1 C 2 A 3 C 4 B

2

A 4 B 3 C 5 D 1 E 2

3

1 F The writer asked his cousin for advice.
2 T
3 F Sue Coppard offered a farmer help for food and somewhere to sleep.
4 F WWOOF has farms in the UK and the whole of the world.
5 F Families don't pay the volunteers. They give them accommodation and food.
6 T
7 T
8 F It took time to get used to the heat in Thailand.

4 and 5

Students' own answers

6.4

1

Students' own answers
Suggested answers:
A cup of tea, a popular drink in the UK
An umbrella, rainy British weather
Big Ben, the clock tower at the Houses of Parliament
A red double decker bus, a cheap way to travel in London
Tower Bridge, famous bridge over the River Thames that can open to allow tall ships through
London underground station sign – the 'Tube' – the way many Londoners travel
Football, most popular spectator sport in the UK
A red post box, where you can post letters
People in a queue at a bus stop, common in the UK for everything

2

Students' own answers
Suggested answers:
British people don't speak to strangers on trains.
British people queue in polite order.
British people talk a lot about the weather and traffic.
British people say sorry all the time.
But it can mean different things (I did something wrong, you did something wrong, or I'm annoyed with you!)
Gestures mean different things in the UK.
British people are too polite to laugh at you if you make a mistake.

3

1 She tried to talk to the people around her.
2 Don't talk to me.
3 They talk about the weather and traffic, and queue in a polite order.
4 All the time, even when they don't do something wrong.
5 No, sometimes it means they aren't friendly.
6 Be careful using them, they mean different things in Argentina and England.
7 They don't correct you. Not really, you learn from mistakes.

4

1 respect 2 sacred 3 attitude
4 behaviour 5 law 6 ceremony
7 custom 8 gesture 9 belief

5 and 6

Students' own answers

6.5

1

Suggested answers:
a breathtaking, extraordinary, mysterious
b dangerous, depressing, dull
c charming, crowded, disappointing

2

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

3

1 crowded N 2 unforgettable P
3 dangerous N 4 well-organised P
5 dull N 6 charming P 7 overpriced
8 disappointing N 9 peaceful P
10 polluted N 11 depressing N
12 breathtaking P

4

Students' own answers

5

Students' own answers

6.6

1

where you can hear the wind in the trees in their natural environment.
whose job is to make sure you have a great time.
which are all over Sri Lanka.
who will help you see leopards, crocodiles, bears and birds.
1 who 2 which 3 whose 4 where

2

1 My brother, who is a dentist, lives in Birmingham. / My brother, who lives in Birmingham, is a dentist.
2 I stayed in Italy last summer, where I ate too much ice cream.
3 The trainers, which she bought in a sale online, only cost 20 euros.
4 John, who went to the same school as me, has just climbed Mount Everest.
5 Stephen, whose wife is a film director, works for the BBC. / Stephen, whose wife works for the BBC, is a film director.
6 The 16th century, when Shakespeare was alive, was a dangerous time to live.

3

1 The Great Barrier reef, which is in Australia, is the largest coral reef in the world.
2 I spent six months in Argentina, where I learned traditional dances.
3 I got sick and had to spend a week of my holiday in bed, which was very disappointing.
4 My aunt, whose dog we are looking after, has gone on a 'Round the World' Cruise.
5 My best friend, who is studying English, is living in New York.
6 Let's go to Istanbul, where we can visit our friend Mehmet.

4

1 D After queueing up for an hour, I was impatient to get onto the London Eye, **which** is situated beside the River Thames.
2 A My grandfather, **who** ran the New York marathon last year, is 80 and goes running every day.
3 E The Élysée Palace in Paris, **where** the French president lives, was built in 1722.
4 F Blue coats are worn by official tourist guides, **whose** job is to take people on tours of the city.
5 B The museum, **which** is closed for building work, will open again next year.
6 C The Grand Canyon, **which** is in Arizona, is one of America's most popular tourist destinations.

5 and 6

Students' own answers

6.7

1

1 D 2 H 3 A 4 G 5 J 6 B 7 E 8 I 9 F 10 C

2

1 anxious 2 impatient 3 pessimistic 4 enthusiastic 5 relieved

3

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

4

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

5

1 T
2 False. She discovered it when she got the case out of the school bus.
3 False. He and his family spoke no Japanese.

4 False. They enjoyed seeing their favourite characters and didn't mind them speaking Japanese.
5 T
6 False. He might even be sent abroad.
7 False. She think the decoration is dull and depressing.
8 T

6
1 B – anxious then relieved
2 C – bad-tempered
3 A – enthusiastic

7
Students' own answers

6.8

1
1 Sports tours in the UK, football grounds they can visit.
2 All-inclusive weekend trip to Manchester to visit either Old Trafford or the Etihad stadium.
3 Direct flights from London to Manchester, two nights' accommodation, transport to the grounds, and an exclusive tour of one of the grounds.
4 It's not possible to attend a match; take a raincoat or umbrella.

2
1 Could you tell me about
2 I'd like to find out
3 That sounds great
4 included in the price?
5 could you repeat that
6 Can you tell me if
7 I don't understand what you
8 What should
9 That's good to know

3
A 1, 2 B 4, 6 C 5, 7 D 8 E 3, 9

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

5
Suggested answers:
1 I'd like to find out (a bit more) about the holiday in Greece.
2 Could you repeat that, please?
3 What would you like to know?
4 Could you be more specific, please?
5 Would you book accommodation before you go? / go camping? etc.
6 What clothes should we bring?
7 Can you pick us up from the airport and take us to the hotel?
8 Is it your opinion that we need to get holiday insurance?

6 and 7
Students' own answers

6.9

1
Her brother travelled with Katarina.
There are millions of tourists each year.
They are crowded. Full of wonderful shops and cafés (you can eat baklava and drink strong Turkish coffee).
The best attractions are the Blue Mosque, Topkapı Palace and the Grand Bazaar.
Spring is the best time to visit.

2 / 3 / 4 / 5
Students' own answers

6.10

1
1 where 2 which / that 3 when
4 who 5 when 6 which 7 who / that 8 whose

2
1 I met my best friend, who's called Francesca, when we went to secondary school.
2 I don't like travelling on the London Underground, which is very crowded most of the time.
3 I spent the day exploring Athens, where many of the buildings are very old.
4 Industriales is a Cuban baseball team that / which has won the Cuban League 12 times.
5 Australia is an island which / that has different animals from other countries.
6 It has a big indoor market where you can buy everything.
7 He's a tour guide whose company runs tours of Rio de Janeiro.
8 Amy is a girl who works in a luxury resort.

3
1 return 2 resort 3 local 4 explore
5 accommodation 6 experience

4
1 dangerous 2 extraordinary
3 disappointing 4 unforgettable
5 peaceful, dull 6 overpriced

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

6.11

1
Paragraph C – True (*As in many other places, the locals can no longer afford to live in the city. They have had to move away …*)

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

3
1 add information 2 disagree 3 agree
4 disagree 5 add information 6 agree

4
Students' own answers

6.12

1
extreme adjectives underlined
nice – wonderful
angry – furious
massive – big
tasty – delicious
astonishing – surprising
thrilled – pleased
clever – brilliant
happy – delighted
pretty – stunning
impossible – difficult
frightening – terrifying
sad – tragic
bad – terrible
unpleasant – disgusting
crowded – packed
unusual – extraordinary

2
Possible answers:
1 terribly sad 2 incredibly difficult
3 extremely crowded 4 really happy
5 pretty tasty 6 quite big

3
1 terrible 2 really 3 really
4 extraordinary 5 absolutely

4 and 5
Students' own answers

Unit 7

7.1

1
1 crisis 2 issue 3 campaign
4 volunteers 5 movement
6 assistance 7 fundraising
8 awareness

2
1 issue, unemployment, campaign
2 movements, volunteers
3 fundraising, donations
4 poverty, crisis
5 relief, assistance

3
1 give me a hand 2 a legend
3 You bet 4 I'm up for it
5 do my bit 6 do our bit

4
Students' own answers

7.2

1
1 'I want to work as a volunteer for a charity'.
2 'We're collecting money for emergency relief'.
3 'I've never spoken in public before'.
4 'I went to a concert yesterday evening / last evening'.
5 'This kind of plastic can't be recycled'.
6 'We will email you if there are any volunteer opportunities'.

2
1 Milo and Aiden said they had known each other since primary school.
2 My teacher said if I couldn't get a part-time job, I should try volunteering.
3 Fatima said she would meet me / her / him / us / them at 7.00 that evening.
4 Will said he wanted to organise a fundraising event.
5 Nina said she was waiting for her friends at the bus stop.
6 Ana said she had tried to phone Katya three times the day before / the previous day.

3
1 had sent
'We sent you a message yesterday.'
2 would
'I will call you tomorrow.'
3 hadn't
'I haven't seen that film before.'
4 could

'Can you give me Annika's email address?'
5 were
'We are waiting at the station.'
6 had lived / knew
'I have lived in Paris for two years so I know the area well.'
7 couldn't / was
'I can't meet you today because I am busy.'
8 received, would
'If we receive any news, we will phone you.'

4

1 she had given 2 that day 3 she had been 4 had asked her 5 their 6 it had opened 7 they could 8 she didn't know 9 she was 10 she had talked 11 had talked 12 had told us 13 she hoped 14 would join

5

Students' own answers

7.3

1

Students' own answers

2

A is the better summary.

3

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

4

1 encountered 2 come up with 3 gain 4 overcome 5 bring about 6 launched

5

Students' own answers

7.4

1

1 mission statement 2 goals 3 target audience 4 availability 5 statistics 6 input

2

1 Helping school children in poorer countries to use technology as part of their education.
2 Local people: students at their school and other schools in the town, their families, local businesses.
3 Old phones, laptops and tablets.
4 The best media to use; statistics that support their message.

3

1 mission statement, explains
2 target audience
3 goals, achieve
4 input
5 media, reach out
6 statistics, show
7 availability, understand

4

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

5

Communication campaign plan
Mission statement: Our mission is to collect and recycle old, unwanted phones and computers to help school children in developing countries who need technology for their education.
Goals: To explain the importance of computers in education in developing countries, and second, to ask for donations of old, unwanted phones, laptops and tablets.
Target audience: Students at schools in our town, and their families, and also local business people.
Media:
1) A social media campaign to get our message out there.
2) A website where people can find out more information and make donations.
3) Emails to local businesses to ask for their assistance.

