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LIFE VISION

Teacher's Guide

B2

Upper Intermediate

Amanda Begg

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Print components

FOR STUDENTS



Student Book

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



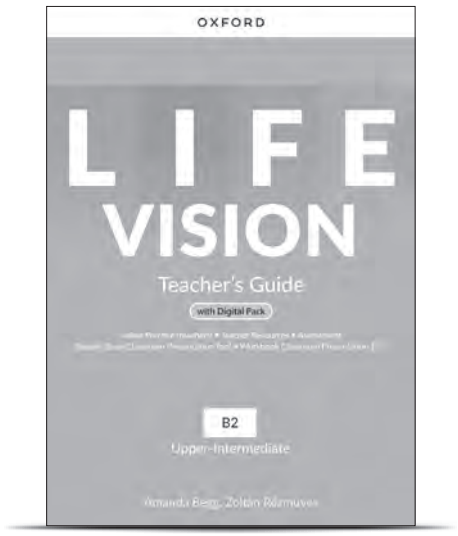
Workbook

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

FOR TEACHERS

Teacher's Guide

- An overview of the course and its methodology
- Professional development support
- Teaching notes for the Student Book
- Extra activities for stronger and weaker students
- *Assessment for Learning* tips
- Answer keys and audio and video scripts
- Access code for Oxford English Hub



Digital components
on Oxford English Hub

The digital materials and resources for this course can all be found at **oxfordenglishhub.com**

FOR STUDENTS

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

Workbook e-book
- A digital version of the Workbook with audio

Student Online Practice
- Extra interactive practice of all four skills, grammar and vocabulary

Student resources
- Course audio and video



FOR TEACHERS

Teacher's Guide
- PDF version

Classroom Presentation Tool

Student Book
- Student Book on screen with audio, 28 videos including vlogs, grammar animations and documentaries, *Vision 360°* interactive images and answer keys
- Games and interactive activities
- 8 culture lessons
- Navigate function to the Workbook

Workbook
- Workbook on screen with audio and answer keys
- Navigate function to the Student Book

Course assessment
- Entry test, diagnostic test, short tests, unit tests, progress tests and end-of-year tests

Teacher resources
- 40 photocopiable activities – 16 grammar, 16 vocabulary and 8 communication worksheets
- 4 documentary video worksheets and 8 culture lessons
- Downloadable wordlists

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

Professional Development
- Methodology support, bite-sized training and more to maximise your teaching

Introducing *Life Vision*

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

Life Vision offers you and your students:

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

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

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

What is the Oxford English Learning Framework?

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

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

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

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

The OxELF resources

Grammar

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

Vocabulary

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

Pronunciation

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

The four skills

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

More information

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

Key features of this course

Grammar syllabus

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

Vocabulary syllabus

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

Exam skills

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

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

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

The four skills

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

Stimulating topics

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

Video

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

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

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

Development of global skills

What are global skills?

Global skills prepare students at all levels of education to become successful, fulfilled and responsible participants in 21st century society. Transferable across subjects in school and across work and social settings, global skills are both desirable outcomes of learning and an enriching part of the learning process.

Global skills can be grouped into five interdependent skills clusters which are all applicable to ELT settings:

Communication and collaboration

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

Creativity and critical thinking

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

Intercultural competence and citizenship

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

Emotional self-regulation and well-being

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

Digital literacies

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

Global skills in *Life Vision*

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

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

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

Speaking

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

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

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

Critical thinking

What is critical thinking?

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

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

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

Vision 360° lessons

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

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

Digital literacy

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

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

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

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

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

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

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

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

Support for mixed ability classes

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

Mediation

What is mediation?

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

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

How do mediation activities work in the classroom?

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



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

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

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

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

How do mediation activities enhance learning?

A shift of emphasis

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

Personalisation

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

Integrated skills

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

Assessment for learning

What is assessment for learning?

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

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

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

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

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

Why is AfL useful?

For students:

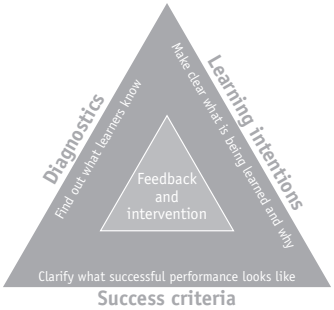
- **It improves attainment.** Receiving quality feedback has a positive impact on students' achievement.
- **It deepens learning.** Students understand not only what they are learning but also why they are learning it and what success looks like.
- **It is motivating.** AfL emphasises progress rather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

For teachers:

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

How can I implement AfL in my teaching?

Effective implementation of AfL is grounded in three key classroom practices: diagnostics (where the learner is), learning intentions (what the learner needs to learn next) and success criteria (what success looks like).



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

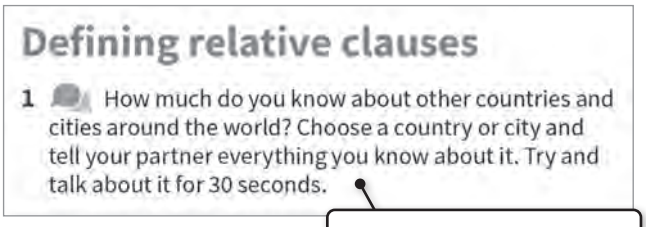
Diagnostics

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

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

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

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


Defining relative clauses

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

From Life Vision, Intermediate level, Student Book

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

Learning intentions

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

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

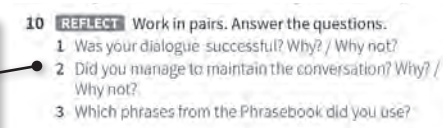
The learning intention for each lesson is clearly indicated.



From Life Vision, Intermediate level, Student Book

It can also be effective to wait until after an activity and then ask students to infer for themselves what skills the activity was aiming to develop, why these might be useful, and how they might be applied.

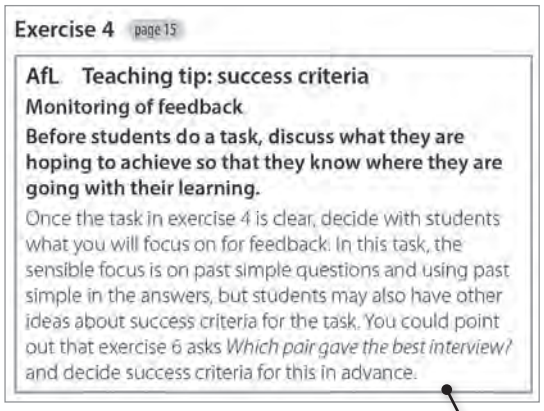
Student Book reflection activity: students self-assess against the learning intentions.



From Life Vision, Pre-intermediate level, Student Book

Success criteria

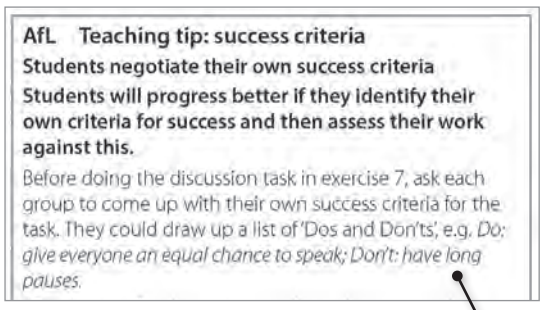
In order for students to make sense of learning intentions, these need to be linked to clear success criteria. If students understand and recognise what successful performance looks like, they will be better able to set clear goals, make use of feedback and measure their own progress. This Teacher's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



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

Tips for success criteria

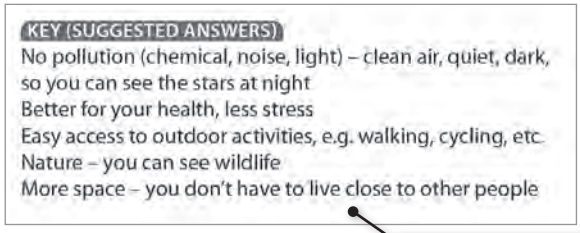
When your students have become more familiar with this approach, it is a good idea to have them negotiate their own success criteria. This encourages them to feel responsible for the quality of their work, and to take charge of their own learning.



From Life Vision, Intermediate level, Teacher's Guide

Tips for success criteria

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



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

Model answers help students know what success looks like.

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

How is AfL different from other kinds of assessment?

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

Is AfL a new approach?

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

In what contexts can I use AfL?

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

More information

You can find more support and information here:

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

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

Course assessment

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

Life Vision offers a seamless learning and assessment experience, built on the principles of AfL. With regular assessment check-ins,

the course provides you with the information you need to make the right decisions for your students to support better learning.

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

Most *Life Vision* tests are available in two slightly different versions (A and B) and are fully editable so that you can adapt them to match your students' needs. The course also offers dyslexia-friendly tests. Both online and print tests can be accessed via Oxford English Hub.

Entry test

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

Diagnostic test

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

Short tests

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

End-of-unit tests

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

Progress tests

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

End-of-year test

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

Exam practice

Throughout your course book there are regular exam practice opportunities with exam tips for students to help them achieve their goals and to prepare for external exams.

The Oxford Test of English practice

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

Life Vision Online Practice

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

Methodology support on Oxford English Hub

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

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

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

Position papers

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

Professional development modules

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

Explore further

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

www.oup.com/elt/professionaldevelopmentonline

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

Professional development books

Keep up with the latest insights into English Language Teaching with our professional development books.

Topics include:

Mixed-ability teaching

Motivational teaching

Teacher well-being

Find out more: oxfordenglishhub.com

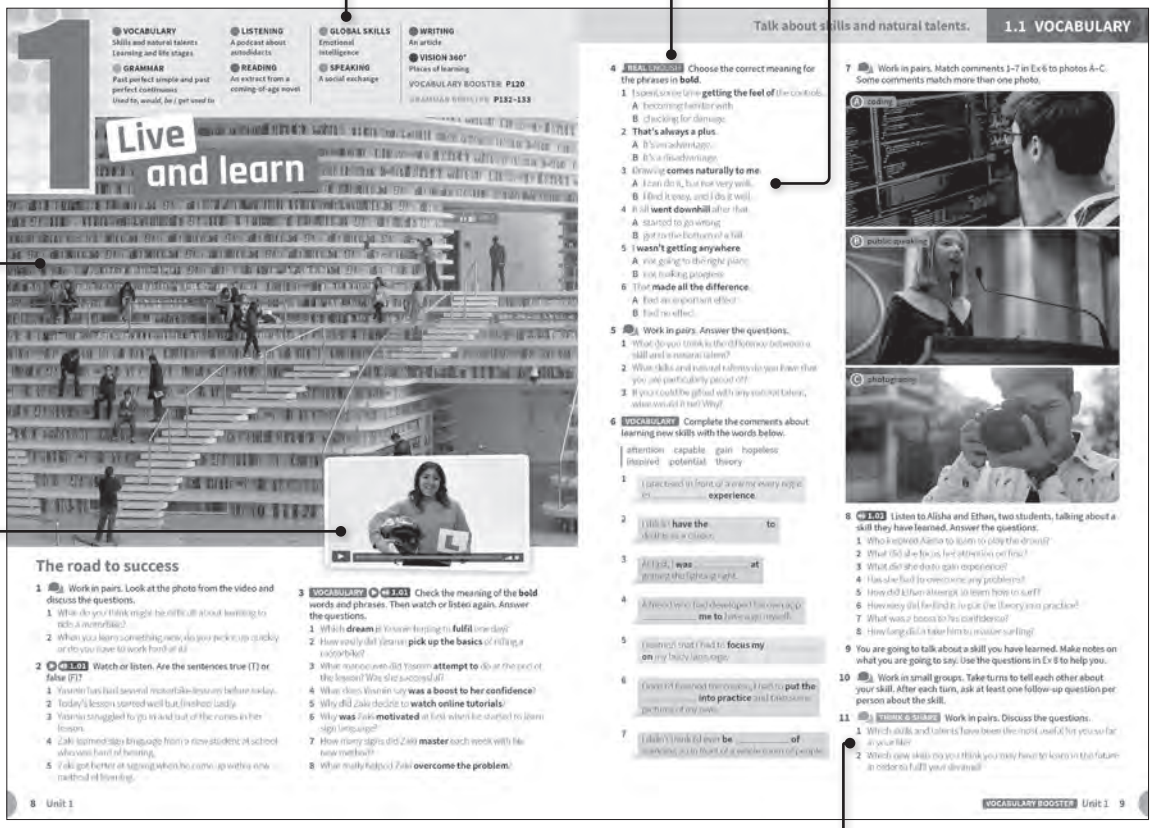
Impact photo and Lesson 1 Vocabulary

Impact photo to get students talking

OxELF syllabus aligned to CEFR

Real English – modern idiomatic phrases

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



YouTube style vlog presents vocabulary and grammar

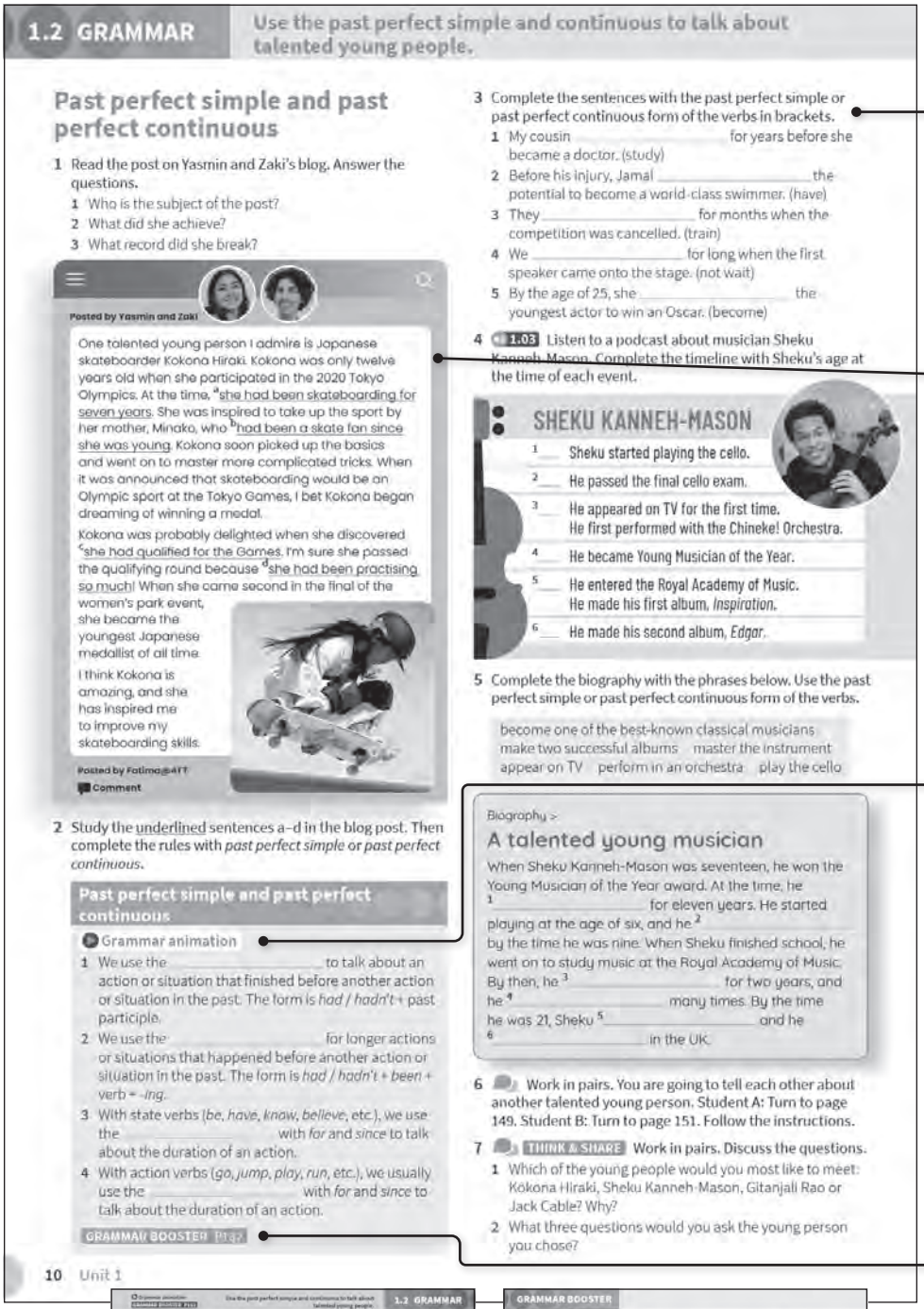
Think & share – open-ended questions providing soft critical thinking and mixed ability speaking practice for all students

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





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



1.2 GRAMMAR Use the past perfect simple and continuous to talk about talented young people.

Past perfect simple and past perfect continuous

1 Read the post on Yasmin and Zaki's blog. Answer the questions.
1 Who is the subject of the post?
2 What did she achieve?
3 What record did she break?

Posted by Yasmin and Zaki

One talented young person I admire is Japanese skateboarder Kokona Hiraki. Kokona was only twelve years old when she participated in the 2020 Tokyo Olympics. At the time, [a]she had been skateboarding for seven years. She was inspired to take up the sport by her mother, Minako, who [b]had been a skate fan since she was young. Kokona soon picked up the basics and went on to master more complicated tricks. When it was announced that skateboarding would be an Olympic sport at the Tokyo Games, I bet Kokona began dreaming of winning a medal.

Kokona was probably delighted when she discovered [c]she had qualified for the Games. I'm sure she passed the qualifying round because [d]she had been practising so much! When she came second in the final of the women's park event, she became the youngest Japanese medallist of all time.

I think Kokona is amazing, and she has inspired me to improve my skateboarding skills.

Posted by Fatima@411

Comment

2 Study the underlined sentences a–d in the blog post. Then complete the rules with *past perfect simple* or *past perfect continuous*.

Past perfect simple and past perfect continuous

Grammar animation

1 We use the _____ to talk about an action or situation that finished before another action or situation in the past. The form is *had / hadn't* + past participle.
2 We use the _____ for longer actions or situations that happened before another action or situation in the past. The form is *had / hadn't* + *been* + verb + *-ing*.
3 With state verbs (*be, have, know, believe*, etc.), we use the _____ with *for* and *since* to talk about the duration of an action.
4 With action verbs (*go, jump, play, run*, etc.), we usually use the _____ with *for* and *since* to talk about the duration of an action.

GRAMMAR BOOSTER Page

3 Complete the sentences with the past perfect simple or past perfect continuous form of the verbs in brackets.
1 My cousin _____ for years before she became a doctor. (study)
2 Before his injury, Jamal _____ the potential to become a world-class swimmer. (have)
3 They _____ for months when the competition was cancelled. (train)
4 We _____ for long when the first speaker came onto the stage. (not wait)
5 By the age of 25, she _____ the youngest actor to win an Oscar. (become)

4 1.03 Listen to a podcast about musician Sheku Kanneh-Mason. Complete the timeline with Sheku's age at the time of each event.

SHEKU KANNEH-MASON

1 ___ Sheku started playing the cello.
2 ___ He passed the final cello exam.
3 ___ He appeared on TV for the first time.
He first performed with the Chineke! Orchestra.
4 ___ He became Young Musician of the Year.
5 ___ He entered the Royal Academy of Music.
He made his first album, *Inspiration*.
6 ___ He made his second album, *Edgar*.

5 Complete the biography with the phrases below. Use the past perfect simple or past perfect continuous form of the verbs.

become one of the best-known classical musicians
make two successful albums master the instrument
appear on TV perform in an orchestra play the cello

Biography >

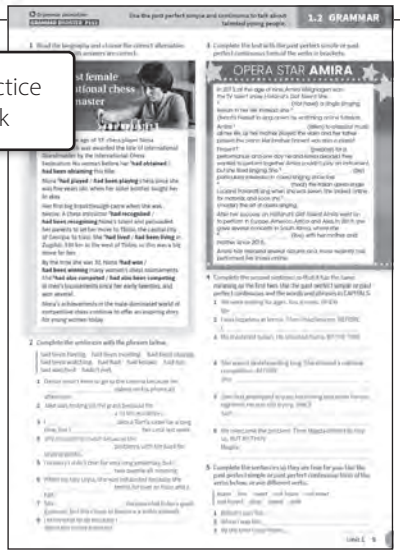
A talented young musician

When Sheku Kanneh-Mason was seventeen, he won the Young Musician of the Year award. At the time, he [1] _____ for eleven years. He started playing at the age of six, and he [2] _____ by the time he was nine. When Sheku finished school, he went on to study music at the Royal Academy of Music. By then, he [3] _____ for two years, and he [4] _____ many times. By the time he was 21, Sheku [5] _____ and he [6] _____ in the UK.

6 Work in pairs. You are going to tell each other about another talented young person. Student A: Turn to page 149. Student B: Turn to page 151. Follow the instructions.

7 THINK & SHARE Work in pairs. Discuss the questions.
1 Which of the young people would you most like to meet: Kokona Hiraki, Sheku Kanneh-Mason, Gitanjali Rao or Jack Cable? Why?
2 What three questions would you ask the young person you chose?

10 Unit 1





GRAMMAR BOOSTER

1.2 Past perfect simple and past perfect continuous

Past perfect simple

Past perfect continuous

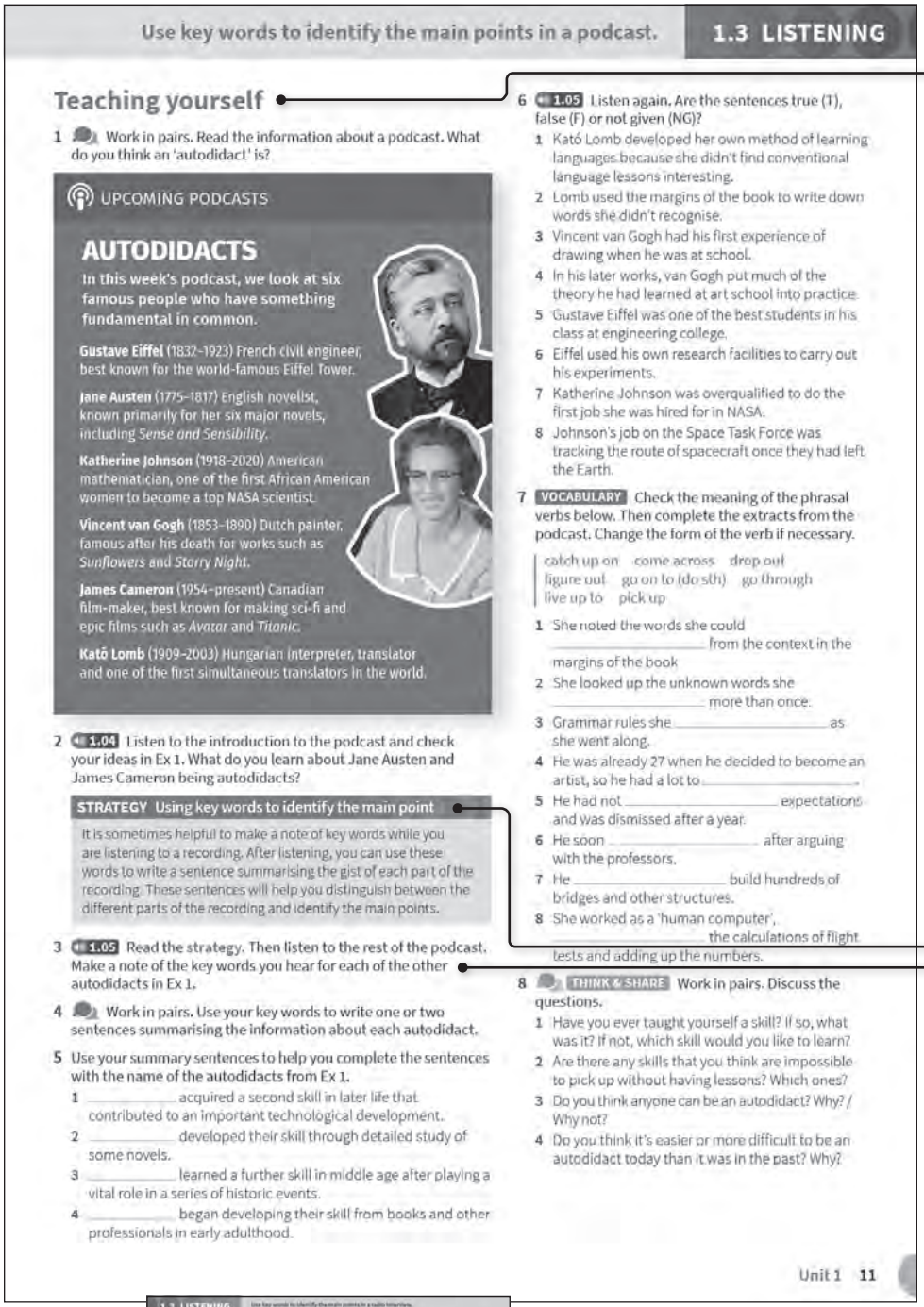
Strong grammar focus with guided inductive approach

Thought-provoking topics that capture students' interest

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

Grammar booster reference and exercises in Student Book

Further practice in Workbook



Use key words to identify the main points in a podcast. 1.3 LISTENING

Teaching yourself

1 Work in pairs. Read the information about a podcast. What do you think an 'autodidact' is?

UPCOMING PODCASTS

AUTODIDACTS

In this week's podcast, we look at six famous people who have something fundamental in common.

Gustave Eiffel (1832–1923) French civil engineer, best known for the world-famous Eiffel Tower.

Jane Austen (1775–1817) English novelist, known primarily for her six major novels, including *Sense and Sensibility*.

Katherine Johnson (1918–2020) American mathematician, one of the first African American women to become a top NASA scientist.

Vincent van Gogh (1853–1890) Dutch painter, famous after his death for works such as *Sunflowers* and *Starry Night*.

James Cameron (1954–present) Canadian film-maker, best known for making sci-fi and epic films such as *Avatar* and *Titanic*.

Katō Lomb (1909–2003) Hungarian interpreter, translator and one of the first simultaneous translators in the world.

2 1.04 Listen to the introduction to the podcast and check your ideas in Ex 1. What do you learn about Jane Austen and James Cameron being autodidacts?

STRATEGY Using key words to identify the main point

It is sometimes helpful to make a note of key words while you are listening to a recording. After listening, you can use these words to write a sentence summarising the gist of each part of the recording. These sentences will help you distinguish between the different parts of the recording and identify the main points.

3 1.05 Read the strategy. Then listen to the rest of the podcast. Make a note of the key words you hear for each of the other autodidacts in Ex 1.

4 Work in pairs. Use your key words to write one or two sentences summarising the information about each autodidact.

5 Use your summary sentences to help you complete the sentences with the name of the autodidacts from Ex 1.

1 _____ acquired a second skill in later life that contributed to an important technological development.
2 _____ developed their skill through detailed study of some novels.
3 _____ learned a further skill in middle age after playing a vital role in a series of historic events.
4 _____ began developing their skill from books and other professionals in early adulthood.

6 1.05 Listen again. Are the sentences true (T), false (F) or not given (NG)?

1 Katō Lomb developed her own method of learning languages because she didn't find conventional language lessons interesting.
2 Lomb used the margins of the book to write down words she didn't recognise.
3 Vincent van Gogh had his first experience of drawing when he was at school.
4 In his later works, van Gogh put much of the theory he had learned at art school into practice.
5 Gustave Eiffel was one of the best students in his class at engineering college.
6 Eiffel used his own research facilities to carry out his experiments.
7 Katherine Johnson was overqualified to do the first job she was hired for in NASA.
8 Johnson's job on the Space Task Force was tracking the route of spacecraft once they had left the Earth.

7 VOCABULARY Check the meaning of the phrasal verbs below. Then complete the extracts from the podcast. Change the form of the verb if necessary.

catch up on | come across | drop out | figure out | go on to (do sth) | go through | live up to | pick up

1 She noted the words she could _____ from the context in the margins of the book
2 She looked up the unknown words she _____ more than once.
3 Grammar rules she _____ as she went along.
4 He was already 27 when he decided to become an artist, so he had a lot to _____.
5 He had not _____ expectations and was dismissed after a year.
6 He soon _____ after arguing with the professors.
7 He _____ build hundreds of bridges and other structures.
8 She worked as a 'human computer', _____ the calculations of flight tests and adding up the numbers.

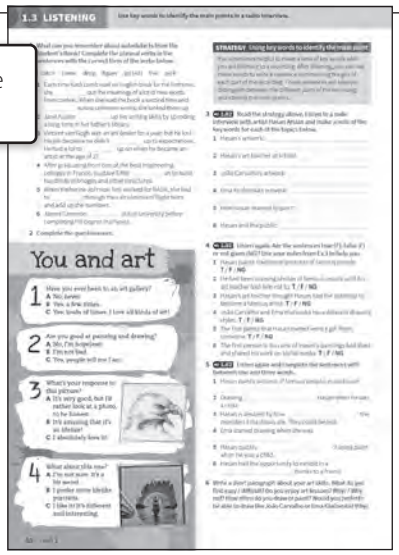
8 THINK & SHARE Work in pairs. Discuss the questions.

1 Have you ever taught yourself a skill? If so, what was it? If not, which skill would you like to learn?
2 Are there any skills that you think are impossible to pick up without having lessons? Which ones?
3 Do you think anyone can be an autodidact? Why? / Why not?
4 Do you think it's easier or more difficult to be an autodidact today than it was in the past? Why?

Unit 1 11

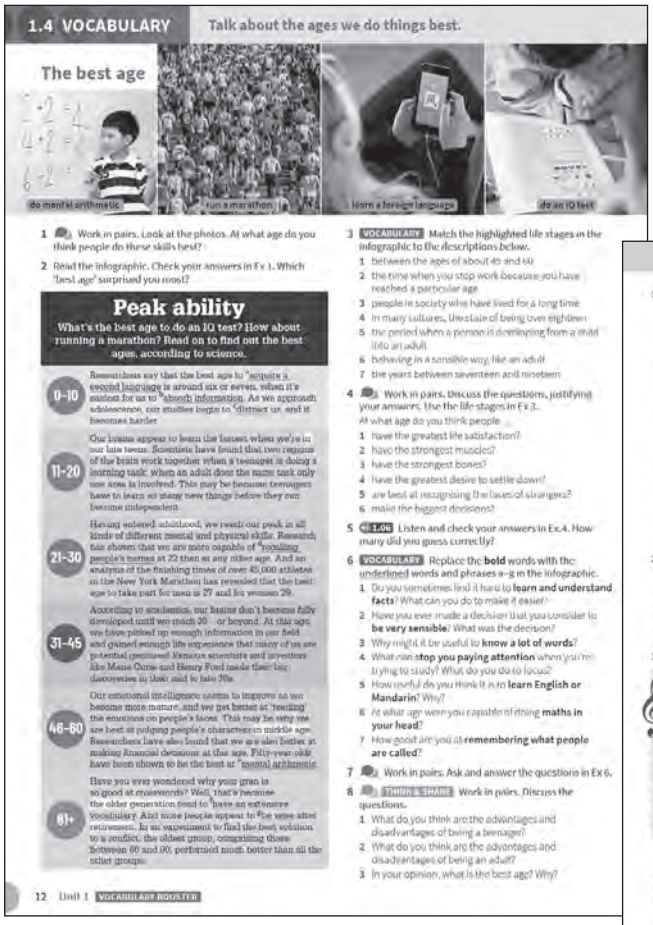
Thought-provoking issues to facilitate discussion

OxELF listening strategy and activation exercise



Further practice in Workbook

Second vocabulary lesson and *Vocabulary booster*


1.4 VOCABULARY

Talk about the ages we do things best.

The best age

do mental arithmetic

run a marathon

learn a foreign language

do an IQ test

1 Work in pairs. Look at the photos. At what age do you think people do these skills best?

2 Read the infographic. Check your answers in Ex 1. Which 'best age' surprised you most?

Peak ability

What's the best age to do an IQ test? How about running a marathon? Read on to find out the best ages, according to science.

0–10 Researchers say that the best age to "acquire a second language is around six or seven, when it's easiest for us to absorb information. As we approach adolescence, our studies begin to "distract us, and it becomes harder.

11–20 Our brains appear to learn the fastest when we're in our late teens. Scientists have found that two regions of the brain work together when a teenager is doing a learning task: when an adult does the same task only one area is involved. This may be because teenagers have to learn so many new things before they can become independent.

21–30 Having entered adulthood, we reach our peak in all kinds of different mental and physical skills. Research has shown that we are more capable of "recalling people's names at 22 than at any other age. And an analysis of the finishing times of over 45,000 athletes in the New York Marathon has revealed that the best age to take part for men is 27 and for women 29.

31–45 According to academics, our brains don't become fully developed until we reach 30 – or beyond. At this age, we have picked up enough information in our field and gained enough life experience that many of us are potential geniuses! Famous scientists and inventors like Marie Curie and Henry Ford made their big discoveries in their mid to late 30s.

46–60 Our emotional intelligence seems to improve as we become more mature, and we get better at "reading the emotions on people's faces. This may be why we are best at judging people's characters in middle age. Researchers have also found that we are also better at making financial decisions at this age. Fifty-year olds have been shown to be the best at "mental arithmetic.

61+ Have you ever wondered why your gran is so good at crosswords? Well, that's because the older generation tend to "have an extensive vocabulary. And more people appear to "be wise after retirement. In an experiment to find the best solution to a conflict, the oldest group, comprising those between 60 and 90, performed much better than all the other groups.

3 VOCABULARY Match the highlighted life stages in the infographic to the descriptions below.
1 between the ages of about 45 and 60
2 the time when you stop work because you have reached a particular age
3 people in society who have lived for a long time
4 in many cultures, the state of being over eighteen
5 the period when a person is developing from a child into an adult
6 behaving in a sensible way, like an adult
7 the years between seventeen and nineteen

4 Work in pairs. Discuss the questions, justifying your answers. Use the life stages in Ex 3.
At what age do you think people ...
1 have the greatest life satisfaction?
2 have the strongest muscles?
3 have the strongest bones?
4 have the greatest desire to settle down?
5 are best at recognising the faces of strangers?
6 make the biggest decisions?

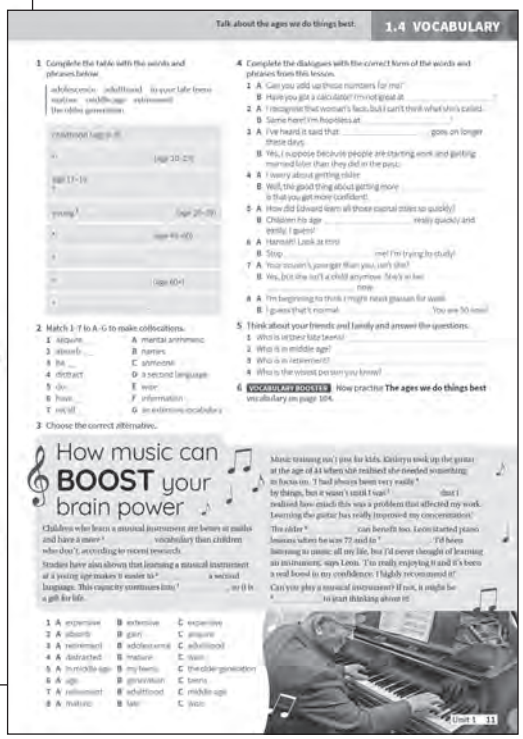
5 1.06 Listen and check your answers in Ex 4. How many did you guess correctly?

6 VOCABULARY Replace the **bold** words with the underlined words and phrases a–g in the infographic.
1 Do you sometimes find it hard to **learn and understand facts**? What can you do to make it easier?
2 Have you ever made a decision that you consider to **be very sensible**? What was the decision?
3 Why might it be useful to **know a lot of words**?
4 What can **stop you paying attention** when you're trying to study? What do you do to focus?
5 How useful do you think it is to **learn English or Mandarin**? Why?
6 At what age were you capable of doing **maths in your head**?
7 How good are you at **remembering what people are called**?

7 Work in pairs. Ask and answer the questions in Ex 6.

8 THINK & SHARE Work in pairs. Discuss the questions.
1 What do you think are the advantages and disadvantages of being a teenager?
2 What do you think are the advantages and disadvantages of being an adult?
3 In your opinion, what is the best age? Why?

12 Unit 1 VOCABULARY BOOSTER


Talk about the ages we do things best. 1.4 VOCABULARY

1 Complete the table with the words and phrases below.

adolescence adulthood in your late teens mature middle age retirement the older generation

childhood (age 0–9)	
	(age 10–17)
young[1]	(age 18–39)
	(age 40–60)
	(age 60+)

2 Match 1–7 to A–G to make collocations.

1 acquire	A mental arithmetic
2 absorb	B names
3 be	C emotions
4 distract	D a second language
5 do	E wise
6 have	F information
7 recall	G an extensive vocabulary

3 Choose the correct alternative.

4 Complete the dialogues with the correct form of the words and phrases from this lesson.

1 A Can you add up these numbers for me?
B Have you got a calculator? I'm not great at ____.
2 A I recognise that woman's face, but I can't think what she's called.
B Some men! I'm hopeless at ____.
3 A I've heard it said that ____ goes on longer these days.
B Yes, I suppose because people are starting work and getting married later than they did in the past.
4 A I worry about getting older.
B Well, the good thing about getting more ____ is that you get more confident!
5 A How did Edward learn all those capital cities so quickly?
B Children his age ____ really quickly and easily, I guess!
6 A Hannah! Look at this!
B Stop ____ me! I'm trying to study!
7 A Your cousin's younger than you, isn't she?
B Yes, but she isn't a child anymore. She's in her ____ now.
8 A I'm beginning to think I might need glasses for work.
B I guess that's normal. ____ You are 50 now!

5 Think about your friends and family and answer the questions.
1 Who is at their late teens?
2 Who is in middle age?
3 Who is in retirement?
4 Who is the wisest person you know?

6 VOCABULARY BOOSTER How to practise **The ages we do things best** vocabulary on page 104.

How music can **BOOST** your brain power

Children who learn a musical instrument are better at maths and have a more [1] ____ vocabulary than children who don't, according to recent research.

Studies have also shown that learning a musical instrument at a young age makes it easier to [2] ____ a second language. This capacity continues into [3] ____, so it is a gift for life.

Music training isn't just for kids. Kathryn took up the guitar at the age of 44 when she realised she needed something to focus on. 'I had always been very easily [4] ____ by things, but it wasn't until I was [5] ____ that I realised how much this was a problem that affected my work. Learning the guitar has really improved my concentration.'

Tim Alder [6] ____ can benefit too. Leon started piano lessons when he was 72 and is [7] ____. 'I'd been listening to music all my life, but I'd never thought of learning an instrument,' says Leon. 'I'm really enjoying it and it's been a real boost to my confidence. I highly recommend it!'

Can you play a musical instrument? If not, it might be a ____ to start thinking about it!

1 A expensive B extensive C expertise
2 A absorb B gain C acquire
3 A retirement B adolescence C adulthood
4 A distracted B mature C keen
5 A in middle age B in my teens C the older generation
6 A age B generation C teens
7 A retirement B adulthood C middle age
8 A mature B late C wise

Unit 1 11

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

Strategies on how to learn vocabulary


1 VOCABULARY BOOSTER

Live and learn

1 GET STARTED 1.15 Look at the qualities below. Which do you think are positive? Which are negative? How could you make the negative qualities sound positive in a sentence? Listen and check.

be determined to succeed be easy-going be open-minded be self-confident be selfish hate/be ill with stress feel awkward in social situations get upset easily have good people skills tend to complain a lot

2 Complete the sentences with the correct form of the phrases in Ex 1. There are four phrases that you do not need.
1 You need to be able to ____ if you work in the emergency services, like the ambulance or fire service.
2 I think you ____. You only think about yourself, never about what other people might need.
3 You need to be a bit gentle with him because he ____. Don't shout, or he'll cry!
4 My brother is really hard-working and ambitious. He ____. He wants to be the best at everything.
5 We are looking for someone who ____ and can build good relationships with our customers.
6 Joan is really ____. Nothing worries him and he never gets angry or upset about anything.

3 Work in pairs. Which of the qualities in Ex 1 would you like to describe yourself? Why? Choose five. Compare in pairs.

I think I can be self-confident. I take time to write down a list of things to do.

Really? I often worry too much, and I can't move clearly when I'm stressed. I need to do more chill out!

4 PRACTISE Match 1–8 to A–H to make complete sentences.
1 I was determined to
2 You can learn to play the guitar by watching
3 I'm not an expert at baking, but I picked up
4 Andy wants to be an actor. I hope he'll fulfil
5 A lack of experience meant Mina failed to overcome
6 Luis has the potential
7 I've read about baking, but now I need to put theory
8 We didn't know if Marek would be capable of

A his practice and make sure it rested properly before the exam.
B illness of getting into drama school.
C succeed and made sure I'd revised properly before the exam.
D remembering all the rules, but he didn't forget any.
E the basics from my grandmother.
F to be a brilliant swimmer, but he needs to practise more.
G cooking tutorials.
H a lot of confidence before getting on the stage.

5 Complete the text about the best age to learn new skills. The first letter of the words has been given.

Most people think that the best time to learn something new is when you're young. It's true that some skills, like swimming or cycling, are best learned before you reach [1] a____. When it comes to learning a foreign language, many children start young and then continue at secondary school when they are in their [2] t____. But it's never too late to learn. In early [3] a____ when people start working, they often find that they have to learn new skills, including learning a language. However, in [4] m____ ____ [5] a____, when they are in their 40s and 50s, people are often too busy with work and family life to study. But when they are close to [6] r____, many people start learning new skills again. Some even decide to go back to university. Sometimes the [7] o____ ____ [8] g____ with years of experience and [9] w____. Or perhaps it's just because they have more time!

6 EXTEND 1.16 Match the phrases to the definitions. Listen and check.

be a natural build a network specialise in something have strict self-control push your boundaries think outside the box

1 gain a further advantage for yourself from a situation; to take advantage of something ____
2 attempt to go beyond what is allowed or thought to be possible ____
3 think about something, or how to do something, in a way that is new, different or shows imagination ____
4 be a person who is very good at something without having to learn how to do it ____
5 have the ability to remain calm and not show the strong emotions you are feeling ____
6 form a friendly relationship in which people understand each other very well ____

7 Read the tips below. Choose the correct alternative.

How to develop your goals and capitalise on your abilities / have strict self-control

When applying for a job, **'be a natural' / capitalise on your strengths**. Not your weaknesses. If you're outgoing and never feel awkward in social situations, and if you're good at **'building rapport' / thinking outside the box**, go for a job that means you spend time with other people.

It's also important to **'have strict self-control' / push your boundaries** when you start a new job. You can't allow yourself to get bored or angry if things get challenging.

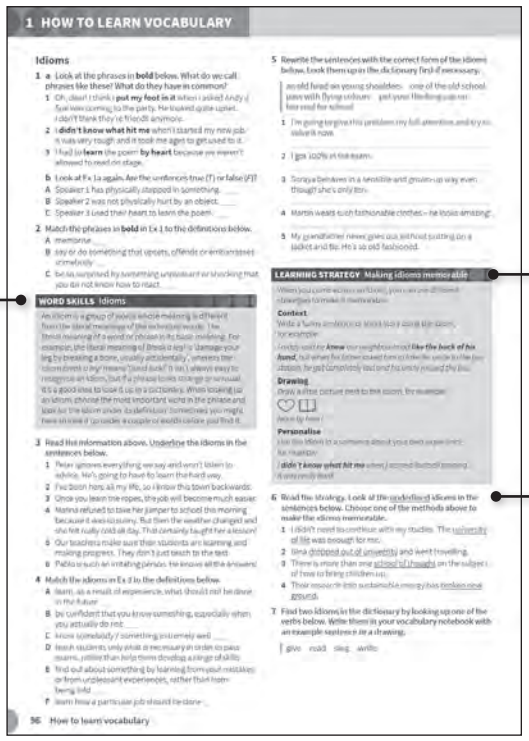
Creativity is a great quality. Get into the habit of **'building rapport' / thinking outside the box** and coming up with innovative ideas.

Finally, get out of your comfort zone. Join clubs and try new things, go to new places, meet new people. **'Push your boundaries' / 'Be a natural'**.

8 Work in pairs. Which of the tips in Ex 7 do you think is the most important? Why?

120 Vocabulary booster

Exercise activating vocabulary learning strategies


1 HOW TO LEARN VOCABULARY

Idioms

1 a Look at the phrases in **bold** below. What do we call phrases like these? What do they have in common?
1 Oh, dear! I think I **put my foot in it** when I asked Andy if Sue was coming to the party. He looked quite upset. I didn't think they're friends anymore.
2 I **didn't know what hit me** when I started my new job. It was very tough and it took me ages to get used to it.
3 I had to **learn the** poem **by heart** because we weren't allowed to read on stage.

b Look at Ex 1a again. Are the sentences true (T) or false (F)?
A Speaker 1 has physically stepped in something. ____
B Speaker 2 was not physically hurt by an object. ____
C Speaker 3 used their heart to learn the poem. ____

2 Match the phrases in **bold** in Ex 1 to the definitions below.
A memorise ____
B say or do something that upsets, offends or embarrasses somebody ____
C be so surprised by something unpleasant or shocking that you do not know how to react ____

WORD SKILLS Idioms

An idiom is a group of words whose meaning is different from the literal meanings of the individual words. The literal meaning of a word or phrase is its basic meaning. For example, the literal meaning of *break a leg* is 'damage your leg by breaking a bone, usually accidentally', whereas the idiom *break a leg* means 'good luck'. It isn't always easy to recognise an idiom, but if a phrase looks strange or unusual, it's a good idea to look it up in a dictionary. When looking up an idiom, choose the most important word in the phrase and look for the idiom under its definition. Sometimes you might have an idea if you look at a couple of words before you find it.

3 Read the information above. Underline the idioms in the sentences below.
1 Peter ignores everything we say and won't listen to advice. He's going to have to learn the hard way.
2 I've been here all my life, so I know this town backwards.
3 Once you learn the ropes, the job will become much easier.
4 Marina refused to take her jumper to school this morning because it was so sunny. But then the weather changed and she felt really cold all day. That certainly taught her a lesson!
5 Our teachers make sure their students are learning and making progress. They don't just teach to the test.
6 Pablo is such an irritating person. He knows all the answers!

4 Match the idioms in Ex 3 to the definitions below.
A learn, as a result of experience, what should not be done in the future ____
B be confident that you know something, especially when you actually do not ____
C know somebody / something extremely well ____
D teach students only what is necessary in order to pass exams, rather than help them develop a range of skills ____
E find out about something by learning from your mistakes or from unpleasant experiences, rather than from being told ____
F learn how a particular job should be done ____

5 Rewrite the sentences with the correct form of the idioms below. Look them up in the dictionary first if necessary.

as old head on young shoulders one of the old school pass with flying colours get your finger up to no good for school

1 I'm going to give this problem my full attention, and try to solve it now.
2 I got 100% in the exam.
3 Sonya behaves in a sensible and grown-up way even though she's only ten.
4 Martin wears such fashionable clothes – he looks amazing.
5 My grandfather never goes out without putting on a jacket and tie. He's so old-fashioned.

LEARNING STRATEGY Making idioms memorable

When you come across an idiom, you can use different strategies to make it memorable.

Context
Write a funny sentence or short story using the idiom, for example:
I really want to know your weight now! *Like the back of his hand*, but when he knew it best he knew the uncle in the last picture he got completely lost and he only missed the bus.

Drawing
Draw a little picture next to the idiom, for example:

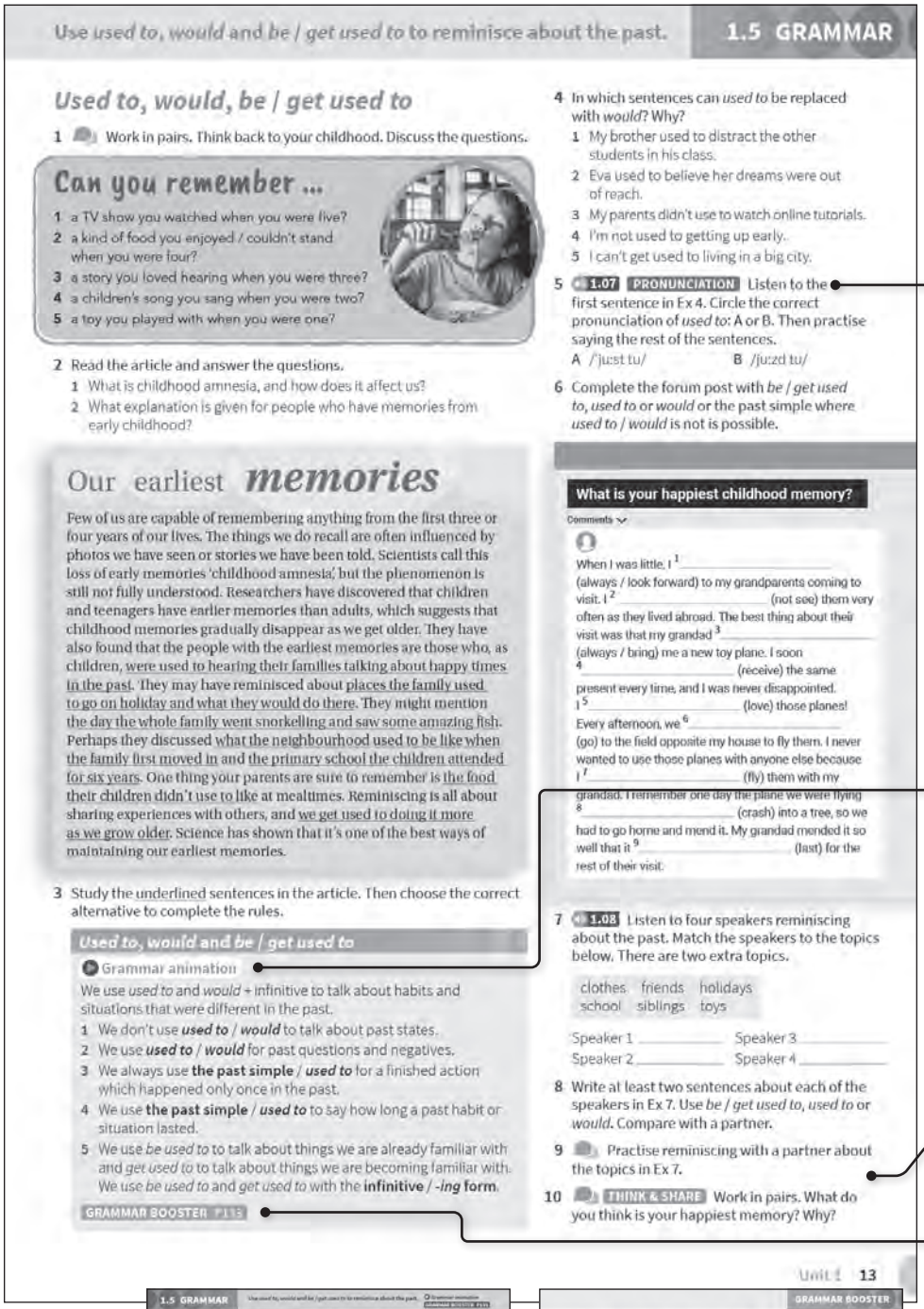
Personalise
Use the idiom in a sentence about your own experience, for example:
I didn't know what hit me when I started football training. It was really tough.

6 Read the strategy. Look at the underlined idioms in the sentences below. Choose one of the methods above to make the idioms memorable.
1 I didn't need to continue with my studies. The university of life was enough for me.
2 Nina dropped out of university and went travelling.
3 There is more than one school of thought on the subject of how to bring children up.
4 Their research into sustainable energy has broken new ground.

7 Find two idioms in the dictionary by looking up one of the verbs below. Write them in your vocabulary notebook with an example sentence or a drawing.

give read sleep write

96 How to learn vocabulary



Use *used to*, *would* and *be / get used to* to reminisce about the past. 1.5 GRAMMAR

Used to, would, be / get used to

1 Work in pairs. Think back to your childhood. Discuss the questions.

Can you remember ...

1 a TV show you watched when you were five?
2 a kind of food you enjoyed / couldn't stand when you were four?
3 a story you loved hearing when you were three?
4 a children's song you sang when you were two?
5 a toy you played with when you were one?

2 Read the article and answer the questions.
1 What is childhood amnesia, and how does it affect us?
2 What explanation is given for people who have memories from early childhood?

Our earliest *memories*

Few of us are capable of remembering anything from the first three or four years of our lives. The things we do recall are often influenced by photos we have seen or stories we have been told. Scientists call this loss of early memories 'childhood amnesia,' but the phenomenon is still not fully understood. Researchers have discovered that children and teenagers have earlier memories than adults, which suggests that childhood memories gradually disappear as we get older. They have also found that the people with the earliest memories are those who, as children, were used to hearing their families talking about happy times in the past. They may have reminisced about places the family used to go on holiday and what they would do there. They might mention the day the whole family went snorkelling and saw some amazing fish. Perhaps they discussed what the neighbourhood used to be like when the family first moved in and the primary school the children attended for six years. One thing your parents are sure to remember is the food their children didn't use to like at mealtimes. Reminiscing is all about sharing experiences with others, and we get used to doing it more as we grow older. Science has shown that it's one of the best ways of maintaining our earliest memories.

3 Study the underlined sentences in the article. Then choose the correct alternative to complete the rules.

Used to, would and be / get used to

Grammar animation

We use *used to* and *would* + infinitive to talk about habits and situations that were different in the past.
1 We don't use ***used to*** / ***would*** to talk about past states.
2 We use ***used to*** / ***would*** for past questions and negatives.
3 We always use **the past simple** / ***used to*** for a finished action which happened only once in the past.
4 We use **the past simple** / ***used to*** to say how long a past habit or situation lasted.
5 We use *be used to* to talk about things we are already familiar with and *get used to* to talk about things we are becoming familiar with. We use *be used to* and *get used to* with the **infinitive** / **-*ing* form**.

GRAMMAR BOOSTER P118

4 In which sentences can *used to* be replaced with *would*? Why?
1 My brother used to distract the other students in his class.
2 Eva used to believe her dreams were out of reach.
3 My parents didn't use to watch online tutorials.
4 I'm not used to getting up early.
5 I can't get used to living in a big city.

5 1.07 PRONUNCIATION Listen to the first sentence in Ex 4. Circle the correct pronunciation of *used to*: A or B. Then practise saying the rest of the sentences.
A /'juːst tu/ B /juːzd tu/

6 Complete the forum post with *be / get used to*, *used to* or *would* or the past simple where *used to / would* is not is possible.

What is your happiest childhood memory?

Comments

When I was little, I [1] _____ (always / look forward) to my grandparents coming to visit. I [2] _____ (not see) them very often as they lived abroad. The best thing about their visit was that my grandad [3] _____ (always / bring) me a new toy plane. I soon [4] _____ (receive) the same present every time, and I was never disappointed. I [5] _____ (love) those planes! Every afternoon, we [6] _____ (go) to the field opposite my house to fly them. I never wanted to use those planes with anyone else because I [7] _____ (fly) them with my grandad. I remember one day the plane we were flying [8] _____ (crash) into a tree, so we had to go home and mend it. My grandad mended it so well that it [9] _____ (last) for the rest of their visit.

7 1.08 Listen to four speakers reminiscing about the past. Match the speakers to the topics below. There are two extra topics.

clothes friends holidays
school siblings toys

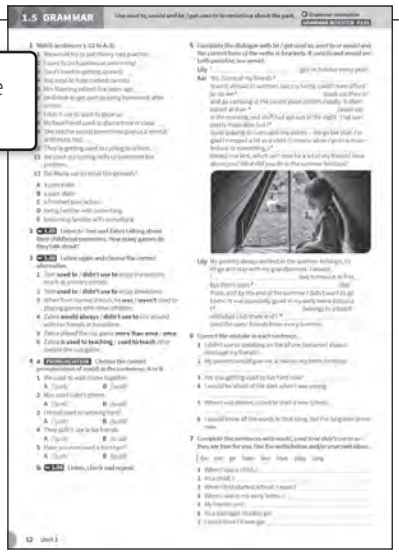
Speaker 1 _____ Speaker 3 _____
Speaker 2 _____ Speaker 4 _____

8 Write at least two sentences about each of the speakers in Ex 7. Use *be / get used to*, *used to* or *would*. Compare with a partner.

9 Practise reminiscing with a partner about the topics in Ex 7.

10 THINK & SHARE Work in pairs. What do you think is your happiest memory? Why?

Unit 1 13





Second grammar lesson and *Grammar booster*

Pronunciation exercise in each unit

Second grammar animation

Personalisation tasks to make learning meaningful and improve retention

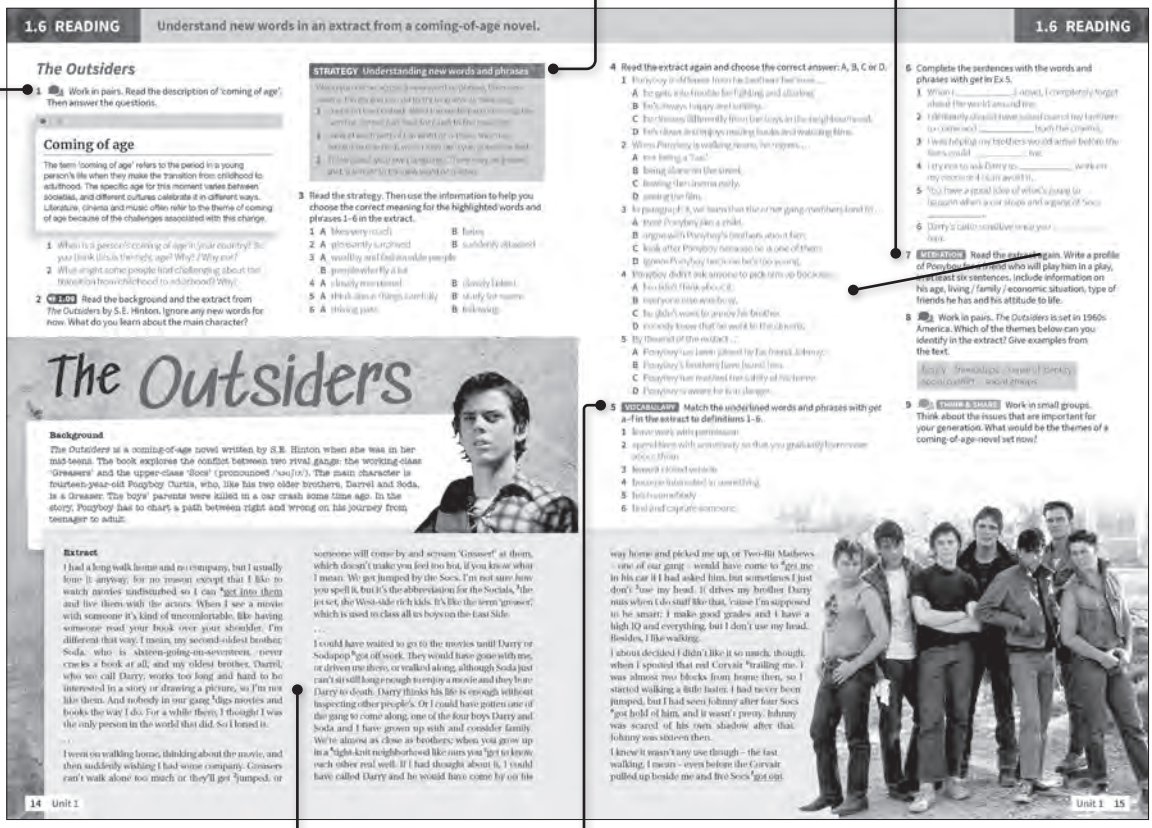
Grammar booster reference and exercises in Student Book

Further practice in Workbook

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

OxELF strategy in all skills lessons, with activation exercise

Mediation activity for focused communication practice

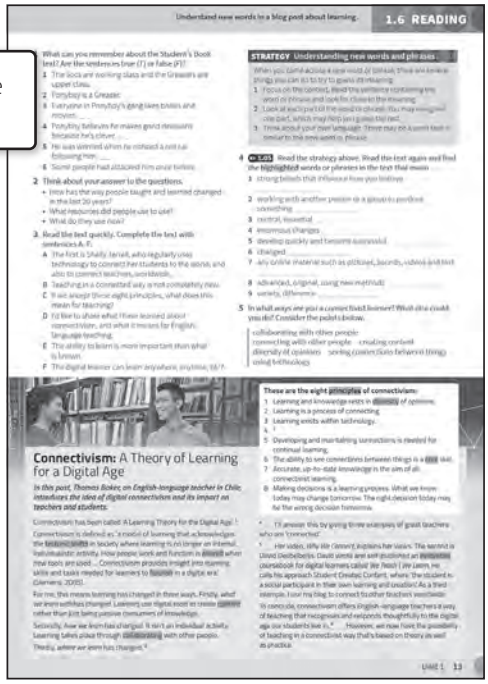


'Googleable' texts

All vocabulary exercises flagged

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

Further practice in Workbook



1.7 GLOBAL SKILLS

Understand and discuss how to use emotional intelligence.

Emotional intelligence

1 Work in pairs. Read the quote and answer the questions.

> **Emotions are what make us human – they are beautiful but they can also lead to problems if we let them control us.**

1 Which emotions would you describe as 'beautiful'?
2 Which emotions do you think might lead us to do something we later regret?
3 How can we stop our emotions from controlling us?

2 Work in pairs. Look at the photos and answer the questions.

1 What is happening in each one? How do you think the people are feeling? Why?
2 What might they do next?
3 How might their reaction affect the outcome of the situation?







3 Read the introduction to the article. What is the difference between IQ and EQ?

IMPROVING YOUR EQ



Most people have heard of IQ, the test score that indicates a person's level of intelligence. But have you ever come across EQ? EQ refers to emotional intelligence: the ability to recognise emotions and feelings and to understand the effect that they have on you and on other people. EQ is an extremely useful skill, so here are some tips on how to learn it.

Identify your own strengths and weaknesses
Are you patient and honest? Or do you [1] _____ and blame others before looking at yourself? Being honest with yourself helps you to understand your [2] _____.

Control your emotions
Think about what you feel and why. 'Negative' emotions like anger may sometimes [3] _____; use your [4] _____ to decide how to express them to achieve a positive result.

Know what you want
Emotional intelligence helps you understand what's important. Practise being polite but [5] _____. It's OK to say *no* to things you don't want to do.

Show empathy
Try to see things from other people's [6] _____. It's important to understand other people, even if you don't agree with them. If you understand people's feelings, it will help you to understand their actions and decisions.

Demonstrate good social skills
Good social skills make interaction go smoothly and help [7] _____. Dealing with [8] _____ and apologising when you make a mistake takes courage and shows you're taking responsibility for your actions.

4 VOCABULARY Check the meaning of the words or phrases below. Then complete the article in Ex 3.

assertive be justified criticism judgement lose your temper maintain relationships perspective state of mind

5 Which tip in the article do you think is the most useful? Why?

6 1-10 Listen to a student called Keira describing a problem to a friend. Answer the questions.

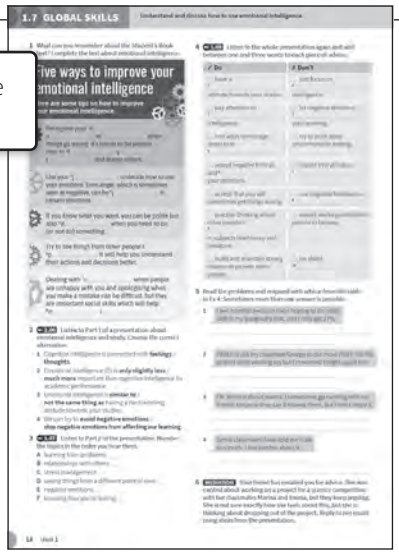
1 What kind of job did Keira use to have?
2 What were David's strengths and weaknesses?
3 What did Keira do that she later regretted?
4 What were the immediate consequences of Keira's actions?

7 Work in pairs. What do you think Keira did to resolve the issue? Use the tips in the article to help you.

8 1-11 Listen to Keira describing how she resolved the issue. Compare your answers in Ex 7. Which actions did she take for each of the tips in Ex 3?

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

1 Look at the photos in Ex 2 again. How could the people use emotional intelligence to achieve a positive outcome to the situations?
2 How could emotional intelligence be useful a) at exam time and b) in a future career?

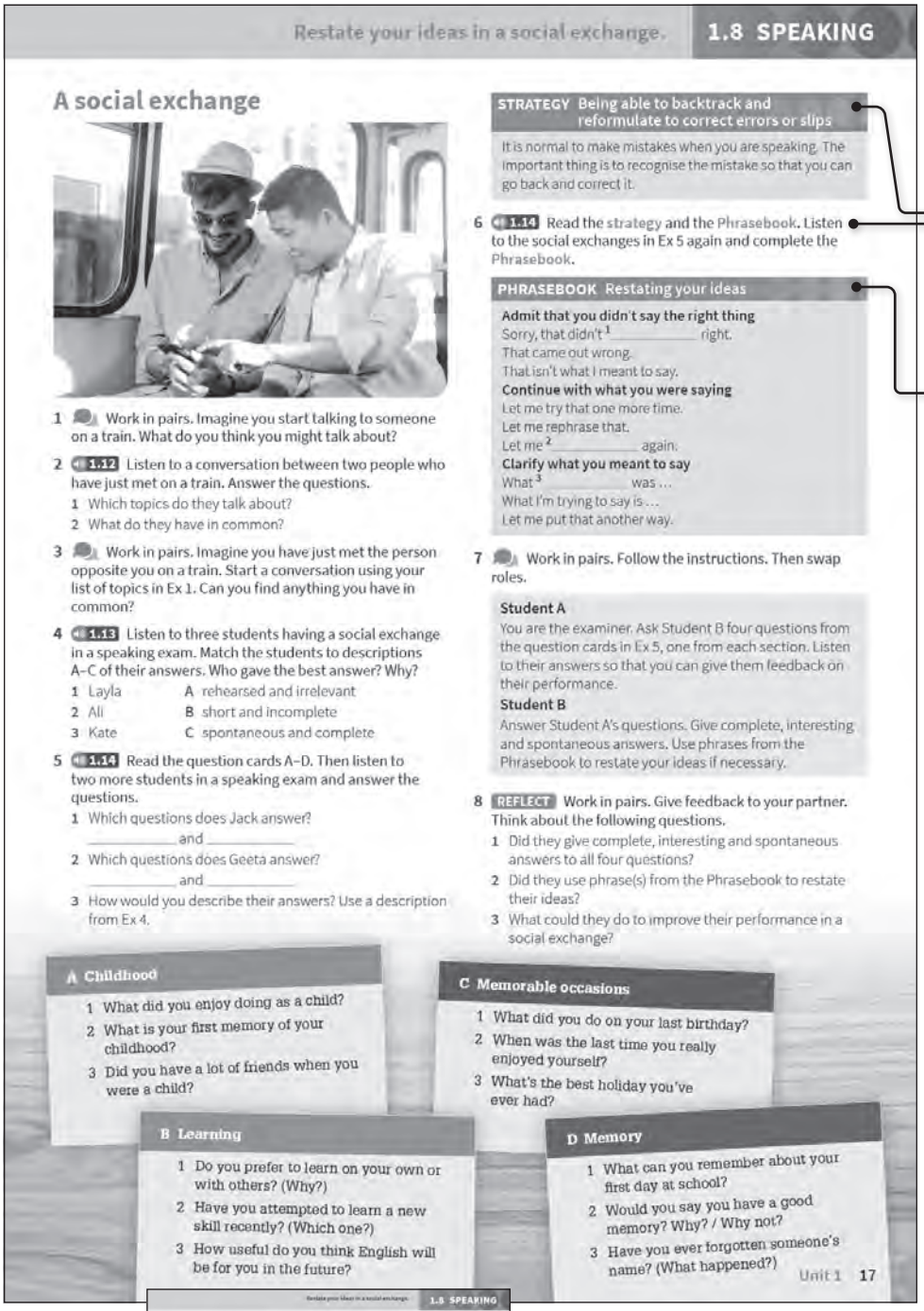


Global skills lesson for lifelong learning

Developing global skills by exploring real issues

Focus on communication and collaboration

Further practice in Workbook



Restate your ideas in a social exchange. 1.8 SPEAKING

A social exchange

1 Work in pairs. Imagine you start talking to someone on a train. What do you think you might talk about?

2 1.12 Listen to a conversation between two people who have just met on a train. Answer the questions.
1 Which topics do they talk about?
2 What do they have in common?

3 Work in pairs. Imagine you have just met the person opposite you on a train. Start a conversation using your list of topics in Ex 1. Can you find anything you have in common?

4 1.13 Listen to three students having a social exchange in a speaking exam. Match the students to descriptions A–C of their answers. Who gave the best answer? Why?
1 Layla — A rehearsed and irrelevant
2 Ali — B short and incomplete
3 Kate — C spontaneous and complete

5 1.14 Read the question cards A–D. Then listen to two more students in a speaking exam and answer the questions.
1 Which questions does Jack answer?
_____ and _____
2 Which questions does Geeta answer?
_____ and _____
3 How would you describe their answers? Use a description from Ex 4.

STRATEGY Being able to backtrack and reformulate to correct errors or slips

It is normal to make mistakes when you are speaking. The important thing is to recognise the mistake so that you can go back and correct it.

6 1.14 Read the strategy and the Phrasebook. Listen to the social exchanges in Ex 5 again and complete the Phrasebook.

PHRASEBOOK Restating your ideas

Admit that you didn't say the right thing
Sorry, that didn't [1] _____ right.
That came out wrong.
That isn't what I meant to say.
Continue with what you were saying
Let me try that one more time.
Let me rephrase that.
Let me [2] _____ again.
Clarify what you meant to say
What [3] _____ was …
What I'm trying to say is …
Let me put that another way.

7 Work in pairs. Follow the instructions. Then swap roles.

Student A
You are the examiner. Ask Student B four questions from the question cards in Ex 5, one from each section. Listen to their answers so that you can give them feedback on their performance.
Student B
Answer Student A's questions. Give complete, interesting and spontaneous answers. Use phrases from the Phrasebook to restate your ideas if necessary.

8 REFLECT Work in pairs. Give feedback to your partner. Think about the following questions.
1 Did they give complete, interesting and spontaneous answers to all four questions?
2 Did they use phrase(s) from the Phrasebook to restate their ideas?
3 What could they do to improve their performance in a social exchange?

A Childhood
1 What did you enjoy doing as a child?
2 What is your first memory of your childhood?
3 Did you have a lot of friends when you were a child?

B Learning
1 Do you prefer to learn on your own or with others? (Why?)
2 Have you attempted to learn a new skill recently? (Which one?)
3 How useful do you think English will be for you in the future?

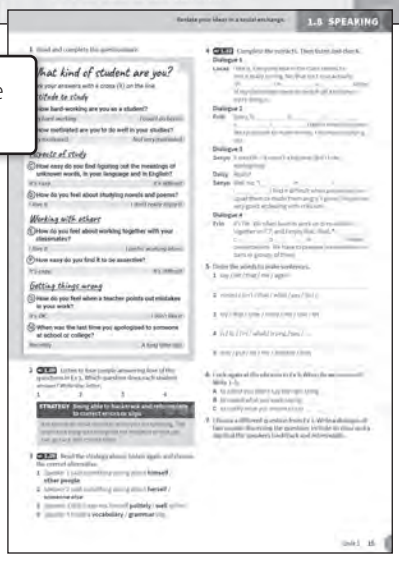
C Memorable occasions
1 What did you do on your last birthday?
2 When was the last time you really enjoyed yourself?
3 What's the best holiday you've ever had?

D Memory
1 What can you remember about your first day at school?
2 Would you say you have a good memory? Why? / Why not?
3 Have you ever forgotten someone's name? (What happened?)

Unit 1 17

OxELF speaking strategy and activation exercise

Speaking lesson with *Phrasebook*



Further practice in Workbook

1.9 WRITING — Write an article and use comment adverbs.

An article



1 Work in pairs. Look at the photos and discuss the questions.
1 Why might it be useful to learn these skills?
2 What is the most useful skill that you have ever learned?

2 Read the task and a student's article. Answer the questions.

Your school website has asked students to write an article about the most useful skill they have ever learned. Write an article in which you say what the skill is, who you learned it from and why you find it useful.

1 Which useful skill does the writer mention in the introduction? How does she grab the reader's attention?
2 Which question from the task does she answer in the second paragraph?
3 Which question does she answer in the third paragraph?
4 What opinion does she express in the conclusion?

The most useful thing I've ever learned

Have you ever learned a skill that made a difference to your life? In my case, it was learning how to repair and maintain a bike.

It was my grandmother who inspired me to learn this skill. Whenever I used to visit as a child, I would spend several hours with her in the garage. She would often be repairing her bike. Initially, she would let me watch while she explained what she was doing, but then she let me carry out the repairs myself. Admittedly, the first time I tried to fix a puncture I made another hole while I was fixing the first one, but I soon mastered that repair. My grandma was an excellent teacher, and everything I know about repairing bikes I have learned from her.

These days, I'm a keen cyclist myself, and I'm very proud of my bike! Obviously, the skills I learned have been extremely valuable to me as I can do all my repairs myself. Consequently, I save a lot of money because I don't need to take my bike to a repair shop. On top of that, I never have to worry about going on long cycle rides because I know I can overcome any practical problems with my bike – or my friends' bikes! Not surprisingly, my friends all turn to me if their bikes aren't working properly.

Personally, I think it is fundamental for any bike owner to know how to repair their equipment. Not only does it save money, but it also makes the bike much safer to ride. I have my grandmother to thank for all the pleasure I get out of cycling.

STRATEGY Using comment adverbs to make your writing more interesting

Comment adverbs are words which add information about the writer's opinion of events. They normally come at the beginning of a sentence. When you write an article, you can make your writing more interesting by using comment adverbs.

3 Work in pairs. Read the **strategy** and the **Phrasebook**. Find six comment adverbs from the **Phrasebook** in the article.

PHRASEBOOK Comment adverbs

Admittedly, ...
Amazingly, ...
Basically, ...
Consequently, ...
Hopefully, ...
Ideally, ...
Initially, ...
Interestingly, ...
Obviously, ...
Personally, (I think) ...
(Not) Surprisingly, ...
Unfortunately, ...

4 **VOCABULARY** Complete the sentences with the six comment adverbs in the **Phrasebook** which are not used in the article.
1 _____, I'd like to practise this at home, but that isn't possible.
2 _____, you need to practise more.
3 _____, I knocked the paint pot over, and there was paint all over the floor.
4 _____, my first attempt was a success!
5 _____, there aren't many people who know how to do this.
6 _____, I'll do better next time.

5 You are going to write your own article in answer to the task in Ex 2. Plan your article. Think about ...
- which skill you have found most useful, and why.
- whether you learned the skill from a person or a website.
- how you progressed in mastering the skill.
- what effect the skill has had on your life.

6 Write the article based on your answers in Ex 5. Write four paragraphs and include at least four comment adverbs. Write your article in a semi-informal conversational style.

7 ✓ **CHECK YOUR WORK** Did you ...
- use the correct style and register?
- write four paragraphs?
- use at least four comment adverbs?
- check your spelling, grammar and punctuation?

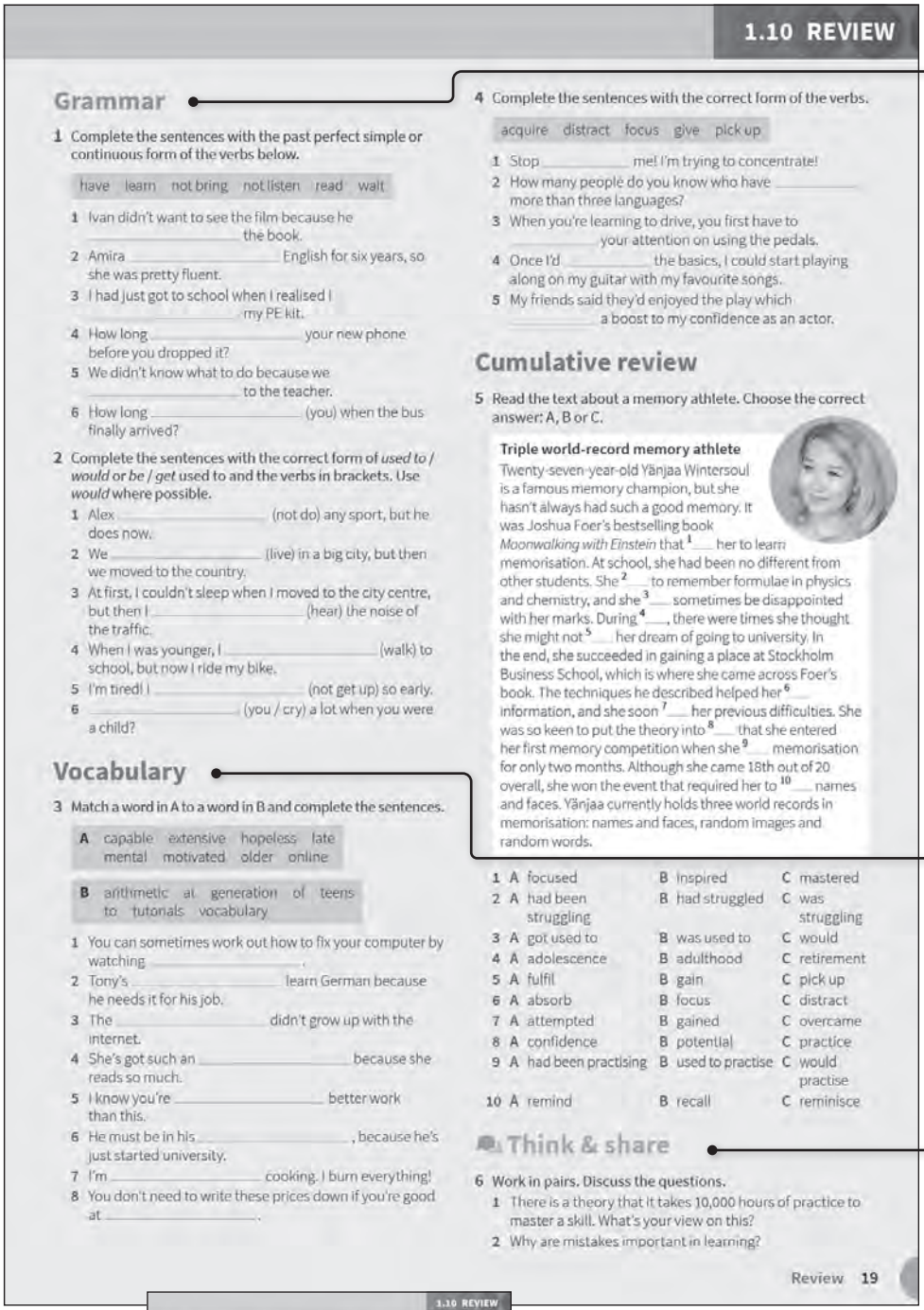
OxELF writing strategy and activation exercise

Phrasebook for key phrases in specific language areas

Check your work to encourage self-assessment



Further practice in Workbook



1.10 REVIEW

Grammar

1 Complete the sentences with the past perfect simple or continuous form of the verbs below.

have learn not bring not listen read wait

1 Ivan didn't want to see the film because he _____ the book.
2 Amira _____ English for six years, so she was pretty fluent.
3 I had just got to school when I realised I _____ my PE kit.
4 How long _____ your new phone before you dropped it?
5 We didn't know what to do because we _____ to the teacher.
6 How long _____ (you) when the bus finally arrived?

2 Complete the sentences with the correct form of *used to / would* or *be / get used to* and the verbs in brackets. Use *would* where possible.

1 Alex _____ (not do) any sport, but he does now.
2 We _____ (live) in a big city, but then we moved to the country.
3 At first, I couldn't sleep when I moved to the city centre, but then I _____ (hear) the noise of the traffic.
4 When I was younger, I _____ (walk) to school, but now I ride my bike.
5 I'm tired! I _____ (not get up) so early.
6 _____ (you / cry) a lot when you were a child?

Vocabulary

3 Match a word in A to a word in B and complete the sentences.

A capable extensive hopeless late mental motivated older online

B arithmetic at generation of teens to tutorials vocabulary

1 You can sometimes work out how to fix your computer by watching _____.
2 Tony's _____ learn German because he needs it for his job.
3 The _____ didn't grow up with the internet.
4 She's got such an _____ because she reads so much.
5 I know you're _____ better work than this.
6 He must be in his _____, because he's just started university.
7 I'm _____ cooking. I burn everything!
8 You don't need to write these prices down if you're good at _____.

4 Complete the sentences with the correct form of the verbs.

acquire distract focus give pick up

1 Stop _____ me! I'm trying to concentrate!
2 How many people do you know who have _____ more than three languages?
3 When you're learning to drive, you first have to _____ your attention on using the pedals.
4 Once I'd _____ the basics, I could start playing along on my guitar with my favourite songs.
5 My friends said they'd enjoyed the play which _____ a boost to my confidence as an actor.

Cumulative review

5 Read the text about a memory athlete. Choose the correct answer: A, B or C.

Triple world-record memory athlete

Twenty-seven-year-old Yānjaa Wintersoul is a famous memory champion, but she hasn't always had such a good memory. It was Joshua Foer's bestselling book *Moonwalking with Einstein* that [1] ___ her to learn memorisation. At school, she had been no different from other students. She [2] ___ to remember formulae in physics and chemistry, and she [3] ___ sometimes be disappointed with her marks. During [4] ___, there were times she thought she might not [5] ___ her dream of going to university. In the end, she succeeded in gaining a place at Stockholm Business School, which is where she came across Foer's book. The techniques he described helped her [6] ___ information, and she soon [7] ___ her previous difficulties. She was so keen to put the theory into [8] ___ that she entered her first memory competition when she [9] ___ memorisation for only two months. Although she came 18th out of 20 overall, she won the event that required her to [10] ___ names and faces. Yānjaa currently holds three world records in memorisation: names and faces, random images and random words.

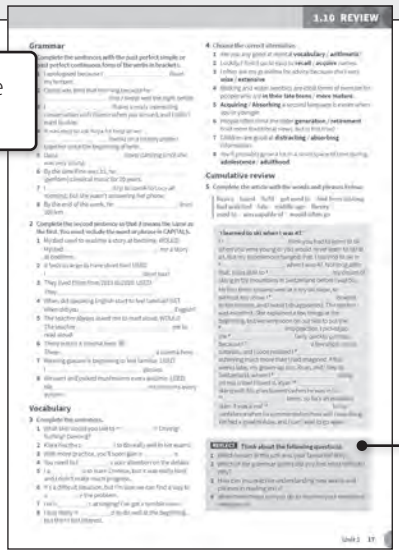
1	A focused	B inspired	C mastered
2	A had been struggling	B had struggled	C was struggling
3	A got used to	B was used to	C would
4	A adolescence	B adulthood	C retirement
5	A fulfil	B gain	C pick up
6	A absorb	B focus	C distract
7	A attempted	B gained	C overcame
8	A confidence	B potential	C practice
9	A had been practising	B used to practise	C would practise
10	A remind	B recall	C reminisce

Think & share

6 Work in pairs. Discuss the questions.

1 There is a theory that it takes 10,000 hours of practice to master a skill. What's your view on this?
2 Why are mistakes important in learning?