Information to include:
1) Statistics that show how much technical equipment has been provided already.
2) More real-life stories that connect with people's emotions.

Input needed: From anyone who's happy to help – e.g. students, parents, teachers or other people in the community.

6

Students' own answers

7.5

1

1 work 2 application 3 errands 4 carry out 5 apprenticeship, learn 6 experience 7 time off

2

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

3

1 part-, outdoors 2 apprenticeship, long 3 carry, sign, chores 4 get, make

4

1 are working longer hours
2 developed skills
3 do an apprenticeship
4 work outdoors
5 get (some) time off
6 part-time job

5

Suggested answers:
1 Americans work longer hours than in Norway.
2 Workers who develop skills will enjoy a more flexible working environment.
3 Working outdoors is not much fun in the rain!
4 Taking time off gives workers time to do exercise or take up a hobby.
5 Part-time work allows workers to spend time with their family or study at home.

6

Students' own answers

7.6

1

1 Mr Lee asked us if he could help. / Mr Lee asked if he could help us.
2 He asked me what chores I did at home.
3 Kyle asked me whether he could borrow my phone.
4 Tanya's mum asked us if we had enjoyed the party.
5 They asked Nate where he was working.
6 She asked me why I hadn't texted her.
7 Bill asked me when I would start my part-time job.
8 They asked him whether they should bring something to drink.

2

1 had wanted, wanted, 2 was going, had been, 3 has finished, had finished, 4 met, had met, 5 waited, was waiting, 6 will do, would do / can't get, couldn't get

3

1 My mum asked me why I hadn't applied to university.
2 Emily asked Roberto if / whether he wanted to go to the exhibition with her.
3 My teacher asked me where I was planning to do my work experience.
4 Lucy asked me if / whether I had decided which charity I wanted to fundraise for.
5 We asked our teacher when we would get our exam results.
6 I asked my uncle if / whether he could help me get a part-time job.
7 She asked her grandad how life was different when he was young.
8 Kris asked Isla if / whether (she thought) they should volunteer to help at the museum.

4 and 5

1 can I ask you 2 Where do you 3 are you staying 4 What is 5 Have you visited 6 Is this your 7 did you go 8 will you do

6

1 could ask 2 came from 3 were staying 4 was 5 had visited 6 was 7 had been 8 would do

7.7

1

1 C 2 D 3 E 4 A 5 B

2

Students' own answers

3

1 An ex-soldier and his teenage daughter who are living in a forest in Oregon, in north-west USA.

Suggested answer:
2 A father and his daughter living away from other people in a remote place.
3 They are developing useful skills and they seem happy.

4

1 gist 2 detail 3 attitude and opinion

5

Suggested answers:
1 Tom is reported to the local government department which looks after children. Social workers come to the forest to see how she is living.
2 Will is unhappy and wants to return to the forest.
3 He doesn't want to stop us enjoying it, too.

Skills:
1 detail 2 attitude and opinion 3 gist

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

7
Students' own answers

7.8

1
Students' own answers

2
Students' own answers
Suggested answers:
Reasons for volunteering:
Show you care for other people.
Show that young people aren't just interested in social media and themselves.
To develop new skills. To make a difference to people's lives.
Suggestions for volunteering:
Helping old people feel less lonely.
Do jobs for the elderly.
Help improve the local environment (cleaning up litter, planting flowers).
Helping homeless people and people with disabilities.

3
1 think 2 good option 3 you think
4 maybe we could 5 don't think
6 because 7 you mean 8 good thing
9 point 10 How about 11 do you think 12 Why don't we

4
a 3, 9, 11 b 5, 7 c 4, 10, 12 d 1, 2, 6, 8

5
1 I think the good thing about
2 What do you reckon?
3 I'd have to agree
4 Maybe we could
5 I'm not sure I agree
6 Do you have any thoughts about that?
7 Yes, I think you're right
8 I think that could be a good option because
9 Shall we

6 and 7
1 I <u>didn't understand what you</u> said.
2 <u>That's a</u> good suggestion and <u>an interesting</u> one.
3 <u>It's important</u> to <u>lend a</u> hand.
4 They <u>don't always</u> agree, but it's <u>not a</u> problem.
5 We <u>could even</u> try to think <u>of a</u> new solution.

8
Students' own answers

7.9

1
A T
B F Your address [not your name] should be written at the top right-hand corner of the letter.
C F You should not use contractions [in your letter].
D T
E T
F F You must put the date that you are writing the letter underneath your address.
G F Write the name and address of the person you are writing to on the left, above [not underneath] the greeting.

2
1 In spite of / Despite
2 even though / although
3 However
4 Despite / In spite of
5 Although / Even though

3
A Sender's address
B date
C recipient's address
D greeting
E opening paragraph
F main paragraph
G closing paragraph
H sign off

4
1 I am writing in the name of
2 are unable to
3 gain
4 am happy to work
5 employer
6 quite unhappy
7 many
8 are not given
9 Yours sincerely

5 and 6
Students' own answers

7.10

1
1 Mollie told Max that they had been inspired by a campaign that two sisters in Bali had started.
2 Lewis said he wanted to do his bit too.
3 Yasmin told him they were part of a new global youth movement
4 Max said it would be a challenge but he was up for it.
5 The speaker told the audience they could all make a difference if they changed their behavior just a little.
6 Steve told me they were going to do some fundraising events the following Saturday.
7 Bea told Juan they had had a concert to raise money for their charity the week before / the previous week.

2
1 She asked me when my new course started.
2 He asked me if I could play tennis with him the following Tuesday.
3 She asked me what the students would do when they finished their exams.
4 She asked me if Nina was taking part in the charity fun run.
5 He asked me if I had worked as a volunteer before / previously.
6 She asked me if Mike had arrived on time the day before / the previous day.
7 He asked me where he should put the posters for the campaign.

3
1 volunteer 2 assistance 3 charities
4 crisis 5 fundraising 6 movement

4
1 carry out 2 experience
3 application 4 time off 5 trade
6 outdoors 7 sign 8 apprenticeship

5
1 volunteered 2 assistance 3 chores
4 experience 5 part-time job 6 indoors
Jamal asked him what sort of things he did.
Sam said he had got a list of chores to do every morning.
Sam asked Jamal what he did over the summer.
Jamal said he got a part-time job with his grandpa. He said he loved animals and the only bad part was working indoors / missing the good weather.

7.11

1
The correct option is B. The words in the extract which give you the answer are: *I was planning to, but then my dad asked me to help with some chores at home.*

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

3
B is correct. Answer A uses more than the maximum of five words. Answer C gives extra information not in the original sentence.

4
1 best band we have / we've ever 2 not been on holiday for 3 not allowed to vote 4 if I could help him 5 were responsible for organising 6 was more exciting than 7 wish I hadn't told
8 haven't eaten meat since

5
present simple, past simple, future forms

6
Model answer:
Hi Charlie,
I wanted to tell you about a meeting I went to last week. It was organised by a local charity that helps to provide safe drinking water in poor countries.
At the meeting, they explained why clean water is so important and what happens to people who don't have access to it.
They also told us about some of the fundraising events they organise.
I'm going to help by setting up a quiz evening in my neighbourhood. Everyone will have to make a donation to take part.
I'm really excited and think it will be a lot of fun as well as raising money.
Let me know if you want to come along!

7.12

1
Students' own answers

2
1 do 2 had 3 did 4 do 5 go
6 take 7 doing 8 make

3
1 take: photos, a train
2 go: running, swimming
3 make: a decision, a mistake
4 do: an activity, aerobics
5 have: a party, a shower

4
1 C Alliteration
2 A Personal experience
3 B A funny story

5, 6 and 7
Students' own answers

Unit 8

8.1

1
1 discount 2 miss 3 buy
4 amazing offer 5 budget 6 debt
7 complaint 8 receipt 9 refund
10 order

2
1 found, offer
2 got, discount
3 try, on
4 buying, sales
5 kept, receipt, take, back
6 get, refund

3
1 try them on / take them back
2 make a complaint
3 buy things in the sales, get (great) discounts
4 get into debt
5 has a budget
6 placed an order, get free delivery
7 make a purchase, find a good offer
8 cancelled his / the order

4
1 bit weird 2 What are you getting at?
3 Get real! 4 Spot on! 5 I'll miss out on

8.2

1
1 took, didn't fit 2 left, didn't buy
3 didn't try, bought 4 made, got

2
1 A 2 B 3 B

3
1 If you'd bought those jeans in the sale, they would have been much cheaper.
2 Maya wouldn't have got a refund if she hadn't made a complaint.
3 If I had known you were vegetarian, I wouldn't have cooked burgers for supper.
4 We wouldn't have been late for the concert if we had left the house on time.
5 Leo would have got into debt if he hadn't paid back the money so quickly.
6 If I hadn't been in a hurry, I wouldn't have left my bag on the train.

4
1 E 2 A 3 F 4 C 5 B 6 D
1 If I hadn't lost the receipt, I would have taken back the shoes.
OR I would have taken back the shoes if I hadn't lost the receipt.
2 If she'd had enough experience, she would have got the job.
OR She would have got the job if she'd had enough experience.
3 If Ed / he hadn't wanted to make a difference, he / Ed wouldn't have taken up a position with a charity.
OR Ed wouldn't have taken up a position with a charity if he hadn't wanted to make a difference.
4 If we hadn't read some negative reviews about the product, we wouldn't have cancelled the order.
OR We wouldn't have cancelled the order if we hadn't read some negative reviews about the product.
5 If Anna / she had wanted to continue studying, she / Anna would have applied to university.
OR Anna would have applied to university if she had wanted to continue studying.
6 If they hadn't wanted to earn as much money as possible, they wouldn't have worked such long hours.
OR They wouldn't have worked such long hours if they hadn't wanted to earn as much money as possible.

5
Students' own answers

8.3

1
1 deal 2 chain stores 3 stock
4 brands 5 discount 6 season
7 prices 8 offers

2
Students' own answers

3
1, 3, 4, 6

4
1 No, they can't.
2 Offer a discount
3 Describe the features and benefits of the product, ask a colleague
4 Exchange it or give a refund, check they have kept the receipt

5
Suggested answers:
1 easily answer him yourself
2 ask for your manager to help
3 can do that yourself
4 call for your manager
5 get help

6
1 structure 2 class 3 context
4 subject 5 contrast

7
A 1 adjective 2 contrasts with 'pretty clear'
B 1 noun 2 contrasts with 'in good condition'
C 1 verb 2 contrasts with 'calm and polite'

8
1 A 2 B 3 B

9
Suggested answers:
1 Doing something or asking for something again and again in a way that makes someone uncomfortable
2 Regularly look at or monitor
3 Equipment or products
4 Ensure / Check carefully / Check more than once
5 Can't stop

8.4

1
1 pocket money 2 balance 3 wages
4 income 5 afford 6 interest
7 savings 8 outgoings, wages

2
1 outgoings 2 savings 3 balance
4 income 5 afford 6 wages
7 interest
(not needed: pocket money)

3
1 Her birthday
2 3%
3 2% interest
4 £40. £20 from her mum and dad for washing the car and helping in the garden. £20 pocket money.
5 Going out with friends, buying clothes (stuff like that).
6 £10
7 Yes, she is excited about spending the money on something great next year!

4
1 might be able to 2 could 3 I'm sure that 4 can probably 5 it'll probably be 6 it's unlikely that 7 it's possible that 8 I'm certain that

5
Possibilities: could, might be able to, it's possible that
Probabilities: can probably, it'll probably be, It's unlikely that
Certainties: I'm certain that, I'm sure that

6
1 could 2 unlikely that 3 might not
4 can probably 5 won't 6 sure that

7 and 8
Students' own answers

8.5

1
Students' own answers

2
1 appeared, promoting 2 create, convince 3 claim 4 recommend
5 attract 6 launched 7 compared
8 will appeal / appeals / is going to appeal 9 attracts

3
1 B 2 C 3 A 4 C 5 C 6 B 7 A
8 A 9 B 10 A 11 B 12 C 13 C

4
1 produced 2 created 3 attract
4 appeal 5 convince 6 promote
7 claim 8 compare 9 launch
10 appear
(not needed: recommend)

5
Students' own answers

8.6

1
1 D 2 G 3 A 4 B 5 H 6 C
7 E 8 F

2
1 seeing, to visit
2 doing, to study
3 to get, me to save
4 to download, watch
5 going, her to call
6 coming, me to go

3
1 to buy, spending
2 living, seeing
3 to bring
4 to study, to speak
5 to be, to be
6 travelling
7 to start, to help
8 to take, to revise

4
1 begun using
2 chose to do
3 started to increase
4 convinced (people) to invest
5 hoped to make
6 kept going up
7 advised (investors) to be
8 enjoyed earning
9 want to believe
10 let (that) happen

5
1 playing, doing
2 forgetting, to remember
3 to get, going
4 doing, to stay

Students' own answers

8.7

1
A 1 B 3 C 2 D 4

2
B

3 and 4
1 para E, 2 para C, 3 para B, 4 para D

5
1 T 2 F 3 N 4 T 5 T 6 F

8.8

1
1 prepare 2 serious 3 respond
4 concerns 5 polite 6 competition
7 convince 8 offer 9 deal 10 respect

2
1 Create a school vegetable garden.
2 That there is an adult in charge.
3 There's a sports competition all day on Saturday.
4 The following weekend.
5 £100
6 £200 for pots to plant in, to make it look really nice
7 Yes

3
1 Can we begin by
2 The main thing for me is
3 Would we be able to
4 I would have no objection to
5 It would be great if we could
6 I can't go along with that.
7 Do you think you could
8 Would you consider
9 we would be able to
10 we can accept that

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

5
Suggested answers:
1 I can give you a discount, but only if you buy at least three boxes.
2 Would you be happy to work late if we paid you extra?
3 If you can't help us to organise the event, can you suggest someone who could?
4 I'll let you read my essay if you promise not to copy it.
5 Provided that you look after the bike, I would be happy to lend it to you.

6 and 7
Students' own answers

8.9

1
Students' own answers

2
C

3
1 B 2 D 3 A 4 C

4
Makes a controversial statement. Asks a rhetorical question.

5
Suggested answers:
1 The fashion industry causes environmental damage (para B). It causes problems for the people who work in it and encourages bad shopping habits among consumers (para C).
2 Environmental damage – it contributes 10% of global CO_2, uses huge amounts of water, only 1% of clothing is recycled. Problems for people – work long hours for little pay; encourages a throwaway culture and obscures the true cost of the items.
3 We need to change our shopping habits, stop buying fast fashion items, and try to persuade chain stores to stop selling them.

6
1 It is clear to me that, As I see it, I believe
2 It is well known that
3 Moreover, Not only that
4 It is vital that

7
A It is vital that
B I believe
C Moreover
D It is well known that
E Not only that
F As I see it, It is clear to me that

8, 9 and 10
Students' own answers

8.10

1
1 wouldn't have bought, hadn't recommended
2 had understood, would have given
3 Would you have recommended, you had seen
4 wouldn't have got, hadn't bought
5 would have kept, hadn't gone
6 wouldn't have missed, had set off

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

3
1 refund, back 2 try 3 debt
4 place 5 receipt 6 delivery

4
1 attract 2 promote 3 compares
4 convince 5 offering 6 appeared

5
1 Imagine 2 appeal 3 to promote
4 had appeared 5 launch 6 to get
7 following 8 convince 9 to be
10 advise 11 be 12 would have sold

8.11

1
Who says that people of different ages do the same job as them? These match with these words in text C: *not just the younger generation who make vlogs*

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

3
1 answer 2 not 3 What 4 Let

4
Students' own answers

8.12

1
1 come in = enter, sit down = sit in a chair
2 gave away = made a present of
3 try on = see if they fit
4 live on = survive
5 cross out = put a line through

gave away, *try on* and *cross out* are separable – we know because the object is between the verb and the particle.

2
1 A Don't bring up what happened at the weekend. It will upset everybody. separable
B I was brought up in France so I am bilingual. inseparable
2 A If the weather is nice this weekend, we can go out and play in the garden. inseparable
B Put some more wood on the fire or it will go out. inseparable
3 A We lived on an island on a Scottish lake so we were completely cut off. inseparable
B You've forgotten to cut the label off from your dress. separable

3
1 A bring up = talk about
B brought up = raised
2 A go out = leave
B go out = stop burning
3 A cut off = far away from everywhere else
B cut off = remove with scissors

4, 5 and 6
Students' own answers

Vocabulary boosters

Unit 1

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

2
1 puzzle 2 solution 3 challenge 4 guess 5 give up 6 competitive 7 delighted 8 annoyed

3
1 embarrassed 2 confused 3 amazed 4 convinced 5 lonely 6 disappointed 7 relaxed 8 nervous 9 painful 10 frightened 11 fascinated 12 cheerful

4
1 board games 2 chess 3 games console 4 pieces 5 scoreboard 6 dice

5
1 Anxious, irritated, stressed
2 astonished 3 dissatisfied
4 doubtful

Unit 2

1
1 C 2 B 3 A 4 B

2
1 kind 2 truth 3 support 4 interest

3
1 fallen out 2 got to know 3 're keen on 4 kept in touch 5 looked up to 6 rely on

4
1 with 2 to 3 of 4 with 5 with

5
1 acquaintance 2 generation
3 identical twin 4 introvert 5 siblings

6
1 ancestors 2 generous
3 descendants 4 extended family
5 extrovert 6 belong 7 sociable
8 good listener 9 dependable

7
Students' own answers

Unit 3

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

2
1 blog 2 streamed 3 analysed 4 googled 5 follow 6 contact 7 troll 8 browsing

3
1 copied and pasted 2 delete
3 messaged 4 posts 5 update
6 tweet

4
1 wearable 2 convenient 3 wireless 4 remote 5 reliable 6 portable 7 time-saving

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

6
1 scanner 2 webcam 3 stick 4 touchscreen 5 access 6 password 7 browser 8 retweet

7
Students' own answers

Unit 4

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

2
1 spectators 2 opponent 3 referee 4 pitch 5 competitors 6 dive 7 score 8 shoot 9 train 10 defeated

3
1 course 2 rules 3 track 4 coach 5 race 6 court

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

5
1 heartbeat 2 strength 3 equipment 4 sweat 5 stretching 6 active
Teenagers should do at least one hour of physical activity every day.

6
Students' own answers

Unit 5

1

sight	smell	taste	touch	hearing
blurred	delicious	bitter	rough	deafening
vivid	rotten	delicious	smooth	
pale		rotten	sticky	
		tasty	sweaty	
		sour		
		spicy		
		sweet		

2
1 deafening 2 rotten 3 sweaty 4 rough 5 sour 6 bitter 7 pale 8 vivid

3
1 additives 2 barbecue 3 kebab 4 meatballs 5 ingredients 6 nutritious 7 portion

4
1 farming 2 crops 3 laboratory 4 beef 5 delicious 6 healthy 7 diet

5
1 fried, crispy, greasy
2 boil, steam, roast
3 ripe, slice, chop
4 baked, crunchy, fresh, chewy
5 tasteless, flavour, stir

6
Students' own answers

Unit 6

1
1 return 2 abroad 3 see 4 off 5 stay 6 charming 7 breathtaking 8 crowded

2
1 backpacking 2 extraordinary
3 destination 4 accommodation
5 reservation 6 explored 7 local
8 culture 9 unforgettable

3
1 depressing, dull
2 lively, dangerous
3 mysterious, peaceful
4 disappointing, well-organised

4
1 crew 2 Terminal 3 departures
4 connection 5 gate 6 security

5
1 messy 2 spacious 3 astonishing
4 hideous 5 run-down 6 filthy

6
Students' own answers

Unit 7

1
1 charity 2 volunteering 3 Donations 4 relief 5 crisis 6 fundraising 7 poverty 8 unemployment 9 issues 10 assistance

2
1 campaign 2 movement 3 indoors 4 hours 5 duties 6 skills 7 apprenticeship 8 chores

3
1 generous 2 experienced 3 full-time 4 seasonal 5 temporary 6 trained

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

5
Students' own answers

Unit 8

1
1 have a budget
2 in the sales
3 find a better offer
4 free delivery
5 get a discount
6 take them back
7 get a refund
8 make a complaint
9 (don't need: cancel your order, keep your receipt

2
1 produce 2 created 3 promote 4 launched 5 appeal 6 attract 7 recommends 8 claims 9 convinced 10 appear

3
1 department 2 self-service checkouts 3 corner shop 4 voucher 5 Second-hand 6 profit 7 market leader 8 target audience 9 campaign 10 pressure 11 satisfied customer 12 slogan

4
Students' own answers

Workbook audio scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, Exercise 1b

See page 181.