Review 19



1.10 REVIEW

Review lesson to revise grammar and vocabulary of the unit

Recycling grammar to deepen understanding

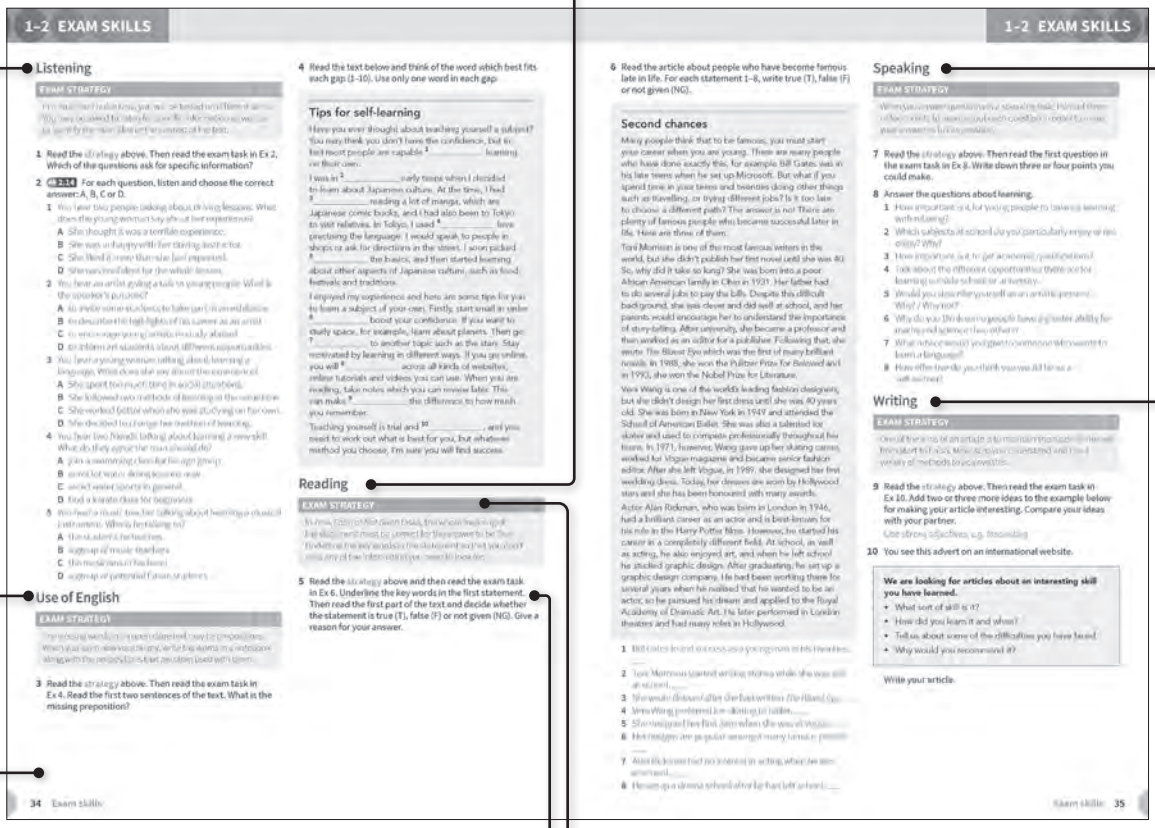
Recycling vocabulary to improve recall and retention

Think & share to reflect on the topic of the unit

Further practice in Workbook

Reflect activity to help students be aware of how they learn

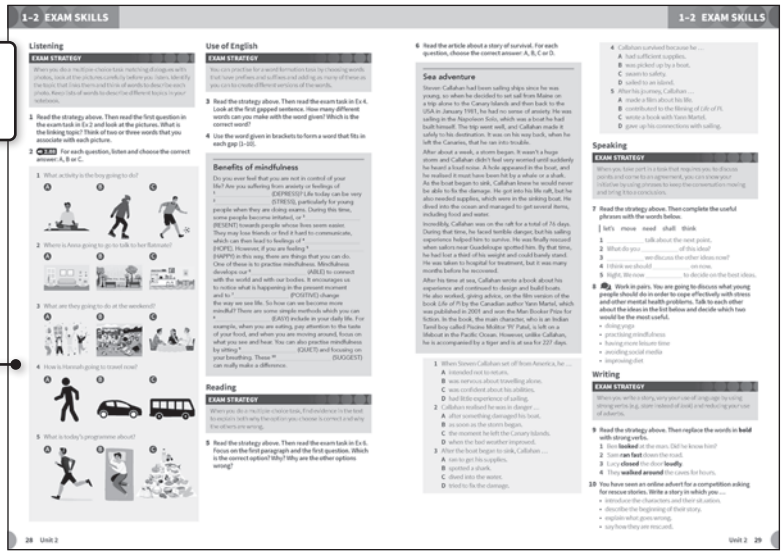
Robust preparation for national and international exams with exposure to all exam task types



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

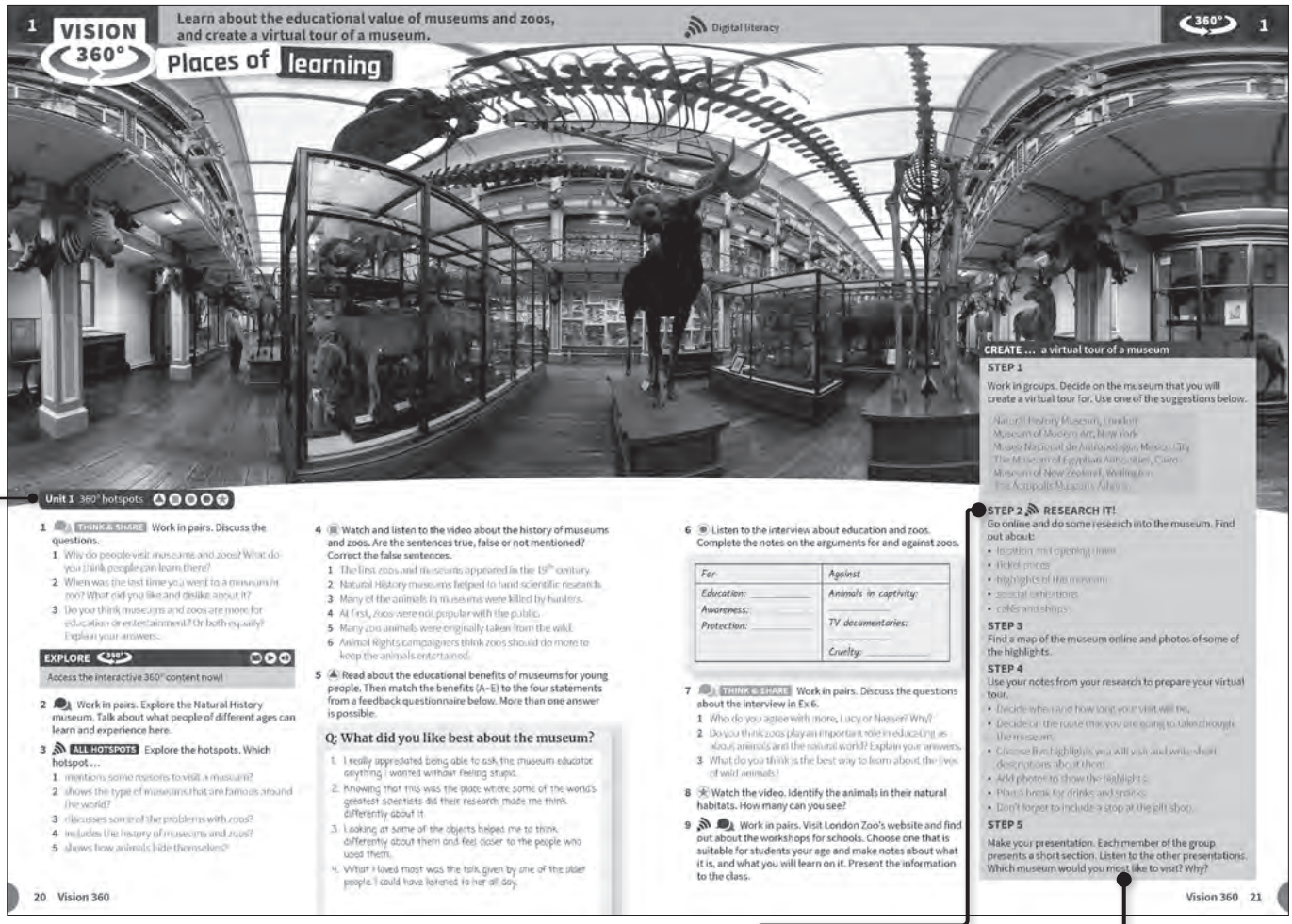
Further practice in Workbook

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



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

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



1 VISION 360°

Learn about the educational value of museums and zoos, and create a virtual tour of a museum.

Digital literacy

Places of learning

360° 1

Unit 1 360° hotspots

1 THINK & SHARE Work in pairs. Discuss the questions.
1. Why do people visit museums and zoos? What do you think people can learn there?
2. When was the last time you went to a museum or zoo? What did you like and dislike about it?
3. Do you think museums and zoos are more for education or entertainment? Or both equally? Explain your answers.

EXPLORE 360° 45

Access the interactive 360° content now!

2 Work in pairs. Explore the Natural History museum. Talk about what people of different ages can learn and experience here.

3 ALL HOTSPOTS Explore the hotspots. Which hotspot ...
1. mentions some reasons to visit a museum?
2. shows the type of museums that are famous around the world?
3. discusses some of the problems with zoos?
4. includes the history of museums and zoos?
5. shows how animals hide themselves?

4 Watch and listen to the video about the history of museums and zoos. Are the sentences true, false or not mentioned? Correct the false sentences.
1. The first zoos and museums appeared in the 19th century.
2. Natural History museums helped to fund scientific research.
3. Many of the animals in museums were killed by hunters.
4. At first, zoos were not popular with the public.
5. Many zoo animals were originally taken from the wild.
6. Animal rights campaigners think zoos should do more to keep the animals entertained.

5 Read about the educational benefits of museums for young people. Then match the benefits (A–E) to the four statements from a feedback questionnaire below. More than one answer is possible.

Q: What did you like best about the museum?

1. I really appreciated being able to ask the museum educator anything I wanted without feeling stupid.
2. Knowing that this was the place where some of the world's greatest scientists did their research made me think differently about it.
3. Looking at some of the objects helped me to think differently about them and feel closer to the people who used them.
4. What I loved most was the talk given by one of the older people. I could have listened to her all day.

6 Listen to the interview about education and zoos. Complete the notes on the arguments for and against zoos.

For	Against
Education: _____	Animals in captivity: _____
Awareness: _____	_____
Protection: _____	TV documentaries: _____
	_____
	Cruelty: _____

7 THINK & SHARE Work in pairs. Discuss the questions about the interview in Ex 6.
1. Who do you agree with more, Lucy or Nasser? Why?
2. Do you think zoos play an important role in educating us about animals and the natural world? Explain your answers.
3. What do you think is the best way to learn about the lives of wild animals?

8 Watch the video. Identify the animals in their natural habitats. How many can you see?

9 Work in pairs. Visit London Zoo's website and find out about the workshops for schools. Choose one that is suitable for students your age and make notes about what it is, and what you will learn on it. Present the information to the class.

CREATE ... a virtual tour of a museum

STEP 1
Work in groups. Decide on the museum that you will create a virtual tour for. Use one of the suggestions below.

- Natural History Museum, London
- Museum of Modern Art, New York
- Museo Nacional de Antropología, Mexico City
- The Museum of Egyptian Antiquities, Cairo
- Museum of New Zealand, Wellington
- The Acropolis Museum, Athens

STEP 2 RESEARCH IT!
Go online and do some research into the museum. Find out about:
- location and opening times
- ticket prices
- highlights of the museum
- special exhibitions
- cafés and shops

STEP 3
Find a map of the museum online and photos of some of the highlights.

STEP 4
Use your notes from your research to prepare your virtual tour.
- Decide when and how long your visit will be.
- Decide on the route that you are going to take through the museum.
- Choose five highlights you will visit and write short descriptions about them.
- Add photos to show the highlights.
- Plan a break for drinks and snacks.
- Don't forget to include a stop at the gift shop!

STEP 5
Make your presentation. Each member of the group presents a short section. Listen to the other presentations. Which museum would you most like to visit? Why?

20 Vision 360

Vision 360 21

Hotspots embedded with text, audio and video content

Development of digital literacy and research skills through project work

Collaborative speaking tasks to develop learner autonomy

Introduction

0.1 Introduction

Lesson summary
Speaking: Discussing why football fans may support a player; talking about sports injuries
Reading: An article about Fabrice Muamba
Vocabulary: Injuries and treatment
Grammar: Present tenses

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

WARM-UP Ask: *What are the benefits of doing sport? Can you think of any negative points about doing sport?*

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

Exercise 1 Think & share page 4

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

Exercise 2 page 4

Extra activity

Before reading the article, students predict the answers to the questions in pairs. They then read to check their predictions.

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

KEY

Muamba had a cardiac arrest while he was playing for Bolton Wanderers in a match against Tottenham Hotspur (two English league teams). He's lucky to be alive because his heart stopped working for 78 minutes.

- Ask: *How do you feel after reading Fabrice Muamba's story? Why?* Elicit reactions and reasons from the class.

Exercise 3 Vocabulary page 4

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

KEY

Injuries and being unwell: bump, bruise, sprained ankle, severe injury, unconscious, collapsed
Medical experts: emergency services, specialist
Treatment and getting better: first aid, recover

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

Extra challenge

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

Exercise 4 page 4

Extra support

- Elicit what part of speech each of the words in the table in exercise 3 is, e.g. *bump* is a noun.
- Ask students to read each sentence in exercise 4 carefully and think about what part of speech is needed to fill each gap, e.g. 1 = verb (past participle), noun. Elicit answers.

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

KEY

1 collapsed, emergency services 2 bruise, recover
3 unconscious, first aid 4 sprained ankle, severe injury
5 specialist, bump

Exercise 5 page 4

- Students match the key sentences to the grammar rules.
- Check answers as a class.

KEY

1 E 2 C 3 B 4 A 5 D

Extra challenge

Working in pairs, fast finishers find other examples of present tenses in the article and match them to the rules, e.g. *Every football fan knows …* = rule A.

Extra support

- To review dynamic and state verbs, say the verbs below at random. If you say a dynamic verb, students raise their left hand. If you say a state verb, they raise their right hand.
  Dynamic verbs: *build*, *catch*, *eat*, *drive*, *fall*, *fight*, *give*, *grow*, *learn*, *leave*, *make*, *move*, *play*, *read*, *ride*, *show*, *sing*, *sleep*, *speak*, *throw*
  State verbs: *agree*, *appear*, *believe*, *belong*, *dislike*, *doubt*, *imagine*, *know*, *mean*, *mind*, *own*, *prefer*, *recognise*, *remember*, *seem*, *suspect*, *think*, *understand*, *want*, *wish*

- Students do the Grammar booster exercises on page 128.

Exercise 6 page 4

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

KEY

1 'm doing 2 take place 3 think 4 take 5 're always joking 6 're learning 7 says 8 saves

Extra support

When checking answers, elicit which grammar rule each answer matches to and why, e.g. 1 = rule D because it describes an action happening around now (i.e. this term).

Exercise 7 Think & share page 4

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

Lesson outcome

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

Further practice

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

0.2 Introduction

Lesson summary
Speaking: Discussing the differences plants can make
Reading: An article about biophilic classrooms
Grammar: Past tenses
Vocabulary: Nature
Writing: An email about a biophilic project

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

WARM-UP Ask students to think about the last time they spent time in nature. Ask: *Where were you? Why did you go there? What did you do there? How did you feel while you were there?*

- Working in pairs, students take turns to talk about their experience in nature.
- Ask a few students to share their experience with the class.

Exercise 1 Think & share page 5

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

Exercise 2 page 5

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

KEY

Biophilic classrooms have lots of plants in them. They make the people in the room feel happier and healthier and help them concentrate better.

Extra activity

- Write on the board:
  Are you surprised by the results of the experiment at the London school? Why? / Why not?
  Would you like (more) plants in the classrooms at your school? Why? / Why not?
  Can you think of any potential problems with having plants in classrooms?
  What else could be added to classrooms to improve students' moods and concentration levels?
- Students discuss the questions in pairs.
- Elicit opinions, reasons and ideas from the class.

Exercise 3 page 5

Extra support

Elicit or remind students how each of the past tenses is formed, e.g. past continuous = *was /were* + *-ing* verb. Write the information on the board for students to refer to as they do exercises 3–5.

- Students find an example of each tense in the article.
- Elicit examples from the class.

KEY

past continuous: while they **were working** in them
past perfect simple: the plants in the maths classroom **had managed** to increase oxygen levels / Their ability to concentrate **had improved** / nobody **had expected** such amazing results
past simple: The project **began** / some of the teachers and students **started** researching / they **chose** to modify a maths classroom / they **made** no changes / (machines **were used** to monitor the air quality – passive form) / Teachers and students also **noted** how they **felt** / More than three quarters of students **reported** feeling happier
present perfect continuous: Recently, a school in London **has been using** many more plants
present perfect simple: houseplants **have become** incredibly popular / it **has used** a wide variety of indoor plants

Extra challenge

Ask students to find two examples of the present perfect simple, three examples of the past perfect simple and four examples of the past simple.

Exercise 4 page 5

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

KEY

1 past simple 2 past continuous 3 present perfect simple 4 present perfect continuous 5 past perfect simple

- Students do the Grammar booster exercises on page 129.

Exercise 5 page 5

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

KEY

1 have died 2 had heard, explained 3 was giving, realised 4 have been trying

Extra support

When checking answers, elicit why the past tense is used in each case, e.g. The present perfect simple is used in item 1 because the action happened at an unspecified time in the past and there is a connection to now (i.e. I'm noticing now that some of the plants are dead).

Exercise 6 Vocabulary page 5

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

KEY

1 natural habitat 2 roots, leaves 3 oxygen, carbon dioxide 4 monitor 5 transform, modify 6 houseplants 7 biofuels 8 tropical, rural

Note!

While the verbs *transform* and *modify* both describe change, *transform* usually refers to a complete change (especially one involving improvement), whereas *modify* usually refers to a slight change (especially one that makes something more suitable for a particular purpose).

Exercise 7 page 5

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

KEY

1 roots 2 rural 3 transform 4 carbon dioxide, oxygen 5 natural habitat 6 monitor 7 biofuels 8 modify

Extra challenge

Students write three more sentences using the remaining words from exercise 6, i.e. *houseplants, tropical* and *leaves*.

Exercise 8 page 5

- Circulate and monitor as students complete the writing task, helping with language and ideas as required.
- Students swap their completed emails in pairs and read each other's work. Ask a few pairs how similar their biophilic designs and projects were.

Extra support

Put the following structure on the board for students to refer to as they plan and write their email:
Opening: *Hi + your friend's name*
Paragraph 1: *Explain what biophilia is. Say which area you have transformed and why.*
Paragraph 2: *Explain the different stages of your project.*
Paragraph 3: *Say what the outcome of the project has been.*
Closing: *Best wishes, / See you soon. / Catch up again soon!*

Lesson outcome

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

Further practice

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

0.3 Introduction

Lesson summary

Speaking: Discussing wildlife conservation; talking about an imagined future backpacking and volunteering trip
Reading: Messages about plans for the summer
Vocabulary: Work and study
Grammar: Future tenses

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

WARM-UP Ask: *What's your favourite wild animal? Why do you like it? Have you ever seen this animal in its natural habitat in the wild?*

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

Exercise 1 Think & share page 6

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

KEY (SUGGESTED ANSWERS)

Life may be dangerous for elephants in the wild, as they are poached (hunted illegally) for their ivory tusks. Some elephant populations are also at risk due to habitat loss and the resulting human-elephant conflict.
Elephants may be protected by placing them in wildlife reserves / national parks with anti-poaching patrols. Measures can be taken to preserve their natural habitat and to prevent human-elephant contact and conflict (e.g. the use of physical barriers and deterrents to dissuade elephants from entering human settlements).

Exercise 2 page 6

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

KEY

1 She is doing voluntary work at Mangetti National Park in Namibia.
2 She thinks it'll help her get into university and get a job in wildlife conservation.

Extra activity

- Write on the board:
  What do you think Mia will learn during her time spent volunteering at Mangetti National Park?
  Would you like to volunteer there? Why? / Why not?
  Have you or anyone you know ever done anything to support wildlife conservation?
- Students discuss the questions in pairs.
- Elicit ideas, reasons and examples from the class.

Exercise 3 Vocabulary page 6

- Working in pairs, students discuss the differences between the words. Allow them to use dictionaries.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 An **applicant** is a person who applies for a job. A **trainee** already has a job and is training to become something.
2 A **personal statement** is something you write when you apply to university. A **student loan** is the money you borrow so that you can study at university.
3 **Coursework** is the work that you complete during a course of study. A **placement** is a job that you do during a course of study in order to get work experience.
4 You don't get paid when you do **voluntary work**. You earn lots of money when you do **work that's well paid**.
5 **Modules** are units that are part of a course of study. A **curriculum** is all the subjects included in a course of study.
6 When you **recruit someone**, you find a person to join a company. When you **work full-time**, you work the hours of the week that people usually work, e.g. 40 hours a week.

Extra support

Put students into groups of four. Two students check the meaning of the first vocabulary item in each case, e.g. *an applicant*, *a personal statement*, etc. The other two check the meaning of the second, e.g. *a trainee*, *a student loan*, etc. They then share the definitions and discuss the differences between the pairs of items.

Exercise 4 page 6

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

KEY

1 curriculum 2 well paid 3 coursework 4 recruit
5 applicants 6 student loan

Exercise 5 page 6

- Students find an example of each future tense, then complete the grammar rules.
- Check answers as a class.

KEY

***be going to*:** … it's going to be amazing.; What are you going to study?; I'm going to choose a degree …
future continuous: I'll be helping monitor African elephants …
present continuous: I'm going to Namibia on Monday.; How come you are going there?!; I'm doing voluntary work for the summer …
present simple: My flight leaves really early in the morning.
***will*:** I won't see you for six weeks …; And it'll look good on my personal statement …; That won't be part of my coursework, …; … it'll be good to take time out …; Do you think that kind of work will be well paid?; I'll earn enough so …; I won't need a student loan that year.; Hopefully, it'll help me get a job offer …; I'm not sure I understand how that will help.; I'll be able to put the voluntary work in Namibia …; I'll see you in September!
1 *will* 2 *be going to* 3 present simple
4 present continuous 5 future continuous

Extra challenge

Ask students to find two examples with the present continuous, two examples with *be going to* and four examples with *will*.

- Students do the Grammar booster exercises on page 130.

Exercise 6 page 6

Extra support

- Ask students to first read the whole message and decide in pairs which future form is needed for each gap. Encourage them to use the time references to help them, e.g. *This time tomorrow*, *on Wednesday*, *at 3 a.m.* Elicit the tenses needed, then give students time to complete the message in pairs.

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

KEY

1 'll be exploring 2 's going to be 3 're meeting
4 'll tell 5 arrives

Exercise 7 Think & share page 6

- Give students time to prepare their answers. Encourage them to make notes.
- Working in groups, students complete the discussion task.
- Ask a few students to share some ideas with the class.

Lesson outcome

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

Further practice

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

0.4 Introduction

Lesson summary
Speaking: Discussing the benefits of travel and tourism, holiday preferences and a memorable trip
Reading: A blog post about alternative travel ideas
Grammar: Relative clauses
Vocabulary: Travel and tourism

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

WARM-UP Write on the board:
Do you have any future holiday plans?
If so → When and where are you going? Who are you going with? What are you going to see and do there? What do you think you'll enjoy most about the holiday?
If not → Where would you like to go? Who would you like to travel there with? What would you like to see and do there? Why do you think you'd enjoy visiting this place?

- Students discuss the questions in pairs.
- Ask students to raise their hand if they have future holiday plans. Choose a few to tell the class about their trip.

Exercise 1 Think & share page 7

- Students complete the discussion task in pairs.
- Elicit some benefits of travel and tourism from the class.
- Ask a few students to share their ideas on what makes a good holiday.

Exercise 2 page 7

- Students read the post, then answer the questions in pairs.
- Ask a few students which type of tourism they think is the most interesting and why.

Exercise 3 page 7

Extra support

Put students into A / B pairs. The Student As find examples of the relative pronouns in paragraphs 1–3 of the blog post. The Student Bs do the same with paragraphs 4–6. They then exchange their answers before the class check.

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

KEY

There are many reasons why people choose to get away every year.
Some choose all-inclusive holidays, where there's no extra cost for meals and drinks at the hotel.
Adventure tourism is for people who want to avoid popular tourist resorts and whose hobbies include …
Alphatourism if for holidaymakers who want to see …
… to look at any interesting places that you discover along the way.
Experiential tourism is for travellers that want to discover the history and culture of a place by doing things which the local people do.
Screen tourism is when people love a film so much …
They go trekking in the Tongariro National Park, where some spectacular scenes were filmed.
Or they visit the film set of Hobbiton, which is the town where the characters lived.

Exercise 4 page 6

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

KEY

1 who 2 that 3 which 4 that 5 where 6 when
7 why 8 whose 9 that 10 that
* Answers 1/2 and 3/4 can be in either order.

Note!

Point out that *where* is not always used for a place, e.g. *The hotel **where** we stayed was very expensive*. BUT *The hotel **which** we booked was very expensive*. *Where* is used if the relative pronoun replaces a preposition and a noun, i.e. *We stayed in a hotel*. It is not used if the relative pronoun just replaces a noun, i.e. *We booked a hotel*. In this case, *which* is used instead.

Extra support

Working in pairs, students look back at the examples of relative clauses in the blog post and decide if each is defining or non-defining. Elicit answers from the class.

KEY

All of the examples are defining, except:
… all-inclusive holidays, where there's no extra cost for …; … Tongariro National Park, where some spectacular scenes were filmed.; … Hobbiton, which is the town where the characters lived.

- Students do the Grammar booster exercises on page 131.

Exercise 5 page 7

Extra support

Focus on each sentence in turn and elicit whether the relative clause is defining (i.e. 2, 4, 5) or non-defining (i.e. 1, 3, 6). Suggest that students look to see if there is a comma before the gap to help them decide.

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

KEY

1 who 2 – / which / that 3 whose 4 – / when
5 which / that 6 which

Exercise 6 Vocabulary page 7

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

KEY

1 resorts 2 holidaymakers 3 mountain biking, go trekking 4 make a booking 5 package holiday
6 memorable 7 get away 8 all-inclusive

- Elicit what part of speech each item is, e.g. *resort* is a noun.
- Drill the vocabulary to ensure accurate pronunciation.

Exercise 7 page 7

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

KEY

1 get away 2 memorable 3 resorts 4 holidaymakers
5 mountain biking 6 go trekking 7 make a booking

Exercise 8 Think & share page 7

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

Lesson outcome

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

Further practice

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

1 Live and learn

1.1 Vocabulary

Lesson summary

Speaking: Talking about learning new skills; sharing opinions and ideas about skills and natural talents; describing a skill you have learned

Listening: A dialogue and monologues about people's personal experiences of learning a new skill

Vocabulary: Skills and natural talents

AfL Teaching tip: learning intentions

Lesson objectives

Communicating clearly to students what is being learned and why helps them understand what they are doing and appreciate the value of it.

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

See the notes on Assessment for Learning on page 11.

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 9 for homework and do exercises 10 and 11 in the next lesson.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (Tianjin Binhai Library, China)
- Ask: *How often do you go to a library? If yes, what resources do you use there? If not, why not? Do you think the internet has replaced libraries? Why? / Why not?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Culture note

The photo shows Tianjin Binhai Library in northern China. Opened in 2017, the library has five floors and occupies a space of 33,700 m^2. It has floor-to-ceiling cascading bookcases, which can hold 1.2 million books.

Exercise 1 page 8

- Focus attention on the photo from the video.
- Working in pairs, students discuss the questions. Ensure they understand the meaning of *pick up* in this context (get information or a skill by chance rather than by making a deliberate effort).
- Ask a few students to share their ideas with the class.

Exercise 2 1.01 page 8

- Ensure students understand *struggle*, *cones*, *sign language*, *hard of hearing* and *signing*.
- Play the video or audio for students to answer the questions.
- Check answers as a class.

KEY

1 F 2 T 3 F 4 F 5 T

Transcript

See Teacher's Guide, page 187.

Extra challenge

Ask students to correct the false sentences.

KEY

1 She had her first motorbike lesson this morning.
3 She learned how to go in and out of the cones really quickly.
4 He learned sign language from his neighbours' son, Sam.

Exercise 3 Vocabulary 1.01 page 8

- Give students time to read through the questions and check the meaning of any bold words / phrases they are unsure of in a dictionary.
- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 the dream of riding a motorbike down Route 66 from Chicago to LA
2 really easily / quickly
3 a U-turn; she wasn't successful
4 passing her theory test first time
5 to learn some basic sign language
6 because he thought it would be easy to learn sign language
7 around ten signs
8 remaining calm and identifying what was going wrong

Transcript

See Teacher's Guide, page 187.

Exercise 4 Real English page 9

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

KEY

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

Extra activity

- Working in pairs, students choose three of the Real English phrases and write mini-dialogues including them.'
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present a dialogue to the class.

Exercise 5 page 9

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

Exercise 6 Vocabulary page 9

- Students choose the correct words to complete the comments.
- When checking answers, draw students' attention to the collocations and dependent prepositions.

KEY

1 gain 2 potential 3 hopeless 4 inspired
5 attention 6 theory 7 capable

Exercise 7 page 9

- Focus attention on the photos.
- Ask: *How do you feel about doing these activities? Do any of them come naturally to you?* Elicit answers.
- Students match the comments to the activities in pairs.
- Check answers as a class.

KEY

Photo A, coding: 2, 4
Photo B, public speaking: 1, 2, 5, 7
Photo C, photography: 2, 3, 6

Exercise 8 1.02 page 9

- Give students time to read through the questions.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 Alisha was inspired by the drummer in her brother's favourite band.
2 She focused on holding the drumsticks correctly.
3 She formed a band with some other students from the music group.
4 Yes. Nobody's parents want them to practise at home, so they have to practise at school.
5 He went to a surf camp.
6 He found it hard because he kept falling off the board.
7 The surf instructor told him he was doing really well.
8 It took him two weeks to master surfing.

Transcript

See Teacher's Guide, page 187.

Exercise 9 page 9

- Make it clear to students that they do not need to answer all of the questions in exercise 8, just those which are relevant. They can also include additional information about learning the skill.
- Circulate and monitor as students write their notes, helping with vocabulary as necessary.

Exercise 10 page 9

- Working in groups, students take turns to talk about their skill, using their notes to help. Encourage them to use as much new vocabulary from the lesson as possible. Remind them to listen carefully, as they need to ask a follow-up question after each person in their group has spoken. Encourage them to try to ask a different question each time.

Extra support

Before students do the activity in groups, model an example by telling the class about a skill you have learned. Then, elicit a range of follow-up questions and provide brief answers.

Exercise 11 Think & share page 9

- Working in pairs, students discuss the questions.
- 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 talk about skills and natural talents.*

Further practice

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

1.2 Grammar

Lesson summary

Reading: A blog post about a talented young person

Grammar: Past perfect simple and past perfect continuous

Listening: A podcast about a well-known musician

Speaking: Sharing information about talented young people; talking about a talented young person you'd like to meet

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

WARM-UP Write on the board:

1 … comes naturally __ me.
2 I used to be hopeless __ … , but now I'm much better.
3 I once attempted __ … , but I wasn't successful.
4 I hope that in the future, I have the potential __ … .
5 I don't think I'll ever be capable __ … .
6 When I was learning to … , … was a big boost __ my confidence.

- Elicit the missing prepositions and add them to the board.

KEY

1 to 2 at 3 to 4 to 5 of 6 to

- Students copy and complete the sentences with their own ideas.
- Students take turns to read out their sentences in pairs.
- Ask some students to share something they found out about their partner.

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 the past perfect simple. If necessary, they can refer to Lesson 0.2 and the Grammar booster on page 129. 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 11.

Exercise 1 page 10

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

KEY

1 Japanese skateboarder Kokona Hiraki
2 She won a silver medal in the women's park event in the 2020 Tokyo Olympics.
3 She became the youngest Japanese person to win an Olympic medal.

- Ask: *How do you feel about Kokona's achievements? Can you think of any other young Olympic medallists? What have they achieved?* Elicit ideas from the class.

Exercise 2 page 10

- Students look carefully at the underlined sentences 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 past perfect simple (sentence c)
2 past perfect continuous (sentence d)
3 past perfect simple (sentence b)
4 past perfect continuous (sentence a)

- Students do the Grammar booster exercises on page 132.

Exercise 3 page 10

- Students complete the sentences with the correct past perfect forms.
- Check answers as a class.

KEY

1 had been studying 2 had had 3 had been training
4 hadn't been waiting 5 had become

Extra support

To reinforce the grammar rules, when checking answers, elicit why the past perfect form is used in each case, e.g. in sentence 1, we use the past perfect continuous because *study* is an action verb and we are describing a longer action that happened before another action in the past.

Exercise 4 1.03 page 10

- Find out if any students have heard of Sheku Kanneh-Mason. If so, elicit what they already know about him.
- Play the audio for students to complete the timeline. Point out that the events are in chronological / age order.
- Check answers as a class.

KEY

1 6 2 9 3 16 4 17 5 18 6 20

Transcript

See Teacher's Guide, page 187.

Exercise 5 page 10

- Encourage students to read through the whole biography before they start completing it. Tell them to refer back to the timeline in exercise 4 to help them.
- Check answers as a class.

KEY

1 had been playing the cello 2 had mastered the instrument 3 had been performing in an orchestra 4 had appeared on TV 5 had made two successful albums 6 had become one of the best-known classical musicians

- Ask: *How do you feel about Sheku's achievements? Would you be interested in seeing him performing? Why? / Why not?* Elicit opinions and reasons from the class.

Exercise 6 page 10

Extra support

- Pre-teach any vocabulary from the timelines which you think may be unfamiliar to students, e.g. *kit*, *detect*, *cyberbullying*, *gain recognition*, *ethical*, *hacker*, *bug*, *defense*, *influential*, *infrastructure*. Ensure students can also pronounce these items accurately.
- Give students time to first work with a classmate who is reading the same timeline and write past perfect sentences together. They then form A / B pairs and take turns to read out the sentences they have written.

- Put students into A / B pairs.
- The Student As read the timeline of Gitanjali Rao on page 149. The Student Bs read the timeline of Jack Cable on page 151. They then take turns in their pair to talk about their young person's achievements. Tell them to form sentences using the past perfect simple and continuous.

KEY (SUGGESTED ANSWERS)

Gitanjali Rao

She had been interested in science / had been doing science experiments for eleven years.
She had written / published two books.
She had been researching water pollution for five years.
She had made two important inventions.

She had won an important science competition.
She had become *TIME* magazine's Kid of the Year.
Jack Cable
He had been an ethical hacker for five years.
He had been running his own company for three years.
He had been working for the Pentagon's Defense Digital Service for two years.
He had become an influential teenager.
He had spoken at several conferences.
He had joined the US Cybersecurity and Infrastructure Security Agency.

Exercise 7 Think & share page 10

- Working in pairs, students complete the discussion task.
- Ask students to raise their hand if they chose Kokona Hiraki. Elicit some different reasons why students would like to meet her and some questions they would ask. Do the same with the other young people.

Lesson outcome

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

Further practice

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

1.3 Listening

Lesson summary
Listening: A podcast about autodidacts
Strategy: Using key words to identify the main point
Vocabulary: Phrasal verbs
Speaking: Talking about acquiring skills and being an autodidact

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

WARM-UP Ask: *What are different ways in which someone can learn a new skill? How do you prefer to learn new skills? Why?*

- Give students time to discuss the questions in pairs, then elicit ideas, preferences and reasons from the class.

Exercise 1 page 11

- Give students time to read the information about the podcast and then discuss the question in pairs.
- Elicit ideas on the meaning of *autodidact*, but do not confirm the correct definition at this stage.

Exercise 2 1.04 page 11

- Play the audio for students to check their ideas and answer the question.
- Check answers as a class.

KEY
An autodidact is a person who teaches themself a skill.
Jane Austen picked up the basics of how to write novels by reading books in her father's library.
James Cameron taught himself film technology from books in his local library.

Transcript

See Teacher's Guide, page 188.

Note!
The prefix *auto-* is used before some nouns and adjectives and means something is related to yourself. Other common examples are *autobiography*, *autonomous* and *autograph*.

Exercise 3 1.05 page 11

- Go through the Listening strategy together.
- Play the audio for students to note down the key words. Recommend that they write five to eight words or short phrases for each person. Point out that the key words they write are most likely to be nouns.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)
Kató Lomb: foreign language, reading, novel, words, 16 languages
Vincent van Gogh: artist, drawing lessons, textbooks, copying the works of other artists, mature student, art school
Gustave Eiffel: best engineering colleges, master engineer, later life, laboratory, experiments, first planes
Katherine Johnson: space flight, maths degree, NASA, human computer, computers, coding

Transcript

See Teacher's Guide, page 188.

Extra support
First, play the section about Kató Lomb and ask students to just listen. Play the section a second time for students to write down the key words. Give students time to compare the words they have written in pairs, then elicit ideas. If students suggest any words which aren't particularly important, point out why these aren't key items.

Exercise 4 page 11

- Working in pairs, students use their notes from exercise 3 to write short summaries.
- Ask four students to each read a summary about a different person.

KEY (SUGGESTED ANSWERS)
Kató Lomb was able to interpret in up to 16 languages that she learned by reading novels and analysing the different words.
Vincent van Gogh became an artist after having drawing lessons as a child, reading textbooks and copying the works of other artists as an adult. He eventually went to art school as a mature student.
Gustave Eiffel went to one of the best engineering colleges to become a master engineer. In later life, he built himself a laboratory where he did experiments that led to the design of the first planes.

Katherine Johnson got a maths degree before working as a 'human computer' at NASA and helping plan the first space flights. Later she learned coding on some of the first computers.

Exercise 5 page 11

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

KEY

1 Gustave Eiffel 2 Kató Lomb 3 Katherine Johnson
4 Vincent van Gogh

Exercise 6 1.05 page 11

- Remind students to be careful when deciding whether a statement is *false* or *not given*. If a statement is *false*, this means there is information in the text which contradicts it. If a statement is *not given*, this means that this information is not stated in the text.
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY

1 T 2 F 3 NG 4 F 5 NG 6 T 7 T 8 F

Transcript

See Teacher's Guide, page 188.

- Ask: *What information about the autodidacts did you find most interesting or surprising?* Give students time to discuss the question in pairs, then elicit examples.

Exercise 7 Vocabulary page 11

- Students look up the meaning of the phrasal verbs they are unfamiliar with.

Extra support

- Write the definitions on the board:
  be as good as people expect (live up to)
  do something after completing something else (go on to)
  get information or a skill by chance rather than by making a deliberate effort (pick up)
  leave school, college, etc. without finishing your studies (drop out)
  look at or examine something carefully (go through)
  meet / find something by chance (come across)
  spend extra time doing something because you have not done it earlier (catch up on)
  think about something until you understand it (figure out)
- Elicit from the class the corresponding phrasal verb for each definition and add to the board.
- Students refer to the definitions to help them complete the podcast extracts.
- To provide further assistance, you could first elicit the verb form needed to fill each gap, i.e. infinitive, past simple, past participle or *-ing* form.

- Students complete the sentences with the correct forms of the phrasal verbs.
- When checking answers, elicit who each sentence is about.

KEY

1 figure out 2 came across 3 picked up
4 catch up on 5 lived up to 6 dropped out
7 went on to 8 going through

Extra activity

Write on the board:

1 *Have you ever attended an event which didn't ___ your expectations?*
2 *How can you ___ the meaning of unfamiliar words you ___ when you are reading?*
3 *For what reasons might a student ___ of university?*
4 *Do you always ___ your homework carefully before you hand it in? Why? / Why not?*
5 *What do you think you'll ___ do when you finish school?*
6 *What skills have you found easy / difficult to ___ ?*
7 *Have you ever had to ___ schoolwork because you had time off?*

- Students copy and complete the questions with the appropriate missing phrasal verbs. Encourage more confident students to do this with their books closed.
- Check answers and then ask students to discuss the questions in pairs.

KEY

1 live up to 2 figure out, come across 3 drop out
4 go through 5 go on to 6 pick up 7 catch up on

Exercise 8 Think & share page 11

- Students discuss the questions in pairs. Encourage students to extend their answers by giving additional information, reasons and examples.
- Elicit ideas and opinions 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 key words to identify the main points in a podcast.*

Further practice
Workbook page 10
Online practice

1.4 Vocabulary

Lesson summary
Speaking: Asking and answering questions about learning and life stages
Reading: An infographic about peak ability
Vocabulary: Life stages and learning
Listening: A talk about the ages we do things best

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit exercises 4 and 5.

WARM-UP Write on the board:
By the age of …, I had …
By the age of …, I had been … for …

- Ask students to write two past perfect simple and two past perfect continuous sentences about themselves using the structures on the board. They should choose a different age for each sentence. Some sentences should be true and some false.
- Working in pairs, students take turns to read out a sentence and their partner speculates on whether it's true or not, e.g. *'By the age of five, I had learned to ski.' 'I know you've been skiing for years, but that's very young. I think it's false.'*
- Ask a few students how accurate their speculating was.

Exercise 1 page 12

Note!
IQ /aɪ 'kjuː/, the abbreviation for *intelligence quotient*, is a measurement of a person's intelligence that is calculated from the results of special tests.

- Focus attention on the photos and check students understand all the skills.
- Students answer the question in pairs. Encourage them to support their ideas with reasons and examples.
- Elicit ideas from the class, but do not confirm any correct guesses at this stage.

Exercise 2 page 12

- Elicit or explain the meaning of *peak ability* (when someone's ability to do something is at its highest level).
- Students read the infographic and check their predictions.
- Check answers as a class.

KEY
do mental arithmetic = 50
run a marathon = 27 for men, 29 for women
learn a foreign language = 6–7
do an IQ test = late teens

- Give students time to discuss the question in pairs, then ask a few students to share their answer with the class.

Exercise 3 Vocabulary page 12

AfL Teaching tip: diagnostics
Defining vocabulary
Thinking of definitions for items of vocabulary helps students to consider and articulate what they already know.
Ask students to look at the highlighted words and phrases in the infographic. Working in pairs, they come up with a definition for as many items as they can. When completing exercise 3, they compare their definitions to those given and take particular note of the words and phrases they were unable to define.
See the notes on Assessment for Learning on page 11.

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

KEY
1 in middle age 2 retirement 3 the older generation 4 adulthood 5 adolescence 6 mature 7 in our late teens

- Ensure students can pronounce the items correctly. Focus on the pronunciation of *retirement* /rɪ'taɪəmənt/, *adolescence* /ædə'lesns/ and *mature* /mə'tʃʊə/.
- Check students know what part of speech each item is. Point out that the noun *generation* can be followed by a singular or plural verb.

Extra activity
- Write on the board:
  These days, young people in their late teens are more mature than in the past.
  The older generation deserve more respect than the younger generation.
  Adolescence is the most challenging stage in life.
  Most people in middle age look forward to retirement.
  More important skills are learned in childhood than adulthood.
- Working in pairs, students discuss whether or not they agree with the statements. Encourage them to give reasons and examples to support their opinions.
- Ask students to raise their hand if they expressed a different opinion to their partner about any of the statements. Choose a few students to share some details.

Exercise 4 page 12

- Ensure students understand *desire* (a strong wish to have or do something) and *settle down* (start to have a quieter way of life, living in one place).
- Working in pairs, students discuss the questions.
- Conduct some whole-class feedback. Do not confirm any correct answers at this stage.

Exercise 5 1.06 page 12

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

KEY
1 around 20 and around 70 2 25 3 30 4 26 5 32 6 before a birthday with a zero

Transcript
See Teacher's Guide, page 188.

- Find out which student(s) had the most correct guesses.

Exercise 6 Vocabulary page 12

- Students complete the task.
- Check answers as a class and ensure students can pronounce the new vocabulary accurately.

KEY
1 b (absorb information) 2 g (be wise) 3 f (have an extensive vocabulary) 4 c (distract) 5 a (acquire a second language) 6 e (mental arithmetic)
7 d (recalling people's names)

Exercise 7 page 12

- Students complete the discussion task in pairs.
- Ask some students to share an answer with the class.

Exercise 8 Think & share page 12

- Working in pairs, students discuss the questions.
- Elicit ideas from the class.
- Students do the Vocabulary booster exercises on page 120.

Lesson outcome

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

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

1.5 Grammar

Lesson summary

Speaking: Talking about childhood memories; pronunciation: *used to*; reminiscing about the past; talking about your happiest memory

Reading: An article about our earliest memories

Grammar: *Used to*, *would* and *be / get used to*

Listening: Four speakers reminiscing about the past

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief, set exercise 6 for homework and do exercise 10 in the next lesson.

WARM-UP Write on the board:
Do you have a good memory for …
people's names? faces? dates? things which happened recently? things which happened a long time ago?

- Students discuss the questions in pairs. Encourage them to extend their answers by giving details and examples.
- Ask students to share some information with the class.

Exercise 1 page 13

- Students discuss the questions in pairs.
- Ask a few pairs who can remember these things about their childhood better. Elicit some details.

Exercise 2 page 13

- Students read the article and answer the questions.
- Check answers as a class. Ensure the correct pronunciation of *amnesia* /æm'niːziə/ and *reminisce* /remɪ'nɪs/.

KEY
1 Childhood amnesia is the loss of early memories. It means we find it hard to remember anything from the first three or four years of our lives.
2 The people with the earliest memories are those who spent the most time reminiscing as a child.

Extra activity

- Write on the board:
  Do you ever wish you could remember more about your early childhood? Why? / Why not?
  How often do you reminisce? What do you talk about?
  How does reminiscing make you feel?
  Apart from reminiscing, what are some other ways of maintaining our earliest memories?
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 page 13

- Students use the example sentences in the article to help them complete the grammar rules.
- Play the video.
- Check answers as a class.

KEY
1 *would* 2 *used to* 3 the past simple 4 the past simple 5 *-ing* form

Note!
Point out to students that while *used to* and *would* are only used to talk about the past, we can use *be / get used to* to talk about the past, present and future, e.g. *When I moved to the UK, I wasn't used to driving on the left. He's getting used to living on his own. You'll soon get used to not working.*

- Students do the Grammar booster exercises on page 133.

Exercise 4 page 13

Extra support
Before students do the task, focus attention on the examples of *used to* in the article. Elicit whether *would* could replace *used to* in each case and the reason why / why not.

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

KEY
1 *would* is possible because *distract* is an action verb.
2 *would* isn't possible because *believe* is a state verb.
3 *would* isn't possible because the sentence is negative.
4 *would* isn't possible because the sentence contains *be used to*, i.e. it doesn't refer to a habit.
5 *would* isn't possible because the sentence contains *get used to*, i.e. it doesn't refer to a habit.

Exercise 5 Pronunciation 1.07 page 13

- Model the two given ways to pronounce *used to*.
- Play the audio for students to choose the correct pronunciation.
- Check the answer as a class.

KEY
A is the correct pronunciation.

Transcript

See Student's Book, page 13.

- Students say the rest of the sentences in pairs.

Exercise 6 page 13

- Encourage students to read through the whole forum post to get a general idea of the story before they start completing it. Point out that there may be more than one correct option for some answers.
- Check answers as a class.

KEY

1 always used to look forward / would always look forward 2 didn't use to see 3 always used to bring / would always bring 4 got used to receiving 5 used to love 6 used to go / would go 7 was used to flying 8 crashed 9 lasted

Exercise 7 1.08 page 13

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

KEY

1 holidays 2 school 3 friends 4 clothes

Transcript

See Teacher's Guide, page 189.

Exercise 8 page 13

- Students write sentences about the speakers using the target grammar. Encourage them to use a range of forms.
- Give students time to compare their sentences in pairs.
- Ask some students to share an example with the class.

KEY (SUGGESTED ANSWERS)

Speaker 1: She used to spend her holidays near the coast. At first, she wasn't used to swimming in the sea.
Speaker 2: He'd spend most of the school day playing. He used to love sitting on the rug listening to the teacher read a story.
Speaker 3: She'd play in the lane behind her house at weekends and in the holidays.
There used to be about 20 children playing together.
Speaker 4: He's used to dressing up because he's an actor. He'd try on all of his cousin's costumes, and then they'd go and show the grown-ups the best one.

Exercise 9 page 13

Extra challenge

Students could also reminisce about some or all of the following topics: *hobbies*, *food*, *birthdays*, *dreams*.

- Circulate and monitor as students complete the speaking task. Check that they are using the target grammar correctly and help with vocabulary as necessary.
- Ask a few pairs to share some details they found in common, e.g. *When we were young kids, we both used to love playing with dolls.*

Exercise 10 Think & share page 13

- Give students time to think about their happiest memory and the details, e.g. when and where it occurred, who was involved, what happened, why it made them feel happy. Encourage them to make notes to help structure what they want to say.
- Students take turns in pairs to share their happiest memory. Encourage students to show interest by responding to what their partner says and asking follow-up questions.

Extra activity

Students write a forum post about their happiest memory. They should include the target grammar from the lesson and can use the text in exercise 6 as a model. This could be done in class or as a 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 use* used to, would *and* be / get used to *to reminisce about the past.*

Further practice

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

1.6 Reading

Lesson summary

Speaking: Talking about the challenges of coming of age and themes in coming-of-age novels
Reading: An extract from *The Outsiders*, a coming-of-age novel
Strategy: Understanding new words and phrases
Vocabulary: Phrases with *get*
Writing: A profile of a fictional character

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

WARM-UP Ask students to think about a time in their life when they experienced a change. If necessary, provide some examples to prompt them, e.g. changing school, moving house, getting a new part-time job, having a sibling move out of home. Ask: *What was the change and when did it happen? What did you have to get used to? How did you feel?*

- Students take turns to talk about their experience in pairs.
- Ask a few volunteers to tell the class about their experience.

Exercise 1 page 14

Note!

When the noun *coming of age* is used as an adjective, it is hyphenated, i.e. *coming-of-age*.

- Students read the description and then discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 2 1.09 page 14

Culture note

Susan Eloise Hinton (S.E. Hinton) is an American author who is best known for her young adult fiction. As a teenager, she was dissatisfied with the books being written for her age group, so she was inspired to write her own. Her first novel, *The Outsiders*, published in 1967, has sold over fourteen million copies and been adapted into a film and TV series.

- Elicit or explain the meaning of *outsider* (a person who is not accepted as a member of a society, group, etc.).
- Ask students to read the extract and make notes about the novel's main character. Point out that the novel is written in American English, in a very informal, conversational style.
- Elicit answers from the class.

KEY (SUGGESTED ANSWER)

We learn that the main character's name is Ponyboy Curtis, and he's fourteen years old. He lives with his two older brothers, Darrel and Soda, but he also considers the other four members of his gang to be like brothers. His parents were killed in a car crash. Ponyboy and his brothers are Greasers, which means they're working class, so they probably haven't got a lot of money. Ponyboy is intelligent, and he gets good grades at school. He expresses himself very clearly when he talks and explains exactly how he is feeling and why.

Exercise 3 page 14

- Go through the Reading strategy together.
- Students look at the highlighted items and decide on the correct meanings.
- When checking answers, elicit which information from the strategy box helped them identify the meaning in each case.

KEY

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

Extra challenge

- Write on the board:
  Paragraph 1: cracks a book, lone it
  Paragraph 2: hot
  Paragraph 3: drives (my brother Darry) nuts
  Paragraph 4: spotted
- Students use the information in the strategy to work out the meanings of the items.
- Elicit answers from the class.

ANSWERS

cracks a book = reads books; lone it = do something / spend time alone; hot = good / great; drives (my brother Darry) nuts = makes (my brother Darry) annoyed; spotted = noticed / saw

Exercise 4 page 15

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

KEY

1 D 2 B 3 C 4 A 5 D

Extra support

- Before students read the extract again, elicit the questions they are reading to answer, e.g. *1 How is Ponyboy different from his brothers?*, *2 What does Ponyboy regret when he's walking home?*

- Ask students: *Would you be interested in reading the rest of* The Outsiders *or watching the film version? Why? / Why not?* Elicit opinions and reasons from the class.

Exercise 5 Vocabulary page 15

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

KEY

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

Exercise 6 page 15

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

KEY

1 get into 2 get me 3 get hold of 4 get off
5 get / gets out 6 get to know

Exercise 7 Mediation page 15

- Encourage students to use their own words to write the profile.
- Ask students to compare their completed profiles in pairs.
- Ask a few pairs how similar their profiles were.

Exercise 8 page 15

- Give students time to look back through the text in pairs and find examples of the themes.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

family: The relationship between Ponyboy and his brothers: 'I'm different that way. I mean, my second-oldest brother, Soda, who is sixteen-going-on-seventeen, never cracks a book at all, and my oldest brother, Darrel, who we call Darry, works too long and hard to be interested in a story or drawing a picture, so I'm not like them.'
friendships: Ponyboy has a very close friendship with the four other boys in the gang: 'Or I could have gotten one of the gang to come along, one of the four boys Darry and Soda and I have grown up with and consider family.'
sense of identity: Ponyboy knows he's working class, like the other Greasers. 'It's like the term 'greaser', which is used to class all us boys on the East Side.'
social conflict: Ponyboy describes the fighting between the Socs and the Greasers. 'Greasers can't walk alone too much, or they'll get jumped, or someone will come by and scream 'Greaser!' at them, which doesn't make you feel too hot, if you know what I mean. We get jumped by the Socs.'
social groups: Ponyboy describes the two social groups in the area: the rich and the poor. 'We get jumped by the Socs. I'm not sure how you spell it, but it's the abbreviation for the Socials, the jet set, the West-side rich kids. It's like the term 'greaser', which is used to class all us boys on the East Side.'

Extra support

Allocate different pairs just one theme each to find examples of in the text. Students then share the information they have found in whole-class feedback.

Exercise 9 Think & share page 15

- Students complete the task in groups.
- 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 understand new words in an extract from a coming-of-age novel.*

Further practice
Workbook page 13
Online practice

1.7 Global skills

Lesson summary
Speaking: Speculating about negative situations; talking about using emotional intelligence to achieve positive outcomes
Reading: An article about improving your emotional intelligence
Vocabulary: Emotional intelligence
Listening: A conversation about a problem and its resolution

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercises 1 and 2 brief and do exercise 9 in the next lesson.

WARM-UP Students take turns in pairs to say an adjective of feeling for each letter of the alphabet, e.g. *anxious*, *brave*, *calm*, *delighted*. To make it competitive, if a student cannot think of an adjective for a letter, he/she gets a point. The winner has the fewer number of points at the end.

Exercise 1 page 16

- Students read the quote and discuss the questions in pairs. Encourage them to support their answers with reasons and examples.
- Elicit ideas from the class.

Exercise 2 page 16

- Focus on the photos.
- Working in pairs, students speculate about the situations.
- Ask three different students to share their ideas about one situation.

Extra support

- Write on the board:
  It looks like / as if … (+ present continuous)
  Judging by …, I'd say …
  The man / woman looks (+ adjective)
  I think / guess / imagine / suppose they might (+ infinitive)
  If (+ present simple clause), (+ future simple clause)
- Encourage students to use the prompts on the board.

Exercise 3 page 16

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

KEY
IQ indicates a person's level of intelligence as a result of a test.
EQ is a person's ability to recognise emotions and feelings, and to understand the effect that they have on themself and on other people.

Exercise 4 Vocabulary page 16

- Give students time to check the meaning of any words / phrases they are unsure of in a dictionary.
- Encourage students to read through the whole article once for gist before they start completing it.

Extra support

Elicit what part of speech each of the vocabulary items is, e.g. *assertive* is an adjective. Then, elicit what part of speech is needed to fill each gap in the article, e.g. a verb / verb phrase in 1. Students bear this in mind when doing the task.

- Check answers as a class.

KEY
1 lose your temper 2 state of mind 3 be justified 4 judgement 5 assertive 6 perspective 7 maintain relationships 8 criticism

Exercise 5 page 16

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

Extra activity

- Write on the board:
  Do you ever …
  lose your temper and blame others before looking at yourself?
  feel your negative emotions are justified?
  find it difficult to … be assertive? see things from other people's perspective? maintain relationships? deal with criticism?
- Working in pairs, students discuss the questions. Encourage them to provide details and examples.
- Ask some students to share some information.

Exercise 6 1.10 page 16

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

KEY
1 She was a part-time sales assistant in a shoe shop.
2 He was popular with the customers, but not efficient at using the cash desk.
3 She ran across the shop to get to the cash desk before David.
4 She upset David and she lost a sale.

Transcript

See Teacher's Guide, page 189.

Exercise 7 page 16

- Circulate and monitor as students complete the task, helping with vocabulary as necessary.
- Elicit suggestions from the class, but do not confirm any correct details at this stage.

Exercise 8 1.11 page 16

- Play the audio for students to compare their ideas and answer the question.
- Check answers as a class.

KEY

She identified one of her weaknesses: she was in a bad mood because she was hungry.
She went on her break to try to calm down.
She knew that she wanted to make up with David.
She knew that she had hurt David's feelings.
She apologised for behaving so badly.

Transcript

See Teacher's Guide, page 189.

- Ask: *Do you think Keira dealt with the situation in the best way? Why? / Why not?* Elicit opinions and reasons from the class.

Exercise 9 Think & share page 16

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

Extra challenge

Working in pairs, students come up with another problematic situation, similar to those in exercises 2 and 6. They write a brief description of the situation, then swap with another pair and discuss how emotional intelligence could be used to achieve a positive outcome.

Lesson outcome

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

Further practice
Workbook page 14

1.8 Speaking

Lesson summary

Speaking: Discussing common topics of conversation with strangers; role-playing a conversation with a stranger; asking and answering personal questions

Listening: A dialogue between two strangers; students answering personal questions in a speaking exam

Strategy: Being able to backtrack and reformulate to correct errors or slips

Vocabulary: Useful language for restating your ideas

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 Write on the board:
When was the last time you had a conversation with (1) a friend, (2) a family member, (3) a stranger?
What did you talk about?
How did you feel during the conversation?

- Students take turns in pairs to talk about their three conversations.
- Ask a few students to tell the class about a conversation.

Exercise 1 page 17

- Focus on the photo. Elicit where the men are and what they are doing.
- Students share their ideas in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

the weather, the journey (e.g. origin, destination, duration, delays, connections), studies, interests (e.g. food, music, films, books, sports)

- Ask: *Why do you think these are good topics to talk about with someone you don't know?* Elicit ideas, e.g. they're relevant to the situation the speakers are in; everyone has something to say; they are not controversial / would not cause offence; they may lead to the speakers finding things in common or having other things to talk about.

Exercise 2 1.12 page 17

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

KEY

1 They talk about the journey (destination, duration, delays, the buffet car), the cities they are travelling to and the sports they play.
2 They both enjoy doing sport and play in a sports team.

Transcript

See Teacher's Guide, page 189.

Exercise 3 page 17

- Ask: *Why was the conversation between the two men successful?* Elicit ideas, e.g. the conversation flowed smoothly and naturally; they were polite and listened carefully; they used words to show interest (e.g. *Really? Wow! Right. Oh?*); they asked plenty of questions; they found things in common with each other.
- Students have a conversation in pairs and find out whether they have anything in common. Tell them to bear the above points in mind as they complete the task.
- Ask students to raise their hand if they found something in common with their partner. Choose a few students to share an example with the class.

Exercise 4 1.13 page 17

- Ensure students understand *rehearsed*, *irrelevant* and *spontaneous*.
- Play the audio for students to complete the matching task and answer the questions.
- Check answers as a class.

KEY

1 Layla: C 2 Ali: B 3 Kate: A

Layla gave the best answer. She sounded natural and gave additional details / a complete answer.

Transcript

See Teacher's Guide, page 190.

- Elicit what was wrong with the answers given by Ali and Kate (Ali's answers were very simple and short and the examiner kept having to prompt him. Kate was asked to talk about a film, but she spoke about a TV series. Her answer didn't sound spontaneous or natural.).

Exercise 5 1.14 page 17

- Give students time to read through the questions on the cards.
- Play the audio for students to complete the task. Point out that the examiner alternates between asking Jack and Geeta a question.
- Check answers as a class.

KEY

1 Learning 1 and Childhood 3
2 Memory 1 and Memorable occasions 1
3 spontaneous and complete

Transcript

See Teacher's Guide, page 190.

Exercise 6 1.14 page 17

- Go through the Speaking strategy together.

Note!

Errors and slips are both types of mistakes. Learners typically make errors due to a lack of language knowledge. Slips are caused by temporary factors such as a learner being tired, nervous, distracted or excited.

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

KEY

1 come out 2 say that 3 I meant

Transcript

See Teacher's Guide, page 190.

Extra support

- Read out the phrases in the Phrasebook for students to repeat. Tell them to focus on copying your intonation and stress.
- Students then take turns in pairs saying the phrases.

Exercise 7 page 17

- Give students time to read through all of the instructions.
- When playing the role of the examiner, encourage students to make notes on their partner's performance, as this will facilitate the feedback stage. They should focus both on what their partner does well and what could be better.
- Students complete the task in pairs, then swap roles and repeat.

Exercise 8 Reflect page 17

AfL Teaching tip: success criteria
Peer feedback

A successful peer feedback session requires students to think critically and analytically about what makes a successful piece of work.

Ask students to read the questions. They then consider their partner's performance and make value judgements and suggestions for improvement. 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 11.

Lesson outcome

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

Further practice

Workbook page 15
Communicative activity photocopiable worksheet
Online practice

1.9 Writing

Lesson summary
Speaking: Talking about learning useful skills
Reading: An article about a useful skill
Strategy: Using comment adverbs to make your writing more interesting
Vocabulary: Comment adverbs
Writing: An article about a useful skill

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

WARM-UP Write on the board:
A skill you have but your partner doesn't.
A skill you both have and learned in the same way.
A skill you both have but learned in different ways.

- Working in pairs, students talk about their skills to find out the points on the board.
- Ask some students to share an example with the class.

Exercise 1 page 18

- Focus on the photos. Elicit the skills (sewing (on a button), repairing a bike / fixing a puncture, painting / decorating).
- Students complete the discussion task in pairs.
- Elicit ideas from the class.

Exercise 2 page 18

- Students read the task and article, then answer the questions.
- Check answers as a class.

KEY

1 The writer mentions repairing bikes. She grabs the reader's attention with a question.
2 She talks about who she learned the skill from.
3 She talks about why she finds the skill useful.
4 She says that every bike owner should know how to look after their own bike.

Exercise 3 page 18

- Go through the Writing strategy together.
- Focus attention on the examples of comment adverbs in the Phrasebook. Ensure students understand them all clearly.

Note!
Point out that when a comment adverb is at the start of a sentence, it is followed by a comma.

- Students find the comment adverbs in the article.
- Check answers as a class.

KEY

Admittedly, Consequently, Initially, Obviously, Personally, Not surprisingly

Exercise 4 Vocabulary page 18

- Suggest that students read through all the sentences before they start completing them. Make it clear that they can only use the adverbs once, so they need to find the most suitable gap for each.
- Check answers as a class.

KEY

1 Ideally 2 Basically 3 Unfortunately 4 Amazingly 5 Interestingly 6 Hopefully

Extra activity
- Students choose three comment adverbs from the Phrasebook and write example sentences, similar to those in exercise 4.
- Students take turns in pairs to read a sentence, but omit the comment adverb. Their partner guesses the missing word, e.g. *'…, I tried to teach myself to play the guitar, but then I decided to take lessons instead.' 'I think that's* Initially.*'*

Extra challenge
- Extend students' vocabulary by eliciting or introducing some other comment adverbs, e.g. *Clearly*, *Disappointingly*, *Foolishly*, *Kindly*, *Luckily*, *Naturally*, *Theoretically*, *Truthfully*, *Unbelievably*, *Undoubtedly*. Write them on the board for students to copy down.

Exercise 5 page 18

- Circulate and monitor as students plan their article, helping with language and answering questions as necessary.

Exercise 6 page 18

- Read out the task instructions. Elicit why students should use a semi-informal conversational style for their article (the article is for a school website and will be read by other students; the article should engage the readers). Elicit examples of the style demonstrated in the article in exercise 2 (e.g. the writer addresses the reader directly with a question; use of contractions; use of exclamation marks; the tone is as if the writer were talking to the reader). Encourage students to copy this style in their own work.
- Students complete the writing task.

Exercise 7 Check your work page 18

- Students go through the checklist before submitting their work.

AfL Teaching tip: success criteria

Using models

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

Ask students to refer back to the model text in exercise 2 when writing their article. Encourage them to compare their final work to the model to self-evaluate.

See the notes on Assessment for Learning on page 11.

Lesson outcome

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

Further practice
Workbook page 16
Online practice

1.10 Review

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

Grammar

Exercise 1 page 19

KEY

1 'd / had read 2 had been learning 3 hadn't brought 4 had you had 5 hadn't been listening / hadn't listened 6 had you been waiting

Exercise 2 page 19

KEY

1 didn't use to do 2 used to live 3 got used to hearing 4 would walk 5 'm not used to getting up 6 Did you use to cry

Vocabulary

Exercise 3 page 19

KEY

1 online tutorials 2 motivated to 3 older generation 4 extensive vocabulary 5 capable of 6 late teens 7 hopeless at 8 mental arithmetic

Exercise 4 page 19

KEY

1 distracting 2 acquired 3 focus 4 picked up
5 gave

Cumulative review

Exercise 5 page 19

KEY

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

Think & share

Exercise 6 page 19

KEY

Students' own answers

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

Further practice
Workbook page 17
Progress test

1 Vision 360°

Places of learning

Lesson summary
■ **square:** A video about the history of museums and zoos
▲ **triangle:** A spidergram about the educational benefits of museums for young people
● **circle:** An interview about education and zoos
★ **star:** A video of camouflaged animals
⬢ **hexagon:** An infographic about famous museums around the world
Speaking: Talking about visiting and the purposes of museums and zoos; discussing ways to learn about wild animals and the natural world; presenting information about a workshop at London Zoo
Listening: A video about the history of museums and zoos; an interview about education and zoos
Reading: A spidergram about the educational benefits of museums for young people; an infographic about famous museums around the world
Create task: Creating a virtual tour of a museum

SHORTCUT To do the lesson in 30 minutes, omit exercise 8, ensure Steps 1 and 2 of the Create task are done in class, set Steps 3 and 4 as group homework tasks and do Step 5 in the next lesson.

WARM-UP Elicit from the class some places of learning outside the classroom, e.g. the natural environment, the home, libraries, galleries, museums, historical buildings, theatres, zoos, etc.

- Ask students to think of an occasion when they acquired knowledge or skills outside the classroom. Ask: *Where were you? What did you learn? Could you have learned this in the classroom? Why? / Why not? How did you feel about the experience?* Students take turns in pairs to talk about their learning experience.
- Ask a few students to share their experience with the class.

Exercise 1 Think & share page 20

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

EXPLORE

Exercise 2 page 20

- Go through the task together and then enter into the 360° image. Move around the image of the Natural History Museum, but do not click on the hotspot symbols yet.
- Stop after 30 seconds and ask students to complete the discussion task in pairs.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Young people can learn about animals, their habitats, lives, and how we can protect them.
Older people can learn about how different species evolved, how they have adapted to their environment and do scientific research.

Exercise 3 All hotspots page 20

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

KEY

1 ▲ 2 ⬢ 3 ● 4 ■ 5 ★

Transcripts

See Teacher's Guide, page 190.

Exercise 4 ■ page 20

Extra support
Pre-teach any vocabulary from the task and video which you think students may not know or remember, e.g. *fund*, *Animal Rights campaigners*, *finance*, *mammal*, *exhibit*, *extinct*, *archaeologist*, *conservation*, *endangered species*, *at the expense of* (with loss or damage to something).

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

KEY

1 False (They became popular in the 19th century.)
2 True
3 False (Many of the animals died naturally.)
4 Not mentioned
5 True 6 Not mentioned

Transcript

See Teacher's Guide, page 190.

Exercise 5 ▲ page 20

- Click on the triangle hotspot again. Give students time to read the spidergram text and complete the matching task.
- Check answers as a class.

KEY

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

Extra challenge

Students write another positive comment for the feedback questionnaire, answering the question *What did you like best about the museum?* They swap comments in pairs, read their partner's comment and decide which benefit it matches to.

Exercise 6 ● page 21

- Click on the circle hotspot for students to listen to the audio again and complete the notes.
- Check answers as a class.

KEY

For: Education: Learn about animals, habitats, and threats.
Awareness: Increases people's knowledge of animals and how to protect them.
Protection: By keeping animals in a safe place, we can ensure their survival.
Against: Animals in captivity: You can't learn about a wild animal when it's in captivity.
TV documentaries: People can learn far more from nature documentaries than from zoos.
Cruelty: Keeping animals in zoos is cruel and unnecessary.

Transcript

See Teacher's Guide, page 190.

Exercise 7 Think & share page 21

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

Exercise 8 ★ page 21

- Click on the star hotspot for students to watch the video again and write down the animals.
- Elicit which animals they could see.

KEY

a gecko, a sand crab, frogs, a scorpion fish, an owl, a tiger

Exercise 9 ★ page 21

- Circulate and monitor as students conduct their online research and make notes in pairs, helping as necessary.
- Pairs take turns to present the information about their chosen workshop to the class.

CREATE … a virtual tour of a museum

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 PowerPoint, to create their virtual tour. Alternatively, students can print out a map and photos to show to the class as they talk about their tour.

STEP 1 page 21

- Find out if any students have been to any of the listed museums. If so, elicit some brief details about their visit.
- Working in groups, students decide which museum they would like to focus on. Try to ensure that each group chooses a different museum, as this will add variety and interest at the presentation stage.

STEP 2 Research it! page 21

- Students conduct some online research and make notes on each point. You may like to suggest that within their group, they divide up the points and research tasks.

STEP 3 page 21

- Students find a suitable map and photos.

STEP 4 page 21

- Circulate and monitor as students prepare their virtual tour, helping with language and answering queries.

STEP 5 page 21

- Groups take turns to present their museum tour to the class.
- Ask a few students which museum they would most like to visit 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 the educational value of museums and zoos, and create a virtual tour of a museum.*

AfL Teaching tip: learning intentions

Focusing students on how to extend their learning

It's important to encourage students to take responsibility for their learning and make decisions about what they will do to further improve.

At the end of each unit, ask students to write a list of what they will do to continue their improvement. For Unit 1, students can include: go back over Unit 1 of the Student's Book; use the online practice material; write sentences about my skills and learning using the target vocabulary; practise guessing the meanings of new words when reading; practise correcting my mistakes when speaking.

See the notes on Assessment for Learning on page 11.

2 Highs and lows

2.1 Vocabulary

Lesson summary

Speaking: Talking about living with family; discussing how awkward situations could be resolved

Listening: A discussion about other people's annoying behaviour; people talking about issues with their family

Vocabulary: Feelings

Writing: A comment for a blog

AfL Teaching tip: learning intentions

Engaging with content

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

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

See the notes on Assessment for Learning on page 11.

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?*
- *How does the photo relate to the unit title in both a literal and figurative way?*
- *What are some of the best experiences you've had in your life?*
- *What made the experience so good?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 22

- Focus on the title of the lesson. Elicit or explain what it means to *drive someone crazy* (make someone very angry).
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 2 2.01 page 22

Extra support

Write the names of the four people featured in the vlog on the board in the order they speak about their experiences, i.e. *Zaki*, *Daisy*, *Joe*, *Yasmin*. Point out that one person matches to two questions.

- Play the video or audio for students to answer the questions.
- Check answers as a class. If students suggest *Zaki* as the answer to 1 (because he thinks his dad overreacted to the situation), explain that this is not correct, as the question says *parent**s'** behaviour*, not *parent**'s** behaviour*.

KEY

1 Joe 2 Yasmin 3 Zaki 4 Daisy 5 Yasmin

Transcript

See Teacher's Guide, page 190.

Exercise 3 Vocabulary 2.01 page 22

Note!

The term *snowflake* is an offensive word for a person who you think expects special treatment or is too sensitive to criticism and easily upset.

- Focus on the words in bold. Elicit what they all have in common (they are adjectives of feeling).
- Give students time to check the meaning of any words they are unsure of in a dictionary.
- Play the video or audio again for students to complete the task.
- Check answers as a class.

KEY

1 Yasmin 2 Daisy's friend 3 Joe 4 Zaki's dad
5 Yasmin's uncle 6 Joe 7 Daisy 8 Zaki's parents

Transcript

See Teacher's Guide, page 190.

Extra activity

- Put the following stress patterns on the board:

1 ●•	2 ●••	3 •●•	4 ●•••

- Explain to students that the circles indicate the number of syllables in the word and the larger circle indicates where the stress falls.
- Say the adjectives in bold in exercise 3 and ask students to write them into the correct category.
- Check answers as a class.

KEY

1 puzzled 2 miserable, furious 3 astonished, offended, resentful, frustrated 4 irritated

- Working in pairs, students take turns to say an adjective and their partner taps the stress pattern on the desk (they can use one finger for the unstressed syllables and two fingers for the stressed syllable).

Exercise 4 Vocabulary page 23

- Check students understand all the phrases.
- Students complete the sentences.
- Check answers as a class.

KEY

1 fall out with 2 talk, over 3 calm down 4 make up with 5 gets on, nerves 6 drives, crazy

Extra activity

Students discuss in pairs whether they agree with the advice in sentences 1–4. Encourage them to give reasons and examples to support their opinions. Elicit ideas.

Exercise 5 page 23

- Students complete the sentences in pairs.
- Elicit some examples of things students found they had in common with their partner, e.g. *We both get frustrated if we can't remember a word in English.*

Exercise 6 Real English page 23

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

KEY

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

Extra activity

Working in pairs, students remember the contexts in which the Real English phrases were used in the vlog. If necessary, play the video or audio again. Elicit answers from the class.

KEY

Joe says **it does his head in** when his parents ask questions about what he's doing and who he's with.
Yasmin **was lost for words** when her uncle called her a 'snowflake'.
Yasmin says '**Tell me about it!**' to show she can relate to how Joe feels about his parents' behaviour.
Zaki's dad **blew his top** because Zaki had left the lights on.
Daisy told her friend to **give it a rest** because she was singing while they were studying together.
When people are wasteful, it's **a big deal** for Zaki's parents because they are really into the environment.

Exercise 7 2.02 page 23

- Give students time to read through the summaries. Encourage them to consider any options which would be unlikely.
- Play the audio for students to complete the summaries. Tell them that the speakers' tone of voice will also help them decide on the correct options.

KEY

1 irritated 2 driving her crazy 3 frustrated 4 talk it over 5 astonished 6 puzzled 7 miserable 8 make up with her 9 getting on her nerves 10 offended 11 furious 12 fall out 13 calm down

Transcript

See Teacher's Guide, page 191.

Exercise 8 page 23

- Students complete the discussion task in pairs.
- Ask some students to share some ideas with the class.

Exercise 9 page 23

- Encourage students to include plenty of vocabulary from the lesson. Tell them to write 80–100 words.

Extra challenge

Fast finishers read a partner's blog comment and write a response.

Exercise 10 Think & share page 23

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

Lesson outcome

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

Further practice

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

2.2 Grammar

Lesson summary
Reading: A blog post about household rules
Grammar: Modal verbs: advice, obligation and necessity; possibility, probability and certainty
Listening: A behaviour expert giving advice about living with other people
Speaking: Discussing changes to school rules; sharing opinions about rules

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

WARM-UP Elicit the adjectives of feeling students learned in Lesson 2.1 and write them on the board. If necessary, refer students back to exercise 3 on page 22.

- Working in pairs, students talk about occasions when they have had these feelings due to the behaviour of someone they live with, e.g. *A couple of days ago, I cooked dinner for my family. My brother said it was disgusting and refused to eat it. I felt really offended.* They do not need to talk about all of the feelings.
- Ask a few students to share an example with the class.

Exercise 1 page 24

- Ask students to think back to Yasmin and Zaki's vlog in Lesson 2.1. Elicit what they asked viewers to do at the end of the vlog (leave a comment saying what their friends or family do that drives them crazy).
- Students read the blog post and think about whether they agree with the given advice or not. You could suggest they put a tick next to any advice they agree with and a cross next to anything they disagree with.

- Students discuss the questions in pairs. Encourage them to support their opinions and ideas with reasons.
- Elicit any additions or changes students would make and why.

Exercise 2 page 24

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

KEY

1 should 2 ought to 3 must 4 have to 5 mustn't
6 don't have to 7 needn't 8 be supposed to
* Answers 1/2, 3/4 and 6/7 can be in either order.

Extra support

- Write the modal verbs from the Key above on the board in a random order. Ask students to find sentences with the verbs in the blog post. They then work out from the context when each verb is used and complete the grammar rules.
- When checking answers, elicit an example for each rule.

Note!

- Remind students that modal verbs are followed by the infinitive without *to*.
- Point out that *need to*, *have to*, *don't have to*, *don't need to* and *be supposed to* may change form depending on the subject pronoun, e.g. *he needs to*, *she doesn't have to*, *we aren't supposed to*.

- Students do the Grammar booster exercises on page 134.

Exercise 3 page 24

- Students complete the task.

Exercise 4 page 24

- Students compare their answers in pairs. If necessary, they can refer back to the grammar rules to help explain the differences in meaning.
- Check answers as a class.

KEY

1 both possible – *must* is stronger obligation / advice
2 *mustn't* is only possible
3 both possible – *need to* is slightly stronger than *should*
4 both possible – *have to* is obligation, *supposed to* is expectation
5 *not supposed to* is only possible

Exercise 5 page 24

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

KEY

1 You may live at home with your family. You might be a student sharing a flat with friends. Or you could be staying with a host family while you're studying abroad.
2 … so don't be surprised if your parents seem irritated – it should be obvious why.
3 It must be so annoying if people are late … . That has to be a good thing. … it can't be easy trying to sleep …
4 Talk things over calmly, and you'll be able to solve most disagreements.
5 Of course, we can sometimes get on other people's nerves without realising it.

- Students do the Grammar booster exercises on page 134.

Exercise 6 page 24

- Focus attention on the example. Elicit what has changed (*maybe she's → she could*) and why the modal verb is used (to express possibility).
- Students rewrite the remaining sentences.
- When checking answers as a class, elicit why the modal verb is used in each case.

KEY

2 Look, their name is on the door – this must be the right flat.
3 It can't be much fun sharing a room with your brother.
4 We won't be able to charge our phones until we get home.
5 The weather should improve later in the week.

Extra support

Tell students which information in each sentence needs to be reworded, i.e. 2 = *I'm sure this is*, 3 = *I don't imagine it's*, 4 = *It isn't possible for us to*, 5 = *will probably*.

Extra challenge

Students write two more prompt sentences similar to those in exercise 6. They should use two of the unused verbs (*may*, *might*, *have to*, *can*). They swap sentences in pairs and rewrite their partner's sentences, then swap back to check.

Exercise 7 2.03 page 24

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

KEY

1 Living with other people can be a challenging situation.
2 You should / ought to try to find out what's most important for your housemates.
3 There must / has to be an easier way to solve a problem than by arguing.
4 You shouldn't try to guess what makes people irritated or frustrated.
5 It might be / may be / could be useful for everyone to complete a questionnaire and discuss the answers.
6 You need to / have to / must be willing to communicate with each other.

Transcript

See Teacher's Guide, page 191.

Extra support

- Play the audio. Tell students to just listen and focus on understanding the expert's advice.
- Focus on the prompts. Elicit or tell students where the modal verb should be positioned in each sentence, e.g. 1 = after *people*, 2 = after *you*.
- Play the audio again. Pause it after the information about sentence 1 has been given. Elicit which modal verb is appropriate and why (*can* is appropriate because it expresses a strong possibility). Give students time to write down the full sentence, then check the answer.
- Continue in the same way.

- Ask: *What do you think is the best advice the expert gives? Do you agree with all of her advice? Why? / Why not?* Ask students to discuss the questions in pairs, then elicit ideas and opinions from the class.

Exercise 8 page 24

- Circulate and monitor as students share their ideas.
- Elicit examples of changes students would make to the rules and why.

Exercise 9 Think & share page 24

- Working in pairs, students discuss the questions.
- 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 to talk about advice, obligation and necessity; and possibility, probability and certainty.*

Further practice

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

2.3 Listening

Lesson summary
Speaking: Discussing difficult situations and advice for dealing with them
Listening: Teenagers describing difficult situations and how they dealt with them
Strategy: Recognising paraphrasing
Vocabulary: Being more in control

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 Focus on the photos at the top of page 25.

- Write on the board:
  How is he/she feeling?
  What do you think his/her problem might be?
  What should he/she do to try to resolve the issue?
- Put students into A / B pairs. Ask the Student As to answer the questions about the person in the photo on the left. The Student Bs then do the same with the photo on the right. Encourage them to use modal verbs where possible.
- Elicit some ideas about both situations.

Exercise 1 Think & share page 25

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

KEY
1 D 2 A 3 E 4 C 5 B

- Students exchange opinions on which tips they think are the most useful. Remind them to give reasons to support their choices.
- Ask some students to share their opinions and reasons with the class.

Extra challenge

Working in pairs, students come up with other tips for how to take control of your life. Elicit ideas from the class.

Exercise 2 2.04 page 25

- Play the audio for students to match the speakers to the situations. Encourage them to wait until the speaker has finished talking each time before choosing their answer.
- Check answers as a class.

KEY
1 G 2 F 3 A 4 B 5 D

Transcript

See Teacher's Guide, page 191.

Extra support

Tell students which answers are not needed, i.e. C, E and H.

Exercise 3 2.04 page 25

- Give students time to read through the questions and note down any answers they can remember.
- Play the audio again for students to check their notes and answer the questions they were unable to.
- Check answers as a class.

KEY
1 He gets annoyed with his phone because it sometimes runs out of charge and data.
2 They don't encourage her to follow her dream of becoming an astronaut.
3 It isn't strong enough for everyone to use their devices at the same time.
4 She isn't very good at managing her time.
5 She needs to focus on the things she can change and worry less about the things she can't change.

Transcript
See Teacher's Guide, page 191.

- Ask: *Which of the problems the teenagers talked about can you relate to? Have you tried doing anything to make the situation better? If so, has it made a difference? If not, why not?* Give students time to discuss the questions in pairs, then ask some students to share an example with the class.

Exercise 4 2.05 page 25
- Go through the Listening strategy together.
- Play the audio for students to complete the matching task. Point out to students that this time the order of the speakers is different.
- Check answers as a class.

KEY

Tip 1: Ryan **Tip 2:** Anita **Tip 3:** Joe **Tip 4:** Hannah **Tip 5:** Nina

Transcript
See Teacher's Guide, page 192.

Extra challenge

Before listening, students discuss in pairs which tip they think matches to each speaker's situation and why. They then listen and check their predictions.

Exercise 5 2.05 page 25
- Play the audio again for students to complete the extracts.
- Check answers as a class. Ensure students understand and can pronounce the items correctly.

KEY

1 take control of the situation **2** do something positive **3** adapt to the circumstances **4** take responsibility for your actions **5** maintain your focus

Transcript
See Teacher's Guide, page 192.

Exercise 6 page 25
- Working in pairs, students find vocabulary in the text with similar meanings.
- Check answers as a class.

KEY

1 Be proactive **2** Do something positive **3** Be flexible **4** Be honest with yourself / Be proactive **5** Believe in yourself

Exercise 7 Vocabulary page 25
- Encourage students to read through the whole text before they start completing it.
- Check answers as a class.

KEY

1 Do something positive **2** take responsibility for your actions **3** adapt to the circumstances **4** take control of the situation **5** maintain your focus

Exercise 8 Think & share page 25
- Working in pairs, students discuss the questions.
- 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 recognise and understand paraphrasing.*

Further practice

Workbook page 20
Online practice

2.4 Vocabulary

Lesson summary

Speaking: Discussing a proverb; answering questions about well-being

Reading: An article about the importance of doing nothing

Vocabulary: Well-being

Writing: A reply to a comment on a forum

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

WARM-UP Write on the board:
To lead a healthy life, you …
- Elicit modal verbs to talk about advice, obligation and necessity and add them to the board. If necessary, refer students back to the grammar box in exercise 2, Lesson 2.2.
- Ask students to consider what constitutes a healthy life. Encourage them to think not only about physical health, but also mental health. Working in pairs, they take turns to make sentences using the prompt and modal verbs, e.g. *To lead a healthy life, you ought to get eight hours' sleep a night / need to avoid stress as much as possible / are supposed to drink two litres of water a day.*
- Ask some students to share some advice with the class.

Exercise 1 page 26
- Elicit or explain what a *proverb* is (a well-known phrase or sentence that gives advice or says something that is generally true) and ensure students understand *tension* (a feeling of worry and stress that makes it impossible to relax).
- Students discuss in pairs what they think the proverb means and whether they agree with it. Encourage them to give reasons.
- Ask a few pairs for their interpretation of the proverb and if they agree with it or not.

Exercise 2 page 26
- Students read the article and answer the question.
- Check the answer as a class.

KEY

Because 'doing nothing' means taking a break in order to restore your energy levels and mental wellbeing.

Exercise 3 Vocabulary page 26

- Give students time to check the meaning of any items they are unsure of in a dictionary and then to organise them into the three columns. Make it clear that while some items clearly fit into one category (e.g. *develop a positive mindset* is positive; *depression* is negative), the positioning of others may depend on students' perspectives.
- Elicit answers from the class. When students suggest different answers, encourage them to explain the reasoning behind their choice.

KEY (SUGGESTED ANSWERS)

Positive: well-being, mental health, thrive on stress, downtime, chill out, develop a positive mindset, build self-confidence
Negative: regrets, anxiety, depression, addiction, burnout, get on top of you
Neutral: be on the go, be mindful

- Elicit what part of speech each item is (e.g. *well-being* is an uncountable noun) and draw attention to the collocations (e.g. *mental health*, *build self-confidence*).