Unit 1, Lesson 1.4, Track 1.03, page 11, exercise 2

1 I posted some photos of myself on social media. A friend had taken them while we were trying out new hairstyles and make-up. I suppose they made me look older and quite attractive. But then I found out someone had created a fake profile on an online dating site using my photos. Apparently, it's a strategy to fool someone into a relationship, usually to steal money from them. It's called catfishing. So, the consequences can be really bad for the victim – they can be hurt, or maybe lose a lot of money. For me, well, I'm now much more careful what I put on social media.

2 I got an email from an address I didn't recognise. The subject line said something like, 'do you want to make a lot of money'? It was stupid, but I opened it and clicked on the link. For a while, nothing happened. I was wondering what to do when I started getting emails from friends asking if I was OK. What had happened was, when I clicked on the link, it had sent a message to everyone in my address book saying I had had an accident abroad and needed money to get home. Of course, it was a scam. So, I had to write to all my contacts and apologise, and my dad had to buy some new security software for the whole family!

3 I had started playing rugby, and I decided to write a blog about it. The blog was about how much I enjoyed the game, what kind of training we did, and so on. And I included photos of myself and the other girls on the team. I had written several posts when I started getting comments from people at school. At first, it just seemed like banter – you know, kind of joking. They said things like 'girls shouldn't play rugby, it's a boy's game' or 'I wouldn't share pictures of myself if I looked like that'. I was really upset and I briefly considered giving up rugby. One day, while I was cycling to a game, I just started to cry. I didn't stop playing rugby, but I don't write my blog any more.

Unit 1, Lesson 1.5, Track 1.04, page 12, exercise 2

1 So he said, we have met before, and I said, no we haven't, because I didn't remember him at all. And then he showed me a selfie on his phone. I felt awful.

2 Yeah, it's just an exam. I'm not really worried. I'll probably pass it, but if I don't, that's OK.

3 So the lift stopped between floors. And the lights went out. It was really scary – you know I hate small spaces.

4 I've read the instructions, but they don't seem to match the task. I don't know what to do – it's just not clear.

5 I don't know many people and I don't find it easy to make friends. Social media is OK, but sometimes it would be nice to have someone to actually talk to.

6 I've just heard I passed the exam! I'm a lot happier than I was earlier today.

Unit 1, Lesson 1.6, Track 1.05, page 13, exercise 3

Lara Where did you use to live when you were a girl, grandma?

Grandma We used to live on a farm in the country.

L Did you use to walk to school?

G No, we didn't use to walk. We used to get the bus.

L What did you use to wear to school?

G I used to wear a uniform to school. We didn't use to wear jeans or trainers like you do now.

L Did you use to have a mobile phone?

G No, I didn't. And we didn't use to have social media when I was your age.

L What? So how did you use to talk to your friends?

G Believe it or not, we used to talk to each other face to face!

Unit 1, Lesson 1.7, Track 1.06, page 14, exercise 3

Introduction

Matteo Hi, my name's Matteo and I'm from Genova in Italy. I want to tell you a story about a person that I met while I was travelling across Europe by train, and what happened on that journey. It was a bit scary at the time, but I learned a lot from it.

Part 1

I was nearly sixteen. It was the start of the summer holidays and I was travelling to the UK to study for a month. I was travelling by train from Genova to Paris, and then from Paris to London. I was feeling a little bit nervous because I wasn't used to travelling alone.

In France, the train stopped in Lyon and a guy got on and sat down opposite me. He had long hair and an earring, and he was wearing a leather jacket and torn jeans. He said he was in a rock band and introduced himself as Carl. We started talking – I was happy to practise my English. As we were talking, I began to feel more relaxed – he had a lot of good stories, and I was fascinated to hear about the music business.

In Paris, we shared a taxi across the city to the Gare du Nord – that's the station where you get the Eurostar train to London. When we arrived, we saw that our train to London had been cancelled.

I decided to go to the information desk to find out what was happening. Carl said he would look after my bags. After about ten minutes, I found out there was another train for London leaving in half an hour. I hurried back to where I had left Carl, but he wasn't there. And someone had taken my bags.

For a moment, I was confused. I looked around to check that I was in the right place, but I couldn't see Carl anywhere – he had gone. Then I realised that everything I needed was in those bags – my money, my passport, my train tickets … even the address of the place I was staying. I knew I had to get help, but where could I go?

Part 2

I was convinced that Carl had stolen my bags, so I went to the police office at the station and told them what had happened. However, they were not interested. They basically said it was my problem, and there was nothing they could do. I walked back into the station feeling very lonely.

As I was passing a newspaper kiosk, I noticed something was hidden behind it. I realised it was one of my bags.

In fact, all my bags were there, and inside were my money, tickets and

passport. I ran to the platform where the London train was about to leave. When I got there, Carl was standing on the platform. When he saw me, he looked a bit embarrassed. He explained that after I had left him, there was an announcement about the London train. He didn't know where I was and he didn't want to miss the train, so he put my bags behind the kiosk to hide them. Then he went to find the train.
I didn't completely believe Carl's story, but I was delighted to get my bags back. I was also annoyed with myself for what had happened. Anyway, after that experience, I am much more careful who I trust with my things.

Unit 1, Lesson 1.8, Track 1.08, page 15, exercise 4

1 called
2 clicked
3 contacted
4 decided
5 happened
6 invited
7 reached
8 stopped

Unit 1, Lesson 1.11, Track 1.09, page 18, exercise 2

1
Man So did you have a good time on holiday?
Woman I did thanks. It wasn't perfect, but I enjoyed myself.
M Where did you go?
W To Spain with some friends. We were at the beach quite a lot. It was beautiful, although it wasn't that sunny every day.
M Did you stay in a hotel?
W Yes we did, and that was pretty good, although I thought our rooms were a bit small. We spent quite a lot of time indoors because it wasn't always warm enough for the beach. Actually, that was a lot of fun because we all got on so well.
2
Woman You used to eat meat, didn't you?
Man Yes, I did, but I stopped eating meat about two months ago and I only eat fish occasionally.
Woman Why's that?
Man Well, a lot of my friends are vegetarians and it's something I've thought about for a long time. It's much healthier and I like experimenting with different recipes – you know, using more rice and pasta and so on. It's an interesting challenge!
Woman Do you think you'll stop eating fish eventually?
Man I don't think so. I think I'd find it difficult to give that up completely as well.
3
Boy Mum, have you heard what happened to Mr Parker next door?
Mum No – what happened? Is he OK?
B Yes, I think so. Apparently, he had an accident in his garden. He was putting some lights up in a tree and he fell. He hurt his leg quite badly so his wife took him to hospital.
M Oh dear, I wonder if he's broken it. Is he all right part from that?
B As far as I know. I only just heard about it from Lara. Fortunately, he didn't fall very far or it could have been a lot worse.
M I suppose you're right. It still sounds pretty terrible, though.
4
Woman You'll never guess who I saw yesterday?
Man Go on, tell me!
W Do you remember Max, the boy who used to live opposite? His family moved abroad last year. We kept in touch on social media for a while, but I haven't heard from him recently.
M I know who you mean. Wasn't he friends with your brother as well?
W That's right. Anyway, he's visiting for a few weeks and he wants to meet up tomorrow evening. Why don't you come along – I'm sure Max would love to see you too.
M OK, why not. Let me know where you're going and what time.
5
Man I had a great day – I finally decided to join the gym.
Woman Seriously? I can't believe it! How was it?
M Actually, it was better than I expected. I thought it might be a bit boring, but it wasn't.
W You say that about everything. Remember when you started learning the guitar? You loved it to start with, but that only lasted a few weeks.
M This is different. I'm going with my friend Alex. He works out about three times a week. I probably won't go as often as he does, but I'll try to go at least once a week.
6
Woman I can't believe it's our last exam on Friday.
Man I know! This time next week there won't be any more school for weeks. We should do something to celebrate. How about a bike ride? We could take a picnic.
W Or we could do something in the evening – like a party?
M Fantastic – everyone would want to come!
W Actually, maybe that isn't so good – it would need lots of organisation. We could always go shopping at the new mall. But I haven't got much money at the moment. The bike ride isn't a bad idea after all.
M OK, that's agreed!

Unit 2, Lesson 2.1, Track 2.01, page 20, exercise 1b

See page 183.

Unit 2, Lesson 2.3, Track 2.03, page 22, exercise 4

Presenter … So today, we're talking to two young people that Friends for Youth has helped, Jayden and Sara. Welcome, thanks for joining us.
Jayden and Sara Hi / Thanks / Hello.
P OK, Jayden, let's start with you. Tell us about your mentor, Stephen.
J So, I met Stephen two years ago, when I was fourteen. I wasn't doing so well at school, and I'd been in trouble with the police. Stephen was the first person to really take an interest in me. He's probably my best friend, as well as a mentor, you know?
P So how has he helped you?
J Erm … Well, he has encouraged me to try lots of new stuff. The first thing was fishing. He said one day, 'Have you ever been fishing?'. And I'm like, 'No, I've never caught a fish in my life'. And he said, 'OK, we're going fishing.' And we went and I actually caught a fish. I was so excited. Fishing is still the thing I like doing best. A lot of the things we've done were new for me – they were things I had never done before. In that first year we went fishing a lot. But we've been go-kart racing, we've been bowling a few times, we've played video games. Last week we went to the cinema – it was my first time, can you believe that? Stephen has given me a lot of support. I know that since we started hanging out together, my grades at school have improved. I guess he's helped me to realise that I can do things, that I can succeed. So that's a good thing, right?
P Sara let's turn to you. Lisa is your mentor, isn't she?
S Yes, that's right. My parents separated about a year ago, and I was really angry about that. My mum and I have moved

around a lot. So life has been kind of difficult, kind of messy. I try to go to school every day, but it hasn't always been easy. Having Lisa as a mentor has been great. Every time we moved, she found out where I was, and spent time with me. She's made a huge difference to my life.
P How has she made a difference?
S I guess she knew I needed someone in my life that I could count on – who was reliable. The first time we met, she took me to a juice bar and we just talked for hours … Well, I talked. Lisa didn't interrupt or tell me what to do. She just listened. She showed me respect. After that day, I knew I could tell her anything.
Since then, we've done so much. We've been to the fair – that was a lot of fun. Erm … we've been ice-skating, we've been to the beach a few times. We haven't been surfing yet, but Lisa has promised to take me in the summer. Friends for Youth organises group activities and we've done a few of those together. The programme has really helped me with my anger, because I've had Lisa to talk to.
The best thing about having Lisa as a mentor is, we've always got on really well together. I've never laughed so much as I do when I'm with her. We haven't had an argument yet, and I hope we never do. I just want to go on hanging out with her – we've already made some plans for next summer.
P So what makes a good mentor? Jayden?
J Someone you can count on one hundred per cent.
P Sara?
S I agree. Someone who's reliable – who's always there for you.