Extra support

- Students work in small groups to ensure everyone understands all the words and phrases clearly.
- Students discuss and decide as a group whether each item is positive, negative or neutral before the class check.

Exercise 4 page 26

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

KEY

1 People are constantly on the go and receiving information via their phones and social media; people are rude or inconsiderate in their behaviour; we are too busy and always thinking about the next thing we have to do.
2 Problems include anxiety, sleep disorders, depression, addiction and burnout.
3 It gives our brains a chance to relax and process all the information it has received; it can also help us develop a positive mindset so we feel more optimistic; it may help to build self-confidence, allowing us to deal with the stresses of everyday life.

Exercise 5 Vocabulary page 26

- Students rewrite the questions with the target vocabulary.
- Check answers as a class.

KEY

1 thrive on stress 2 chill out 3 depression 4 be on the go 5 getting on top of you 6 build self-confidence 7 be mindful

- Students discuss the questions in pairs. Encourage them to extend their answers by giving reasons, explanations and examples.
- Elicit ideas from the class.

Exercise 6 page 26

- Advise students to read through the whole of each extract before they start completing it. Point out that in many cases, the words after the gap will help them decide on the correct answer.
- Check answers as a class.

KEY

1 mental health 2 develop a positive mindset
3 burnout 4 anxiety 5 addiction 6 downtime
7 regrets 8 well-being

Extra support

Put students into groups of three. Each student reads and completes a different extract – A, B or C. They then share their answers as a group. If they find that an item has been used more than once, they should look at the relevant sections of text and work out together where it is correctly placed.

- Students do the Vocabulary booster exercises on page 121.

Exercise 7 Mediation page 26

- Encourage students to use information and vocabulary from the lesson in their reply. Prompt them to also include some modal verbs to give advice, e.g. *should*, *shouldn't*, *ought to*, *must*, *mustn't*. If necessary, first refer students back to Lesson 2.3 to review these.

Extra activity

Working in pairs, students swap work and read each other's reply. Ask a few pairs to share some details about how their advice was similar or differed.

Exercise 8 Think & share page 26

- Students discuss the questions in pairs.
- Elicit different ideas and opinions 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 ways to improve my well-being.*

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Scaffolded review tasks can exploit core learning intentions.

At the end of the lesson, ask students to close their books and brainstorm in pairs the vocabulary they have learned from the lesson. They can then refer back to page 26 to see if they missed any items. Alternatively, this review could be done at the start of the next lesson.

See the notes on Assessment for Learning on page 11.

Further practice

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

2.5 Grammar

Lesson summary

Speaking: Talking about character traits of family members; discussing situations using modal verbs in the past

Listening: A phone conversation; mini-dialogues

Grammar: Perfect modal verbs; *needn't have / didn't need to*

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

WARM-UP Write on the board:
What do people your age commonly worry about?
Do your parents often worry about you or your siblings?
What effects may worrying have on a person's well-being?

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

Exercise 1 page 27

- Elicit or remind students of the meaning of *anxious* /ˈæŋkʃəs/ (feeling worried or nervous) and ensure they can pronounce it correctly.
- Students discuss the questions in pairs.
- Ask a few students to share their answers with the class.

Exercise 2 2.06 page 27

- Play the audio for students to complete the conversation. Point out they need to write two or three words in each gap.
- Check answers as a class.

KEY
1 should have 2 might have 3 must have
4 can't have 5 could have 6 ought to have

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

Exercise 3 page 27

- Students read the grammar rules and complete the matching task. Point out that two of the modal verbs match to the same rule.
- Play the video.
- Check answers as a class.

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

Note!
Point out that when using modal verbs in the past, *have* takes on its weak form and is pronounced /əv/.

Extra activity
Working in pairs, students decide which other modal verbs could replace those in the conversation in exercise 2 without changing the meaning. Point out that there is no other option for 3. Check answers as a class.

KEY
1 was supposed to have 2 may / could have
3 (no other option) 4 couldn't have 5 might have
6 should have

- Students do the Grammar booster exercises on page 135.

Exercise 4 page 27

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

KEY
1 should / ought to have 2 can't have 3 should / must have 4 may / might / could / must have 5 shouldn't / ought not to have

Extra support
When checking answers, elicit the grammar rule(s) each example matches to, i.e. 1 = B, 2 = D, 3 = E / D, 4 = A / D, 5 = B.

Exercise 5 2.07 page 27

- Students read the grammar rules and choose the most appropriate options.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY
1 both are possible, but *needn't have worried* is more likely as we know she was worried 2 didn't need to call

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

- Students do the Grammar booster exercises on page 135.

Exercise 6 page 27

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

KEY
1 both are possible 2 both are possible 3 didn't need to revise 4 both are possible

Extra support
When checking answers, ask some comprehension check questions to ensure students understand what did / didn't happen in the situations, e.g. 1 *Did they wait for Suzi?* (yes), 2 *Did Leon explain to his friends about his addiction?* (*didn't need to explain* – no; *needn't have explained* – yes), 3 *Did Faisal revise for the exam?* (no), 4 *Did Lauren worry?* (yes).

Exercise 7 2.08 page 27

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

KEY
1 Harvey shouldn't / ought not to have let things get on top of him.
2 Zoe's cousins may / might / could have forgotten to meet her at the café.
3 The exam results should / were supposed to have arrived this morning.
4 Emma didn't need to buy / needn't have bought Abby some chocolate.
5 You can't / couldn't have known that would happen.
6 The school could / might have told us sooner!

Transcript
See Teacher's Guide, page 192.

Exercise 8 Think & share page 27

- Students discuss the situations in pairs.
- Elicit some ideas about each situation from the class.

Extra challenge

- Working in pairs, students come up with another situation and write a short paragraph explaining it on a piece of paper.
- Pairs swap their situation with another pair and discuss it using modal verbs. If time allows, they could repeat this a few more times.

Lesson outcome

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

Further practice

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

2.6 Reading

Lesson summary

Speaking: Speculating about a news story; interview role-plays; talking about dealing with a challenging situation
Strategy: Previewing and predicting
Reading: A news article about a Miracle on the Hudson
Vocabulary: Collocations

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

WARM-UP Ask: *What stories have been in the news recently? How do these stories make you feel?* Students discuss the questions in pairs. Elicit ideas from the class.

Exercise 1 page 28

- Focus on the title of the lesson. Elicit or explain the meaning of *miracle* (a lucky thing that happens that you did not expect or think was possible) and *Hudson* (the name of a river which flows through New York state).
- Give students time to look at the photos carefully and read the captions.
- Working in pairs, students discuss the questions. Encourage them to use modal verbs to speculate about the situation.
- Elicit suggestions from the class.

Exercise 2 page 28

- Go through the Reading strategy together.
- Students work in pairs and use the strategy to help predict which paragraph contains each piece of information. Point out that two of the paragraphs have two pieces of information. Encourage students to explain the reasons behind their choices.
- Elicit suggestions, but do not confirm correct guesses at this stage.

Exercise 3 page 28

- Students read the article quickly and check their ideas. To ensure they do not spend too long doing this, you may like to set a time limit.
- Check answers as a class.

KEY

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

- Find out which pair(s) had the most correct guesses and elicit what helped them most when predicting the answers.

Exercise 4 2.09 page 28

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

KEY

1 Because they faced a challenge that put hundreds of lives in danger.
2 It disabled both the plane's engines.
3 It was over a crowded city, at a low altitude.
4 He realised it wouldn't be possible to return to LaGuardia.
5 Jeff communicated their speed and height to Sully, who focused on keeping the plane level and in the right position for landing.
6 The plane might sink; both the air and water were extremely cold so people would not survive for long.
7 People were rescued by boats and the rescue services.8 That was how long it took to learn that everyone had survived.
9 The pilots needn't have landed in the river; they should have tried to return to LaGuardia; flight simulators at first showed that the plane could have returned safely. This didn't take account of the time needed to recognise the situation and decide on a course of action.

Extra support

- Tell students in which paragraph the answers can be found, i.e. 1 = A, 2–3 = B, 4 = C, 5 = D, 6–8 = E, 9 = F.
- Play the audio and ask students to follow the text in their book. Pause it after paragraph A for students to answer question 1. Elicit the answer from the class. Continue in the same way with the remaining paragraphs and questions.

Extra activity

- Write on the board:
  What's your reaction to the story?
  How would you describe the pilots and the way they acted?
  How might the event have affected the people involved?
  Can you think of other true stories which are 'miracles'?
- Students discuss the questions in pairs.
- Conduct some whole-class feedback.

Exercise 5 Vocabulary page 28

- Focus attention on the highlighted phrases in the article. Elicit or point out that they are all verb + noun collocations.
- Remind students about the strategy they learned in Lesson 1.6 about understanding new words and phrases. Elicit how they can try to guess the meaning of new vocabulary (focus on the context, look at each part of the word or phrase, think about your own language). If necessary, refer students back to the strategy box on page 14.
- Encourage students to use the strategy to work out the meaning of the phrases. Elicit ideas from the class and confirm correct guesses. Explain any items students still do not understand.
- Students complete the quotes with the phrases.
- Check answers as a class.

KEY

1 trust your instincts 2 made a commitment
3 evaluated the options 4 faced a challenge
5 take account of

Exercise 6 page 28

- Students complete the discussion task in pairs. Encourage them to use modal verbs in the past, e.g. *I think a pilot must have said this. It might have been a passenger who said this.*
- Elicit answers from the class.

KEY (POSSIBLE ANSWERS)

1 Most likely answer: a pilot. Also possible: an air traffic controller, a member of the cabin crew, an air accident investigator.
2 Most likely answer: a member of the cabin crew. Also possible: an air traffic controller, a pilot, a journalist, an air accident investigator.
3 Most likely answer: an air traffic controller. Also possible: a passenger, a member of the cabin crew, a journalist, an air accident investigator.
4 Most likely answer: a passenger. Also possible: a pilot, a member of the cabin crew.
5 Most likely answer: an air accident investigator.

Extra activity

- Write on the board:
  1 *Why might someone find it difficult ___ their instincts?*
  2 *Think about the jobs people in your family do. What challenges do you think they ___ in their work?*
  3 *Do you usually ___ the options carefully before making a decision? Why? / Why not?*
  4 *Have you ever___ a commitment to do something and then not done it?*
  5 *What should students ___ account of when choosing a university to attend?*
- Students copy and complete the questions with the appropriate verbs in the correct form.
- Check answers and then ask students to discuss the questions in pairs.

KEY

1 to trust 2 face 3 evaluate 4 made 5 take
Students' own answers

Exercise 7 page 28

- Advise students to write open questions so that their role-plays will be more extensive / productive.

Extra support

Elicit possible questions from the class and write them on the board. Alternatively, invite different volunteers to come to the board and write up one or two questions each. Pairs then choose 3–4 of the questions and copy them down.

Exercise 8 page 28

- Put pairs together to make groups of four.
- Students complete the role-play task, then swap roles and repeat. Encourage the 'journalists' to listen carefully and respond naturally to what the 'passengers' say, rather than just focusing on asking their next question. If appropriate, they could also ask some relevant follow-up questions.

Extra activity

Students use the information gained from their interview as journalists and write a short news article about the passengers' experiences. This could either be done in class or as a homework task.

Exercise 9 Think & share page 29

- Elicit or explain the meaning of *hindsight* /ˈhaɪndsaɪt/ (the understanding that you have of a situation only after it has happened).
- Give students time to think about a personal challenge or problem and their answers to the questions. Encourage them to make notes.
- Students take turns in pairs to talk about their challenge or problem.
- Ask whether any pairs found similarities between their experiences. If so, elicit some examples.

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 and predict the content of a text.*

Further practice
Workbook page 23
Online practice

2.7 Global skills

Lesson summary
Speaking: Discussing a quote and tips about being resilient / building resilience
Reading: A quiz about coping with challenges
Listening: A podcast interview about building resilience
Vocabulary: Challenging situations

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

WARM-UP Ask students to think again about the challenge or problem they talked about in Lesson 2.6, exercise 9.

- Ask: *When you think back to the situation now, how do you feel? Do you think you could have avoided the situation? What did you learn from the experience?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 30

Note!

In the quote, *tough* functions as both an adjective and a noun. When used as a noun, the meaning is *people who are tough*. Other common examples of adjectives functioning as nouns are: *the elderly*, *the rich*, *the homeless*. Note that these nouns are always plural and used with the definite article.

- Focus on the quote. Elicit from the class what they think it means.

KEY (SUGGESTED ANSWER)

When conditions or progress become difficult, strong and determined people work even harder to succeed.

- Students answer the other questions in pairs.
- Elicit opinions and examples from the class.

Exercise 2 page 30

- Students read the introduction and complete the task.
- Check the answer as a class and ensure students can accurately pronounce *resilience* /rɪˈzɪliəns/.

KEY

the ability to recover and move forward positively when things go wrong

Exercise 3 page 30

Extra support

Pre-teach any words or phrases in the quiz which you think students may not know or may have forgotten, e.g. *try out for*, *forget it* (informal idiom), *bothered*, *smash*, *screen protector*, *ruined*, *dump*, *pretend*.

- Students complete the task in pairs. Tell them to make a note of their answers to the quiz questions, as they will need to refer back to them later in the lesson.
- Elicit the answer to the question.

KEY

Students' own answers, but in each case answer B usually shows the highest level of resilience, followed by A, with C showing the least resilience.

Exercise 4 2.10 page 30

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students who exchange knowledge and ideas can help each other to clarify an area of learning.

Ask students to look individually at the words in bold in the text and mark them √ = I understand, ? = I'm not sure, X = I don't understand. Remind them to use the strategy in Lesson 1.6 to help them work out the meaning of the words. In small groups, students then seek clarification for the vocabulary which is unfamiliar to them.

See the notes on Assessment for Learning on page 11.

- Give students time to read through the tips carefully and underline the key words.
- Play the audio for students to number the tips.
- Check answers as a class.

KEY

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

Transcript

See Teacher's Guide, page 192.

Exercise 5 Vocabulary page 30

Extra support

- Elicit the part of speech of each of the words in bold in exercise 4, e.g. *trust* is a verb.
- Advise students to first read through all the quiz answers and think about what part of speech is needed for each gap. They then read the texts again and complete them.

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

KEY

1 setbacks 2 define 3 trust 4 get through
5 self-esteem 6 accept the fact 7 unavoidable
8 build resilience 9 surround yourself with

- Students discuss the question in pairs.
- Ask students to raise their hand if their answers to the quiz questions were mostly As. Choose a few students to say how they feel about the analysis and why. Do the same with students who had mostly Bs and then mostly Cs.

Exercise 6 Think & share page 30

- Working in pairs, students discuss the questions. Encourage them to give reasons and examples to support their choices.
- Ask some students to share their opinions with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can look at different ways to cope with challenging situations.*

Further practice

Workbook page 24

2.8 Speaking

Lesson summary

Speaking: Comparing / speculating about photos and stating your opinion; pronunciation: contrastive stress

Listening: A student comparing two photos

Vocabulary: Useful phrases for talking about photos

Strategy: Using adjectives

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:
Face-to-face lessons are more enjoyable than online ones.
I find it easier to do homework in the library than at home.
I study less effectively in the morning than in the afternoon.
Groupwork isn't as productive as pairwork.

- Working in pairs, students say whether or not they agree with the statements. Encourage them to support their answers with reasons and examples.
- Ask students to raise their hand if they expressed a different opinion to their partner about any of the points. Choose a few to share an example with the class.

Exercise 1 page 31

- Put students into A / B pairs. The Student As describe the top photo and then the Student Bs describe the bottom one.

Extra support
Students first work with a partner with the same letter (i.e. A or B) and describe their allocated photo together, before doing it on their own.

- Students discuss the similarities and differences between the two photos in pairs. Do not elicit students' ideas at this stage.

AfL Teaching tip: diagnostics
Gauging existing competence
Giving students a task which encourages use of the target language before formal presentation allows the teacher to gain valuable insight into existing levels of competence.
As students do exercise 1, circulate and see how naturally and extensively they are using language to compare, speculate and state their opinion. Note any problems or weaker areas and make a point of focusing on these at the presentation stage.
See the notes on Assessment for Learning on page 11.

Exercise 2 2.11 page 31

Note!
Elicit or explain that the preposition *versus* /ˈvɜːsəs/ is used to compare two different choices or ideas. It is commonly abbreviated to *v* or *vs*.

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

KEY
1 Both show young people studying – both are about education.
2 The number of students in each photo; the age of the students; the fact that the group looks as if they are having fun, but the boy studying alone looks serious.
3 In photo A: the age of the students, the context of the lesson (a science experiment)
In photo B: the age of the boy, why he's studying alone, what the boy is doing on his phone
4 Studying in a group is more enjoyable than studying alone. The best way to learn is being in the same room with your classmates, because you're able to share ideas, and work together to solve problems. Studying alone is less effective and not as interesting.

Transcript
See Teacher's Guide, page 193.

- Say each of the similarities and differences mentioned by the speaker in turn and ask students to raise their hand if they talked about this in exercise 1. Elicit any other similarities and differences students talked about.
- Ask: *Do you agree with the speaker's opinion that studying in a group is better than studying alone? Why? / Why not?* Students share their opinions and reasons in pairs. Elicit ideas from the class.

Exercise 3 2.11 page 31

- Give students time to read through the phrases in the Phrasebook.
- Play the audio again for students to tick the phrases used.
- Check answers as a class.

KEY
Comparing: Both photos show …; The common theme in the photos is …; The main difference (between the photos) is …; In the first photo …, ; … whereas in the second photo …; The second photo shows …
Speculating: I can't be sure, but …; It looks like some kind of …; It looks to me like a … of some kind.; He/It/They could / might be …, or something like that.
Stating your opinion: In my opinion …; For me, the main thing / point / consideration is …; I would say that …

Transcript
See Teacher's Guide, page 193.

Extra support
Play the audio. Ask students to tap on the desk when they hear one of the Phrasebook phrases. Pause the audio and elicit the phrase. Continue in the same way with the rest of the audio.

Extra challenge

Working in pairs, students think of other phrases for comparing, speculating and stating your opinion. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Comparing: In the first photo, you can see … . Similarly / Likewise, in the second photo …; In contrast to the first photo, the second …; The first photo shows …, while the second …
Speculating: I'm not certain, but it looks as if …; Judging by …, I guess / imagine / suppose …; Perhaps / Maybe / Possibly it's …
Stating your opinion: I feel that …; I (strongly) believe that …; From my point of view, …

Exercise 4 Vocabulary 2.12 page 31

- Go through the Speaking strategy together. Ensure students understand all of the vocabulary.

Note!

Students should be aware that the modifying adverbs listed in the strategy do not combine with all ungradable / gradable adjectives. Students need to build up an awareness over time of which collocations are correct (e.g. *slightly puzzling*) and which are not (e.g. ~~slightly enjoyable~~).

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

KEY

1 completely absorbed (ungradable) 2 totally fascinating (ungradable) 3 quite serious (gradable) 4 pretty miserable (gradable) 5 absolutely awful (ungradable) 6 extremely useful (gradable)

Transcript

See Student's Book, page 31, and Key above.

Extra activity

- Working in pairs, students think of alternative adverb–adjective combinations to complete the sentences in exercise 4.
- Elicit ideas from the class and point out any incorrect collocations.

KEY (POSSIBLE ANSWERS)

1 extremely focused 2 very enjoyable 3 a bit irritated 4 really frustrated 5 absolutely brilliant 6 incredibly helpful

Exercise 5 Pronunciation 2.13 page 31

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

KEY

1 Both photos show people taking risks, but the first photo is more dramatic.
2 In both photos, you can see buildings, but it isn't clear in either photo what they are.
3 In the first photo, the people all look happy, whereas in the second photo no one is smiling.
4 Unlike the first photo, the second photo shows a very modern style of office.
5 The main difference between the photos is the number of people, but they're also different in terms of location.

Transcript

See Student's Book, page 31.

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

Exercise 6 page 31

- Students complete the task in pairs. You may like to suggest that one student turns to page 149 and the other keeps their book open at page 31, so they can look at the task and photos at the same time.
- Students could either do the task together or take turns to talk about the photos.

Exercise 7 Reflect page 31

- Working in pairs, students reflect on how well they did the task and discuss the questions.
- Conduct some whole-class feedback.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a variety of phrases to describe and compare photos.*

Further practice

Workbook page 25
Communicative activity photocopiable worksheet
Online practice

2.9 Writing

Lesson summary
Speaking: Sharing opinions about the relationship between teenagers and the older generation
Reading: An opinion essay
Vocabulary: Useful phrases for opinion essays
Strategy: Planning what to include
Writing: An opinion essay

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

WARM-UP Write on the board:
Why is it important to have opinions?
What do you have strong opinions on?
Do your friends and family usually agree with your opinions?

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

Exercise 1 page 32

- Working in pairs, students read the task and discuss whether or not they agree with the statement. Encourage them to consider relationships they have with members of the older generation (e.g. grandparents, neighbours, people in the local community) and whether they feel they have learned anything from each other.
- Ask students to raise their hand if they agree with the statement. Elicit reasons why. Do the same with those who disagree.

Exercise 2 page 32

- Students read the essay and answer the questions. To ensure they do not spend too long doing this, you may wish to set a time limit.
- Check answers as a class.

KEY

The writer disagrees with the statement for the following reasons:

1 Both groups have things to learn from each other in terms of practical skills.
2 Although the generations differ in how they communicate and their attitudes to information, both can provide an example of how to behave towards other people.
3 When solving problems, a combination of new ideas and experience is useful.

Exercise 3 page 32

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

KEY

1 C 2 A 3 E 4 B 5 D

Extra challenge

Ask students to cover exercise 3. Working in pairs, they read the underlined sentences in the essay again and discuss what they think the function of each is. They then check their ideas against the functions given in A–E.

Exercise 4 page 32

- Students add the missing phrases to the Phrasebook.
- Check answers as a class.

KEY

1 When it comes to 2 I firmly believe 3 in my opinion 4 So, in summary 5 In addition to this 6 At the same time, though 7 such as

* Answers 2 and 3 can be in either order.

Note!

Draw students' attention to the use and placement of commas in the phrases.

Extra challenge

- Working in pairs, students think of one or more additional phrases to add to each category.

Exercise 5 page 32

- Go through the Writing strategy together.
- Working in pairs, students come up with arguments for and against the statement. Encourage them to note down all the ideas they think of at this stage.

Extra support

- Do exercise 5 as a whole-class activity. Draw two columns on the board, headed *Support* and *Contrast*. Ask students to call out possible arguments for and against the statement and note each under the appropriate heading.
- Students then choose ideas from the board to include in their essay.

Exercise 6 page 32

- Ask students to look at their list of arguments from exercise 5 and select the three strongest in support of their opinion. They may also want to choose one contrasting argument to include.

Exercise 7 page 32

- Students complete the writing task.

Exercise 8 Check your work page 32

- Students go through the checklist before submitting their work.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can plan the content and structure of an opinion essay.*

AfL Teaching tip: success criteria

Effective feedback offers strategies rather than solutions

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

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

See the notes on Assessment for Learning on page 11.

Further practice

Workbook page 26
Online practice

2.10 Review

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

Grammar

Exercise 1 page 33

KEY
1 don't have to 2 need 3 should 4 supposed to
5 won't be able to 6 must 7 can 8 might

Exercise 2 page 33

KEY
1 might have switched, could have left (suggested answers) 2 could / might / should have told 3 can't have got 4 didn't need to buy 5 must have taken 6 shouldn't have said, ought to have kept (suggested answers) 7 should have received 8 needn't have bothered

Vocabulary

Exercise 3 page 33

KEY
1 furious, astonished 2 regrets, burnout 3 mental health, miserable

Exercise 4 page 33

KEY
1 down 2 getting 3 crazy 4 mindset 5 self
6 fell 7 nerves 8 mindful

Cumulative review

Exercise 5 page 33

KEY
1 B 2 A 3 C 4 A 5 C 6 B 7 B 8 A 9 B
10 A 11 C 12 B 13 A 14 C

Think & share

Exercise 6 page 33

KEY
Students' own answers

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

Further practice
Workbook page 27
Progress test

1–2 Exam skills

Lesson summary

Exam strategies: Listening: listening for specific information in multiple-choice tasks; Use of English: use of prepositions in open cloze tasks; Reading: dealing with *True*, *False*, or *Not Given* tasks; Speaking: giving full answers; Writing: maintaining the reader's interest

Listening: Short monologues and dialogues about skills and learning

Use of English: A gapped text about tips for self-learning

Reading: An article about people who have become famous late in life

Speaking: Answering questions about skills and learning

Writing: An article about an interesting skill

WARM-UP Ask students to think about the most recent skill they have acquired. Ask: *What is the skill? Why and how did you learn it? How has it made a difference in your life?*
- Students take turns in pairs to talk about their skill.
- Ask a few students to tell the class about their skill.

Listening

Exercise 1 page 34

- Go through the Listening exam strategy together.
- Students read the exam task and answer the question.
- Check the answer as a class.

KEY
Questions 1, 3, 4 ask for specific information.

Exercise 2 2.14 page 34

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

KEY
1 C 2 B 3 D 4 A 5 D

Transcript
See Teacher's Guide, page 193.

Extra support
- Remind students to be wary of distractors, e.g. the speaker in 2 mentions an exhibition and studying abroad; the speakers in 4 talk about water skiing and karate lessons.

Use of English

Exercise 3 page 34

- Go through the Use of English exam strategy together.
- Point out that the preposition may come before the word (e.g. ***in*** *middle age*, ***for*** *instance*, ***on*** *the go*) or after it (e.g. *hopeless* ***at***, *figure* ***out***, *take account* ***of***).
- Students read the task and then decide on the correct preposition for the first gap.
- Check the answer as a class.

KEY
of

Exercise 4 page 34

Extra support
Ask students to first read through the whole text and circle the numbers they think need a preposition. Elicit the numbers from the class (4, 5, 6, 7).

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

KEY
2 my 3 been 4 to 5 up 6 to 7 on 8 come
9 all 10 error

Note!
Open cloze exam tasks often test students' knowledge of collocations and set phrases (e.g. *make all the difference*; *trial and error*). Unless they are familiar with these, the answers may at times be very hard to guess. Remind students, however, that they should take an educated guess and not leave any gaps blank.

Reading

Exercise 5 page 34

- Go through the Reading exam strategy together.
- Students complete the task.
- Check the answer and reason as a class.

KEY
1 Bill Gates found success as a young man in his twenties. The statement is false (F). He was a young man when he found success but he was in his late teens, not his twenties.

Exercise 6 page 35

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

KEY
2 NG 3 T 4 NG 5 F 6 T 7 F 8 F

Extra support
- Before students read the article, ask them to scan it very quickly and underline / highlight the names of the four famous people. This will help them to see where in the text the focus shifts to a different person.
- Elicit which questions relate to each person, i.e. 1 = Bill Gates, 2–3 = Toni Morrison, 4–6 = Vera Wang, 7–8 = Alan Rickman.
- When checking answers, also elicit the reasons, e.g. 2 When she started writing stories isn't mentioned.

Speaking

Exercise 7 page 35

- Go through the Speaking exam strategy together.
- Students complete the task.
- Ask students to compare their points in pairs, then elicit suggestions from the class.

Exercise 8 page 35

- Give students time to read through the questions and think about the points they want to mention. You may like to allow them to make notes.
- Working in pairs, students answer the questions.
- Circulate and monitor, making a note of common errors, particularly with target language from Units 1 and 2.
- Do a whole-class correction and feedback activity at the end of the task.

Writing

Exercise 9 page 35

- Go through the Writing exam strategy together.
- Students write more ideas for how to make an article interesting. They might like to refer back to Lesson 1.9.
- Give students time to compare their ideas in pairs, then elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)
semi-informal conversational style language, interesting adjectives / adverbs, phrasal verbs, interesting examples, humour, varied sentence structure

Exercise 10 page 35

- Students complete the writing task. Encourage them to include a few of the comment adverbs from the Phrasebook in Lesson 1.9.

Note!
You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

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 to answer multiple-choice questions. I can successfully complete an open cloze task. I can identify whether statements about an article are* True, False, *or* Not Given. *I can give full answers to questions. I can write an article which maintains the reader's interest.*

AfL Teaching tip: diagnostics
Encouraging students to ask questions
Students should be encouraged to ask questions to clarify their understanding.
At the end of each unit, ask students to write down on pieces of paper any questions they might have about the language and skills which have been covered and put them in a box. This is best done anonymously, to encourage students to be honest. This reflection process is useful for students and provides the teacher with an understanding of common issues which can then be dealt with in a future lesson.
See the notes on Assessment for Learning on page 11.

Further practice
Workbook pages 28–29

3 An active life

3.1 Vocabulary

Lesson summary

Speaking: Talking about sports and activities you do; discussing the benefits / disadvantages of sports and persuading someone to do an activity

Listening: A vlog with teenagers talking about their exercise routines

Vocabulary: Doing exercise

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? (swimmers in a triathlon)*
- *Have you ever competed in an event? Did you enjoy it? Why? / Why not?*
- *What is good and bad about competition?*
- *Is sport an important part of education? What does it teach you?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 36

- Students discuss the questions in pairs.
- Ask some students to share their answer to question 1 or 2 with the class.
- Elicit students' ideas for question 3.

Exercise 2 page 36

Culture note

Rajio taiso is a short exercise routine broadcast from 6.30 every morning on Japan's national radio. The instructions are accompanied by music and the routine lasts for around ten minutes. People of all ages have been incorporating the routine into their daily lives since the first broadcast in 1928.

- Focus on the photo.
- Give students time to discuss the questions in pairs, then elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Some kind of basic stretching exercise.
It looks easy to do at home.
First thing in the morning or after school.

Exercise 3 3.01 page 36

Extra activity

- Play the first part of the vlog and ask students to check the predictions they made in exercise 2.
- Pause it after Yasmin says *good for people of all ages*.
- Elicit what students found out about *rajio taiso* (it's a series of simple exercises to stretch your muscles; it's a good activity as it makes you more flexible and it can be done by people of all ages in different places, such as at home, school or work; people do the exercises in the morning).

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

KEY

1 Joe 2 Yasmin 3 Daisy 4 Zaki

Transcript

See Teacher's Guide, page 193.

Exercise 4 3.01 page 36

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

KEY

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

Transcript

See Teacher's Guide, page 193.

Extra challenge

Ask students to correct the false sentences.

KEY

2 He thinks going to the gym is a good way to keep fit.
4 It fits in with her daily routine. It's only ten minutes every morning.
5 He's really competitive and loves team sports.
6 He found it difficult at first but kept at it and has made great progress.
7 She thought it would be really complicated, but in fact it's really easy.

- Ask: *Which of the exercises routines would you most / least like to follow? Why?* Ask students to share their ideas and reasons in pairs, then elicit some answers from the class.

Exercise 5 Real English page 37

- Students choose the correct meaning of each phrase.
- Check answers as a class.

KEY

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

Exercise 6 Vocabulary page 37

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

KEY

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

Exercise 7 Vocabulary page 37

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

KEY

1 addictive 2 complicated 3 flexible 4 thrilled
5 enthusiastic 6 beneficial 7 challenging 8 stiff

Exercise 8 page 37

- Students complete the posts with appropriate vocabulary. Encourage them to read through the whole of each comment before they start to fill the gaps.
- Check answers as a class.

KEY

1 beneficial 2 maintaining, physical health 3 fit in with 4 take up a lot of 5 addictive 6 works up a sweat 7 increases, heart rate 8 thrilled 9 challenging 10 have a positive impact 11 stretching your muscles 12 stiff 13 flexible 14 complicated 15 aware of 16 enthusiastic

Extra support

Tell students which gaps need to be filled with a phrase from exercise 6 (i.e. 2, 3, 4, 6, 7, 10, 11, 15) and which need an adjective from exercise 7 (i.e. 1, 5, 8, 9, 12, 13, 14, 16).

Exercise 9 page 37

- Ask students to turn to page 149. Elicit the sports and activities shown in photos A–E (A = martial art, B = off-road running, C = aerobics, D = indoor rock climbing, E = cross-country skiing).
- Working in pairs, students complete the speaking task. You may like to suggest that one student has their book open at page 149 and the other at page 37, so they can look at the photos and refer to the task at the same time.
- Elicit some pros and cons of each sport / activity.
- Ask students to raise their hand if they felt their partner did a good job of persuading them to do an activity. Choose a few to give details.

Lesson outcome

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

AfL Teaching tip: success criteria

Students relate common difficulties to solutions

Prompting students to identify problems they experience most often and then decide on solutions they will try can foster self-directed learning strategies.

At the end of a lesson, ask students to consider any problems they have with the learning aim. For example, after today's lesson, students may say *'I can't remember all of the new words and phrases about doing exercise.'* Ask them to think of a solution they will try out, e.g. *'I'll write some personalised sentences to show the target vocabulary in context and I'll review the new language once a week.'*

See the notes on Assessment for Learning on page 11.

Further practice

Workbook page 30
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

3.2 Grammar

Lesson summary

Reading: A blog post about the best time to work out
Grammar: Advanced and qualifying comparatives
Listening: A conversation about online workout videos
Speaking: Making a recommendation about a new activity

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

WARM-UP

- Write on the board:
  What is the best time of day to … get up? go to bed? study? eat dinner? go to the supermarket? check your social media? do exercise?
- Working in pairs, students discuss the questions. Encourage them to give personal examples and reasons.
- Ask students to raise their hand if they expressed a different opinion to their partner about any of the points. Choose a few to share some details with the class.

Exercise 1 page 38

Note!

Point out to students that the phrasal verb *work out* is written as two words, whereas the noun *workout* is written as one.

- If students did the warm-up activity, elicit their ideas about the best time of day to do exercise. Encourage them to give reasons. Students then compare their ideas with those in the blog post as they read.
- Students read the blog post and answer the questions.
- Check answers as a class.

KEY

1 It's different for different people because our bodies have their own natural rhythms; when you exercise may also depend on your goal.
2 Too much exercise can be bad for you; you're more likely to get injured if you overdo it; it's safer to exercise little and often.

- Ask: *What new information did you learn from the blog post? Who might the blog post be useful for? Why?* Students discuss the questions in pairs. Elicit ideas from the class.

Exercise 2 page 38

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

KEY

Rule A: … when you exercise can be as important as how much exercise you do; … exercising in the evening is nothing like as effective as working out early in the morning; … a long walk is just as beneficial as a workout; Doing too much exercise can be almost as bad as not doing enough.
Rule B: … they feel less and less active as the day progresses; It's tempting to train harder and harder as you start to feel fitter …; … as you get fitter, it will become more and more enjoyable.
Rule C: … when it comes to a workout, the harder you train, the fitter you become; Recent research suggests that the higher your body's temperature, the better your performance; … the more you do, the higher the risk of getting injured.

- Students do the Grammar booster exercises on page 136.

Exercise 3 page 38

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

KEY

1 not as beneficial, less enjoyable
2 longer, more addictive
3 as complicated, more … more popular
4 not as difficult, higher … higher

Extra support

- When checking answers, elicit which rule(s) each sentence matches to, i.e. 1 = A, B; 2 = C; 3 = A, B; 4 = A, B.

Extra activity

Play the vlog from Lesson 3.1. Ask students to raise their hand when they hear an advanced comparative. Pause the video / audio and elicit what the speaker said. Continue in the same way with the rest of the vlog.

KEY

Yasmin says: 'I do *rajio taiso* because it's nowhere near as time-consuming as going to the gym.'
Joe says: 'I'm getting more and more flexible.'
Daisy says: 'I thought it would be really complicated – definitely not as simple as just going for a bike ride!', 'The longer I use it, the more enjoyable it becomes!'

Exercise 4 page 38

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

KEY

1 a little 2 far 3 just 4 not quite 5 almost 6 nothing like
* Answers 4 and 5 can be in either order.

- Students do the Grammar booster exercises on page 136.

Exercise 5 page 38

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

KEY

1 far 2 slightly 3 just 4 nothing like 5 almost

Exercise 6 3.02 page 38

Extra challenge

Students first write answers to the questions, then listen to the audio to check.

- Play the audio for students to answer the questions. You may like to point out that it's the girl who gives the answers to all the questions.
- Check answers as a class.

KEY

1 The harder you work, the fitter you get.
2 They are equally as good as each other.
3 The more flexible you become, the easier it gets to do most kinds of sport.
4 You'll (find that you) get stronger and stronger over time.

Transcript

See Teacher's Guide, page 194.

Exercise 7 Think & share page 38

- Give students time to work individually to list some recommendations. Encourage them to write as many as possible.
- Working in pairs, students share their ideas and decide on their best suggestion.
- Students join another pair and take turns to talk about their recommendation.
- Ask a few groups to share a recommendation with the class.

Lesson outcome

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

Further practice

Workbook page 31
Grammar booster page 136
Grammar photocopiable worksheet
Online practice

3.3 Listening

Lesson summary
Speaking: Talking about the origins and purposes of sports
Listening: A podcast about the history of some sports
Vocabulary: Origins of sport
Strategy: Distinguishing facts and speculation

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

WARM-UP Write on the board:
watching sport on TV / watching live sport
playing team sports / doing individual sports
exercising indoors / exercising outdoors
being a couch potato / being addicted to exercise
learning a sport as a child / learning a sport as an adult

- Working in pairs, students compare the points on the board, e.g. *'Watching sport on TV is nowhere near as interesting as watching live sport.' 'That's true, but it's far more expensive to watch live sport.'* Encourage use of advanced and qualifying comparatives. If necessary, refer students back to Lesson 3.2. to review these.
- Ask a few pairs to share some ideas with the class.

Exercise 1 Think & share page 39

- Focus on the photos of sports.
- Give students time to think about and discuss the questions in pairs. For questions 2 and 3, encourage them to use modal verbs in the past to speculate, e.g. *may / might / could have* + past participle.
- Elicit suggestions from the class, but do not confirm any correct answers at this stage.

KEY (SUGGESTED ANSWERS)

1 **Sports:** archery, javelin, running / sprinting, lacrosse, cross-country skiing, surfing
Equipment: bow and arrow, javelin, running shoes, lacrosse stick and helmet, skis and poles, surfboard
2–3 Students' own answers

Exercise 2 3.03 page 39

- Play the audio for students to check their answers. Point out that not all the sports are talked about in the same order as the photos.
- Check answers as a class.

KEY

1 A archery – bow and arrow; B javelin throw – javelin; C running/sprinting (– running shoes / trainers); D lacrosse – stick with a net, ball; E skiing – skis; E surfing – surfboard
2 **Archery:** many different parts of the world; **lacrosse:** North America; **skiing:** Northern Europe / Scandinavia; **surfing:** places like Hawaii, Tahiti and Samoa.
3 **Archery, sprinting and javelin:** hunting and warfare; **lacrosse:** preparing young men for war, recreation and entertainment, substitute for warfare to resolve disputes; **skiing:** getting around on deep snow; **surfing:** gaining social status and respect.

Transcript

See Teacher's Guide, page 194.

Exercise 3 page 39

- Students choose the statement which best summarises what the speaker says.
- Check the answer as a class.

KEY

A

Exercise 4 Vocabulary 3.04 page 39

- Play the audio for students to listen to the words.
- Students complete the matching task, using a dictionary if necessary.
- Check answers as a class.

KEY

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

Transcript

See Student's Book, page 39.

- Elicit which part of speech each word is, i.e. *originate* is a verb and all the other words are nouns. Note that while *dispute* can be a noun or a verb, in this task, we know it is a noun due to the definition.
- Play the audio again, pausing after each word for students to repeat it. Tell them to focus on accurate word stress.

Note!

When *dispute* is a noun, it can either be pronounced /dɪ'spjuːt/ or /'dɪspjuːt/. When it is a verb, /dɪ'spjuːt/ is the only correct pronunciation.

Extra activity

Write on the board:

1 *What was the last ____ you were involved in? How was it resolved?*
2 *What are the most popular sports in your country? Where did they ____?*
3 *What are the most important skills for ____ in the wild? Should these skills be taught at school?*
4 *What facilities for ____ does your local area offer? What others would you like?*
5 *How are the weapons used in ____ today different to in the past? Why have these changes occurred?*
6 *What qualities and skills might be beneficial to the chief of a ____? Why?*

- Students copy and complete the questions with the words from exercise 4. Encourage more confident students to try to do this with books closed.
- Check answers as a class.

KEY

1 dispute 2 originate 3 survival 4 recreation
5 warfare 6 tribe

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

Exercise 5 3.03 page 39

Extra support

- Ask students to read through the sentences and think about what part of speech / information is needed to fill the gaps. Elicit suggestions from the class.
- Point out that although the words and phrases students need to write are said directly by the speaker, other information in the sentences is likely to be worded differently, e.g. 1 *being able to run fast / the ability to run fast*.

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

KEY

1 necessary for survival 2 develop their skills
3 took place 4 means of transport 5 bows and arrows
6 competitive sport 7 originated 8 opponents' goal
9 (a) high social status

Transcript

See Teacher's Guide, page 194.

Exercise 6 3.05 page 39

- Go through the Listening strategy together.
- Play the audio for students to complete the task. Tell students they will check answers after Exercise 7.

Transcript

See Teacher's Guide, page 194.

Exercise 7 page 39

- Students compare and explain their answers in pairs.
- Check answers as a class. Elicit the language or information in each extract which helped students decide.

KEY

1 F (Archaeologists have found …)
2 S (This probably originated in …)
3 F (In Europe, these had mostly been replaced by …)
4 S (But lacrosse may also have been …)
5 S (It's also thought that lacrosse …)
6 F (… researchers have found evidence that …)
7 S (Surfing and making surfboards seems to have been …)

Exercise 8 Think & share page 39

- Students discuss the questions in pairs or groups. Remind them to support their answers with reasons and examples.
- Elicit students' opinions and ideas.

Lesson outcome

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

Further practice
Workbook page 32
Online practice

3.4 Vocabulary

Lesson summary

Speaking: Discussing how playing sport can prepare someone for life and work; talking about how an activity / sport you do helps develop skills and qualities; asking and answering questions about transferable skills

Reading: A career website article

Vocabulary: Transferable skills

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 7 or set it as a written task for homework.

WARM-UP Ask: *What are the most important skills you have learned in life so far? What jobs do people in your family do? What skills do they need to do these jobs successfully?*

- Students discuss the questions in pairs. Encourage them to give reasons to support their answers.
- Elicit some examples from the class.

Exercise 1 Think & share page 40

- Elicit or explain the meaning of *transferable skills* (skills that can be moved from one use to another / can be used in different jobs).
- Students discuss the questions in pairs.
- Elicit some opinions and ideas from the class.

Exercise 2 page 40

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

KEY

It can help us acquire many of the skills and personal qualities that employers are looking for, and contribute to the development of good habits that will help us to succeed in life more generally.

- Ask students if any of the ideas they shared in exercise 1 were mentioned in the article. If so, elicit examples.

Exercise 3 Vocabulary page 40

- Students decide whether each word or phrase in bold is a noun or a verb / verb phrase and write it under the appropriate heading.
- Check answers as a class.

KEY

Nouns: teamwork, collaboration, commitment, demands, organisational skills, failure
Verbs and verb phrases: demonstrate, accept the consequences of, take responsibility for, be willing to, cope under pressure, adapt to

Exercise 4 page 40

- Ask students to check the meaning of any nouns they are unsure of in a dictionary.

Note!

- The nouns *teamwork* and *leadership* are uncountable.
- The nouns *failure*, *commitment* and *collaboration* can be countable or uncountable, depending on their meaning and usage. With the meanings they have in the context of the article, they are used in their uncountable form.
- The phrase *organisational skills* is always used as a plural.
- When the meaning of *demands* is *the difficult things that somebody / something makes you do*, it is pluralised.
- Point out that some of the nouns are commonly followed by a preposition, i.e. *collaboration* ***between***, *commitment* ***to***, *the demands* ***of***.

- Students complete the sentences with the appropriate nouns. Point out that in some cases, the preposition after the gap may help them decide.
- Check answers as a class.

KEY
1 failure 2 organisational skills 3 commitment
4 teamwork 5 demands 6 collaboration
7 leadership

Exercise 5 page 40

- Ask students to check in a dictionary the meaning of any verbs / verb phrases from exercise 3 they are unsure of.

Note!
Draw students' attention to the dependent prepositions used with some of the verbs / verb phrases, i.e. *contribute **to**, accept the consequences **of**, take responsibility **for**, be willing **to**, adapt **to***.

- Students complete the task. Point out that they should look carefully at the form of the verb in each underlined section and use the same form in their sentence.
- Check answers as a class.

KEY
1 cope under pressure 2 accept the consequences of
3 adapt to 4 is willing to 5 demonstrate
6 contributed to 7 take responsibility for it

Exercise 6 page 40

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

KEY
1 having a commitment to your job; having good organisational skills
2 being able to work together and collaborate with others
3 being able to cope under pressure, deal with failure and adapt to changing situations
4 taking responsibility for your actions; being willing to learn

Extra support
Tell students in which paragraphs the examples can be found, i.e. 1 = paragraph 4, 2 = paragraph 2, 3 = paragraph 5, 4 = paragraph 3. Tell them that they do not need to read the first paragraph again to do the task.

Exercise 7 page 40

- Give students time to prepare their answer. Encourage them to use the information and vocabulary from the lesson. Suggest that they make notes.
- Students take turns in pairs to answer the question.
- Ask some students to share a few details with the class.

Exercise 8 Think & share page 40

- Students discuss the questions in pairs.
- Ask some students to share an answer with the class.

Extra challenge
- Students write three more questions, each with at least one key vocabulary item from exercise 3. They shouldn't repeat any items already used in exercise 8.
- Working in pairs, students take turns to ask and answer their questions.

- Students do the Vocabulary booster exercises on page 122.

Lesson outcome

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

Further practice
Workbook page 33
Vocabulary booster page 122
Vocabulary photocopiable worksheet
Short test

3.5 Grammar

Lesson summary
Reading: An article about a life-changing experience
Grammar: Articles and quantifiers
Listening: A man talking about using a wheelchair
Speaking: Discussing the experiences of and facilities for wheelchair users

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 Ask: *For what reasons might someone's life change very suddenly? What would the person have to get used to in these different situations?*
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 1 page 41

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

KEY
A man fell on her in a shopping centre, injuring her so badly that she now uses a wheelchair. She is not angry; she accepts the situation.

Extra challenge
Write the following questions on the board for students to also answer as they read:
What was most important to Grace following her accident? (Being able to continue her medical training.)
What does she do now? (She's a doctor.)
When does she feel frustrated? (When people assume she needs help because she uses a wheelchair.)
What sporting activity does she plan to continue doing? (Climbing)

- Ask: *What's your reaction to Grace's story? Do you think you would feel the same if you were in her situation? Why? / Why not?* Students discuss the questions in pairs. Elicit ideas from the class.

Exercise 2 page 41

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

KEY

A 7 B 1, 2 C 6 D 4 E 3 F 9 G 8, 10 H 5

Extra activity

Working in pairs, students find some other examples of words with articles in the first two paragraphs of the text and match them to the rules.

KEY (SUGGESTED ANSWERS)

a shopping centre (B), London (F), a floor (B), The man (B), the fall (B), a university student (C), an eight-hour operation (B), the university (A), the consequences (C), the incident (B)

- Students do the Grammar booster exercises on page 137.

Exercise 3 page 41

- Students correct the mistakes. Explain that they may need to add, remove or change the articles.
- Check answers as a class.

KEY

1 Joe went climbing in **the** Andes last year, but he was injured in **a** fall and spent two weeks in – hospital.
2 Training for **a** major sports competition like **the** Olympic Games takes hard work and – commitment.
3 Cara is **a** doctor in – London and one of **the** most challenging parts of her job is treating **the** homeless.

Extra support

- Tell students how many mistakes are in each sentence.
- When checking answers, elicit which grammar rule each example matches to and why, e.g. the Andes = rule F, because it's a geographical feature.

Exercise 4 page 41

- Elicit or explain what a *quantifier* is (a word or phrase that is used to express quantity). Elicit examples of quantifiers, e.g. *some*, *a lot of*, *many*, *much*, *most*, *a few*, *a little*, *several*, *each*, *every*, *all*, *another*, *both*, *few*, *little*, *no*, *none*.
- Students read the grammar rules and find the quantifiers in the article.
- Play the video.
- Check answers as a class.

KEY

Paragraph 1: **Both of** them survived the fall.
Paragraph 2: She had an eight-hour operation, followed by **several** months …; … and the university gave her **a lot of** support.
Paragraph 3: In the hospital where she works, **none of** her colleagues …; **Most of** the time, the wheelchair helps …; Sometimes she feels **a little** frustrated, as **a few** people assume that …
Paragraph 4: …using her arms and **some** special equipment; Amazingly, she feels **no** anger towards the man …; … there is **little** point in feeling sorry for herself.

Note!

Point out that the quantifier *none of* can be followed by a singular or plural verb, e.g. *None of her colleagues treats / treat her differently.*

- Students do the Grammar booster exercises on page 137.

Exercise 5 page 41

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

KEY

1 both, most 2 Several, none 3 a few, little
4 all, a lot of

Extra support

When checking answers, elicit why the other options are not possible, e.g. after *both*, we often leave out *of* before a determiner; if we wanted to include *of*, we would need to say *both of **the** books* or *both of **them***.

Exercise 6 3.06 page 41

- Play the audio for students to note down what they learn about the speaker.

Extra support

- Write the following headings on the board:
  1 *How Evan feels about his wheelchair*
  2 *Going to school*
  3 *Friends and social life*
  4 *Sport*
  5 *How other people treat him*
- Pause the audio after the first section and give students time to note down what they find out about the first point.
- Continue in the same way with the remaining sections.

- Working in pairs, students use their notes to discuss what they learned about Evan.
- Elicit ideas from the class.

KEY

Being in a wheelchair is completely normal – it's a part of him.
At school, he had a few problems with accessibility at first, but now most public buildings have wheelchair access.
He has several close friends who support him and he can do most of the things they do, like go to college, play sport and dance.
He loves sport – he plays wheelchair basketball – it is tough and can be quite physical.
Most people treat him normally, although sometimes they ignore him.

Transcript

See Teacher's Guide, page 195.

Exercise 7 Think & share page 41

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

KEY (SUGGESTED ANSWERS)

1 Evan has grown up using a wheelchair and is completely adapted to it. Grace suddenly became a wheelchair user as a young adult, so she has had to adapt physically and psychologically in a short period of time.
2 Facilities might include lifts, ramps, adapted toilets, accessible parking spaces, automatic doors and extra-wide doorways.
Students' own answers

Lesson outcome

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

Further practice

Workbook page 34
Grammar booster page 137
Grammar photocopiable worksheet
Online practice

3.6 Reading

Lesson summary
Speaking: Talking about the Paralympic Games and disabled athletes; discussing challenges faced by sportspeople and the benefits of doing sport
Reading: A review of the film *Rising Phoenix*
Strategy: Understanding referencing
Vocabulary: Disability in sport
Writing: A reply to a text message

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

WARM-UP Ask students to think back to the article they read in Lesson 3.5 about Grace Spence Green. Elicit what they can remember about her story.

- Write on the board:
  assertive, *enthusiastic*, *flexible*, *frustrated*, *miserable*, *proactive*, *resentful*, *resilient*, *self-confident*
- Check students can remember the meaning of all the adjectives.
- Working in pairs, students discuss whether or not they think the adjectives describe Grace and how she feels. Encourage them to give examples and reasons to support their ideas, e.g. *I don't think she feels resentful. She said she has no anger towards the man involved in the incident and there's little point in feeling sorry for herself.*
- Elicit ideas from the class.

Exercise 1 Think & share page 42

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

AfL Teaching tip: success criteria

Integrating prior knowledge

Students should learn to call upon existing awareness of a topic to facilitate comprehension.

Encourage students to make use of the schemata that have been activated in the pre-reading discussion in exercise 1 to aid comprehension of the film review.

See the notes on Assessment for Learning on page 11.

Exercise 2 page 42

Culture note

In ancient stories, a phoenix is a magic bird which lives for several hundred years before burning itself and then being born again from its ashes. The expression *rise like a phoenix* (*from the ashes*) means that someone emerges from a setback more powerful and successful than before. The film is likely entitled *Rising Phoenix* as the athletes featured have all overcome significant obstacles to attain success.

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

KEY

The film is about the Paralympic Games and their founder, Dr Ludwig Guttmann; changing attitudes to disability in sport; the stories of several recent Paralympians.

Exercise 3 page 42

- Students read the review again and order the information.
- Check answers as a class.

KEY

attitudes to athletes with a disability: 3
a possible problem at the Rio Paralympics: 5
the writer's opinion of the film: 6
a general description of the film: 1
information about two Paralympic athletes: 4
background of the founder of the Paralympics: 2

Extra support

Tell students that each piece of information corresponds to one paragraph in the review, except for one piece, which matches to three paragraphs (D–F).

Exercise 4 3.07 page 42

- Go through the Reading strategy together.
- Students complete the task.
- Check answers as a class.

KEY

A 2 *This* = the fact that the games had to be moved to a different country (the Netherlands)
B 5 *Their* = the athletes in the film
C 1 *it*, *it* = sport
D 4 *them* = the 2016 Paralympics
E not needed
F 4 *such* (serious disabilities) = having no lower arms and legs

Exercise 5 page 42

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

KEY

Paragraph B: *There* = a special unit at Stoke Mandeville Hospital
These = serious injuries to their backs
then = at the first Stoke Mandeville games in July 1948
Paragraph C: *them* = the Paralympic Games
Paragraph F: *it* = being given his first blades
Paragraph G: *this* = the fact that the tickets were cheap enough for ordinary people to afford

Extra challenge

Working in pairs, students find other example of referents in the review and discuss what they refer to, e.g. Paragraph A: *their* = the Paralympic Games, *It* = the film, *their* = several athletes with a disability.

Exercise 6 Vocabulary page 43

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

KEY

1 specialise in 2 excel at 3 psychological barriers
4 fulfil her potential 5 overcome obstacles

- Drill the items to ensure students can pronounce them correctly. Focus in particular on accurate word stress.

Exercise 7 Mediation page 43

- Working in pairs, students write a reply.
- Ask students to join another pair and read each other's reply. Together, they then discuss the similarities and differences between them.
- Ask a few groups how similar their replies were.

Exercise 8 Think & share page 43

- Students complete the discussion task in pairs.
- Elicit ideas and opinions from the class.

KEY (SUGGESTED ANSWERS)

1 Psychological barriers may include fear of failure; lack of self-confidence; fear of getting injured; anxiety; having to deal with negative attitudes from others and media attention.
Obstacles to overcome may include the physical challenges of training; recovering from injuries; balancing training with daily life; finding a good coach to work with.
2 Students' own answers
3 Benefits may include living longer; suffering fewer physical and mental health problems; forming social connections through sports groups; feeling a sense of achievement or belonging; being more productive at work / having less time off.

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 referencing in an article about the Paralympics.*

Further practice

Workbook page 35
Online practice

3.7 Global skills

Lesson summary

Speaking: Comparing photos; communicating respectfully in a role-play; presenting advice about disagreeing respectfully
Reading: A quiz about handling disagreements
Vocabulary: Handling disagreements
Listening: A podcast about managing reactions

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5 or set it as a written task for homework.

WARM-UP Write the following quotes on the board:
'You don't have to win every argument. Agree to disagree.' Regina Brett (American author, journalist and inspirational speaker)
'Honest disagreement is often a good sign of progress.' Mahatma Gandhi (Indian lawyer, politician, social activist and writer)
'To agree without understanding is inane. To disagree without understanding is impudent.' Mortimer Adler (American philosopher, educator and author)

- Check students understand *inane* /ɪˈneɪn/ (stupid or silly; with no meaning) and *impudent* /ˈɪmpjədənt/ (rude; not showing respect for other people).
- Working in pairs, students discuss what they understand by the quotes and whether they agree with them.
- Ask a few students to share their ideas with the class.

Exercise 1 page 44

- Focus attention on the photos. Working in pairs, students complete the task. When answering question 1, encourage students to use some of the language from the Phrasebook in Lesson 2.8 to compare, speculate and state their opinion.
- Elicit some ideas on the similarities and differences between the two situations.
- Elicit the difference between a discussion and an argument.

KEY (SUGGESTED ANSWERS)

1 Students' own answers
2 A discussion is the activity in which people talk about something and share their ideas or opinions with each other.
An argument is a conversation or discussion in which people disagree with each other, often angrily.

- Ask: *Are the people in the photos having a discussion or an argument? How do you know?* Elicit ideas from the class, e.g. The people on the left are having a discussion. They are smiling and look relaxed. The people on the right are having an argument. They look very angry and tense; one man is shouting / screaming.

Exercise 2 page 44

- Focus on the quiz title. Elicit or explain the meaning of *handle* (deal with a situation, person or strong emotion).

- Students do the quiz, then compare and discuss their answer choices in pairs.
- Ask a few pairs how similar their answers were.

Exercise 3 page 44

Extra support

Pre-teach any words / expressions in the quiz results which you think students may be unfamiliar with, e.g. *give someone space to do something*, *values*, *keep a cool head*, *peacemaker*, *speak up for yourself*.

- Students read the results and answer the questions in pairs.
- Ask students to raise their hand if their answers to the quiz questions were mostly As. Choose a few students to say how they feel about the analysis and why. Do the same with students who had mostly Bs and then mostly Cs.

Exercise 4 Vocabulary page 44

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

KEY

1 overreact 2 propose 3 get emotional about
4 hesitate 5 challenge 6 conflict 7 make a fuss
8 take it personally

- Elicit which part(s) of speech each word / phrase is. Ensure students can pronounce the items accurately.

Exercise 5 page 44

- Students complete the task in pairs.
- Ask some students to share an example with the class.

Exercise 6 3.08 page 44

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

KEY

1 B 2 D 3 E 4 A 5 C

Transcript

See Teacher's Guide, page 195.

- Students discuss the question in pairs. Encourage them to support their choice with a reason.
- Ask a few students to share their answer and reason with the class.

Exercise 7 3.08 page 44

- Play the audio again for students to answer the questions. Point out that there is one question for each piece of advice.
- Check answers as a class.

KEY

1 We all get emotionally involved with things that are personal or important to us.
2 It has no place in a reasonable discussion.
3 Use sentences beginning with 'I' to say what you think, or how something makes you feel.
4 Unhelpful body language includes rolling your eyes, making faces or turning away.
5 You shouldn't interrupt.

Transcript

See Teacher's Guide, page 195.

Extra activity

- Write on the board:
  Have you ever …
  lost your cool in an argument and said something you regretted later?
  avoided arguing by changing the subject or leaving the room?
  got emotionally involved in a discussion and overreacted?
  changed your mind during a discussion or argument?
- Students do the discussion activity in small groups. Encourage students to provide details about the experiences they have had.
- Ask for some volunteers to share one of their experiences with the class.

Exercise 8 page 44

- Put students into A / B pairs. Ask them to turn to page 150 and read their role-card. Give them time to think about what they would like to say during the discussion and how they could express this respectfully and productively.
- Students do the role-play in pairs, then discuss the reflection questions. Encourage them to provide each other with feedback as well as assessing their own performance.
- Ask a few pairs what the outcome of their discussion was and how well they felt they used the techniques.

AfL Teaching tip: diagnostics

Assessing and enhancing performance

Students who assess and take steps to improve their own performance are encouraged to take responsibility for their growth as a learner.

After students have reflected on and assessed their performance in the role-play, ask them to swap roles and repeat the task. This time, they should focus in particular on implementing the techniques they felt they did not use effectively before.

See the notes on Assessment for Learning on page 11.

Exercise 9 Think & share page 44

- Give students time to think about the questions and make a note of advice they plan to follow.
- Working in groups, students take turns to present their advice. You could write some phrases on the board to help, e.g. *I'm going to try …, I think I should / ought to / need to …, One / Another piece of advice I'd like to try is … .*
- Ask different students to share one piece of advice they plan to follow with the class. If other students have written down the same idea, ask them to raise their hand.

Lesson outcome

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

Further practice

Workbook page 36

3.8 Speaking

Lesson summary

Speaking: Talking about participating in activities; pronunciation: sentence stress; engaging in a group discussion

Listening: A discussion about a compulsory activity afternoon at school

Vocabulary: Useful language for discussing ideas

Strategy: Managing the conversation

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

WARM-UP Write on the board:
anxious, *bored*, *emotional*, *excited*, *inspired*, *irritated*, *offended*, *puzzled*, *relaxed*

- Check students can remember what all the adjectives mean.
- Working in pairs, students choose some of the adjectives and discuss when they might feel that way when having a discussion, e.g. *I'd feel really irritated if someone was talking too much and not letting me speak.*
- Ask some students to share an example with the class.

Exercise 1 page 45

- Elicit the activities in the photos (orienteering, chess, first aid, off-road running, pottery, gardening).
- Check the pronunciation and meaning of *compulsory* /kəm'pʌlsəri/ (something that must be done because of a rule or law).
- Students discuss the questions in pairs.
- Elicit ideas and different opinions from the class.

Exercise 2 page 45

- Give students time to read the notice and think about their answers. Encourage them to make notes.
- Students share their ideas and opinions in pairs. Encourage them to give reasons.
- Elicit some examples of activities and possible positive/negative reactions among the school's students.
- Ask students to raise their hand if their own reaction would be positive. Elicit reasons why. Do the same with students whose feeling would be negative.

Exercise 3 3.09 page 45

- Play the audio for students to answer the questions.
- Check the answer to the first question as a class. Ask a few students for their answer to the second question.

KEY

Alex and George are both quite positive; Bella doesn't like the idea and would prefer to concentrate on her schoolwork.
Students' own answers

Transcript

See Teacher's Guide, page 195.

Extra activity

- Write the following on the board:
  Who thinks …
  1 the time would be better spent studying?
  2 it might be fun?
  3 they spend plenty of time studying already?
  4 it's a waste of time?
  5 it's a good chance to learn a new skill?
- As students listen, they match the speakers to the points on the board.
- Check answers as a class.

KEY

1 Bella **2** Alex **3** Alex and George **4** Bella **5** Alex

- Students then use the information to help them decide whose opinions they agree with most.

Exercise 4 3.09 page 45

- Play the audio again for students to complete the Phrasebook. Point out that in some gaps, they need to write two words.
- Check answers as a class.

KEY

1 I'd prefer **2** seems **3** For me **4** feel **5** being clear **6** clarify **7** point **8** trying **9** what **10** your point **11** think that **12** don't think

Transcript

See Teacher's Guide, page 195.

Extra challenge

- In pairs, students think of other phrases for expressing a preference, clarifying a point and disagreeing politely.
- Elicit suggestions from the class.
- Encourage students to include some of these additional phrases when they do exercise 8.

Culture note

In English-speaking cultures, when disagreeing with someone, it is very important to do so politely and respectfully. Before saying we disagree, it is common to apologise and/or acknowledge that the speaker's point and opinion are valid. We usually then follow this with *but* and go on to give our own view. When disagreeing, tone of voice, intonation and body language are also very important.

Exercise 5 3.10 Pronunciation page 45

- Go through the Pronunciation box together.
- Students underline the words they expect to be stressed.
- Play the audio for students to check their answers.
- Check answers as a class.

KEY

1 The most interesting thing is the chance to do things with other people.
2 Doing physical exercise is just as important as keeping fit mentally.
3 What I'm trying to say is, these activities can help.

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

Transcript

See Student's Book, page 45.

Exercise 6 3.11 page 45

- Go through the Speaking strategy together.
- Students complete the Phrasebook with the headings.
- Play the audio for students to tick the phrases they hear.
- Check answers as a class.

KEY

1 B 2 A 3 C

The phrases used are: What do you think, George?; Bella, do you have any thoughts about that?; Can I say something?; Just a minute, George, let her finish.

Transcript

See Teacher's Guide, page 196.

Exercise 7 page 45

- Ensure students understand and can correctly pronounce *abolish* /əˈbɒlɪʃ/ (officially end a law, rule, custom, etc.).
- Put students into small groups. Together, they decide on which point they would like to discuss.
- To help students who have chosen to discuss the last point, you may like to introduce the term *blended learning* (a way of studying a subject that combines being taught in class with the use of different technologies, including learning over the internet).

Exercise 8 page 45

- Using their notes to help, students engage in the group discussion.

AfL Teaching tip: success criteria

Effective feedback is well timed

When to give feedback depends on the proficiency of the learner, nature of the task and type of feedback. For vocabulary learning and pronunciation, especially with less proficient students, teachers may want to give immediate feedback. However, as students' proficiency grows and particularly with a fluency task, it is preferable to wait and provide feedback when the task is completed. It is also important to allow students time to respond to feedback.

As students are having their discussion, circulate and make a note of any common errors, especially with the lesson's target language. Conduct the feedback through a 'spot the mistake' activity, as this will give students time to think about the feedback and it also depersonalises the process.

See the notes on Assessment for Learning on page 11.

Exercise 9 Reflect page 45

- Students reflect on their experience and discuss the questions in pairs. You may like to suggest that they pair up with someone who worked in a different group.
- Conduct some class feedback.

Lesson outcome

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

Further practice

Workbook page 37
Communicative activity photocopiable worksheet
Online practice

3.9 Writing

Lesson summary
Speaking: Speculating about the aim and contents of a report
Reading: A report about the effects of physical activity on well-being
Vocabulary: Useful phrases for using impersonal language
Strategy: Using impersonal language
Writing: A report about the effects of physical activity on well-being

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

WARM-UP Write on the board:
friendships, *family*, *work and studies*, *social media*, *food*, *physical activity*

- Students discuss in pairs how these things may have a positive or negative effect on a person's well-being.
- Elicit ideas from the class.

Exercise 1 page 46

- Focus on the infographic. Students discuss the questions in pairs.
- Elicit ideas about the aim and contents of the report, but do not confirm any correct predictions at this stage.

Exercise 2 page 46

- Students read the report quickly and check their ideas.
- Check answers as a class.

KEY

The aim of the report is to provide the findings of a survey about students' participation in physical activity and the effect on their well-being. It contains information about the students who took part in the survey, the questions they were asked, the findings of the survey and a summary.

- Give students time to discuss the question in pairs, then elicit ideas from the class.

Extra activity

- Write on the board:
  Why might active students feel happier and less isolated than those who are inactive?
  Why might they feel more anxious?
  How similar do you think the results would be if the survey were conducted among 16–19-year-olds in your country?
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 page 46

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

KEY

1 D 2 B 3 A 4 C

Exercise 4 page 46

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

KEY

1 This report is based on … 2 The objective of the survey was … 3 The majority of 4 Just over 5 Almost 6 Approximately … 7 According to the results of, … 8 It is clear from the data that … 9 … supports the idea that …

* Answers 1/2 and 5/6 can be in either order, and 7/8/9 can be in any order.

Note!

Point out that when referring to numbers, *just under*, *nearly* and *almost* can be used interchangeably. Ensure students understand that *approximately* is different, i.e. it can be used to mean just under or just over.

Exercise 5 page 46

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

KEY

1 The objective of the survey was to learn about their participation in physical activity and how that affected their well-being.
2 Active students were also asked what kind of activity they took part in.
3 It is clear from the data that students classified as active had slightly higher levels of personal well-being than inactive students.
4 It is interesting to note, however, that they also had higher levels of anxiety.
5 And while the number of students classed as active is a positive sign, the high number of inactive students remains a concern.

Extra activity

Working in pairs, students find other examples of impersonal language in the report, e.g. *Students were asked … .*

Exercise 6 page 46

- Students turn to page 150 and study the infographic.

Exercise 7 page 46

- Circulate and monitor as students plan their report, helping with language and organisation as necessary.

Exercise 8 page 46

- Students complete the writing task.

Exercise 9 Check your work page 46

- 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 impersonal language to write a data-based report.*

Further practice

Workbook page 38

Online practice

3.10 Review

AfL Teaching tip: diagnostics

Students create the review

Asking students to formulate review tasks causes them to spend time carefully considering the target language and evaluate their understanding. It also increases motivation and engagement, as they are given a sense of helping create the class content.

As an alternative to doing the review page in class, students work in pairs to write their own review task, with answers on the back. They can choose whether to focus their task on vocabulary, grammar or both. They then swap their review with another pair, write down and check the answers, before swapping with another pair. Continue in the same way to provide thorough practice.

See the notes on Assessment for Learning on page 11.

Note!

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

Grammar

Exercise 1 page 47

KEY

1 Our muscles become less and less flexible the older we get.
2 I think horse riding is slightly more dangerous than cycling. / I think cycling is slightly more dangerous than horse-riding.
3 The longer she spends studying, the better her grades seem to get.
4 Looking after your mental health is just as important as keeping fit. / Keeping fit is just as important as looking after your mental health.
5 As I get fitter and fitter, doing exercise becomes more and more enjoyable.

Exercise 2 page 47

KEY

1 a 2 The 3 – 4 – 5 – 6 most 7 All 8 the 9 Several 10 many

Vocabulary

Exercise 3 page 47

KEY

1 muscles 2 addictive 3 heart 4 maintain 5 take

Exercise 4 page 47

KEY

1 responsibility 2 organisational 3 demonstrate 4 failure 5 accept 6 leadership

Cumulative review

Exercise 5 page 47

KEY

1 C 2 B 3 A 4 C 5 A 6 B 7 B 8 C 9 A 10 B 11 A 12 A 13 B 14 C 15 B

Think & share

Exercise 6 page 47

KEY

Students' own answers

Note!

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

Further practice
Workbook page 39
Progress test

3 Vision 360°

The social benefits of sport

Lesson summary
◆ **diamond:** A factfile about the oldest team sports
▲ **triangle:** A video about the reasons people support teams
★ **star:** An infographic about the benefits of being active
■ **triangle:** A commentary about the experience of watching sport
● **circle:** People talking about the social benefits of doing sport
Speaking: Discussing questions about doing and watching sport; explaining the rules of a team sport; talking about the social benefits of doing sport and exercise
Reading: A factfile about the oldest team sports; an infographic about the benefits of being active
Listening: A video about the reasons people support teams; a commentary about the experience of watching sport; people talking about the social benefits of doing sport
Create task: Creating a campaign to promote an unusual sport

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as a group homework task and do Step 5 in the next lesson.

WARM-UP Ask: *Who is the most physically active person you know? Who is the biggest sports fan you know?* Students discuss the questions in pairs. Encourage them to give plenty of details.

- Ask a few students to tell the class about one of the people they talked about.

Exercise 1 Think & share page 48

- Students discuss the questions in pairs. To help them answer question 1, encourage them to think about what they have learned in the unit about the benefits of sport.
- Elicit ideas from the class.

EXPLORE

Exercise 2 page 48

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

KEY (SUGGESTED ANSWERS)

People may feel excitement, disappointment, joy, sadness, anger, frustration, anxiety, stress and relief.

Exercise 3 All hotspots page 48

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

KEY

1 ◆ 2 ★ 3 ● 4 ■ 5 ▲

Transcripts

See Teacher's Guide, page 196.

Exercise 4 ◆ page 48

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

KEY

1 Mesoamerican ballgame 2 Polo 3 Hurling 4 Cuju 5 Polo, hurling

Exercise 5 page 48

- Working in pairs, students research and make notes about the rules of one of the team sports. To ensure variety at the next stage, you could allocate different pairs different sports rather than allowing them to choose.
- Pairs take turns to explain the rules of their sport to the class. Encourage them to use modal verbs, e.g. *Players must / have to / mustn't / are(n't) supposed to / need to* … . You may like to first refer students back to Lesson 2.2 to review the rules for using modals. If you have a large class, students could give their explanations in groups instead.

Exercise 6 ▲ page 48

- Click on the triangle hotspot for students to watch the video again and complete the task.
- Check answers as a class.

KEY

Reasons mentioned: 1 and 3

Transcript

See Teacher's Guide, page 196.

Exercise 7 ★ page 48

- Click on the star hotspot again for students to look at the infographic and do the discussion task in pairs or groups.
- Ask each pair / group in turn to share some ideas they discussed with the class. To encourage active listening, ask students to raise their hand when they hear an idea which they also came up with during their discussion.

Exercise 8 ■ page 49

- Students make a list in pairs.
- Click on the square hotspot for students to listen to the audio again and complete the task. Tell them to tick any of their ideas which are mentioned and to make a note of any other reasons which are given.
- Elicit the reasons given on the audio, then elicit any other ideas students have on their lists.

KEY (SUGGESTED ANSWERS)

Emotional experiences; Good guys and bad guys; Incredible moments; Quick changes in the game; Extreme happiness / depression; Incredible drama

Transcript

See Teacher's Guide, page 196.

Exercise 9 ● page 49

- Click on the circle hotspot for students to listen to the audio again and complete the matching task.
- Check answers as a class.

KEY

1 D 2 B 3 A 4 E 5 C

Transcript

See Teacher's Guide, page 196.

Exercise 10 Think & share page 49

- Working in pairs, students complete the discussion task.
- Ask a few students to share an example with the class.

CREATE … a campaign to promote an unusual sport

To complete the Create task, students will need access to the internet to do the Research it! task. Other equipment and materials they need will depend on how they choose to present their campaign. They may need a device with a recording feature (video or audio), a computer with relevant software (e.g. presentation or poster-making), or a large piece of card / paper and coloured pens.

STEP 1 page 49

- Give students time to discuss in groups what they already know about the listed sports. Elicit some brief details.
- Students decide on the sport they would like to focus their research and campaign on. Try to ensure that each group chooses a different sport, as this will add variety and interest at the presentation stage.

STEP 2 Research it! page 49

- Students conduct some online research and make notes about each of the points.

STEP 3 page 49

- Students decide on the medium they would like to use to present their campaign, then organise their information and decide who will produce each section.

STEP 4 page 49

- Circulate and monitor as students prepare their campaign, helping with language and queries as required.

STEP 5 page 49

- Groups take turns to present their campaign to the class.
- Ask a few students which sport 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 understand information about why people take part in and watch sports, and create a campaign for an unusual sport.*

AfL Teaching tip: diagnostics

Encouraging continuous self-assessment

Keeping a 'learning journal' prompts students to regularly reflect on and document 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? What do I need more practice with?* 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 11.

4 A place like home

4.1 Vocabulary

Lesson summary

Speaking: Talking about alternative living spaces; describing where you live and where you'd like to live

Listening: A vlog about alternative living spaces

Vocabulary: Living spaces

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo? (spotted owlets living in a tree hole in tropical Asia)*
- *What does 'home' mean to you?*
- *What is your dream home?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 50

- Focus on the photos. Elicit or explain the meaning of *converted* (changed from one form or purpose to another), *shipping container* (a large metal box in which goods are packed so they can easily be lifted onto a ship to be transported) and *cargo boat* (a boat which carries goods).
- Students discuss the questions in pairs.
- Elicit ideas for questions 1 and 2, then ask a few students to share their answer for question 3 with the class.

Exercise 2 4.01 page 51

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

KEY

Tiny flat: They both like it because it's really well designed with some clever ideas.
Shipping container flat: Yasmin likes it because it's very light and a clever use of space. Zaki is less sure and doesn't think he could spend a lot of time there.
Houseboat: Zaki loves houseboats, as they are environmentally friendly and can be quite high-tech.

Transcript

See Teacher's Guide, page 196.

Exercise 3 4.01 page 51

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

KEY

1 They are interested in different kinds of small homes (with modern and exciting designs that make good use of a small space).
2 She mentions the staircase leading up to the sleeping area, which also has storage spaces built into the walls.
3 It uses sustainable materials; there's lots of glass so there's plenty of natural light; it's well equipped with all mod cons; there's a lot of storage for such a small space.
4 They have smart appliances operated by remote control or voice prompts.

Transcript

See Teacher's Guide, page 196.

Exercise 4 Real English page 51

- Students choose the correct meaning of each phrase.
- Check answers as a class.

KEY

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

Note!

- *Mod cons* is an abbreviation of *modern conveniences*. It's almost always used in its plural form.
- We often abbreviate *over the top* to *OTT* /əʊ tiː ˈtiː/.

Extra activity

- Working in pairs, students choose three of the Real English phrases and write mini-dialogues including them, e.g. *'Have you seen all the Christmas lights in the neighbours' garden?' 'Yes! They're a bit over the top, aren't they?'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present a dialogue to the class.

Exercise 5 Vocabulary page 51

- Students complete the task. Encourage them to use the contexts to help them decide on the correct definitions.
- Check answers as a class.

KEY

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

- Ensure students can pronounce all the adjectives correctly. Focus in particular on the pronunciation of *ingenious* /ɪnˈdʒiːniəs/.

Exercise 6 Vocabulary page 51

- Give students time to check the meaning of any words / phrases they are unsure of in a dictionary.
- Students complete the sentences.
- Check answers as a class.

KEY

1 staircase 2 smart appliance 3 facilities 4 remote control 5 proportions 6 central heating 7 storage 8 work surfaces

Extra activity

- Write on the board:
  Is your home …
  open-plan? energy-efficient? spacious? in an urban area? close to useful facilities?
  Does your home have …
  central heating? plenty of storage? a well-equipped kitchen? smart appliances? a staircase?
- Working in pairs, students discuss the questions. Encourage them to provide details about each point.
- Ask a few students to share some information about their home with the class.

Exercise 7 page 51

- Students complete the post. Encourage them to read through the whole text to gain a general understanding before they start filling the gaps.
- Check answers as a class.

KEY

1 proportions **2** spacious **3** restricted **4** open-plan **5** ingenious **6** energy-efficient **7** storage **8** central heating **9** facilities **10** affordable

Extra support

Tell students which gaps need to be filled with an adjective from exercise 5 (i.e. 2, 3, 4, 5, 6, 10) and which need an item from exercise 6 (i.e. 1, 7, 8, 9).

Exercise 8 page 51

- Students complete the sentences with their own ideas.
- Working in pairs, students compare their ideas.
- Ask a few students to share some information about their partner with the class.

Exercise 9 Think & share page 51

- Ask students to think about the four alternative living spaces they have learned about in the lesson and discuss the positive and negative aspects of each in pairs.
- Elicit ideas and reasons 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 a range of vocabulary to talk about living spaces.*

Further practice

Workbook page 40
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.2 Grammar

Lesson summary
Reading: An article about university accommodation
Grammar: Future continuous, future perfect simple and future perfect continuous
Listening: A conversation about future plans and predictions
Speaking: Making predictions about the future

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

WARM-UP Write on the board:
What do you think you might do after you finish school?
Would you like to stay in your home town or move away?
Where do you think you will live?

- Working in pairs, students discuss the questions. Encourage them to give details and reasons to support their answers.
- Ask some pairs to share a similarity or difference they found with the class.

AfL Teaching tip: learning intentions

Highlighting the broader learning programme

Positioning a piece of learning within the wider programme helps students appreciate its relevance and motivates them to work on it.

Write on the board: *be going to*, *future continuous*, *present continuous*, *present simple*, *will*. Ask students to discuss in pairs what they already know about these future tenses, e.g. how they are formed and when they are used. If necessary, they can refer to Lesson 0.3 and the Grammar booster on page 130. Tell them that what they are going to study in today's lesson builds upon that prior knowledge and understanding.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 52

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

KEY

University-owned halls of residence or flats: + often located close to the university or in the city centre
Privately rented houses or flats: + more affordable than university accommodation; – can be located further out in the suburbs
Living with a host family: + more affordable than university accommodation; – can be located further out in the suburbs
Private accommodation: + high quality, comfortable, well designed, good facilities; – usually more expensive

Extra activity

- Ask: *Which of the university accommodation options appeals most / least to you? Why? Do you have any friends or relatives currently studying at university? If so, where do they live? What do they think of their accommodation?*
- Students discuss the questions in small groups.
- Ask some students to share some information.

Exercise 2 page 52

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

KEY

A 1 B 3 C 2

Extra support

When checking answers, elicit how each tense is formed, i.e. future continuous = *will be* + *-ing* verb; future perfect simple = *will have* + past participle; future perfect continuous = *will have been* + *-ing* verb.

- Students do the Grammar booster exercises on page 138.

Exercise 3 page 52

- Students compete the post with the future phrases.
- Check answers as a class.

KEY

1 will be spending **2** will have been speaking **3** will have improved

Note!

- When the future forms follow a subject pronoun, we often abbreviate *will* to *'ll*.
- When saying future perfect simple and continuous verb forms, *have* and *been* take on their weak forms and are pronounced /əv/ and /bɪn/.

Exercise 4 page 52

- Advise students to read through the whole post before starting to complete it.
- Check answers as a class.

KEY

1 will have landed / will be landing **2** will have been travelling **3** won't be staying **4** will have started **5** will be attending **6** will have been living **7** will have been practising **8** will have made

Extra support

- Students first read through the post and decide in pairs which future form they think is needed for each gap.
- Check answers and write them on the board for students to refer to:
  future continuous = 1, 3, 5
  future perfect simple = 4, 8
  future perfect continuous = 2, 6, 7
- Students complete the post and check answers in pairs.
- When checking answers as a class, elicit why the tense is used in each case, e.g. the future continuous is used in 1 because we're referring to an action in progress at a specific time (i.e. the plane landing at around 17.15).

Exercise 5 4.02 page 52

- Play the audio for students to listen to the conversation. Encourage them to make notes next to the prompts to help them remember what the speakers say.
- Working in pairs, students talk about Sean and Ella's plans and predictions.
- Elicit sentences from the class.

KEY (SUGGESTED ANSWERS)

1 On Friday, they will have been studying together for five years.
2 This time next week, they will have finished their exams.
3 After this week, they won't be getting the school bus together.
4 Sean doesn't know where he will be living in September.
5 By September, Sean's brother will have moved out of his shared flat.
6 In October, Ella will be starting an internship.
7 For the next few months, Ella will be staying at home.

Transcript

See Teacher's Guide, page 197.

Exercise 6 Think & share page 52

- Students share predictions about their futures in pairs.
- Ask some students to tell the class one of their partner's predictions.

Extra support

Write the following prompts on the board for students to use when doing the task:

get a job get married learn a new skill leave home live alone / with other people move abroad move to a different city rent / buy a home study at university

Lesson outcome

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

Further practice

Workbook page 41
Grammar booster page 138
Grammar photocopiable worksheet
Online practice

4.3 Listening

Lesson summary

Speaking: Talking about cities in your country and the type of city you'd like to live in; discussing changes to your home town

Listening: A podcast about life as an urban teenager

Strategy: Understanding discourse markers

Vocabulary: Work

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

WARM-UP Ask students to think ahead to ten years from now. Ask: *Will more or fewer people be living in urban areas? Why? What changes will have taken place in the area where you currently live? Where will you be living?*

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

Exercise 1 Think & share page 53

Culture note

The photos show the following places:
Photo A: Chinatown, Montreal, Quebec, Canada
Photo B: Central Park Sheep Meadow, New York City, USA
Photo C: Oriental Pearl Tower, Shanghai, China

Extra activity

Working in pairs, students describe and compare the photos. Encourage them to use phrases for talking about photos and some advanced / qualifying comparatives. You could give students time to review the Phrasebook phrases in Lesson 2.8 and the grammar rules in Lesson 3.2 before they start.

- Students discuss the questions in pairs.
- Elicit ideas for the first question.
- Ask students to raise their hand if they would prefer to live in the city in photo A. Elicit reasons why. Do the same with those who chose the city in photo B, then photo C.

Exercise 2 4.03 page 53

- Students read the text and predict possible topics in pairs.
- Elicit some suggestions from the class.
- Play the audio for students to check their ideas.
- Elicit the topics the speakers talked about.

KEY

What's good about living in cities; changes in how people work; facilities for young people; the development of green spaces; using new technology; changes in how buildings are used

Transcript

See Teacher's Guide, page 197.

Exercise 3 4.04 page 53

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

KEY

1 like you said before, C 2 Incidentally, D 3 If you take the case of, B 4 let's move on to, A 5 more broadly, E

Transcript

See Student's Book, page 53, and the Key above.

Extra challenge

Play audio track 4.03 again. Students listen for and note down five other discourse markers. They then match them to functions A–E in the strategy. Check answers as a class.

KEY

As Milo mentioned earlier, C; the bigger picture is, E; Another area is, A; One example of this is, B; By the way, D

Exercise 4 4.03 page 53

- Remind students to be careful when deciding whether a statement is *false* or *not given*. If a statement is *false*, this means there is information in the text which contradicts it. If a statement is *not given*, this means that this information is not stated in the text.
- Give students time to read through all the statements carefully and underline the key words.
- Play the audio again for students to complete the task.
- Check answers as a class.

KEY

1 T 2 F 3 F 4 NG 5 T 6 T 7 NG 8 T

Transcript

See Teacher's Guide, page 197.

Extra challenge

Ask students to note down additional details about each point. When checking answers, elicit information which supports that each statement is true, false or not given.

Exercise 5 Vocabulary page 53

- Give students time to check the meaning of any words / phrases they are unsure of in a dictionary.
- Students complete the sentences.
- Check answers as a class.

KEY

1 part-time job 2 workplace 3 go out of business
4 self-employed 5 home office 6 work remotely

Extra activity

- Write on the board:
  What are the pros and cons of …
  being self-employed?
  working remotely in a home office?
  having a part-time job while studying?
  working in an open-plan workplace?
  small supermarkets in a city centre going out of business?
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 6 Think & share page 53

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer ctivity 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 discourse markers in order to understand a discussion.*

Further practice
Workbook page 42
Online practice

4.4 Vocabulary

Lesson summary
Speaking: Discussing what *home* means; a role-play with a member of a nomadic community; talking about being a nomad and nomadic life
Reading: An article about nomads
Vocabulary: Home and community

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and omit or do exercise 7 in the next lesson. If you decide to do the latter, ask students to make a list of additional questions and prepare for the role-play for homework. They should choose which nomadic community they are part of and conduct some internet research so that they are able to answer the interview questions in the next lesson.

WARM-UP Write on the board:
For what reasons might someone move …
from one house to another in the same city?
to another area of the same country?
to a different country?

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

Exercise 1 Think & share page 54

- Students discuss in pairs what *home* means to them. Encourage them to try to explain why / what makes them feel that way.
- Ask students to share their ideas with the class.

Exercise 2 page 54

- Focus on the definition. Point out that in the adjective *nomadic* /nəʊˈmædɪk/, stress shifts to the second syllable.
- Students answer the question in pairs. Encourage them to also share what they know about these people.
- Elicit examples of nomads from the class.

Exercise 3 page 54

- Students read the article and compare their ideas.
- Elicit the examples of nomads mentioned in the article.

KEY
the Inuit of northern Canada; the San peoples of southern Africa; the Roma of Europe; the animal herders of Mongolia; a community of modern nomads living in camper vans in the USA

Exercise 4 Vocabulary page 54

Extra challenge
Working in pairs, students first look at the highlighted words in context and come up with definitions for as many as possible. They then compare their ideas with the meanings given in exercise 4.

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

KEY
1 emigrate 2 appeal 3 settle 4 temporary
5 wander 6 permanent 7 communal 8 dependent

- Elicit which part of speech each word is, e.g. *emigrate* is a verb.
- Drill the words with the class to ensure accurate pronunciation and word stress placement. Focus in particular on the pronunciation of *wander* /ˈwɒndə/ and point out that *communal* can either be pronounced /kəˈmjuːnl/ or /ˈkɒmjənl/.

Note!
Ensure students are clear on the difference between *emigrate* (leave your own country to go and live permanently in another country) and *immigrate* (come and live permanently in a country after leaving your own country).

Exercise 5 Vocabulary page 54

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

KEY
1 extended family 2 shelters 3 existence
4 standard of living 5 support network 6 assistance
7 settlements 8 lifestyle choice

- Drill the items with the class to ensure accurate pronunciation and word stress placement.

Exercise 6 page 54

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

KEY
1 emigrate 2 support network 3 appeal to
4 communal 5 assistance 6 temporary 7 shelters
8 standard of living

Extra support
Suggest that students first focus on answering 1, 3, 4 and 6, referring back to the definitions in exercise 4 to help them. They then complete the remaining sentences, referring back to the definitions in exercise 5 for help.

Extra activity

- Put students into A / B pairs. Ask the Student As to choose four items of vocabulary in exercise 4 and write questions for their partner, e.g. *If you emigrated, what would you miss most about your home country?* The Student Bs do the same with the vocabulary in exercise 5, e.g. *Why might it be beneficial to live close to your extended family?*
- Working in their pair, students take turns to ask and answer their questions.
- Ask a few students to share something they found out with the class.

Exercise 7 page 54

- Working in pairs, students come up with additional questions to ask. Tell them to make sure they both write the questions down, as they will be changing partner.

Extra support

Brainstorm possible additional questions as a class, e.g. *Do you ever feel that you would like to settle in a permanent home? Do you sometimes have to turn to people outside your community for assistance? What are people most dependent on you for in your community?*

- Students swap partners and role-play the interview. They then swap roles and repeat the activity.

AfL Teaching tip: learning intentions

Encouraging students to take risks

To foster a classroom culture for creative risk-taking and help learners become less concerned about making errors, make it clear when you will focus on task achievement rather than accuracy.

Tell students before they role-play their interviews that your focus will be on content and successful communication rather than accuracy. Mistakes could still be noted down for correction in a future lesson.

See the notes on Assessment for Learning on page 11.

Exercise 8 Think & share page 54

- Students discuss the questions in pairs. Encourage them to use as much of the vocabulary from the lesson as possible.
- Elicit ideas from the class.

Extra activity

Students choose and research a nomadic group. They could find out about, e.g. its history, location, numbers, what they do, language, customs, etc. They use the information to write an informative article. Display the articles in the classroom to enable students to learn more about nomadic communities.

- Students do the Vocabulary booster exercises on page 123.

Lesson outcome

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

Further practice

Workbook page 43
Vocabulary booster page 123
Vocabulary photocopiable worksheet
Short test

4.5 Grammar

Lesson summary
Speaking: Discussing the benefits and challenges of volunteering abroad; talking about a future trip
Reading: A text about Raleigh Expedition
Grammar: Future time clauses; first conditional
Listening: A voicemail message from a Raleigh volunteer

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

WARM-UP Write on the board:
What are some common volunteering activities?
What opportunities are there to volunteer in your local area?
Have you ever done any volunteering? If so, give details. If not, would you like to in the future? Why? / Why not?

- Students discuss the questions in pairs.
- Elicit examples of common volunteering activities and local opportunities.
- Ask students to raise their hand if they have done some volunteer work. Choose a few to tell the class about it.

Exercise 1 Think & share page 55

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

Exercise 2 page 55

Extra support

Pre-teach any vocabulary in the text which you think students may not know or may have forgotten, e.g. *expedition*, *sanitation*, *hygiene*, *long-lasting*, *sustainable*, *fellow*, *set off*, *trek*, *induction*, *hospitality*, *handwashing station*.

- Elicit or explain the meaning of *expedition* /ekspəˈdɪʃn/ (an organised journey with a particular purpose).
- Students read the text and answer the questions.
- Check answers as a class.

KEY

1 It involves different activities such as helping to build toilets and handwashing facilities and improving access to a clean drinking water supply.
2 They will help create long-lasting sustainable change within a community, make new friends, learn new skills and have amazing experiences.

Extra activity

- Write on the board:
  Does the Expedition programme described in the text appeal to you? Why? / Why not?
  What practical skills do you think the volunteers learn?
  How do you think the trek develops teamworking skills?
  What might the volunteers learn from living in the local community?
- Students discuss the questions in pairs.
- Ask a few students whether the programme appeals to them and elicit reasons why / why not.
- Elicit ideas for the other questions.

Exercise 3 page 55

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

KEY

1 C 2 B 3 A

Note!

Point out that the future time clause can come before or after the main clause, e.g. we can also say *While you are preparing for your Expedition, you'll have the chance to get to know your fellow volunteers.* Note that when the time clause comes first, it is followed by a comma.

Extra activity

Students find two more examples of sentences with future time clauses in the text and match them to the rules.

KEY

When you arrive at Kathmandu airport, our local team will meet you and take you to your accommodation. (Rule A)
After you've had a chance to relax, your first period of training will begin. (Rule B)

- Students do the Grammar booster exercises on page 139.

Exercise 4 page 55

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

KEY

1 know 2 are staying 3 have arrived 4 is benefiting

Extra support

When checking answers, elicit which grammar rule each sentence matches to and why, e.g. sentence 1 matches to rule A because it is referring to a future state.

Exercise 5 page 55

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

KEY

A If you decide to join the Expedition, you'll help create long-lasting sustainable change within a community.
B If you're volunteering with us, you're creating long-lasting sustainable change.
C If you complete the trek, you'll have learned a lot about life in the mountains above 3,000 metres.
D So if you've enjoyed yourself, let us know.

- Students do the Grammar booster exercises on page 139.

Exercise 6 4.05 page 55

- Play the audio for students to make notes about the points.
- Using their notes, students make first conditional sentences in pairs. Point out that they should use third person subject pronouns or the volunteers' names, i.e. *she*, *they*, *Anya*, *Sara*.
- Elicit sentences from the class.

KEY (SUGGESTED ANSWERS)

1 If they don't speak to each other before tomorrow, Anya will meet Sara at the airport. She'll wait for Sara by the baggage drop if Sara tells her what time she'll be arriving.
2 If they arrive early, they'll have time to get something to eat before boarding their flight.
3 They're being met so they won't get too wet if it's raining when they arrive.
4 If no one is waiting to meet them, they can take a taxi to their accommodation.
5 If Sara gets the message, she should text Anya to confirm.

Transcript

See Teacher's Guide, page 197.

Exercise 7 Think & share page 55

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 pairs write their sentences for exercise 7. When you notice an error, point it out and ask the learners to try to ascertain why they made the mistake. Use the opportunity to clarify, so as to further support the students' self-efficacy.

See the notes on Assessment for Learning on page 11.

Extra support

- First provide a model by doing the task together as a class. Decide on a type of trip, e.g. a camping trip. Elicit example sentences from the class, e.g. *The moment we arrive, we'll put up the tent. As soon as I can, I'll collect some wood to make a fire.* Students then choose a different type of trip and complete the task in pairs.

- Working in pairs, students decide on the type of trip they are going on and then complete the sentences.
- Students join another pair and share their ideas.
- Ask some pairs to share some information about their trip 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 future time clauses*

and first conditional sentences to refer to future events, arrangements and plans.

Further practice
Workbook page 44
Grammar booster page 139
Grammar photocopiable worksheet
Online practice

4.6 Reading

Lesson summary
Reading: An article about the history of migration
Strategy: Recognising the writer's point of view
Vocabulary: Extreme weather
Speaking: Sharing ideas and opinions about migration

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 2 brief and set exercise 6 for homework.

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

- Write an item of vocabulary from Lesson 4.4 on the board, e.g. *emigrate*.
- The Student As need to explain the word or phrase to their partner as quickly as possible, e.g. *this is a verb and it means that you move to live in a different country*.
- The first Student B to shout out the correct answer gets a point for their pair.
- Continue in the same way with other vocabulary, swapping the Student As and Student Bs round after every few items.
- If you do not have time to review all of the vocabulary, ensure the following items are used, as they appear in today's lesson: *permanent*, *settlement*, *standard of living*, *settle*, *existence*, *emigrate*.
- The winning pair has the most points at the end.

Exercise 1 page 56

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

KEY
B

- Ensure students can correctly pronounce the verb *migrate* /maɪˈgreɪt/ and the noun *migration* /maɪˈgreɪʃn/.

Exercise 2 page 56

Culture note
Homo sapiens /həʊməʊ ˈsæpienz/, or *modern humans* (the kind of humans which exist now), evolved from earlier, more primitive species of humans around 200,000 years ago.

- Working in pairs, students do the quiz. Encourage them to give reasons to support their answers.
- Elicit ideas from the class, but do not confirm any correct answers at this stage.

Extra support
Write the following answer options to the quiz questions on the board for students to choose from:
1 North Africa South Africa East Africa
2 Australasia the Americas Europe
3 5,000 years 10,000 years 20,000 years
4 Australia Ireland the United States
5 climate change space exploration new technology

Exercise 3 page 56

- Students read the article quickly and check their answers to the quiz. To ensure they do not spend too long doing this, you may wish to set a short time limit.
- Check answers as a class.

KEY
1 East Africa **2** the Americas **3** 10,000 years ago
4 the United States **5** climate change

- Find out which pair(s) got the most correct answers.

Extra support
- Focus on the paragraph headings. Make sure students understand all the vocabulary, e.g. *economic*, *populating*, *exploiting*.
- Elicit from the class what information the paragraphs with these headings may contain, e.g. a paragraph about *economic migration* might talk about people moving to get more money / for financial reasons.
- You could also tell students that heading C is not needed.

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

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

Exercise 4 page 56

- Go through the Reading strategy together. Ensure students understand the adjectives *objective* (not influenced by personal feelings or opinions; considering only facts) and *tentative* (not definite or certain).
- Students compare the sentences and complete the task.
- Check answers as a class.

KEY
1 A **2** B **3** A

- Elicit the key word or phrase in each sentence which shows the writer is trying not to sound too certain, i.e. 1 *appear to have*, 2 *suggest that*, 3 *arguably*.

Exercise 5 4.06 page 56

- Students read the article again and complete the task.
- When checking answers as a class, elicit the word or phrase in the text which helped students determine the correct answer each time.

KEY
1 B (they appear to have crossed …) **2** A (This suggests that …) **3** A (It is generally believed that …)
4 D (Understandably, …) **5** A (It is estimated …)
6 C (It is by no means sure that …) **7** D (… it may eventually …) **8** B (it seems quite unrealistic to …)

Extra support

- Before students read the article again, ask them to underline the following words and phrases in it:
  Paragraph 2: they appear to have crossed …
  Paragraph 3: This suggests that …
  Paragraph 4: It is generally believed that …; Understandably, …; It is estimated …
  Paragraph 5: It is by no means sure that …; … it may eventually …; it seems quite unrealistic to …
- Ask students to read question 1 and then read the sentence in the article with the first phrase they have underlined.
- Elicit which answer option is correct (B) and why (e.g. the writer uses *appear to have*, so doesn't know that there was definitely a bridge; the article uses the term *land bridge*, meaning an *overland route* and not a man-made bridge).
- Encourage students to take the same approach with the remaining questions.

Extra challenge

Working in pairs, students discuss what other language the writer could have used in place of the phrases in the Key above, e.g. 1 *they appear to have crossed* → *they seem to have crossed*; *it seems likely that they crossed*; *they probably crossed*. Elicit suggestions from the class.

Exercise 6 Vocabulary page 57

- Students check the meaning of the items they are unsure of in a dictionary and then complete the sentences.
- Check answers as a class.

KEY

1 uninhabitable **2** extreme weather events **3** drought **4** rising sea levels **5** food insecurity **6** pressure on resources **7** habitable **8** flooding

- Ensure students can pronounce the items accurately. Focus in particular on *uninhabitable* /ʌnɪn'hæbɪtəbl/, *drought* /draʊt/ and *flooding* /'flʌdɪŋ/.

Extra activity

- Write on the board:
  For what reasons might a habitable area become uninhabitable?
  What extreme weather events have occurred in the world recently? What were the effects of these events?
  Which countries and cities are most at risk due to rising sea levels? What can be done to prevent sea levels rising further?
  What challenges might families experiencing food insecurity face?
  In which areas of your country is the pressure on resources greatest? Why?
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 7 Think & share page 57

- Working in pairs, students discuss the questions.
- Elicit ideas and opinions 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 a variety of phrases in order to understand the writer's point of view.*

Further practice
Workbook page 45
Online practice

4.7 Global skills

Lesson summary

Speaking: Discussing changes in populations; talking about how information about trends may help in the future

Listening: People presenting information about migration; a teacher explaining the difference between correlation and causation

Vocabulary: Describing trends in graphs and diagrams

Writing: A reply to a message

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

WARM-UP Elicit the adjective which means *connected with a town or city* (urban). Elicit or tell students the adjective which means *connected with the countryside* (rural).

- Put students into A / B pairs. Tell the Student As that they think living in an urban area is better than living in a rural area. Tell the Student Bs that they think the opposite.
- In their pair, they have a discussion about urban vs rural living. They should each put forward arguments to support their viewpoint and try to persuade their partner to change their mind. Encourage students to use some phrases for discussing ideas from the Phrasebook in Lesson 3.8. You could give them time to review these before they start.
- Ask a few students whose arguments they felt were strongest and elicit a few examples.

Exercise 1 page 58

- Focus on the lesson title. Elicit or explain what a *trend* is (a general direction in which a situation is changing or developing).
- Students discuss the questions in pairs. Encourage them to provide reasons and examples to support their answers.
- Elicit ideas from the class, but do not confirm any correct answers at this stage.

Exercise 2 4.07 page 58

- Focus on the diagrams. Elicit what type each one is (A = a table; B = a bar chart / graph; C = a line chart / graph).
- Give students time to study the diagrams, e.g. titles, axis labels, key, figures, etc. You may like to elicit or explain the

meaning of *GDP* (gross domestic product: the total value of all the goods and services produced by a country in one year) and *per capita* (for each person).

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

KEY

1 C **2** A **3** B

Transcript

See Teacher's Guide, page 198.

Exercise 3 4.07 page 58

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

KEY

1 more **2** urban **3** Africa and Asia

Transcript

See Teacher's Guide, page 198.

Exercise 4 Vocabulary page 58

- Give students time to check the meaning of any unfamiliar words / phrases in a dictionary and then complete the task.
- Check answers as a class, then drill the items to ensure accurate pronunciation.

KEY

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

Note!

- *Increase*, *rise* and *go up* can be used synonymously, as can *decrease*, *fall* and *go down*. For the purposes of this task, it is logical that students match the items with the most similar form, e.g. *increase / decrease*.
- Point out that *increase*, *decrease*, *rise* and *fall* are both countable nouns and verbs. When they are nouns, they are followed by the preposition *in*, e.g. *an increase **in** the urban population*, *a fall **in** the rural population*.
- When *increase* and *decrease* are nouns, the word stress is on the first syllable, i.e. /ˈɪŋkriːs/, /ˈdiːkriːs/. When they are verbs, it falls on the second, i.e. /ɪnˈkriːs/, /dɪˈkriːs/.
- Remind students that *rise* and *fall* are irregular verbs. Elicit their past simple and past participle forms (*rise – rose – risen*; *fall – fell – fallen*).
- Ensure students are clear that *steady*, *sharp*, *slight* and *dramatic* are adjectives, so are used before nouns, e.g. *a steady decrease*, *a dramatic rise*. *Steadily*, *sharply*, *slightly* and *dramatically* are adverbs and typically follow verbs, e.g. *decrease steadily*, *rise dramatically*.

Exercise 5 4.07 page 58

Extra support

- Ask students to first read through the sentences and think about what part of speech is needed for each gap, i.e. 1, 3 = adjectives, 2, 4, 6, 7, 8 = nouns, 5 = verb.
- Elicit or remind students which diagram relates to each speaker, i.e. 1 = diagram C, 2 = diagram A, 3 = diagram B.
- Students complete the sentences.
- Play the audio again for students to check their answers.
- Check answers as a class.

KEY

1 dramatic **2** fall **3** steady **4** upward trend
5 go down **6** rise **7** increase **8** decrease

Transcript

See Teacher's Guide, page 198.

Exercise 6 4.08 page 58

- Give students time to read the task and study the graph.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

1 Correlation **2** Causation

The teacher explains the difference by using an example of ice cream consumption and shark bites both increasing in summer, but points out there is no link between the two trends.

Transcript

See Teacher's Guide, page 198.

Exercise 7 page 58

- Students read the statements again and discuss the questions in pairs. Make it clear that they should look at the connections between pairs of statements, i.e. 1–2, 3–4, 5–6 and 7–8.
- Check answers as a class.

KEY

Speaker 1 (Diagram C): Statements 1 and 2 describe a correlation, but there is no evidence of causation.
Speaker 2 (Diagram A): Statements 3 and 4 describe a correlation, but there is no evidence of causation; statements 5 and 6 also describe a correlation, but it is possible that the fall in the rural population is at least partly caused by migration to the cities and therefore by the rise in the urban population.
Speaker 3 (Diagram B): Statements 7 and 8 refer to a possible correlation, but there is no evidence of causation.

Exercise 8 Mediation page 58

- Tell students that their reply should be 80–100 words.
- Ask students to swap their replies in pairs and read their partner's work.
- Ask a few pairs how similar their replies were.

KEY (EXAMPLE ANSWER)

Hi Luca, I understand how you feel, but are you sure that more workers coming to the city has caused the problem? I can see there is a correlation between more workers coming to the area and fewer flats being available. But this may not be the reason why flats are harder to find and more expensive. There could be other reasons – for example, more students than previous years, or landlords selling their flats to private buyers. You may want to see a connection between these two trends, but that doesn't mean that one of them causes the other – correlation is not causation! Anyway, good luck with your search.

Exercise 9 Think & share page 58

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

Lesson outcome

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

Further practice
Workbook page 46

4.8 Speaking

Lesson summary
Speaking: Discussing different living situations; pronunciation: chunking; a discussion about future living spaces
Listening: Students discussing where they will live in the future
Vocabulary: Useful language for speculating about the future and commenting on someone's opinion
Strategy: Co-operating and contributing

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: *What do you like about your current living situation?* (e.g. the house / flat you live in; people you live with; house rules) *What would you change about it if you could?*

- Students discuss the questions in pairs.
- Ask some students to tell the class about one thing they like and one they would like to change.

Exercise 1 page 59

- Focus on the photos. Elicit what they have in common (they all show living situations).
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 2 4.09 page 59

- Give students time to read through the task and Phrasebook.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 A and B
2 It enables you to save money so you can afford your own place in future.
3 Optimistic – there's always a demand for well-qualified workers and rents can't keep going up or no one will be able to afford them.

Transcript

See Teacher's Guide, page 198.

Extra activity

- Write on the board:
  What are some other advantages for young adults of living at home with their parents?
  What are some possible disadvantages?
  Do you share the students' optimism about being able to afford your own place to live? Why? / Why not?
- Students discuss the questions in pairs. Encourage them to include phrases from the Phrasebook.
- Elicit ideas and opinions from the class.

Exercise 3 page 59

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

KEY

1 situation 2 only 3 myself 4 realistic 5 possibility

Extra activity

Students discuss in pairs whether or not they agree with statements 1, 3 and 4. Encourage them to give reasons. Ask some students to share their answers with the class.

Exercise 4 4.09 page 59

- Go through the Speaking strategy together.
- Give students time to read through the Phrasebook.
- Play the audio for students to complete the task.
- Check answers as a class.

KEY

Woman: It's interesting you say that. (agree)
Man: That's what I meant. (agree)
Woman: The only problem with that is … (disagree)
Man: I hear what you're saying … (disagree)
Woman: It's a good point. (disagree)
Man: I think you're right to be … (agree)
Woman: That sounds good. (agree)

Transcript

See Teacher's Guide, page 198.

Extra support

- Pause the audio after the second time Student A has spoken, i.e. after *Renting a flat is so expensive.*
- Elicit which Phrasebook phrase the speaker used (*It's interesting you say that.*), whether they went on to agree or disagree (agree) and what point they were agreeing on (the likelihood of students living at home for longer in the future).
- Continue in the same way, pausing the audio each time a speaker finishes talking.

Exercise 5 Pronunciation page 59

- Go through the Pronunciation box together.
- Working in pairs, students predict where the pauses will be. Suggest that they read the sentences aloud and consider where they might naturally pause.

Exercise 6 4.10 page 59

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

KEY

1 There's definitely an advantage [pause] to living at home.
2 My cousin's almost 30 [pause] and he still lives with his mum.
3 The good thing about that [pause] is we'll be able to save more money.
4 There's always a demand [pause] for well-qualified workers [pause] and rents can't keep going up.

Transcript

See Student's Book, page 59.

- Students take turns in pairs to practise saying the sentences. Point out that they should not make the pauses too long, otherwise they will sound unnatural and stilted.

Exercise 7 page 59

- Ask students to turn to page 150 and focus on the photos.
- Elicit the type of housing in each photo (A = detached house, B = block of flats / high-rise, C = bungalow / single-storey house).
- Students complete the speaking task in pairs.

AfL Teaching tip: diagnostics

Peers help each other clarify areas for improvement

Peers can assist one another in identifying areas for development. Giving peer feedback also has rebound benefits that could help learners with their own progress.

When doing exercise 7, ask pairs to join another pair and take turns to have their discussion. When listening, ask students to consider how well their peers are doing the task, e.g. Are they using phrases to speculate about the future? Are they listening carefully and commenting on each other's opinions before adding their own? Are they chunking appropriately?

Students then do exercise 8 as a group of four. Ask them to give each other some feedback and also reflect on their own performance in these areas, e.g. *'I think you could have used a wider variety of phrases to speculate about the future. We probably could have done the same in our discussion.'*

See the notes on Assessment for Learning on page 11.

Exercise 8 Reflect page 59

- Students reflect on their experience and discuss the questions in pairs. They could either work with the person they did the speaking task with or find a new partner.
- Conduct some whole-class feedback.

Lesson outcome

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

Further practice

Workbook page 47
Communicative activity photocopiable worksheet
Online practice

4.9 Writing

Lesson summary
Speaking: Discussing contents of an enquiry email
Reading: A formal email of enquiry
Vocabulary: Useful phrases for enquiring
Strategy: Using formal register
Writing: A formal email of enquiry

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:
When might someone send an informal / a formal email?
What are some differences between them?
When was the last time you wrote an informal / a formal email? Who was it to and what was it about?

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

Exercise 1 page 60

Culture note

Fiji /ˈfiːdʒiː/ is a country in the southern Pacific Ocean, consisting of over 800 islands. The capital city, Suva, is located on the largest island, Viti Levu. The country's economy is based mainly on farming, fishing and tourism.

Note!

Note that the expression *get your hands dirty* does not necessarily mean that your hands literally become dirty. It means that you *do physical work*.

- Elicit or explain the meaning of *enquiry* (a request for information about something).
- Students read the advert and discuss the questions in pairs.
- Elicit suggestions from the class, but do not confirm at this stage if any of the information is in the email in exercise 2.

Exercise 2 page 60

- As students read, suggest that they tick any of the ideas they discussed in exercise 1 which appear in the email.
- Elicit some examples of similarities students found.

Exercise 3 page 60

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

KEY

1 D 2 C 3 E 4 A 5 B

Exercise 4 page 60

- Students find phrases to complete the Phrasebook.
- Check answers as a class.

KEY

1 My current situation is that 2 In all probability, I will 3 Could you let me know 4 I would be extremely grateful if you could

Exercise 5 page 60

- Go through the Writing strategy together.

Note!

Remind students that when we turn a direct question into an indirect one, the word order changes to that of a normal affirmative sentence and the auxiliary *do* is not included, e.g. *What information do you require?* → *Could you please tell me what information you require?*

To make an indirect *yes/no* question, we use *if* or *whether*, e.g. *Do I need to have experience?* → *Could you let me know if/whether I need to have experience?*

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

KEY

1 In all probability, I will travel for a while after I leave school.
2 I wonder if you would mind telling me how much the salary is.
3 I should also mention that I speak French.
4 I would appreciate speaking to a careers adviser.
5 I would be extremely grateful it if you could do that right away.

Extra activity

- Write on the board:
  Paragraph A: 1 help
  Paragraph B: 2 get 3 give
  Paragraph C: 4 think 5 useful 6 look for
  Paragraph D: 7 lucky 8 about
  Paragraph E: 9 really 10 try
- Students find more formal alternatives to the above words in the email. To make the activity more challenging, do not tell students which paragraph the words are in.
- Check answers as a class.

KEY

1 assist 2 gain 3 provide 4 imagine 5 of some benefit 6 seek 7 fortunate 8 approximately 9 extremely 10 endeavour

Exercise 6 page 60

Extra support

- Ask students to read the task. Clarify anything if necessary.
- Write on the board:
  * *why you are interested*
  * *your future plans*
  * *the information you would like to know*
  * *what you would like the recipient to do next*
- Go through each point as a class. Ask a few questions to get students thinking, e.g. *Why might someone be interested in a sustainable agriculture project? What relevant skills might they already have? How would the experience gained from volunteering help their future plans?*
- Elicit ideas from the class. Students then use some of these ideas to help plan their email.
- Circulate and monitor as students plan their email, helping with vocabulary and grammar where necessary.

Exercise 7 page 60

- Students complete the writing task.
- Advise students to start and finish their email in the same way as in the model text (i.e. *Dear Sir or Madam,* / *Yours faithfully,*) and to write their full name at the bottom.

Exercise 8 Check your work page 60

- Students go through the checklist before submitting their work.

AfL Teaching tip: success criteria

Students select areas for focused feedback

Allowing students to choose areas of their work for quality feedback invites them to take more ownership of the assessment and feedback process and motivates them to attend to comments.

Before students submit their email, ask them to select two or three specific areas they would like feedback on (e.g. use of formal language, organisation, word order) and write these on their work. When marking, target feedback in these areas.

See the notes on Assessment for Learning on page 11.

Extra activity

Students swap emails in pairs, read each other's work and then write a formal response email. They should: start and finish the email appropriately; comment on what the person has said about themselves and their future plans; answer the questions asked; respond to the requests made.

Lesson outcome

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

Further practice

Workbook page 48
Online practice

4.10 Review

Note!

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

Grammar

Exercise 1 page 61

KEY

1 will have been 2 won't have finished 3 will be living 4 will have been learning 5 will have sold

Exercise 2 page 61

KEY

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

Vocabulary

Exercise 3 page 61

KEY

1 smart appliances 2 affordable 3 open-plan 4 an ingenious 5 facilities

Exercise 4 page 61

KEY

1 dependent 2 assistance 3 temporary 4 standard of living 5 appeal6 support network 7 settlement 8 communal

Cumulative review

Exercise 5 page 61

KEY

1 have 2 living / staying 3 permanent 4 spacious 5 heating 6 energy-efficient 7 once 8 extended 9 soon

Think & share

Exercise 6 page 61

KEY

Students' own answers

Note!

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

Further practice

Workbook page 49

Progress test

3–4 Exam skills

Lesson summary

Exam strategies: Listening: identifying negative statements in *True*, *False*, *Not Given* tasks; Use of English: identifying the focus in word transformation tasks; Reading: identifying important information in matching tasks; Speaking: giving convincing reasons when speculating; Writing: planning arguments for an opinion essay

Listening: An interview with a lifestyle coach

Reading: Descriptions of activities

Speaking: Speculating about photos

Writing: An opinion essay

WARM-UP

- Ask: *When was the last time you did some exercise? What did you do? Who / What motivated you to do it?*
- Working in pairs, students discuss the questions.
- Ask a few students to share their answers with the class.

Listening

Exercise 1 page 62

- Go through the Listening exam strategy together.
- Students read the exam task and decide which statements are negative.
- Check the answer as a class.

KEY

Statements 3, 7 and 8 are negative.

Exercise 2 4.11 page 62

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

KEY

1 F 2 F 3 T 4 NG 5 T 6 NG 7 T 8 F

Transcript

See Teacher's Guide, page 198.

Extra activity

- Write on the board:
  Apart from a health scare, what else might prompt someone to change their lifestyle?
  What do you think about Ben's advice for getting fit?
  What advice would you give someone who wants to … reduce stress? lose weight? increase their energy?
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Use of English

Exercise 3 page 62

- Go through the Use of English exam strategy together. Ensure students understand *lexical* (related to words).
- Students complete the task. Remind them that in a word transformation task, the key word must not be altered and that contractions count as two words.
- Check answers as a class.

KEY

The focus is grammatical. The answer is: wasn't/isn't as friendly as.

- Elicit which grammar point the question is testing (comparative forms) and how many words are in the answer (five).

Exercise 4 page 62

Extra support
- Tell students that all of the sentences focus on the same grammar point (comparative forms). You may like to give them time to look back at Lesson 3.2 to review advanced and qualifying comparatives.
- Advise students to read through the whole sentence once they have written their answer and check they have not omitted any words, e.g. *than*, *as*.

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

KEY

1 the fitter 2 is nowhere near as 3 (much / far) less enjoyable than 4 far more popular than 5 is less boring than / isn't as boring as

Reading

Exercise 5 page 62

- Go through the Reading exam strategy together.
- Students complete the task.
- Check answers as a class.

KEY

Hassan has a busy job and needs to fit exercise in early before he goes to work. He is quite fit already and would like to train with other people who are also fit as he feels that this will help him stay motivated.
C

Extra support
- Elicit why the running group is the most suitable activity for Hassan.
- Choose a few of the other options and elicit why these activities would not be suitable for Hassan, e.g. A = the basketball team trains in the evening, B = the fitness videos are done at home, so not with other people.

Exercise 6 page 62

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

KEY

2 E 3 B 4 D 5 H

Extra challenge
- Students write short descriptions of people who would match to the remaining activities, i.e. A, F, G.
- As an extension, students swap descriptions in pairs, underline the important information and then match the people to the activities.

Extra activity
- Write on the board:
  Which of the activities would be the most / least suitable for you? Why?
  When did you last try out a new activity?
- Students discuss the questions in pairs.
- Ask a few students to share some information about their partner with the class.

Speaking

Exercise 7 page 63

- Go through the Speaking exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

Exercise 8 page 63

- Students look at the photos and share their ideas in pairs.
- Elicit ideas from the class.

Extra support

For extra practice, ask students to look back through the coursebook and find photos of people doing activities, e.g. on pages 60, 45, 43. In pairs, they discuss why the people may have chosen to do the activities and how they may be feeling.

Writing

Exercise 9 page 63

- Go through the Writing exam strategy together.
- Students complete the task.
- Elicit suggestions from the class.

Exercise 10 page 63

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 the essay, e.g. organise your essay into clear paragraphs; support your arguments with reasons and examples; use a range of words / phrases to sequence ideas; summarise your ideas in the final paragraph; check your grammar, spelling and punctuation.

Ask students to read their completed opinion essay and consider how well it meets these criteria and what they could do better next time. Ask students to share their self-assessments in pairs.

See the notes on Assessment for Learning on page 11.

- Students make notes and then complete the writing task. Suggest that before they write their opinion essay, they review the information and language in Lesson 2.9.

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 identify negative statements in a* True, False, Not Given *task. I can identify the focus in a word transformation task. I can identify important information in a matching task. I can give convincing reasons when speculating about photos. I can plan arguments for and write an opinion essay.*

Further practice

Workbook pages 50–51

5 Technology

5.1 Vocabulary

Lesson summary

Speaking: Responding to questions about technology; describing a device, gadget or advance in technology

Listening: A vlog with teenagers talking about technology

Vocabulary: Technology

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (a woman using a powered exoskeleton to carry heavy boxes)
- *Do you get excited about technology like this? Why? / Why not?*
- *Are there any new gadgets you'd like to get / try? What are they?*
- *Some people are trying to live with less technology in their lives. Can you understand this mindset?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 64

- Focus on the lesson title. Check students understand and can correctly pronounce *gadget* /ˈgædʒɪt/ (a small tool or device that does something useful). Explain that the expression *can't live without* does not have a literal meaning here; it means that someone likes something very much, or finds something extremely useful.
- Students discuss the questions in pairs.
- Ask some students to share some information or ideas with the class.

Exercise 2 5.01 page 64

Extra support

Elicit or tell students the devices / technology in the photos (A = AI / artificial intelligence, B = fitness tracker, C = streaming, D = smartphone). Ensure students know the items.

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

KEY

Yasmin D Joe A Daisy B Zaki C

Transcript

See Teacher's Guide, page 199.

Exercise 3 Vocabulary 5.01 page 64

Note!

The word *geek* can be used negatively to describe a person who is boring, wears clothes that are not fashionable, does not know how to behave in social situations, etc. In the context of this lesson, however, it describes a person who is very interested in and knows a lot about a particular subject. We often prefix the word with the subject the person is knowledgeable about, e.g. *a computer geek*, *a movie geek*.

- Give students time to check the meaning of any words / phrases they are unsure of in a dictionary.
- Play the video or audio again for students to answer the questions.
- Check answers as a class.

KEY

1 Social media, smartphones, vlogging
2 Her phone
3 Because he's interested in all the latest advances in technology.
4 Information like instructions, personal data, internet searches
5 Robot waiters; cars that drive themselves; satellite navigation in your phone; just about everything in your phone, including the automatic updates
6 They keep phones working and improve security.
7 She doesn't really like technology.
8 A fitness tracker
9 It's completely changed how we listen to music; an app lets him browse all kinds of music, podcasts and films and watch or listen to as much as he wants.

Transcript

See Teacher's Guide, page 199.

Extra challenge

- More confident students can also answer the following additional questions as they listen:
  Why does Zaki think young people are referred to as 'the digital generation'? (Because pretty much everything they do is based on technology.)
  What does Joe say is the negative side of AI? (It can mean your data isn't private any more.)
  What does Daisy's piece of wearable technology do? (It shows how far you've run and checks your heart rate.)

Exercise 4 page 65

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

KEY

1 streaming 2 updates 3 advances in technology
4 technophobe 5 artificial intelligence 6 geek
7 wearable technology 8 gadget 9 input

Extra activity

- Write on the board:
  Find someone who …
  knows a technology geek or technophobe.
  has a gadget they couldn't live without.
  likes to keep up with the latest advances in technology.
  gets annoyed by automatic updates on their phone.
  owns a piece of wearable technology.
- Elicit the questions students need to ask, e.g. *Do you know a technology geek or technophobe?*
- Students mingle and try to find a different classmate to answer *yes* to each question. They then ask for and give extra details.
- Ask a few students to share some information they found out about their classmates.

Exercise 5 Vocabulary page 65

- Give students time to check the meaning of any words they are unsure of in a dictionary. Elicit or point out that all of the words are adjectives, except *browse*, which is a verb.
- Students complete the matching task.
- Check answers as a class.

KEY

1 innovative 2 significant 3 game-changing
4 browse 5 sophisticated 6 user-friendly
7 high-tech

Extra support

- Read out each word in turn. Ask students to listen carefully and underline the stressed syllable in each.
- Check answers as a class.

KEY

browse, game-changing, high-tech, innovative, significant, sophisticated, user-friendly

- Point out that *innovative* can be pronounced either /ˈɪnəveɪtɪv/ or /ˈɪnəvətɪv/.
- Drill the words for students to repeat as a class, then ask students to practise saying the words in pairs.

Exercise 6 page 65

- Encourage students to read the whole of each text for general understanding before they choosing their answers.
- Check answers as a class.

KEY

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

Exercise 7 Real English page 65

- Students choose the correct meaning of each phrase.
- Check answers as a class.

KEY

1 A 2 B 3 B 4 A 5 A

Exercise 8 page 65

- Circulate and monitor as students write their notes, helping with vocabulary as necessary.

Exercise 9 page 65

- Students take turns in groups to describe their item and the others guess what it is. If their item is guessed quickly, encourage students to still share their whole description.

Exercise 10 Think & share page 65

- Students discuss the questions in their groups.
- Ask each group in turn to feed back some information from their discussion to the class.

Lesson outcome

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

Further practice

Workbook page 52
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.2 Grammar

Lesson summary
Reading: Online forum comments about technology
Grammar: Second and third conditionals; conjunctions: alternatives to *if*
Listening: A conversation about space travel
Speaking: Discussing different situations using conditionals and conjunctions

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 Elicit or remind students of the meaning of *geek* and *technophobe*.

- Divide the class down the middle into two groups. Tell one group that they are technology geeks, who think that everything related to technology is fantastic. Tell the other group that they are technophobes, who think that everything related to technology is awful.
- Ask for a volunteer from each group to come to the board. Ask the technology geeks to call out positive aspects of technology. Their volunteer quickly writes all the ideas onto the board in note form. The technophobes call out negative aspects of technology for their volunteer to write up. Make it clear to students that they do not necessarily have to agree with the ideas they put forward.
- Set a time limit for students to complete the brainstorming. When time is up, count up the ideas to find out which side came up with more.

Exercise 1 page 66

- Students read the post and answer the questions.
- Check the answer to the first question as a class, then ask a few students to share their answer to question 2.

KEY

1 Positive: A, C, D; possible problems: B and E
2 Students' own answers

Exercise 2 page 66

- Students read the grammar rules and find examples of both conditional forms in the comments.
- Play the video.
- Check answers as a class.

KEY

Second conditional:
If one of my friends posted a photo of me online without asking permission, I'd be quite angry.
If they were cheaper, I think more people would be likely to buy them.
Third conditional:
It wouldn't have been so easy to work or study from home if my friends and I had wanted to do that 20 years ago.
If we hadn't become an online business, we might not have survived in today's economic situation.
If I'd known how easy it was, I might have been more careful about what I said about myself on social media.

Note!

- Remind students that the conditional clause and the result clause can be in either order in a sentence. When the conditional clause is first, it is followed by a comma. When the result clause is first, there is no comma.
- Point out that when saying third conditional sentences, *have* takes on its weak form and is pronounced /əv/.

- Students do the Grammar booster exercises on page 140.

Exercise 3 page 66

Extra support

- Before students start rewriting the sentences, first elicit whether each will be a second or third conditional, i.e. 1, 3, 4 = third, 2 = second.
- Tell students to think carefully about the order of clauses and the tenses / verb forms needed in each. Advise them to refer to the grammar rules in exercise 2 to help them.

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

KEY

1 If Ailsa had been wearing her fitness tracker, she would have known how much her heart rate had increased. (3rd)
2 If drones were allowed in public places, we could use one to film tomorrow's football match. (2nd)
3 If Isla hadn't forgotten to charge her phone before she went out, she would have been able to call her friend. (3rd)
4 My parents wouldn't / might not have bought so many CDs when they were young if music streaming had been available. (3rd)

Extra challenge

Write on the board:

1 *What __ (you / do) if you accidentally __ (break) your friend's favourite gadget?*
2 *If you __ (have) more downtime last week, how __ (you / spend) it?*
3 *How __ (your childhood / be) different if you __ (not have) access to the internet?*
4 *If you __ (can) afford any piece of kit, what __ (you / buy)? Why?*

- Students copy and complete the second and third conditional questions with the appropriate verb forms.
- Check answers as a class.

KEY

1 would you do, broke 2 had had, would you have spent 3 would your childhood have been, hadn't had 4 could, would you buy

- Students ask and answer the questions in pairs.

Exercise 4 page 66

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

KEY

1 unless 2 even if 3 supposing 4 as long as 5 provided that

- Students do the Grammar booster exercises on page 140.

Exercise 5 page 66

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

KEY

1 Supposing 2 unless 3 as long as / provided that / providing / on condition that 4 Even if

Exercise 6 5.02 page 66

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

KEY

In general, they think it's been a good thing. It resulted in many advances in technology and without it, we may not have had smartphones. However, they agree that the cost of a mission to Mars is excessive and we could spend the money better on Earth.

Transcript

See Teacher's Guide, page 199.

Exercise 7 5.02 page 66

- Play the audio again for students to complete the notes. Tell them that they need to write one or two words in each gap.
- Check answers as a class.

KEY

1 satellites, communications, accurate 2 more powerful 3 solve problems 4 environmental

- Students write summary sentences using the notes.
- Elicit sentences from the class.

KEY (SUGGESTED ANSWERS)

1 If we didn't have satellites, there wouldn't be any global communication, and weather forecasting would be much less accurate.
2 Supposing they had used more powerful computers like the ones we have today, it might have been a lot safer and easier for everyone.
3 Even if we managed to send people to Mars, it wouldn't solve the problems we have here on Earth.
4 If we used that money to deal with some of the environmental challenges like climate change, that might make more sense.

Transcript

See Teacher's Guide, page 199.

Exercise 8 Think & share page 66

- Students discuss the situations in groups.
- Elicit some examples of statements 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 second and third conditionals and conjunctions to talk about technology.*

Further practice

Workbook page 53
Grammar booster page 140
Grammar photocopiable worksheet
Online practice

5.3 Listening

Lesson summary
Speaking: Discussing questions about streaming music / films and studying online
Listening: A podcast about streaming services
Strategy: Distinguishing between supporting and contrasting information
Vocabulary: Streaming

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

WARM-UP

Write on the board:
When was the last time you streamed music / a film?
What did you listen to / watch? Why?
How did the music / film make you feel? Why?

- Working in pairs, students talk about the last time they streamed music and a film. Less confident students could just talk about one or the other.
- Ask a few students to tell the class about their experience.

Exercise 1 page 67

- Students read the podcast introduction, then discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 2 5.03 page 67

AfL Teaching tip: learning intentions

Preparing students to listen

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

As students listen to the podcast in exercise 2, ask them to check if the speakers mention any of the ideas they came up with while discussing the questions in exercise 1. After checking the answer to exercise 2, elicit from students which of their ideas were talked about.

See the notes on Assessment for Learning on page 11.

Note!

In the conversation, Zoe uses a mixed conditional (Even if I had paid for a subscription service, I wouldn't spend more time watching films.). There is no need to draw attention to this, but if students happen to notice it, tell them that this area of grammar will be studied in Lesson 5.5.

- Play the audio for students to choose the best summary of the discussion.
- Check the answer as a class.

KEY

B

Transcript

See Teacher's Guide, page 200.

Exercise 3 5.03 page 67

- Go through the Listening strategy together.

Extra activity

Working in pairs, students think of other linking words / phrases which can be used to add supporting information or introduce contrasting information. Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

Supporting information: moreover, additionally, as well as that, not only … but also, what's more, added to that, together with that
Contrasting information: at the same time, nevertheless, but, yet, even though, even so, nonetheless

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

KEY

1 B 2 C 3 A 4 D 5 B

Transcript
See Teacher's Guide, page 200.

Extra support
- Give students time to read the questions and answer options carefully and underline the key words. You could do the first question as an example together, e.g. *What is the* main reason Ben *says he would* go to the cinema*?*
- Point out that sometimes the speaker makes the points in the incorrect answer options or says something similar, so students need to listen carefully to be able to eliminate these options, e.g. 1A: Ben says he has seen *a lot of* films online, but he doesn't say *too many*. 1C: He says that watching a film at the cinema is a different experience from watching online, but this isn't the main reason he'd go to the cinema. 1D: He mentions watching films 24 hours a day, but is just making the point that this is something he could do if he wanted to.

Exercise 4 5.04 page 67
- Students read the Listening strategy again.
- Play the audio for students to complete the task. Point out that all of the linking words / phrases they hear and need to write down are in the strategy box.
- Check answers as a class.

KEY

1 C (Having said that,) **2** S (In addition,) **3** S (And needless to say,) **4** C (However,) **5** S (On top of that,) **6** S (Furthermore,) **7** C (On the other hand,)

Transcript
See Teacher's Guide, page 200.

Exercise 5 Vocabulary page 67
- Give students time to check in a dictionary the meaning of any compound nouns they are unfamiliar with.
- Students complete the sentences.
- Check answers as a class.

KEY

1 on-demand content **2** subscription service **3** social interaction **4** digital revolution **5** distance learning

Extra activity
- Write on the board:
  1 On top of that, … 2 Needless to say, … 3 Having said that, … 4 Although … 5 However, …
- Students read the sentences in exercise 5 again. Working in pairs, they then write a follow-on sentence for each, beginning with the linking word / phrase on the board. First, elicit which sentences will provide supporting information (1–2) and which contrasting information (3–5).
- Elicit some example sentences from the class.

Exercise 6 Think & share page 67
- Students discuss the questions in pairs.
- Elicit ideas from the class.

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

Further practice
Workbook page 54
Online practice

5.4 Vocabulary

Lesson summary

Speaking: Discussing the positive and negative effects of technology on the environment; discussing changes people could make to help the environment

Reading: An article about the effects of technology on the environment

Vocabulary: Technology and the environment

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5 or set it as an individual writing task for homework.

WARM-UP Write the following quotes on the board:
'Technology is that which separates us from our environment.' Marshall McLuhan (Canadian philosopher)
'It is clear that our survival and the salvaging of our environment are dependent on more technology, not less.' Samuel Florman (American civil engineer and author)
'It is the impulse of science to try to understand nature, and the impulse of technology to try to manipulate it.' Siddhartha Mukherjee (Indian-American physician, biologist and author)
- Ensure students understand all the vocabulary in the quotes.
- Working in pairs, students discuss what they understand by the quotes and whether they agree with them.
- Ask a few students to share their ideas with the class.

Exercise 1 page 68
- Students come up with ideas in pairs.
- Elicit ideas from the class.
- Ask: *Was it easier to think of positive or negative effects? Why do you think that was?* Elicit answers and reasons from the class.

Exercise 2 page 68
- Students read the article and answer the question.
- Check the answer as a class.

KEY

Idiomatically, to 'cost the Earth' means to be very expensive. The impact of high energy consumption and waste from technology clearly has a high environmental cost in terms of the planet's long-term future. The title asks, is this impact inevitable or can we do things differently to avoid it?

Extra activity

Ask: *Were any of the positive and negative effects that you discussed in exercise 1 mentioned in the article? If so, which? Did any information in the article surprise you? Why? / Why not?* Students discuss the questions in pairs. Elicit examples and reasons from the class.

Exercise 3 Vocabulary page 68

- Give students time to check in a dictionary the meaning of any items they are unsure of.

Extra support

- Elicit what part of speech each word / phrase is, e.g. *dispose of* is a verb, *landfill site* is a (compound) noun.
- Tell students to focus on the eight nouns in the article and match these to the definitions in exercise 3.

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

KEY

1 consumption 2 raw materials 3 global warming
4 alternative energy 5 landfill site 6 natural resources
7 carbon footprint 8 deforestation

Exercise 4 Vocabulary page 68

Extra support

Ask students to first read through the sentences and decide which gaps need an adjective and which a verb. Elicit answers and where a verb is needed, elicit which form it should be, e.g. sentence 1 needs an *-ing* verb.

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

KEY

1 endangering 2 reuse, dispose of 3 environmentally friendly 4 generate, renewable 5 viable

Exercise 5 page 68

- Students discuss the questions in pairs. If necessary, they can refer back to the article in exercise 2 to help them. More confident students can be encouraged to also come up with their own ideas for questions 1 and 2.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 Sending emails instead of letters helps reduce global deforestation. The use of fossil fuels like oil and gas could be reduced if more meetings were held via video link.
2 Through the use of raw materials for parts and packaging, power for factories and fuel for transport
3 Switching to cleaner types of alternative energy from renewable sources like wind and solar power

Exercise 6 page 68

- Encourage students to first read through all the posts quickly to get a general sense of what they are about. They then complete them with the target vocabulary. Point out that often the words / information after the gap will help students determine the missing item.
- Check answers as a class.

KEY

1 carbon footprint 2 consumption 3 generates
4 alternative energy 5 environmentally friendly
6 dispose of 7 reuse 8 raw materials 9 endanger
10 natural resources 11 renewable 12 deforestation

Exercise 7 Think & share page 68

- Students discuss the questions in groups.
- Ask each group in turn to share some of their ideas with the class.
- Students do the Vocabulary booster exercises on page 124.

Lesson outcome

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

Further practice

Workbook page 55
Vocabulary booster page 124
Vocabulary photocopiable worksheet
Short test

5.5 Grammar

Lesson summary
Reading: A text about the importance of lithium
Grammar: Mixed conditionals
Listening: A discussion about the consequences of new inventions
Speaking: Discussing how life would have been different without important inventions

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

WARM-UP Set a time limit and ask students in pairs to write down as many important inventions as they can.

- When time is up, ask students to join another pair and share their ideas. As a group, they then discuss and decide on which three inventions are the most important. Encourage them to use the Phrasebook phrases and strategy for managing a conversation introduced in Lesson 3.8.
- Ask each group in turn to tell the class which inventions they chose and why.

Exercise 1 page 69

- Focus on the photos. Elicit what the items are (a mobility scooter, an electric drill, a laptop, a smartphone).
- Students read the title, then discuss the question in pairs. Ensure the correct pronunciation of *lithium* /ˈlɪθiəm/.
- Elicit ideas from the class, but do not confirm any correct answers at this stage.

Exercise 2 page 69

- Students read the text to check their ideas and answer the questions.
- Check answers as a class.

KEY

Lithium is an important raw material because it's a key element in battery manufacture for many products such as smartphones, electric cars and computers.

1 Lithium-ion batteries have a long life and can be recharged many times.
2 Extracting it from the Earth causes environmental damage.
3 By removing it from old devices and recycling it.

Extra activity

- Write on the board:
  1 *What products do you or your family have which contain lithium?*
  2 *What impact do you think the extraction of lithium might have on the environment?*
  3 *Do you think the environmental damage caused is a price worth paying for technology that uses less energy?*
- Ensure students understand the last question (e.g. Do the benefits of having technology that uses less energy outweigh the fact that the environment is being damaged?).
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

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 conditionals on the board:

1 *When do we use second and third conditionals?*
2 *How do we form second and third conditional sentences?*
3 *What modal verbs can we use instead of* would*?*
4 *What conjunctions can we use in place of* if*?*

Students could either answer the questions individually in writing or have a discussion in pairs before some whole-class feedback. To review second and third conditionals further, students can refer back to Lesson 5.2.

See the notes on Assessment for Learning on page 11.

Exercise 3 0.00 page 69

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

KEY

A 2 B 1

Extra support

- Focus on the examples of type A. Elicit the verb forms onto the board, i.e. conditional clause (*If* + past perfect) + result clause (*would* + verb)
- Focus on the examples of type B. Elicit the verb forms onto the board, i.e. conditional clause (*If* + past simple) + result clause (*would have* + past participle)
- Ask students to copy the information from the board. Visual learners may find it helpful to write or highlight the verb forms for each clause in different colours, to make it easier to distinguish between them.
- Remind students that the conditional clause and result clause can be in either order. When the conditional clause comes first, it is followed by a comma. When the result clause is first, there is no comma.

- Students do the Grammar booster exercises on page 141.

Exercise 4 page 69

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

KEY

1 C 2 D 3 A 4 B

Extra support

- When checking answers, elicit if each sentence is an example of type A or B (1 = A, 2 = B, 3 = B, 4 = A).
- Elicit how using *might* instead of *would* changes the meaning (it means that we are not sure of the result).
- Ask some questions to check students understand clearly what did / didn't happen, e.g. *Did Arfwedson realise lithium was a new element?* (yes) *Do we have rechargeable batteries today?* (yes) *Is there a more sustainable way to produce lithium?* (no)

Exercise 5 page 69

Extra support

Read out each sentence and elicit if the mixed conditional will be type A or B (1 = B, 2 = A, 3 = B, 4 = A, 5 = B).

- Students rewrite the sentences. Point out that the clauses can be in either order.
- Check answers as a class.

KEY

1 If Oscar liked hip-hop, he would have come to the concert with us. / Oscar would have come to the concert with us if he liked hip-hop.
2 If the repair shop had managed to fix my laptop, I'd be happy. / I'd be happy if the repair shop had managed to fix my laptop.
3 If my dad didn't care about the environment, he wouldn't have bought an electric car. / My dad wouldn't have bought an electric car if he didn't care about the environment.
4 If Dina hadn't decided to take a break from studying, she might be at university this year. / Dina might be at university this year if she hadn't decided to take a break from studying.

5 If Hannah wasn't so bad at maths, she would have helped me with my homework. / Hannah would have helped me with my homework if she wasn't so bad at maths.

Exercise 6 5.05 page 69

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

KEY

the internet, rechargeable batteries, antibiotics (penicillin)

Transcript

See Teacher's Guide, page 200.

Exercise 7 5.05 page 69

- Play the audio again. Ask students to make brief notes to answer the questions as they listen.
- Give students time to use their notes to write mixed conditional sentences. Less confident students could do this in pairs.
- Check answers as a class.

KEY

1 If the internet hadn't been developed, we wouldn't have so many of the things we take for granted.
2 If no one had invented rechargeable batteries (for phones and laptops), we would still be using landlines and desktop computers.
3 If there weren't so many rechargeable devices, we wouldn't have used up so many of the planet's natural resources.
4 If Alexander Fleming hadn't developed penicillin, we wouldn't be able to fight infections in the way we can now.
5 If we hadn't used antibiotics so widely, they might be more effective.
6 If humans were more concerned about the environment, we wouldn't have created all these environmental problems like climate change, deforestation and plastics in the ocean.

Transcript

See Teacher's Guide, page 200.

Exercise 8 Think & share page 69

- Circulate and monitor as students have their discussions, checking that they are using the target grammar accurately.
- Elicit ideas from the class.

Extra activity

Working in pairs or individually, students choose one of the inventions from the box in exercise 8 and do some internet research to find out, e.g. when it was invented, who invented it, how they came up with the idea, how the invention has changed over time, how widely the product is used, the advantages of the product, etc. Using the information they find out, students produce a *Did you know … ?* informational leaflet, similar to the one in exercise 4. Encourage them to include some mixed conditionals and vocabulary from the unit. The completed work could be displayed in the classroom for others to read.

Lesson outcome

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

Further practice

Workbook page 56
Grammar booster page 141
Grammar photocopiable worksheet
Online practice

5.6 Reading

Lesson summary

Speaking: Discussing questions about social media; giving advice about quitting social media
Reading: An article about quitting social media
Strategy: Using topic sentences
Vocabulary: Social media

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

WARM-UP Elicit or explain the meaning of *quit* (stop doing or leave something). Elicit examples of things someone might quit, e.g. a job, school, a bad habit (e.g. biting nails, going to bed very late, eating too much junk food,), an activity (e.g. playing in a team, learning an instrument, volunteering).

- Ask students to think about a time that they quit something. Tell them not to choose social media as their example, as they will be discussing this topic later in the lesson.
- Ask: *Why did you quit? Was it easy to quit? Have you ever regretted quitting?* Students discuss the questions in pairs.
- Ask a few students to share their experience with the class.

Exercise 1 page 70

- Students discuss the questions in pairs.
- Ask a few pairs how similar their social media use is.
- Elicit from the class which of the facts about social media they found surprising and why.

Exercise 2 page 70

- Students read the article and answer the questions. You may wish to set a time limit.
- Check answers as a class.

KEY

1 To explain why some young people are quitting social media
2 Evidence from research studies, interviews with teenagers
3 Mainly positive

Exercise 3 page 70

- Go through the Reading strategy together.
- Students read paragraph A again and decide which is the topic sentence.
- Check the answer as a class.

KEY

But there is now increasing evidence that some teenagers may be falling out of love with social media.

Exercise 4 page 70

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

KEY

B 4 **C** 1 **D** 6 **E** 2 **F** 5

Exercise 5 5.06 page 70

- Ensure students understand *exaggerate* /ɪgˈzædʒəreɪt/ (make something seem better or more important than it really is).
- Students complete the task.
- Check answers as a class.

KEY

1 T **2** F **3** NG **4** T **5** F **6** F **7** NG **8** T

Extra activity

- Write on the board:
  Do you agree that teenagers are addicted to communicating via social media?
  Why is social media use amongst older people increasing?
  Do you ever exaggerate on social media?
  Is it the responsibility of schools to educate teenagers on the potential risks of social media?
  Do you agree that 'Giving up social media is kind of cool!'?
- Students discuss the questions in pairs. Encourage them to support their answers with reasons and examples.
- Elicit opinions and ideas from the class.

Exercise 6 Vocabulary page 70

- Students find vocabulary items to match the definitions.
- When checking answers, elicit what part of speech each item is, e.g. *adapt to* is a verb.

KEY

1 adapted to **2** obsessed with **3** maintain their profile **4** scrolling **5** targeting **6** peer group

Exercise 7 page 70

AfL Teaching tip: diagnostics

Wait time

Allowing sufficient time for learners to formulate thoughts and engage in activities is essential in giving them the chance to demonstrate their ability to the full.

Rather than asking students to engage in the discussion task immediately, allow them time to prepare their ideas and make some notes, if they wish. This will ensure the whole group then takes an active part in the activity and will improve the quality of their output.

See the notes on Assessment for Learning on page 11.

- Students complete the discussion task in groups. You may like to elicit or provide some expressions to talk about advice for students to use, e.g. *I'd advise them to …; I'd suggest that they …; I (don't) think they should / ought to …; It would be better if they … .*
- Ask each group in turn to provide some brief feedback with their best advice.

Exercise 8 Think & share page 70

- Students discuss the questions in pairs.
- 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 recognise and understand topic sentences in a text.*

Further practice

Workbook page 57

Online practice

5.7 Global skills

Lesson summary
Reading: A social media post
Listening: A podcast about our digital footprint
Speaking: Sharing ideas about managing your digital footprint; discussing your own digital footprint; talking about building a positive digital footprint
Vocabulary: Online activity
Writing: A text message giving advice about safely managing a digital footprint

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

WARM-UP Write on the board:

1 *How easily would you a ___ to a life without social media?*
2 *What kind of online adverts are typically t___ at your p___ g___?*
3 *Is anyone you know o___ with m___ their social media p___?*
4 *What kind of social media posts do you s___ past without reading? What kind of posts make you stop s___?*

- Students copy and complete the questions with the missing social media vocabulary. The first letter of each word is given. If necessary, students can refer back to Lesson 5.6.
- Check answers as a class, then ask students to discuss the questions in pairs. Elicit answers from the class.

KEY

1 adapt **2** targeted, peer group **3** obsessed, maintaining, profile **4** scroll, scrolling

Exercise 1 page 72

- Students read the post and answer the questions in pairs
- Check the answer to the first question as a class.
- Elicit answers to the second question.

KEY

One of your grandparents' surnames, your first pet's name and the name of the street you grew up on
(Suggested answer) Anyone who wanted to steal your identity or gain access to your online accounts might find this information useful, as they are very common answers for online passwords.

Extra activity

- Write on the board:
  1 Have you ever seen posts like this on social media?
  Yes → What information did they ask for? Did you reply? Why? / Why not? Did you read other people's replies?
  No → If you saw one, would you reply? Why? / Why not?
  2 What other private information might posts like these ask for?
- Students discuss the questions in pairs.
- Elicit answers and ideas from the class.

Exercise 2 5.07 page 72

- Elicit students' ideas on what a *digital footprint* is.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

(Suggested answer) A digital footprint is the information about a particular person that exists on the internet as a result of their online activities.
Active footprint = the things you actively 'do' online, e.g. creating a social media profile, posting updates / photos / comments, playing games, writing a blog
Passive footprint = the traces that you leave every time you visit a site, browse the internet for products or read news stories

Transcript

See Teacher's Guide, page 201.

Exercise 3 5.07 page 72

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

KEY

1 F Everyone who uses the internet has a digital footprint. 2 T 3 T 4 F The more information there is about you online, the easier it is for criminals to contact you and gain information to access your accounts.
5 F They potentially stay there forever.

Transcript

See Teacher's Guide, page 201.

Exercise 4 page 72

- Give students time to think of and note down ideas in pairs.
- Pairs take turns to share their suggestions with the class.

Exercise 5 Vocabulary page 72

- Give students time to check in a dictionary the meaning of any words / phrases they are unsure of.
- Students read and complete the tips.
- Check answers as a class.

KEY

a privacy settings b Inactive c hacking d required information e traces f respectful g background check h tag i untag

Extra support

- After students have checked the meaning of the vocabulary, elicit which part of speech each item is. With the nouns, elicit if they are uncountable (e.g. *hacking*), singular (e.g. *background check*) or plural (e.g. *privacy settings*).
- Advise students to first read through all of the tips and think about what part of speech is needed for each gap. They then read the tips again and complete them.

- Elicit from the class which of the ideas they came up with in exercise 4 were mentioned in the tips.

Extra activity

- Students discuss in pairs whether they follow the advice in the tips in exercise 5. You could first ask some questions to prompt their discussion, e.g. *Have you ever googled yourself? How often do you check your privacy settings? Do you have any inactive accounts?* Encourage students to give details, examples and reasons in response to each tip.
- Ask a few pairs to share any differences they found with the class, e.g. *Max always untags himself in photos on social media, but I never do that.*

Exercise 6 page 72

- Elicit examples of things students do online, e.g. watch videos on YouTube, read blogs, play games, check social media accounts, shop online, do research for homework.
- Students write down the last five things they did online.
- Working in pairs, students compare their recent online activity and discuss their digital footprints.
- Ask a few students to share some information about their digital footprint with the class.

Exercise 7 Mediation page 72

AfL Teaching tip: success criteria

Monitoring of feedback

Make success criteria transparent in the classroom so that students understand where they are going in their learning.

Before learners start the writing task in exercise 7, decide together what you will be focusing on for feedback, e.g. inclusion of key information from the lesson, accurate use of online activity vocabulary, appropriate informal register.

See the notes on Assessment for Learning on page 11.

- Circulate and monitor as students write their text message, helping where necessary.
- Provide students with some individual feedback.

Extra challenge
Fast finishers swap their completed text messages in pairs, read each other's work and then write a reply. They should: thank their older cousin for the message; say what new information they learned; say what action they are now going to take to manage their digital footprint better.

Exercise 8 Think & share page 72

- Encourage students to note down all of the ideas the group comes up with and then select the best ones to share with the class.
- Invite each group in turn to present their ideas.

KEY (SUGGESTED ANSWERS)
share articles about your interests or chosen career; start a blog or post constructive comments on other people's blogs; host a website; ensure the messages you post are respectful and free from grammatical or spelling errors; fundraise for a charity using an online sponsorship page; create a video to teach others something new

Lesson outcome

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

Further practice
Workbook page 58

5.8 Speaking

Lesson summary
Speaking: Discussing how technology can harm and benefit the environment; pronunciation: linking; giving a three-part presentation
Listening: A presentation about technology and the environment
Strategy: Organising a presentation
Vocabulary: Useful language for signposting a presentation

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 On the left side of the board, write: *alternative*, *artificial*, *cause*, *endanger*, *environmentally*, *generate*, *global*, *renewable*, *reuse*, *sustainable*

- On the right side of the board, write: *agriculture*, *deforestation*, *energy*, *friendly*, *intelligence*, *old products*, *power*, *sources*, *the planet*, *warming*
- Working in pairs, students match the words on the left to those on the right. Point out that there may be more than one correct option for some matches. Students should choose the most natural / common collocations and ensure all of the words are used.
- Elicit the matches and check that students can remember what all the vocabulary means.

KEY
alternative energy / power, artificial intelligence, cause deforestation, endanger the planet, environmentally friendly, generate power / energy, global warming, renewable sources, reuse old products, sustainable agriculture

Exercise 1 page 73

- Check students understand *ecology* (the relation of plants and living creatures to each other and their environment).
- Students discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)
1 Developments in technology engineered by humans have caused a lot of problems for nature and the environment, and we should accept the blame for these.
2 Some examples are: air, ground and water pollution; global warming; species extinction; resource depletion; habitat loss.
3 Students' own answers, but examples include the following: Energy use: using more renewable sources of energy; reducing energy consumption; making homes and technology more energy-efficient
Wildlife protection: tracking threats; monitoring populations; restoring habitats

Exercise 2 5.08 page 73

Extra support
Ask students to read through the notes and think about what part of speech is needed for each gap. Elicit answers (1 = adjective, 2 = plural verb, 3 = plural noun, 4 = adjective). If you did the warm-up activity, tell students that the vocabulary from that will help them complete the task.

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

KEY
1 environmentally friendly 2 generate 3 endangered wildlife / animals 4 sustainable

Transcript
See Teacher's Guide, page 201.

Exercise 3 5.09 page 73

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

KEY

1 Solar, wind and wave power
2 Smart technology to track the movements of endangered species. Drones to search for dangers and illegal activity like deforestation. AI to gather information about different species which helps protect them.
3 Technology now allows people to heat their homes using alternative fuels, and to buy appliances and devices that use less energy. Developments in battery design means it's possible to store electricity for longer. Our devices allow us to communicate without using large amounts of paper, which helps to reduce deforestation. Technology lets us break down many products into materials that can be recycled and reused.

Transcript

See Teacher's Guide, page 201.

- Elicit whether any of the ideas students suggested in exercise 1 were mentioned in the presentation.

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, complete 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 11.

Exercise 4 5.10 page 73

- Go through the Speaking strategy together. Ask students why they think the term *signposting* is used to describe these phrases (they help the listener understand the direction in which the presentation is going).
- Give students time to read through the Phrasebook phrases.
- Play the audio for students to identify the phrases used.
- Check answers as a class.

KEY

In this presentation, I'm going to talk about …; My talk will be in three parts.; Firstly, …; Then in the second part, …; In the final section, …; I'd like to start by taking about …; Let's move on to …; Finally, let's look at …; So, in conclusion, …

Transcript

See Teacher's Guide, page 202.

Exercise 5 5.11 Pronunciation page 73

- Go through the Pronunciation box together.

Note!

You may like to give students the following additional information about the pronunciation rules:

1 Point out that this rule is about linking a word ending with a *consonant* ***sound*** (not necessarily a consonant, e.g. *alternative*) to a word beginning with a *vowel* ***sound*** (not necessarily a vowel, e.g. *hour*). When linking, the consonant sound from the first word is often moved to the start of the next word, e.g. we would say *environmenta–lissue*.

2 We add a /j/ sound between words when the first word ends in /iː/, /eɪ/, or /aɪ/, e.g. *the Earth* /ðiːˈjɜːθ/.

3 We add a /w/ sound between words when the first word ends in /əʊ/ or /uː/, e.g. *no input* /nəʊˈwɪnpʊt/.

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

Transcript

See Student's Book, page 73.

Extra activity

- Students look back at the phrases in the Phrasebook in pairs and find examples of the three types of linking, e.g. 1 *I'm going to talk_about* …, 2 *This presentation will be_about* …, 3 *I'm going to tell you_about* … . Elicit examples.
- Read out all the phrases for students to repeat. Tell them to focus in particular on practising the way words are linked.

Exercise 6 page 73

Extra support

Write the following structure on the board to help students plan and organise their presentation:
Introduction: Introduce the topic broadly → Say what your presentation will be about → Say what the three parts will be
Main body: Talk about the first point (e.g. details, examples, reasons, opinions) → Talk about the second point → Talk about the final point
Conclusion: Give a very brief summary and/or final thought

- Working in pairs, students choose one of the topics and prepare a presentation. Encourage them to think about and include some of the information and vocabulary they have learned in the unit.

Exercise 7 page 73

- Give students time to decide on how they will divide up the delivery of their presentation and then rehearse it together.
- Join pairs to make groups of six or eight. As far as possible, try to ensure that students in the same group have chosen different presentation topics.
- Pairs take turns to give their presentation. At the end of each, the other students in the group should ask questions.

Extra activity

Introduce some phrases for inviting and asking questions, e.g. *Inviting questions: If you have any questions, we'll do our best to answer them. We're happy to answer any questions you may have. Are there any questions?*
Asking questions: I wonder if you could tell us … . I'd like to know … . Could you explain (a little more about) …, please?

Exercise 8 Reflect page 73

- Students discuss the reflection questions as a group. Encourage them to assess their own performance and also to provide feedback (constructive and polite) to their peers.
- Conduct some class feedback.

Lesson outcome

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

Further practice
Workbook page 59
Communicative activity photocopiable worksheet
Online practice

5.9 Writing

Lesson summary
Speaking: Talking about writing a website review
Reading: A website review
Vocabulary: Useful language for reviewing a website
Strategy: Using modifying adverbs
Writing: A website review

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

WARM-UP Elicit examples of things someone might write a review about, e.g. a book, film, product, restaurant, hotel, service.

- Ask: *Do you ever read reviews? Why? / Why not? Have you ever written a review?* Students discuss the questions in pairs.
- Elicit reasons why students read / don't read reviews. Ask students to raise their hand if they have written a review. Choose a few to tell the class about the review, e.g. what it was for, why they wrote it, whether it was positive, etc.

Exercise 1 page 74

- Students discuss the questions in pairs.
- Ask a few students to tell the class about the website they would write about.

Exercise 2 page 74

- Students read the list and then discuss the question in pairs.

Extra challenge

Students also discuss why a website review should not do the other things on the list.

- Elicit students' ideas but do not indicate at this stage whether the review in exercise 3 does these things.

Exercise 3 page 74

- Students read the review and answer the question. You may like to point out that the website in the review is not real.
- Check the answer as a class.

KEY
The review includes points A, C, E, G, H and I.

Exercise 4 page 74

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

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

Exercise 5 page 74

Extra support

- Focus on each word in the box in turn. Check students understand the meaning and elicit the part of speech (verb, noun or adjective). Encourage students to think carefully about what part of speech is needed to complete each phrase, e.g. 1 = adjective, 2 = verb.
- Once students have completed the Phrasebook, check answers as a class before getting them to identify which phrases are in the review.

- Students complete the Phrasebook, then look again at the review to find out which phrases the writer uses.
- Check answers as a class.

KEY
1 favourite **2** appreciate **3** appeals **4** purpose
5 range **6** impressed **7** stands out **8** feature
9 drawback **10** enhance
Phrases used in the review: One of my favourite websites is …; (Quintekit) appeals to me because …; (Quintekit) is basically a … site.; Its main purpose is to allow users to …; It also has a range of … features.; I'm particularly impressed by …; What really stands out is …; Another positive feature is …; On the negative side, …; Another slight drawback is …; I'm not keen on …; I would definitely recommend *-ing* …; I would (perhaps) like to see …; I can't recommend … highly enough.

Extra activity

Students take turns in pairs to read out a sentence from the review which includes one of the Phrasebook phrases, e.g. *I'm particularly impressed by the variety of material.* Their partner rephrases the sentence, using a different key phrase, e.g. *What I like most is the variety of material.*

Exercise 6 page 74

- Go through the Writing strategy together.
- Students decide on the purpose of each adverb.
- Check answers as a class.

KEY

Emphasise: incredibly, totally, absolutely, significantly
Soften: slightly, not especially, somewhat

Extra challenge

Ask students to find four more modifying adverbs in the review and decide if each emphasises or softens the writer's opinion. (All four adjectives – *particularly*, *extremely*, *definitely*, *highly* – emphasise the writer's opinion).

Note!

Remind students, as mentioned in Lesson 2.8, that they need to be aware that not all modifying adverbs combine with all adjectives. Over time, students should build up an awareness of which collocations are correct (e.g. *absolutely amazing*) and which are not (e.g. ~~absolutely innovative~~).

Exercise 7 page 74

- Circulate and monitor as students plan their review, helping with organisation and language where necessary.

Exercise 8 page 74

- Students complete the writing task.

Exercise 9 Check your work page 74

- Students go through the checklist before submitting their work.

AfL Teaching tip: diagnostics

Peer proofreading

Students are often good at identifying mistakes and areas for improvement in others' work.

When students have completed their website review, ask them to swap their writing with a partner. They read through each other's work, assess whether the points in the checklist in exercise 9 have been achieved and underline any mistakes with spelling, grammar and punctuation. They then provide each other with some feedback and discuss together what they think the errors are and make corrections accordingly.

See the notes on Assessment for Learning on page 11.

Lesson outcome

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

Further practice
Workbook page 60
Online practice

5.10 Review

Note!

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

Grammar

Exercise 1 page 75

KEY

1 had known 2 unless 3 have gone 4 Supposing 5 even if 6 buy 7 wasn't

Exercise 2 page 75

KEY

1 cared 2 hadn't recycled 3 would upgrade / would have upgraded 4 didn't have 5 hadn't got 6 had been 7 would have bought

Vocabulary

Exercise 3 page 75

KEY

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

Exercise 4 page 75

KEY

1 consumption 2 renewable 3 natural resources 4 deforestation 5 raw materials 6 global warming, endanger 7 reuse, dispose of

Cumulative review

Exercise 5 page 75

KEY

1 gadget 2 would 3 innovative 4 If 5 viable 6 generate 7 significant 8 Supposing 9 have 10 environmentally 11 Even 12 footprint

Think & share

Exercise 6 page 75

KEY

Students' own answers

Note!

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

Further practice
Workbook page 61
Progress test

5 Vision 360°

Technology and us

Lesson summary
■ **square:** An article about taxi drivers' brains
● **circle:** A video about GPS
⬢ **hexagon:** An infographic about technology addiction
▲ **triangle:** An interview with a neuroscientist
★ **star:** A spidergram about health and well-being apps
Speaking: Discussing whether technology is good for our brains; asking for and giving directions; talking about the effects of technology on health and well-being
Reading: An article about taxi drivers' brains; an infographic about technology addiction; a spidergram about health and well-being apps
Listening: A video about GPS; an interview with a neuroscientist
Create task: Creating a health or well-being app for young people

SHORTCUT To do the lesson in 30 minutes, ensure Steps 1–3 of the Create task are done in class, then set Step 4 as a group homework task and do Step 5 in the next lesson.

WARM-UP Elicit the names of some apps which are popular amongst teenagers. Ask: *What makes these apps successful?* Give students time to share their ideas in pairs, then elicit suggestions from the class.

Exercise 1 Think & share page 76

- Students share their opinions on the statement in pairs.
- Elicit opinions and reasons from the class.

EXPLORE

Exercise 2 page 76

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

KEY (SUGGESTED ANSWERS)

Taxi drivers use GPS technology to give them directions, avoid traffic and provide them with accurate arrival times. They use smartphones to locate and communicate with customers, and payment technology to take payment electronically.
Customers use smartphones to call a taxi and to communicate with drivers. They use phone apps and credit cards to pay electronically.

Exercise 3 All hotspots page 76

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

KEY

1 ▲ 2 ⬢ 3 ★ 4 ■ 5 ●

Transcripts

See Teacher's Guide, page 202.

Exercise 4 ▲ page 76

- Click on the square hotspot again for students to read the article and complete the task.
- Check the answer as a class.

KEY

C

Exercise 5 ● page 76

- Click on the circle hotspot for students to watch the video again and complete the summary.
- Check answers as a class.

KEY

1 route 2 obstacles 3 speed limit 4 brain
5 memory

Transcript

See Teacher's Guide, page 202.

Exercise 6 page 76

Extra support

Before students do the task, review some language to ask for and give directions, e.g.
Can you tell me how to get from … to …, please?
What's the quickest route from … to …, please?
Go along … Street / Road until you reach … .
At the traffic lights / roundabout / crossroads, turn left/right / go straight on.
Take the first / second / third road on the left/right.
The … is straight ahead / on the left/right.

- Students complete the task in A / B pairs.
- Ask a few pairs who was better at giving directions and why they think that was.

Exercise 7 ⬢ page 77

- Click on the hexagon hotspot again for students to read the statistics and tips, then discuss the questions in pairs.
- Ask some students to share their answers with the class.

Exercise 8 ▲ page 77

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

KEY (SUGGESTED ANSWERS)

She thinks we are becoming more like animals because we can get easily distracted by our smartphones and aren't able to refocus our attention.

Transcript

See Teacher's Guide, page 202.

Exercise 9 ★ page 77

- Click on the star hotspot again for students to read about the apps and complete the matching task.
- Check answers as a class.

KEY

1 Mental health app 2 Meal-tracking app 3 Sleep app 4 Running and cycling app

Extra activity

Ask: *Would any of the apps mentioned be useful for you? Why? / Why not? How beneficial are apps in improving people's health and well-being?* Students discuss the questions in pairs. Elicit answers from the class.

Exercise 10 Think & share page 77

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

CREATE … a health or well-being app for young people

To complete the Create task, students will need access to the internet to do the Research it! task. Other equipment and materials they need will depend on how they choose to promote their app. They will either need a computer with relevant software (e.g. presentation or poster-making), or a large piece of card / paper and coloured pens.

STEP 1 page 77

- Working in groups, students discuss health and well-being problems experienced by young people. Elicit examples.
- Students decide on a problem they would like to create an app for. Try to ensure a good range across the class, as this will add variety and interest at the presentation stage.

STEP 2 Research it! page 77

- Students conduct some online research into relevant apps and make notes on each point.

STEP 3 page 77

- Advise students to first quickly come up with and write down as many ideas as possible, then to look at their list and select the three best features to include on their app.

STEP 4 page 77

- Circulate and monitor as groups prepare their presentation, helping with language and answering queries as required.

STEP 5 page 77

- Groups take turns to present their app to the class.
- Ask a few students which app they think is the most useful and interesting, and elicit reasons why.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about how technology is changing the way our brains work and create an app for young people.*

6 Money matters

6.1 Vocabulary

Lesson summary

Speaking: Discussing spending habits; pronunciation: compound nouns; comparing top expenses; answering questions related to money

Listening: A vlog about a no-spend challenge

Vocabulary: Spending money

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 10 for homework and do exercise 11 in the next lesson.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (An employee inspecting a sheet of South Korean 50,000 won banknotes at the Korea Minting, Security Printing & ID Card Operating Corporation.)
- *Do you pay for things mostly with cash or make contactless payments with a bank card?*
- *Do you think your country will become a cashless society in the near future?*
- *What are the pros and cons of this happening?*
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 Think & share page 78

- Students complete the discussion task in pairs.
- Ask a few pairs how similar their spending habits are.

Exercise 2 6.01 page 78

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

KEY

1 Zaki 2 Yasmin 3 Zaki 4 Yasmin 5 Yasmin

Transcript

See Teacher's Guide, page 202.

Exercise 3 6.01 page 78

Note!

If students want to know more about *minimalism*, tell them that this topic will be focused on in Lesson 6.3.

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

KEY

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

Transcript

See Teacher's Guide, page 202.

Extra challenge

Ask students to correct the false sentences.

KEY

2 She is going to continue gaming because video games are really important to her and she only spends a few pounds a week on them.
5 He's going to start walking everywhere unless it's raining or cold.
7 He can because his mum pays for the streaming services he uses.

Extra activity

- Write on the board:
  Whose attitude to money is more similar to yours?
  Do you agree that we're happier when we only spend money on the things we need?
  Would it ever be possible to last one month without spending any money?
  Is a competition a good way to motivate people to save?
- Working in pairs, students discuss the questions. Encourage them to support their answers with reasons and examples.
- Elicit ideas and opinions from the class.

Exercise 4 Real English page 79

- Students choose the correct meanings of the key phrases.
- Check answers as a class.

KEY

1 little 2 large 3 large 4 little 5 unexpected situations 6 are thinking about buying it

Extra activity

- Working in pairs, students choose three of the Real English phrases and write mini-dialogues including them, e.g. *'I can't believe I've only got €20 left until the end of the month!' 'Well, you wouldn't be so strapped for cash if you hadn't bought that new fitness tracker.'*
- Pairs take turns to read their dialogues to another pair.
- Ask a few pairs to present a dialogue to the class.

Exercise 5 Vocabulary page 79

- Give students time to check in a dictionary the meaning of any items they are unsure of.
- Students discuss the question in pairs.
- Check the answer as a class.

KEY

Zaki is going to stop spending money on bus fares, everyday expenses and takeaways.

Exercise 6 6.02 Pronunciation page 79

- Play the audio for students to listen to the compound nouns and identify where the main stress falls.
- Elicit answers to the questions.

KEY

The main stress usually falls on the first part of the word. The exceptions are *everyday expenses* and *second-hand stuff*. If the first part of a compound noun is a noun or verb, the stress is on the first part. If the first part is an adjective, the stress is on the second part.

Transcript

See Student's Book, page 79.

- Play the audio again, pausing for students to repeat each compound noun. Students then practise the words in pairs.

Extra activity

Ask students to look back at the compound nouns in exercise 5, Lesson 5.3. Working in pairs, they decide where the stress falls in each item. Check answers as a class.

KEY

Stress on the first word: distance learning, subscription service
Stress on the second word: digital revolution, on-demand content, social interaction

Exercise 7 page 79

- Circulate and monitor as students write their list, providing any vocabulary required.
- Students compare their lists in pairs.
- Ask a few pairs how similar their top expenses are.

Exercise 8 Vocabulary page 79

- Students complete the matching task. Allow them to use a dictionary if necessary.
- When checking answers as a class, draw students' attention to the collocations, e.g. *spend money*, *keep track of*.

KEY

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

Extra activity

Students discuss in pairs how the phrases relate to Zaki and Yasmin's vlog. If necessary, you could play the video or audio again. Elicit answers from the class.

KEY

Zaki knows how to **spend his money wisely**. His family are going to make sure they **use up the things they already have**.
Yasmin usually starts the month **owing a friend money**. Her plan is to **get her spending under control**. She's going to **keep track of her finances** by writing everything down and **be on a limited budget** each day. She hopes this will help her **cut out non-essentials** and start to **build up her savings account**.

Exercise 9 page 79

- Students complete the discussion task in pairs.
- Ask a few students to share an example with the class.

Exercise 10 page 79

- Encourage students to read through the whole blog post for general understanding before they start completing it.
- Check answers as a class.

KEY

1 strapped 2 track 3 fares 4 membership 5 out 6 takeaways 7 accessories 8 up 9 wisely 10 second-hand 11 under

Extra support

Tell students which gaps need to be filled with a word from exercise 4 (i.e. 1), exercise 5 (i.e. 3, 4, 6, 7, 10) and exercise 8 (i.e. 2, 5, 8, 9, 11).

Exercise 11 Think & share page 79

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

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about spending and not spending money.*

Further practice

Workbook page 62
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.2 Grammar

Lesson summary

Speaking: Talking about finance apps; discussing statements about money

Reading: A blog post about a finance app

Grammar: The passive: all tenses; verbs with two objects in the passive

Listening: An interview with a student about an app

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

AfL Teaching tip: learning intentions

Evaluating success criteria in reviews

Timely feedback can be scaffolded in review tasks that exploit the core learning intentions as success criteria.

Ask students in pairs, with books closed, to brainstorm the vocabulary and Real English expressions they learned in Lesson 6.1. They then look at pages 78–79 to see which words and phrases they missed out.

See the notes on Assessment for Learning on page 11.

WARM-UP Put students into groups of four or five and ask them to form a circle.