Unit 2, Lesson 2.3, Track 2.04, page 22, exercise 6

1 I wasn't doing so well at school
2 he has encouraged me to try lots of new stuff
3 Fishing is still the thing I like doing best
4 since we started hanging out together, my grades at school have improved
5 I needed someone in my life that I could count on
6 I knew I could tell her anything
7 We've been to the fair – that was a lot of fun
8 we've always got on really well together

Unit 2, Lesson 2.3, Track 2.05, page 22, exercise 8

Sara Lisa's changed my life for the better.
Presenter Have you ever been to London?
Jayden I was excited to meet them.
J I can count on him to support me.
P Did you go to the cinema yesterday?
S My mentor never tells me what to do.

Unit 2, Lesson 2.4, Track 2.06, page 23, exercise 2

Student A When Laura joined our class, everyone wanted to be her friend. She seemed really cool and she had all the latest stuff – trainers, smartphone, everything. I made a quick decision about her: I thought she was selfish and only cared about money. I couldn't imagine being friends with her. I suppose I was jealous, although I'm not proud of myself – in fact, I'm a bit embarrassed.
Student B Kyle joined our class six months ago. He has cerebral palsy, which means he has difficulty walking and speaking. So it's really important for other people to listen carefully to what he's saying. In the beginning, a few students laughed at him. I felt quite awkward about this, so I decided to talk to him.
Student C When Mina first came into our class, she wore clothes that were a bit boring, as her family is quite traditional, and she was very quiet. It seemed like she didn't want to make friends with anyone. She didn't answer if anyone spoke to her, especially boys. We thought she was rude, but she was just shy. She sat on her own at lunch time, and she refused to join in any social activities. So after a while, we just ignored her. I feel ashamed about that.

Unit 2, Lesson 2.8, Track 2.08, page 27, exercise 3

Mia My name's Mia. In this presentation, I'm going to tell you about my ideas for next term's visit by Chinese exchange students. First, I'd like to start by talking about what we could do before the students arrive, before turning to ideas for activities while they are here. Finally, I'll talk about what we can do after they have returned home.
First of all, let's talk about what to do before our guests come to the UK.
It's really important that they know something about life as a teenager in the UK so they can see how similar our lives are. For example, what subjects we study at school and how much homework we have; what kind of things we are into; what family life is like. My idea is to make some short videos in simple English and post these on the school website for the Chinese students to watch.
We've looked at what to do before they arrive, so let's move on to ideas for while they are here. Firstly, we could have a welcome party so that we all get to know each other. Also, it's important that we take an interest in their culture, so we could ask them to teach us some typical Chinese things – for instance, some phrases in their language, or how to cook their favourite Chinese dish.
Finally, at the end of the exchange, we could set up a social media group to keep in touch with them after their visit. We can also ask them what they think of their experience, and how we could improve it for the next group of students.
In conclusion, there is a lot we can do to welcome our Chinese guests to our school. We just need to decide what is most important to make them feel welcome. So, those are my ideas. Thank you for listening.

Unit 3, Lesson 3.1, Track 3.01, page 32, exercise 1b

See page 185.

Unit 3, Lesson 3.4, Track 3.03, page 35, exercise 3

Girl So, I've been researching global internet statistics. Did you know there are now more than four billion internet users worldwide? That's over half the world's population.
China has the most users, around 850 million, followed by India with just over 575 million.
The United States has nearly 300 million users. In terms of languages, English is the most popular language with a little more than 25% of all users. Next is Chinese with about 19%, and then Spanish with almost 8%. That means that almost half of internet users around the world use other languages – not English, Chinese or Spanish.

Unit 3, Lesson 3.7, Track 3.04, page 38, exercise 3

Part 1

Reporter So I'm here at London Tech Week looking at some of the latest developments in computer science. With me is Dr Helen Zielinski, an expert on artificial intelligence, or AI. Helen,

we hear a lot about how robots are becoming more like human beings. Is that realistic?
Dr Zielinski Not really. The human brain is extremely complex, and it will be a very long time before there are robots that think and act like us. Of course, we already use them in many different ways. But most robots don't have human features and they certainly don't look like the androids you see in movies or computer games.
R So, what are some of the main areas that use robots?
DZ Well, for example, in industry. Car-makers use robots to do certain jobs that are repeated in exactly the same way every time – like making holes or connecting two pieces of equipment. For these tasks, robots are usually more reliable than human workers, because they can do the tasks more accurately and they don't get bored. Also, they don't need breaks and they don't get paid – so they can work for longer and are often cheaper.
R Another area is medicine, isn't it?
DZ That's right. One example is doctors using robots for some kinds of operations – they sit at a computer terminal to control the robot while looking at a 3D screen. This kind of surgery is often better for patients – it's less painful and they recover far more quickly. Another example is a robot called Moxi which is used to help nurses in some American hospitals. Moxi can move around the hospital collecting and delivering things like drugs and equipment. This is much more convenient than nurses doing it themselves – and it's time-saving as well.

Part 2

R So what is the future for robots and artificial intelligence?
DZ The computer industry is always looking at how we use robots, and how we could improve them. For example, developing robots that operate more efficiently than they do at the moment. And also, robots that can learn to do a variety of different tasks, not just one task – in other words, to be more adaptable.
R What developments are we seeing in robot tech right now?
DZ There's a lot of research into helping robots learn. For example, it's possible for a person to control a robot using just their thoughts.
R How does that work?
DZ You wear a special cap on your head. You watch the robot performing a simple task and if the robot makes a mistake, your brain automatically notices. You don't have to say or do anything. Your brain creates an electrical signal. Then the cap sends a message to the robot to stop and wait for instructions.
R That's incredible! I didn't know about that.
DZ And computer scientists in America are also working on a program to teach robots to do housework by watching videos of a person doing the same job. They break each job down into small steps. Like, making coffee would start with 'open cupboard' and 'take out mug'. And so on.
R Anything else?
DZ Medicine again. Imagine swallowing a pill that's actually a tiny robot, which can change its shape, depending on the job it has to do, or where it's sent. Scientists think it could act like a mini-doctor to perform small operations inside your body.
R Amazing!
DZ They haven't done this yet, but they have created the robot. And they think it might be possible in the future.

Unit 3, Lesson 3.11, Track 3.06, page 42, exercise 2

1 What does the girl's hair look like?
Girl 2 Hi John. I've done it! I've been to the hairdresser's and I've completely changed my look! I feel fantastic, but it looks really different!
Boy 2 Have you had it cut short?
G2 Not really, the length is about the same as it was before. No, the thing that's really different is the colour. I've always dreamt of changing it. Dark hair is so boring. Anyway, I've had it dyed and you probably won't recognise me! I'm not really blonde, it's more of a silver colour!
2 What has the boy been doing?
Girl 1 I saw you in the town centre on Saturday afternoon with some other people. What were you doing? It looked like some sort of demonstration.
Boy 1 On Saturday? Oh, we were campaigning to raise awareness about the effect of global warming on polar bears. We put up some posters about a talk in the evening. The talk was really interesting. There was a scientist from Earth Friends who talked to us about the effects of global warming on a lot of endangered species.
3 How has the boy decided to go to school?
Girl 3 Hi Pete. I didn't see you on the bus this morning.
Pete No. I've decided to cycle to and from school every day.
G3 Are you trying to get fit or save money?
P Neither. I think I'm fit enough already! I go to the gym and I play football three times a week and the bus pass is really cheap. No, I've been thinking about the environment. There are too many buses and cars on the road anyway. I only live two kilometres from school, so there's no excuse not to use my bike. You won't believe it, but cycling to school is actually quicker!
4 What has the boy been doing all morning?
Mum Have you been playing that video game since I went to work this morning?
Boy 3 No, I haven't. OK, I played it for a bit this morning, but come on Mum, we are on holiday.
M I know you're on holiday, but you've still got tons of homework to do, haven't you? That's what you said on Friday.
B3 Well, I did a bit of homework and then Gran phoned and asked me to help her. She's been having problems with a virus on her computer, so I spent three hours this morning sorting that out for her.
M Did you? Oh, thank you, darling. You are wonderful!

Unit 4, Lesson 4.1, Track 4.01, page 44, exercise 1b

See page 187.

Unit 4, Lesson 4.1, Track 4.02, page 44, exercise 5

1
Boy 1 This is the first time I've taken part in a Tough Mudder event. Any advice?
Girl 1 Start slowly. Don't try to keep up with other people. Go at your own speed.
B1 Thanks. That's helpful. Anything else?
G1 Remember to warm up before you start. If you don't, it could bring about an injury.'
2
Boy 2 I can't carry on with the race – I'm too tired.
Girl 2 But there's only one kilometre to go – you can't drop out now!
B2 OK, but don't wait for me – I'll catch up with you at the finish.
G2 Right. You can do it – don't give up!
3

Girl 3 Hi, Joe. I didn't know you'd signed up for this event.
Joe Yeah, some friends were coming and asked if I wanted to join in.
G3 But you're not a runner, are you?
J No, I work out at the gym sometimes. But who knows? If I enjoy this, I might take up running full time.

Unit 4, Lesson 4.4, Track 4.04, page 47, exercise 2

1
Jack Hi, Emma. How did you get on in the outdoor swimming challenge on Sunday?
Emma Not great. I had a problem with my leg. After about two hours, it was so painful I couldn't carry on.
J Oh, no. I'm really sorry that you had to drop out. I know how much training you did!
E I think I did too much training. That's how I injured my leg.
J Well, hang in there. It's just something you have to go through and learn from.
2
Izzy That's the last time I take part in a quiz with Hugo. I can't believe we lost by one point!
Colm I guess you must be feeling disappointed.
I I'm really angry. It was Hugo's fault. I got all the questions right, but he didn't believe my final answer. So we got it wrong and we lost.
C Come on, Izzy, it isn't fair to blame Hugo. He was the captain. He did what he thought was right.
I Yes, but he wasn't right – I was!
C Well, put yourself in his shoes. How would you feel if it was you who got it wrong?
3
Sean Hey, Naz. What's up?
Naz I've just tried out for the school choir. They don't want me – they said my voice isn't good enough.
S That's ridiculous. I'm really sorry that you didn't get in. I think you have a great voice … all your friends do. It's important to remember that.
N Ah, thanks, Sean.
S And you know what, it's not the end of the world. Don't give up – you'll find another choir that will appreciate you. It's not very nice, but I'm sure you'll come out of it stronger.