- Tell them to imagine they have decided to start managing their money better. One student in each group starts by saying an action they are going to take, e.g. *I'm going to cut out non-essentials*. The student to their left repeats the action and adds another suggestion, e.g. *I'm going to cut out non-essentials and start buying second-hand stuff.*
- Play continues in the same way around the group. Encourage students to include as much vocabulary from Lesson 6.1 as possible. If a student cannot think of another idea to add or makes a mistake, they are out.
- Find out which group came up with the most ideas and ask one student in the group to share the list with the class.

Exercise 1 page 80

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

Exercise 2 page 80

Extra activity

Ask the class some questions to review the details of Yasmin's no-spend challenge, e.g. *Who is Yasmin doing the challenge with? Who inspired them to do the challenge? What problem does Yasmin have?*

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

KEY

1 She's getting on well – her spending has been reduced considerably.
2 An app to help her keep track of her finances
3 Because she hasn't got a job yet or bills to pay.

Exercise 3 page 80

- Students complete the grammar rules and identify which tense each of the passive forms in the blog post uses.
- Play the video.
- Check answers as a class.

KEY

1 *by* 2 *be* 3 present
a present perfect passive b present continuous passive c past perfect passive d past continuous passive e past simple passive f present simple passive g future simple passive

Extra support

Elicit to the board how each passive tense is formed, e.g. *present perfect passive = has / have been + past participle*; *present continuous passive = am / is / are being + past participle*. Ask students to copy the information.

- Students do the Grammar booster exercises on page 142.

Exercise 4 page 80

Extra support

Focus on each sentence in turn and elicit which tense the passive form needs to be. To help students decide, advise them to look at the tense of any other verb in the sentence and also to identify any key words / phrases, e.g. *by the end of the week*, *yet*, *these days*. Write the tenses on the board for students to refer to as they complete the task, i.e. 1 past simple, 2 future simple, 3 past continuous, 4 present perfect, 5 present continuous, 6 past perfect, 7 present simple.

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

KEY

1 was rejected 2 will be transferred 3 was being repaired 4 hasn't been refunded 5 is being modernised 6 had been made 7 are accepted

Extra challenge

Working in pairs, students transform the sentences from passive to active. They will need to add a subject in most cases, e.g. 1 *He had to pay in cash because the machine rejected his credit card.* 2 *The bank will transfer the money by the end of the week.* Elicit answers from the class.

Exercise 5 page 80

- Students read the grammar rules and find the example.
- Check the answer as a class.

KEY

f – you are sent a warning (if any strange activity is detected)

- Elicit what the passive sentence would be if the other object were the subject, i.e. *A warning is sent to you if any strange activity is detected.*
- Students do the Grammar booster exercises on page 142.

Exercise 6 page 80

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

KEY

1 You will / 'll be sent your card in the next few days.
2 He has / 's been offered a part-time job at the supermarket.
3 We were given some valuable financial advice by my aunt.
4 They had / 'd been lent the equipment free of charge by the company.
5 I am / 'm owed quite a lot of money by my friends.
6 We were being shown a training video.
7 She is / 's being paid £20 to look after her neighbours' children tonight.

Extra challenge

Working in pairs, students say what the passive sentences would be if the other object in the sentence were the subject, e.g. 1 *Your card will be sent to you in the next few days.* 2 *A part-time job at the supermarket has been offered to him.*

Exercise 7 6.03 page 80

- Play the audio for students to answer the questions. Point out that they should include a passive form in each answer.
- When checking answers as a class, elicit which tense each passive form is, e.g. 1 = present simple, 2 = past simple.

KEY

1 Families **2** A card **3** The money that has been put on the card **4** Money can be transferred onto the card immediately in an emergency. **5** He is paid interest on the money he saves.

Transcript

See Teacher's Guide, page 202.

Exercise 8 page 80

- Students discuss the questions in pairs.
- Ask students to raise their hand if they answered *yes*. Elicit reasons why. Do the same with those who said *no*.

Exercise 9 Think & share page 80

- Working in pairs, students discuss whether they agree with the statements. Ensure they give reasons for their opinions.
- Find out which pairs expressed a difference of opinion while doing the task. Choose a few to tell the class what they disagreed about 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 use passive forms to talk about personal finance apps.*

Further practice

Workbook page 63
Grammar booster page 142
Grammar photocopiable worksheet
Online practice

6.3 Listening

Lesson summary

Speaking: Discussing a quote about the consumption society; discussing questions about possessions, consumerism and minimalism; giving an explanation of minimalism

Listening: A podcast about minimalism

Strategy: Drawing conclusions from what we hear

Vocabulary: Minimalism

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, omit exercise 4 and set exercise 6 for homework.

WARM-UP Ask: *How often do you buy new things, e.g. clothes, footwear, gadgets, accessories? What do you do with things that you no longer want or need?*

- Give students time to discuss the questions in pairs, then ask some students to share their answers with the class.

Exercise 1 Think & share page 81

Note!

While the author of the quote uses the term *consumption society*, we would more commonly refer to this as a *consumer society* (a society in which people often buy new goods, especially goods that they do not need, and in which a high value is placed on owning many things).

- Working in pairs, students share their ideas on the meaning of the quote and say whether they agree with it. Encourage them to support their opinion with reasons and examples.
- Elicit students' ideas on the meaning of the quote.

KEY (SUGGESTED ANSWER)

The quote means that because we live in a consumer society, we have been led to believe that we can only be happy if we buy a lot of things. We don't realise that we can be happy without buying things.

- Ask a few students to share with the class whether they agree with the quote and why / why not.

Exercise 2 6.04 page 81

- Ask students to think back to Yasmin and Zaki's vlog in Lesson 6.1. Ask: *What was their vlog about?* (a no-spend challenge) *What prompted them to do the challenge?* (seeing a documentary about two men called 'The Minimalists'). Tell students that in this lesson, they will learn more about *The Minimalists* and minimalism.

Extra support

Ask students to look at the notes in pairs and discuss what part of speech is needed to complete each sentence and what possible answers might be, given the context. Elicit ideas from the class, e.g. *We need an* -ing *verb for 1, because it follows a preposition. It must be something positive, like* being organised, enjoying life *or* feeling calm.

- Give students time to read through all the notes. Draw attention to the names and find out whether any students have heard of these people. If so, elicit what they know.
- Play the audio for students to complete the notes.
- Check answers as a class.

KEY

1 being happy **2** necessary **3** gain satisfaction
4 extreme **5** in their thirties **6** packing party
7 website **8** organising possessions

Transcript

See Teacher's Guide, page 203.

Exercise 3 6.04 page 81

- Go through the Listening strategy together. Elicit or explain the meaning of *draw a conclusion* (consider all the information connected with a situation and make a decision about what is true, correct, likely to happen, etc). Check

students can pronounce and understand the meaning of *infer* /ɪnˈfɜː/ (reach an opinion or decide that something is true on the basis of information that is available).

- Play the audio again for students to complete the task. Pause it regularly to give students time to note down the key information.

Extra challenge

Students also note down the information from the recording which tells them that the other statements are false. When checking answers, elicit the information (see Key).

- Check answers as a class.

KEY

1 ✓ Minimalists believe that we all have too much stuff and they often blame consumerism for this.
2 He didn't find a place by chance. He built his own cabin in the woods.
3 The presenter makes the point that it isn't necessarily a question of spending less money. It's about having fewer, but quality, possessions.
4 ✓ Millburn did this slowly, by taking eight months to evaluate each of his possessions … Nicodemus … held a 'packing party'.
5 ✓ They left their executive jobs behind them to set up a website and write a blog where they could share their experiences with others.
6 ✓ … the two men have made not one, but two interesting documentaries for Netflix.; The KonMari method has become so successful that Kondo has had a whole series of her own on Netflix.; … there are plenty of programmes on TV and streaming platforms about minimalism …

Transcript

See Teacher's Guide, page 203.

Exercise 4 page 81

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

Exercise 5 Vocabulary page 81

- Students discuss in pairs what the bold items might mean.
- Elicit possible definitions from the class.

KEY

1 material possessions = property or belongings that you own / can touch
2 consumerism = the buying and using of goods and service
3 lead a more meaningful life = do some good in your life
4 get rid of = throw something away
5 do without = manage without somebody / something
6 pursue their passion = do what you've always wanted to do

Exercise 6 page 81

Extra support

Tell students that they will need to change the form of the phrases for answers 1, 3 and 6. Encourage them to consider singular / plural forms, determiners and tenses.

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

KEY

1 lead more meaningful lives 2 do without 3 pursue your passion 4 Consumerism 5 material possessions 6 got rid of

Exercise 7 page 81

- Circulate and monitor as students prepare and practise their explanation in pairs, helping as required. Prompt them to think about the information they have gained from the lesson and to include some vocabulary from exercise 5.

AfL Teaching tip: success criteria

Peer evaluation

Evaluating peer performance requires students to think critically and analytically about what constitutes a successful piece of work.

Before students do exercise 7, decide on the success criteria for the task, e.g. include information about all three points, use key vocabulary to talk about minimalism, present the information so that it can be easily understood by someone who knows nothing about the topic. After students have prepared and rehearsed their explanation, ask them to present it to another pair. Ask the listeners to apply the agreed success criteria to the explanation 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 11.

Exercise 8 Think & share page 81

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

Extra activity

If students showed an interest in the topic of minimalism, suggest that for homework, they find out more about one of the minimalists mentioned in today's lesson. They could, e.g. watch an episode of their TV show, listen to an interview with or talk given by them, read an online article about them.

Lesson outcome

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

Further practice

Workbook page 64
Online practice

6.4 Vocabulary

Lesson summary

Speaking: Discussing the advantages and disadvantages of different ways to shop; giving an explanation about how to purchase a product on social media; discussing your shopping experiences and preferences

Vocabulary: Online shopping

Reading: An article about the social media shopping experience

Listening: Four speakers talking about a social media shopping experience

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 6 or set it as an individual written task for homework.

WARM-UP Ask: *How have people's shopping habits changed in the last decade? What are the reasons for these changes? How might shopping habits change in the future?*

- Students discuss the questions in pairs. Elicit ideas.

Exercise 1 page 82

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

Extra challenge

More confident students could also compare the different methods of shopping. Encourage them to use a range of comparative structures, e.g. *Shopping at a shopping centre is nowhere near as convenient as shopping online.*

Exercise 2 Vocabulary page 82

Note!

Shipping does not just mean that goods are transported by ship, but also by other means, e.g. courier service, plane, truck. Although *cost* can be used in its singular form, *shipping costs* is nearly always used as a plural noun.

- Give students time to check in a dictionary the meaning of any items they are unsure of.
- Students complete the article and answer the question.
- Check answers as a class.

KEY

1 special offer 2 retail price 3 potential customers 4 confirmation email 5 reference number 6 shipping costs

Social media enables sellers to reach a large group of potential buyers and allows them to have direct contact with their buyers.

Extra activity

- Elicit or remind students about the placement of stress in compound nouns (it usually falls on the first word, but falls on the second word if the first is an adjective).
- Ask students to look at the compound nouns in exercise 2 and decide in pairs where the stress falls in each item.
- Check answers, then drill the nouns as a class.

KEY

Stress on the first word: confirmation email, reference number, retail price, shipping costs
Stress on the second word: potential customers, special offer

Exercise 3 page 82

- Students discuss the questions in pairs. Point out that the answer to question 1 can be found in the article, but that students should come up with own ideas for question 2.
- Elicit answers from the class.

KEY

1 **Similarities:** you can find bargains on both; the process is similar: you add an item to your basket, you select the right quantity, you proceed to the checkout, you choose a delivery option, you get a confirmation email and you can track the package.
Differences: potential customers are presented with the products on their newsfeeds rather than having to browse websites; the seller and customer have direct contact; the seller and customer can meet to hand over the product and make the payment.
2 (Suggested answers) The seller might not be genuine. The product may not look like it does in the photo. The product might take a long time to arrive. The customer might buy things they don't need.

Exercise 4 Vocabulary page 82

Extra support

Tell students that they will need to change the form of the verb phrases slightly for answers 2, 3 and 8. Encourage them to think about tenses, articles and determiners.

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

KEY

1 pick up a bargain 2 purchase a product 3 add the item to your basket 4 select the right quantity 5 choose a delivery option 6 proceed to the checkout 7 carry out transactions 8 track your package

Extra support

Ask students to practise the verb phrases in exercise 4 in pairs by taking turns to say a noun and respond with the full phrase, e.g. *'a delivery option' … 'choose a delivery option'.*

- Students do the Vocabulary booster exercises on page 125.

Exercise 5 6.05 page 82

Extra support

- Write on the board:
  Which speaker …
  1 thought they had picked up a bargain but hadn't?
  2 had to pay shipping costs?
  3 met the seller to carry out the transaction?
  4 sold a gift they had received?
  5 sold a family member's possessions?
  6 bought a product without reading about it carefully?
  7 purchased a product for less than the retail price?
  8 made money?
- As students listen to the audio, they match each speaker to the two points on the board which relate to them.
- When checking answers, ask a few questions to gain further details, e.g. *What did speaker 1 buy? Why were the skis cheaper than the retail price?* and elicit whether each speaker's experience was positive or negative.

KEY

Speaker 1: 3, 7 **Speaker 2:** 2, 4 **Speaker 3:** 1, 6
Speaker 4: 5, 8

- Play the audio for students to make notes about the speakers' experiences.
- Elicit whether each speaker's experience was positive or negative and why. Encourage use of the target vocabulary.

KEY

Speaker 1: It was a positive experience because he picked up a bargain, and he didn't have to wait for delivery or pay shipping costs as he met up with seller to carry out the transaction.
Speaker 2: It was a negative experience as the customer cancelled the payment after she had sent the product, so she lost money as she had paid the shipping costs.
Speaker 3: It was a negative experience as he bought a product that was much smaller than expected.
Speaker 4: It was a positive experience as she managed to sell the products very quickly and she made £200.

Transcript

See Teacher's Guide, page 203.

Exercise 6 Mediation page 82

- Circulate and monitor as students prepare their explanation in pairs, helping as required. Prompt them to consider what they have learned from the lesson and also from their own personal experiences of shopping on social media. Encourage inclusion of the vocabulary from the lesson.
- Ask for a pair of volunteers to share their explanation with the class. Tell the other students to listen carefully and compare it to their own explanation.
- Elicit from the class how their own explanations were similar / different.

Exercise 7 Think & share page 82

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

Lesson outcome

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

Further practice

Workbook page 65
Vocabulary booster page 125
Vocabulary photocopiable worksheet
Short test

6.5 Grammar

Lesson summary
Speaking: Talking about digital currencies; discussing statements about money
Reading: An article about bitcoin
Grammar: The passive: advanced forms
Listening: A podcast about digital currencies

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and omit exercise 5.

WARM-UP Elicit to the board different methods of paying for something, e.g. *cash*, *credit card*, *debit card*, *pre-paid card*, *bank transfer*, *cryptocurrency*, *cheque*, *voucher*, *gift card*.

- Ask: *Which of the methods do you use most frequently? Why? Which have you never used?*
- Working in pairs, students discuss the questions.
- Elicit answers from the class.

Exercise 1 page 83

Extra activity

Write the bitcoin symbol (Ƀ) on the board and elicit the currency. Working in pairs or small groups, students come up with a definition of *bitcoin*. Elicit suggestions from the class. Students then compare their ideas with the definition given at the start of the article in exercise 2.

- Students read the statements and discuss in pairs whether they think they are true. Encourage them to give reasons.
- Elicit ideas from the class, but do not confirm any correct information at this stage.

Exercise 2 page 83

- Students read the article and check their ideas.
- Elicit from the class whether each statement is true or false. Ask them to explain why the false statements are incorrect.

KEY

1 False (There are more than a thousand different cryptocurrencies.) **2** True **3** True **4** False (Around half of the parents who took part in a study said their children knew more about bitcoin than they did.)

Exercise 3 page 83

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 boosts their motivation to work on it.

Ask students to reflect in pairs on what they have already learned about the passive. If necessary, they can refer back to Lesson 6.2 and the Grammar booster on page 142. Tell them that in today's lesson, they will build on that prior knowledge and learn about using more advanced forms of the passive.

See the notes on Assessment for Learning on page 11.

- Students match the underlined sentences to the rules.
- Play the video.
- Check answers as a class.

KEY

1 c 2 f 3 d 4 a, b, e

Extra challenge

Fast finishers find four more examples of the passive in the article (*is used*, *was released*, *is stolen*, *are put*).

- Students do the Grammar booster exercises on page 143.

Exercise 4 page 83

Note!

When a passive structure follows an adjective which does not have a preposition after it, the same form is used as in rule 2, e.g. *It's important to be paid on time. It's frustrating to be told how to spend your money.*

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

KEY

1 would prefer to be paid 2 is widely understood
3 may be asked 4 don't mind being approached
5 is easy to be deceived 6 are expected to rise
7 can't have been cancelled 8 surprised at being offered

Extra support

- Before students complete the sentences, ask them to first look at the words in brackets and make a note of which grammar rule needs to be followed.
- Check answers and elicit reasons, e.g. 1 = rule 2 because *would prefer* is followed by the infinitive, 2 = rule 4 because *understand* is used to introduce an idea, 3 = rule 1 because *may* is a modal verb, etc.
- Students can then refer more easily to the appropriate rule to help them complete each sentence.

Extra activity

- Write on the board:
  Talk about …
  things you don't like being asked to do
  what you hope to be given for your next birthday
  something you were disappointed / happy / amazed at being told
  skills which should have been acquired by the age of seven
- Students discuss the points on the board in pairs.
- Ask a few students to share some information about their partner.

Exercise 5 6.06 page 83

- Play the audio for students to listen to the podcast and make a note of the answers.
- When the podcast finishes, give students time to write full answers to the questions. Point out that they should use a form of the passive in every answer.
- Check answers as a class.

KEY

1 Because young people are used to things being digitalised.
2 With bitcoin, payments don't need to be processed by a bank.
3 Young people are taught important lessons about the world of money.
4 They are known to be unstable.
5 He's thought to be the world's youngest bitcoin millionaire.
6 They should keep up to date with the industry, and their decisions should always be informed.

Extra support

Write the following prompts on the board for students to copy and then complete while or after listening to the audio.

1 *Young people are used to …*
2 *With bitcoin, payments don't need …*
3 *Young people … about the world of money.*
4 *They are known …*
5 *He's thought to …*
6 *They should … with the industry, and their decisions should always …*

Transcript

See Teacher's Guide, page 203.

Exercise 6 page 83

- Students write sentences using the prompts.
- Check answers as a class.

KEY

1 It is rumoured that cryptocurrencies will replace cash in the future.
2 Students should be taught personal finance at school.
3 Young people prefer to be given money in cash.
4 In the past, future generations were expected to be wealthier than their parents.
5 Most people don't like being told what to spend their money on.

Exercise 7 Think & share page 83

- Students discuss the statements in pairs. Encourage them to support their opinions with reasons and examples.
- Ask five different students to share their ideas about one of the statements.

Lesson outcome

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

Further practice
Workbook page 66
Grammar booster page 143
Grammar photocopiable worksheet
Online practice

6.6 Reading

Lesson summary
Speaking: Talking about clothing and fashion
Strategy: Recognising functional language to identify purpose
Reading: Four texts about fast fashion
Vocabulary: Fashion

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

WARM-UP Ask: *When did you last shop for clothes? Where did you go? What clothes did you buy? Why did you choose them?*

- Students discuss the questions in pairs.
- Ask a few students to tell the class about their experience.

Exercise 1 page 84

Note!
Point out that when *fast fashion* is used as a noun, it is written as two words. When it is used as an adjective before a noun, it's hyphenated, e.g. *fast-fashion items*.

- Check students understand *keep up with* (learn about or be aware of).
- Working in pairs, students discuss the questions. Encourage them to extend their answers with reasons and details.
- Ask some students to share some ideas with the class.

Exercise 2 page 84

- Go through the Reading strategy together.
- Students complete the matching task.
- Check answers as a class.

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

Extra activity
Students discuss in pairs what type of texts fixed phrases 1–6 might be from. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)
1 review 2 advertisement 3 opinion essay 4 blog 5 news article 6 recipe

Exercise 3 6.07 page 84

Extra support
Tell students that purpose C in exercise 2 is not needed.

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

KEY
Text 1 D: According to the not-for-profit movement, Ellen MacArthur Foundation …
Text 2 B: The base has a 3-D effect created from photographs of the old walls of buildings around the city.; A: Remember, by purchasing a new shirt, you'll be supporting your club and adding to your personal collection!
Text 3 E: First, choose the service you require … Then, select your size … Finally, send the clothes back to us …; F: It couldn't be easier!
Text 4 D: The Dundee store manager told journalists that …

Extra activity
To give students additional practice with identifying the purpose of a text, ask them to look back at other texts in Unit 6 and find fixed phrases which help them understand the writer's reason for writing, e.g. the blog post on page 79 informs (*What do you have to do? Before you start, you need to …*) and persuades (*The sooner you start, the better!*). This could be set for homework and discussed in the next lesson.

Exercise 4 page 85

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

KEY
A 2 B 4 C 3 D 1 E 4 F 1 G 2 H 3 I 1 J 4

Extra support
- Give students time to read through the questions. If necessary, clarify any vocabulary students are unsure of, e.g. *obtain*, *promptly*, *manufacture*, *look the part*.
- Put students into groups of four. Each student reads a different text and identifies the two or three questions it matches to. Ask them to underline the parts of the text which gave them the answers.
- Students share their answers as a group. If they find that more than one text has been matched to the same point, they should look at the sections of text they have underlined and work out together which text is correct.

Exercise 5 page 85

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

Exercise 6 Vocabulary page 85

- Students match the vocabulary to the definitions. Advise them to use the context surrounding each word to help.
- Check answers as a class.

KEY

1 outfits 2 designer label 3 mix and match 4 garments 5 fashion-conscious 6 kit 7 getting dressed up 8 stylish

- Elicit which part of speech each item is, e.g. *outfits* is a plural noun. Point out that the word *garments* is more formal than saying *clothes* / *items of clothing*.

Extra challenge

Fast finishers find and underline other words related to fashion in the texts, e.g. Text 1: *fast-fashion companies*, *latest trends*, *wearable*, *designs*, *textile*, *sustainable fashion*.

Exercise 7 page 85

Extra support

- Ask students to read the sentences and decide if each needs an adjective, noun or verb phrase. Elicit answers (adjective = 1, 2; noun = 3, 5, 7, 8; verb phrase = 4, 6).
- Tell students that the vocabulary for sentences 6–8 needs to be put in the correct form.

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

KEY

1 stylish 2 fashion-conscious 3 designer label 4 mix and match 5 kit 6 get dressed up 7 outfit 8 garment

Extra activity

- Write on the board:
  Among your friends, who is the most fashion-conscious?
  Supposing you were invited to a fancy-dress party – what outfit would you wear?
  Do you agree buying designer labels is a waste of money?
  Imagine you'd been asked to design a stylish new kit for a school sports team – what would it look like?
- Students discuss the questions in pairs.
- Ask some students to share some ideas with the class.

Exercise 8 Think & share page 85

- Working in pairs, students discuss the questions.
- Elicit ideas and opinions 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 functional language to identify purpose in four texts.*

Further practice

Workbook page 67

Online practice

6.7 Global skills

Lesson summary

Speaking: Talking about reading the small print and being a careful consumer

Listening: A podcast giving advice on terms and conditions

Reading: A quiz about being a careful consumer

Vocabulary: Consumer rights

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

WARM-UP

Elicit or remind students of the meaning of *consumer* (a person who buys goods or uses services). Ask: *What have you already learned in this unit about how to be a careful consumer?* Elicit ideas from the class, e.g. spend wisely; cut out non-essentials; buy second-hand stuff or get items on loan; don't buy too many or unimportant things; when shopping on social media, check the seller rating before you purchase a product from them; with online shopping; before buying clothes, consider where and how they are made, etc.

- Ask: *How careful a consumer are you?* Students discuss the question in pairs. Encourage them to give examples and reasons to support their answer.
- Ask a few pairs to share with the class who is the more careful consumer and why.

Exercise 1 page 86

- Focus on the lesson title. Elicit or explain the meaning of *the small print* (the important details of an agreement or a legal document that are usually printed in small type and are therefore easy to miss).
- Check students understand *terms and conditions* (the conditions that control an agreement, arrangement or activity) and *contract* (an official written agreement).
- Students complete the task in pairs. For question 2, encourage students to say why they take the action they do and whether they think it is the correct thing to do.
- Check the answer to question 1 as a class.
- Ask some students to share their answer to question 2.

KEY

1 A You need to click on 'terms and conditions' to read them.
B You need to click on 'contract' to read it.
C You need to tick the box if you agree to share your details.
2 Students' own answers

Exercise 2 6.08 page 86

- Elicit or explain the meaning of *promotion* (activities done to increase the sales of a product or service; a set of advertisements for a particular product or service).
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 A new social network 2 25% 3 To hand over their first-born child to the company 4 Two professors studying online behaviour 5 To read the small print

Transcript

See Teacher's Guide, page 204.

Extra activity

- Write on the board:
  What are your thoughts on the professors' experiment?
  How do you think the students felt when they were told what they'd agreed to do?
  Do you think in future, they will read the small print more carefully? Why? / Why not?
  What do you understand by the saying 'If something seems too good to be true, it probably is!' Do you agree?
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 3 page 86

- Students read the quiz and discuss the questions in pairs.
- Elicit ideas from the class, but do not confirm the correct answers to the second question at this stage.

Exercise 4 6.09 page 86

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

KEY

(Suggested answers)

1 A You'll have wasted your money.
B A careful consumer knows the returns policy of the company where the product was purchased.
C If you don't already know the returns policy, you may miss the time limit for returns if you don't return the product immediately.

2 A You should also keep the warranty document and proof of purchase somewhere safe after reading them.
B If you throw the paperwork in the bin without reading it, you may use the gadget incorrectly and, without the warranty information and proof of purchase, you won't be able to get the product repaired.
C A careful consumer reads the warranty information and puts it, with the proof of purchase, in a safe place.

3 A A careful consumer reads the Ts and Cs to find out exactly what the competition is about.
B You shouldn't give your personal details online to a company you don't know.
C You may have signed up for a service or a product you don't want.

4 A If you get a credit card or a card for your favourite store, you might get into debt.
B A careful consumer might have a credit card for emergencies.
C You don't get stuff for free if you use a credit card or take out a loan – at some point, you have to pay the money back.

The correct answers for a careful consumer are:
1 B 2 C 3 A 4 B

Transcript

See Teacher's Guide, page 204.

Exercise 5 6.09 page 86

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

KEY

1 The company's returns policy
2 So that the gadget can be returned or repaired if necessary.
3 The company might steal your identity.
4 If you start using them all the time, you get into debt.

Transcript

See Teacher's Guide, page 204.

Exercise 6 Vocabulary page 86

Note!

When *refund* is a noun, the stress falls on the first syllable, i.e. /ˈriːfʌnd/. When it's a verb, the stress is on the second syllable, i.e. /rɪˈfʌnd/.

- Give students time to check in a dictionary the meaning of any words they are unsure of.

Extra support

- Check students can accurately pronounce all the items, particularly *receipt* /rɪˈsiːt/, *prove* /pruːv/, *warranty* /ˈwɒrənti/, *proof* /pruːf/ and *genuine* /ˈdʒenjuɪn/.
- Elicit from the class what part of speech each item is.
- Encourage students to first read through the whole text for general understanding and to think about what part of speech is needed to fill each gap.

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

KEY

1 short-term loan 2 interest rate 3 terms and conditions 4 genuine 5 warranty information 6 proof of purchase 7 faulty 8 prove 9 refund 10 receipt 11 returns policy

Extra activity

- Ask: *To what extent do you follow the advice in the text? What are some other tips about being a careful consumer?*
- Students discuss the questions in pairs. Elicit ideas.

Exercise 7 page 86

- Students complete the task in pairs.
- Ask a few pairs to share one of their situations and ideas with the class.

KEY (SUGGESTED ANSWERS)

online shopping: you have to pay the shipping costs when you want to return something
social media network: you give the network permission to use your name, information and profile picture in adverts shown to other users
gym membership: you have to pay a fee that you weren't expecting if you cancel

Exercise 8 Think & share page 86

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

Lesson outcome

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

Further practice
Workbook page 68

6.8 Speaking

Lesson summary
Speaking: Talking about returning goods; role-playing conversations in a shop
Vocabulary: Faulty items; useful phrases for talking about consumer issues
Listening: Two customers returning an item to a shop
Strategy: Register

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 Write on the board:
What should you do …
before entering a competition on social media?
before signing up for a credit card?
when you purchase an expensive new gadget?
if you realise the product you have bought is faulty?

- Students discuss the situations in pairs. Encourage them to use the vocabulary and information from Lesson 6.7.
- Elicit ideas from the class.

Exercise 1 page 87

- Elicit or explain what it means to *assert your rights* (make other people recognise your right to something, by behaving in a determined and confident way).
- Students take turns in pairs to talk about the last time they returned a product.
- Ask students to raise their hand if the outcome was positive. Choose a few to share details with the class. Do the same with those who had an unfavourable outcome.

Exercise 2 Vocabulary page 87

- Working in pairs, students look up any words they are unsure of in a dictionary, then complete the task.
- Check answers to the matching task as a class.
- Elicit other reasons for returning a product.

KEY
1 F 2 D 3 B 4 A 5 C 6 E
(Suggested answers) Other reasons for returning a product: A button is missing. The zip is broken. The garment shrank / stretched / faded when it was washed. The item is scratched / chipped / torn. The volume button doesn't work. The battery doesn't recharge / runs out very quickly.

Exercise 3 6.10 page 87

- Check students understand *voucher* (a printed piece of paper or electronic code that can be used instead of money to pay for something) and *authorise* (give official permission for something or for someone to do something).
- Play the audio for students to complete the task.
- When checking answers, elicit which item from exercise 2 each speaker is returning, i.e. Ryan = item 1, Kate = item 6.

KEY
1 an unwanted gift 2 a store voucher 3 speaks to someone else 4 is slightly damaged 5 replace the screen 6 to speak to the manager

Transcript
See Teacher's Guide, page 204.

Extra challenge
When checking answers, ask the following questions to gain additional details about each situation:
Situation 1: *Why was Ryan given the gift?* (it was his birthday) *Why won't the shop assistant give him a refund?* (he doesn't have a receipt) *Why is the assistant happy to give him a store voucher?* (the jumper is in its original packaging) *Who does he speak to?* (the manager)
Situation 2: *Where is the crack on the tablet screen?* (the top right-hand corner) *Why won't the assistant exchange the tablet?* (he isn't authorised to exchange items damaged after purchase) *How much will Kate have to pay for the replacement screen?* (nothing; it's free of charge)

Extra activity
- Write on the board:
  Do you think Ryan and Kate asserted their customer rights well? Why? / Why not?
  Did the assistants deal with the situations successfully?
  Should Ryan have been given a refund and Kate given a replacement tablet? Why? / Why not?
  If you had been in Ryan and Kate's situations, would you have done anything differently?
- Students discuss the questions in pairs.
- Elicit opinions and reasons from the class.

Exercise 4 6.10 page 87

- Play the audio again for students to identify the Phrasebook phrases the speakers use.
- Check answers as a class.

KEY
Conversation 1: I'd like to return this …; I'm afraid I don't have the receipt; I don't really want a store voucher. I'd rather have a refund.; I'm afraid I'm not satisfied with the solution I've been offered.
Conversation 2: I'd like to return this …; I think I have the right to …; I should be entitled to …; Can I speak to the manager, please?; That isn't an acceptable solution.

Transcript
See Teacher's Guide, page 204.

Exercise 5 page 87

- Go through the Speaking strategy together.

Note!
Point out that as well as using the appropriate register, it's also important to use an appropriate tone of voice. In situations like these, the speaker should sound assertive, while remaining polite and respectful.

Extra activity
Drill the Phrasebook phrases as a class. Encourage students to focus on copying your assertive, yet polite tone.

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

KEY
1 I'd like to return this.
2 It's an unwanted gift. It was given to me for my …
3 I'm afraid I don't have the receipt.
4 I don't really want a store voucher. I'd rather have a refund.
5 I'm afraid I'm not satisfied with the solution I've been offered.
6 I'm disappointed by your customer service.

Exercise 6 page 87

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.
When students do the role-plays in exercise 6, tell them not to be too concerned with accuracy, but to maximise the opportunity to try out the new Phrasebook language. When they do the role-plays in exercise 7, they should try to improve their accuracy.
See the notes on Assessment for Learning on page 11.

Extra support
- Write the following phrases on the board:
  Can I ask why you're returning it?
  What seems to be the problem with it?
  Would you mind showing it to me?
  Do you have the receipt, please?
  If you can give me the receipt, I can sort that out for you.
  I'm afraid I'm not authorised to / don't have the authority to issue a refund.
  I can / I'd be happy to offer you a store voucher / an exchange.
- Encourage students to use some of phrases when they are role-playing the part of the shop assistant.

- Students do the role-plays in pairs.
- Ask a few pairs to tell the class what the outcomes of their role-plays were.

Exercise 7 page 87

- Give students time to read through the instructions and prepare their ideas. They could either do this mentally or make some brief notes.
- Circulate and monitor as students do their role-plays, making a note of errors, particularly with the Phrasebook phrases and register. Do a whole-class correction and feedback activity at the end of the task.

Exercise 8 Reflect page 87

- Working in pairs, students reflect on their performance and discuss the questions.
- Ask a few students to share some details with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use the correct register to assert my rights as a customer.*

Further practice
Workbook page 69
Communicative activity photocopiable worksheet
Online practice

6.9 Writing

Lesson summary
Speaking: Talking about having a bank account
Reading: A for and against essay about teenagers having a bank account
Strategy: Ordering points into a coherent argument
Vocabulary: Useful phrases for for and against essays
Writing: A for and against essay about having a holiday job

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:
Do you have a bank account?
Yes → Which bank is it with? How long have you had it? Why did you open it? How often do you use it?
No → How do you pay for things? How do you keep track of your finances? When do you think you'll open one?
- Students discuss the questions in pairs.
- Ask for a show of hands to determine what proportion of the class has a bank account. Elicit how long they have had their account and reasons for opening it.

Exercise 1 page 88

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

Exercise 2 page 88

- Students read the essay and complete the task.
- Check the answer to the first question as a class.
- Ask a few students whether they agree with the writer's opinion and elicit reasons why / why not.

KEY
The writer thinks it's a good idea for teenagers to have a bank account.
Students' own answers

Exercise 3 page 88

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

KEY

1 C 2 D 3 B 4 A

Exercise 4 page 88

- Focus on the title of the Writing strategy. Ensure students understand and can pronounce *coherent* /kəʊˈhɪərənt/ (logical and well organised; easy to understand and clear).
- Go through the strategy together.
- Students complete the task.
- Check answers as a class.

KEY

1 A bank account gives teenagers independence, they can decide what to do with the money, they learn earlier how to keep track of their finances.
2 Cards can be used by someone else, if a card is lost, you have to go to a bank to get money, cards can be hacked on the internet.
3 In both paragraphs, the writer uses the strongest point to finish.

Exercise 5 page 88

- Students complete the Phrasebook.
- Check answers as a class. Remind students that *cannot* is written as one word.

KEY

1 Most people 2 It cannot be denied 3 On the other hand 4 Furthermore 5 Moreover 6 To sum up
* Answers 4 and 5 can be in either order.

Extra challenge

- Working in pairs, students think of one or more additional phrases to add to each category.

Exercise 6 page 88

- Circulate and monitor as students discuss the questions in pairs, helping with vocabulary and ideas as necessary. Encourage students to make notes with their ideas.
- Elicit ideas for question 2 from the class.

Exercise 7 page 88

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.

Before students do the task, agree with them what you will give feedback on, e.g. organisation of arguments, inclusion of Phrasebook phrases, range of vocabulary. Next time, choose different criteria and again discuss beforehand.

See the notes on Assessment for Learning on page 11.

- Students complete the writing task.

Exercise 8 Check your work page 88

- 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 order points into a coherent argument in a for and against essay.*

Further practice
Workbook page 70
Online practice

6.10 Review

Note!

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

Grammar

Exercise 1 page 89

KEY

1 was offered 2 hasn't been delivered 3 is used 4 had been given 5 is being improved 6 was being called 7 won't be released
8 have been lent

Exercise 2 page 89

KEY

1 must only be used for emergencies 2 is thought that the package has been lost 3 being given surprise presents 4 is believed to have worked alone 5 to be sent a confirmation email 6 to be given / have been given a refund without the receipt 7 was estimated that the project would take three years 8 have been told about the extra fee

Vocabulary

Exercise 3 page 89

KEY

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

Exercise 4 page 89

KEY

1 get 2 have selected / select 3 keeping 4 proceed 5 use up 6 purchased 7 tracked 8 cut out

Cumulative review

Exercise 5 page 89

KEY

1 bargain 2 gaming 3 retail 4 that 5 out 6 is 7 have 8 to 9 customer 10 be 11 being 12 offers 13 up

Think & share

Exercise 6 page 89

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 71

Progress test

5–6 Exam skills

Lesson summary

Exam strategies: Listening: identifying key words to help complete matching tasks; Use of English: recognising parts of speech needed to complete a text; Reading: identifying the main topic in the missing sentences in a gapped sentence task; Speaking: justifying your opinion with examples; Writing: explaining ideas fully

Listening: Five speakers talking about their attitude to technology

Reading: An article about using technology to save the planet

Speaking: Debating statements about social media

Writing: An email giving advice

WARM-UP Students take turns in groups to give a definition for a vocabulary item or Real English phrase from Unit 5. The other students in the group compete to be the first to say the word / phrase, e.g. *'This is a small device which does something useful.' 'Gadget!'* The first student to give the correct answer each time gets a point.

- Find out who in each group has the most points and who is the overall class champion.

Listening

Exercise 1 page 90

- Go through the Listening exam strategy together.
- Students complete the task.
- Check answers as a class.

KEY

B People are to blame for not using technological inventions responsibly.
C These days, most people take advances in technology for granted.
D The majority of young people would like more social media platforms.
E It's impossible to protect your personal information online completely.
F Being online encourages people to avoid human contact.
G Giving up social media has completely changed my life for the better.
H It's wise to combine technology with other aspects of your life.

Exercise 2 6.11 page 90

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

KEY

1 H 2 F 3 A 4 B 5 E Letters not used: C, D, G

Transcript

See Teacher's Guide, page 205.

Extra activity

- Students discuss in pairs to what extent they agree with statements A, B, E, F and H. Encourage them to support their opinions with reasons and examples.
- Ask a few students to share some ideas with the class.

Use of English

Exercise 3 page 90

- Go through the Use of English exam strategy together.
- Students decide what part of speech is needed to fill gap 1.
- Check the answer as a class.

KEY

A noun is needed, because there is an adjective before the gap.

Exercise 4 page 90

Extra support

- Write on the board: *adjective*, *noun*, *adverb*.
- Elicit from the class when each part of speech might be used, e.g. An adjective often comes before a noun it describes. It can also be used after the verb *be*. It may follow an adverb or *more / the most*.
- Elicit and write on the board what part of speech is needed to fill each gap in the text, i.e. 1, 3, 7 = noun; 2, 4, 5, 6, 8 = adjective; 9, 10 = adverb. Students then refer to this.

- Students complete the text with the appropriate parts of speech formed from the words in brackets.
- Check answers as a class.

KEY

1 intelligence 2 innovative 3 delivery 4 significant
5 natural 6 beneficial 7 survival 8 extensive
9 rapidly 10 effectively

Reading

Exercise 5 page 90

- Go through the Reading exam strategy together.
- Students decide on the main topic of sentences A–I.
- Elicit answers from the class.

KEY

A meat production / damage to environment
B technology / damage to environment C factory waste / landfill sites D production techniques / damage to environment E reducing carbon footprint F landfill / oceans G scientists / solutions to environmental problems H governments / acknowledgement of problems I scientists / criticising products with additives

Exercise 6 page 91

Extra support

- Ask students to skim the article and identify the topic of each paragraph. Elicit answers, e.g. 1 = technology and environmental problems / what can be done, 2 = problems with production of meat, 3 = alternatives to meat / unhealthy, 4 = single-use plastics / sea life, 5 = issues with solutions to plastic problem, 6 = conclusion. Students use this information to help them find the relevant sentences.
- You may also like to review the Reading strategy in Lesson 3.6 (Understanding referencing) and encourage students to also use this as they do the task.

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

KEY

1 G 2 A 3 I 4 F 5 H 6 D

Speaking

Exercise 7 page 91

- Go through the Speaking exam strategy together.
- Students think of two positive and two negative effects.
- Elicit some suggestions from the class.

Exercise 8 page 91

- Before students start the discussion task, you may like to refer them back to the Phrasebooks in Lessons 2.8 and 3.8 to review the phrases for stating your opinion and discussing ideas. Encourage students to integrate some of these phrases into their discussion. Also, remind students that when disagreeing, they should do so politely.
- Students complete the speaking task in pairs.
- Ask students to raise their hand if they expressed different opinions to their partner. Choose a few to give details.

Writing

Exercise 9 page 91

- Go through the Writing exam strategy together.
- Students write down the advice being asked for.
- Check answers as a class.

KEY

1 Should she take a complete break from social media or just cut down? 2 How can she stop using social media? 3 How can she avoid her friends not speaking to her if she stops using social media?
Students' own answers

- Circulate and monitor as students make notes with their solutions, helping with vocabulary as required.

Exercise 10 page 91

- Students complete the writing task.

Note!

You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

AfL Teaching tip: success criteria

Students negotiate their own success criteria

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

Before students write their email, elicit and agree on the success criteria for the task, e.g. use an informal register, include a range of phrases for giving advice, explain ideas clearly and fully. Students then refer to the agreed criteria to self-assess their completed work.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify key words in a multiple matching task. I can recognise parts of speech needed to complete a text in a word formation task. I can identify the main topic in the missing sentences in a gapped sentence task. I can justify my opinion with examples. I can explain my ideas and suggestions fully.*

Further practice

Workbook pages 72–73

7 All about art

7.1 Vocabulary

Lesson summary

Speaking: Discussing the importance of the arts and your favourite art form; describing a cultural activity; recommending an arty activity

Listening: A vlog about cultural activities

Vocabulary: Different art forms

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 5 for homework and omit exercises 11 and 12 or do them in the next lesson.

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the photo?* (An art installation entitled `dominoes' involving 8,000 breezeblocks in Marseille, southern France. Dominoes is a moving sculpture, which can be recreated and adapted for different cities.)
- *Do you enjoy street art and installations like this? Why? / Why not?*
- *Is there much art like this in the town where you live? Would you like to have more or less?*
- *If you could ask the artist one question about Dominoes, 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 92

Note!

We use the uncountable noun *art* to mean the use of the imagination to express ideas or feelings, particularly in painting, drawing or sculpture. We use the plural noun *the arts* to refer to art, music, theatre, literature, etc. when they are thought of as a group.

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

Extra support

Drill the art forms listed in question 2 as a class. Focus in particular on the accurate pronunciation of *architecture* /ˈɑːkɪtekʧə/, *literature* /ˈlɪtrəʧə/, *photography* /fəˈtɒgrəfi/ and *sculpture* /ˈskʌlpʧə/.

Extra challenge

Working in pairs, students write down the nouns for the people who produce each of the art forms in question 2. They then use these words when discussing the question.

KEY (SUGGESTED ANSWERS)

architecture → architect, cinema → actor / director, literature → writer / author / poet, music → musician / singer / composer, painting → artist / painter, photography → photographer, sculpture → sculptor, theatre → actor / performer / dancer / musician

Exercise 2 7.01 page 92

- Focus on the photos. Elicit which art form and cultural activity each shows, e.g. A = music, going to a concert / seeing a band perform. Encourage students to speculate if they are unsure.
- Play the video or audio for students to complete the task.
- Check answers as a class.

KEY

1 B 2 D 3 A 4 C

Transcript

See Teacher's Guide, page 205.

Exercise 3 7.01 page 93

- Give students time to read through the statements. Clarify any vocabulary they are unsure of.
- Play the video or audio again for students to complete the true/false task.
- Check answers as a class.

KEY

1 F (They've been brainstorming things to do with Yasmin's exchange student.) 2 T 3 T 4 F (There is a lot of excellent street art on city streets.) 5 T 6 F (The festival was in Manchester.) 7 F (Only some of the characters are played by the audience.) 8 T

Transcript

See Teacher's Guide, page 205.

Exercise 4 page 93

- Students complete the discussion task in pairs.
- Ask some students to tell the class which suggestion they like the most and why.

Exercise 5 Real English page 93

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

KEY

1 B 2 E 3 D 4 C 5 A

Extra activity

- Write on the board:
  1 *Have you ever pretended to understand something although you didn't really ___ ___?*
  2 *When was the last time you were ___ ___?*
  3 *What films or theatre performances are well ___ ___?*
  4 *When did you last read a book that did ___ ___ ___?*
  5 *Are there any activities which are your ___ ___ ___, but your friends aren't into?*
- Students copy and complete the questions with the Real English phrases in exercise 5. Encourage more confident students to do this with their books closed.
- Check answers, then ask students to discuss the questions in pairs. Encourage them to give details and reasons.
- Elicit examples from the class.

KEY

1 get it **2** blown away **3** worth seeing **4** nothing for you **5** kind of thing

Exercise 6 Vocabulary page 93

- Students complete the task. If necessary, allow them to use a dictionary.
- Check answers as a class and ensure students can pronounce the vocabulary accurately.

KEY

1 on display **2** a masterpiece **3** gorgeous colours **4** Art critics **5** stunning artworks **6** give an outstanding performance **7** view the exhibits **8** a spectacular piece of work

Exercise 7 page 93

- Circulate and monitor as students write their sentences in pairs, checking that the vocabulary is being used correctly.
- Ask some pairs to share a sentence or two with the class.

Extra activity

Pairs join another pair and take turns to read out their sentences. Rather than saying the key vocabulary item, they say a long *beep*. The other pair guesses the missing word or phrase, e.g. 'The Starry Night *is arguably Vincent van Gogh's most famous beep.' 'That must be* masterpiece.'

Exercise 8 Vocabulary page 93

- Students check the meaning of any unfamiliar words in a dictionary and then complete the matching task in pairs.
- Elicit answers from the class.

KEY (SUGGESTED ANSWERS)

1 painting, photography, sculpture **2** music **3** music, theatre **4** theatre **5** cinema, painting, theatre **6** theatre, music **7** theatre, music **8** painting, photography, sculpture

Exercise 9 page 93

- Put students into A / B pairs. The Student As complete the text on page 93 and the Student Bs complete the one on page 151. Encourage them to read through the whole text for general understanding before they start completing it.
- Check answers as a class.

KEY

Student A: 1 visual arts **2** on display **3** abstract art **4** stunning artworks **5** view the exhibits **6** a VR headset **7** gorgeous colours **8** Art critics
Student B: 9 the performing arts **10** a live gig **11** give an outstanding performance **12** masterpieces **13** a new stage adaptation **14** a musical production **15** contemporary dance **16** a spectacular piece of work

Exercise 10 Mediation page 93

- Students take turns in pairs to talk about their cultural activity and then decide together which one to recommend.
- Ask students to raise their hand if they chose *Alice: Curiouser and Curiouser*. Elicit reasons why. Do the same with those who opted for the Minack Theatre.

Exercise 11 page 93

- Circulate and monitor as students make their notes, helping as required.

Exercise 12 page 93

- Students take turns in pairs to give their recommendation, then discuss which activity might be better for Yasmin's exchange student.
- Ask a few pairs to share some details about their chosen 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 talk about different art forms.*

Further practice

Workbook page 74
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.2 Grammar

Lesson summary
Reading: A blog post about an immersive theatre experience
Grammar: Reported speech
Listening: A conversation about a novel and the film adaptation
Speaking: Discussing a book that has been made into a film; giving and reporting opinions about adaptations of books

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

WARM-UP Elicit or remind students of the topic of the vlog in Lesson 7.1 (a discussion about possible cultural activities for Yasmin to do with her exchange student, Julia).

- Tell students to imagine that they are also going to host an exchange student who is interested in the arts. Ask: *Which cultural activities could you do in your local area? Which other cultural places or events in your country would be good to go to? Why?*
- Students share their ideas and reasons in pairs. Encourage them to use as much vocabulary from Lesson 7.1 as possible. You may like to give them time to review this before they start their discussion.
- Elicit suggestions from the class.

AfL Teaching tip: diagnostics

Considering prior knowledge

Asking students to consider what they already know helps them engage immediately with the lesson focus. It is also a good way for the teacher to establish what the class already understands and where gaps are.

Tell students today's lesson is about reported speech. Write on the board: *When do we use reported speech? How do tenses change when we transform a sentence from direct to reported speech? What other changes do we make? How do we form reported questions? How confident do you feel about using reported speech? (Score: 1 is low, 5 is high).* Ask students to think about what they already know about using reported speech and write down answers to the questions. At the end of the lesson, ask students to review their answers, amend any errors, add any new information they have learned and alter the confidence score as appropriate.

See the notes on Assessment for Learning on page 11.

Exercise 1 page 94

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

KEY

Yasmin is going to read the original novel of *The War of the Worlds* to find out which is better: the new stage adaptation or the novel.

Extra activity

- Write on the board:
  Would you be interested in reading The War of the Worlds *or having the immersive theatre experience? Why? / Why not?*
  What other books have been adapted into theatre productions?
  Do you agree that an adaptation can never be as good as the original? Why? / Why not?
- Students discuss the questions in pairs.
- Elicit opinions and ideas from the class.

Exercise 2 page 94

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

KEY

1 past simple 2 possessive adjectives 3 Modal verbs 4 present simple

- Students do the Grammar booster exercises on page 144.

Exercise 3 page 94

Extra support

Allow students to do the task in pairs. Advise one student to turn to page 144 so they can refer easily to the tense changes table and look at the task at the same time.

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

KEY

1 I think you'll love it 2 I may buy the album 3 I've never been so scared in all my life 4 An adaptation can never be as good as the original

Exercise 4 page 94

Extra support

- Tell students to first read through the whole of the direct speech dialogue.
- Point out that students should look at the tense of *say / tell* before each gap to determine whether the verb(s) in the direct speech sentence needs to shift back a tense when reported, i.e. if *say / tell* is present simple, no change needs to happen; if it's past simple, the tense shifts back.
- With the sentences where changes need to be made, advise students to first underline which words will change, e.g. 2 *I'm going to recommend it to all my friends.*

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

KEY

1 the show is well worth seeing
2 she was going to recommend it to all her friends
3 they were expensive, but he should go
4 he would regret it if he missed it
5 he would ask Joe that evening if he wanted to go with him

Exercise 5 page 94

- Check students know what a *question tag* is (a phrase such as *isn't it?* or *don't you?* that you add to the end of a statement in order to turn it into a question or check that the statement is correct, as in *You like me, don't you?*).
- Students complete the grammar rules.
- Check answers as a class.

KEY

1 don't need 2 *yes/no* questions 3 short answers 4 question tags

- Students do the Grammar booster exercises on page 144.

Exercise 6 7.02 page 94

- Find out if any students have read or seen *The Call of the Wild*. If so, elicit very briefly what the story is about and what they thought of the book / film.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

Josy prefers the book because the animals in the film looked weird.

Transcript

See Teacher's Guide, page 206.

Exercise 7 7.02 page 94

- Students rewrite 1–6 as reported questions.
- Play the audio again for students to write reported answers.
- Check answers as a class.

KEY

1 Darius asked Josy if she had read *The Call of the Wild*.
Answer: Josy said she remembered reading it at school a few years before.
2 He asked her if/whether she had enjoyed it.
Answer: She said she had enjoyed it as it had been a lot better than some other books she had read.
3 He asked her what she had liked about it.
Answer: She said she was into animals and nature and that was what the novel was about. She also said it had a really exciting plot.
4 He asked her if/whether she had seen any of the film adaptations of the book.
Answer: She told Darius she had seen the most recent one (film) the previous year / the year before. She said Harrison Ford had played the main character.
5 He asked her where she had seen it.
Answer: She said it had been on TV and that she had seen it one evening with some friends.
6 He asked her if/whether she would recommend it.
Answer: She told Darius she wouldn't recommend it. She said Harrison Ford had given an outstanding performance, but the animals had looked really weird. She told Darius she hadn't liked the special effects at all.

Transcript

See Teacher's Guide, page 206.

Exercise 8 page 94

Note!
If students haven't read any books which have been adapted into films, this exercise could be omitted.

- Working in pairs, students discuss a book that has been made into a film.
- Students swap partners and report their conversation.
- Ask some students to report some details of their partner's original conversation.

Exercise 9 Think & share page 94

- Working in pairs, students discuss the questions.
- Students report their partner's opinion to the class. If you have a large class, this could be done in groups instead.

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 ask about and report opinions.*

Further practice
Workbook page 75
Grammar booster page 144
Grammar photocopiable worksheet
Online practice

7.3 Listening

Lesson summary
Speaking: Discussing film scores and soundtracks
Listening: A podcast about film scores
Strategy: Recognising the new meaning of a known word
Vocabulary: Film and music

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

WARM-UP Ask students to write down two questions on the topic of music. One should be a *yes/no* question, e.g. *Have you ever been to a live gig?* The other should start with a question word, e.g. *How do your musical tastes differ from your parents'?*

- Set a time limit for students to mingle and ask each other their questions. Tell them to make a brief note of who they ask and what their answers are.
- When time is up, students take turns in pairs to report back on who they spoke to and what their responses were, e.g. *I asked Jack if he had ever been to a live gig. He said he'd been to a BTS concert and thought they were well worth seeing live.*
- Ask a few students to report some information to the class.

Exercise 1 page 95

Culture note
The scores for both *Jaws* and *Star Wars* were composed by American composer, conductor and pianist John Williams. Williams also wrote the scores for other well-known films, including some of the *Home Alone*, *Indiana Jones*, *Jurassic Park* and Harry Potter films.

The scores for *The Lord of the Rings* and *The Hobbit* film trilogies were written by Canadian composer and conductor Howard Shore. During his career, Shore has composed the scores for over 80 films.

The score for *Black Panther* was written by Swedish composer, conductor and record producer Ludwig Göransson. He has scored several other films and TV series and has produced for recording artists such as Adele, Travis Scott, Childish Gambino and Alicia Keys.

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

Exercise 2 7.03 page 95

AfL Teaching tip: diagnostics

Identifying obstacles to accomplishing a goal

It is useful for students to identify difficulties they foresee to achieving a goal and think about potential strategies they could use to overcome these.

Before students do exercises 2 and 3, ask them to discuss in pairs what difficulties they may encounter, e.g. *'I may not recognise when the speakers move on to a new topic.'*, *'The speakers might express information in a different way to the task.'* They then come up with strategies to help, e.g. *'I can listen carefully for discourse markers to understand where the conversation is going.'*, *'I can underline key words in the statements and think about how the speakers might paraphrase the information.'*

See the notes on Assessment for Learning on page 11.

Extra support

Explain to students that the film expert (Ava) talks about a new topic every time she speaks. Advise them to focus in particular on the questions asked by the podcast host (Oliver), as these indicate the topics which will then be talked about.

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

KEY

1 when film scores began 2 the first film with a score 3 how the score is developed 4 how long it takes to write a film score 5 how the writing process has changed 6 one of the most popular songs from a soundtrack

Transcript

See Teacher's Guide, page 206.

Exercise 3 7.03 page 95

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

KEY

1 T 2 NG 3 F 4 F 5 T 6 F 7 T 8 NG

Transcript

See Teacher's Guide, page 206.

Extra challenge

Ask students to correct the false sentences.

KEY

3 He won three Oscars for film scores he wrote later.
4 The composer and the director watch the film together and make joint decisions about where pieces of music should start and finish.
6 The composer sends the director a recorded version of the score.

Extra activity

- Write on the board:
  What challenges do you think actors in silent films faced?
  Do you agree that music in films helps audiences feel the actors' emotions? Why? / Why not?
  Have you ever seen a film with live music? If so, describe the experience.
  What research do you think was carried out by the composers of the scores for the films in exercise 1?
  Which do you think would sound better – a score with traditional instruments or synthesisers? Why?
- Students discuss the questions in pairs.
- Elicit ideas and opinions from the class.

Exercise 4 Vocabulary page 95

- Go through the Listening strategy together.
- Focus on the words in the box. Point out that *mix*, *note*, *release*, *shoot* and *track* can be both verbs and nouns. Tell students that for the purposes of exercises 4 and 5, *mix*, *release* and *shoot* are verbs, *note* and *track* are nouns.
- Students discuss in pairs what the words commonly mean.
- Check answers as a class.

KEY

artist = a person who creates works of art, especially paintings or drawings; **country** = an area of land that has or used to have its own government and laws; **mix** = combine, usually in a way that means the things cannot easily be separated; **note** = a short piece of writing to help you remember something; **release** = set somebody free; **shoot** = kill or wound somebody with a bullet from a gun; **track** = rails that a train moves along

Exercise 5 7.04 page 95

Extra support

- Ask students to read through the sentences and decide in pairs whether each gap needs a verb or a noun. They should also think about what form of the verb is needed and whether the noun needs to be pluralised. Elicit answers (1, 2, 3 = past participle; 4, 5 = plural noun; 6, 7 = noun.)
- Allow students to work in pairs and use a dictionary to help them do the task if they wish.

- Students complete the extracts.
- Play the audio for students to check their answers.
- Check answers as a class and elicit the new meaning of the words.

KEY

1 released (made available to the public)
2 shot (made into a film)
3 mixed (combined, put together)
4 notes (sounds of a particular length and pitch, made by the voice or a musical instrument)
5 artists (professionals singers, etc.)
6 track (a recording of one song or piece of music)
7 country (a type of popular music in the style of the traditional music of the southern US, with singing and dance tunes played on violin, guitar and banjo)

Transcript
See Student's Book, page 95, and Key above.

Extra challenge
- Working in pairs, students think of other words with more than one meaning, e.g. *interest*, *bat*, *lie*, *right*, *fan*, *space*, *capital*, *wave*, *play*, *park*.
- Pairs join another pair and take turns to give the two definitions of one of their words. The other pair guesses the word, e.g. *'This word is a piece of equipment for hitting a ball and a flying animal that feeds at night.' 'That's a bat!'*

Exercise 6 Vocabulary page 95
- Students complete the task in pairs.
- Elicit suggestions and reasons from the class.

KEY (SUGGESTED ANSWERS)

1 hard rock, rap **2** hip-hop, pop **3** classical, pop
4 classical, soul **5** classical, electronic **6** blues, country

Exercise 7 Think & share page 95
- Students discuss the questions in pairs.
- Elicit opinions and 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 recognise the new meanings of known words in a podcast.*

Further practice
Workbook page 76
Online practice

7.4 Vocabulary

Lesson summary
Speaking: Discussing street art and masterpieces
Reading: An article about a street art version of a famous masterpiece
Vocabulary: Interpreting art

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, and ask students to discuss just question 1 in exercise 1 and just questions 1 and 2 in exercise 5.

WARM-UP Elicit examples of visual arts, e.g. painting, drawing, sculpture, photography, video, film-making, architecture.
- Elicit where we can see visual arts, e.g. art galleries, museums, streets, parks, cinema, homes, public buildings.
- Ask: *What pieces of visual art have you seen recently? Where did you see them? Did you like them? Why? / Why not?* Students discuss the questions in pairs. Ask some students to share an example with the class.

Culture note
Girl with a Pearl Earring was painted by Dutch artist Johannes Vermeer (1632–1675) in 1665. The work is not a portrait, but a 'tronie' – a painting of an imaginary figure. The painting is permanently housed in the Mauritshuis museum in The Hague, the Netherlands.

Bridge over a Pond of Water Lilies was painted by French Impressionist artist Claude Monet (1840–1926) in 1899. Monet was a keen horticulturalist and the water-lily pond in the painting was in his garden near Giverny. The painting is on display in the Metropolitan Museum of Art in New York.

Banksy is a British street artist, political activist and film director. His artwork, which often relates to politics, war and other controversial topics, has been appearing on streets, walls and bridges around the world since the 1990s. Until now, however, nobody really knows the artist's true identity.

Exercise 1 page 96
- Focus on the photos. Ask students to raise their hand if they recognise the image. Elicit where they have seen it and anything they already know about the original masterpiece and its painter.
- Students discuss the questions in pairs.
- Elicit ideas and opinions, but do not confirm any correct information in answer to question 1 at this stage.

Exercise 2 page 96
- Students read the text and check their answers.
- Check answers as a class.

KEY

They're similar in that the street art is based on the painting. They are both impressive artworks.
They're different in that the Banksy work isn't as colourful and has a security alarm instead of a pearl earring. It is also larger than the original.

Exercise 3 Vocabulary page 96
- Students complete the comments.
- Check answers as a class.

KEY

1 detailed **2** colourful **3** realistic **4** humorous
5 striking **6** vivid **7** thought-provoking **8** dramatic

Extra support

- Put the following stress patterns on the board:

1 ●•	2 ●••	3 •●•	4 ●•••	5 ••●•

- Explain to students that the circles indicate the number of syllables in the word and the larger circle indicates where the stress falls.
- Say the adjectives in exercise 3 and ask students to write them into the correct column, depending on the word stress.
- Check answers as a class.

KEY

1 detailed, striking, vivid **2** colourful, humorous **3** dramatic **4** thought-provoking **5** realistic

- Working in pairs, students take turns to say an adjective and their partner taps the stress pattern on the desk (they can use one finger for the unstressed syllables and two fingers for the stressed syllable).

Extra activity

- Write on the board:
  Can you tell me about …
  a thought-provoking film you've seen?
  a humorous advert you've seen?
  a colourful garment you own?
  a striking photo you've taken?
- Students take turns in pairs to ask and answer questions from the board. They can choose the order in which they ask them and do not need to ask all of them.
- Ask a few students to share something they found out from their partner.

Extra challenge

Working in pairs, students think of other adjectives to describe works of art. Elicit ideas from the class.

Exercise 4 Vocabulary page 96

AfL Teaching tip: diagnostics

Exchanging ideas and clarifying

Students who exchange knowledge and ideas can help each other to clarify an area of learning.

Ask students to look individually at the underlined phrases in the text and mark them √ = I understand, ? = I'm not sure, X = I don't understand. Encourage them to use the context to help them determine meaning. In small groups, students then seek clarification for the vocabulary which they do not know or are unsure of.

See the notes on Assessment for Learning on page 11.

- Encourage students to read through the whole text for general understanding before they start the matching task.
- Check answers as a class.

KEY

1 a (was inspired by) **2** b (portrays) **3** f (was passionate about) **4** d (capture) **5** g (added a new dimension) **6** e (convey a sense of) **7** c (draw attention to)

To highlight society's lack of consideration for the environment

Exercise 5 Think & share page 96

- Students discuss the questions in pairs. Encourage them to include vocabulary from the lesson in their discussion.
- Elicit ideas and opinions from the class.
- Students do the Vocabulary booster exercises on page 126.

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 interpretations of art.*

Further practice

Workbook page 77
Vocabulary booster page 126
Vocabulary photocopiable worksheet
Short test

7.5 Grammar

Lesson summary

Speaking: Talking about taking photos in galleries; pronunciation: *-ed* endings; telling an anecdote about an accident

Reading: A news article about an accident at a gallery

Grammar: Reporting verbs; reporting verb + *that* + subjunctive

Listening: An anecdote about an accident

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

WARM-UP Ask: *What rules do art galleries often have? Why do they have these rules? What might happen if the rules are broken?* Students discuss the questions in pairs.

- Elicit ideas from the class.

Exercise 1 Think & share page 97

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

Exercise 2 page 97

Note!

Ensure students understand the difference between *accident* and *incident*.

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

KEY

The artist's work was damaged and needed repairing, but the incident generated publicity for the exhibition on social media.

Extra activity

- Write on the board:
  If you were the artist, would you have been so understanding about the accident? Why? / Why not?
  If you were the visitor, how would you have felt about the accident? What action would you have taken afterwards?
  If you were the gallery staff, how would you have dealt with the incident? Would you have felt guilty?
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Exercise 3 page 97

- Students complete the rules and answer the question.
- Play the video.
- Check answers as a class.

KEY

1 explain **2** agree **3** warn **4** admit **5** complain about **6** criticise sb for **7** propose
Complain, *insist*, *propose*, *recommend* and *suggest* can be followed by more than one structure.

Extra challenge

Working in pairs, students transform the reported version of what the artist said into direct speech, e.g. *'The young man didn't cause much damage, but it will take me a while to repair the sculpture. I'm not going to take the incident any further, because …'* Elicit answers from the class.

- Students do the Grammar booster exercises on page 145.

Exercise 4 7.05 Pronunciation page 97

- Working in pairs, students look at the reporting verbs and discuss the question.
- Play the audio for students to check their answer.
- Check the answer as a class.

KEY

1 added, insisted, recommended, suggested **3** reminded **4** admitted, recommended, suggested **5** boasted, insisted **7** insisted, recommended, requested, suggested

Transcript

See Student's Book, page 97.

Note!

We pronounce *-ed* endings as an extra syllable when the verb ends with the sound /d/ (e.g. *add*) or /t/ (e.g. *insist*).

Exercise 5 page 97

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

KEY

1 the artist of organising **2** planning **3** to say **4** that it was not **5** viewers to visit **6** that the artist should make **7** repairing

Exercise 6 page 97

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

KEY

1 They insisted that I stay for dinner.
2 She recommended that I see a lawyer.
3 He requested that I call back later.
4 We suggested that he/she get a new computer.

- Students do the Grammar booster exercises on page 145.

Extra challenge

Working in pairs, students report things that have happened to them recently, using the structure: reporting verb + *that* + subjunctive, e.g. *'I recommended that my friend see the new contemporary dance show.' 'The art teacher insisted that we tidy up properly after class.'* Elicit examples from the class.

Exercise 7 7.06 page 97

- Elicit or explain the meaning of *anecdote* (a short, interesting or funny story about a real person or event).
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

Jay's younger brother threw the ball too hard at him and knocked the plate off the shelf in the kitchen. They glued the two pieces together and put the plate back on the shelf.

Transcript

See Teacher's Guide, page 206.

Exercise 8 page 97

- Students retell the anecdote in pairs. Make it clear that the correct order of the verbs is from left to right, top to bottom, i.e. starting with *insisted* and finishing with *asked*.
- Check answers as a class.

KEY

Jay's mother insisted that they look after the plate because she was very fond of it. Jay reminded his brother to be careful of the plate. They apologised for breaking the plate. Jay's mother blamed him because he was the oldest. She refused to talk about the incident anymore. Jay's brother suggested trying to mend the plate (OR suggested that they should try). Jay's mother thanked them for mending it. She asked them never to play ball games in the kitchen again.

Extra support

- Focus on the verbs in the box. Elicit which *-ed* endings are pronounced as an extra syllable, i.e. *insist**ed***, *remind**ed***, *suggest**ed***.
- Elicit the structure needed after each verb. Focus in particular on *thanked* (sb for + *-ing*) and *asked* (sb + *to* + infinitive), as these verbs are not listed in the grammar box in exercise 3.
- Play the audio again for students to make brief notes about the story.
- Using their notes, students then retell the story in pairs.

Exercise 9 page 97

- Circulate and monitor as students plan their anecdote, helping as required. Encourage them to think about which reporting verbs they can use when telling their story and to make notes of the details.

Exercise 10 page 97

- Students take turns in groups to share their anecdote.
- Ask a few students which anecdote they preferred 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 use reporting verbs to discuss what people said.*

Further practice

Workbook page 78
Grammar booster page 145
Grammar photocopiable worksheet
Online practice

7.6 Reading

Lesson summary
Speaking: Discussing questions about photos and travel
Strategy: Using the introduction and conclusion to understand the gist
Reading: An article about art and travel
Vocabulary: Travel idioms

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

WARM-UP Elicit examples of art forms, e.g. *architecture*, *cinema*, *literature*, *music*, *painting*, *photography*, *sculpture*, *theatre*.

- Ask students to think about and discuss in pairs possible relationships between art and travel, e.g. people may travel to see famous buildings; an artist may be inspired to paint a scene from a recent holiday; the setting of a film or novel might prompt people to visit a place; a composer may travel to carry out research before writing a score.
- Elicit suggestions from the class.

Exercise 1 page 98

- Focus on the photos. Find out if any students have been to any of the tourist destinations depicted. If so, elicit some details about their experience.
- Students discuss the questions in pairs.
- Ask a few students to share some ideas with the class.

Exercise 2 page 98

- Go through the Reading strategy together.
- Students complete the task.
- Check the answer as a class.

KEY
Summary B

Exercise 3 page 98

- Working in pairs, students make predictions about the content of the middle paragraphs of the article.
- Elicit suggestions from the class, but do not confirm any correct guesses at this stage.

Exercise 4 page 98

- Students read the article and check their predictions.
- Ask a few pairs how accurate their predictions were.

KEY (SUGGESTED ANSWERS)
what kind of pictures inspired people to travel in the past
which places pictures have inspired people to travel to over the years
the impact travellers are having on the environment

Exercise 5 7.07 page 99

Extra support

- To help students focus on the information they need to find in the article, suggest that they turn the first part of each statement into a question, e.g. 1 *Why did young people use to go on a Grand Tour?* 2 *Why is Gauguin mentioned?*

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

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

Exercise 6 page 99

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

KEY
The Egyptian pyramids appeared in one of the first travel photographs.
The tree in the middle of Lake Wanaka, New Zealand has been photographed so many times that it has its own hashtag.
The Louvre Museum in Paris, France was a typical destination on the Grand Tour made by the sons of upper-class families in the 17th century.
The view of the Oia sunset in Santorini, Greece is impossible to photograph today without getting crowds of tourists in the shot.

Exercise 7 Vocabulary page 99

- Check students understand *idiom* (a group of words whose meaning is different from the meanings of the individual words).
- Students complete the matching task.
- Check answers as a class.

KEY
1 the four corners of the world 2 hit the road 3 see the world 4 off the beaten track 5 get away from it all 6 get itchy feet

Exercise 8 page 99

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

KEY

1 off the beaten track 2 the four corners of the world
3 get itchy feet 4 hit the road 5 get away from it all
6 see the world

Extra activity

- Write on the board:
  What are the pros and cons of taking a year off to see the world before starting university?
  Is the best way to get away from it all by going off the beaten track?
  What might delay someone from hitting the road?
  Why do some people get itchy feet more often than others?
  What jobs might take you to the four corners of the world?
- Students discuss the questions in pairs.
- Elicit ideas from the class.

Extra challenge

- Write the following travel-related idioms on the board: *be bitten by the travel bug, break the journey, pack everything but the kitchen sink, travel light, travel on a shoestring*
- Working in pairs, students discuss what they think the idioms mean, then check in a dictionary.

Exercise 9 Think & share page 99

- Students discuss the questions in pairs.
- Elicit opinions and 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 the introduction and conclusion to understand the gist of an article.*

Further practice
Workbook page 79
Online practice

7.7 Global skills

Lesson summary
Vocabulary: Copyright and plagiarism
Reading: A text and quiz about copyright and plagiarism
Listening: Answers to a quiz about copyright and plagiarism
Speaking: Discussing copyright and plagiarism issues and being a responsible digital citizen

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

WARM-UP

Ask: *In what recent situations have you had to come up with ideas? What's the best idea you've ever had? Are you always happy to share your ideas with others?*

- Working in pairs, students discuss the questions. Encourage them to give details and reasons.
- Ask a few students to share some information with the class.

Exercise 1 page 100

- Give students time to check the meaning of the words in a dictionary and then complete the text.
- Check answers as a class.

KEY

1 Copyright 2 Plagiarism 3 trademark

Exercise 2 page 100

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

KEY

1 Other than books, all kinds of literary and artistic works, e.g. poetry, novels, plays, paintings, photographs, films, songs.
2 To protect the product and ensure that nobody else steals their idea and makes money from it. Trademarks also protect the consumer as they know what to expect when they purchase the product.
3 They have copied someone else's work or idea and presented it as their own.

Exercise 3 page 100

Note!

We use the informal term *101* /wʌn əʊ ˈwʌn/ to say that something relates to the basic facts in a particular subject.

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

Exercise 4 7.08 page 100

- Play the audio for students to check their quiz answers.
- Check answers as a class. Find out which pair(s) guessed the most answers correctly.

KEY

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

Transcript

See Teacher's Guide, page 207.

- Students discuss in pairs which answer they found most surprising. Encourage them to give a reason.
- Ask a few students to share their answer and reason with the class.

Exercise 5 7.09 Vocabulary page 100

- Give students time to check the meaning of any words they are unsure of in a dictionary.
- Play the audio for students to listen and repeat the items.

Transcript

See Student's Book, page 100.

- Elicit what part of speech the key words are in exercises 1 and 3 (They are all nouns, except *paraphrase* and *reference*, which are verbs.). Point out that *copyright*, *trademark*, *licence*, *paraphrase* and *reference* can be used as nouns or verbs.

Extra challenge

Students write down the corresponding verbs for the nouns *piracy*, *plagiarism*, *attribution*, *citation* and *quotation*. Allow them to use a dictionary if necessary. Check answers as a class and ensure students can pronounce the verbs accurately. Point out the shift in stress between *attribution* /ætrɪ'bjuːʃn/ and *attribute* /ə'trɪbjuːt/.

KEY

piracy → pirate; plagiarism → plagiarise; attribution → attribute; citation → cite; quotation → quote

Exercise 6 page 100

- Students discuss the differences between the items in pairs.
- Elicit the differences from the class.

KEY

1 See answers in exercise 1.
2 **piracy** = the act of making illegal copies of DVDs, computer programs, books, etc., in order to sell them
plagiarism = copying someone else's work or idea and presenting it as your own
3 **slogan** = a word or phrase that is easy to remember, used for example in advertising to attract people's attention or to suggest an idea quickly
logo = a printed design or symbol that a company or an organisation uses as its special sign
4 **licence** = an official document that shows that permission has been given to use something
attribution = the act of saying that somebody is responsible for doing something, especially for saying, writing or painting something
citation = a word or piece of writing taken from a written work
5 **direct quotation** = the act of repeating something interesting or useful that another person has written or said using exactly the same words
paraphrase = to express what somebody has said or written using different words, especially in order to make it easier to understand
reference (an idea) = to mention the source where you found information, e.g. an idea

Exercise 7 page 100

- Encourage students to read the whole of each tip carefully before choosing the correct option(s) to complete it.
- Check answers as a class.

KEY

1 plagiarism 2 direct quotation 3 paraphrase
4 reference 5 citations 6 attributions

Exercise 8 Think & share page 100

- Students discuss the questions in pairs.
- Elicit examples and opinions 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 understand issues of copyright and plagiarism.*

Further practice
Workbook page 80

7.8 Speaking

Lesson summary

Speaking: Discussing a proverb and activities you do; talking about the pros and cons of different activities and making a decision about the best

Listening: A conversation about activities for a well-being programme

Vocabulary: Useful phrases for discussing options and making a decision

Strategy: Using a range of vocabulary to avoid repetition

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and exercise 1 brief and do exercises 10–12 in the next lesson.

WARM-UP Students take turns in pairs to say an activity for each letter of the alphabet, e.g. *art*, *ballet*, *contemporary dance*, *drawing*. Encourage students to say activities related to the arts, where possible. To make it competitive, if a student cannot think of an activity for a letter, he/she gets a point. The winner has the fewer number of points at the end.

- Ask a few pairs if there were any letters they were unable to think of an activity for. Elicit ideas from the class or provide an example yourself, where possible.

Exercise 1 page 101

- Elicit or explain what the proverb means (it is not healthy to spend all your time working; you need to relax too).
- Ensure students understand *take your mind off something* (distract you from / make you forget about something for a short time).
- Students discuss the questions in pairs.
- Ask students to raise their hand if they agree with the proverb. Elicit reasons why. Do the same with those who disagree.
- Elicit examples of activities students do to distract them from their studies.

Exercise 2 7.10 page 101

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

KEY

1 Poetry, painting and theatre.
2 They both consider theatre suitable because it would be a fun, sociable activity for a Friday afternoon; it would be a good distraction from studies and a chance to relax.

Transcript
See Teacher's Guide, page 207.

Exercise 3 7.10 page 101
- Give students time to look at the Phrasebook.
- Play the audio again for students to complete the phrases.
- Check answers as a class.

KEY

1 major 2 main 3 minus 4 cons 5 positive
6 only 7 point 8 another

Transcript
See Teacher's Guide, page 207.

Extra support

Play the audio. Ask students to raise their hand when they hear a phrase from the Phrasebook. Pause the audio and elicit the missing word in the phrase. Continue in the same way.

Exercise 4 page 101
- Organise students into groups of four.
- Give them time in two pairs to come up with ideas. Make it clear that both students need to note down the ideas, as they will be changing partner for the next task.

Exercise 5 page 101
- Students form new pairs and complete the speaking task.
- Ask a few pairs who they think put forward stronger arguments and why.

Exercise 6 page 101
- Go through the Speaking strategy together. Elicit why it might be a good idea to use a range of vocabulary, e.g. it makes the conversation more interesting for the other participant(s); it gives the speaker a chance to experiment with new language; in an exam situation, it may mean that a higher grade is awarded.
- Students match the phrases to the activities.
- Elicit answers from the class.

KEY

1 capture an image, compose a poem, create a picture, find the right words, portray a scene, produce a piece of work 2 capture an image, create a picture, portray a scene, produce a piece of work 3 act, do drama, rehearse a play

Extra challenge

Fast finishers work in pairs and think of one or two additional phrases for each activity. Elicit ideas.

Exercise 7 page 101
- Working in pairs, students think of alternative ways to word the phrases.
- Elicit some examples from the class.

Exercise 8 7.11 page 101
- Play the audio for students to answer the questions.
- Elicit the phrases mentioned on the audio. If students wrote the same or a very similar one, ask them to raise their hand.
- Elicit which art activity was chosen (street dancing). Ask a few students to explain whether they agree with the choice.

KEY

1 and 2 Students' own answers
The students on the audio mention:
street dancing: move your body, perform routine, learn new steps playing the guitar: learn an instrument, play music, workout the notes
3 Street dancing
4 Students' own answers

Transcript
See Teacher's Guide, page 207.

Exercise 9 7.11 page 101
- Give students time to read the Phrasebook.
- Play the audio again for students to tick the phrases used.
- Check answers as a class.

KEY

Justifying an opinion: I would definitely opt for …; The main reason is because …; For one thing, …; Another thing is …
Concluding the discussion: We need to come to a decision.; Which one are we going for?; Let's go with …, shall we?; So, that's settled, then.

Transcript
See Teacher's Guide, page 7.11.

Exercise 10 page 101
- Check students understand and can pronounce all the activities. In particular, focus on the pronunciation of *choir* /ˈkwaɪə/.
- Students complete the discussion task in pairs.
- Ask five different students to share some ideas and opinions about the suitability of one activity each.

Exercise 11 page 101
- Students complete the discussion task in pairs.
- Ask a few students to tell the class which activity they think is the most suitable and why.

Exercise 12 Reflect page 101

AfL Teaching tip: diagnostics

Assessing and enhancing performance

Students who assess and take steps to improve their own performance are encouraged to take responsibility for their growth as a learner.

Give students time to reflect on their performance and discuss the questions in pairs. Conduct some whole-class feedback. Ask students to now repeat exercises 10 and 11. They can either work with the same partner or swap for added interest. Tell students that this time, they should endeavour to use at least two more phrases from each Phrasebook and a greater range of vocabulary to avoid repetition of the key words.

See the notes on Assessment for Learning on page 11.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use a range of vocabulary to select an option.*

Further practice
Workbook page 81
Communicative activity photocopiable worksheet
Online practice

7.9 Writing

Lesson summary
Speaking: Discussing cultural opportunities
Reading: A formal letter
Strategy: Using persuasive language
Vocabulary: Persuasive language
Writing: A formal letter

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

WARM-UP Elicit or explain the meaning of *extracurricular* (not part of the usual course of work or studies at a school or college).

- Ask: *What are the benefits of doing extracurricular activities? Are there any drawbacks?*
- Students discuss the questions in pairs. Encourage them to use some phrases for discussing options from the Phrasebook in Lesson 7.8.
- Elicit ideas from the class.

Exercise 1 page 102

- Students discuss the questions in pairs.
- Ask some students to share an experience with the class.

Exercise 2 page 102

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

KEY

To persuade the head teacher to find a new leader for the drama group.
It should be written in a formal style because it's being written to someone in authority.

Exercise 3 page 102

- Students read the letter and answer the questions.
- Give students time to compare their answers in pairs, then check answers as a class.

KEY

1 They feel extremely disappointed.
2 She says it helps them take their minds off their studies as well as improving their acting skills.
3 She says that parents will help.

Exercise 4 page 102

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

KEY

1 C 2 A 3 D 4 B

Exercise 5 page 102

- Go through the Writing strategy together.
- Students read and complete the Phrasebook.
- Check answers as a class.

KEY

1 In our view, this is the worst decision that could have been made. 2 fundamental 3 on any account 4 extremely disappointed 5 the drama group should not be allowed to 6 Eighty per cent of our members agree 7 suggest 8 urge
* Answers 2/3 and 7/8 can be in either order.

Exercise 6 page 102

- Students rewrite the sentences. Point out that there is more than one correct way to reword each.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

1 We propose / suggest that the choir meet in the school hall.
2 It is essential / vital that students have a place where they can practise together.
3 In my opinion / view, this is the best thing to have ever happened.
4 The show should not / cannot be cancelled.

Extra challenge
Students rewrite each sentence in two different ways.

Extra activity

- Write on the board:
  1 about 2 most 3 coming to 4 be bad for 5 stay 6 for a short time 7 think again about 8 greatest things
- Students look at the letter in exercise 3 again and find more formal words / phrases for the items on the board.

KEY

1 regarding 2 the vast majority 3 attending 4 have a negative effect on 5 remain 6 on a temporary basis 7 reconsider 8 most valuable assets

Exercise 7 page 102

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

Exercise 8 page 102

Note!
Explain to students that they can either begin their formal letter with *Dear Sir or Madam,* and finish with *Yours faithfully,* or begin with a title and a surname, e.g. *Dear Mr / Mrs / Ms Jones,* and finish with *Yours sincerely,*.

- Students complete the writing task.

Exercise 9 Check your work page 102

- Students go through the checklist before submitting their work.

AfL Teaching tip: success criteria

Feedback is specific and clear

Feedback is often ineffective when non-specific.

When marking the formal letters, include a positive general point followed by a particular area the student can focus on to improve, e.g. *You've organised your content into clear, cohesive paragraphs. Next time, can you include a broader range of persuasive language? Review the Phrasebook phrases in exercise 5.*

See the notes on Assessment for Learning on page 11.

Lesson outcome

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

Further practice

Workbook page 82
Online practice

7.10 Review

Note!

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

Grammar

Exercise 1 page 103

KEY

1 what I thought of the new drama series
2 she had lent the game to a friend the week before / the previous week
3 it's the best exhibition she's ever seen
4 when their new album would be released
5 he might get a new guitar the following / next year
6 if / whether she had already bought the tickets
7 you were nervous about playing your first gig that night
8 if / whether he had enjoyed the show and he said he had

Exercise 2 page 103

KEY

1 to hide 2 falling asleep 3 me for deleting
4 that we should stand / that we stood / that we stand / on standing 5 me to book 6 that they couldn't hear
7 that he should take up / that he took up / that he take up 8 for losing

Vocabulary

Exercise 3 page 103

KEY

1 inspired 2 thought-provoking 3 dramatic
4 Contemporary 5 passionate 6 gorgeous
7 production 8 artworks

Exercise 4 page 103

KEY

1 masterpiece 2 adaptation 3 piece 4 critics
5 headset 6 live

Cumulative review

Exercise 5 page 103

KEY

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

Think & share

Exercise 6 page 103

KEY

Students' own answers

AfL Teaching tip: success criteria

Qualitative success criteria in unit reviews

Effective reviews go beyond simple completion of practice items and provide students with the opportunity to reflect on their success with their peers.

After learners have engaged in the speaking task, ask them to discuss with their partner how much each of them used the language and skills from the unit and what they could do to further improve.

See the notes on Assessment for Learning on page 11.

Note!

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

Further practice

Workbook page 83
Progress test

7 Vision 360°

The art and culture of Dublin

Lesson summary
♥ **heart:** A video about Irish popular music
◆ **diamond:** A podcast about a famous Irish song
● **circle:** An audio guide about a painting
▲ **triangle:** A text about a famous Irish novel
◓ **semi-circle:** An advert for a show
■ **square:** A factfile about two films
Speaking: Discussing what you know about Dublin and Irish artists; presenting a famous Irish musician or band; sharing opinions about Irish culture
Listening: A video about Irish popular music; a podcast about a famous Irish song; an audio guide about a painting
Reading: A text about a famous Irish novel; an advert for a theatre production; a factfile about two films
Create task: Creating a short video script about culture in your country

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

WARM-UP Write on the board: *art*, *literature*, *music*, *cinema*.

- Ask students to rank the art forms 1–4, based on how important each one is to them personally (1 = most important; 4 = least important).
- Working in pairs, students compare and explain the reasons for their ranking.
- Ask a few pairs to give details on how similar their rankings were.

Exercise 1 Think & share page 104

- Working in pairs, students discuss the questions.
- Elicit where Dublin is and what languages they speak there.

KEY

Dublin is situated on the east coast of the Republic of Ireland. The country's official languages are Irish Gaelic /ˈgeɪlɪk/ and English.

- Elicit students' ideas about the remaining questions.

EXPLORE

Exercise 2 page 104

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

KEY (SUGGESTED ANSWERS)

We can see a busy street scene with lots of tourists and shoppers, some older and newer buildings, a statue of a woman by a cart, a band playing music, a tourist information kiosk, and some cars, vans and motorbikes. In a city, people can experience art, music and culture in galleries, concert halls, theatres, cinemas, museums, cafés, and on the street.

Exercise 3 All hotspots page 104

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

KEY

1 A novel 2 A song 3 A painting 4 A show 5 A musician 6 A film

Transcripts

See Teacher's Guide, page 208.

Exercise 4 page 104

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

KEY

1 Folk music 2 The USA/North America 3 Van Morrison and U2 4 Westlife 5 It is suggested that music is a big part of Irish culture, musicians are celebrated and encouraged to perform, and people start playing music from a young age.

Transcript

See Teacher's Guide, page 208.

Exercise 5 page 104

- Click on the diamond hotspot for students to listen to the audio again and complete the true/false task.
- Check answers as a class.

KEY

1 True 2 False (Molly Malone is an old traditional folk song.) 3 True 4 True 5 False (Molly died very young.)

Transcript

See Teacher's Guide, page 208.

Exercise 6 page 104

- Students could research one of the musicians / bands mentioned in the video in exercise 4 or one of their own choosing. Try to ensure as far as possible that students select different artists.
- Circulate and monitor as students conduct their online research and make notes in pairs, helping as necessary.
- Pairs take turns to tell the class about the musician / band they found out about. If you have a large class or are short on time, students could do this in groups instead.

Exercise 7 ● page 105

- Click on the circle hotspot for students to watch the video again and complete the task. You may like to encourage students to include some vocabulary from Lesson 7.4 when discussing questions 4–5.
- Check the answers to 1–3 as a class, then elicit students' ideas and opinions for 4–5.

KEY

1 In 1923 2 A swimming race along the River Liffey in Dublin 3 An Olympic Silver Medal for art
4–5 Students' own answers

Transcript

See Teacher's Guide, page 208.

Exercise 8 page 105

- Click on the triangle, semi-circle and square hotspots in turn for students to read the texts again and do the task.
- Check answers as a class.

KEY

1 Dracula 2 Once 3 Riverdance 4 Dracula 5 The Commitments

Exercise 9 Think & share page 105

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

CREATE … a short video script about culture in your country

To complete the Create task, students will need access to the internet to do the Research it! task and access to a printer if they would like to print out some images to show to the class during their presentation. If your school has facilities for making videos, you could give students the option of making a video to show, rather than describing their video and reading out their script.

STEP 1 page 105

- Working in groups, students discuss examples from their country of each of the listed art forms. Elicit some examples from the class.
- In their group, students decide on three examples they would like to write a video script about.

STEP 2 Research it! page 105

- Students conduct some online research and make notes on the examples they have selected. You may like to suggest that within their group, each student / pair of students finds out about a different example.

STEP 3 page 105

- Go through the task together. Ensure students understand that their presentation to the class should be about what they would include if they were making a video about culture in their country.
- Circulate and monitor as students complete the task, helping with language and answering queries as required.
- If students would like to show images in their presentation, they should source and print them out at this stage.

STEP 4 page 105

- Circulate and monitor as students write and rehearse their video script, helping with language, pronunciation and queries as required.

STEP 5 page 105

- Groups take turns to present their video to the class.
- After all the presentations have been given, students discuss the questions in groups. Encourage them to support their answers with reasons.
- Ask some students to share their ideas with the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the Lesson Closer Activity to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand information about the art, literature, music and cinema of Dublin, and create a video script.*

8 Local and global citizenship

8.1 Vocabulary

Lesson summary

Speaking: Discussing volunteering activities and issues of concern

Listening: A vlog about volunteering

Vocabulary: Volunteering in the community

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

WARM-UP Tell students to look at the photo.

- Ask: *What can you see in the image?*
  How multicultural is the town or city where you live?
  What does being a 'global citizen' mean to you?
  (Suggested answer: someone who is aware of and understands the wider world, and their place in it.)
  Why should everyone be a global citizen?
- Students discuss the questions in pairs.
- Ask a few students to share their ideas with the class.

Exercise 1 page 106

- Focus on the photos. Elicit the volunteering activity shown in each.

KEY

1 Working in a charity shop
2 Doing one-to-one reading with a child in a primary school
3 Serving food to homeless people
4 Collecting / picking up rubbish
5 Showing an elderly person how to use a laptop / the internet
6 Helping a disabled person / child to ride a horse

- Students discuss the second and third questions in pairs. If they answer *yes* to the second question, encourage them to give their partner details about their volunteering, e.g. where and when they did it, why they did it, whether they enjoyed it, what they learned from the experience, etc.
- Ask students to raise their hand if they have done one of the volunteering activities in the photos. Choose a few to tell the class about their experience.

Exercise 2 8.01 page 106

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

KEY

All of the activities are mentioned, except riding for the disabled.
Daisy: helping homeless people (3)
Joe: helping elderly people (5)
Zaki: picking up rubbish in a park (4)

Transcript

See Teacher's Guide, page 208.

Exercise 3 Vocabulary 8.01 page 107

- Give students time to check the meaning of any items they are unsure of in a dictionary.
- Play the video or audio again for students to answer the questions.
- Check answers as a class.

KEY

1 Second-hand books, furniture and clothes
2 She helps them with their reading.
3 It supports homeless people.
4 Somewhere to sleep at night
5 It's unpaid work (that benefits the community in some way).
6 To continue living in their own homes as long as possible
7 His family all live far away.
8 It's just two people, so they can go at the speed that suits the learner.

Transcript

See Teacher's Guide, page 208.

Exercise 4 Vocabulary page 107

- Students complete the matching task. Allow them to use a dictionary if necessary.
- Check answers as a class.

KEY

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

Extra support

Ask students to practise the vocabulary in exercise 4 in pairs by taking turns to say the second part of a collocation and respond with the full phrase, e.g. *'funds' 'raise funds'*.

Extra activity

Students discuss in pairs how the phrases were used in the vlog. If necessary, you could play the video or audio again. Elicit answers from the class.

KEY

Yasmin says her grandma works in a charity shop to **raise funds** for her local hospital. She says it's time for them to **engage with the issues** that are important to them and do some volunteering themselves.
Zaki says his mum feels as if she's **making a contribution** by helping children with learning difficulties.
Daisy says that people **become homeless** for many different reasons, but they all **suffer hardship** by living and sleeping on the streets.
Joe went to an open evening for a community service that **provides assistance** to elderly people who want to **retain their independence**. He now helps a man who **lacks confidence** in his computer skills.

Exercise 5 page 107

Extra support

- Advise students to read through the whole of each comment before they start to complete it. Tell them to focus in particular on the word directly before or after each gap and think about collocations.
- You could also tell students whether gaps need to be filled with a word from exercise 3 (i.e. 4, 5, 7, 8, 10, 11, 12, 14) or exercise 4 (i.e. 1, 2, 3, 6, 9, 13).

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

KEY

1 hardship 2 homeless 3 retain 4 refuge
5 community 6 engage 7 learning disabilities
8 isolation 9 confidence 10 initiative 11 one-to-one
12 elderly people 13 contribution 14 charity shop

Exercise 6 Real English page 107

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

KEY

1 give something back 2 safety net 3 real eye-opener
4 keep an eye on 5 lend a hand 6 for a good cause

Extra activity

Working in pairs, students choose three of the Real English phrases and compose their own dialogue including them. Ask a few pairs to present their dialogue to the class.

Exercise 7 page 107

Extra support

- Focus on each sentence stem in turn. Elicit what part of speech / information needs to follow, e.g. 1 = *-ing* verb / an activity, 2 = noun / something you could help with.
- You could also give students the option of completing the sentences in just one way.

- Circulate and monitor as students complete the sentences in pairs, helping with vocabulary as required.

Exercise 8 page 107

- Students join another pair and compare their ideas.
- Ask each group in turn to share one similarity and one difference with the class.

Exercise 9 Think & share page 107

- Working in pairs or groups, students complete the discussion task.
- Ask a few students to share some ideas with the class.

Lesson outcome

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

Further practice
Workbook page 84
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.2 Grammar

Lesson summary

Reading: Posts about experiences with community service

Grammar: Verb patterns; verb + object + infinitive / *-ing* form

Listening: Mini-dialogues; A podcast about virtual volunteering

Speaking: A presentation about making a contribution to your community

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief and ask students to prepare and practise their presentation for exercise 9 for homework, then share it with a partner in the next lesson.

WARM-UP Write on the board:
Which charities can you think of which are related to … animals? arts and culture? children? the elderly? the environment? health?
Which types of charity most deserve support? Why?
Is it better to support local, national or international charities? Why?
Is it better to donate our money or our time to charitable causes? Why?

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

Exercise 1 page 108

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

KEY

Jack volunteers at a local children's charity. He really enjoys working with the kids and feels he's making a contribution to their lives. He prefers doing this to going to college.
Connie ran a marathon to raise funds for a nurses' charity. She was amazed she managed to finish and raise £1,000 for the charity. She is doing another one next year.
Darshna volunteers with a wildlife charity. She finds it fascinating and can't imagine doing anything else.

- Ask: *Would you like to do any of the community service activities mentioned in the posts? Why? / Why not?* Students discuss the questions in pairs. Ask a few students to share their answers with the class.

Exercise 2 page 108

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

KEY

A decide, manage, offer **B** consider, enjoy, imagine
C prefer, start

Extra challenge

Working in pairs, students think of other verbs to add to rules A and B. Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

A: afford, ask, choose, claim, expect, fail, prepare, pretend, promise, wish
B: admit, delay, deny, finish, give up, keep, mention, mind, miss, risk

- Students do the Grammar booster exercises on page 146.

Exercise 3 8.02 page 108

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

KEY

1 B **2** A **3** A **4** B

Transcript

See Teacher's Guide, page 209.

Extra activity

Working in pairs, students write mini-dialogues to demonstrate the other verb pattern with *stop*, *go on*, *remember* and *forget*, e.g. *'I can't find my car keys anywhere! I'll be late if I don't leave soon.' 'Calm down and stop to think for a moment! Have you looked in your jacket pocket?'* Ask some pairs to present a dialogue to the class.

Exercise 4 page 108

Extra support

Suggest that students first read each sentence and underline the verb before the gap. They can then look back at the grammar box in exercise 2 to determine which rule applies to each. To help them decide on the correct form to use after *go on*, suggest they refer back to exercise 3.

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

KEY

1 to engage **2** living / to live **3** doing **4** to raise **5** making

Continue can be followed by either form.

Exercise 5 page 108

- Students read the grammar rules and find examples.
- Check answers as a class.

KEY

A: … Marcus Rashford inspired me to get involved.; … she persuaded me to join her.; My teacher encouraged me to think about doing some kind of community service …
B: I heard him talking about his campaign to reduce food poverty …; I could spend hours watching birds …; … it's fascinating to see them building their nests and feeding their young.

Extra challenge

Tell students to find three examples of each pattern.

- Students do the Grammar booster exercises on page 146.

Exercise 6 page 108

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

KEY

1 me to practise **2** a lot of time helping **3** her to become

Exercise 7 8.03 page 108

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

KEY

Volunteering using technology to connect with people remotely

Transcript

See Teacher's Guide, page 209.

Exercise 8 8.03 page 108

- Play the audio again for students to make notes about each point.
- Using their notes to help, students discuss what Sam says.
- Ask five different students to share information about one point each.

KEY

1 He wanted to do something useful and make a contribution to society. A friend suggested applying to the charity.
2 Sam will never forget meeting Marcus for the first time and remembers wondering what he'd be able to do for him.
3 He used technology to stay in contact with Marcus. He started thinking, why not try to reach people in the other homes as well?
4 It has enabled him to run quizzes with people in different homes, and share photos and play music. He also managed to get a Virtual DJ program, so he can hold karaoke evenings and wheelchair discos.
5 You should definitely consider virtual volunteering. You can see residents developing connections with people outside the home and their immediate family. He's also noticed his confidence improving.

Transcript

See Teacher's Guide, page 209.

Exercise 9 Think & share page 108

Extra support

- Write on the board:
  - *what you did / are planning to do*
  - *why you got involved / want to get involved*
  - *how you got involved / intend to get involved*
  - *what your first day or experience was like / what you imagine your first day or experience being like*
  - *what the benefits to you and other people are / would be*
- Students use the prompts to help them organise their ideas.
- You may also like to model a one-minute presentation, following the structure on the board.

- Give students time to prepare and practise their presentation.
- Students take turns in pairs to give their presentation.
- Ask a few pairs to feed back on any similarities they found.

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 verb patterns to talk about community service.*

Further practice
Workbook page 85
Grammar booster page 146
Grammar photocopiable worksheet
Online practice

8.3 Listening

Lesson summary

Speaking: Discussing difficulties with understanding English; pronunciation: connected speech; talking about getting involved in volunteering projects; describing an issue you think is important

Listening: People talking about their support for charities and initiatives

Strategy: Recognising features of informal English

Vocabulary: Informal phrases

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

WARM-UP Write a range of the verbs from the grammar boxes in Lesson 8.2 all over the board at random.

- Organise students into teams. Give a student in one team a scrunched-up paper ball and ask them to throw it at the board. They then have to make a sentence with the verb the ball hits, demonstrating its verb pattern, e.g. *I'm considering doing some work in the local charity shop.*
- If the student manages to hit a word and make a grammatically correct sentence, award their team a point and remove the verb from the board. If the student doesn't hit a word or makes a mistake, the team doesn't get a point.
- Set a time limit and continue the activity, with different students from each team taking turns. The winning team has the most points when time is up.

Exercise 1 Think & share page 109

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

Exercise 2 8.04 page 109

AfL Teaching tip: diagnostics

Exchanging ideas

Students who exchange ideas can help one another identify what they already know.

Focus on the listening task. Ask: *What strategies can we use to help us achieve this task?* Encourage students to think about strategies they have learned in the Listening and Exam skills lessons. Give them time to exchange ideas in pairs, then elicit suggestions from the class, e.g. we can read the answer options carefully and underline key words so we can see the differences between them more clearly; we can think about how the speakers may paraphrase the information; we can infer meaning from listening carefully to the context.

See the notes on Assessment for Learning on page 11.

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

KEY
1 G 2 E 3 H 4 A 5 C

Transcript

See Teacher's Guide, page 209.

Extra support

Tell students which answers are not needed, i.e. B, D and F. Suggest they cross these options out to make it easier to focus on the correct answers. Advise students to wait until each monologue is finished before choosing their answer.

Exercise 3 page 109

- Students talk in pairs about how easy / difficult it was to understand the speakers and why.
- Ask students to raise their hand if they had any difficulty understanding the speakers. Elicit reasons why.

Exercise 4 8.05 Pronunciation page 109

Note!

- Elicit or remind students what they learned in Lesson 5.8 about how words link together when we speak quickly:
  1 Consonant to vowel: When linking, the consonant sound from the first word is often moved to the start of the next word, e.g. we would say *informa–**I**English*.

2 A /j/ sound linking two vowels: This sound is inserted between words when the first word ends in /iː/, /eɪ/, or /aɪ/, e.g. *the Earth* /ðiːˈjɜːθ/.

3 A /w/ sound linking two vowels: This sound is inserted between words when the first word ends in /əʊ/ or /uː/, e.g. *no input* /nəʊˈwɪnpʊt/.

- When doing exercise 4, ask students to also listen out for examples of these types of linking, i.e. in extracts 1, 2 and 6.

- Go through the Listening strategy together.
- Play the audio for students to complete the extracts and identify the feature of connected speech in each.
- Check answers as a class.

KEY

1 to sign up as (point B, unstressed vowel: /tə/ si nup /əs/)
2 to go on (point B, unstressed vowel: /tə/ go won)
3 donate money (point A, lost consonant: dona' money)
4 you've got to (point A, adjacent consonants: you've gotta)
5 just started skating in (point A, lost consonants: jus' starte' ska'ing)
6 the aim is to (point B, unstressed vowel: the yaim is /tə/)

Transcript

See Student's Book, page 109, and Key above.

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

Extra activity

Play audio track 8.04 again. Ask students to listen out for 'filler' words or phrases the speakers use. When they hear an example, they should raise their hand. Pause the audio and elicit the word / phrase. Continue in the same way.

KEY

Speaker 1: you know **Speaker 2:** to be honest, I mean
Speaker 3: basically, Do you know what I mean?
Speaker 4: kind of, like **Speaker 5:** Well, sort of, like

Exercise 5 Vocabulary page 109

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

KEY

1 C 2 E 3 F 4 A 5 B

Extra challenge

Fast finishers come up with one or more informal phrases for the unused option (i.e. *enjoy*) in pairs, e.g. *be into*, *it's my kind of thing*, *be a huge fan of*, *can't get enough of*.

Extra activity

- Write on the board:
  When was the last time you …
  had a real laugh with friends? checked out a new website or app? said to yourself that you should have a go at a new activity? thought something would be tough but found it wasn't that hard?
- Students discuss the questions in pairs. Encourage them to give details about their experiences.
- Ask some students to share an experience with the class.

Exercise 6 8.04 page 109

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

KEY

1 It allows everyone to make a contribution to crewing the ship. For her cousin Ben, who has a disability, it boosted his confidence because the crew included him and he felt he that his personal skills were valued.
2 Literacy skills and basic computer skills. He does it to help people become more confident and show them that reading, writing, and using a computer isn't difficult.
3 She saw a film online about women in developing countries using microfinance loans to start their own business. She wanted to make a contribution and has invested one of the loans in a young woman in Ecuador to help develop her farming business, so she can support her family and employ local people.
4 An Australian guy called Oliver started teaching local kids in Afghanistan how to skate. It gets kids from different backgrounds into school / makes sure they get an education. Skating breaks down barriers and brings people together.
5 To show them where their food comes from and how it's produced; to show how everything in nature is connected and educate them to care for the natural world. Sometimes they are reluctant to get involved, but once they start, they really enjoy it.

Transcript

See Teacher's Guide, page 209.

Exercise 7 page 109

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

Exercise 8 Think & share page 109

- Give students time to think of an issue and make notes about each of the points.
- Students take turns in pairs to talk about their chosen issue.
- Ask a few students to tell the class about their issue.

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 features of informal English.*

Further practice
Workbook page 86
Online practice

8.4 Vocabulary

Lesson summary
Speaking: Discussing humanitarian crises and crisis mapping
Reading: An article about crisis mapping
Vocabulary: Responding to a humanitarian crisis

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

WARM-UP Elicit examples of charities which help people in disaster situations, e.g. the Red Cross, Oxfam, Action Aid, Tearfund.

- Ask: *What do these charities do to help people in disaster situations? Have you ever supported any of these charities? If so, what did you do?* Students discuss the questions in pairs. Elicit ideas and examples from the class.

AfL Teaching tip: diagnostics

Determining prior knowledge

Engaging students in an activity which encourages use of the target language before formal presentation helps the teacher gauge prior knowledge.

Circulate and monitor as students complete the warm-up and discussion task in exercise 1. Listen carefully to see to what extent students are already using the target vocabulary items from the lesson and whether they are using and pronouncing them accurately.

See the notes on Assessment for Learning on page 11.

Exercise 1 Think & share page 110

Note!

Point out that the plural form of *crisis* is *crises* /ˈkraɪsiːz/.

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

KEY (SUGGESTED ANSWERS)

Recent examples of humanitarian crises: typhoons in South-East Asia; conflict in the Middle East (and the resulting refugee crisis); the Ebola outbreak in West Africa; earthquakes in Haiti and Nepal

How they happen: either through natural disasters (e.g. storms, flooding, drought, earthquakes, volcanic eruptions, disease) or as a direct result of human activity, e.g. armed conflict

Problems faced by people trying to help: lack of information; infrastructure that has been damaged or destroyed; finding the people who need help; the after-effects of the disaster (e.g. flooding, bad weather, unstable terrain); lack of supplies (e.g. food, water, medical equipment); obstruction by certain groups who may try for their own reasons to impede the relief effort

Exercise 2 page 110

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

KEY

1 Lack of information
2 Collecting and organising data that will be helpful to people involved in the relief effort
3 It provides up-to-date information to aid agencies, helping them to target their resources to the people and areas most in need of help.

Exercise 3 Vocabulary page 110

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

KEY

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

Extra challenge

Ask students to cover 1–8 and find the nouns in the article just by looking at the definitions in A–H.

Extra support

- Read out each noun in turn. Ask students to listen carefully and underline the stressed syllable in each.
- Check answers as a class.

KEY

armed conflict, survivors, refugees, relief effort, priority, suffering, infrastructure, aid agencies

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

Exercise 4 Vocabulary page 110

- Give students time to check the meaning of any verbs they do not know in a dictionary.
- Students complete the sentences.
- Check answers as a class.

KEY

1 assess, co-ordinate 2 eliminate, threaten 3 process, preserve 4 encounter, distribute

Note!

Point out that *distribute* can either be pronounced /dɪˈstrɪbjuːt/ or /ˈdɪstrɪbjuːt/.

Extra activity

Students match pairs of verbs depending on their stress pattern. Elicit answers from the class.

KEY

threaten – process, encounter – distribute, co-ordinate – eliminate, preserve –assess

Extra activity

- Write on the board:
  Which verbs can collocate with …
  data / information? lives? problems? resources?
- Give students time in pairs to decide which verbs from exercise 4 can form collocations with each of the nouns. Point out that verbs can be used more than once.
- Check answers as a class.

KEY

data / information: assess, distribute, process; **lives:** preserve, threaten; **problems:** assess, eliminate, encounter; **resources:** co-ordinate, distribute

Exercise 5 page 110

Extra support

Tell students which gaps need to be filled with a noun from exercise 3 (i.e. 2, 3, 4, 10, 12) and which need a verb from exercise 4 (i.e. 1, 5, 6, 7, 8, 9, 11). Tell them that the verb forms in gaps 1, 7 and 9 need changing.

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

KEY

1 threatened 2 survivors 3 infrastructure
4 aid agencies 5 encounter 6 co-ordinate
7 processed 8 assess 9 distributed
10 relief effort 11 preserve 12 priority

Exercise 6 page 110

Extra support

- Elicit examples of disasters, e.g. drought, earthquake, volcanic eruption, landslide, tsunami, atomic explosion.
- Write the following prompt questions on the board to help guide students' discussions:
  What are the priorities for the people involved in the relief effort?
  What problems will they encounter?
  What information will you need to provide?
  How will you do this?

- Working in pairs, students complete the discussion task.
- Ask a few pairs to provide some brief details of their discussion to the class.

Extra challenge

Students research a recent humanitarian crisis and write a short news report. They should say: where, when and how the crisis occurred; what problems were faced by the people affected; what the response from aid agencies was; what problems the people involved in the relief effort encountered. Encourage extensive use of vocabulary from the lesson.

- Students do the Vocabulary booster exercises on page 127.

Lesson outcome

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

Further practice

Workbook page 87
Vocabulary booster page 127
Vocabulary photocopiable worksheet
Short test

8.5 Grammar

Lesson summary
Reading: An article about an example of citizen science
Grammar: Participle clauses; conjunctions and prepositions
Listening: A teenager talking about a citizen science project
Speaking: Sharing ideas about citizen science

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 Elicit or explain the meaning of *citizen scientist* (an ordinary person without special training who does scientific work, such as collecting or analysing information in order to help scientists).

- Write on the board:
  What kind of projects may citizen scientists be involved in?
  Why do you think they participate in such projects?
  Have you or anyone you know ever been involved in a citizen science project?
- Students discuss the questions in pairs. If their answer to the last question is *yes*, tell them to give details.
- Elicit students' ideas for the first two questions.

KEY (SUGGESTED ANSWERS)

Projects: taking part in a wildlife census (e.g. counting birds, butterflies); testing local water quality; monitoring when plants flower; monitoring levels of air / light pollution; involvement in astronomy projects
Reasons for participating: a general interest in the topic and wanting to learn more; a desire to contribute to scientific research and development; fun and enjoyment; meeting new people and engaging with a community

- Ask students to raise their hand if they answered *yes* to the last question. Choose a few to tell the class about the citizen science project.

Exercise 1 page 111

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

KEY

Using an app to identify and record butterfly species and sending the information to a database

Extra activity

- Write on the board:
  Are you surprised by the public's response to the butterfly project? Why? / Why not?
  Would you be interested in getting involved in a project like this? Why? / Why not?
  Why is it important to preserve different insect species?
- Students discuss the questions in pairs.
- Elicit opinions and ideas from the class.

Exercise 2 page 111

- Students complete the article, then match the participle clauses to the grammar rules.
- Play the video.
- Check answers as a class.

KEY

1 Threatened, B 2 Looking at, C 3 Having recorded, D
4 Used, F 5 working, A 6 Being, E

Extra activity

When checking answers, elicit how the information in each sentence could be expressed differently if a participle clause were not used, e.g. 1 = *Many species of butterfly, which are threatened by habitat loss, the use of chemicals and climate change, are increasingly at risk.*

- Students do the Grammar booster exercises on page 147.

AfL Teaching tip: success criteria

Effective feedback challenges, requires action and is achievable

Feedback should provide specific information about what is needed to close the gap between current and desired performance. Students need to be given time to respond to feedback.

Monitor students' output in exercises 3, 4, 6 and 7 and provide some specific feedback about their use of participle clauses, e.g. *'Don't forget to think about whether the participle replaces an active or passive tense.'*, *'Remember not to include a subject pronoun after a conjunction or preposition.'* Encourage students to implement this feedback when they do the Review page, Workbook exercises and Grammar photocopiable worksheet.

See the notes on Assessment for Learning on page 11.

Exercise 3 page 111

Extra support

Working in pairs, students first read the sentences and decide which grammar rule needs to be followed when rewriting each. Elicit answers (1 B, 2 E, 3 C, 4 D, 5 F, 6 A). Students then refer to the appropriate rule and example in exercise 1 to help them rewrite each sentence.

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

KEY

1 Helped by citizen scientists, the project gathered large amounts of data.
2 Living in the city centre, we don't see many butterflies.
3 Reading the article, I began to feel more optimistic about the future.
4 Having mapped one species, they started to look at others.
5 Encouraged to get involved, young people can make a real difference.
6 Volunteers helping to protect the butterflies' habitat use the app.

Exercise 4 page 111

- Students read the grammar rules, then complete the task.
- Check answers as a class.

KEY

1 joining the relief effort 2 allowing aid workers
3 having downloaded the app successfully

Extra support

Encourage students to first read both sentences carefully and underline the information in the first sentence which needs including in the second, e.g. 1 = joined the relief effort. Remind students not to put a subject pronoun between the conjunction / preposition and the participle clause.

- Students do the Grammar booster exercises on page 147.

Exercise 5 8.06 page 111

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

KEY

She was helping to carry out a survey of sea mammals (dolphins and whales) off the coast of Cornwall. It involved identifying any sea mammals she saw and recording data, which was then sent to scientists at a charity.

Transcript

See Teacher's Guide, page 210.

Exercise 6 8.06 page 111

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

KEY

1 Living in Cornwall 2 After attending a talk
3 Threatened by human activity 4 Having seen a dolphin or whale / On seeing a dolphin or whale
5 Since working on the survey

Transcript

See Teacher's Guide, page 210.

Exercise 7 Think & share page 111

- Students complete the sentences with their own ideas and then share with a partner.
- Elicit different ways students completed each of the prompts.

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 participle clauses to talk about citizen science.*

Further practice

Workbook page 88
Grammar booster page 147
Grammar photocopiable worksheet
Online practice

8.6 Reading

Lesson summary

Reading: An article about science future-proofing the world

Strategy: Recognising fact, opinion and speculation

Vocabulary: Scientific intervention

Speaking: Discussing what can be done to future-proof the world against global issues

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

WARM-UP

Write on the board:
What global issues are we currently facing?
Which of these do you think is the most concerning? Why?
Looking to the future, do you expect this issue to get better or worse? Why?

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

Exercise 1 page 112

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

KEY

1 C 2 A 3 B

- Ask: *How do these statistics make you feel? Why?* Give students time to share their feelings and reasons in pairs, then elicit answers from the class.

Exercise 2 page 112

- Students read the introduction and answer the question.
- Elicit possible answers from the class.

KEY (SUGGESTED ANSWER)

Future-proofing means taking action now to avoid problems in the future.

Exercise 3 8.07 page 113

AfL Teaching tip: learning intentions

Preparing students to read

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

Before students read the three website texts, they discuss in pairs what contribution to future-proofing the world each text may talk about. They then read the texts and check their predictions.

See the notes on Assessment for Learning on page 11.

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

KEY

A Preserving biodiversity
B Eliminating serious diseases
C Protecting ocean ecosystems

Exercise 4 page 113

- Go through the Reading strategy together.
- Students read the sentences and complete the task.
- Check answers as a class.

KEY

1 S (it could well) 2 F (2.3 billion seeds … 39,000 different species) 3 O (incredibly important resource) 4 F (According to the World Health Organization, … 229 million cases) 5 O (fantastic achievement) 6 S (It's likely that) 7 F (As a report on the One Earth website shows, … half of the world's coral reefs) 8 S (may offer)

Extra activity

Working in pairs, students find one more sentence in the texts which expresses 1) a fact, 2) an opinion and 3) a speculation. Elicit examples from the class.

KEY (SUGGESTED ANSWERS)

Fact: The seeds are stored in special rooms at a temperature of -20 degrees Celsius (lines 14–16); It holds the seeds of over 1 million varieties of food crops (lines 19–20); Over 90% of these are right here in Africa. (line 28)
Opinion: And, sadly, a huge number of them are children. (lines 28–29); We should also be worried about the destruction of coral reefs (lines 48–49); Unfortunately, they're dying because of rising sea temperatures (lines 57–58)
Speculation: but it's thought to have the capacity to store four times as many. (lines 21–22); That could save thousands of lives! (lines 36–37); If nothing is done, many more could be destroyed (lines 52–53)

Exercise 5 page 113

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

KEY

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

Extra challenge

Ask students to correct the false sentences.

KEY

3 It's similar to the MSB in that it holds a resource of seeds, but these are mainly crops and its purpose is to ensure the world's future food supply. The MSB holds a range of seeds from many varieties of plant and its purpose is to protect future biodiversity.
5 It is believed that the vaccine will reduce the number of cases by 40%.
8 If nothing is done, many more could be destroyed within the next 20–30 years.

Exercise 6 Vocabulary page 113

- Give students time to check the meaning of any unfamiliar words in a dictionary.

Extra support

- Drill the vocabulary as a class, focusing in particular on the accurate placement of stress.
- Elicit what part of speech each word is, i.e. *extinction*, *biodiversity*, *parasite*, *acidity* = nouns; *eradicate* = verb; *resistant* = adjective.
- Encourage students to first read through the sentences and identify what part of speech is needed to complete each.

- Students complete the sentences with the key vocabulary.
- Check answers as a class.

KEY

1 eradicate **2** parasite **3** acidity **4** resistant
5 extinction **6** biodiversity

Extra activity

- Write on the board:
  What factors may affect the acidity of soil?
  Apart from Brazil, which other countries are world leaders in terms of biodiversity?
  Why might diseases caused by parasites be hard to eradicate?
  Which animals are most at risk of extinction? What can be done to prevent them from dying out?
  Why are some people less resistant to illness than others?
- Students discuss the questions in pairs. Elicit ideas.

Extra challenge

Working in pairs, students write other parts of speech (noun, verb, adjective) which can be formed from the key vocabulary items. Allow the use of dictionaries if necessary. Elicit answers from the class.

KEY

eradicate (v) → eradication (n); parasite (n) → parasitic (adj);
acidity (n) → acidic (adj), acidify (v); resistant (adj) → resistance (n), resist (v); extinction (n) → extinct (adj);
biodiversity (n) → biodiverse (adj)

Exercise 7 Think & share page 113

- Working in pairs, students complete the discussion task.
- Ask a few pairs to share their ideas about one of the issues.

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 facts, opinions and speculation in a text.*

Further practice
Workbook page 89
Online practice

8.7 Global skills

Lesson summary
Speaking: Talking about engaging in discussions; discussing your response in different scenarios; sharing ideas about discussing issues with people who have a different opinion
Reading: A post and response on a student advice website
Vocabulary: Differences of opinion
Listening: Two conversations in which people express different opinions
Writing: A reply giving advice about dealing with a difficult situation

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

WARM-UP Write on the board:
How do you feel when …
someone expresses an idea you are not comfortable with?
someone disagrees with you in public?
How can you discuss issues you disagree on and still remain friends with the other person?

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

Exercise 1 page 114

- Elicit or explain the meaning of *diplomatically* (in a way that shows skill in dealing with people in difficult situations).

Extra activity

Focus on the photo. Ask: *What do you think the people might be disagreeing about? Do you think they are disagreeing diplomatically? Why? / Why not?* Students discuss the questions in pairs. Elicit ideas from the class.

- Ask students to read the comments and discuss in pairs what they think the phrases in bold mean.
- Elicit the meanings from the class.

KEY

1 think about and understand **2** keep quiet
3 maintain your position **4** find shared opinions, beliefs or interests

- Students then discuss in pairs whether they agree with the comments. Ensure they give reasons and examples to support their opinions.
- Ask students to raise their hand if they hold a different opinion to their partner about any of the points. Choose a few to explain the difference.

Exercise 2 Vocabulary page 114

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

KEY

1 values 2 differences 3 confrontation
4 compromise 5 perspectives 6 judgements
7 informed position 8 prejudice 9 respect

Exercise 3 page 114

- Give students time to check the meaning of any phrases they are unsure of in a dictionary.

Exercise 4 page 114

- Students complete the discussion task in pairs or groups.
- Ask students to raise their hand if they would respond to either situation in a different way to their partner / someone in their group. Choose a few students to give details.

Exercise 5 8.08 page 114

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

KEY

try to avoid confrontation: 1 and 2 **acknowledge a different perspective:** 1 and 2 **make judgements:** 2 **try to find a compromise:** neither **change the subject:** 1 **stand their ground:** 1 and 2 **show respect for the other person:** 2

Transcript

See Teacher's Guide, page 210.

Extra challenge

- Write the speakers' names on the board, i.e.: *1: Hugo & Nasser 2: Priti & Cassie*
- Play the audio again. Students write down who does each of the things in exercise 5 and what they say. Play the audio once more if necessary.
- Elicit answers from the class.

KEY

Conversation 1: Nasser tries to avoid confrontation: *It isn't really my thing, a campaign on social media. So, I don't really think …*
Nasser acknowledges a different perspective: *I hear what you're saying … I understand that you and some of the other guys feel really strongly about this.* Nasser changes the subject: *Hey, you know the Man United versus PNG game is on TV tonight, do you fancy… ?*
Nasser stands his ground: *Well, the thing is, I don't see it like that. … So maybe we'll just have to accept that we see things differently …*
Conversation 2: Cassie tries to avoid confrontation: *I'm not arguing with you. I'm just saying, …* Cassie acknowledges a different perspective: *OK. I hear what you're saying, but …* Priti makes a judgement: *You're part of the problem. / You're just a mindless consumer!* Cassie stands her ground: *I'm not asking you to eat it – but I am going to eat it.* Cassie shows respect for the other person: *I understand that you feel strongly about eating meat … and I totally respect that.*

Exercise 6 page 114

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

Exercise 7 Mediation page 114

- Elicit or explain what a *conspiracy theory* is (the belief that a secret but powerful organisation is responsible for an event).
- Ask students to compare their work in pairs, then ask a few pairs to tell the class how similar their replies were.

KEY (POSSIBLE ANSWER)

If you want to stay friends with Jake, you need to set aside your differences. I think it's important to acknowledge different perspectives, even if you disagree with them. It's best to avoid confrontation, but tell him what you think – he needs to respect your values too, so stand your ground. It might be a good idea to do some research, so you can speak from an informed perspective. Try not to make judgements about Jake because of his views – your friendship is the important thing. Hope this helps – good luck!

Exercise 8 Think & share page 114

- Students discuss the questions with a partner, then join another pair and share their opinions and ideas.
- Ask each group in turn to feed back on the most interesting points raised during their discussion.

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 issues with people who have a different opinion.*

Further practice
Workbook page 90

8.8 Speaking

Lesson summary
Speaking: Discussing foreign aid; participating in a debate; talking about engaging in discussions
Listening: A school debate about reducing foreign aid
Strategy: Listening actively
Vocabulary: Useful phrases for engaging with ideas

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

WARM-UP Elicit or explain the meaning of *debate* /dɪ'beɪt/ (a formal discussion of an issue in which people express different opinions).

- Ask: *What tips did you learn in the last lesson about how to discuss issues with people who hold a different opinion? Do you think all that advice applies when you are taking part in a debate? Why? / Why not?* Students discuss the questions in pairs. Circulate and monitor, ensuring they are using the key vocabulary from Lesson 8.7 accurately. If necessary, students can refer back to page 114 for help.
- Elicit ideas and opinions from the class.

Exercise 1 page 115

- Elicit or explain the meaning of *developing country* (a country which is poor and trying to make its industry and economic system more advanced).
- Students read the extract and discuss the questions in pairs.
- Elicit ideas from the class.

KEY (SUGGESTED ANSWERS)

1 To save money generally; to avoid raising taxes; to have more money to spend on domestic needs; to please people who don't like the idea of foreign aid; to avoid giving money to corrupt regimes, or countries which no longer need help to develop
2 It helps people in need; it encourages development; it makes political and economic stability more likely; it gives the donor country influence and possibly access to natural resources; it sends a positive message that we are all part of a global community

Exercise 2 8.09 page 115

Extra support

Put students into A / B pairs. As they listen to the debate, the Student As answer questions 1, 3 and 4; the Student Bs answer questions 2, 3 and 4. After listening, they exchange the information about Jack and Alba's arguments and compare their answers for questions 3 and 4.

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

KEY

1 The money could be better spent on helping people in this country; it makes other countries dependent on aid; there's no guarantee that the aid money will get to the people who really need it; a lot of countries we give aid to don't need it because their economies are doing well.
2 We have a responsibility to help people in developing countries less fortunate than us; aid helps save lives and helps people to improve their standard of living; aid encourages development; there's a risk to stability of some countries if we cut off the aid they depend on; aid works.
3 They mostly disagree, but they are respectful of each other's views and acknowledge different perspectives. (They do, however, agree that money shouldn't be given to countries that don't need it, but for different reasons.
4 Friendly, polite, respectful

Transcript

See Teacher's Guide, page 210.

Extra activity

Ask: *Did Jack and Alba mention any of the ideas you discussed in exercise 1? Whose arguments on the issue of reducing foreign aid do you agree with more? Why?* Students discuss the questions in pairs. Ask some students to share their answers with the class.

Exercise 3 8.09 page 115

- Go through the Speaking strategy together, then give students time to read through the Phrasebook.
- Play the audio again for students to identify the Phrasebook phrases the speakers use.
- Check answers as a class.

KEY

Students should tick:
Acknowledging a different perspective: I respect your point of view, but …; I hear what you're saying, but …; That's an interesting perspective, but …
Finding common ground: I think we share the view that …; What if we look at it from another angle?; Let's accept that we don't agree about …
Emphasising your position: I'm quite clear about that / this.; There's no question about that for me.; This is something I feel strongly about.

Transcript

See Teacher's Guide, page 210.

Extra support

Put students into groups of three. Each student in the group focuses on listening out for the phrases in a different section of the Phrasebook and ticking any they hear. They then exchange answers before the class check.

Exercise 4 page 115

- Students complete the task in pairs. Remind them that they should also use appropriate body language to show that they are paying attention and listening actively.
- Ask a few pairs to present an example to the class.

Extra support

Elicit to the board a possible mini-dialogue for the first point, e.g. *'We really must stop using planes for domestic travel. This is something I feel strongly about.' 'Right, I see. What makes you feel that way?'* Ask students to practise the dialogue a few times in pairs. Circulate and monitor, checking that they are using appropriate body language and tone of voice. Students then make up dialogues for the other two points in pairs.

Extra challenge
Students extend each of their mini-dialogues by responding to the follow-up question.

Exercise 5 page 115

- Working in pairs, students read through both issues and decide which one to debate. More confident students may wish to choose their own issue for debate instead.
- Circulate and monitor as students note down their arguments for and against their chosen issue, helping with vocabulary and ideas where required.
- Elicit some possible arguments in favour of and against each issue from the class.

KEY (SUGGESTED ANSWERS)

1 **Space programme: For:** further scientific discoveries, developments in technology; possible future colonisation
Against: wastes energy and resources; costs billions which could be spent improving life on Earth and protecting the planet from damage
2 **Cashless society: For:** people are already using less cash; alternative ways of paying are easier / more convenient for businesses and customers
Against: some older people prefer cash; not everyone has access to the right technology; there are still some situations where cash is often necessary (e.g. making donations to charities, tipping service staff, buying things at markets or from vending machines)

Exercise 6 page 115

- Students complete the task in pairs.

Exercise 7 Reflect page 115

- Working in pairs, students reflect on their performance and share how well they think they achieved the task.
- Ask a few students to share their reflections with the class.

Extra activity
Students repeat exercises 5–7 with the debate issue they haven't already used. Encourage them to think of two things they are going to try to improve on this time.

Exercise 8 Think & share page 115

- Working in pairs or groups, students discuss the questions.
- Ask some 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 range of phrases to engage with others' ideas in a debate.*

Further practice
Workbook page 91
Communicative activity photocopiable worksheet
Online practice

8.9 Writing

Lesson summary
Speaking: Discussing food security
Reading: A discursive essay about food security
Strategy: Using nominalisation
Writing: A discursive essay about future-proofing the world

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

WARM-UP
Write on the board: … *is the most important global challenge of the 21st century.*

- Ask students to complete the statement with their own idea.
- Working in groups, students share their ideas and justify their choice / opinion. Encourage use of the strategy and Phrasebook phrases from Lesson 8.8.
- Elicit some different ideas from the class.

Exercise 1 page 116

- Elicit or explain what a *discursive essay* is (an essay that discusses a problem or recent issue).
- Ask students to read the essay task. Elicit what is meant by the term *food security* (the state of having reliable access to enough healthy food that you can afford).
- Students discuss questions 2 and 3 in pairs.
- Ask students to raise their hand if they agree with the essay task statement. Elicit reasons why. Do the same with those who disagree.
- Ask a few students which of the points in question 3 they think would improve food security most and why.

Exercise 2 page 116

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

KEY
He/She agrees that global food security will be a major challenge. He/She mentions changes to food production methods.

Exercise 3 page 116

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

KEY
1 Paragraph A 2 4 Paragraphs B and C 5 Paragraph D

Exercise 4 page 116

- Go through the Writing strategy together.
- Students look at the essay again and compete the task.
- When checking answers as a class, draw students' attention to the dependent prepositions following the nouns.

KEY
Paragraph A: a major challenge, a serious threat to …, a necessity, the continuation of …

Paragraph B: the cultivation of …, the production of …, their protection from …
Paragraph C: an increase in …, the growing of …, the development of …, their resistance to …
Paragraph D: a major challenge, The development of …

Exercise 5 page 116

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

KEY

2 The co-ordination 3 Their agreement 4 The use

Exercise 6 page 116

- Students read the task, decide on their position and make a list of arguments and supporting examples.

Exercise 7 page 116

- Students plan their essay. Advise them to follow the structure of the model essay in exercise 2 and choose two main arguments, supported by two or three examples each.

Exercise 8 page 116

- Students complete the writing task.

Exercise 9 Check your work page 116

- Students go through the checklist before submitting their work.

AfL Teaching tip: success criteria

Create occasions for students to showcase their work

Providing students with the opportunity to share their work promotes a sense of pride and accomplishment.

Engage students in selecting a piece of written work they have done during the course to be shared with their peers. 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 look neat and attractive. The selected pieces could then either be displayed in the classroom or uploaded to a shared space, e.g. a class blog. Encourage students to read each other's work and provide some positive feedback.

See the notes on Assessment for Learning on page 11.

Lesson outcome

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

Further practice
Workbook page 92
Online practice

8.10 Review

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

Grammar

Exercise 1 page 117

KEY

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

Exercise 2 page 117

KEY

1 Given 2 Walking 3 Founded 4 Having been 5 leaving

Vocabulary

Exercise 3 page 117

KEY

1 homeless, refuge 2 elderly, independence 3 service, tuition 4 isolation 5 issues, contribution 6 initiative, assistance **Not needed:** charity shop, funds

Exercise 4 page 117

KEY

1 aid agencies, relief effort 2 assess, preserve
3 co-ordinate, infrastructure 4 threatens, eradicate
5 distribute, suffering 6 process, survivors

Cumulative review

Exercise 5 page 117

KEY

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

Think & share

Exercise 6 page 117

KEY

Students' own answers

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

AfL Teaching tip: diagnostics

Student-generated reviews

Asking students to choose areas for review and create tasks causes them to spend time carefully considering the target language and evaluating their understanding.

Ask students to look through the course contents map on pages 2 and 3 and select the unit whose grammar and vocabulary they feel they would most benefit from reviewing. Allow them time to look back at the target language in that unit and write two review tasks, one focusing on grammar and the other vocabulary, with answers on the back. They then swap their review tasks with another student who has chosen the same unit, complete the review in their notebook and check their answers. To extend the activity, students could then swap reviews with students who have created tasks about other units.

See the notes on Assessment for Learning on page 11.

Further practice

Workbook page 93

Progress test

7–8 Exam skills

Lesson summary

Exam strategies: Listening: identifying pieces of information in answer options in a multiple-choice task; Use of English: predicting missing words in a multiple-choice cloze task; Reading: identifying similar words and ideas in a heading-matching task; Speaking: using language suitable for spoken interaction; Writing: supporting positive and negative ideas with examples and reasons

Listening: An interview with an artist and author

Reading: An article about Vincent Van Gogh

Speaking: Discussing ideas for an art trip

Writing: A review of an art gallery or museum

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

- Write an item of vocabulary from Lesson 7.1 or 7.4 on the board, e.g. *masterpiece*.
- The Student As need to explain the word or phrase to their partner as quickly as possible, e.g. *This is a work of art that is made with great skill*.
- The first Student B to shout out the correct answer gets a point for their pair.
- Continue in the same way with other vocabulary, swapping the Student As and Student Bs round after every few items.
- The winning pair has the most points at the end.

Listening

Exercise 1 page 118

- Go through the Listening exam strategy together.
- Students read through the first question and answer options and answer the question.
- Check answers as a class.

KEY

B Marco has written a book. He has written more than one book.

C Marco moved to Europe. He moved to Europe when he was ten.

Exercise 2 8.10 page 118

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

KEY

1 B 2 C 3 A 4 B 5 B

Transcript

See Teacher's Guide, page 211.

Extra challenge

When checking answers, elicit why the other answer options are incorrect, e.g. *1A is incorrect as Marco speaks only English fluently. 1C is incorrect as he was born in Europe.*

Use of English

Exercise 3 page 118

- Go through the Use of English exam strategy together.
- Students complete the task.
- Elicit the correct missing word (sold). Elicit what helped students work out the answer, e.g. the word needed to be grammatical / a past simple verb; use of the words *sales*, *sum*, *dollars* in the same sentence; the preposition *for* after the gap, etc.

Exercise 4 page 118

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

KEY

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

Extra activity

- Write on the board:
  Do you agree famous masterpieces shouldn't be sold to private buyers? Why? / Why not?
  For what reasons might an artist destroy their own work?
  Do you agree 'the urge to destroy is also a creative urge'?
- Students discuss the questions in pairs.
- Elicit opinions and ideas from the class.

Extra challenge

- Elicit common types of words which are gapped in multiple-choice cloze tasks, e.g. verb forms, prepositions, relative pronouns, conjunctions, parts of fixed phrases, words with near synonyms.
- Ask students to look back at previous texts and select a short paragraph or part of a paragraph. They then copy it out into their notebook, but gap four words and write four possible options for each.
- Students swap tasks with a partner, choose the correct answer options, then swap back to check.

Reading

Exercise 5 page 119

- Go through the Reading exam strategy together.
- Students complete the task.
- Check answers as a class.

KEY

The heading is G. The words *recognition* and *unrecognised* appear.

Exercise 6 page 119

Extra support

Tell students which are the extra headings, i.e. A, C and F. Suggest they cross these options out to make it easier to focus on the headings which are needed.

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

KEY

2 B 3 I 4 D 5 E 6 J 7 H

B artist D Artistic / artists, Van Gogh H experience

Speaking

Exercise 7 page 119

- Go through the Speaking exam strategy together. Elicit or remind students what a *discourse marker* is (a word or phrase that organises spoken language into different parts). Ensure students understand and can correctly pronounce *colloquial* /kəˈləʊkwiəl/ (informal and more suitable for use in speech than in writing).
- Students add phrases to each category.
- Elicit suggestions from the class.

KEY (SUGGESTED ANSWERS)

Discourse markers: And similarly, for example, As we were saying, Another thing is, The bigger picture is, well, in fact

Phrasal verbs: calm down, catch up on, come across, drop out, fall out with, figure out, go on, go through, live up to, make up with, pick up

Colloquial expressions: It does nothing for me, a no-brainer, It's doing my head in, I was blown away, couch potato, over the top, I don't get it

Extra support

Refer students back to the following sections of the Student's Book to find examples: discourse markers (Lesson 4.3), phrasal verbs (Lesson 1.3), colloquial expressions (the Real English exercises in the first lesson of each unit).

Exercise 8 page 119

- Working in pairs, students complete the task. Encourage use of the Phrasebook phrases from Lesson 7.8.
- Ask students to raise their hand if they managed to agree on an idea. Choose a few to tell the class about their decision.

Writing

Exercise 9 page 119

- Go through the Writing exam strategy together.
- Give students time to note down their ideas.
- Ask some students to share their ideas with the class.

Exercise 10 page 119

- Students complete the writing task. Encourage them to include some of the Phrasebook language from Lesson 5.9.

Note!

You may choose to set a word count and/or time limit for the writing task, in line with the requirements of the exam your students will be taking.

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 information in answer options in a multiple-choice listening task. I can predict missing words in a multiple-choice cloze task. I can identify similar words and ideas in a heading-matching task. I can use language suitable for spoken interaction in a discussion task. I can support positive and negative ideas with examples and reasons.*

Further practice

Workbook pages 94–95

Vocabulary Booster

Vocabulary booster 1 objective

Vocabulary: To review, practise and extend the vocabulary to talk about skills and natural talents

Exercise 1 Get started 1.15 page 120

- Put students in pairs to discuss the questions.
- Play the audio for them to check their answers.

KEY

Positive qualities: be determined to succeed, be easy-going, be open-minded, be self-confident, cope well with stress, have good people skills
Negative qualities: be selfish, feel awkward in social situations, get upset easily, tend to complain a lot
Making negative qualities sound positive: not be selfish / be unselfish, not feel awkward in social situations / feel comfortable in social situations, not get upset easily / hardly ever get upset, not be self-confident, not tend to complain a lot / hardly ever complain

Exercise 2 page 120

- Ask students to check each other's work in pairs before you check answers as a class.

KEY

1 cope well with stress
2 are selfish
3 gets upset easily
4 is determined to succeed
5 has good people skills
6 easy-going

Phrases not used: be open minded, be self-confident, lack confidence, tend to complain a lot

Extra support

Before filling in the gaps, ask students to decide together in pairs which of the sentences has a negative meaning, and which a positive one.

Extra activity

Ask students to write sentences with the four unused phrases.

Exercise 3 page 120

- Working in pairs, students compare their descriptions.
- Ask a few students to share something they found out about their partner with the class.

Exercise 4 Practise page 120

- After students have matched the sentences, ask them to compare their answers in pairs before you check as a class.

KEY

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

Extra support

Ask students to focus at the end of 1–8 and the beginning of A–H to find the phrases that have been split in two. Do the first one together as a class as a model (1C *was determined to / succeed*).

Extra activity

Working in pairs, students look at each completed sentence and decide who may have said it to whom, and what the situation was. Elicit some of their suggestions in class, and invite the other students to agree or disagree, and say why.

Exercise 5 page 120

- Ask: *What do you think is the best age to learn new skills? Why?* Elicit some ideas from a few students.
- Ask students to read the text without completing the gaps first to get a general sense. Then ask them to do the task.
- Check answers as a class.
- Ask: *Did any of the ideas in the text surprise you? Is there anything you disagree with? Why?*

KEY

1 adolescence 2 teens 3 adulthood 4 middle
5 age 6 retirement 7 older 8 generation
9 wise / wiser 10 mature

Exercise 6 Extend 1.16 page 120

- When students have matched the phrases and definitions, ask them to compare answers in pairs before you check as a class.

KEY

1 capitalise on something
2 push your boundaries
3 think outside the box
4 be a natural
5 have strict self-control
6 build rapport

Exercise 7 page 120

- Do the title together as a class – both as a model and to clarify the context.
- Ask students to complete the task, then check as a class.

KEY

1 capitalise on your abilities
2 capitalise on your strengths
3 building rapport
4 have strict self-control
5 thinking outside the box
6 Push your boundaries

Exercise 8 page 120

- Ask students to discuss the question in pairs.
- Ask for a show of hands for each tip to find out who considers them the most important, and elicit their reasons.

Extra activity

Ask students to test each other on the vocabulary from Vocabulary booster 1. They take turns to give a definition or the description of a situation in their own words for their partner to guess the correct phrase.

Further practice

Workbook page 104

Vocabulary booster 2 objective

Vocabulary: To review, practise and extend the vocabulary to talk about feelings

Exercise 1 Get started page 121

Extra challenge

Ask students to cover the options below each sentence and explain the meaning of the word in bold in their own words before checking and selecting the correct option.

- After students have completed the task, ask them to compare their answers in pairs before checking as a class.

KEY

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

Exercise 2 2.15 page 121

- Ask students to briefly discuss their ideas in pairs before you elicit suggestions in open class.
- Play the audio for students to check their answers.

KEY

Positive: charmed, amused, grateful, upbeat
Negative: anxious, alarmed, exasperated
Neutral: stunned

Exercise 3 page 121

- Read the task and the example.
- Give students two or three minutes to write their questions. Encourage students to use *wh-* questions wherever they can, rather than *yes/no* questions.
- Pair up students to take turns to ask and answer questions.
- Elicit from a few volunteers something interesting or surprising they found out about their partners.

Exercise 4 Practise page 121

Extra support

Before students do exercise 4, write the eight initial letters of the missing adjectives on the board. Set a time limit for students to write as many adjectives with each letter as they can think of. The person with the most correct answers wins. This game should help elicit the adjectives that might possibly be used to complete the sentences.

- After students have completed the questions, ask them to compare answers in pairs before you check as a class.

KEY

1 puzzled 2 astonished 3 miserable 4 furious
5 offended 6 resentful 7 irritated 8 frustrated

Exercise 5 page 121

- Ask students to read the texts without filling in any gaps first, to get a general sense.
- Ask students to check each other's work in pairs before you check as a class.

KEY

1 thrive on stress
2 being on the go
3 chill out
4 being mindful
5 build self-confidence
6 get on top of me
7 develop a positive mindset

Extra support

Put students into A / B pairs. Student As complete only the first text about the girl, and Student Bs the second one about the boy. Then they read out their texts for their partner as a dictation.

Exercise 6 Extend 0.00 page 121

- When students have completed the sentences, play the audio for students to check their answers.

KEY

1 resilient 2 vulnerable 3 competent 4 tactful
5 considerate 6 worthless 7 self-critical 8 proactive

Extra challenge

Ask students to decide which adjectives in exercise 6 are positive, negative or neutral.

Exercise 7 page 121

- Give students a minute to consider the question and think of their own answers.
- Working in pairs, students compare their ideas.
- For feedback, collect the three selected qualities from each pair, and tally the number of times each adjective was chosen on the board. Elicit reasons for a few of the choices – especially any surprising ones.

Further practice

Workbook page 105

Vocabulary booster 3 objective

Vocabulary: To review, practise and extend the vocabulary to talk about doing exercise

Exercise 1 Get started 3.12 page 122

- Ask students to read the text without filling any gaps first to get a general sense.

Extra support

Before completing the gaps, ask students to study the gapped phrases and decide together in pairs if the missing word is a verb, noun or adjective.

- When students have completed the task, play the audio for them to check their answers.

KEY

1 get 2 stamina 3 strength 4 individual 5 team
6 hate 7 take on 8 focus on

Exercise 2 page 122

- Give students two or three minutes to write their questions.
- Working in pairs, students take turns to ask and answer their questions.
- Ask a few students to share with the class something they found out about their partners.

Extra challenge

More confident students could write questions for all eight phrases.

Exercise 3 Practise page 122

- To clarify the task, do the first item together as a class. Point out that all underlined phrases are incorrect and must be replaced with a phrase from another sentence. The form doesn't need to change.
- Suggest that students keep track of which phrases they have already used, as each one should only appear once.
- Ask students to compare their answer in pairs before you check as a class.

KEY

1 stretch your muscles
2 increase your heart rate
3 work up a sweat
4 take up a lot of time
5 maintain your health
6 fit in with your daily routine
7 have a positive impact
8 make you aware

Extra activity

Put students in pairs to test each other on the phrases from exercise 3. They take turns to give a definition or explanation of its meaning in their own words to elicit the phrase from their partner.

Exercise 4 page 122

- When students have completed the task, ask them to compare answers in pairs before you check as a class.

KEY

1 demands 2 organisational skills 3 Teamwork
4 collaboration 5 self-confidence 6 commitment
7 leadership

Exercise 5 Extend 3.13 page 122

Extra challenge

Before completing the definitions in exercise 5, ask students to cover the box, and try to complete each sentence with a phrase of their own that fits the meaning.

- When students have completed the task, ask them to compare answers in pairs before playing the audio for them to check their answers.

KEY

1 pursue your dreams
2 know something like the back of your hand
3 devote time to something
4 have mutual respect
5 do yourself proud
6 leave your comfort zone

Exercise 6 page 122

- Remind students that they might need to change the form of the phrase to fit the sentences grammatically.
- Check answers as a class.

KEY

1 devote time
2 mutual respect
3 pursuing his dream
4 done yourself proud
5 leave my comfort zone
6 know her like the back of my hand

Extra activity

Ask students to choose five or six phrases from Vocabulary booster 3 and write sentences about themselves. Ask them to make at least two sentences untrue. Then working in pairs, they take turns to read the sentences and try to guess which of their partner's statements are true and which are false.

Further practice

Workbook page 106

Vocabulary booster 4 objective

Vocabulary: To review, practise and extend the vocabulary to talk about living spaces

Exercise 1 Get started 4.12 page 123

Extra challenge

Before they match the photos, ask students to cover the words and describe the home in each photo in their own words. Then they uncover the options and complete the task.

- Play the audio for students to check the answers for the matching task.

KEY

1 terraced house
2 block of flats
3 cottage
4 skyscraper
5 three-storey building
6 semi-detached house

Exercise 2 page 123

- Working in pairs, students write a list of at least three pros and three cons for each type of building.
- Form new pairs, and ask students to compare their lists and discuss any differences they find.
- Elicit some of their ideas as a class and invite comments from the other students.

Exercise 3 page 123

- Give students a minute to decide on their answers, then put them in pairs to compare ideas.
- Ask a few students to share something interesting or surprising they heard about their partners.

Exercise 4 Practise page 123

Extra support

Before students begin exercise 4, elicit a definition, explanation or example for each of the words in the box from volunteers.

- When students have completed the dialogue, ask them to compare their answers in pairs before checking as a class.

KEY

1 spacious 2 affordable 3 open-plan
4 well-equipped 5 facilities 6 storage
7 energy-efficient 8 central heating

Extra activity

- Put students in pairs to choose one type of home from exercise 1 and at least four of the words from exercise 4, and write a shorter dialogue between someone looking for a home and an estate agent. Students can then practise role-playing it.
- Get a few volunteering pairs to perform their dialogue to the class. Ask the rest of the class to make notes of the key things the buyer is looking for.

Exercise 5 page 123

- When students have completed the task, ask them to compare their answers in pairs before checking as a class.

KEY

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

Extra activity

Students choose three of the endings A–F and write their own sentence beginnings for them. In pairs, they read out only their sentence beginnings for their partner to decide which ending it matches.

Exercise 6 Extend 4.13 page 123

- Play the audio for students to check their answers in the matching task.

KEY

1 social housing 2 assumption 3 basic necessities
4 stereotype 5 hardship 6 disadvantaged

Exercise 7 page 123

- Before completing the text, ask students to read it through first to get a general sense.
- When students have completed the task, ask them to compare their answers in pairs before checking as a class.

KEY

1 disadvantaged 2 stereotyped 3 basic necessities
4 hardship 5 assumption 6 social housing

Exercise 8 page 123

- Put students in pairs or small groups to discuss their opinions.
- Elicit some ideas from the class.

Further practice

Workbook page 107

Vocabulary booster 5 objective

Vocabulary: To review, practise and extend the vocabulary to talk about technology

Exercise 1 Get started 5.12 page 124

- Play the audio for students to check their answers.

KEY

Technology and computers: click on an icon, hardware, network, software, wireless mouse
Energy and the environment: biodegradable, climate change, hydroelectric power, recycling waste, wind turbine

Exercise 2 page 124

Extra support

Before they fill in the gaps, ask students to decide together in pairs what kind of phrases are missing in each gap: nouns, verbs or adjectives?

- When students have completed the sentences, ask them to compare answers in pairs before you check as a class.

KEY

1 hydroelectric power
2 wireless mouse
3 click on an icon
4 Climate change
5 biodegradable
6 software

Extra activity

Ask students to write sentences with the four unused phrases.

Exercise 3 page 124

- Working in pairs, students discuss the questions for a couple of minutes.
- Put pairs together in groups of four to compare ideas.
- Elicit some suggestions from various students, inviting feedback from the rest of the class.

Exercise 4 Practise page 124

- When students have completed the task, check answers as a class.

KEY

1 technophobe 2 Advances, technology 3 updates
4 artificial intelligence 5 gadgets 6 input
7 wearable technology 8 geek

Extra support

Students could work together in pairs to help each other complete the sentences.

Exercise 5 page 124

- When students have completed the task, check answers as a class.

KEY

1 alternative energy
2 Global warming
3 consumption
4 deforestation
5 natural resources
6 landfill site
7 raw materials
8 carbon footprint

Extra challenge

When checking the answers in exercise 5, ask further questions to dig deeper into the subject, e.g. *1. Can you give other examples of alternative energy? 2. Why is there more carbon dioxide in the air? 3. What increases our energy consumption in the summer? 4. For what other reasons do people cut down trees? 5. Can you think of other natural resources? 6. What kinds of things can you recycle where you live? 7. What do you know about lithium? 8. In what other ways can you reduce your carbon footprint?*

Extra activity

- Ask students to cut up a piece of paper to make eight word cards, then write the eight phrases from the answers in exercise 5 on each card.
- Working in pairs, students take turns to draw a card and make a sentence to illustrate the meaning of the phrase on it for their partner to guess.

Exercise 6 Extend 5.13 page 124

- Students could use dictionaries or look up the words online to check their meanings.
- Elicit translations for each word. Are they similar or different?
- Check the answer to the last question. Then play the audio for students to practise pronunciation.

KEY

Students' own answers (for their languages)
You can describe a person as a conservationist.

Exercise 7 page 124

- Ask students to read the whole text without completing gaps first to get a general sense.
- When students have completed the text, ask them to compare answers in pairs before you check as a class.

KEY

1 conservationist
2 climate change denial
3 eco-anxiety
4 ecology
5 carbon capture
6 carbon storage
7 wildfires
8 Monoculture
9 zero-emissions

Exercise 8 page 124

- Read the task. Elicit one suggestion from a volunteer to help the class get started with ideas.
- Put students into groups. Set a time limit. Monitor each group's progress and provide help with language as necessary.

Extra activity

Tell each group to select a 'spy' who can visit any of the other groups for a minute and listen in on their discussions, then return to their original group to report back.

Further practice

Workbook page 108

Vocabulary booster 6 objective

Vocabulary: To review, practise and extend the vocabulary to talk about money

Exercise 1 Get started page 125

Extra challenge

Ask students to cover the options below each sentence and explain the meaning of the word in bold in their own words before checking and selecting the correct option.

- When students have completed the task, ask them to compare answers in pairs before you check as a class.

KEY

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

Exercise 2 6.12 page 125

- Remind students that they may need to change the form of the verb to fit the sentence grammatically.
- Play the audio for students to check their answers.

KEY

1 making a loss
2 run out of money
3 make sacrifices
4 take control of my finances
5 put money towards

Exercise 3 page 125

- Elicit or explain the phrase *get into debt* (the situation of owing money, especially when you cannot pay).
- Set a time limit for students to discuss the questions in pairs, then elicit ideas from the class.

Exercise 4 Practise page 125

- Ask students to read the whole text without completing any gaps first to get a general sense.
- When students have completed the text, ask them to compare answers in pairs before you check as a class.

KEY

1 everyday expenses 2 bus fares 3 tuition fees
4 gym membership 5 gaming 6 takeaways
7 accessories 8 second-hand 9 charity donations

Exercise 5 page 125

Extra challenge
More confident students could cover A–F and complete each sentence with their own idea instead. Then, ask them to compare their answers to the available options.

- When students have completed the matching task, ask them to compare answers before you check as a class.

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

Exercise 6 Extend 6.13 page 125

- Ask students to cover the definitions, and in pairs or small groups to brainstorm ideas what each word or phrase might mean.
- Then ask students to complete the matching task.
- Play the audio for them to check their ideas.

KEY
1 pay your way 2 tighten your belt 3 contactless
4 cost-cutting 5 overdrawn 6 impulse buy

Exercise 7 page 125

- Give students three or four minutes to write their questions.
- Get the class to stand up and mingle. With each question, students should ask a different person and make a note of their answer.
- Ask a few students to report back on what they found out about others.

Extra support
Allow students to work together in pairs to write the six questions, then work individually during the mingle stage. Remind them that pairs working together on the questions are not allowed to interview each other!

Extra activity
- To practise some of the key phrases from Vocabulary booster 6, prepare (or get students to prepare) 14 pairs of pelmanism cards. On one card in each pair write the verb from the expressions in exercises 1, 5 (all items) and 6 (*pay your way* and *tighten your belt*), on the other, the rest of the phrase.
- Students play in pairs. They shuffle, then arrange their cards on the desk face down. They take turns to turn up a card, then another. If the two cards are a matching pair, students must make a sentence with the phrase shown – if they can, they keep the cards and turn up another two cards. If the cards don't match or they can't make a sentence, it's the other player's turn to continue. The student with the most pairs collected wins.

Further practice
Workbook page 109

Vocabulary booster 7 objective
Vocabulary: To review, practise and extend the vocabulary to talk about different art forms

Exercise 1 Get started 7.12 page 126

Extra support
Allow students to use a dictionary or search online to check the meaning of the words.

- Working in pairs, students discuss and agree on the meaning of the phrases.
- Play the audio for them to check their ideas.

KEY
You can't touch a metaphor.

Transcript
Clay is a type of heavy, sticky earth that becomes hard when it is baked. It is used to make things such as pots and bricks.
Drawings are pictures made using a pencil or pen rather than paint.
A frame is a strong border or structure of wood, metal, etc. that holds a picture in position.
A metaphor is a word or phrase used to describe somebody or something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.
Oil paintings are pictures painted in oil paint.
A portrait is a painting, drawing or photograph of a person, especially of the head and shoulders. You can also have portraits of animals like pets.
Pottery describes pots, dishes, etc. made with clay that are baked in an oven, especially when they are made by hand.
A sculpture is a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc.

Exercise 2 page 126

- When students have completed the sentences, ask them to compare answers in pairs before you check as a class.

KEY
1 oil paintings 2 clay 3 portrait 4 frame
5 sculpture 6 drawings 7 pottery 8 metaphor

Exercise 3 page 126

- Give students a minute or so to think about a famous work of art their partner should be able to guess – but not too easily.
- Each person is allowed ten questions to guess the work. Starting from 10 points, they must deduct a point for each question used. The student with more points left wins.
- If time allows, ask students to repeat the activity with a different partner.
- Check who in the class had the highest overall point score.

Exercise 4 Practise page 126

- When students have completed the sentences, ask them to compare answers in pairs before you check as a class.

KEY
1 masterpiece
2 remarkable piece of work
3 art critics
4 give, outstanding performance
5 gorgeous colours
6 on display
7 stunning artworks
8 view, exhibits

Exercise 5 page 126

- Ask students to read the text without completing any gaps first to get a general sense.

Extra support
Before students begin filling in the gaps, ask them to work in pairs to study the phrases and decide what kind of words they might follow or might be followed by. This should help students work out which gaps they fit.

- Check answers as a class.

KEY
1 inspired by 2 convey a sense of 3 a new dimension
4 passionate about 5 captures 6 attention to

Exercise 6 Extend 7.13 page 126

Extra challenge
Ask students to cover the definitions and try to explain each word in their own words, then do the matching task.

- Play the audio for students to check if they have matched the definitions correctly.

KEY
1 surrealism 2 performance art 3 watercolour
4 landscape 5 canvas 6 line drawing 7 spray paint

Exercise 7 page 126

- Working in groups, students discuss the questions. Encourage them to make notes of their answers.
- Monitor the groups' progress, and make sure they don't get stuck on any question but cover them all.
- When all the questions have been discussed, form new groups so that each member comes from a different previous group, and ask them to report back to each other and discuss the answers.
- For feedback, elicit some ideas from various students, inviting comments from the students.

KEY (SUGGESTED ANSWERS)
1 You usually see views of the land with trees, hills, mountains, etc.
2 You often see line drawings in cartoons and sketches.
3 Artists often painted on wood.
4 They were a part of surrealism.
5 It's faster than using a paintbrush.
6 There is no final physical artwork you can take away with you.
7 Because you can easily paint over oil paints, but not on watercolour.

Extra activity
Students test each other by playing a guessing game. Ask students to think of a word from Vocabulary booster 7, and some clues that could help their partner to guess it. They should begin by giving its first letter, then give one more clue if their partner can't guess, e.g. *'It's a word with W. You can paint with it. It's a type of paint. You need water to be able to use it.' 'Watercolour!'* You may need to demonstrate the activity with a stronger student to make the task clear.

Further practice
Workbook page 110

Vocabulary booster 8 objective

Vocabulary: To review, practise and extend the vocabulary to talk about volunteering in the community

Exercise 1 Get started 8.11 page 127

- Ask students to check the meaning of the words in pairs.
- Play the audio for them to check their ideas.

KEY
disaster relief = help during a catastrophic event; *collapse* and *struggle* are also verbs.

Transcript
Collapse means a sudden failure of something, such as an institution, a business or a course of action.
Disaster relief is food, money, medicine, etc. that is given to help people in places where there has been a natural disaster.
Famine is a lack of food during a long period of time in a region.
Good causes are organisations or ideas that people support or fight for because they are helping other people.
Loss is the state of no longer having something or as much of something that was available before.
Obstacles are situations or events that makes it difficult for something to be done or achieved.
Poverty is the state of being poor.
A struggle is a hard fight in which people try to obtain or achieve something, especially something that somebody else does not want them to have.

Exercise 2 page 127

- When students have completed the sentences, ask them to compare answers in pairs before you check as a class.

KEY
1 good causes 2 poverty 3 collapse 4 loss
5 famine 6 obstacles

Extra challenge
Ask students to write their own definitions for the nouns in exercise 1.

Exercise 3 page 127

- Students work in pairs. Give them five minutes or so to discuss the questions.
- Monitor their progress and help with any unfamiliar language as necessary.
- Elicit some ideas from various students, inviting comments from the other students.

KEY (SUGGESTED ANSWERS)
1 war, drought, floods, etc.
2 loss of crops, failure to plan for the future, etc.
3 not having enough trucks or planes, destroyed roads, etc.

Exercise 4 Practise page 127

- To check every student's answer at the same time, for each question, ask students to write the correct letter on a piece of paper and hold it up for you to see. If students have small, erasable whiteboards, these might also be used.

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

Extra support

Allow students to work in pairs to complete the multiple-choice task together.

Exercise 5 page 127

- To clarify the task, do the first item together as a class. Point out that all underlined words are incorrect and must be replaced with a word from another sentence. The form doesn't need to change.
- Suggest that students keep track of which phrases they have already used, as each one should only appear once.
- Ask students to compare their answer in pairs before you check as a class.

KEY

1 aid agencies 2 Extreme weather 3 infrastructure 4 priority 5 refugees 6 relief effort 7 suffering 8 survivors

Exercise 6 Extend 8.12 page 127

- Allow students to discuss their ideas and complete the definitions together in pairs.
- Play the audio for them to check their answers.

KEY

1 Inequality 2 Persecution 3 aftermath 4 economic migrant 5 Starvation 6 asylum seeker

Exercise 7 page 127

- Working in groups, students discuss the questions and choose the answers.
- Monitor their progress, helping with any difficult language as necessary.
- Check answers as a class.

KEY

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

Extra challenge

Ask students to work in pairs to try to explain the meaning of the unused answer in questions 1–6.

Extra activity

- Ask students to choose twelve words from Vocabulary booster 8 and write each word on a card.
- Form pairs.
- Ask the two students in each pair to swap their cards with those of another pair. They will be using these to play a guessing game.
- To play, students take turns to draw a card from the pack they were given, then give a definition, explanation or example (without using the word) for their partner to guess. If they find a word too difficult to guess, they can pass and move on to the next one.
- Set a time limit. The winning pair is the one that have managed to guess the most words correctly within the time limit.

Further practice

Workbook page 111

Grammar Booster

Grammar booster 0.1 objective

Grammar: To consolidate grammar rules for the present tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 128

KEY

1 I don't like to visit the dentist.
2 Hasan's basketball practice ends at 16.00 every day.
3 I am listening to my favourite song right now.
4 There is a new restaurant on the corner.
5 She is busy.

Exercise 2 page 128

KEY

1 studies 2 'm/am 3 isn't going 4 has
5 don't talk 6 're/are playing 7 's/is singing 8 run

Exercise 3 page 128

KEY

1 'm/am thinking 2 's/is 3 is growing 4 enjoy
5 'm/am not 6 'm/am trying 7 practise 8 compete
9 scores 10 skates 11 tries 12 wears
13 're/are skating 14 are

Further practice
Workbook page 4

Grammar booster 0.2 objective

Grammar: To consolidate grammar rules for the past tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 129

KEY

1 been 2 were 3 have 4 were 5 was 6 had
7 have

Exercise 2 page 129

KEY

1 have planted 2 thought 3 have provided
4 has shown 5 reported

Exercise 3 page 129

KEY

1 loved 2 wasn't 3 have added 4 have made
5 didn't wear 6 has changed 7 had been
8 have been cycling

Further practice
Workbook page 5

Grammar booster 0.3 objective

Grammar: To consolidate grammar rules for the future tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 130

KEY

1 'm meeting 2 're going 3 begins 4 is going to be
5 will be 6 will have

Exercise 2 page 130

KEY

1 is travelling / travels 2 is going to be 3 are going to stay 4 plans / is planning 5 'll have

Exercise 3 page 130

KEY

1 At 8.30, Liam is meeting / will be meeting with Ana.
2 First, Liam is going to get feedback on the new design of the website.
3 Then Liam and Ana are going to decide on the url for the site.
4 After making a decision, they're going to determine the deadline for the launch of the website.
5 Then Liam is going to remind Ana of his holiday.
6 After that, Liam is going to propose hiring more project workers.
7 At 9.30, the meeting will / is going to be wrapping up.

Further practice
Workbook page 6

Grammar booster 0.4 objective

Grammar: To consolidate grammar rules for relative clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 131

KEY

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

Exercise 2 page 131

KEY

1 The city that/which I love best is Prague.
2 The people who recommended the hotel were very nice.
3 The tour guide whose first language was Spanish spoke four other languages.
4 My first trip there, which was in 2017, was spectacular.
5 The main reason why I recommend Prague is because of the architecture.
6 You can find buildings, which have survived for centuries, alongside more modern designs.

Exercise 3 page 131

KEY

1 My flight, which was supposed to leave hours ago, has been delayed again. / My flight, which has been delayed, was supposed to leave hours ago.
2 My teacher, who is from Ankara, is taking a group of students to Turkey. / My teacher, who is taking a group of students to Turkey, is from Ankara.
3 Last year, she took students to Romania, where they toured the countryside.
4 I met some very nice people who / that / – I still keep in contact with.
5 I hope to meet up with her in June, when we are both visiting Barcelona.
6 I learned how to surf off the coast of Portugal, which was an amazing experience.

Further practice

Workbook page 7

Grammar booster 1.2 objective

Grammar: To consolidate grammar rules for the past perfect simple and past perfect continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 132

- Ask students to compare answers in pairs before you check as a class.

KEY

1 bought 2 hadn't been performing 3 had known 4 had been cleaning 5 had been waiting 6 worked 7 hadn't been sleeping 8 had left 9 hadn't been standing

Extra support

When checking answers, elicit why the past perfect simple or continuous form is used, e.g. 1 = to talk about a completed event before another event in the past, 2 = to talk about a situation that continued for a period of time before another event in the past.

Exercise 2 page 132

- When students have completed the task, tell them that four sentences are correct, five incorrect. Allow students to re-check, and if necessary, to amend their answers.

KEY

1 ✓
2 By the time Aziz applied for university, he'd been studying German for ten years.
3 Sara had never attempted to skateboard before this afternoon.
4 Since he was very young, my father had wanted to live in another country.
5 ✓
6 ✓
7 Daniel had left his laptop at home and had to go back to get it.
8 ✓
9 Ali had been working as a stage manager for a couple of years since graduating from university.

Extra challenge

Ask students to write past perfect questions about each sentence in exercise 2, e.g. *How long had you been interested in ice skating?*

Exercise 3 page 132

- Ask students to read the whole text without completing any gaps first to get a general sense.
- Allow them to compare answers in pairs before you check as a class.

KEY

1 had been watching 2 'd taken 3 'd been enjoying 4 'd quit 5 'd been 6 hadn't expected

Further practice

Workbook page 9

Grammar booster 1.5 objective

Grammar: To consolidate grammar rules for *used to*, *would*, *be / get used to*

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 133

KEY

1 I used to love to draw.
2 both correct
3 both correct
4 My mum lived in India for eight years.
5 From a young age, I was used to working hard.
6 Did you use to walk to school?
7 I was used to three-week holidays.
8 We are getting used to living in a different country.
9 My brother didn't use to have a driver's licence.
10 We would go swimming every summer at the lake by my house.

Extra activity

- In each correct sentence, ask students to replace the part of the sentence that follows *used to* / *would* with an ending that is true for them. (Also ask them to replace the question in 6 with a statement.)
- As a more challenging variant, they could make some of the sentences untrue, then get their partner to try to guess which are false and which true.

Exercise 2 page 133

- Ask students to read the whole text without completing any gaps first to get a general sense.

KEY

1 was used to 2 would / used to 3 would 4 didn't use to 5 get used to 6 used to

Exercise 3 page 133

- Read the instructions and the example to check that the task is clear to students.
- Ask them to compare answers in pairs before you check them as a class.

KEY

Hugo used to enjoy roller skating.
Hugo used to like to go to the park.
Hugo didn't use to like scary stories.
Hugo didn't use to like bananas.
Hugo didn't use to like violin lessons.
Hugo would always wake up early. / Hugo always used to wake up early.
Hugo would always read at night. / Hugo always used to read at night.

Extra activity

Ask students to make a similar list to Hugo's about their own childhood likes, dislikes and habits on a piece of paper. Collect the lists from students and hand them out to another student to write them out as sentences.

Further practice

Workbook page 12

Grammar booster 2.2 objective

Grammar: To consolidate grammar rules for modal verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 134

KEY

1 A 2 B 3 A 4 A 5 B

Extra challenge

Students write a sentence that has a similar meaning for each unused option in exercise 1.

Exercise 2 page 134

- Ask students to compare answers in pairs before you check as a class.

KEY

1 might 2 can 3 will be able to 4 can't 5 should

Extra support

When checking answers, elicit the function of each modal selected.

Exercise 3 page 134

- Before students do the error correction task, ask them to read the email first to get a general sense.

KEY

1 I think you <u>should</u> talk to her about her behaviour.
2 You <u>needn't</u> spend your first month being so frustrated.
3 Then, once she's talked, she <u>may</u> / <u>might</u> be more open to listening to you.
4 Most people <u>can</u> take criticism better once they feel they've been heard.
5 You don't have to follow this advice, but you <u>may</u> / <u>might</u> find it helps.

Extra activity

Students write a reply from Amal to Rosie. Ask them to include at least five modal verbs.

Further practice

Workbook page 19

Grammar booster 2.5 objective

Grammar: To consolidate grammar rules for past modal verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 135

- When checking the answers, elicit who might say each sentence and in what situation.

KEY

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

Extra challenge

Elicit what situation or statement the unused sentence in 1–5 would have been appropriate response to.

Exercise 2 page 135

- Ask students to compare answers in pairs before you check as a class.

KEY

1 You shouldn't have called while you were driving.
2 The driver might not have seen you. / You might not have seen the driver.
3 You were supposed to have been ready at six o'clock.
4 They couldn't have forgotten about you.
5 You didn't need to call me tonight.
6 We can't have got lost again.

Extra support

Before students start ordering the words, elicit which word(s) in each sentence might be its subject (a personal subject pronoun in all items except 2, where it's either a pronoun or *the driver*). Remind students that in English, affirmative sentences normally begin with the subject.

Exercise 3 page 135

- Do the first one together as a class to model the activity.
- Check answers as a class.

KEY

1 should have told 2 needn't have worried
3 might not have had 4 were supposed to have been
5 may have read 6 can't have meant

Extra activity

Put students in pairs. Ask them to take turns to read A's lines for their partner to give their own response, using a modal verb. Monitor for the correct use of modals, and review any recurring errors with the class.

Further practice

Workbook page 22

Grammar booster 3.2 objective

Grammar: To consolidate grammar rules for advanced and qualifying comparatives

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 136

- Tell students that there may be more than one correct answer in some cases.

KEY

1 as 2 more 3 less 4 not, as 5 easier
6 more / better / easier

Exercise 2 page 136

KEY

1 B 2 A 3 A 4 B 5 B

Extra challenge

For each sentence, elicit another sentence that would have a similar meaning if the incorrect answer was used in place of the bold word.

Extra activity

- Students write five comparatives using the words in bold that are true about them or their friends and family.
- For a more challenging variant, ask them to make some of the statements untrue for their partner to guess which are true and which are false.

Exercise 3 page 136

- When students have completed both parts of the task, ask them to compare answers in pairs before you check as a class.

KEY

1 B Your training is nothing like as hard <u>as</u> a professional athlete's routine.
2 D The more I exercise, <u>the</u> better I feel about myself.
3 A My brother is 26. He is <u>much / far</u> older than I am. I am 17.
4 C I play the violin well but I'm not <u>quite</u> as good as my sister.
5 E I don't talk to Sam any more. We are becoming less <u>and less</u> friendly with each other.

Extra support

Prepare a few slips of paper with a word pool of the missing words in alphabetical order, then hand it out to students who are finding the task too complex or difficult. The word pools should include: *and less*, *as*, *much*, *quite*, *the*.

Further practice

Workbook page 31

Grammar booster 3.5 objective

Grammar: To consolidate grammar rules for articles and quantifiers

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 137

KEY

1 – 2 a 3 a 4 – 5 –, the 6 The

Extra support

When checking answers, elicit why the selected article is the correct option. Ask students to find the relevant point in the rules.

Exercise 2 page 137

KEY

1 a little, some 2 a few, all 3 a little, a 4 Both; a few

Extra support

Before students fill in the gaps, elicit whether the word after the gap is an uncountable, or a singular or plural countable noun (e.g. *snack*, *energy* = uncountable).

Exercise 3 page 137

- Tell students that in a number of sentences more than one answer may be correct. Sometimes it makes the meaning slightly different, but still fits the context.

KEY

1 a 2 any / some 3 some / many 4 all / many / most
5 the 6 none of 7 Many / Some / All / Most 8 a few

Extra activity

Ask students to practise role-playing the dialogue in pairs. Encourage them to memorise it and do it from memory rather than reading it out.