Unit 4: Lesson 4.7, Track 4.05, page 50, exercise 3

1
Hannah Hey, Ryan, have you heard about the new after-school fitness club?
Ryan Mm … maybe.
H We had the first training session last week. It was brilliant. The next one is tonight and I just wondered if you'll be able to join in.
R No, I don't think so.
H I think you'd enjoy it. We do lots of different activities, we play games, and we learn about healthy eating. Did you know that eating the right things and taking regular exercise can protect you from illness?
R Yes, I did, but I'm not obsessed with keeping fit. Anyway, I'm busy tonight.
H What, playing computer games online? I think you're addicted! Seriously, it would be good for you. You never take any exercise, and you could spend time working out with your friends. Come on, it's really good fun.
R OK, I'll think about it …
2
Man Scientists believe that, thousands of years ago, most people's lives were very short, probably around 30 years. Even at the beginning of the 19th century, few people in Europe used to live longer than 35 years. And in parts of Africa, people died even younger. There are many reasons for this: most people worked hard, but had little money to spend on food and often didn't have enough to eat. Many people also suffered from illnesses which drugs can protect them from today. However, in the last 200 years, things have improved a lot. According to the United Nations, women can expect to live slightly longer than men – over 75 years compared with around 71 years. But how long you live still depends on where you live. In richer countries both men and women can expect to live over 80 years. In poorer countries, it's less than 70 years.
3
Interviewer So with me today is Magda, who is 90 years old and still active and healthy. Magda, what's your advice for living a long and healthy life?
Magda Well, first, exercise is important. If you take a little exercise every day, you'll be able to stay active for longer. Second, keep learning. Take up a new hobby or interest, read books, listen to the radio. If you want to stay healthy, you have to stay interested in everything.
I That's great advice. Anything else?
M Yes, eat lots of fresh fruit and vegetables. I tell all my friends, eating less sugar and salt can bring about real changes in your health.
I And friends are important too, aren't they?
M Yes. It's important to have friends that you can talk to. Keep in touch by email or phone. Loneliness is bad for your health too, you know.

Unit 4, Lesson 4.7, Track 4.06, page 50, exercise 8

1 I think you're addicte(d) to your laptop.
2 Eating the right things can protect you from illness.
3 Life expectancy in mos(t) parts of the world was very short.
4 Women can expec(t) to live slightly longer than men.
5 If you wan(t) to stay healthy, you have to stay interested in everything.
6 Eating less sugar and sal(t) can bring about real changes.

Unit 4, Lesson 4.8, Track 4.07, page 51, exercise 2

Girl These two photos show people taking part in cycling, but in different situations. In photo A, there is a group of people … it looks like a family … cycling in the countryside. Photo B, shows a man cycling on the road, or it may be a racing track.
There are several similarities between the photos. Obviously, the main thing both photos have in common is that they show people riding bikes, and wearing cycle helmets. Each photo also shows how cycling can be a good way to take exercise and keep fit … as part of a healthy lifestyle.
The most obvious difference between the photos is that the people in photo A are riding ordinary bicycles and wearing everyday clothes, while the man in photo B is wearing special clothes and riding a hi-tech bike that looks a lot more expensive. In comparison to the man in photo B, the family group look much happier and more relaxed. He looks much more serious … I think he might be a competitor in a race.
As I see it, riding a bike fast for long distances will probably keep you much fitter. However, if I had to choose, I don't think it would be as enjoyable … and certainly not as sociable … as going for a cycle ride with a few friends or my family.
In my experience, it's much more fun to do activities like this with other people. So for that reason, I'd prefer to cycle in a group.

Unit 5, Lesson 5.1, Track 5.01, page 56, exercise 1b

See page 188.

Unit 5, Lesson 5.1, Track 5.02, page 56, exercise 4

1
Boy 1 Hi, Jo, what are you up to this morning?
Jo It's my mum's birthday. I'm making a cake for her.
2
Girl 1 Do you know the answer to exercise 4?
Girl 2 Sorry, I haven't got a clue. Why don't you ask Phoebe?
3
Man Excuse me, can I ask you a few questions?
Boy 2 Of course. Fire away!
4
Girl 3 Did you hear that Tomas has entered the school cookery competition?
Boy 3 Tomas? He hates cooking. I bet his food tastes gross!
5
Boy 4 Look at Ella. I thought she was joking when she said she could skateboard – but she's brilliant.
Boy 5 I know. We're all surprised, but seeing is believing.

Unit 5, Lesson 5.2, Track 5.03, page 57, exercise 1

1
Boy 1 Hurry up or we'll miss the train.
Boy 2 No, we won't. The train doesn't leave until five o'clock.
B1 It's ten to five now.
2
Girl 1 Let me know when you arrive, then we can decide where to meet.
Boy 3 OK, I'll text you as soon as I get there.
3
Girl 2 What are you up to this weekend?
Girl 3 I'm meeting Mia at the shopping centre. She's coming with her older brother – he's really nice!
4
Boy 4 Who do you think will come top in the final exam?
Girl 4 I'm pretty sure Anna is going to come top again. She got the highest grades last year, and the year before.
5
Girl 5 Do you know when Katy starts her new college course?
Girl 6 No, I'm not sure. I expect she'll start sometime next week or the week after.
6
Boy 5 Where's Jake having his 18th birthday party?
Boy 6 He's going to have it at his house. His parents are going to be away for the weekend.

Unit 5, Lesson 5.3, Track 5.04, page 58, exercise 2

Part 1

Podcaster In this week's Basic Science podcast, we're looking at some of the ways that life will be different in the future. With me is science writer Alex Lucas. Alex, what changes are we going to see?
Alex Well, scientists forecast that the world's population will increase by 25 per cent in less than 30 years. That means by 2050 there will be 10 billion people. So the biggest problem is going to be food supply. It's not easy to feed everyone in the world now, so food production will need to change in the future. Climate change has already affected the way farmers grow crops, and the situation is going to get more difficult as the earth gets warmer.
The good news is, there are already new ways of producing more food which will be really important in the future. One idea is something called a 'vertical farm'. In China and Japan, they're starting to grow food crops inside buildings, like big factories. They grow the plants in rows, one on top of the other. That means they'll be able to produce large amounts of food in a small space. Another good thing is that they can control the amount of water, heat and light that the plants need. And because the crops are growing indoors, bad weather won't affect them. Also, the companies can predict which cities will need the food and build the factories close to them. That will reduce transportation costs and pollution. I think it's going to be a very important way of producing food in the future.

Part 2

Podcaster So do you expect that technology will help solve other problems in the future?
Alex Yes. For example, we need to make sure that all those extra people have somewhere to live. At the moment, we can't build houses fast enough and that problem is going to get worse, especially in developing countries. So one solution is 3D printing. There are companies in China, Europe and the US which have created huge 3D printers that can build a small house in as little as 24 hours. One company in France say they intend to change the way houses are built – they believe 3D printing will make it possible to build more houses, more cheaply, so everyone can have a home. They also predict that it will be 25 per cent cheaper to build in this way in five years' time, and around 40 per cent cheaper in ten or fifteen years.
Podcaster That's amazing, Alex.
Alex Also, by 2050, many people will live longer, so there will be more old people. Many of them will live alone and might find it difficult to manage. One idea is that robots could support older people who need help in their everyday lives. For example, in Japan, they've designed a robot that can keep people company. She's called Erica and she looks quite human. She can have a conversation, and it seems like she's really listening and answering. There are also robots that can check in guests at hotels, and even robot pets.

Unit 5, Lesson 5.4, Track 5.05, page 59, exercise 4

Volunteer We provide food to people who don't have enough money to feed themselves and their families. If someone needs to use a food bank, they can get a piece of paper (a voucher) from their doctor or social worker. They bring that to us and we give them a box of food that will last them for three days.
People use foodbanks for different reasons – because of illness, because they've lost their job, or because of family problems. Most people we help are going through a difficult time in their lives. We make sure that no one goes hungry due to the problems they have to deal with.
The food we provide is given to us by ordinary people. They leave it at different collection points – in schools, churches, offices and supermarkets. Our volunteer workers put it into 'emergency boxes' and these are given to the people who need them.
We offer more than just food. We also provide support to help people get over the difficulties they are facing. Sometimes they just need someone to listen to them, but we also run holiday clubs, and courses to help people manage their money and focus on ways to improve their situation.

Unit 5, Lesson 5.4, Track 5.06, page 59, exercise 5

1

Liam I had fallen out with my parents and I left home. I thought I could look after myself and I didn't listen to advice from anyone. The problem was, I didn't have a job or anywhere to live. Sometimes I stayed with friends, but I had no money so I depended on other people to buy me food. Living like that really got me down, but I didn't know who to ask for help. Finally, I was given a voucher for a food bank. The people there were amazing. They gave me food and clothes, but they also suggested some things I could try out to find a place to live. They made me realise I needed to take responsibility for my life. Things are much better now, thanks to the food bank.

2

Amy I have four children and I don't have a job. Normally the kids eat lunch at school, but in the school holidays I have to spend more money on food. I can't afford to take them out and do things like their friends do. That's not easy to deal with. I feel bad, but I have to accept that I can't do everything. Luckily, my local food bank runs a holiday club to help people like me. My kids get a meal every day, and the club also organises activities which are free. A lovely woman at the food bank said to me, don't put yourself down – it's not your fault. She introduced me to other parents in the same situation as me. It was nice to share my feelings with people who understood what I was going through.

3

Rob I was going through a difficult time. I had lost my job and I had health problems – physical and mental. I knew I needed help, but I avoided my friends and family – I was too embarrassed to see them. In the end, I ran out of money and my doctor sent me to the food bank. I was able to get a box of food, but I also found someone to talk to, a woman called Alex. She helped me to face my problems instead of running away from them. She advised me to focus on the positive things in my life, like my daughter. I'll always be grateful to the people at the food bank. They helped me get over a really difficult time in my life.

Unit 5, Lesson 5.8, Track 5.08, page 63, exercise 2

Part 1

James Did you hear that Maya has become a vegan? She's stopped eating meat, fish and dairy products like milk and cheese. I reckon she'll find it really difficult. She'll soon give up.

Bella Why do you think that? I think it makes sense. Look at the damage to the environment that's caused by producing meat. And a lot of meat and dairy products are produced using chemicals too. It's good that our school is thinking of having a vegan option with every meal.