Further practice

Workbook page 34

Grammar booster 4.2 objective

Grammar: To consolidate grammar rules for future continuous, future perfect simple and future perfect continuous

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 138

- Point out that the first word or phrase in each sentence has been spelled with a capital letter to help.

KEY

1 I will have been waiting for an hour.
2 She will be visiting her parents next week.
3 By November, Mark will have been travelling for eight months
4 At ten o'clock I'll be giving a presentation.
5 By next March, I'll have moved to a new apartment.
6 Most students will have chosen their new classes by then.

Extra support

When checking answers, elicit why the given tense is correct in each sentence. Ask students to find the relevant rule in the left-hand column.

Exercise 2 page 138

- Ask students to check each other's work before you check answers as a class.

KEY

1 will be 2 'll have 3 'll have been 4 will have been
5 will have 6 'll be

Extra support

Before students begin completing the sentences, ask them to say which verb after each gap is in the *-ing* form, and which are past participles. Remind them that the *-ing* form is used both in past continuous and past perfect continuous.

Exercise 3 page 138

- Do the first sentence together as a class as a model.
- Ask students to compare answers in pairs before you check as a class.

KEY

1 By 22.00 on Monday, Alice will have been travelling for three hours.
2 On Tuesday at 10.00, she'll be taking a university tour.
3 By 13.00, the tour will have ended.
4 Alice will be eating lunch at 13.00.
5 By 16.00 on Wednesday, Alice will have been sightseeing for six hours.
6 At 19.00, on Wednesday, she'll be seeing a theatre show.

Extra challenge

Students write four more sentences about Alice's schedule, using information from the diary and future forms.

Further practice

Workbook page 41

Grammar booster 4.5 objective

Grammar: To consolidate grammar rules for future time clauses and the first conditional

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 139

- Ask students to compare their answers in pairs before you check as a class.

KEY

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

Extra activity

- Write on the board: *as soon as*, *by the time*, *in case*, *on condition*, *the moment*, *while*.
- Ask students to write six sentences from each of which one of these words is omitted. They should then swap their sentences with a partner to complete each other's sentences with the missing words.

Exercise 2 page 139

- Check answers as a class.

KEY

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

Extra support

When checking answers, elicit why each verb form is correct. Ask students to find the relevant point in the rules.

Exercise 3 page 139

- To make the task slightly easier, you could tell students that the verbs in the brackets are given in the correct order, so they don't need to first match them to the gaps.
- Ask them to compare their answers in pairs before you check as a class.

KEY

1 get, 'll/will have 2 know, give 3 are going to jump / will jump, comes 4 are, 'll/will be taking 5 lands, send
6 know, 'm/am going to / will worry

Further practice

Workbook page 44

Grammar booster 5.2 objective

Grammar: To consolidate grammar rules for second and third conditionals and conjunctions

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 140

- When students have completed the sentences, ask them to compare answers in pairs before you check as a class.

KEY

1 forgot 2 had known 3 'd/had shouted 4 had been
5 were 6 had

Extra challenge

Elicit whether each sentence is second or third conditional. Then ask students to rephrase the sentence in the other conditional form – and explain in their own words how this changes the meaning.

Exercise 2 page 140

- Remind students to think about the sense of the sentence when selecting their answer. Does it make logical sense?

KEY

1 Unless 2 Provided that / If 3 Supposing that 4 If
5 If 6 Even if / Supposing that

Exercise 3 page 140

KEY

1 ✓
2 Even if we'd waited longer, we wouldn't have got a seat in the restaurant before 21.00.
3 If we had a car, we wouldn't have to wait for the bus in the bitter cold.
4 ✓
5 Supposing that you had received the scholarship, would it have changed your decision?
6 If I had known the TV series was based on a book, I would have read the book first.

Extra challenge

Elicit whether each sentence is second or third conditional. Then ask students to rephrase the sentence in the other conditional form and explain in their own words how this changes the meaning.

Further practice

Workbook page 53

Grammar booster 5.5 objective

Grammar: To consolidate grammar rules for mixed conditionals

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 141

- Ask students compare their answers in pairs before you check as a class.

KEY

1 had paid 2 were 3 wouldn't be 4 'd/would go
5 had snowed 6 didn't like

Extra support

When checking answers, elicit why each form selected is correct. Ask students to find the relevant point in the rules.

Exercise 2 page 141

- Remind students that they don't need to change the order of words, just rewrite them to form grammatically complete sentences.

KEY

1 If I were better at maths, I wouldn't have studied so much last night.
2 We could / might / would have met earlier if I lived closer to you.
3 If I were more organised, I wouldn't have forgotten about our meeting.
4 I wouldn't feel so tired today if I'd slept better last night.
5 If I hadn't made that mistake on the written part of the exam, I wouldn't be so angry at myself.
6 Max wouldn't be so upset with me if I hadn't called and woken him up this morning.

Extra activity

- Students replace either the *if* clause or the main clause with their own ideas to write six true sentences about themselves.
- To make the task more challenging, they could make some of the sentences untrue for their partner to guess which statements are true and which are false.

Exercise 3 page 141

- Tell students that in some sentences there may be more than one correct way of rewriting it as a mixed conditional.

KEY

1 If you'd remembered to set your alarm, you wouldn't be late for class this morning. / If you hadn't forgotten to set your alarm, you wouldn't be late for class this morning.
2 If he was tall enough / taller, he could have gone on the rollercoaster.
3 If our city did / had done more recycling, rubbish wouldn't be such a big problem.
4 If you hadn't studied healthcare, you wouldn't have so many job opportunities.
5 If I spoke Polish well / better, the trip would have been more fun.
6 If I practised the piano more often / often enough, I wouldn't have made a mistake.

Further practice

Workbook page 56

Grammar booster 6.2 objective

Grammar: To consolidate grammar rules for the passive in all tenses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 142

- The prepositional phrases may also be placed at the start of each sentence, followed by a comma (e.g. 6. *For his hard work, Jon will be rewarded with a bonus.*), so answers like this are also acceptable.
- When checking the answers with the class, elicit what tense each passive form is in.

KEY

1 My credit card was stolen. (past simple passive)
2 When was the website launched? (past simple passive)
3 Drinks are not allowed in the library. (present simple passive)
4 I was offered a free gym membership for one month. (past simple passive)
5 My kitchen was being redone during my holiday. (past continuous passive)
6 Jon will be rewarded with a bonus for his hard work. (future simple passive)
7 They had been sent several suspicious emails from an unknown address. (past perfect passive)
8 Spanish and Italian classes were being offered instead of English. (past continuous passive)

Extra support

Before students begin ordering the words, ask them to discuss and decide in pairs which elements make up the subject of the sentence. In English, affirmative sentences usually start with the subject. Ask them also to check if any of the sentences contain a *wh-* question word – suggesting that the answer is a question form. Remind them of the inverted word order in questions.

Exercise 2 page 142

- Write the first sentence on the board as a model. Elicit the passive form, and indicate with arrows how the object and the subject of the active sentence change positions. Circle the passive verb form.
- When students have completed the task, ask them to compare answers in pairs before checking as a class.

KEY

1 The code will be reset after an hour.
2 The teacher was given a leaving present (by the parents).
3 Fresh towels are placed in each room daily (by the hotel).
4 The first 200 fans are being sent a free gift (by the club).
5 The equipment at the gym has been cleaned.
6 We were (being) asked to give feedback every day.

Exercise 3 page 142

KEY

1 is being operated 2 has been changed / was changed
3 are banned / were banned / have been banned
4 were being cleaned 5 is / was / has been given
6 wasn't fixed / hadn't been fixed 7 is being destroyed
8 was explained 9 Was, made / Has, been made
10 had been sold

Extra support

Allow students to work on the task together in pairs. Encourage them to explain the more complicated items to each other.

Further practice

Workbook page 63

Grammar booster 6.5 objective

Grammar: To consolidate grammar rules for the advanced forms of the passive

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 143

- Remind students to re-check that all six sentences are grammatical and make logical sense.

KEY

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

Extra activity

- Write the following on the board: *it is known that*, *is believed to be*, *want to be recognised for*, *hate being told*, *known to be*.
- Students write five passive sentences that work with these phrases, but leave the phrases themselves out to make a gap-fill task. Ask students to swap sentences in pairs, and complete their partner's sentences with the missing phrases.

Exercise 2 page 143

- When checking the answers, elicit why the selected form is correct and the other incorrect.

KEY

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

Extra challenge

Ask students to rephrase each sentence with the unused option so the meaning remains the same (e.g. 1. *Exercise is believed to be good for the brain.*). This could be done in writing or orally, as time allows. Ask: *Which sentences are the most difficult ones to rephrase?*

Exercise 3 page 143

- Ask students to compare their answers in pairs before you check as a class.

KEY

1 The fire is believed to have started during the night.
2 Sitting all day is understood to be bad for your health.
3 ✓
4 ✓
5 Lights should be turned off at midnight.
6 He wants to be eating fruit and vegetables instead of unhealthy snacks.
7 ✓

Extra support

Before they begin, you could tell students that three of the sentences are correct.

Further practice

Workbook page 66

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

- Allow students to check each other's work in pairs before you check as a class.

KEY

1 He asked me where I lived. 'Where do you live?'
2 She asked me if I liked horror films. 'Do you like horror films?'
3 He asked me if I would be on holiday the following week. 'Will you be on holiday next week?'
4 The police asked me if that was my car. 'Is this your car?'
5 He told me I could keep the change. 'You can keep the change.'
6 Fatima says that she hasn't taken painting classes before. 'I haven't taken painting classes before.'

Extra support

To make the task less challenging, you could break it down into three stages, and check answers after each step. First, ask students to find the words that make up the reporting part of each sentence (e.g. 1. *He asked me* or 6. *Fatima says*). Next, students write out the reported speech. Finally, when you've made sure all reported sentences are correct, students rewrite them as direct speech.

Exercise 2 page 144

- Do the first sentence as a class. Write the statement on the board, elicit the reported speech, and circle the element that needs changing (*is* → *was*).
- Ask students to compare answers in pairs before you check answers as a class.

KEY

1 She said that it was snowing.
2 Ali said that Warsaw was a great city to visit in summer.
3 He said he would love to go to Venice.

4 She said she had to call her parents after she got home.
5 He asked me what paintings I would see.
6 They asked me if I went to this university.

Exercise 3 page 144

KEY

1 'I've finished reading the instructions (that) you gave to me.'
2 'I'm going to go out for a run an hour after dinner.'
3 'Would you like to come and see my team play next week?'
4 'I have to start working on my assignment tonight.'
5 'The traffic is even worse than usual today.'
6 'We think we can help with the campaign next week.'

Extra activity

Working in small groups, students look at the reported sentences in exercises 2 and 3, and brainstorm ideas for who said the original statements to whom, and what the situation was, and who the speaker might be reporting their conversation to, and what that situation was. Encourage them to use their imagination. Elicit some suggestions, and ask the class to decide how plausible they find the explanations.

Further practice

Workbook page 75

Grammar booster 7.5 objective

Grammar: To consolidate grammar rules for reporting verbs

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 145

- Ask students to compare their answers in pairs before you check as a class.
- Elicit which point (1–7) in the rules each sentence illustrates.

KEY

1 offered to 2 urged 3 denied 4 criticised, for
5 apologised for 6 insisted

Extra support

Before students begin completing the sentences, elicit the meaning of each verb in the box from a student, giving a definition or illustrating its use with an example in their own words.

Exercise 2 page 145

- When checking answers, elicit which point (1–7) in the rules each sentence illustrates.

KEY

1 ✓
2 He threatened to assign more homework if the students kept complaining.
3 ✓
4 They insisted on paying for my meal. / They insisted that they pay for my meal.
5 My teacher always encouraged me to ask questions and (to) monitor my own understanding.
6 ✓

Exercise 3 page 145

- Ask students to check each other's work in pairs before you check as a class.
- When checking answers as a class, elicit which point (1–7) in the rules each sentence illustrates.

KEY

1 She denied using my headphones.
2 He requested that we sit at a table next to the window.
3 She proposed that I take a holiday.
4 He accused me of leaving the kitchen a mess.
5 She agreed to help me study for the physics exam.
6 He recommended (that) I go and see the film.
7 She reminded me to take a key.
8 He complained that the food was cold and tasteless.

Extra activity

- Ask students to prepare word cards with each of the seventeen reporting verbs from exercises 1–3: one set for each pair of students playing.
- In pairs, students take turns to draw a card from a shuffled deck. They have one minute to think of a suitable example of the verb being used. If the example is correct, they can keep the card, if not, it goes back in the bottom of the deck.
- Monitor the game, and act as referee when necessary.
- Pairs continue until all cards are used up. The student with the most cards collected wins.

Further practice

Workbook page 78

Grammar booster 8.2 objective

Grammar: To consolidate grammar rules for verb patterns with infinitives and *-ing* forms

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 146

KEY

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

Extra support

Before they begin matching, ask students to cover A–F, and scan the grammar notes to find the rule that tells them whether each verb is followed by an infinitive or an *-ing* form.

Extra challenge

Students write their own endings for the sentence beginnings 1–6.

Exercise 2 page 146

- When they have completed the task, ask students to compare their answers in pairs before you check as a class.

KEY

1 to watch 2 hiding 3 listening 4 to set
5 to ski / skiing 6 volunteering 7 to donate
8 to teach / teaching

Exercise 3 page 146

- Before correcting errors, ask students to read the whole paragraph through to get a general sense.
- Remind students that they should only change incorrect forms. Some verbs allow both verb patterns, but there's no need to correct the form if it's also a correct one.
- Ask students to compare answers in pairs before you check as a class.

KEY

1 My family decided to do community service
2 My brother prefers working behind the scenes so for him, she recommended preparing the meals in the kitchen.
3 The experience has inspired me to help others with their problems.
4 I'm considering becoming a therapist.
5 I hope to continue volunteering and make a difference in the world.

Further practice

Workbook page 85

Grammar booster 8.5 objective

Grammar: To consolidate grammar rules for using participle clauses

- Ask students to read the grammar notes to check the rules.

Exercise 1 page 147

- Ask students to compare answers in pairs before you check as a class.

KEY

1 Stepping 2 Having stayed up 3 Since learning 4 Not wanting 5 Thinking / Having thought 6 Having arrived late 7 Not being 8 Not having stayed

Extra support

When checking answers, elicit what the participle clauses express (e.g. 1. sequence of events). Ask students to check their ideas in the grammar rules.

Exercise 2 page 147

- Do the first sentence together as a class, and elicit from a stronger student why the answers were selected.

KEY

1 Despite having left
2 After having lied
3 Before driving
4 When / Once finished
5 While running
6 Once / When notified

Extra support

As this is a challenging task, allow students to work together in pairs, explaining the more difficult points to each other as necessary. Circulate and monitor, providing help where necessary.

Exercise 3 page 147

- Before they begin rewriting the sentences, ask students to find the verb they'll need to change into a participle form.
- Check answers as a class.

KEY

1 Laptops and other devices costing more than 500 euros are going on sale tomorrow.
2 Since moving to a big city, she has met a lot more friends.
3 Having studied Spanish on my own for several years, I'm very happy to have someone to practise with.
4 Being a generous person, he gave money to charity every month.
5 Not feeling well, she took the day off.
6 Having worked at a hospital, I am good in an emergency.

Further practice

Workbook page 88

Culture Notes

Lesson summary

1 Culture: Crossing the USA

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, do exercise 1 together as a class by asking for a show of hands for each option. Ask students to do exercise 6 as a written task for homework, set the research part of exercise 7 for homework and then do the presentations in the next lesson.

WARM-UP Do a class race. Set a time limit and ask students to list as many of the states of the USA as they can. The person with the most correct answers wins.

Exercise 1

- Working in pairs, students discuss their ideas.
- Ask for a show of hands for each option, but do not confirm any answers at this stage.

Exercise 2

- Students read the first paragraph quickly to check their answers.
- Check answers as a class.

KEY

1 B 2 C 3 A

Exercise 3

- Ask students to read the statements first. Check that they understand what information they're looking for.
- Students read the article to find the parts of the text which give information about the statements. Then they study the information more closely and decide on their answers.
- Give students time to write their corrections.
- Check answers as a class.

KEY

1 F (There are different routes to choose from.) 2 T
3 NG 4 F (News of his progress was published in *The New York Times*.) 5 T 6 F (They were highly competitive and wanted to beat the record.)

Exercise 4 1.17

- Elicit what students know about the character of Forrest Gump. Explain that the man in the photo is Rob Pope, dressed as Forrest Gump.
- Play the audio.
- To check every student's comprehension at the same time, ask them to hold up as many fingers as they think is the correct answer. How many got it right?

KEY

Five times (just like the 'real' Forrest Gump)

Transcript

Forrest Gump is an American comedy-drama film, which was a big international hit in the nineties. It tells the story of a fictional man called Forrest Gump, who grew up in the city of Mobile, Alabama. Gump wasn't very good at school, but he was good at running. In the film, he sets off from home to 'go for a little run', but he doesn't stop running. In fact, he carries on running for just over three years and crosses the USA nearly five times before he finally decides to go home.
In 2016, a British man called Rob Pope became a real-life Forrest Gump when he began running across the USA. Although people had run across the USA before Pope, nobody had followed the same route that Gump did in the film. So, Pope decided to see if it was possible. Dressed like Gump in the film and with the same hairstyle, Pope set off from Mobile, Alabama, just as Gump had done. His journey took him across the USA five times. When he finished, he had run almost 40,600 kilometres in 422 days and gone through 33 pairs of trainers!
Pope had a natural talent for running as a young boy and, supported by his mother, he went on to run marathons in his teens and early adulthood. His mother always inspired Pope to try hard and never give up. Then, before she died in 2002, she told him to 'do one thing in your life that makes a difference'. Pope fulfilled this dream in 2016 when he started his incredible trans-continental run. He was motivated by the memory of his mother, but he also wanted to do something for two of his favourite charities, the World Wildlife Fund and Peace Direct.
Since then, Pope has returned to his life in the UK and continues to run long distances and raise money for charity. He has run the London Marathon twice dressed as the film character Forrest Gump, and he has written a book called *Becoming Forrest*. If you want to find out more about Rob Pope and his latest running challenge, you can easily find him on social media.

Extra challenge

Students could do some online research about Rob Pope and make a two-minute presentation of the most interesting facts to share with the class.

Exercise 5 1.17

- Ask students to read the questions to check what information they will be listening for.
- Play the audio again for students to complete the task. They can make notes.
- Check answers as a class.

KEY

1 He is the main character in an American comedy-drama film.
2 He goes for a little run, but doesn't stop running for just over three years and crosses the USA five times.
3 Rob Pope took the same route across the US that Forrest Gump had taken in the film. He also tried to look like Forrest Gump with the same clothes and hairstyle.
4 He learned to try hard and never give up.

5 He raised money for two of his favourite charities – the World Wildlife Fund and Peace Direct.
6 He's run the London Marathon twice dressed as Forrest Gump and he's written a book called *Becoming Forrest*.

Transcript
See exercise 4.

Extra support
Pause the audio after each piece of relevant information is heard about the questions so students have time to decide on their answers.

Exercise 6 Think & share
- Give students some time to think about their answers.
- Students then complete the discussion task in pairs.
- Choose a few students to share some details with the class.

Exercise 7
- To help groups get started, you could brainstorm some ideas for sporting events with the whole class. If you have access to the internet, you could do this by doing a web search.
- Groups take turns to share the information they found with the class. Encourage the other students to ask questions.

Lesson summary
2 Culture: Green spaces in Singapore

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

WARM-UP Elicit what green spaces there are in a city (e.g. park, zoo, cemetery, botanic garden) as well as some specific examples from the students' own country or the world.

Exercise 1 Think & share
- Students complete the discussion task in pairs.
- Elicit from a few volunteers the most interesting or surprising thing they found out about their partners.

KEY
1 (Suggested answer) Walking through the trees in the woods improved his mood and gave him the confidence to get on with things.
2–3 Students' own answers

Exercise 2 2.17

Culture note
Singapore is an independent island country, consisting mostly of the city of Singapore itself. With a population of over 5.9 million, it is one of the most densely populated places on Earth. Singapore is also one of the wealthiest and most developed countries. It has four official languages: Malay, English, Mandarin (Chinese) and Tamil.

Extra support
To make the task less challenging, tell students that there are five green spaces mentioned. Also warn them that one more name is also mentioned, but not as a green space!

- Play the audio for students to choose their answers.
- Allow them to compare their ideas in pairs, then play the audio again so they can check their answers.
- Check answers as a class.

KEY
2, 3, 5, 6 and 8

Transcript
Hi and welcome to my podcast, *The honest guide to Singapore*. You know, in my opinion, Singapore is a really special place to live. I don't think there's anywhere like it in the world! So, what makes it so unique? Well, firstly Singapore is three things in one – it's a city, an island and a country. It's actually one of the 20 smallest countries in the world. But with a population of almost 5.7 million people living in a relatively small area, Singapore has the second biggest population density in the world. That means that it's a bustling place with lots of people on the go from morning to night.
For me, though, what makes Singapore so unique is its green space, which is something you don't associate with an urban environment. Singapore is known as *The Garden City* because nature and modern architecture are never far apart. Just minutes away from the its ultra-modern skyscrapers and shopping malls, there are beautiful green spaces like Fort Canning Park and Singapore's famous Botanic Gardens. The most popular attraction there is the National Orchid Garden, where you can see thousands of orchids – the national flower of Singapore. Orchids are considered to be so special there that they're known as VIPs – that's Very Important Plants!
For more modern, 21st-century gardens right in the heart of Singapore, there are the Gardens by the Bay. There's so much to see and do there that it's impossible to do everything in one day. There's the brilliant Cloud Forest, for example, which has a huge indoor mountain covered in plants from around the world. And then there are the high-tech Supertrees, which stand more than 50 metres above the ground. If you're there after dark, every night at 7.45 and 8.45, the Supertrees are illuminated for a breathtaking light and sound show called Garden Rhapsody. That is definitely worth watching!
Besides parks and gardens, Singapore also has some excellent nature reserves to explore, such as the Bukit Timah Nature Reserve. This is located on Bukit Timah Hill, Singapore's highest hill, which is about twelve kilometres from the centre of the city. There you can find one of the last remaining areas of rainforest in Singapore together with hundreds of varieties of native plants and animals. It's a really popular place for walking, running, hiking and mountain biking.

Exercise 3 2.17
- Ask students to read the questions and options. Check that they understand what information they are listening for. Remind them that the information in the audio may be phrased differently.

- Also remind them that the order of questions follows the order of information in the text – this should help students navigate more easily.
- As you check answers as a class, play the audio again for a final time, pausing after information about each question is heard.

KEY

1 B 2 C 3 B 4 C 5 A

Transcript

See exercise 2.

Exercise 4

- Students read the article, answer the question, then compare their ideas in pairs.
- When you have checked the answer as a class, you may want to ask further questions, e.g. *How many passengers travel through Changi annually? What facilities does the airport offer? How does* The Social Tree *work? What do you find in Jewel?*

KEY

By going to the butterfly garden and the Jewel complex.

Exercise 5

- Students complete the task.
- Ask them to compare their answers in pairs before you check as a class. Elicit the information from the article that supports each answer.

KEY

1 doesn't match 2 excellent 3 unconventional 4 No 5 don't have to

Exercise 6 Think & share

- Give students some time to consider the question, then ask them to discuss their answers in pairs or small groups.
- Elicit from a few volunteers the most interesting thing their partners said.

Exercise 7

- To ensure the presentations are varied, put students into as many times three groups as the class size allows, and make sure an equal number of groups choose each topic.
- Groups take turns to tell the class about their chosen attraction.
- Ask for a show of hands to find out which attraction students find most popular. Encourage a few students to give reasons for their preference.

Lesson summary

3 Culture: Making a difference in Australia

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, and set exercise 3 for homework. Set the research part of exercise 7 for homework and do the presentations in the next lesson.

WARM-UP Ask students to close their books. Write *Australia* on the board. Elicit what the class knows about Australia and if any of the students have been there.

Note!

The term *surf lifesaver* is Australian and New Zealand English. In British English the word used more commonly is *lifeguard*.

Exercise 1

- Working in pairs or small groups, students read the definition and discuss the questions.
- Ask a few students to share their ideas with the class and encourage the rest of the students to agree or disagree or comment on the suggestions.

KEY (SUGGESTED ANSWERS)

1 Surf lifesavers need to be fit and strong and good at swimming. They need patience and self-confidence. They need the ability to cope under pressure, collaborate with others and work as a team.
2 Surf lifesavers make a big difference to the community. They help save lives and make people feel safe when they go to the beach and swim.

Exercise 2

Extra support

Before students read the article, elicit or pre-teach the meaning of: *distinctive*, *keep a close watch*, *improper*. Ask students to scan the text quickly and ask you about any other unfamiliar vocabulary.

- Students read the article quickly to answer the question.
- Check answers as a class.

KEY

a rescue organisation and a sport

Exercise 3

Extra support

Do the first question together as a class to highlight the importance of paraphrasing (e.g. *particularly beneficial* = *play a vital role*).

- Ask students to read the questions to check what information they are looking for. Remind them that the information may be phrased differently in the article.
- Students read and answer the questions.
- Check answers as a class, asking students to quote the part of the text that supports each answer.

KEY

1 Because a huge number of people in Australia go to the beach every year.
2 You couldn't go swimming because it wasn't allowed.
3 A lot of swimmers drowned because of the powerful surf.
4 Because there are lots of different activities you can take part in at the clubs, not just lifesaving.
5 The strongest and fittest surf lifesavers take part in Ironman.

Exercise 4 3.14

Culture note
The url for Yulunga, the free website set up by the Australian government, is www.sportaus.gov.au/yulunga. Sport Australia also run a YouTube channel with short introductory videos of each game.

- Elicit or pre-teach the adjective *indigenous* (coming from a particular place and having lived there for a long time before other people came there).
- Play the audio for students to answer the question.
- Check the answer as a class.

KEY
to teach Australians about traditional indigenous games

Transcript
We've been looking at different aspects of sport in Australia over the last few weeks and today we're going to look at how traditional indigenous games are being kept alive.
Sport Australia is a government department that aims to encourage all Australians to get involved in sport, whatever their background, age or ability. Naturally, there is an emphasis on the most popular sporting activities in Australia like rugby, cricket and swimming. But it also aims to make people aware of the sports and games that were played by indigenous Australians in different parts of the country. To do this, it has developed a free online resource called *Yulunga*, which is available to everyone. *Yulunga* means *playing* in the language of the Kamilaroi people in an area of New South Wales. It provides detailed information about each game, including its origin, a short description of the game, the rules of play and any equipment needed. There is a diagram to illustrate each game together with suggestions for how to vary the game, for example, playing with fewer people or with different equipment.
What's interesting is that when you look through *Yulunga*, you can see aspects of modern sports in quite a few of the traditional indigenous games. Take *keentan* as an example, which is a running, passing and catching game that's similar to basketball. In *keentan*, played by both males and females, teams of four to eight players attempt to throw and catch the ball between their teammates, but their feet must be off the ground when they do this. This jumping action was similar to the movements of a kangaroo, so the game was also called kangaroo-play.
Another game, *kokan*, is a bit like hockey. Teams of four or five players play *kokan* on an area about the size of a tennis court. Players can only touch the ball twice with their sticks – once to control the ball and again to pass it or try to score a goal. They can hit the ball with either side of their stick and a game lasts ten to fifteen minutes. *Kokan* originated on Mabuiag Island and the game was played by both males and females on a sandy beach. The ball itself was called the *kokan* and the sticks were originally made from long pieces of bamboo.
With a resource like *Yulunga*, Sport Australia is giving everyone, whatever their background, a chance to connect with the country's cultural history. It is also bringing games from the past into the modern day.

Exercise 5 3.14

- Working in pairs, students discuss the sentences quickly and see what they can remember.
- Play the audio again for students to confirm their ideas, or to choose their answer.
- As you check answers as a class, play the audio for a final time, pausing after each relevant piece of information is heard.
- Elicit corrections for the false items.

KEY
1 F (It is for all people whatever their age.) 2 T 3 T 4 NG 5 F (The similarities are between *kokan* and hockey.) 6 F (It is played by males and females.)

Transcript
See exercise 4.

Exercise 6 Think & share

- Students complete the discussion task in pairs.
- Elicit ideas from the class. Encourage students to respond to each other's opinions and say why they agree or disagree.

Exercise 7

- To ensure the presentations are varied, split the class into five groups and assign each sport to a different group.
- If you can, take your class outside where there is enough space for them to demonstrate their chosen sport. If you do the presentations indoors, they may need to talk the others through the game rather than play a demonstration.

Lesson summary
4 Culture: Living trends in the UK

SHORTCUT To do the lesson in 30 minutes, keep the warm-up and the discussion in exercise 4 brief, set exercise 7 as an individual written task for homework and leave the discussion in exercise 8 to the next lesson.

WARM-UP Ask: *At what age do young people typically move out of their parents' home in your country? Where do they usually move to?*

Exercise 1 Think & share

- Students complete the discussion task in pairs.
- Elicit suggestions from the class. Build up a list of pros and cons on the board.

Extra activity
Ask: *Would you consider living with your parents as an adult? Why? / Why not?* Elicit opinions from the class. Encourage the rest of the class to comment.

Exercise 2

- Ask students to study the sentences before and after each gap to help them decide on the best answer. Remind them that only one option is correct.
- Check answers as a class.

KEY

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

Exercise 3

Extra support

Let students do exercise 3 in pairs.

- Students read the article again and answer the questions.
- As you check answers, ask students to quote the relevant part of the text that supports each answer.

KEY

1 Because a boomerang is an object that goes away and then comes back again.
2 Young adults benefit most because living at home is much cheaper than renting somewhere. They can save money for their future.
3 Living at home with parents has become more permanent and young people might do it for up to ten years.
4 Older generations because they don't think young people are progressing if they go back home to live.

Exercise 4

- Students complete the discussion task in pairs.
- Circulate and monitor, helping where necessary
- Elicit some ideas from the class.

Exercise 5 4.14

- Play the audio and pause after each speaker to elicit two or three key points.
- Ask students to compare ideas in pairs before you check answers as a class.

KEY

Their adult children are all living at home with them. Speaker 4's child never left home, but the other children left and then returned.

Transcript

Speaker 1 Mark and I have wanted to move abroad for years and live in Portugal. We've had some fantastic holidays there and we love everything about the country – its people, the food, the weather. Neither of us is going to retire when we live in Portugal. We're lucky because we're both self-employed and working remotely isn't a problem. All we need is a reliable internet connection! Anyway, sadly, we've had to put off our Portuguese dream for a while. We can't sell our house just yet because two of our sons have come back home to live – they can't afford to live in London apparently. Don't get me wrong – I love my kids, but I honestly didn't expect to be living with them again!

Speaker 2 We sold our spacious four-bedroomed family house last year. It was just too big for the two of us, so we decided to downsize and buy a smaller place. Now we're living in a modern open-plan flat with two bedrooms. It's perfect for us. Well, it was until Lucy, our youngest daughter, decided to come back home after finishing university. She hadn't planned to – she always said she was going to continue living in Manchester, where she studied, but she couldn't find a job. Hopefully it'll only be a temporary situation. There isn't much storage in the flat, so there are boxes of Lucy's stuff everywhere. It's difficult for all of us to live like this.

Speaker 3 I was a bit shocked when my son, Harry, asked if he could move back home for a while. He'd been renting a place of his own for a few years and he was saving up to buy a small flat with his fiancée, Zahra. But then, two months ago, Zahra broke up with him. Harry took it badly and that's when he packed all his stuff and came back here! I don't mind really – his bedroom's just the same as it was when he left home to go to university. It's quite nice having him around the place, and he's giving me some money each month, which is good because our energy bills have gone up dramatically recently.

Speaker 4 Our family home has a large attic, which was good for storage, but nothing else. Anyway, six months ago, we had some building work done and now it's completely different. There's a beautiful wooden staircase that leads up to a spacious bedroom with views over the garden. It's even got an ensuite shower room. We decided to create this extra space for our daughter, Kate. She'd been planning to go to university in Scotland, but was worried about money. In the end, she applied to university in our home city and carried on living here instead. It's more affordable for Kate and living up in the attic is like having her own small flat, so she can have a bit of independence.

Exercise 6 4.14

- Play the audio again, pausing after each speaker to give students some time to identify the matching statement.
- Check answers as a class.

KEY

1 G 2 B 3 E 4 D

Transcript

See exercise 5.

Exercise 7 Think & share

- Read out the instructions and check that the task is clear.
- Ask students to describe their current living space briefly before they go on to describing their imagined future living space.
- Set a time limit and monitor progress so students don't get bogged down in describing too much detail.
- Ask a few students to share the most interesting, most surprising or funniest ideas they heard from their partners.

Exercise 8

- To ensure the presentations are varied, go round the class assigning A, B and C to each student. Then ask students for each letter to research a specific scheme from the list.
- Remind them to make notes about the three key points, as well as any other important information they find.
- For the discussion, make groups of three (A, B, C) so each group has all three schemes to compare.
- For feedback, elicit a few opinions from the class, and invite comments from the others.

Extra support

You may like to allow As, Bs and Cs to work together in teams to share their research with each other.

Lesson summary

5 Culture: Technology in Nigeria

SHORTCUT

To do the lesson in 30 minutes, omit the warm-up and the correction part of exercise 5, keep the discussion brief in exercise 6, and set exercise 7 for homework.

WARM-UP Show the class a map of Africa.

- Ask them to locate Nigeria. Ask: *What's the capital?* (Abuja) *What's the official language?* (English)
- Elicit guesses for its population (over 216 million).

Exercise 1

- Working in pairs, students try to guess the option that completes each definition.
- Allow them to compare ideas with another pair.

Exercise 2 5.14

Culture note

Although Nigeria's official language is English, its 216 million inhabitants speak more than 520 languages. The most important national languages are Yoruba, Igbo and Hausa.

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

KEY

1 B 2 B 3 C 4 A

Transcript

Presenter Home to more than 206 million people, Nigeria is by far the largest country in Africa by population. The country is rich in natural resources such as oil and gas, and its oil industry in particular has been big business for years. Nigeria is the largest producer of oil in Africa and the eleventh largest in the world. However, recently, Nigeria has been making a name for itself in a different kind of industry and that's technology. Let's hear from business expert, Chika Hassan, about the rapidly developing tech scene in Nigeria.

Chika Well, technology is now the fastest-growing industry in Nigeria, and Lagos, its largest city, is at the centre of this, in particular an area of the city called Yaba. Over the last few years, Yaba has transformed itself into a huge tech hub. In fact, so many technology companies are based there now that it's become Nigeria's 'Silicon Valley' and, as a result, people often refer to Yaba as 'Yabacon Valley'. Tech start-ups – in other words small companies with big ideas – are being created in Yabacon Valley all the time. In the past, companies like these in Nigeria found it difficult to attract money in order to grow larger, but fortunately that's no longer the case. Today, start-ups in Yaba are attracting quite a bit of interest abroad and a significant amount of international money is coming into Nigeria's tech community and helping it become even more successful.

The availability of co-working spaces in Yaba's tech hub is also extremely important in a developing country like Nigeria. These places provide entrepreneurs with the systems and services they need to start and operate successfully, such as fast internet access, training and technical support. But sharing the same workspace also gives people the chance to meet and talk to other entrepreneurs, both professionally and socially.

Over the last few years, the tech scene in Nigeria has experienced some big changes and experts now believe that technology is the new oil. It is hoped that this new industry will create strong economic growth for Nigeria and provide jobs for its huge population of young people. In a country whose population continues to grow faster than many other countries of a similar size, this will be more important than ever.

Exercise 3 5.15

- Ask students to read through the questions to check what information they are listening for.
- Play the audio for students to answer the questions.
- Check answers as a class.

KEY

1 It is the largest country by population, which is more than 206 million.
2 Its traditional industries are oil and gas, but technology is now the fastest growing industry in the country.
3 Yabacon Valley because there are so many technology companies based there.
4 Money from international investors
5 People in co-working spaces have access to fast internet, training and technical support. They are also good places to meet and talk to people who might be useful for your work.
6 They regard technology as the new oil. This means that they hope the industry will help Nigeria's economy grow and also employ lots of people like the oil industry in the past.

Extra support

Pause the audio after information about each question is heard and give students some time to makes notes of their answer.

Exercise 4

- Ask students to cover the exercise, then read the article, and in pairs, brainstorm ideas quickly for a good title. Then, ask them to look at the options, and choose the title that's closest to their own idea.
- Check the answer as a class.

KEY

C

Exercise 5

- Ask students to read the statements first to check what information they are looking for. Ask them to identify the part of the text that contains this for each statement.
- When checking answers, ask students to quote the part of the text that supports their answer.

KEY

1 T 2 F (Bus users face long queues to travel on public transport that is often overcrowded and uncomfortable.) 3 NG 4 F (People use a mobile app to share rides with other commuters.) 5 T 6 F (She plans to set up *Shuttlers* in other cities across Nigeria.)

Exercise 6 Think & share

- Working in pairs or small groups, students discuss the questions.
- Ask a few students to share some ideas with the class.

Exercise 7

- Before students begin their research, you could brainstorm ideas for some recent mobile apps.
- Put students into groups of three or four. Ask them to decide which of them will focus on which questions for the research.
- Ask groups to share their findings with the class.
- Have a class vote on the best app presented.

Lesson summary

6 Culture: An old tradition in Fiji

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep the discussion in exercise 6 brief, and leave exercise 7 to the next lesson.

WARM-UP With books closed, elicit the names of island countries from around the world. For each one, check whether students know where it is located.

Exercise 1

- Students discuss their ideas in pairs.
- Elicit suggestions from the class. Write a list of the suggested pros and cons on the board.
- Ask: *Have you ever tried bartering, or would you consider trying it?*

KEY (SUGGESTED ANSWERS)

Advantages: get rid of things you don't want; save money; enjoy something new without having to spend money

Disadvantages: might not be a fair exchange; no refund if the item doesn't work properly; no warranty

Exercise 2

Culture note

Fiji is an island country in the Pacific Ocean, about 2,000 kilometres northeast of New Zealand. It consists of more than 800 larger and small islands – only 110 of which are inhabited. Fiji has a population of over 900,000. The capital city is Suva. The three official languages are Fijian, English and Fiji Hindi.

- Ask students to skim the article quickly to find the answer.
- Check the answer as a class.

KEY

The economic crisis due to the Covid-19 pandemic

Exercise 3

- Ask students to read the questions first to check what information they will be looking for.
- Students read the article more carefully and answer the questions. Encourage them to make notes of their answers.
- Check answers as a class.

KEY

1 It started thousands of years ago, before money was invented, in order for people to trade.
2 The beaches, the scenery and the weather
3 Because they lost their jobs in the tourist industry due to a drop in the number of tourists.
4 The Great Depression because it was the only way people could get the things they needed.
5 Barter for Better Fiji because you can connect with more people around the island on the social media page.
6 People are offering help and support without receiving anything in return.

Exercise 4 6.14

- Play the first exchange from the audio, and then ask: *Who are the two speakers?* (Anna and the interviewer) *How is Anna connected to the topic?* (She's a member of an online bartering group from the UK.)
- Play the rest of the audio.
- Ask students to compare ideas in pairs before you elicit the difference between the two terms.

KEY

Bartering is exchanging items such as clothing or books. Time banking is exchanging time doing a service such as teaching a music lesson or painting a room.

Transcript

Interviewer Anna, you're a member of an online bartering group, aren't you?

Anna Yes, that's right. It's one that covers the whole of the UK, and it's great.

I What do you usually swap things for?

A It depends on what I need at the time, really. I joined the group last year because I'd cleared out my wardrobe and I had quite a lot of clothes and accessories that I didn't want anymore. They weren't designer labels or anything really smart, but they were too good to throw away. So, I thought I would swap them for some bits and pieces for my flat, but it didn't work out like that. Not long after joining the group, I had to spend a week in hospital and when I got home, I was incredibly tired and didn't have the energy to cook. I live on my own and I couldn't afford takeaways every night, so I ended up swapping my unwanted tops and trousers and things for homemade meals.

I Really? So, how do you decide on the value of the items you're swapping?

A Well, it's hard because it's not like purchasing a product with a price tag on it. In general, people try to swap things that are similar in value, but I think it's more important that everyone is happy with the item they receive. I mean, my clothes might have been worth more than the meals I ate, but at the time, the meals had much more value to me – they were delicious and helped me get better.

I I understand. What are you planning on swapping next?

A Nothing at the moment, but I am thinking about joining a time banking scheme.

I Time banking? Can you tell us something about that?

A Well, basically, members of a time bank swap time rather than possessions. So, if someone spends one hour helping another member, they get an hour's help in return. That hour goes into their bank – they don't have to use it straightaway.

I So, it's like building up a savings account?

A Yes, it is, but it's time, not money! And people offer and receive all kinds of things like cleaning and gardening services or music and language tuition. One of the things I'm good at is the piano, so I'm hoping to teach some lessons in return for painting my living room – it desperately needs decorating. Bartering time like this isn't new – it began in Japan in the 1970s, but it's become much more popular recently. It's a great idea for people like me on a limited budget, but it can benefit everyone because helping others makes you feel good and improves your sense of wellbeing, doesn't it?
I I couldn't agree more!

Exercise 5 6.14

- Ask students to read the questions and options to check what information they will be listening for. Remind them that the information follows the order of the questions.
- Play the audio again twice. On the first listening, ask students to eliminate the options that they think are definitely wrong, and on the second listening, listen more closely to check which of the remaining options is correct.
- Check answers as a class.

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

Transcript
See exercise 4.

Exercise 6 Think & share

- Working in pairs, students discuss the questions.
- Ask a few students to share some ideas with the class. Invite others to agree or disagree and to give reasons.

Exercise 7

- Put students into groups. Ask students to read the instructions carefully and check with their partners that they understand the task correctly.
- Set a time limit for their brainstorming. Remind them to agree on an answer for each of the questions in the task.
- Get each group to present their idea to the class in one minute or so. Have a class vote on the best suggestion.

Extra activity
Students might actually like to try one of the ideas suggested in their school. Make sure you get permission from the head teacher and provide help to your students as necessary.

Lesson summary
7 Culture: Art in the USA

SHORTCUT To do the lesson in 30 minutes, omit the warm-up, keep the discussions brief in exercises 1 and 6, and set the research part of exercise 7 as homework. You could also set exercise 6 as an individual written task for homework.

WARM-UP Elicit the names of some American creative artists, as well as one or two interesting facts about them. Ask: *Which one of these artists do you like? Why?*

Exercise 1

- Students discuss the questions in pairs.
- Elicit some ideas from the class, but do not confirm any answers for question 1.
- Ask for a show of hands to find out how many students like or dislike the painting and elicit their reasons.

Exercise 2

- Students read the text quickly to check their ideas.

KEY
1 The painting portrays the artist's dentist and the artist's sister.

Exercise 3

- Ask students to read the statements first to check what information they will be looking for.
- Suggest that they first find the parts of the text that give information about each statement, then study this more closely to decide on their answer.
- Allow students to compare answers in pairs before you check as a class.

KEY
1 T **2** F (Grant Wood was an unknown artist when he painted *American Gothic* in 1930.) **3** NG **4** F (The Art Institute of Chicago still houses the painting today.) **5** F (He thought the gothic-style window didn't belong in a modest house like that.) **6** T

Exercise 4 7.14

Extra support
Before they listen, tell students that there are five topics mentioned.

- Ask students to read through the list to find out what information they will be listening for.
- Play the audio for students to tick the topic they hear about.
- Check answers as a class.

KEY
1, 2, 4, 5 and 8

Transcript
The Getty Museum is one of the most popular museums in the USA. It's a vast art museum in Los Angeles, which takes its name from one of the most famous and successful businessmen in the USA, J. Paul Getty. The museum houses a huge collection of stunning artworks that includes everything from drawings and paintings to photographs and sculptures. Without doubt, its star attraction is Vincent Van Gogh's *Irises* – this is regarded as one of the most expensive paintings of all time. The museum bought the masterpiece in 1990 for an unknown amount, but it had previously been sold for $53.9 million in 1987.
J. Paul Getty made his fortune in the oil business. He was so successful that he had made his first million by the age of eighteen. Then, during the Great Depression, he bought several oil companies and set up Getty Oil. It was around this time when prices were lower than normal that Getty started to seriously collect art. He was soon addicted to art collecting and his collection grew and grew. But Getty

didn't want to have it for personal use. He wanted to share it with the public – he strongly believed that art could benefit society as a whole. As a result, in 1954, Getty opened part of his home in Malibu to the public and called it the J. Paul Getty Museum.
When Getty died in 1976, he left $700 million to his arts trust – making it the richest art institution in the world. The museum moved to its current location in Los Angeles in 1996. Getty's wish to make art accessible to the public continues today. There is no charge for visitors to the museum and to encourage more people to appreciate art, 100,000 images owned by the Getty Museum can be downloaded by people for free. In addition, art lovers can view all the museum's exhibits online and watch YouTube channels and podcasts produced by the Getty Museum. The Getty Museum also did something unusual in Spring 2020 during the Covid-19 pandemic. It set people a challenge – to recreate a work of art using up to three objects in their home. Members of the public shared their creations online and some of the results were quite astonishing.

Exercise 5 7.14

Extra support
Before students listen to complete the gaps, put them in pairs to brainstorm some ideas for what words might possibly complete each gap.

- Ask students to read the gapped text, and think about what kind of word (noun, adjective or verb, etc.) would grammatically complete each gap.
- Play the audio, pausing at the end of each paragraph to give students time to write their answers.
- Check answers as a class.

KEY
1 businessman 2 artworks 3 oil 4 public
5 home / house 6 online 7 podcasts 8 objects

Exercise 6 Think & share

- Give students some time to consider the question, then put them in pairs or small groups to discuss their ideas.
- Circulate and monitor their progress, providing help with any unfamiliar language as necessary.
- Elicit some suggestions from the class.

Exercise 7

- Read out the task and check that students understand what to do.
- Give students the website address for the Getty collection: www.getty.edu/art/collection so they know where to start their research.
- Suggest that each group considers their appearance, as well as clothes and objects they might be able to obtain.
- When groups talk about their recreations to the class, ask them also to give a mini presentation about the actual work of art (its title, artist) as well as show an image of it so the class can compare. Have a class vote on the best recreation.

Extra activity
Give each group a few days to find the objects and prepare to show the class their recreation to the class.

Lesson summary
8 Culture: Good citizens in Canada

SHORTCUT To do the lesson in 30 minutes, keep the warm-up brief, set exercise 6 and the research part of exercise 8 as homework, and do the presentations in the next lesson.

WARM-UP Elicit some famous Canadians that students can name, as well as what they are famous for.

Exercise 1

- Put students in pairs to try to guess the answers.
- The correct answers are at the bottom of the left-hand column, printed upside down.
- Find out with a show of hands how many pairs got all three answers correct.

KEY
1 second largest 2 uninhabited 3 20%

Exercise 2 8.13

Culture note
Cadets Canada is a youth programme run by the Canadian Armed Forces. Junior Canadian Rangers is one of its organisations. The aims of the programme are similar in many ways to the international Scout/Guide movement.

- Elicit students' ideas for what Junior Rangers might be.
- Play the audio for students to check their ideas and answer the questions.
- Check answers as a class.

KEY
Yes, he does. Because he can meet new people, learn skills and have fun. It teaches him how to be a good citizen.

Transcript
Interviewer Nathan, you're wearing the uniform of a Junior Canadian Ranger, aren't you?
Nathan Yes, that's right. I'm wearing trousers, sweatshirt and a cap – all with the logo of the Junior Canadian Rangers or JCR.
I Can you tell me a bit about the JCR programme?
N Sure. The aim of the JCR programme is to help young people grow up to become good citizens and to get involved in their local community. Any Canadian between the age of twelve and eighteen who lives in a remote area, where there is a JCR programme, can apply to join.
I So, you can't be a Junior Ranger if you live in a city like Toronto or Vancouver? Is that right?
N Yes, it is. The programme only operates in remote communities where young people don't have the same opportunities as young people growing up in a large town or city. The JCR programme gives teenagers like me the opportunity to meet new people, learn new skills and also have fun.
I What training do you get as a Junior Ranger?
N There are actually three different categories called the three circles of JCR training. There are ranger skills, traditional skills and life skills.

I What are the ranger skills?
N These are all the skills you need to survive in the wild or help in an emergency situation. So, you learn things like how to give first aid, navigate with a map and compass, build an emergency shelter and hunt for food.
I That sounds great. And what are the traditional skills?
N The skills Junior Rangers are taught vary depending on the area where you live. If one place has a strong tradition of arts and crafts, you'll learn those there. In a different place, you might learn how to play the sports and games that were traditional there. The idea is to connect you with the culture and history of your community.
I And what about life skills training?
N This focuses on the skills you need to make good lifestyle choices and become a good citizen. So, you might learn about healthy eating and keeping fit as well as how to plan an event or an activity in your local community. All three circles of training are part of the regular training you receive in your local JCR group, but every summer there are Enhanced Training Sessions or ETS.
I What exactly are these?
N They're a bit like a summer camp in a different part of the country. You meet JCRs from different areas who are your age and have the same level of experience. It's a really good way to meet new people and practise the skills you've learned in your training. You also get the opportunity to take part in activities that might not be available in your group. I tried rock climbing for the first time at the ETS last summer. It was really scary at first, but it taught me to try everything once. I'll never forget the sense of achievement I had when I reached the top!

Exercise 3 8.13

- Ask students to read the statements to check what information they will be listening for.
- Play the audio for them to decide on their answers.
- Allow them to compare ideas in pairs before you check answers as a class.

KEY

1 NG **2** F (You have to live in a remote area to join the programme.) **3** F (They're part of the ranger skills training.) **4** T **5** F (You travel to a different part of Canada for them.) **6** T

Transcript

See exercise 2.

Exercise 4

- Ask students to discuss the questions in pairs, then compare their ideas with another pair.
- Finally, elicit ideas from the class, inviting comments from the other students.

Exercise 5

- Ask students to read the instructions carefully. Check that they understand the five types of projects by eliciting an example or explanation for each one from a different volunteer.
- Ask students to read the webpage and do the matching task.
- Allow them to compare ideas in pairs before you check answers as a class.

KEY

1 social work **2** agricultural work **3** nature conservation

Exercise 6

Extra support
Allow students to do exercise 6 together in pairs.

- Ask students to complete the matching task.
- Check answers as a class.

KEY

A 3 **B** 2 **C** 3 **D** 1 **E** 2 **F** 1

Exercise 7 Think & share

- Put students in pairs or small groups to discuss the questions.
- Elicit suggestions from the class and invite comments from the other students.

Exercise 8

- If you have access to the internet, do a web search for some examples of international volunteering projects to help students to get started.
- Put students into groups of three or four. Ask them to agree on a project to research.
- Set a deadline for groups to complete their research and check their progress ahead of the date. Remind them again during the lesson before the presentations are due.
- Groups take turns to present the project they found out about.
- Ask for a show of hands from the class to find out which of the projects students find most appealing. Elicit reasons from one or two volunteers.

Extra challenge
More confident students could do the research and present their findings on their own.

Student's Book audio and video scripts

Unit 1, Lesson 1.1, Track 1.01, page 8, exercises 2 and 3

Zaki Hi there, I'm Zaki!
Yasmin And I'm Yasmin! We're cousins and we've decided to start a vlog to talk about all kinds of things, usually from our own lives.
Z Today's vlog is on natural talents and learning new skills. Something that is very important to Yasmin right now, isn't it, Yasmin?!
Y Thanks, Zaki! OK, so, here's the story. It's always been a dream of mine to ride a motorbike down Route 66 in the USA, all the way from Chicago to LA. This morning, I took my first step towards fulfilling that dream and had my first motorbike lesson! It was really cool, I managed to start the bike no problem …
Z Well, that's always a plus!
Y Very funny, Zaki! … As I was saying, it started really well, but, well, it kind of went downhill from there. I had been getting the feel of the bike … you know, learning all the controls and how to use them, starting and stopping, going in and out of cones – I picked up the basics really quickly, actually. And soon, I was thinking, 'Hey, this comes naturally to me. Maybe I have the potential to become a professional!' But then I attempted to do a U-turn and rode straight into a hedge.
Z Ho ho ho ho, that's embarrassing!
Y I know! I don't think I'll ever be capable of riding a motorbike. I was hopeless at it!
Z But you passed your theory test first time, didn't you?
Y I did – and that was a real boost to my confidence, but maybe I was too confident. Putting the theory into practice is a lot harder than I thought it would be!
Z Ah, you just need more lessons to gain experience. Learning anything new is always a challenge!
Y Go on then, which new skill have you learned?
Z I learned sign language a few months ago, actually.
Y Really? What inspired you to do that?
Z It's a long story! Last summer, a new family moved in next door. Their son, Sam, is hard of hearing, and I wanted to be able to talk to him. So, I decided to learn sign language. I watched a few online tutorials and after learning some of the most common words, I asked Sam to teach me more. I was really motivated at first, because I thought learning to sign was going to be easy, but I could only hang out with Sam on Saturdays because of all my schoolwork. So, from one week to the next I would forget all the signs he had taught me. I wasn't getting anywhere!
Y So, what did you do?
Z I sat down one day and tried to identify the problem.
Y And did that help?
Z Yeah, I realised I needed to find a way to make a record of the signs so I could practise them at home every day on my own. So anyway, I asked Sam if I could video him. It made all the difference. Every week, I would video Sam making ten or so phrases he thought would be most useful. Then, I would watch the video every day, focusing my attention on Sam's face and hands and copying his movements. By the time I saw him the following week, I had mastered the phrases, so he could teach me more.
Y So, the secret of your success was videoing Sam?
Z That certainly helped, but I'd say the key was remaining calm and identifying what was going wrong. That's what really helped me overcome the problem. Maybe you could try that, Yasmin?
Y What, make a video?
Z Yeah!
Y Of me crashing into a hedge? How will that help me?!
Z It won't – but it might go viral!
Y Er, no. I don't think so. I think that's all we have time for today! But before we go, we want to hear from you!
Z So, message us and tell us about your skills and natural talents.
Y Or let us know which talented young people you admire.
Z See you next time!
Y Bye!

Unit 1, Lesson 1.1, Track 1.02, page 9, exercise 8

Alisha I've been playing the drums for about two years now. I decided to start learning when I saw a music video of my brother's favourite band – the drummer was incredible! There's an after-school music group at my school, so I used their drum kit to learn how to play. The first thing I had to focus my attention on was holding the drumsticks correctly. To start with, I was either holding them too tightly and my hands started to hurt, or too loosely and they would fly out of my hands! Once I'd picked up the basics, I formed a band with some other students from the music group to gain experience. The only problem we have is that nobody's parents want us to practise at home, so we have to practise at school. We're still pretty hopeless, but we have lots of fun playing together.
Ethan I learned how to surf at surf camp last summer. In our first class, we practised on the beach how to get up from a lying position and where to position our feet in order to balance. It seemed pretty easy at first, but then we went into the water. I don't know how many times I fell off the board! The second class went a bit better, and at the end of the lesson, the surf instructor told me I was doing really well, which was a boost to my confidence. By the end of the two-week camp, I'd more or less mastered surfing. By that I mean surfing close to the shore. This summer, I'm hoping to go out into deeper water with the experienced surfers and chase much bigger waves.

Unit 1, Lesson 1.2, Track 1.03, page 10, exercise 4

Sheku Kanneh-Mason is a talented British musician. He's the third of seven siblings from a very talented family. Sheku's first instrument was the violin, like his elder brother's, but he changed to the cello when he was six because he was inspired to play something bigger. Sheku was a quick learner and passed the final cello exam with the best marks in the country when he was only nine. At the age of sixteen, Sheku appeared on a TV music talent show with his siblings, and the group succeeded in reaching the semi-finals. He joined a new orchestra, the Chineke! Orchestra, for black and minority ethnic groups the same year. Sheku shot to fame at the age of seventeen when he won a national music competition: the BBC Young Musician of the Year Award. When he left school at eighteen, he started studying at the Royal Academy of Music and signed a deal with a record label to make his first album,

Inspiration. Since then, he has been studying for his music degree and performing in orchestras and on TV. When he was 20, Sheku made another album, Edgar, and is now one of the most famous classical musicians in the UK.

Unit 1, Lesson 1.3, Track 1.04, page 11, exercise 2

Have you ever managed to teach yourself a skill? If you have, you can call yourself an autodidact. In this week's podcast, we're looking at famous people who were just that. I'll tell you about two of them first, so you get the idea.

First of all, there's English writer Jane Austen. She was sent briefly to two different schools and after that was educated at home with her brothers for a short time. She spent many hours reading in her father's library, which is where she picked up the basics of how to write novels.

Then, there's Canadian film director James Cameron. He began a course in physics at university, changed to English and then left before finishing his degree. After that, he had several different jobs and learned about film technology at his local library in his free time.

Unit 1, Lesson 1.3, Track 1.05, page 11, exercises 3 and 6

Now you've got an idea of what an autodidact is, let's look at some more of them in depth.

Let's start with Hungarian interpreter Kató Lomb. Lomb's first experience of learning a foreign language was a French course she took after school, which she found far from fascinating. After studying Latin as part of her university course, she decided she ought to learn English, but this time, she chose a method that motivated her: reading. She took a novel by an English author and studied it intensively for a few months. The first time she read it, she noted the words she could figure out from the context in the margins of the book. The second time, she looked up the unknown words she came across more than once and recorded them in context in her notebook. Grammar rules she picked up as she went along. Lomb's talent was extraordinary as she mastered a total of sixteen languages during her lifetime, most of them using the same reading method. Apart from her native Hungarian, she spoke perfect English, German and French, and used languages such as Spanish, Japanese and Polish to interpret.

Another person who used books to teach himself was the Dutch painter Vincent van Gogh. He was already 27 when he decided to become an artist, so he had a lot to catch up on. As a child, van Gogh had had drawing lessons for a while and had later worked for an art dealer. Unfortunately, he had not lived up to expectations and was dismissed after a year. Van Gogh opposed the idea that art had a set of rules he should learn, so he tried to improve his technique using 'how to draw' manuals and reading textbooks about the human body. He also spent many hours painting statues and copying the works of other artists. Eventually, he registered as a mature student at an art school in Brussels, but he soon dropped out after arguing with the professors. He tried again later in Antwerp and succeeded in passing his drawing exams. In spite of the knowledge he acquired, his work was influenced far more by the books he had read and his studies of other artists than the academic training he received.

Unlike van Gogh, the French engineer Gustave Eiffel recognised the value of a formal education and graduated from one of the best engineering colleges in France at the age of 23. He went on to build hundreds of bridges and other structures, including the famous tower that was named after him. Although Eiffel is best known as a master engineer, in later life, he did valuable research into aerodynamics, the study of how an object moves through the air. This is something Eiffel didn't learn at university but taught himself. He built a laboratory at the base of the Eiffel tower and did experiments with falling objects he dropped from the tower. He also built a wind tunnel to test models of aircraft wings. Eiffel's findings were used to design some of the first planes, making his research into aerodynamics just as important as his work as an engineer.

American mathematician Katherine Johnson had an impact on a different kind of travel: space flight. Johnson had always been brilliant in her field, gaining a maths degree – and another in French – by the time she was eighteen. But it wasn't until she joined NASA, around seventeen years later, that she got the chance to use her skills. At first, she joined a team of Black American women like herself to work as a 'human computer', going through the calculations of flight tests and adding up the numbers. After only two weeks, however, she was promoted to a more challenging job in the Flight Research Division and eventually ended up on the Space Task Force, the group in charge of the first American space flights. Johnson played a key role in planning the paths of these flights, and astronauts knew they could trust her to get them home safely. Like everyone at NASA, Johnson had to learn how to use the first computers, which appeared when she was in her mid-forties.

Not surprisingly, she succeeded in teaching herself. She was one of the first NASA employees to master coding and helped make the transition to computers in the space agency go smoothly.

Unit 1, Lesson 1.4, Track 1.06, page 12, exercise 5

Let's continue looking at the best age we do things, and we're going to start with a state of mind. Surveys show that older people are generally happier than younger people. But new data has revealed an interesting pattern. Young people appear to be happiest at around the age of 20, but then, average happiness falls. Happiness reaches its lowest point in middle age, but after that, it rises again. Peak happiness occurs at around 70, when people have fewer demands on their time and money.

As for our bodies, our muscles appear to be at their strongest when we're 25. Strangely enough, the age is different for our bones: they don't get to be at their strongest until we're 30.

Back to matters of the head: it would seem that most of us should be ready to settle down by our mid-20s. According to mathematics, we have met enough people by the age of 26 to have found an adequate partner to spend the rest of our lives with.

Do you remember we said we remember names best in our early twenties? Well, ten years later, it appears we're best at recognizing their faces. A study has shown that the part of our brains responsible for facial recognition continues growing well into adulthood. When you reach 32, you'll recognize far more people than you did as a teenager.

Finally, let's look at when we make some of the most important decisions

in our lives. Research has shown that we often do something life-changing in the year before a birthday that ends in zero: 19, 29, 39, and so on. We might do a world trip or run our first marathon, for example. So, what about you? Have you got any plans for the final year of your teens? If so, what are they?

Unit 1, Lesson 1.5, Track 1.08, page 13, exercise 7

Speaker 1 When I was younger, we used to go to the same place every summer. My parents would rent the same cottage near the coast, and that was our base for a fortnight. We used to stay on the beach all day. At first, I wasn't used to swimming in the sea, but every year I used to look forward to jumping in the waves. In the evening, we'd play games together after dinner. It sounds pretty boring, but I've got very happy memories of those summers.

Speaker 2 I never had a problem going to school when I was little – in fact, I soon got used to being away from my parents for the day. From what I recall, we'd spend most of the time playing – I don't remember doing much work. My first teacher was really kind – she never used to shout at us. The best part of the day was when we'd all sit on the rug, and she'd read us a story. I really used to love that!

Speaker 3 I was really lucky when I was little as there were a lot of children in the street where I lived. At the back of our houses, there was a lane where we'd all go and play at weekends and in the holidays. There often used to be about 20 of us, so we could play lots of different games. We were all different ages, but that didn't use to matter as we all got on well and we quickly got used to adapting games for the younger kids.

Speaker 4 I'm an actor so I'm used to dressing up in different costumes, but even as a child this is what I used to do every time we visited my cousin. She had a huge box of costumes in her room. Whenever we went to visit, I'd try on all of the costumes and then we'd go and show the grown-ups the best one. I think they used to enjoy it too as they'd all laugh and tell me how good I looked. I've got some photos somewhere if you want to see.

Unit 1, Lesson 1.7, Track 1.10, page 16, exercise 6

Beth You used to work part-time in a shoe shop, didn't you, Keira? How did you get on with the other members of staff?

Keira That's right. Um, well, we all got on fine, most of the time. I've only ever had one problem with a colleague, and that was right at the beginning.

B Why? What happened?

K I had an argument with my colleague David. He had started working in the shop at the same time as me. David was nice, you know, very popular with the customers, and he used to sell a lot of shoes. But he was hopeless at using the cash desk, which used to hold the rest of us up. One Saturday, I was about to go on my lunch break when my boss asked me to serve a mother and daughter, who had just come into the shop. The girl tried on about 20 pairs of shoes, before she decided which ones she wanted. By this time, I was really late for my break, so when I saw David heading for the cash desk, I panicked. I grabbed the shoes my customer had chosen, told them I'd see them at the cash desk and literally ran across the shop to get there before David. I managed to get there first, but David was really angry that I had pushed in front of him. The worst thing was, when I looked for the mother and daughter to take their payment, I saw them walking out of the shop. I'm not sure why – I suppose they just changed their mind. I was furious with myself that I'd upset David AND lost a sale!

Unit 1, Lesson 1.7, Track 1.11, page 16, exercise 8

Beth So, what did you do to solve the problem?

Keira I was lucky I could go on my break straight away because it gave me time to think. While I was having lunch, I thought about why I had behaved so badly and what I was going to do about it! One of the reasons was that I was hungry – I get really moody when I'm hungry, and I hadn't had time for breakfast that morning. I made a mental note to get up earlier in future to avoid that happening again.
Then I planned what I was going to say to David, and how I was going to say it! I knew I'd hurt his feelings, and he was probably furious with me. When I went back to work, I asked David if we could talk. I explained about being late to go for my break and said that I was really sorry for behaving so badly. He accepted my apology, and then we went on to talk about how we were getting on in the shop. That was when I found out why he was so slow at the cash desk – he'd never been trained to use it properly! So, I offered to show him, and in a quiet moment that afternoon, I taught him how to use the till. It didn't take him long to pick it up. After that, he was much quicker, and everyone on the team was more relaxed.

B I'm glad you managed to sort it out.

Unit 1, Lesson 1.8, Track 1.12, page 17, exercise 2

Darius Hi. Do you mind if I sit here?

Finn No, that's fine. Go ahead.

D Thanks a lot. I'm so glad I've got a seat. I've got a long way to go!

F Really? Where are you travelling to?

D I'm going all the way to Dundee.

F Wow! You're going to be on the train all day!

D I know. It's a nine-hour journey.

F What time do you get to Dundee then?

D The train is supposed to arrive at around 9.30 tonight. Hang on – that isn't right. Let me say that again. We're supposed to arrive at 7.30 tonight, but we're already running late.

F Yes, we were half an hour late leaving Plymouth this morning.

D How far are you going?

F Just to Birmingham. It isn't so bad for me as it's only three and half hours.

D That's a bit more reasonable. Have you been to Birmingham before?

F No, it's my first time. I'm going to visit a friend who's just moved there. Do you know Birmingham?

D Yeah, I've been there a few times. It's quite nice down by the old canal area. And, of course, you can go shopping at the Bullring in the centre.

F That's the plan! We also want to go to a hockey match.

D Do you play hockey?

F Yes, we both do. We play for the same team – what I meant was, we used to play for the same team. We're in different teams now because he's moved.

D Right. I used to play hockey, too, but I was hopeless at it. I'm better at football.

F Oh? Do you play for a team?

D Yes, I play for a local team. I really enjoy it, actually.

F Yes, doing sport is a great way to switch off, isn't it?

D Yes, it is. I always feel great after a match – especially if I score a goal!

F I know what you mean!

D So … do you know where the café is? Sorry, that didn't come out right.

Do you know where the buffet car is? I need to get a bottle of water or something.
F I think it's that way.
D Thanks. Do you want anything?
F No, I'm fine, thanks.
D Would you mind keeping an eye on my bag?
F No problem.
D Thanks. I'll be back in a bit.
F Sure.

Unit 1, Lesson 1.8, Track 1.13, page 17, exercise 4

Examiner First, we'd like to know something about you. Layla, what do you like doing in your free time?
Layla Oh, I love horse riding, and I go three times a week: on Tuesdays and Thursdays after school, and on Saturday mornings.
E Thank you. Ali, are you going to do anything special this weekend?
Ali Yes, I'm going out with my friends.
E Where are you going?
A To the park.
E What are you going to do there?
A Play football.
E Thank you. Kate, tell us about a film you like.
Kate Yes, I love watching TV series. My favourite is *Grey's Anatomy*. It's about a group of doctors and nurses who work in a hospital. My favourite character is Dr Meredith Grey.
E Thank you, Kate. Layla, do you watch a lot of television?

Unit 1, Lesson 1.8, Track 1.14, page 17, exercises 5 and 6

Examiner First, we'd like to know something about you. Jack, [beep].
Jack Um, I don't really like being on my own. Sorry, that didn't come out right. Let me say that again. I don't really like studying on my own because there's no one around to help me. I prefer to learn with other people. For example, I'm hopeless at recalling the important dates in history, so when I'm with my friends, they can help me by testing me on the dates.
E Thank you. Geeta, [beep].
Geeta Well, it was a long time ago, but I remember being eager to go on the first day because my brother and sister were at the same school. They had been telling me for ages how great it was, so I wasn't nervous at all. I seem to remember that I spent most of the day playing with buildings – sorry, that didn't come out right – playing with building blocks.
E Thanks, Geeta. Jack, [beep].
J Yes, I did, and most of them are still my friends today. When we were younger, our parents used to take us to the park, and we'd stay there all night – ah, no, what I meant was all afternoon. Now, we don't spend so much time together, but we often meet up at weekends.
E Thank you. Geeta, [beep].
G Let me see if I can remember … Oh yes – I went to the theme park with my friends. We had an amazing time and stayed until it closed. We didn't use to go because it's quite cheap – let me say that again: because it's quite expensive. We got a group ticket, though, which made it much cheaper.
E Thank you. Now, in the next part of the exam, I'm going to give each of you two photographs.

Unit 1, Vision 360°, page 20, exercise 4

Natural history museums and zoos became popular in the 19th century for different reasons. Scientists collected dead animals and insects to study them, but they also showed them to the public in museums to finance their work. Many of the mammals in the collections died naturally. Other exhibits are much older and include skeletons of extinct animals and dinosaurs that archaeologists have found. Today, these museums provide scientists with research material and they educate the public.
The original intention of zoos was very different; it was to entertain people and animals were taken from their natural habitats to do this. However, today zoos focus on conservation and returning endangered species to the wild. Even so, animals rights activists say that although the intentions are good, zoos only exist to entertain people at the expense of animals.

Unit 1, Vision 360°, page 21, exercise 6

Host On today's hot topic, we're discussing zoos and their role in education. I'm joined by Lucy Rawlins, from the Zoos of the Future foundation, and also Nasser Iqbal, who is a member of Freedom for Animals campaign. Lucy, I'll start with you. What role can zoos play in education today?
Lucy Zoos are great places for children and young people to learn about animals, their habitats and the threats that animals face in their natural environments.
H Would you agree with that, Nasser?
Nasser No, I wouldn't. I think it's very difficult to learn about animals and their habitats when you are viewing them in captivity. We all know that zoos are there for our entertainment and not for our education.
H How would you respond to that, Lucy?
L I don't think that's fair. Zoos today provide a huge amount of education. Just come to one of our zoos and see for yourself. And research has shown that visits to zoos increases people's knowledge and awareness of the natural world and their actions to protect it.
N I'm sure that zoos do provide a lot of education, but I would argue that nature documentaries by people like Sir David Attenborough are responsible for much greater awareness, understanding and action to protect the natural world than visiting a zoo. And those documentaries are not cruel or harmful to animals.
H That's an interesting point, isn't it Lucy?
L Yes, of course. David Attenborough's work has been hugely important in getting the message across to millions of people, but I still believe that seeing an animal for real and having the chance to interact with it is one of the most powerful things we can do. And by protecting animals and keeping them safe, we can help to ensure their survival.
N That may be the case but if man didn't destroy their natural habitats, we wouldn't need to do this. And I still believe that keeping animals in prison for our entertainment has no place in the 2020s.
H Thank you both very much.

Unit 2, Lesson 2.1, Track 2.01, page 22, exercises 2 and 3

Yasmin Hi, guys! Welcome to the latest edition of our vlog with me, Yasmin and …
Zaki … sorry, Yasmin …, me, Zaki! I'm really tired. I went out last night and this morning my dad was furious with me.
Y Today's topic is 'things that drive you crazy', so I think we need to hear this story!
Z OK, so, I was out with friends and I came home quite late. I thought I'd done really well to be quiet and not wake anyone. But when Dad came downstairs this morning, he found that I'd left all the lights on. He completely blew his top! I thought at one point he

was going to have a heart attack! After a while, he calmed down and we talked it over. The thing is, my parents are really into the environment and they get really frustrated when they think we're wasting electricity, or just being wasteful in general. It's a big deal for them.
Y So, in a way, your dad was right to be angry.
Z Yeah, but maybe not quite SO angry!
Y I guess we all like to complain about the people we're close to, especially the things they do that annoy us! I asked a few people, 'What do your family and friends do that drive you crazy?' Here's my friend, Daisy!
Daisy Hey Yasmin! Hey Zaki! So, my friend is always listening to music through headphones when we're studying together. The thing that drives me crazy is that she kind of sings along to the music. You know, like …. It really gets on my nerves. Last week, I'd just had enough and said 'you really need to give it a rest! I'm so irritated with that humming, I can't even concentrate!' She was astonished. She had no idea she was even doing it! We actually argued about it, but I made up with her in the end. In fact, she agreed it was annoying and she's agreed to stop doing it!
Z Thanks, Daisy. So, next up is my friend, Joe.
J Hey guys! So, sometimes I have days when I feel a bit miserable. My parents are constantly saying things like, you should go outside, or you need to see your friends. I know they're trying to help, but they also keep asking me questions about what I'm doing, or who I'm with. To be honest, it does my head in and I feel quite resentful about it. It feels as if they want to run my life for me and I really need to talk to them about it.
Y Tell me about it, Joe – I know that feeling! I've stopped going shopping with my mum because she keeps trying to choose my clothes for me! My family also likes to stereotype our whole generation, which I find extremely annoying. Take the other day, for example, my uncle called me a snowflake – because I don't eat meat! He claimed young people today are too sensitive. I was completely lost for words, but I didn't want to fall out with him and, to be honest, I was a bit puzzled by his reaction too. I explained that I'm not a vegetarian because I'm sensitive, it's because I care about the environment – something that his generation should think about too! I think he realised I was offended because he apologised later.
Z So, there we are. It seems as if it's the people we're closest to that drive us crazy the most. But there's usually nothing that can't be fixed if we just stay calm and communicate with each other.
Y So … what about you? Tell us what your friends or family do that drives you crazy. Leave a comment below. See you next time!
Z Bye for now!

Unit 2, Lesson 2.1, Track 2.02, page 23, exercise 7

Anita Recently, my brother has been hanging out with some new friends. He's started dressing and acting differently. He's always coming home late and he seems angry all the time. The problem is, it's affecting the whole family. He refuses to discuss it. In fact, he hardly ever speaks to us anymore and when he does, he's quite rude. Everyone's really tired of it. I don't understand why he's changed, but it's doing my head in.
Kris My sister borrowed my laptop to do some coursework – I was really surprised when I caught her reading my private messages on social media. I'm not sure what the reason was – she's never done it before. When I asked her about it, she refused to explain and accused me of bullying her. We had a big argument and now she won't speak to me. I'm a bit upset, to be honest.
Stacy I love playing football, but my cousin Eric is constantly criticising me for it. He says football is a sport for boys, not girls. Unbelievable! Did he not watch the Women's World Cup? Last Saturday, he came to see my team play. He laughed and made jokes all through the game and afterwards he said we were rubbish, even though we won the match. I mean, how rude is that? I'm so angry about this – I never want to speak to him again!

Unit 2, Lesson 2.2, Track 2.03, page 24, exercise 7

At some time in their lives, many young people will share a home with people other than their family, for example, when they go to university, start work or travel abroad.
Living with other people is possibly one of the most challenging situations for anyone to deal with. The best way to get on is to identify the things that are really important to each person. What is the one thing that you are not willing to accept? It could be noise, people not cleaning up after themselves or always having friends round to visit.
Find out as much as you can about your housemates, because if you don't, then sooner or later there are going to be arguments. And I'm absolutely certain there are easier ways to solve problems than by having a big argument.
My advice is not to try to guess what it is that frustrates or irritates other people. Sit down and have a proper conversation about your personality, needs, habits and routines. One idea is to draft a simple questionnaire, and ask everyone to fill it in. Then get together and discuss everyone's answers.
It isn't necessary to discuss all your personal feelings. But if you all know what upsets each other, you can avoid the things that may cause people to feel angry or resentful. Do this as soon as you move in together – don't wait until problems occur.
Finally, it's important that you don't expect everyone to behave perfectly all the time. If you do, you'll be disappointed. But do be willing to communicate when things go wrong, and to give each other a second chance.

Unit 2, Lesson 2.3, Track 2.04, page 25, exercises 2 and 3

Speaker 1
Ryan Hi, my name's Ryan. I love my phone, but sometimes it drives me crazy. Like, when I forget to charge it and the battery runs out. That can be very annoying, especially if I'm playing a game or face-timing someone. I also get really frustrated when I run out of data before the end of the month and then have to pay extra if I want more. I can't be the only person who finds this irritating.
Speaker 2
Anita I'm Anita. Why do some adults assume they know what's best for you, just because they're older? My ambition is to be an astronaut – it's all I've ever wanted to do. But some people in my family think I'm being unrealistic. It's as if they think people from round here aren't supposed to have serious career ambitions. Fortunately, my teachers understand. They really want me to succeed, and they give me lots of encouragement and advice. It's great – they've made me realise nobody has the right to stop you achieving what you really want to do.

Speaker 3
Joe Hi, I'm Joe. So, the broadband speed isn't great where I live. During the recent pandemic, my parents had to work from home, and my sisters and I all needed to go online to get our lessons. Five people trying to use the Wi-Fi on different devices at the same time is too many. It's hard to study when you know you could lose the connection at any time. Anyway, it's still a problem: my parents have lots of video meetings, and we all stream movies and play games online.
Speaker 4
Hannah My name's Hannah. I have a pretty busy life. I have to do schoolwork every evening. I love going out with my friends. I play a lot of sport, I sing in the school choir and I volunteer at a care home for old people on Saturdays. I feel like there isn't enough time to do everything. I realised recently that I don't have to be this stressed. But nobody helps you with this stuff – you're just supposed to be able to manage your time naturally.
Speaker 5
Nina Hello, my name is Nina. So, like a lot of my friends, I'm concerned about some of the issues that will affect my life in the future, especially climate change. My generation will have to deal with these problems. We might not be able to solve them, and what happens then? I talked about this to an old family friend, and he said, 'It's useless to worry about the things you can't control. You should think about how you can make a difference and do that.' And of course, he's right.

Unit 2, Lesson 2.3, Track 2.05, page 25, exercises 4 and 5

Presenter It was interesting to hear you talking about the problems you've had to deal with – all quite different. Can we talk about the solutions? Hannah, you start.
Hannah I've decided to take control of the situation. I really need to manage my time better. I've made a schedule of the things I have to do every day, and how much time to spend on each one – like a timetable for the whole week. It might work – let's see. I'm going to try it anyway.
Nina That's a really good idea. I decided to take action and do something positive as well. Now I feel like I'll be able to make a difference, even if it's just a small one. So, I've joined a group helping to plant trees to improve the local environment.
Joe I think sometimes you have to adapt to the circumstances. You might have to give something up to help address the issue. Our solution is a family rule that says only two people are allowed to be online at any one time. So, personally I spend less time playing games online.
P That's interesting, Joe. Anyone else? Yes, Ryan.
Ryan Yeah. I think you need to accept the truth and take responsibility for your actions. I realised the issues were basically my own fault. So, now I'm more careful to keep track of the battery life and how much data I'm using. And I use free Wi-Fi whenever I can, so I always have enough data.
Anita That's a good point. I think the answer is to trust yourself. Ignore people who are negative about your ambitions. Be clear what is important to you and maintain your focus. For me, that means working even harder at my studies. I'm doing lots more research – finding out everything I can about being an astronaut.

Unit 2, Lesson 2.5, Track 2.08, page 27, exercise 7

1
A Did you hear about Harvey? He's had a complete burnout.
B Yeah, he's been stressed for a long time. I think he just let everything get on top of him.
2
A Hey Zoe. I thought your cousins were meeting you at the café.
B So did I. I suppose it's possible they forgot.
3
A Have you received your exam results yet?
B No, I haven't – we were supposed to get them this morning.
4
A Here you go, Abby. You looked a bit miserable, so I bought you some chocolate.
B Thanks, Emma. That really wasn't necessary – but I appreciate it.
5
A I feel terrible. I lent my skateboard to Sam – then he fell off it and broke his arm.
B It isn't your fault. It wasn't possible for you to have known that would happen.
6
A Have you heard? The school visit to London has been cancelled!
B No! I wish they'd told us sooner! I've already booked my train tickets.

Unit 2, Lesson 2.7, Track 2.10, page 30, exercise 4

Presenter You might have heard the expression 'When the going gets tough, the tough get going'. That's a pretty good definition of resilience. It isn't actually about being tough; it's about not giving up when things get difficult or go wrong. With me today is psychologist Dr Helen Cooper. Helen, why is resilience so important?
Helen Cooper Resilience is important because it helps us stay on track and keep moving towards our goals. It helps us deal with setbacks and difficult situations. And it also helps us develop and grow because we can learn from difficult situations by seeing the positive side.
P I see. And is resilience something you can learn?
HC Yes, absolutely. Some people find it easier than others, but you can certainly learn to be more resilient. You can practise thinking about setbacks in a way that will help you recover from them and move forward.
P So, how can you build resilience?
HC There are a number of ways. Firstly, when life gets difficult or you make a mistake, don't automatically focus on the negatives. One mistake doesn't mean you're a failure. Think about all the things you're good at. Try to focus on the positives! Then, secondly, think back to times when you've experienced problems in the past.
P How does that help?
HC It helps to remember that you found a way to cope with the problem, even if it was difficult at the time. It's important to remind yourself that things got better before, and they will this time too. Because, look, there's no getting around it – challenges are a part of a full and exciting life. You need to try and look at every challenge as an opportunity, not a problem. Think of it as a chance to learn, grow and be successful!
P That sounds easy to say. How easy is it to do?
HC It depends. I think it's important not to hang around with people who criticise or upset you. They can cause you a lot of unnecessary stress. You should spend time with positive people who like you for who you are. Also, you shouldn't ignore your feelings.
P What do you mean, exactly?
HC Well, we need to recognise that it's OK to sometimes feel upset or miserable about things that happen.

It's completely normal to feel bad for a while if bad things happen to you.
P OK, that makes sense.
HC Right. And last, you don't have to deal with problems on your own. Don't be afraid to talk about them with people you're close to. Ask someone you trust for help, advice and support if you need it.

Unit 2, Lesson 2.8, Track 2.11, page 31, exercises 2 and 3

In the first photo, you can see a group of students in a science lab. I can't be sure, but they look about eighteen years old. They're all standing round a table with test tubes in the middle, and they're wearing goggles so there might be dangerous chemicals. It looks to me like a science experiment of some kind. The students all look completely absorbed.
The second photo shows a boy in his teens, maybe fourteen or fifteen, and he's studying alone at his computer. I'm not sure why he's studying alone – maybe it's the weekend and he's doing homework. There are books open on the desk in front of him, and to the left of the picture there's something … It looks like some kind of clock, I think. Actually, he's looking at his phone, so he might not be working; he could be texting his friends, or something like that.
So, both photos show young people studying, but in different situations. Obviously, the common theme in the photos is education, or learning. The main difference between the photos is the number of students, and the age of the students. In the first photo, the students clearly find the lesson totally fascinating. They look like they're enjoying learning together, whereas in the second photo the boy looks quite serious. He doesn't look as if he's enjoying studying on his own – in fact, he looks pretty miserable.
In my opinion, studying on your own is absolutely awful. It's much more enjoyable to study with other people. Of course, there are times when you have to study alone, like when you do homework. But I would say that it isn't the best way to learn, because you can't discuss things – you have to think of everything yourself. For me, the main consideration is being in the same room with your classmates. It can help you to learn better, because you can share ideas, and work together to solve problems. Sometimes people ask questions you haven't thought of, which is extremely useful. I think studying on your own, even when you can talk to other people online, is less effective, and not as interesting.

1–2, Exam skills, Track 2.14, page 34, exercise 2

1
Woman So how was your first driving lesson?
Man Did you enjoy it?
W Not at first. I was too nervous, but then we went to a car park and for about half an hour, I just drove around and learned the basic skills such as stopping and starting. My instructor told me I was a fast learner, which boosted my confidence. Then we went out onto the road.
M How was that?
W To be honest, I thought I was going to be hopeless, but I really enjoyed myself. How about you? Are you planning to learn?
M Yeah. I've got my theory test next week. If I pass, I'll start lessons straightaway.
W Well, I can recommend my instructor. She was great.
2
Man Hello and thank you for asking me here. It's wonderful to see you. So, I've always loved art. My parents gave me a set of paints when I was a child and I used to sit in the garden and paint insects, birds and flowers. Those are some of my happiest memories. At school, I won several art competitions and my teachers thought I had a lot of potential. When I was eighteen, I applied to art college in London and spent some wonderful years there. But I had always wanted to study abroad so when I was 21, I fulfilled my dream and did a year of further study in Paris. I then stayed there for a few more years and had my first exhibition. After that, I came back to London and set up a studio.
3
Woman Six months ago, I decided to take on a new challenge. I had been thinking about learning Italian for a while, so I booked some online lessons. The problem was I found it really hard to stay motivated. I kept forgetting words and I wasn't getting anywhere. So, I gave up the online lessons and joined a class. This made all the difference. I think it was because I was meeting people and using the language I learned by communicating with them. We also met up outside the class and went to Italian restaurants and art exhibitions. It was a lot of fun. Online learning is great if you have the discipline, but personally I prefer something more sociable.
4
Man I'm thinking of learning a new skill.
Woman What do you want to do? I've just started karate lessons for beginners. It's great fun. You should come.
M Hmm I don't know about that. I'd actually like to try water skiing.
W Really? I thought you were afraid of water.
M Yes, that's true, but I've decided I need to change.
W Well why don't you take a swimming course first? It might give you confidence.
M That's a good idea actually, but I think all the lessons at the pool are for children, aren't they?
W That's not true. There are some adult courses too.
M Oh, right. I think I'll do that then.
W Great. And when you do decide to learn water skiing, let me know. I'll come with you!
5
Man Thanks for coming today. It's great to see so many of you here and I hope that through this talk, I'll be able to give you some idea of what the centre is like. I'd like to start by relating some of own experience. As you know I'm a tutor here. I joined three years ago and I teach the piano to students at all levels. I also play the trumpet in a band and I enjoy playing drums for fun. I'm a big fan of combining formal lessons which you can have here, with experimenting with different ideas. Having music lessons and learning to read music is a great foundation that you can build on. As well as music lessons, if you decide to come here, you will have some amazing opportunities for performance. We hold concerts twice a year at the local theatre as well as smaller concerts at the centre. Students in the past have also formed their own bands and they have plenty of chances to play too. You are welcome to ask me any questions about that at the end of the talk.