J Well, Bella, I'm not convinced that meat is bad for the environment. Or for your health. What do you think about it, Caro?

Caro To be honest, I think Maya's right. Did you know that almost 15% of the gases that cause climate change are produced by meat and dairy farming? And also …

J So what? A few people giving up meat isn't going to change that!

C Can I just finish? I was saying that producing meat uses a huge amount of land. That land could be used to grow other crops like rice or wheat.

B I'd like to say something else, though. Vegans often drink alternatives to milk made from things like almonds. I know almonds are produced in California and they use millions of litres of water. That damages the local environment too.

Part 2

C So, let's decide if we agree with the school's plan to stop selling water in plastic bottles. How do we all feel about that?

J And paper coffee cups too, don't forget.

C Exactly. What's your opinion of this idea, James?

J From my point of view, it's a bit annoying. I mean, they want us to bring in our own water bottles and coffee cups. I'll never remember to do that. It's much easier just to buy a bottle of water when you need it.

C OK … Bella, where do you stand on this?

B As far as I'm concerned, it's a good thing to do. Look at the huge amount of plastic that is thrown away after it has been used once. It's a problem and we need to deal with it.

C I completely agree. Also, …

J What do you mean by 'deal with' it? We aren't going to solve the world's plastic problem on our own.

C I'm sorry, but I haven't finished. I've read that it takes twice as much water to produce a plastic bottle as the amount of water that is contained in the bottle.

B That's just crazy. We should be concerned about that.

C I know. So, does anyone want to add anything?

Unit 5, Lesson 5.11, Track 5.09, page 66, exercise 2

Speaker Food is one of the greatest pleasures in life. Of course we enjoy how it tastes and smells, but for many people, it's also important how food looks. So imagine eating in a restaurant that's completely dark. Dark dining, as it's known, has been around for over 20 years. The idea started in France, but the first proper restaurant was opened in Switzerland by a man who was blind – he wanted other people to understand what it is like to experience food through just the senses of taste and smell.

Now there are dark dining restaurants all over the world. In most cases, the area where the customers eat is kept completely dark. Some restaurants also organise special events to entertain the guests during their meal, such as music or storytelling.

In some restaurants, the staff – for example the guides who help people to their tables, and the waiters – are themselves blind and because they're unable to see, they find it easier to work in these unusual situations. As well as supporting less able people by employing blind staff, a number of restaurants also make donations to charities that work with people living without sight.

Some reviews suggest that the dark dining experience can make customers a little anxious, and it can be difficult to feed yourself when you can't see where your hands or mouth are! That's why in some places, the food served is specially chosen to cut down on these eating accidents. However, some people have reported that they felt more comfortable chatting to other customers in the restaurant than they usually would. Sharing this unusual experience can lead to some interesting conversations with people you've never met before! And many people have said that they found it a positive experience because it raised their awareness of the difficulties of living without sight.

But does it really make food taste better if you can't see it? Some critics are certain that focusing only on taste and smell brings greater enjoyment. Others, though, are not convinced and

still believe that one of the biggest pleasures comes from how food looks and being able to admire its presentation – in other words 'We eat with our eyes first', as the saying goes.

Unit 6, Lesson 6.1, Track 6.01, page 68, exercise 1b

See page 190.

Unit 6, Lesson 6.7, Track 6.03, page 74, exercise 2

1 Do you think we are in the right place? I can't see anything that looks like a hotel? What's the name of this street? Can you remember the name of the hotel?
2 Come on, let's go! We're going to miss the train. You don't have to bring all those things, we're only going for a weekend!
3 I'm sure we won't get our money back. The tour was awful but the company says it was fine. The guide said everyone was happy.
4 Our school team is going to Germany to play football in the International Schools Championship. I'm the goalkeeper. We're the Scottish champions, and I think we have a good chance.
5 I'm so happy we got these. I wasn't sure there would be any left. I mean she is such a big star and she doesn't perform in London very often. We got four tickets at the back.

Unit 6, Lesson 6.7, Track 6.04, page 74, exercise 3

1 I am so sorry. I really don't know how I made such a stupid mistake. I didn't look at the label. I just picked up the first red case I saw and ran to get my bus from the airport. When I got the case out of the bus and looked at it I realised I had the wrong one. I feel like an idiot! Have you got my case here? Did someone else have it?
2 I mean, I knew most things would be in Japanese. I thought something might be in English, but there was almost no English. I was a bit anxious because none of us speaks any Japanese. My brother and I were a bit disappointed that no one in any of the attractions spoke English. It was very strange to hear Mickey Mouse speaking Japanese, but the little Japanese children were so excited when they saw him and Minnie. Very soon we were so happy to see all our favourite characters and we really didn't mind which language they were speaking. We all had our Mickey Mouse ears on. We looked really cool! I put some photos on Instagram, do you want to see them?
3 I hope they'll like me. I'm wearing my best clothes and I made sure I'm looking as smart as I can. I've researched the company and found out as much as I can about it, how it started, what it does, what future plans it has and where all the branches are. I'm hoping that if I do well in my work experience they might offer me a job in the company. They might even send me abroad. I've thought of questions I can ask them. My teacher said I should ask some questions because they will think I'm interested in the company. Oh, here I go. Wish me luck.
4 So this is the great restaurant that you were talking about. I must say, it's not like the restaurants I usually go to. It looks a bit dull and depressing. I was expecting a charming little restaurant with French or Italian food and pretty tablecloths and decor. This is rather … disappointing. The menu isn't very impressive either. What do you think I should try? Please don't say fish and chips. I had that once, [ugh] I don't ever want to eat that again. I know I said I wanted to meet local people but I thought they might be a bit more … what can I say… interesting?

Unit 6, Lesson 6.8, Track 6.05, page 75, exercise 1

Paul Hi, there. Could you tell me about some of your sports tours in the UK?
Alice Of course. What would you like to know?
P My brother and I are real fans of English football. I'd like to find out a bit more about the football grounds we can visit.
A That's a good choice. We have a weekend trip to Manchester. I'm sure you know there are two wonderful football grounds there: Manchester United's Old Trafford and Manchester City's Etihad's Stadium. You stay in a four-star hotel in the city centre.
P That sounds great. Is travel included in the price?
A Yes, the price includes direct flights from London to Manchester, two nights' accommodation, transport to the grounds, and an exclusive tour of one of the grounds.
P Sorry, could you repeat that? You said, only one of the grounds?
A Yes, but you can choose which one. We pick you up, take you to the ground, give you lunch at the stadium and bring you back to the hotel.
P I have another question. Can you tell me if it's possible to watch a match?
A Actually, I'm afraid it's the end of the season.
P I'm sorry, I don't understand what you mean.
A It's the end of May now. The football matches have ended for this season.
P Oh, yes, of course. Oh well, … What should we wear? Do we need to dress smart?
A No, jeans are fine. But I think you should take a raincoat or an umbrella. It rains a lot in Manchester – even in summer!
P That's good to know. Thanks. I'll discuss the information with my brother and get back to you.

Unit 7, Lesson 7.1, Track 7.01, page 80, exercise 1b

See page 192.

Unit 7, Lesson 7.4, Track 7.03, page 83, exercise 2

Leah Hi everyone, thanks for coming to the meeting. OK, this campaign is about recycling old phones and computers to help school children in poorer countries use technology for their education. We're working with a charity called TechAid. They collect old phones, tablets and laptops, and clean or replace the hard drive. Then they send them to the countries where the kids need them. We need to come up with a clear mission statement that explains what we're doing and why.
Rex Who exactly are our target audience?
L Good question. We want to communicate with students at this school and other schools in the town, and their families. We want them to donate their old phones, tablets or laptops. So our goals need to be really clear – we must have aims that people understand and feel they can help us achieve.
Kat We could talk to local businesses too. They might be able to help.
L That's a great idea. We need input for the campaign from lots of different sources.
R How do we communicate with people? You know, to get them to make donations?
L Right, we need to think about the best media for the people we want to reach out to. We have a webpage already, but we can start a blog, use text messages … It's important that people know how to contact us.

K Do we have any statistics that show the number of children TechAid has helped? Or how many computers have been donated?
R That's a good point. With the availability of that kind of information it will help people understand why their donations are important.

Unit 7, Lesson 7.4, Track 7.04, page 83, exercise 4

Leah OK, so we have a campaign plan and we're ready to launch our campaign. Now we need more people to join in and help us. I'd like to start by telling you what we've decided so far. So first, the mission statement. Our mission is to collect and recycle old, unwanted phones and computers to help school children in developing countries who need technology for their education.
The group's goals for this campaign are to explain the importance of computers in education in developing countries, and to ask for donations of old, unwanted phones, laptops and tablets.
Our target audience for donations and support are students at schools in our town, and their families, and also local business people.
We think that the best media for the people we want to reach out to are as follows. Firstly, a social media campaign to get our message out there. Second, a website where people can find out more information and make donations. And third, emails to local businesses to ask for their assistance.
To support our campaign, we need to increase the availability of information on our website. We should include statistics that show how much technical equipment has been provided already. For example, in the last year 12,000 items were donated, and over 50 digital schools were set up in Africa alone. And also, we need more real-life stories that connect with people's emotions – like the little boy in a school in Mexico who taught himself to code on his second-hand laptop and is now planning to study robotics at university.
We would like input for the campaign from anyone who's happy to help. That could be students, parents, teachers or other people in the community. So if you know anyone who could support us, please talk to them …

Unit 7, Lesson 7.6, Track 7.05, page 85, exercise 5

Interviewer Excuse me, can I ask you a few questions?
Visitor Yes, of course.
I Where do you come from?
V We're from Winnipeg, in Canada.
I How long are you staying in London?
V Just one week.
I What is the reason for your visit?
V We're on vacation.
I Have you visited London before?
V Yes, once – this is our second visit.
I Is this your first time at the British Museum?
V Yes, it is.
I Where did you go on your last visit to London?
V Oh, let's see … the Tower of London, Westminster Abbey … everywhere, I guess!
I What will you do next?
V We're planning to visit Paris next week.

Unit 7, Lesson 7.7, Track 7.06, page 86, exercise 3

Part 1

Podcaster Welcome to this week's nature podcast. Today, I'm going to talk about a film that I watched last night, called *Leave No Trace*.
The film is set in America, and it's based on a true story. The two main characters in the film are Will and Tom. Will is a man in his 30s who had been a soldier in the Iraq war. Tom, or Thomasin, is his 13-year-old daughter. When the film opens, they are living in an isolated forest in Oregon, in the north-west of the United States. They have very little contact with people in the nearby town, only going there from time to time to buy food. They also gather plants from the forest to eat and sometimes hunt animals for food as well. They aren't hiding in the forest, they're developing useful skills for their isolated environment. At the same time, Tom doesn't want people to know where they are in case someone tries to make them leave the forest. In many ways they seem to be living an ideal life. They're happy to live close to nature and be part of the forest.
I think the title of the film, *Leave No Trace*, is a clever title because a trace is something you leave – like a clue – that shows other people that you've been to a place. And that's exactly what the characters in the film don't want to do.

Part 2

Podcaster So, what happens is, one day someone walking in the forest sees Tom. He reports her to the local government department which looks after children and people who might be having problems. Social workers come to the forest to find out how Will and Tom are living. They persuade them to leave the forest and provide them with food and a house on a farm, where Will is given a job. Tom makes friends with a boy who lives nearby. It seems as if Tom is able to get used to living in the real world quite easily.
However, Will is unhappy and decides that they should go back to their camp in the forest. However, when they get there, they find that someone has destroyed it. Will decides to go further north to an even more isolated place so that they won't be found by anyone.
Then something happens that means Will and Tom have to make important decisions about their lives. I don't want to say how the film ends because that might stop you enjoying it. But it makes you ask, 'Is Will doing the right thing?' and 'What would I do if I were Tom?'
This film really made me think about how we relate to the environment, and why some people may not want to live in our busy modern world. I think you'll enjoy watching it and making up your own mind about it.

Unit 7, Lesson 7.8, Track 7.07, page 87, exercise 2

Bea So, we both agree that volunteering in the community is a good idea, but we need to come up with some reasons why. So what can we say? Do you have any ideas about that?
Sam Well, I think the good thing about volunteering is that it shows you're happy to do something for the community … that you care about other people. What do you reckon?
B Yes, I'd have to agree … definitely. And it's important to show that young people aren't just interested in themselves, social media and having a good time. We need to make sure people don't think we're doing this for ourselves.
S Yes, although … well, it is a chance to … you know … develop some new skills and gain some experience. I know that's not the only reason to do it, though.
B No, it's about making a difference to people's lives … So what kind of

volunteering should we suggest? I think making friends with old people could be a good option, because loneliness among the elderly is a big issue. What do you think?
S Yes, that's a good idea. You could carry out jobs around the house, run errands for them … Or maybe we could do something to help the environment – you know, cleaning up litter, or planting flowers next to roads, or something.
B Hmm … I don't think that would be as good because it's not about helping people.
S I see what you mean. I don't really agree, though … I mean, the good thing about improving the environment is, it benefits everyone.
B I suppose you have a point. OK … How about volunteering in a day centre for homeless people? Or helping to look after people with disabilities. Which do you think is best?
S Why don't we present several different options? Then people can think about them and decide which they want to be involved in. People might be best at helping in different ways.
B Yeah, I think you're right … that's the way to do it …

Unit 7, Lesson 7.8, Track 7.09, page 87, exercise 7

1 I didn't understand what you said.
2 That's a good suggestion and an interesting one.
3 It's important to lend a hand.
4 They don't always agree, but it's not a problem.
5 We could even try to think of a new solution.

Unit 7, Lesson 7.11, Track 7.10, page 90, exercise 2

Tom Hi Debbie. Did you go to that talk yesterday about fundraising for charities?
Debbie Yes! It was pretty good, actually. But Tom, I thought you were going to be there too?
T I was planning to, but then my dad asked me to help with some chores at home. I was hoping the talk would have some suggestions about how we can raise money for our local green group. Were there any good ideas?
D Yes actually - quite a few. The speaker was from a wildlife charity, so her ideas were environmentally friendly too.
T What kinds of things did she talk about?
D She said there were lots of ways you could involve recycling in fundraising. One is to have a sale where people bring things they no longer want and you sell them and give the money straight to charity.
T OK. So how does that work?
D She said it was a good idea to advertise the event several weeks before it takes place so that as many people as possible know about it and so that you have plenty of time to collect their donations.
T That makes sense.
D Yes – and she said it could be helpful to suggest suitable categories of donations, such as clothes, books, toys and games, otherwise you might find that people give you some, well, unusual items!
T Hmm – yes – you mean things that nobody actually wants!
D Exactly. And she said you also needed time to check that their donations aren't broken or dirty, for example. And you'll need to decide how much to sell each one for.
T That sounds like it involves quite a bit of planning!
D Yes but if you really want to raise money for the green group you have to put some work into it!
T OK, OK, I know. I just don't have loads of free time at the moment.
D Well, if you don't have time to organise an event like that, she also had other ideas. She said recycling unwanted mobile phones was an easy way to raise some money. She told us there were lots of companies that buy used phones. You can then give the money you get to your chosen charity.
T That's a good idea – lots of my friends update their phones to the latest model after twelve months. That's definitely not environmentally friendly! I'm sure there must be loads of old phones lying around in people's homes.
D Just let people know what you want them for, then they can either bring them to you or you could arrange to collect them.
T I'd get more phones if I collected them from people myself. I would need to contact them in advance, though. That would take some time, and I don't want to travel too far to pick up the phones.
D Well, another idea was to raise money by recycling old drinks cans.
T We get through loads of soft drinks in my house – our recycling bin is always full of cans!
D She said that for every kilo of used cans you collect, you could get money back to give to a good cause. You can easily search online to find the nearest place to you that offers this service.
T I had no idea you could get money back for drinks cans! That means I can raise money for the green group without needing lots of time to plan an event or to organise things in advance.
D And it means you don't have to feel guilty next time you have that can of soft drink!

Unit 8, Lesson 8.1, Track 8.01, page 92, exercise 1b

See page 193.

Unit 8, Lesson 8.1, Track 8.02, page 92, exercise 2

Harry Hi, Anna. What have you been up to?
Anna I've been shopping in town and I found a really good offer. Three pairs of jeans for 150 euros. Isn't that fantastic?
H Seems quite expensive to me.
A No, I got a discount for buying three pairs. They normally cost 80 euros each.
H I suppose that's good. Did you try them on?
A No, the shop was really busy. There were lots of people buying things in the sales.
H Did you keep the receipt?
A Yes, of course. I may want to take them back and get a refund if they don't look good on me.

Unit 8, Lesson 8.3, Track 8.03, page 94, exercise 3

Trainer OK, that's the end of my introduction to working part-time at this store. I know that if someone had explained all this to me on my first day, I would have been much better at my job. So, are there any questions?
Trainee 1 What do we do if someone asks for a special deal? Or if a customer says they have seen the product cheaper? Like, they've used a price comparison website.
T I know that some customers will always ask for a price reduction. If they're very pushy and keep asking you, you should explain that individual staff members can't reduce the price for customers. However, we can sometimes be flexible about the price, especially if they're buying a lot of expensive gear – for example, we sometimes offer a discount. You can also explain that we're a chain store, so prices are the same in all our shops. But we do keep an eye on the different

brands on comparison sites, in order to compare with our prices, and we sometimes make changes if we think it's a good idea.
Trainee 2 We can't possibly know everything about all our products. What do we do if someone asks us a question?
T Well, the features and benefits of a product are usually pretty clear, so it's a good idea to start by describing these. On the other hand, the technical information about some of our products can be quite baffling if you aren't familiar with it. If someone asks you about this, you should ask a colleague.
Trainee 3 What do we do if we have a problem with a customer. Like, say, someone makes a complaint, or wants to bring something back?
T It depends what the problem is. Check the item is in good condition. If it has an obvious flaw, you should offer to exchange it, or give them a refund. Don't forget to check that they've kept the receipt – you need that for proof of purchase. If an item is out of stock, try to get the customer to place an order rather than go elsewhere. If the customer is calm and polite, try to deal with the problem yourself as professionally as possible. But if they hassle you – for example, if they're rude or they keep asking you for a discount – call your manager immediately.

Unit 8, Lesson 8.4, Track 8.04, page 95, exercise 3

Alison OK Lisa, I've had a look at different savings plans where you could put the money you get for your birthday. I'll talk you through them. Then you can decide where you want to put the money.
Lisa I'm sure that will help me, thanks. It'll probably be more than I usually get for pocket money. I hope so anyway!
A OK, let's look at this one first. This bank seems quite good. It offers 3% interest, ah, but only if you already have a bank account with them. It will be 1% for you as you don't have an account with them.
L 1% doesn't sound so good, it's unlikely I will earn much interest. Can't we find something better?
A No you're right. What about this one? It's with a local bank. You could get 2% interest but only if you keep it in the account for 12 months.
L Can I add more money to it during the year?
A I'm not certain that you can. Let me check … yes, that's possible. How much can you afford to put in?
L Well, I don't get any wages because I don't work, but I get £20 a month for washing mum's car and helping dad in the garden. So with that and my pocket money, I have an income of about £40 pounds a month. I might be able to afford to put £15 a month in. I have a few outgoings, going out with my friends, buying clothes and stuff like that, so I can't put all my money in every month, but I'm sure I could manage £15.
A That sounds great Lisa. You have to put a minimum of £10 in each month to earn that rate of interest, so it's unlikely you wouldn't get that. It'll probably be a good aim for you to keep saving that amount. It's good to get into the habit of saving something every month, even if it isn't very much.
L Do you save every month?
A Actually I do. I try to add to my savings regularly. Why don't we try to work out what the balance will be after a year? You'll be surprised how much you have after a year.
L Sounds exciting. Then I may be able to spend it all on something great next year!

Unit 8, Lesson 8.8, Track 8.07, page 99, exercise 2

Connie Can we begin by talking about our plans for creating a school vegetable garden?
Head Of course. I read your plans. The main thing for me is that there is an adult in charge who knows what they are doing.
Aaron Yes, we understand that. Connie's father is a gardener – he has offered to help us. Would we able to use the piece of ground between the football pitch and the road?
H If there is a responsible adult with you at all times, I would have no objection to letting you use that area. When are you thinking of doing the work?
C It would be great if we could start this weekend. We need two days to prepare the ground and plant the crops.
H I'm sorry, I can't go along with that. There's a sports competition all day on Saturday. What about the following weekend?
C That's fine. Do you think you could give us a small budget to buy some seeds?
H Hmm. We could give you £100.
A Would you consider giving us a bit more? If you could give us £200, we would be able to buy some pots to put plants in. We think it would make the garden look really nice.
H OK, fine. I think we can accept that.
A That's great. Thank you very much.
C Yes, thank you.
H You're welcome. I look forward to trying some of your vegetables.