Unit 3, Lesson 3.1, Track 3.01, page 36, exercises 3 and 4

Yasmin Hey, everyone! I'm Yasmin and this is Zaki. Today, we're thinking about exercise and I want to talk about my usual morning workout – rajio taiso. It's a series of simple morning exercises

that are beneficial in lots of different ways. It's really popular in Japan, where people do it at home, at school and even at work. The idea is that it stretches your muscles so it makes you more flexible and gets you set up for the day ahead. You can do it standing up or sitting down, so it's good for people of all ages. And as you can see, Zaki is doing it with me. Kind of. So, what do you think, Zaki?

Zaki Yeah, it's OK. But I'll probably stick to going to the gym three or four times a week, to be honest. I'm more into exercise that really increases my heart rate. I like to work up a sweat, you know? Sometimes, I get so sweaty that …

Y Too much information, Zaki! But doesn't that take up a lot of time? I do rajio taiso because it's nowhere near as time-consuming as going to the gym, and it fits in with my daily routine. Ten minutes every morning – job done!

Z Ten minutes? That's it? Hmmm, maybe I should look into a new routine. I spend a lot of time in the gym and my muscles still aren't completely perfect.

Y OK, Zaki. But for most of us exercise isn't about building big muscles. We do it to maintain our physical health.

Z That's true. So, we asked a few friends to talk about their exercise routines. First, let's hear from Joe.

Joe Hi, guys! As you know. I'm really competitive and I love team sports like football and rugby. But recently I've started doing yoga – it's really challenging, but in a good way! At first, my back was quite stiff, and I found it difficult but I told myself to keep at it and since then it's had a positive impact on my physical and mental wellbeing. It's made me feel a lot more relaxed. It makes you aware of your body, and my teacher says I've made great progress. I'm getting more and more flexible, and it's even helped my rugby! My coach is thrilled!

Z That sounds great, Joe.

Y Now let's hear from Daisy.

Daisy Hi, everyone. It's Daisy here. As you know, Yasmin, I'm not exactly enthusiastic about exercise. In fact, I'm normally a bit of a couch potato! But then my dad got this computerised exercise bike. At first, I thought it would be really complicated – definitely not as simple as just going for a bike ride! But, in fact, it's really easy to use and it's got all these exercise games that you can select, and they are totally addictive! Now I'm on it all the time and the longer I spend on it, the more enjoyable it becomes! It's the perfect way to let off steam after a day at school!

Z That's fantastic, Daisy. It's great to hear you being so enthusiastic about exercise.

Y But unfortunately that's all we've got time for today! If you have an exercise routine that you find beneficial, why not tell us about it? Why does it work for you? See you next time!

Z Bye!

Y Now come on, Zaki, let's try it again.

Z OK.

Unit 3, Lesson 3.2, Track 3.02, page 38, exercise 6

Cara I've been watching fitness videos on YouTube by a guy called Jake. He has lots of brilliant exercise routines to help you get fit – things anyone can do at home. Basically, he says any sport or activity that increases your heart rate and makes you breathe hard will have a positive impact on your physical and mental well-being. So, things like running, swimming, cycling, walking … They're all beneficial because, basically, if you work harder, you'll gradually get fitter.

Josh Which is best, do you think?

C They have similar benefits, so I think they're all really good for building general fitness.

J Does Jake have any advice on getting more flexible?

C Yes, he has videos that show you how to stretch your muscles gently and safely. And of course, as you become more flexible, it gets easier to do most kinds of sport.

J What about if you want to build strength?

C He has some great strength exercises that mean you don't have to spend time in the gym. I think the idea is that if you do them regularly, you'll find that your strength increases over time.

Unit 3, Lesson 3.3, Track 3.03, page 39, exercises 2 and 5

Today, we think of sport as an activity for recreation or entertainment. But in the distant past, when people hunted animals for food, the ability to run fast and throw things accurately was necessary for survival. This took up a lot of energy, and the further and faster they could run, the more likely they were to succeed. Most young men needed to develop their skills, so it is not surprising that they'd often compete to see who was the most skilful, or the most prepared for the hunt. Archaeologists have found cave paintings from 15,000 years ago which show activities like running, swimming and archery. Events in modern athletics – like sprinting, jumping and throwing the javelin – are all based on skills that hunters would need and they were part of the original Olympic Games which took place in ancient Greece almost 3,000 years ago.

Another example of a survival technique that has become a sport is skiing. This probably originated in northern Europe, in what is now Scandinavia. In the long, cold winters when there was deep snow on the ground, it was challenging to move around. People developed skis so that they could travel easily across the surface of the snow and continue to hunt, look after their animals and trade with each other – so skis were basically a means of transport. As with athletics, modern societies saw the possibility of competition and during the 19th century the sport of skiing became more and more popular.

Just as important as survival was the need to be prepared for war. Obviously, before modern technology, archery was a far bigger part of warfare. Again, evidence of bows and arrows being used in war has been found in many different parts of the world, and some of it dates back thousands of years. In Europe, these had mostly been replaced by more modern weapons by the mid-17th century. Soon afterwards, the first organised clubs began to appear as archery became popular, especially for wealthy people. In Britain, archery quickly developed into a competitive sport – it was particularly popular with young women, and in 1900 it was included in the modern Olympic Games for the first time.

One sport that originated in North America, in indigenous American culture, is lacrosse. It's not a complicated game – two teams compete to get a ball into their opponents' goal, using a stick with a net, and they aren't allowed to touch the ball with their hands. The goals were often hundreds of metres apart and there could be hundreds of players on each team. Like archery, it was a way of preparing young men for war. But lacrosse may also have been a beneficial way for energetic young men to let off steam, as well as a form of recreation and entertainment for

the whole tribe. It's also thought that lacrosse was sometimes used by tribes to resolve a dispute – for example, over land or resources – because it was nowhere near as dangerous as going to war.
One final example – surfing. It's not known exactly where and when surfing originated, but researchers have found evidence that it dates back to early Polynesian cultures – so in places like Hawaii, Tahiti and Samoa. In ancient Hawaiian culture, the ocean was a place of spiritual importance. Surfing and making surfboards seems to have been an almost religious process or an art form, and it was treated very seriously. According to some sources, the most skilful surfers had a high social status and gained a lot of respect, and the best surfer was sometimes chosen as the chief of the tribe.
Imagine choosing the best sprinter or tennis player as your president!

Unit 3, Lesson 3.3, Track 3.05, page 39, exercise 6

1 Archaeologists have found cave paintings from 15,000 years ago which show activities like running, swimming and archery.
2 Another example of a survival technique that has become a sport is skiing. This probably originated in northern Europe, in what is now Scandinavia.
3 In Europe, these had mostly been replaced by more modern weapons by the mid-17th century.
4 But lacrosse may also have been a beneficial way for energetic young men to let off steam, as well as a form of recreation and entertainment for the whole tribe.
5 It's also thought that lacrosse was sometimes used by tribes to resolve a dispute – for example, over territory or resources – because it was nowhere near as dangerous as going to war.
6 It's not known exactly where and when surfing originated, but researchers have found evidence that it dates back to early Polynesian cultures – so in places like Hawaii, Tahiti and Samoa.
7 Surfing and making surfboards seems to have been an almost religious process or an art form, and it was treated very seriously.

Unit 3, Lesson 3.5, Track 3.06, page 41, exercise 6

I've been in a wheelchair since I was very young. I have a condition that means I can't use my legs. To me, it's completely normal, as I've never been able to walk. The wheelchair is a part of me …
When I first went to school, I had a few problems as accessible schools didn't exist everywhere. But now all of the schools and public buildings in our town are accessible for wheelchairs and that makes …
I have several close friends who give me support when I need it, but most of the things they do, I can do as well – go to college, play sport, go out dancing. Yes, you can dance in a wheelchair – it's brilliant. You should see me on the dancefloor …
I really love sport – I play wheelchair basketball with a local club. Some of the guys I play with are pretty tough! It can be quite physical but that doesn't put me off …
I don't get many negative comments, to be honest. Most people treat me normally. Sometimes, people talk to my friends and ignore me. When that happens, I say, 'Hey, I can't walk, but I can hear'. They usually get the message.

Unit 3, Lesson 3.7, Track 3.08, page 44, exercises 6 and 7

So, today we're talking about how to manage your reactions, especially when you're arguing – or having a difference of opinion – and how you can do it without getting angry or upset. We've all been there. It's easy to lose our cool in an argument and say something we regret later. But even if you hate arguing, and often avoid it by changing the subject or leaving the room, there are times when something needs to be discussed, and the people involved don't agree. The thing is, a difference of opinion doesn't need to lead to conflict. So here are five simple tips to help keep those discussions calm and reasonable.
Number 1: Stay calm. This can be difficult as we all get emotionally involved with things that are personal, or important to us. It's OK to feel strongly about something, but it's also easy to overreact when you're angry or upset. It doesn't help to lose your temper, so the first rule is: always try to stay calm.
Number 2: Argue with the idea, not with the person. Don't make it personal if they say or do something you don't like. Being rude and using insults has no place in a reasonable discussion. Always remember what you're talking about and stay on topic.
Number 3: Don't hesitate to use sentences beginning with 'I' to say what you think, or how something makes you feel. Avoid talking about what the other person does or says – or has done or said in the past. Using sentences that start with, 'You always …' isn't useful. For example, don't say, 'You're always telling me to do things that don't matter!' Try saying, 'I feel stressed at the moment, and I need to focus on this. I will make an effort to do the things you've talked about.'
Number 4: Show the other person you respect their point of view. Nobody wants to hear that their opinion or belief is stupid. Even if you think so, find another way to convince them. If you show respect for someone else's ideas, they are more likely to do the same for yours. And be careful that your body language is saying the same thing. Rolling your eyes, making faces or turning away doesn't show that you're listening respectfully. Which brings us to …
Number 5: Listen respectfully! Don't interrupt, and don't just wait until it's your turn to speak again. Try to listen to what the other person is proposing and show that you're thinking about it. A discussion – even an argument – should be an exchange of ideas. Remember you might be right, but you might even change your mind!
It isn't easy to disagree, but sometimes it's necessary and if we can disagree respectfully, without hurting people's feelings, then we're a big step closer to finding a solution. Anyway, that's all for this week. Thanks for listening.

Unit 3, Lesson 3.8, Track 3.09, page 45, exercises 3 and 4

Alex What do you think about this idea of an activity afternoon, Bella?
Bella Personally, I'd prefer not to do it. To be honest, Alex, I'd rather spend the time studying.
A I understand what you're saying, but I think it could be fun. We already spend too much time studying – it means we could take a break from our schoolwork.
B Sorry if I'm not being clear. The main thing is, we have exams at the end of next year. This is just a waste of time.
A OK. I see your point, but I don't agree. It seems to me it's an opportunity to learn a new skill. And maybe make some new friends. What do you think, George?
G For me, the most interesting thing is the chance to do things with other people. Social inclusion is really

important – we all spend too much time studying alone. And I really like the idea of doing something for the community. I don't think that's a waste of time, Bella.
B OK, let me clarify what I mean. Of course, I'm not saying that community activities aren't useful, but …
G But you'd rather do your homework!
A Just a minute, George, let her finish.
B … Basically, my point is, the exams are really important to me. I don't want anything to take away my study time.
A I know you think that, but maybe it's good to do something different sometimes. You know, to be part of a team and work up a sweat. Doing physical exercise is just as important as keeping fit mentally. What about joining the athletics group, or … ?
G Can I say something? I feel quite strongly that schoolwork already takes up enough of our time. I think Alex is right – you need to do something that has a positive impact on how you feel …
B By stressing me out.
G No, no, look … What I'm trying to say is, these activities can help. You'll actually feel a lot less stressed. And the more relaxed you feel, the better you'll study.
A It's a good point. Bella, do you have any thoughts about that?
B I'm sorry, but I don't think it's a very good idea. Maybe for you, but not for me.

Unit 3, Lesson 3.8, Track 3.11, page 45, exercise 6

Extract 1
Alex What do you think, George?
George For me, the most interesting thing is the chance to do things with other people.
Extract 2
Bella Of course I'm not saying that community activities aren't useful, but …
George But you'd rather do your homework!
Alex Just a minute, George, let her finish.
Extract 3
Alex Doing physical exercise is just as important as keeping fit mentally. What about joining the athletics group, or … ?
George Can I say something? I feel quite strongly that schoolwork already takes up enough of our time.
Extract 4
George What I'm trying to say is, these activities can help. You'll actually feel a lot less stressed. And the more relaxed you feel the better you'll study.
Alex It's a good point. Bella, do you have any thoughts about that?
Bella I'm sorry, but I don't think it's a very good idea.

Unit 3, Vision 360°, page 48, exercise 6

Studies show that for a lot of people their favourite sports team is more important to them than their school, work or social groups. Their team forms part of their identity. Feeling part of a big community of fans who share the same opinions is also important. And these groups can help people avoid loneliness.

Unit 3, Vision 360°, page 48, exercise 8

Gina As you can hear, the 90,000 spectators in the stadium are creating an incredible atmosphere, and there are almost 100 million more watching on TV around the world. Alan, why do we love watching sport so much?
Alan It's the emotion, Gina. Sport gives us good guys and bad guys and so many incredible moments. A game can change so quickly, and the players and fans can go from extreme happiness one minute to extreme depression the next … or the other way round! Sport at its best, Gina, is incredible drama.

Unit 3, Vision 360°, page 49, exercise 9

A Connor
For me, it's about having people around me pushing me on and telling me I can do it. It makes me want to keep at it and achieve more. That's an amazing feeling.
B Marcia Volleyball's my sport, and since I started, I've learned so much about co-operation, communication, and collaboration. It's just great to work together like that.
C Simran I find doing sport and keeping active has improved my memory, my ability to solve problems quickly and helps me sleep better.
D Flavia Since I started playing football, I'm much better at coping when things go wrong. When you lose a match, you learn from it, and you prepare better next time. We can do that in life too.
E Leyla I feel so much better about myself when I exercise. I'm in a better mood afterwards because I feel I've achieved something, and I feel proud of myself. That's really positive.

Unit 4, Lesson 4.1, Track 4.01, page 51, exercises 2 and 3

Zaki Hi, everyone. It's Zaki here and I'm with my cousin Yasmin …
Yasmin Hello!
Z … and today we're talking about unusual homes. So, homes with modern and exciting designs, like this… not typical traditional houses, like this!
Y Hey, that's my house! But yeah, it is a typical urban home here in the UK. It's actually our 'moving in day' anniversary this weekend. We'll have been living in that house for fifteen years!
Z That's cool! And you know, you're lucky. It might be typical, but houses like yours aren't that affordable these days. For most people, it's a trade-off between price and space. But on the plus side, this has led to some ingenious ideas that make good use of space – which links to our topic today.
Y Yes, we decided to choose our three favourite home ideas to see what you think! And the first one is this 'tiny house'. Check it out!
Z This is a really cool and clever design. You can see from this photo that it's got a small floor area, but quite a high vertical space. These proportions meant the architects chose an open-plan design with different areas for living, bathing and sleeping. I particularly like the way the staircase leads up to the sleeping area, but also provides storage spaces built into the walls! OK, let's see number two – the shipping container home!
Y In cities all over the world, there are lots of examples of flats made from old shipping containers. This design is really cool – using sustainable materials and lots of glass so that there's plenty of natural light. They're usually well equipped with all mod cons, and in this example, there's lots of storage – under the work surfaces in the kitchen, and beside the bed in the bedroom, which is really cool. So, what do you think, Zaki?
Z Hmmmm, don't get me wrong. I'm sure they're nicely designed, but I don't think I could spend a lot of time in one. I think it would feel quite restricted, space-wise. Don't you?
Y That's the thing. A lot of people make their container homes bigger by adding extra containers. You can't do it everywhere, but it looks awesome.
Z Now you're talking! So, you could have a cinema container, or a home gym container?

Y You could, but that might be a bit over the top! OK, now it's time for the third one, and it's over to you Zaki to talk about the houseboat home!
Z I love houseboats. They're more environmentally friendly than houses. They use fewer resources and they're energy-efficient so things like central heating is cheap. They're often on canals too, so they're close to the city centre and all the facilities they need. But not all houseboats look like this, some look like this. These spacious house boats are often really modern, with smart appliances operated by remote control or voice prompts. They're just like living in a modern house. And these house boats are really popular! A lot of people in cities like London and Paris are desperate to get a houseboat in a central location at a reasonable price. But there are limited numbers and they sell really fast. You could say they don't want to 'miss the boat'!
Y Was that meant to be a joke?
Z Yeah. Sorry! So, what about you? Where will you be living in 20 years' time? What do you think will have changed about your home town?
Y Send us a comment and let us know what you think. Bye, guys!
Z See you!

Unit 4, Lesson 4.2, Track 4.02, page 52, exercise 5

Ella So, Sean – graduation soon! The end of our schooldays.
Sean Yeah, I can't believe that on Friday we'll have been studying here for five years. It doesn't seem possible.
E And this time next week, we'll have finished our exams and left school altogether … It's kind of sad.
S I know what you mean. Like, after this week we won't be getting the school bus together anymore. I'm going to miss that.
E Oh, me too. And you're off to university in September. Do you know where you will be living yet?
S No, not yet … I applied for university accommodation, but I'm still waiting to hear from them.
E You should call them. You don't want to miss the boat.
S I know. I thought I could stay with my brother – he shares a flat with some friends. But he will have moved out by then. Anyway, what about you?
E Well, you know I've got this internship with a bank …
S Yeah – pretty cool.
E It starts in October, though, so I'll be staying at home for the next few months.
S That sounds great actually. You can relax for a bit before you start.
E Yeah – pretty cool.

Unit 4, Lesson 4.3, Track 4.03, page 53, exercises 2 and 4

Presenter Welcome, both of you. Thanks for joining me. Living in the city is a different experience for different people. What is it you like about it?
Milo My family lives in a big flat right in the city centre. My dad is self-employed and has his home office there too. It's close to the shops and most things my parents need. You can walk everywhere, or cycle – I cycle to school. But like you said before, that isn't necessarily everyone's experience.
Laura The city I live in is very big, very crowded, with a lot of tourists, but I love that. It's lively, there's a real buzz, you know? However, there's a lot of traffic so the air is quite polluted. Incidentally, some of my friends are concerned about safety because of the traffic – but actually, I always feel quite safe here.
P How do you think cities have changed in your lifetimes?
M If you take the case of the recent pandemic … the city was definitely less busy. A lot of workplaces closed, so people weren't coming into the city centre. Since then, quite a few shops and companies have gone out of business – my mum lost her part-time job too. But now it's just as busy as it was before.
P Laura, what about you?
L I think cities are changing all the time. There are way more cars than when I was small, and more pollution. There are more empty buildings too. As Milo mentioned earlier, businesses close and there are many reasons for this – like, more people working remotely and shopping online. I don't think that's a problem; I think it's an opportunity.
P OK, let's move on to talk about the future. Given that cities everywhere are increasing in size, how would you like to see them change in the future?
M We need more facilities for teenagers, not just adults.
P What do you mean?
M There aren't that many places where I can meet my friends and hang out, apart from the streets or each other's houses. Like a café that's just for teenagers, or a drop-in centre. We need more sports facilities too. A skatepark would be good …
P What about sustainability? I know you're passionate about that, Laura.
L Well, I think it's important to make people the priority, not cars. It's obvious more people will be living in urban areas. I want to see more cycle paths, more parks, more places we can walk safely, with cleaner air. Let's get rid of the cars! But more broadly, we need lots more well-designed green spaces that people actually feel at home in.
M I totally agree. And some of those open spaces could be used to grow food for local people too, instead of transporting it from miles away. But the bigger picture is, if we create all these new, green, people-friendly spaces, we'll have made our city centres places young people really want to live in.
L Another area is the use of new technology to make cities more energy-efficient. One example of this is kinetic flooring which turns footsteps into energy to produce electricity. My city gets millions of tourists a year – imagine if you had smart pavements that would turn all those people's footsteps into energy to help power the city.
M That's brilliant – talk about reducing your carbon footprint! By the way, people like us are going to need somewhere to live in future. What about those office buildings that will have been standing empty for years because more people are working from home? They could be turned into affordable flats.
L Exactly, and if they used solar panels or other renewable energy sources, they'd be sustainable as well.

Unit 4, Lesson 4.5, Track 4.05, page 55, exercise 6

Hi, Sara. It's Anya here. Thanks for your message about travelling together – it's a great idea. If we don't speak to each other before tomorrow, I'll meet you at the airport. I'll wait for you by the baggage drop if you let me know what time you'll be arriving. Just a thought … If we arrive early, say, a couple of hours before the flight leaves, we'll have time to get something to eat before we get on the plane. It will be really nice to have someone to talk to on the flight. By the way, I just got a weather report from Raj, our Raleigh contact in Nepal – he says we're going to need our raincoats as it's the rainy season. It's a good thing we're being met – at least we won't get too wet if it's pouring with rain when we arrive in Kathmandu.

However, Raj also says, if no one is waiting to meet us, we can take a taxi to the accommodation. Anyway, if you get this message, just send me a quick text to confirm. OK, see you tomorrow. Bye.

Unit 4, Lesson 4.7, Track 4.07, page 58, exercises 2, 3 and 5

Speaker 1
OK, this graph is based on data from the UN and the World Bank. As you can see, there has been a dramatic increase in migration over the last 50 years. The number of people living outside their home country today is approximately three and a half times what it was in 1970. In the same period, there has been a six per cent fall in the amount that each person's income has grown. This suggests a correlation between falling incomes and rising migration.

Speaker 2
This table shows us that over six decades, there has been a steady increase in the world's rural population. This is mirrored by a similar upward trend in the urban population. However, from about 2018, the rural population started to go down. This corresponds to a sharp rise in the urban population and the rise of so-called megacities. In the future, these trends are likely to continue.

Speaker 3
So, in this diagram, we can see the changing distribution of the world's urban population by region between 1950 and 2050. Since 1950, there has been a significant increase in the percentage of the world's urban population living in Africa and Asia. In the same period, there has been a corresponding decrease in the percentage living in Europe and North America, and this will continue to fall. I think this reflects a global trend – rising populations and increasing urbanisation in emerging economies, the opposite in many developed countries.

Unit 4, Lesson 4.7, Track 4.08, page 58, exercise 6

When two sets of data follow a similar pattern, we call this correlation. A common mistake that people make when they compare two sets of data is to make a false connection between them. For example, if we're studying two trends that seem to mirror each other, or show a correlation, we may make the mistake of thinking that one of them causes the other. In other words, we confuse correlation with causation. But correlation and causation are not the same.
The example that's often used to illustrate this mistake is about ice cream sales. Imagine you're going to make a graph that shows the amount of ice cream sales across the year. When do people buy most ice cream? That's right – in summer.
So, as the red line on this graph shows, there is an increase in ice cream sales in summer, when it's hot.
Now, what happens if you compare this with another set of data that looks similar? Let's add to the graph showing ice cream sales across a year – this time a graph showing the number of people who are bitten by sharks over the same period of time – that's the blue line. So, looking at these two lines, we can see that they follow a very similar pattern. In other words, there is a correlation.
But … does eating ice cream mean you are more likely to be bitten by a shark? Of course not! So, we need to look for a common factor. More people eat ice cream in hot weather. They also go to the beach more: they swim, they do water sports. So … this increase in ice cream consumption matches an increase in shark bites.
Why? Because there are more people in the water, where there are also more sharks. So, there's the real connection – hot weather in summer! Perhaps this reflects a wider trend in society – more people going to the beach and doing water sports. But eating ice cream does not cause shark bites. We can see a correlation between these two trends. But correlation is not causation.
Obviously, this isn't a serious example, but you get the idea. When you analyse data, you may want to see a connection between two similar trends. But it's important not to make this common mistake of assuming that one of them causes the other. Remember! Correlation is *not* causation!

Unit 4, Lesson 4.8, Track 4.09, page 59, exercises 2 and 4

Student A So, where do you think you'll be living in ten years' time? Will you have left home by then?
Student B I think there's a strong possibility that I'll still be living at home with my family. I mean, I want to study at university and maybe do a further qualification, so I can't see myself earning much money before my mid-twenties.
A It's interesting you say that. I think it's quite likely that a lot of us will be living at home for longer. The good thing about that is we'll be able to save more money. Renting a flat is so expensive.
B That's what I meant. You need to have a lot of money saved up before you can even think about moving to a place of your own. There's definitely an advantage to living at home. My cousin's almost 30 and he still lives at home with his mum.
A The only problem with that is, it isn't very fair on your parents. You know, they've worked hard, they've brought you up … maybe they'll want to have their home to themselves again. I don't think it's realistic to expect that you can just go on living with them forever.
B I hear what you're saying, but is there an alternative to living with your parents? How else are you supposed to have a chance to get some money together? I mean, do you think you'll be able to afford to get your own place in the future?
A It's a good point. Yes, I can see a situation where I'll be able to move into a flat of my own – on condition that I get a well-paid job, and rents don't increase dramatically in the next few years.
B I think you're right to be optimistic. There's always a demand for well-qualified workers and rents can't keep going up. If they do, no one will be able to afford them. It's perfectly possible that we'll be living in our own homes by the time we're 30.
A That sounds good. I can see myself living in a nice flat in ten years' time, with all mod cons. Yeah …

3–4, Exam skills, Track 4.11, page 62, exercise 2

Interviewer Good morning and welcome to the Lifestyle programme. Today, we're talking to Ben Lodge, the lifestyle coach. Welcome, Ben. You've recently written a book about getting fit. The book is going to be published next month and I'm certain you're going to sell a lot of copies all around the world, but you're here today to share some of your secrets.
Ben That's right. Thanks so much for having me.
I Shall we start with talking about your own journey, because I think I'm right in thinking that you were a couch potato yourself.
B That's right. My idea of exercise was walking fast to get the bus.
I So what made you change?

B Well, five years ago, I had a health scare. I was very short of breath, even just walking up the stairs, and my heart rate was unusually high. So, I went to the doctor and she did some tests and it turned out my heart rate was down to stress and nothing was seriously wrong.
I Why do you think you had so much stress?
B Well, I had a very stressful job in business, which I still have actually. No one told me to give it up and anyway that wasn't an option, but the doctor did suggest I change my lifestyle. I realised I had to take responsibility for my own health.
I What steps did you take?
B I started with my diet. I cut down on meat and ate more plant-based foods. Then, because I'm the kind of person who needs to be motivated, I downloaded a walking app, which tracked my steps and gave me weekly goals. Honestly, there's nothing like it when you achieve them. Once I was confident with walking, I started running. I was getting fitter and I wanted to learn more, so I began to read articles on health and fitness.
I Is that when you started putting your own fitness tutorials online?
B I didn't do that for a while. I wasn't an expert and I didn't want to mislead people, so I did a course and then I got a qualification which made me feel confident enough to give advice to other people.
I Your tutorials are becoming more and more popular, aren't they? Why do you think people love them so much?
B I think it's because I'm just an ordinary person trying to sort my life out and people identify with that.
I And what are your top tips for getting fit?
B First, decide what you want to achieve. Do you want to reduce stress, lose weight or increase your energy for example? Then start slowly. You can't do everything at once, so pick something you know you can change and stick to that. For example, walking combined with jogging a couple of times a week. The more you do, the easier it becomes.
I Some people start well and then stop. What do you say to them?
B Don't worry. You're not a failure. We all have issues in life which get in our way. If that happens to you and you have to stop, just start again when you feel ready, or change your aims if it's too hard to fit them into your lifestyle. In my case, it was the weather. When I was starting out, it rained for two weeks which meant I couldn't run. Also, exercise doesn't have to take up too much time. Even fifteen minutes of fast walking is good for you.
I Great advice. Thank you, Ben.

Unit 5, Lesson 5.1, Track 5.01, page 64, exercises 2 and 3

Yasmin And then you drag that over here, and tap there.
Zaki Ah, OK! It's not rocket science, is it?
Y Technology is only easy when you know how! And that's today's topic – technology.
Z There have been so many advances in technology in our lifetimes – social media, smartphones, vlogging. Pretty much everything we do is based on technology. I guess that's why we're called the digital generation.
Y So, we were thinking, what are the game-changing innovations that have become part of our everyday lives without us really noticing – in fact, that we now just take for granted? For me, it's a no-brainer. It's the smartphone.
Z Boring!
Y Ha ha. Sure, it's an easy choice but we all forget just how high-tech the smartphone is! And it's completely changed how we live our lives! It's easily the most significant innovation. I'd be lost without my phone.
Z Me too, actually. Now, let's see what Joe thinks, but you're not allowed to say your phone, OK?
Joe OK, I won't, but luckily I'm really into all the latest advances in technology. In fact, I'm a total geek so I can think of loads of answers to this question! But I'm going to say that generally, I think AI – artificial intelligence – is the most interesting development. And the most innovative. AI is all around us – we're just not always aware of it. It's in any piece of equipment that can act and react to input from users.
Y So, input – is that information like instructions, personal data, internet searches – that sort of thing?
J Exactly, and examples are robot waiters, cars that drive themselves, and the satellite navigation on your phone. Actually, just about everything on your phone uses AI, including those automatic updates that keep them working and improve security. And that's the negative side – AI can also mean your data isn't private any more, which is kind of scary.
Y It's difficult to get your head around, isn't it?
Z It really is. OK, now let's hear from Daisy.
Daisy I'm a bit of a technophobe. I don't really like technology, like social media and stuff. I have a phone, obviously. But if I had to live without it, I wouldn't mind. But I do love this … my fitness tracker. Recently, I decided to start working out properly and a friend said I had to get one. She uses hers all the time. It shows how far you've run, it checks your heart rate, it's waterproof – and the battery lasts for days. What I like is that it's user-friendly – the controls are simple and it's really easy to read when I'm running. I don't think I need a more sophisticated one. I wish I'd bought it sooner, really. So, yeah, my fitness tracker. Does that count?
Z Absolutely! It sounds like a really useful piece of kit.
Y A perfect example of wearable technology! So, anyway, Zaki, we haven't heard from you yet.
Z OK, I'm going to say streaming. It's completely changed how we listen to music, hasn't it? I mean, this app …
Y … that you couldn't download …
Z … that I couldn't download, lets me browse all sorts of music, podcasts and films. I can watch or listen to as much as I want. And it recommends stuff from bands I've never heard of.
Y Another example of AI.
Z Exactly. It's awesome. If streaming had been around when my dad was young, he wouldn't have bought all those CDs and DVDs that take up space in our living room.
Y So, that's our favourite tech. But what about you? Get in touch and tell us about your favourite gadget or piece of technology. See you next time!
Z Bye!

Unit 5, Lesson 5.2, page 66, exercises 6 and 7

Jake Do you think generally space exploration in the 20th century was worth it? Spending all that money and energy going into space? Just so that a few men could walk on the moon?
Bella I think it was really important, actually. Look at the advances in technology that came out of it – satellites, for instance. If we didn't have satellites, there wouldn't be any global communication, and weather forecasting would be much less accurate.
J And we might not have had smartphones!

B I read somewhere that the computers which put the first men on the moon had less power than a typical smartphone. Do you think that's true?
J I don't know. It's interesting, though. Supposing they had used more powerful computers like the ones we have today – it might have been a lot safer and easier for everyone.
B What do you think about the idea of sending a mission to Mars?
J I'm not sure. What would they do there? And how long would they stay? Besides, even if we managed to send people to Mars, it wouldn't solve the problems we have here on Earth. I mean, it would cost billions of pounds. If we used that money to deal with some of the environmental challenges like climate change, that might make more sense.
B Yes. If we had taken better care of this planet, we wouldn't have created so many environmental problems in the first place.

Unit 5, Lesson 5.3, Track 5.03, page 67, exercises 2 and 3

Host … And you, Ben, you subscribe to a streaming service. Do you think you'd watch as many films if you didn't have it?
Ben Good question. I've seen a lot of films in the past couple of years. That's partly because it's so easy to do with streaming. There's so much fantastic content out there – I could literally watch films 24 hours a day if I wanted to. So, no, if I hadn't subscribed to Netflix, I definitely wouldn't have seen so many great films. Having said that, if there was a film I really wanted to watch, and I couldn't see it online, I'd still go to the cinema. It would take more effort, but it's a different experience.
H Zoe, do you subscribe?
Zoe Actually, no. Even if I had paid for a subscription service, I wouldn't spend more time watching films.
H Why do you say that?
Z There's too much else to do. And, I think one of the problems of on-demand content is that it's so easy to browse and find something to watch – I'm not sure that's a good thing for any of us, and especially for young kids. In addition, there's evidence that too much screen time isn't healthy for our brains and our general well-being. There's plenty of interesting and educational content out there too – I accept that. I just think we all need to be careful about how much time we spend watching stuff online – especially parents of young kids and teenagers.
H What about music streaming?
B I think streaming has really changed how we listen to music. Traditional methods like CDs had twelve or fifteen tracks. Supposing there was one song that you really liked, but it was only available together with fourteen other songs. You might not have bought the CD unless you really loved the band. With streaming, you can listen to lots more different kinds of music for the same price. And needless to say, that's good for musicians too, because more people hear their music.
Z I agree up to a point. OK, it's great that you and I can get unlimited access to our favourite music via an app. However, this digital revolution means the way a lot of musicians make money has also changed. In the past, every time someone bought a CD, the musician received a percentage of the sale price. With streaming, that percentage is much smaller, so as a musician it's harder to make money. On top of that, you need far more people to download your music. If I was a musician, I think I'd be concerned about the future.
H And of course, streaming isn't exclusively for entertainment purposes. There is also a wide range of high-quality online courses available. In fact, it was interesting during the recent pandemic, how fast schools and universities moved to deliver their content online, so that students could carry on learning. Was that a game-changer?
B Definitely. You also have online platforms offering really high-quality courses from universities around the world, in a huge range of subjects. I think it could transform the way people choose to study in future. Furthermore, I think distance learning could make a university education more accessible for some people. Why would you pay large amounts of money to study at university if you could get the same input online more cheaply?
Z I agree that going to university is expensive, and not everyone can afford it. On the other hand, it's about the whole experience, not just learning about a subject. You're learning to socialise, to develop as a person. Plus, the learning process itself is different – there's less social interaction with online courses, so it's harder to collaborate and share ideas.
B I'm not so sure. If online courses had been available when I was eighteen, I might not have gone to university – provided that I got good-quality teaching. It would have been easier and cheaper, and I could have worked at the same time.

Unit 5, Lesson 5.3, Track 5.04, page 67, exercise 4

1 If I hadn't subscribed to Netflix, I definitely wouldn't have seen so many films. Having said that, if there was a film I wanted to watch, and I couldn't see it online, I'd still go to the cinema.
2 I think one of the problems of on-demand content is that it's so easy to browse and find something to watch – I'm not sure that's a good thing for any of us, and especially for young kids. In addition, there's evidence that too much screen time isn't healthy for our brains and our general wellbeing.
3 With streaming, you can listen to lots more different kinds of music for the same price. And needless to say, that's good for musicians too, because more people hear their music.
4 OK, it's great that you and I can get unlimited access to our favourite music via an app. However, this digital revolution means the way a lot of musicians make money has also changed.
5 With streaming, that percentage is much smaller, so as a musician it's harder to make money. On top of that, you need far more people to download your music.
6 I think it could transform the way people choose to study in future. Furthermore, I think distance learning could make a university education more accessible for some people.
7 I agree that going to university is expensive, and not everyone can afford it. On the other hand, it's about the whole experience, not just learning about a subject.

Unit 5, Lesson 5.5, Track 5.05, page 69, exercises 6 and 7

Josh So, reading that text about lithium got me thinking … What do you think are the most important inventions, say, of the last 100 years? And what would life be like if we didn't have them?
Nina I think it has to be the internet. If the internet hadn't been developed, we wouldn't have so many of the things that we take for granted … instant news, online shopping, social media.

Sarah But we wouldn't spend so much time on screens either – we might get out and be more active. What about rechargeable batteries for phones and laptops? They're pretty significant, aren't they? I mean, if no one had invented them, we'd still be using landlines and desktop computers. We wouldn't be able to communicate with each other in the way we can now.
J But also, there's a huge environmental cost to new technology. Look how many natural resources it uses. If there weren't so many rechargeable devices, we wouldn't have used up so many of the planet's natural resources.
N What about medicine? I would say the most important recent invention is antibiotics. If Alexander Fleming hadn't developed penicillin, we wouldn't be able to fight infections in the way we can now. A lot of operations wouldn't be possible. And people might still die from infectious diseases.
J On the other hand, it's possible that if we hadn't used antibiotics so widely, they might be more effective. And we might not have a problem with bacteria that can resist some antibiotics.
S That's a good example of where we need to be more careful. If we were sensible, we'd have only used antibiotics to treat serious infections. We wouldn't have let doctors prescribe them so easily.
N The reality is, we want everything right now. I mean, if humans were more concerned about the environment, we wouldn't have created all these problems like climate change, deforestation, plastics in the ocean. The Earth wouldn't be in such a bad state if we had taken better care of it.

Unit 5, Lesson 5.7, Track 5.07, page 72, exercises 2 and 3

How many websites have you visited today? How did you interact with them? Whenever we go online, we're interacting with the internet – and adding to our digital footprint.
Your digital footprint is created in two different ways. First, there's your active footprint – the things you actively 'do' online, for example, creating a social media profile, posting updates, photos or comments, playing games or writing a blog.
But there's also a passive transfer of information, which is more difficult to see. Your passive footprint is made up of the traces that you leave every time you visit a website, browse the internet for products, or read a news story. Websites use a number of strategies, including cookies, to collect data from your online activity.
Many websites make money from information about the people visiting the site. Why? Because your data is valuable to advertisers and others looking for information about you. It's how they know what you might want to buy. Remember, each time you visit a website, it already knows a lot about you. Just by browsing the internet you leave clues, like your taste in music or clothes, and what you're searching for at the moment. Online games, apps and social media sites are collecting information about you all the time too. And when we actively give information, like creating a profile, filling in our personal data, choosing the answers to a quiz or responding to a survey, this data can also be used or sold.
This is why security is also a major concern. Information you give away in a quiz or social media post may not seem important, but it can be useful to anyone who wants to know more about you. Facts like your date of birth, your mother's name before she got married, your grandparents' names and the place you grew up – even the name of your first pet – can be valuable for criminals who hope to steal your identity or your bank details.
The more information about you there is online, the easier it is for someone to contact you. Typically, they pretend to be your gym or your bank, with a query to help them access your accounts. This is called 'phishing' and it's a growing problem. Thousands of people every year are victims of phishing activities and lose large amounts of money.
Finally, there's your public image. What we put onto the internet stays there. It doesn't disappear. If you're tagged in a photo, or you share a joke, or comment on a story, that interaction is available for anyone to see, potentially forever. This may have unexpected consequences. Online searches are now a standard part of the recruitment process. Those photos, that comment, they're all there for any potential employer to find. Do they reflect the image you want to portray? The bottom line is that our actions on the internet have consequences in the real world. We need to take our digital footprint seriously!

Unit 5, Lesson 5.8, Track 5.08, page 73, exercise 2

In the 21st century, we're facing a number of serious environmental problems. Some people blame technology. However, technology itself is not the problem – it's how we use technology that is important. In this presentation, I'm going to talk about how technology can help us live in a more environmentally friendly way, and build a safer, cleaner future for our planet.
My talk will be in three parts. Firstly, I'll look at how we generate energy, now and in the future. Then in the second part, I'll discuss how technology can help us protect wildlife and their habitats, which are currently endangered. In the final section, I'll say how technology helps us to make our everyday lives more sustainable.

Unit 5, Lesson 5.8, Track 5.09, page 73, exercise 3

I'd like to start by talking about energy. At the moment, most of our energy is generated by fossil fuels and as everyone knows, these are major causes of pollution and global warming. But we now have high-tech equipment which allows us to generate more electricity from cleaner, renewable sources like the sun, the wind and the ocean. This is significant, because changing to renewable energy is one of the most important ways technology can help the environment.
Let's move on to the next point – technology is vital in helping to protect the world's animal species and their habitats. We can track the movements of endangered animals like elephants and rhinos using smart technology – this can reduce the risk of contact with humans who might harm them. Drones are also increasingly used to search for forest fires or other dangers. They can also detect illegal activity causing deforestation. And artificial intelligence is used by scientists to gather information about different species, which helps the work to protect them. It's somewhat unrealistic to imagine we will save all species through the use of technology – but it can help.
Finally, let's look at how ordinary people can change to a more sustainable lifestyle. Technology now allows people to heat their homes using alternative fuels, and to buy appliances and devices that use less energy. Improvements in battery design mean it's also easier to store electricity for longer – this is obviously important for computers, phones and electric vehicles. Our phones and computers allow us to communicate without using

large amounts of paper, which helps to reduce deforestation. And of course, technology has enabled us to break down many products into materials that can be recycled and reused.
So, in conclusion, it isn't particularly helpful to see technology as part of the problem. In the end, it will provide the innovative solutions which ensure that we and the planet survive.

Unit 5, Lesson 5.8, Track 5.10, page 73, exercise 4

See Tracks 5.08 and 5.09.

Unit 5, Vision 360°, page 76, exercise 5

As embarrassing as it may be, finding yourself in an unexpected location after blindly following GPS instructions is a situation many of us have experienced. When we rely on technology to decide which way to go and where to turn, our brains 'switch off' and we pay much less attention to our surroundings.
The brain areas that are linked to memory, navigation, planning and decision-making are much more active in people who work out their route in the traditional ways, without the help of GPS.
If we compare the brain to a muscle, using turn-by-turn directions to find your way around is more like sitting on the sofa eating pizza than going to the gym.

Unit 5, Vision 360°, page 77, exercise 8

Host Today we're discussing the effects of technology on our health and wellbeing. And I'm joined by Professor Joanna Madison, a neuroscientist.
Joanna Good evening.
H We talked previously about tech addiction, but I believe there's something else that you're even more concerned about.
J Yes, that's right. It's how technology and in particular our smartphones are increasingly distracting our attention.
H Why is this such a worry?
J We all know that from time to time our attention can wander or move away from what we are trying to focus on.
H Yes, it happens very often to some of us!
J Well, we humans are also very good at actively re-focusing our attention when this happens.
H You mean bringing our attention back to what we want to focus on.
J Exactly. And this ability is very important. However, over the last ten to fifteen years, we have begun to slowly lose this ability as technology, and in particular social media catch our attention and won't let it go.
H Yes, my phone is always distracting me when it bleeps or pings.
J We all do it. And now we're in a situation where we are checking our phones every few minutes and having our attention pulled in different directions. I hate to say it, but I think we are becoming more like animals who get distracted by whatever catches their eye rather than humans with the ability to re-focus on what we need to. It's very worrying.

Unit 6, Lesson 6.1, Track 6.01, page 78, exercises 2 and 3

Yasmin Hey there, it's me Yasmin and my cousin …
Zaki … me Zaki! And we've got a special vlog today.
Y Because we're doing a 'No-spend Challenge'! You see, we've just seen this documentary about minimalism. It said people are happier when they only spend money on the things they need.
Z It's really inspired us. So, for one month, we're not going to spend ANY money.
Y Er, no. That's impossible! But we are only going to spend money on IMPORTANT things.
Z Fair enough. So, that's no more gaming for you then!
Y Again – no! Video games are really important to me. Besides I only spend a few pounds a week on them, so it won't break the bank!
Z It all adds up, Yasmin.
Y OK, so, what are you giving up, Mr Perfect?
Z I've been thinking about it a lot, actually. The first thing I'm going to save on is food. I won't be getting any more takeaways. I'll be eating all my meals at home. And as a family, we're going to make sure we use up the things we already have and cut down on waste. Also, I'm not going to buy any new clothes. If I need anything, I'll buy second-hand stuff. Same with accessories. Then there are my everyday expenses. The biggest one is travel, but I won't be paying bus fares anymore because I'm going to start walking everywhere instead. Unless it's raining. Or cold.
Y OK, Zaki, I admit, that's impressive!
Z Hey, I know how to spend my money wisely!
Y Well, let's see if you stick to it! My plan isn't quite so ambitious. My problem is that I spend money like water and I always seem to be strapped for cash. I usually have to borrow money to get to the end of the month. Then I start the next month owing a friend money! So, my plan is to budget and get my spending under control. So, I'm going to write everything down to keep track of my finances. Each day, I'll put myself on a limited budget. And if I go over that limit, I can't spend any more! Hopefully, this will help me to cut out non-essentials and start to build up my savings account.
Z Sounds good, Yasmin. But, you know, maybe gaming is a non-essential? Shouldn't you cut that out too if you really want to save money for a rainy day?
Y Hey! What about your gym membership? Are you going to give that up?!
Z Er, no. My gym membership is paid by my mum. She also pays for the streaming services I use and the tuition fee for my guitar lessons so I can keep them too.
Y Really, Zaki?!
Z Hey, like you say, it's important to spend money on the things that are important to you!
Y That's true… I have my eye on a new games console. But no, I have to be disciplined! Tell you what, let's have a competition, that always helps me to focus!
Z I'm in! Let's see who can save the most money in a month! And how about whoever wins makes a donation to a charity of their choice?
Y Great idea! But what about you guys? Have you ever tried to save money?
Z Got any tips for us? Let us know in the comments if you do! See you next time!
Y Bye!

Unit 6, Lesson 6.2, Track 6.03, page 80, exercise 7

Interviewer Oscar, you use a personal finance app. Can you tell us something about it?
Oscar Sure. I use an app that's aimed at families, so my parents have the app on their phones too. When we signed up for the app, I was sent a card that I can use almost anywhere. My parents use the app to put money on my card every month instead of giving me pocket money.

I What about buying things with the card – how does that work?
O Well, the card isn't a credit card, so I can only spend the money that has been put on it. The great thing is that I can go shopping on my own. Another advantage is money can be transferred onto the card immediately if there's an emergency. For example, if I miss the last train home, my parents can put some extra cash on the card so that I can get a taxi.
I Yes, I can see the advantage of that. What else does the app do?
O It's also really good for saving money. The idea is that you try to save some money every month, and at the end of the month, you're paid interest on your savings. It's your parents who pay the interest, not a bank, so they decide how much they want to give you. In my case, it's two per cent which doesn't sound like a lot, but it all adds up!
I It certainly does, Oscar!

Unit 6, Lesson 6.3, Track 6.04, page 81, exercises 2 and 3

How many material possessions do you own? Are they all important to you, or do you have things you don't really need? These are the kind of questions asked by people who practise minimalism. Minimalists believe that we all have too much stuff and they often blame consumerism for this: the idea that we should all buy and use a large quantity of things. Minimalists think that all this extra stuff distracts us from the important things in life, for example, being happy. To prevent this from happening in their own lives, they remove everything that isn't necessary and keep only the things that are important to them. The basic principle is that less is more: the simpler, the better.
To understand better the idea of minimalism, let's go back to its origins. Can you imagine choosing to live alone in a cabin in the middle of nowhere for a few years? That's exactly what nineteenth-century American philosopher, Henry David Thoreau, did. In the mid-1840s, he built his own cabin in the woods in Massachusetts and lived there by himself for two years, two months and two days. Thoreau believed that by living in a simple way, he would gain satisfaction and lead a more meaningful life. At the time, this was a completely new approach to simplicity, but over the years, it has evolved into what we know as minimalism.
A minimalist's understanding of simplicity is obviously not as extreme as Thoreau's, although the idea of living with less is similar. It isn't necessarily a question of spending less money, however, it's about having fewer, but quality, possessions.
Two of the most famous followers of minimalism these days are Joshua Fields Millburn and Ryan Nicodemus A.K.A. The Minimalists. The two friends discovered minimalism in their thirties and made the decision to get rid of most of their stuff. Millburn did this slowly, by taking eight months to evaluate each of his possessions and deciding whether it added value to his life, or not. Nicodemus, on the other hand, held a 'packing party' and determined in only three weeks what he could do without. Both men immediately felt happier, so they decided to go even further by changing career. They left their executive jobs behind them to set up a website and write a blog where they could share their experiences with others. Today, each of them continues to pursue their passion: for Millburn, that's writing; for Nicodemus, it's helping people. As well as their highly successful website, the two men have made not one, but two interesting documentaries for Netflix: *Minimalism* and *Less is Now*.
Another well-known celebrity in the world of minimalism is Japanese organising consultant Marie Kondo. Kondo has made her name with her own method of organising possessions: the KonMari method. The idea is to gather all our belongings together, one category at a time, and keep only those things that make us happy – Kondo uses the term: 'spark joy'. After that, each item should have its own place in the home. The KonMari method has become so successful that Kondo has had a whole series of her own on Netflix: *Tidying Up with Marie Kondo*. There has also been a follow-up show called *Sparking Joy with Marie Kondo*.
As you can see, there are plenty of programmes on TV and streaming platforms about minimalism, and numerous books have been written about it. If you're one of those people who isn't happy about where consumerism is taking us, it may be worth finding out more about minimalism.

Unit 6, Lesson 6.4, Track 6.05, page 82, exercise 5

Speaker 1 I once saw an advert for second-hand skis on the social media site I use. The skis were much cheaper than the retail price, so I decided to get them. The great thing was, I picked them up the day after I bought them as the seller lived in the same town as me.
Speaker 2 I had a bad experience with social media when I sold a lamp I had been given as a present. I sent the lamp as soon as the customer had paid, but later, she cancelled the payment. I ended up poorer than when I started because I had paid the shipping costs!
Speaker 3 I needed a new backpack to take my books to school, so when I came across a special offer on social media, I bought one straight away. When the package was eventually delivered, the backpack was tiny – I hadn't noticed that it was for a doll to wear, not a person!
Speaker 4 I once sold some vinyl records on social media that belonged to an uncle of mine – he said I could keep the money if I sold them. The records got a lot of interest as soon as I put them up and they all sold by the end of the day. In the end, I made around £200!

Unit 6, Lesson 6.5, Track 6.06, page 83, exercise 5

Interviewer Hello, and welcome to this week's *Money matters* podcast. Today we're looking at digital currencies like bitcoin. Teen financial expert, Tina Price, is here to answer our questions. Tina, a lot of young people are attracted to the idea of bitcoin. Why is that?
Tina Price Well, young people are used to things being digitalised: we write emails rather than letters, we read books on our devices and we get the news from websites rather than picking up a paper. So, it would make sense to us, that at some point, money will be digitalised too. Then, there's the more practical issue of removing unnecessary steps in the payment process. With bitcoin, for example, payments don't need to be processed by a bank, which makes the transaction easier, quicker and cheaper.
I Mmm, that makes sense. And is this interest in digital currencies generally supported by parents?
TP It depends on the parent, really. But there's a convincing argument in favour of buying bitcoin at a young age, and that is we're taught important lessons about the world of money. These are

lessons which will help us make better financial decisions in the future.
I Tina, cryptocurrencies like bitcoin are known to be unstable – a lot of money can be lost if the value suddenly drops. Isn't that a big risk?
TP There's no denying that holding bitcoin, or any other cryptocurrency, is risky, but in the same way that money can be lost, it can also be gained – and considerable amounts of it too. Look at Erik Finman, who is thought to be the world's youngest bitcoin millionaire. He invested $1,000 in bitcoin at the age of twelve, and ten years later, he had 431 bitcoin, worth around $4.8 million. As for avoiding big losses, I would say the following to people who want to buy bitcoin: you should keep up to date with the industry, and your decisions should always be informed.
I That sounds like good advice, Tina. Thanks so much for joining us.

Unit 6, Lesson 6.7, Track 6.08, page 86, exercise 2

Good morning. Well, we all know that old saying, 'If something seems too good to be true, it probably is!' I believe it's even more relevant today, as we live in a world of constant advertising and promotions. We all need to think about what we're really buying or signing up for.
So, today we're talking about terms and conditions … Did I hear you yawn? Well, it's true they aren't written with entertainment in mind … but here's an example that might make you think.
In the USA not so long ago, a new social network was being advertised to college students. It sounded fun – and hundreds of students signed up to join it. As part of the sign-up process there was the usual box that had to be ticked – 'I have read and agree to the terms and conditions blah blah blah' – whatever, right? It's all the same. Only 25% of the students clicked to look at the terms and conditions, and ultimately everyone signed up to join the network and accept whatever was in the small print …
As a consequence, 543 students committed to handing over their future first-born child to the company behind the social network. In paragraph 2.3.1 – it was all there in the small print but the students who looked at the contract, didn't actually bother to read it! Luckily for them, the social network, and the contract behind it were not genuine – they were part of an experiment that was being run by two professors, to study our online behaviour. But the message is clear. We don't read the small print, do we? And in some cases, there may be consequences!

Unit 6, Lesson 6.7, Track 6.09, page 86, exercises 4 and 5

Host So, let's have a look at the answers to that quiz we gave you on being a careful consumer. Amira Persad is here to help us out. Are you ready for the first question, Amira?
Amira Yes, fire away!
H So, what should you do if you notice that something you have just bought is damaged – an item of clothing like a jumper, for example?
A Well, the obvious thing to do is to return it – otherwise, you will have wasted your money! If you've got the receipt, you should be able to take the garment back to the shop and exchange it or ask for a refund. I wouldn't wait too long to do this though because there's usually a time limit on returns – and you might lose the receipt. Of course, you should never purchase a product without knowing the company's returns policy just in case something goes wrong.
H Thanks, Amira. Here's the next one. What's the first thing you should do when you buy an electronic gadget?
A Before you start using the gadget, you should deal with all the paperwork. Electronic items are often expensive, so it's important to read the warranty information and put this and the proof of purchase in a safe place. If you lose the documentation, you won't be able to return the device or ask for it to be repaired later on. I would also recommend reading the instructions before using the gadget to avoid breaking it by accident.
H It's so hard to be patient though, isn't it? OK, Amira, here's the next question. If you saw a post on social media about a round-the-world-trip, would you give your personal details online to enter the competition?
A Don't be deceived by posts advertising big prizes – it's very unlikely that you will win. You should be very careful about sharing your personal details with a company you don't know because you have no idea what they will do with them. The competition might even be a trick to steal your identity. If you really want to enter, read the terms and conditions to see what exactly it is you're signing up for.
H Thanks for the warning there, Amira. Now for the last question. Would you recommend getting the credit cards or using the loan companies that we see in adverts?
A You're probably safer using a bank than a loan company – some of them charge incredibly high interest rates. As for credit cards, having one can be really useful in emergencies, for example if you need something now, but you can't pay for it until the following month. However, it's very easy to get into debt with a credit card, and once that happens, it's hard to pay it off. I'd recommend only getting a credit card if you can resist the temptation of using it all the time.
H Thanks for that, Amira. It all sounds like great advice.

Unit 6, Lesson 6.8, Track 6.10, page 87, exercises 3 and 4

Conversation 1
Ryan Hello. I'd like to return this jumper.
Assistant OK, sure. Can I ask why you're returning it?
R Yes, the sleeves are too long.
A I see. Would you prefer a smaller size, perhaps?
R Not really. It was a birthday present, and I don't think I'll ever wear it.
A Right. Well, if you can just give me the receipt, we can sort that out for you.
R Um, I'm afraid I don't have the receipt.
A Well … OK. That's no problem. I can see that it's still in its original packaging. In that case, I can offer you a store voucher.
R Thanks, but I don't really want a store voucher. I'd rather have a refund.
A Right. Um. I'm sorry. I can't do that. We need to have the receipt to issue a refund.
R Um. I was really hoping for a refund. I'm afraid I'm not satisfied with the solution I've been offered.
A Well, I'm sorry, but I don't have the authority to issue a refund. Perhaps you'd like to speak to the manager?
R Yes, please. I'd like that very much.
Conversation 2
Kate Hi. I'd like to return this tablet.
Assistant Oh! What seems to be the problem with it?
K The screen is cracked. I didn't notice until I got home, but there's a small crack in the top right-hand corner.
A I see. Would you mind showing me?
K Not at all. Look, there's the crack.
A Yes, the screen is definitely cracked. Is there any chance the tablet was damaged on your way home?

K No, the screen must have been cracked when I bought it.
A Didn't you check the tablet before you paid?
K Yes, but I didn't notice the crack. I was hoping you would exchange it for another tablet.
A Do you have the receipt?
K Yes, here it is.
A I'm afraid I can't exchange the tablet, but I can arrange for the screen to be replaced if you like.
K Sorry, but I think I have the right to a new tablet. It was damaged when I bought it, so I should be entitled to exchange it for a new one.
A I'm afraid I'm not authorised to exchange items that may have been damaged after they were purchased. I can only offer to repair the screen, free of charge.
K That isn't an acceptable solution. Can I speak to the manager, please?
A Yes, of course. I'll call her now.

5–6, Exam skills, Track 6.11, page 90, exercise 2

1
Male My brother is addicted to new technology. In fact, he's a real geek. He can't wait to get the latest phone or gadget and he's always on social media, but I have a different view. I'm not a technophobe because I know that technology can have great benefits to society and it can also be great for me personally and for many other young people my age. I enjoy streaming music for example and staying in touch with my friends online because it's so easy. However, it's important not to let technology dominate. There are other things you can be interested in such as art and books and actually meeting people face to face. I don't think my brother appreciates that!
2
Female My generation have grown up with the internet and social media, but I don't really understand why people think it is so important. I mean, supposing it didn't exist, what would be the worst that could happen? I mean, it's not rocket science! We would just get on with our lives. We'd visit our friends instead of sending them messages, which would be a lot more sociable, and even if they lived faraway, we would still see them because we would make the effort to visit them, or call them for an actual conversation. In general, we would probably be more creative and productive and we'd certainly travel more and get more exercise! I definitely think the world would be a better place if social media had never existed!
3
Male The problem with social media is that it can affect our mental well-being. We look at people's messages and see their amazing photos taken at parties and on holiday and we think they're having a much better time than we are. To be honest, I used to feel exactly like that until I realised that using social media is a bit like playing a game, with people trying to get likes and more followers and wanting to be popular. I know there is some nasty stuff online, but as long as we can look at it sensibly, I think it's possible to manage. At the same time, I know people find it harder than I do to achieve this, so I think there should be more advice available for them from social media platforms themselves as well as schools.
4
Female I'm fascinated by technology because I think if it weren't for artificial intelligence and other important inventions and discoveries, we wouldn't have many of the health benefits that we take for granted today. I understand that some technology is bad for the planet, but instead of blaming technology itself, we should be blaming the humans who use technology in bad ways. I'm not certain what the solution is, but perhaps if more information was available, and more companies published the steps they were taking to avoid damage to the environment, it would help.
5
Male My friend recently had their identity stolen when hackers took his information from his social media accounts. It's an extreme example of social media going wrong. Some might say that if he hadn't put so much personal information online, he would have been safe, but to be fair, he hadn't said anything that most people on social media don't say as well. However, since I found out about my friend, I've been extra careful about what information I give away online. I never give any indication of where I live, or go to school, or any details about my family. Yes, I still get targeted with advertising, but I'm doing my best to keep myself safe online and I think everybody needs to do this.

Unit 7, Lesson 7.1, Track 7.01, page 92, exercises 2 and 3

Zaki Hi there! And welcome back to our vlog. I'm Zaki.
Yasmin And I'm, er, Yasmin. Sorry! My exchange student, Julia, is arriving next Monday from Spain and I really need to think of something to do with her.
Z So, we've been brainstorming ideas all morning, but unfortunately, we haven't got very far!
Y I don't know much about her, except that she's going to study art at university, and all I've come up with is the local art gallery. There's an exhibition of abstract art there at the moment. Could that work?
Z Hmmm, abstract art does nothing for me. I don't really get it to be honest. It's not as if the local gallery has any masterpieces or anything!
Y Anyway, I put out the call to Joe and Daisy to see if they have any ideas. Let's hear what they have to say.
Joe OK, you know art doesn't just mean the pictures on display in a gallery, right? What about street art? There are some stunning artworks out there on city streets that are well worth seeing. Why don't you go on a day trip to Liverpool? A lot of art critics say it's the best city in the world to see street art. There are some spectacular pieces of work all over the city, often combining gorgeous colours with political statements or jokes. You and Julia could catch the train and do a street art walking tour – I was blown away when I did it recently.
Y That's a great idea. Thanks, Joe.
Z Yeah! I'll book the tickets!
Y Hang on, let's see what Daisy has to say first.
Daisy Hey guys, have you looked at the Manchester International Festival? It's on next week so it could be perfect. It celebrates both the visual arts and the performing arts and it takes over the whole place! You can view exhibits and watch live performances all over the city. I went last year with my brother and we went to some amazing musical productions. The festival is famous for its live gigs and we saw loads of different bands, we even saw a contemporary dance group who gave an outstanding performance! You'd really enjoy it, Yasmin, and I think Julia would too.
Y Brilliant, live music is exactly my kind of thing!
Z Yeah, that sounds cool, but I've just seen an advert for something else

I think you'd love. An immersive theatre experience in London!
Y An immersive what?
Z It's a kind of play, but some of the characters are played by the audience. You have to wear a VR headset which means you're right in the middle of the action. One reviewer said it was 'an unforgettable experience'.
Y Oh, that could be good. Which play is it?
Z It's a new stage adaptation of *The War of the Worlds* – you know, the novel by H.G. Wells.
Y OK, sounds cool. Looks like I've got plenty of options. Thanks Joe and Daisy … and Zaki, of course, for those brilliant ideas! And, hey, if you guys have any other ideas, post them in the comments below. Bye!
Z See you next time!

Unit 7, Lesson 7.2, Track 7.02, page 94, exercises 6 and 7

Darius You've read *Call of the Wild*, haven't you?
Josy Yes, I remember reading it at school a few years ago.
D Did you enjoy it?
J Yes, I did. It was a lot better than some other books I've read.
D What did you like about it?
J I'm into animals and nature, and that's what the novel is about. Also, it has a really exciting plot.
D Have you seen any of the film adaptations of the book?
J Yes, I saw the most recent one last year. Harrison Ford played the main character.
D Where did you see it?
J It was on TV. I saw it one evening with some friends.
D Would you recommend it?
J No, I wouldn't, actually. Harrison Ford gave an outstanding performance, but the animals looked really weird. I didn't like the special effects at all.

Unit 7, Lesson 7.3, Track 7.03, Page 95, exercises 2 and 3

Oliver Hello, and welcome to this week's film podcast. I wonder how many of you have seen the classic film *Jaws*. Even if you haven't seen it, I'm sure you know the music: those two notes repeated and gradually getting faster to signal the giant shark's approach – you can almost feel the victims' terror. Anyway, watching it last night, the music got me thinking about film scores in general, so I've asked film expert Ava Williams to join me to tell us a bit more about them. Ava, when did film scores first appear in cinemas?
Ava Thanks, Oliver. Well, as you know, the first films were silent – this is because early film cameras weren't advanced enough to record sound as well as images. However, film-makers soon realised that their productions needed music, not only to help audiences feel the emotions of the actors on the screen, but also to hide the noise of the projector. To fill the silence, cinemas usually hired a pianist – or sometimes a whole orchestra – to play while the film was showing. At first, the live musicians had no written music to play from, so they invented it as they went along. They must have been remarkably talented as they frequently had to accompany films they had never seen before. As silent films developed into 'talkies', film-makers began adding classical music by famous composers to their films, so live musicians were no longer needed. And film scores developed from that.
O So, what was the first film with a score, Ava?
A It was the very first version of *King Kong*, which was released in 1933. The composer was Max Steiner. Steiner is known today as 'The Father of Film Music', and he went on to win three Oscars for Best Original Score for film scores he wrote later.
O Three Oscars? That must be a record! OK, now let's look at how film scores are made. Can you tell us something about that, Ava?
A Of course! So, the process of writing the score begins when the film has already been shot. First, the composer watches the film with the director so that they can make decisions together about the music and identify exactly where different pieces should start and finish. This stage is called 'spotting'. Then, the composer goes away and does some research to get a feel for the film. If it is set on the African continent, for example, he or she might take a trip to learn more about the music in a certain region and find some exciting new sounds. Next, the composer goes into the recording studio to experiment with the findings and create a sound unique to the film. After that, they get down to writing the complete score.
O How long does that take?
A On average, about six weeks. After that, the new score is recorded and mixed in the studio before being sent to the director for their approval. And that's it – you have a film score!
O Great! I'm sure that developments in digital technology must have made a difference to writing film scores, Ava.
A Absolutely. Digital technology has made the process much easier. Some film score composers still write music for traditional instruments, such as violins and trumpets, but many rely on electronic machines, like synthesisers, to produce the notes and sounds they want.
O What about soundtracks, Ava?
A Yes, many of today's films contain collections of songs performed by famous artists. These songs are made into soundtracks which are released separately from the film. Songs like *See you again* from the action film *Furious 7* have become incredibly popular: this particular track has been streamed more than four billion times! These days, film scores contain a much wider variety of music genres, everything from country to hard rock and from blues to rap.
O Thanks for that, Ava. It was really interesting!

Unit 7, Lesson 7.5, Track 7.06, page 97, exercise 9

This happened a couple of years ago. In our kitchen there was a plate that used to belong to my great-grandmother. My mother insisted that we look after it because she was very fond of it.
One day I was in the kitchen with my younger brother when he threw a ball to me. I threw the ball back to him and reminded him to be careful of our great-grandmother's plate. We carried on playing, until my younger brother threw the ball too hard and knocked the plate onto the floor, where it broke in half. My mother, who had been in the garden, rushed into the kitchen when she heard the noise. We immediately apologised for breaking the plate, but it was no use. She was absolutely furious and blamed me for breaking it because I'm the oldest. She said I should have taken my younger brother into the garden to play with the ball. After that, she refused to talk about it anymore and went back into the garden. A few minutes later, my brother suggested trying to mend the plate, so we went to buy some glue. We managed to stick the two halves of the plate together, and then we put it back on the shelf to surprise my mum. When we went into the kitchen to have dinner, she was looking at the plate. She thanked us for mending it and then asked us never to play ball games in the kitchen again. And we haven't!

Unit 7, Lesson 7.7, Track 7.08, page 100, exercise 4

OK, well – how did you do on the quiz? Let's see …
Question 1. This is a simple answer. It's B. Definitely illegal. Lots of people might tell you it's C, but the fact is, by streaming from unauthorised websites, you are effectively stealing from the film production company. This is theft. Many people around the world see video piracy as a crime without a victim, because they see how much money is in Hollywood. But the reality is, most of the people who work on films are just ordinary people – they're sound technicians and make-up artists. If we steal from the industry, we make it harder for them to make a living.
Right. Question 2. What should you do? Copyright protects artistic works, like songs or books. You need to pay to use the things that people have created. So, here you have a choice: it's either A or C. If you really want that song that everyone is singing right now, chances are it won't be available to use for free, so make sure you get a licence, which is a permit from an authority to own or use something, and include the attribution – that means including information about who wrote the song or has the copyright. However, if you're prepared to be flexible, there are collections of music extracts and images that are available to download and use for free. This means you can still create something cool, without breaking any copyright!
Question 3. A trademark protects things associated with a brand, like its name and logo, which is the symbol that represents that brand. Musicians who want to make money from their music usually register the name and logo of their band as a trademark to protect themselves. It means that nobody else can use their name or their logo to sell something. A new band has to come up with a name that nobody else is using and design a completely original logo which gives the band its own identity. So, the answer is B.
So … question 4. Any of these answers could be possible, but the most likely scenario is C. Illegal copies look right, but they are usually bad copies of the real thing. Look carefully – slogans (those short memorable phrases) are often spelled incorrectly or the logo might not be quite right.
Question 5. OK – who owns ideas? They can't be protected as easily as a brand or a logo, but that doesn't mean we can steal them, either. In academic studies, correctly referencing someone's ideas is really important – especially as your studies get more serious. Universities take plagiarism really seriously. Plagiarism is copying another person's words, ideas or work and pretending it's your own. If you want to paraphrase or make a direct quotation, or just discuss someone's ideas, you need to learn how to give a citation – that's saying where the ideas come from. So, the answer is B.

Unit 7, Lesson 7.8, Track 7.10, page 101, exercises 2 and 3

A Hey, what's this?
B Oh, yeah! It's a new well-being programme for students.
A A well-being programme? What do we need that for?
B It's a chance for us to switch off and forget about our studies for a while. I think it's a great idea!
A Right, I get it now. Yeah, that could be really useful. It's on a Friday afternoon too, which is when all we want to do is relax.
B Exactly.
A So which activities are they suggesting, then?
B Well, there's writing poetry. What do you think about that?
A Well, the good thing about composing a poem is that it's relaxing. You're completely focused on finding the right words, so it takes your mind off anything that might be worrying you.
B Yes, that's true. But one major drawback is that you need to be in a quiet place to be able to concentrate. In my opinion, it would be impossible to produce a piece of work like this if we were all together in the same place.
A Absolutely. Not only that, but I'm not sure I'd want to have to concentrate on a Friday afternoon. I'd rather do something more relaxing.
B Me too. I don't think that writing poetry is the right activity for a well-being programme.
A Yes, I agree. What about painting, then?
B Hmm, it's a bit like writing poetry, really. The main disadvantage is that you need to be on your own to do it properly.
A Do you think so? I don't agree with you there. I don't see any problem with creating a picture if you're in a group. I wouldn't mind being in a painting class with other people.
B I guess it depends whether you're trying to portray a scene in front of you, or one that's in your mind. For me, it's a minus to be with other people when I'm trying to capture an image in my head.
A I see what you mean, but I still think painting classes could be fun.
B OK. How about this one? It's theatre. What are the pros and cons of that?
A To be honest, I can't think of anything bad about it. In my opinion, doing drama on a Friday afternoon is perfect because it would have a positive effect on students. We'd have to concentrate, but not too much, and it would be great fun.
B Good point. And I also believe that acting is a very sociable activity. It's something we can all do together.
A Yes, and another thing is, rehearsing a play would distract us. It would take our minds off our studies and give us the chance to relax.
B I completely agree with you.
A OK. Now, what's next? …

Unit 7, Lesson 7.8, Track 7.11, page 101, exercises 8 and 9

B We need to come to a decision.
A Yes, what do you think?
B Well, we've already rejected some of them, haven't we?
A Yes, neither of us thought writing poetry would be suitable.
B And we didn't agree on painting or playing the guitar.
A I just don't think I'd be in the mood to learn an instrument on a Friday afternoon.
B Personally, I think it could be fun to play music together, but I get your point. We'd have to concentrate to work out the notes, and we might not feel like it.
A Exactly. So that leaves theatre and street dance. Which one are we going for?
B I would definitely opt for street dance. The main reason is because we would be standing up and moving our bodies instead of spending even more time sitting down.
A Are you sure it wouldn't get boring performing a routine again and again?
B Not at all. For one thing, we'd have to learn new steps all the time. We'd have to concentrate, and that would take our minds off our studies. Another thing is that everyone would be involved at the same time. There wouldn't be anyone waiting for their turn to perform.
A OK, you've convinced me. Let's go with street dance, shall we?

B Yes, I think we should.
A So, that's settled then.

Unit 7, Track 7.12, page 126, exercise 1

Clay is a type of heavy, sticky earth that becomes hard when it is baked. It is used to make things such as pots and bricks.
Drawings are pictures made using a pencil or pen rather than paint.
A frame is a strong border or structure of wood, metal, etc. that holds a picture in position
A metaphor is a word or phrase used to describe somebody or something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful.
Oil paintings are pictures painted in oil paint.
A portrait is a painting, drawing or photograph of a person, especially of the head and shoulders. You can also have portraits of animals like pets.
Pottery describes pots, dishes, etc. made with clay that are baked in an oven, especially when they are made by hand
A sculpture is a work of art that is a solid figure or object made by carving or shaping wood, stone, clay, metal, etc.
You can't touch a metaphor.

Unit 7, Vision 360º, page 104, exercise 4

There is no doubt that one of Ireland's greatest exports is its music. Traditional Irish folk music, whose rhythms and melodies date back over 2,000 years, has become popular all over the world. The music travelled with the Irish themselves as they migrated, in particular, to North America in the 19th century.
Considering Ireland is such a small country, it has produced a surprising number of famous musicians, singers and pop stars.
In the 1960s and 70s, musicians such as Van Morrison became huge stars by playing rock music with a distinctly Irish sound.
In the 1980s, the Dublin rock band U2 became one of the world's best-selling acts, and in the late 1990s Westlife emerged as one of the world's most successful boy bands, and achieved fourteen number one hits in the UK singles chart.More recently, Irish bands like The Corrs and The Script have all enjoyed worldwide commercial success, and singers like Roisin Murphy and Hozier have had big hits around the world.
So, why is Ireland so good at producing world famous musicians? Well, music is a huge part of Irish culture, and many children learn to play an instrument or sing from a young age. Musicians are celebrated and encouraged to perform. And because the Irish have travelled to the four corners of the world, so has their music. And we can all be grateful to that.

Unit 7, Vision 360º, page 104, exercise 5

On this week's edition of our podcast about the world's most popular songs, we begin with an Irish classic:

Song:
In Dublin's fair city
Where the girls are so pretty
I first set my eyes on sweet Molly Malone
As she wheeled her wheelbarrow
Through the streets broad and narrow
Crying 'cockles and mussels, alive, alive, oh'
Alive, alive, oh
Alive, alive, oh

Ireland is famous for its music, and the country has a rich tradition of folk music. It began as an oral tradition: families and friends would pass on stories to the next generation through songs. Though the tradition goes back 2,000 years, folk music is still popular today. You can often hear people singing one of the most famous songs, Molly Malone, in pubs and at sporting events. It tells the story of a pretty girl who sold fish on the streets of Dublin. The song repeats the words that Molly shouted while she was trying to sell her fish. Unfortunately, she became too ill to continue working and died very young, but the song says her ghost still walks the streets selling fish.

Unit 7, Vision 360º, page 105, exercise 7

Museum audio guide *The Liffey Swim* is a painting by the Irish artist Jack Butler Yeats. Yeats became known for his paintings of early 20th century Ireland, including rural and urban landscapes depicting real Irish life.
In this painting from 1923, he captured the excitement and energy of one of Dublin's most popular annual sporting events, the Liffey Swim, which involved swimmers racing against each other for 2.2 km along the River Liffey. Yeats painted the scene from the point of view of the spectators, which gives the viewer today a sense of what it was like to be there back in the 1920s.
The painting won Yeats a Silver Medal at the Art Competition at the 1924 Summer Olympics. Yes, you heard that correctly! Between 1912 and 1948, art competitions were held at the Olympic Games!

Unit 8, Lesson 8.1, Track 8.01, page 106, exercises 2 and 3

Zaki Hi, everyone! It's me, Zaki.
Yasmin And me, Yasmin!
Z Today, we're going to be talking about volunteering. And to start we want to say a big thank you to all those volunteers out there!
Y Yeah, like my grandma, who works in a charity shop to raise funds for her local hospital. The shop sells second-hand books, furniture and clothes … stuff like that. She doesn't get paid, but it's kind of her social life, and it's for a good cause. She says it's a great way to give something back.
Z Yeah, my mum volunteers at the local primary school. She helps kids with learning disabilities with their reading. She really enjoys it. She loves the children and feels as if she's making a valuable contribution.
Y So, we've all decided to engage with the issues that are important to us and do some volunteering ourselves.
Z First up, here are Joe and Daisy with some local initiatives they're interested in.
Daisy Hey there! I've been thinking about joining a group called 'On The Street', a local initiative that supports homeless people. They hand out food, hot drinks and essentials like soap and toothpaste, and they also give advice on places to sleep, like homeless refuges and shelters. Their website is a real eye-opener. It says that people become homeless for many different reasons, but that they all suffer hardship by living and sleeping on the streets. Charities like this help to provide a safety net for them and that's why I'm thinking of joining.
Joe To be honest, I only really thought about volunteering because it's useful for college applications, that kind of thing. But then I went to an open evening for a local community service that provides assistance to elderly people who live on their own and want to retain their independence but are experiencing social isolation, and I met this guy called George Taylor. He wants

to keep in touch with his family who all live far away, but he lacks confidence in his computer skills. My main role is to spend time giving him one-to-one tuition on how to use email and social media, do Zoom calls and shop online. It's just me and him so we can go at whatever speed suits him. He picked it up really quickly though and jokes that now he can keep an eye on his family no matter where they are! Technology can really help people to feel less lonely. I'm hoping I can do the same with other people soon.

Y Thanks guys! They both sound like great initiatives. So, Zaki, we can't let the side down now, can we?

Z No way! And there's an initiative right here called 'The big clean'. They say they need people to help pick up rubbish in our local park.

Y OK, what do you think? Shall we lend a hand?

Z Let's do it! It's about time we became more responsible citizens.

Y Hey! Speak for yourself. I've always been a responsible citizen!

Z Of course you have, Yasmin. But what about you? If you've got any experience of volunteering, we'd love to hear about it.

Y So drop us a line or post a comment below. But that's it for now. See you soon!

Z Bye!

Unit 8, Lesson 8.2, Track 8.02, page 108, exercise 3

1

A I can't make up my mind. There are so many things to choose from.

B Let's stop thinking about the different options for a bit. Why don't we go for a walk and then come back and make a decision?

2

A So you're studying six subjects this year, is that right?

B Yes, and my teacher says I can go on to study economics next year.

3

A Hi, Tom. You're a bit late.

B Sorry about that. You'll be glad to know I remembered to book the tickets. They were £25 each.

4

A I won't forget meeting your brother for the first time.

B Yes, he's a real character, isn't he?

Unit 8, Lesson 8.2, Track 8.03, page 108, exercises 7 and 8

Hi, I'm Sam and I'm a virtual volunteer with a national charity for young people with serious learning disabilities. They have a number of homes around the country.

I have a slight disability myself and I wanted to do something useful and make a contribution to society. A friend suggested applying to this charity after I left school. So, I did, and they invited me to come for an interview.

At first, I was a face-to-face carer with a young guy called Marcus. My role was to help him to live as independently as possible, and to be his friend, basically. I'll never forget meeting him for the first time – I remember wondering what I'd be able to do for him. It turned out there was a lot, but now he isn't the only person I work with.

During the pandemic, I used Zoom to maintain my connection with Marcus because the charity's homes are well equipped with technology. Then I started thinking, why not try to reach people in the other homes as well? I really enjoy learning new skills, so I decided to watch online tutorials to learn how to use a few different programs that I wasn't familiar with. Zoom has been really beneficial, actually. It has enabled me to run quizzes with people in different homes and allowed me to share photos and play music. I also managed to get a virtual DJ program so I can hold karaoke evenings and wheelchair discos. The residents love it and it's great to watch them enjoying themselves.

If you want to make a contribution, you should definitely consider virtual volunteering. It's good for the residents – you can see them developing connections with people outside the home and their immediate family. It benefits the volunteers too. I have noticed my confidence improving because I know I'm making a difference, even if I'm not there in person.

Anyway, I hope it might inspire you to try volunteering too. Thanks for listening.

Unit 8, Lesson 8.3, Track 8.04, page 109, exercises 2 and 6

Speaker 1 Last summer my cousin Ben spent a week sailing on a traditional sailing ship. He went with The Jubilee Sailing Trust who take crews of able-bodied people and people with disabilities on voyages on their ships. It's great, you know, because the idea is that, on board, everyone can make a contribution and be useful members of the crew. Ben has been in a wheelchair all his life, and he said that the voyage really boosted his confidence – he felt included and valued, and the permanent crew encouraged him to use his personal skills and strengths. So, because I love sailing, I've decided to sign up as crew on Ben's next voyage. It'll be great. We'll work together as a team and have a real laugh!

Speaker 2 I volunteer at a day centre for homeless people. It's only one day a week, but it all adds up. I'm helping some of the people who attend the centre with their literacy skills. I didn't realise there were so many adults in this country who couldn't read or write. I refused to believe it at first, to be honest. There are many reasons why people find reading difficult – they may have a learning disability, or they were excluded from school, or no one encouraged them. I also teach basic computer skills. I mean, there are people who never had the opportunity to learn this stuff, so naturally they lack confidence. So, it's my job to show them that it isn't actually that hard. It's very rewarding work – I'd like to go on helping people like this after I leave school.

Speaker 3 I watched this film online about charities that provide microfinance to women in developing countries. It enables them to start their own business – so they can retain their financial independence, basically. And I said to myself, that's so important. In my family, on our birthdays, we often buy each other stuff we don't really need. Do you know what I mean? So, this year, I told my family, don't get me any presents for my birthday; give me some money that I can give as microfinance loans instead. It's really cool, because anyone can donate money to charity, but sometimes you've got to give people the opportunity to help themselves. I've just invested in a young woman in Ecuador called Nathaly. She needed money to expand her small farming business, so she can support her family and provide work for local people.

Speaker 4 I'm a skateboarder, and I support an amazing charity called Skateistan. Skateistan was started in Afghanistan by an Australian guy called Oliver. He just started skating in the streets and then teaching local kids how to skate. It was something boys and girls could do together, whatever background they came from. And it just kind of grew into this organisation that now helps disadvantaged kids in

countries like Cambodia and South Africa get into school and makes sure they're getting an education. They do activities that develop creativity and critical thinking, as well as the usual school subjects. And skating, of course! Check out the website – you can read more about what they do and their plans to expand their work around the world. Skateistan is brilliant 'cause it, like, breaks down barriers and brings people together.

Speaker 5 Well, I and some other volunteers have set up a community garden for inner-city kids. It's a local initiative working with primary schools in our area. Obviously, the aim is to give them an idea of where their food actually comes from and the work that goes into producing it. It sort of opens their eyes to how everything in nature is connected. It's part of educating them to care for the natural world. We encourage the kids to have a go at planting and growing their own fruit and vegetables. For many of them, it's the first time they've got their hands dirty like this. The first time they come along, some of them are like, you won't catch me doing that … but actually, once they start planting things, they really enjoy it.

Unit 8, Lesson 8.5, Track 8.06, page 111, exercises 5 and 6

My name's Kiara. I spent this weekend being a citizen scientist. That's someone who volunteers their time to help actual scientists with their research by collecting data. It was great, actually. I live in Cornwall so I've always loved the ocean. I was helping to carry out a survey of sea mammals off the coast near my home – so that's basically dolphins and, if you're really lucky, whales. I decided to take part because I went to a talk about wildlife around our coast. I learned that so many of these animals are threatened by human activity – pollution, underwater noise, the fishing industry – their numbers are decreasing. I wanted to do something, so I volunteered to take part in the survey.

So, what you have to do is basically sit on the cliffs and watch the ocean. You're looking for any signs of dolphins – or whales – passing by up the coast. For example, fins or tails coming up out of the water. Obviously, it helps to have some good binoculars. If you see anything, the first thing to do is try to identify it. You get an identification chart so it's about matching what you see to the photos on the chart. Then you have to record the sighting – so, what you saw, how many, the location, which direction they were travelling, the weather conditions, the time of day – all useful information which gets sent off to the scientists at the charity. If they're supplied with enough data, they can then build a detailed picture of the numbers of each species and their distribution. It all helps with the conservation effort.

Anyone can be a citizen scientist – working with lots of different organisations. It's really useful, because most institutions don't have the resources to carry out this kind of detailed research all the time. When you've done something like this, you feel like you've made a contribution to preserving at least some of the threatened species. I've decided I'll definitely volunteer for more projects in future.

Unit 8, Lesson 8.7, Track 8.08, page 114, exercise 5

Conversation 1

Hugo Hey, Nasser! Did you see that message I tagged you into this afternoon?

Nasser Er, yes … I saw it.

H So, can you pass it on to as many people as possible? We need to show that we all agree about this.

N You know what, Hugo? It isn't really my thing, a campaign on social media. So, I don't really think …

H Oh, come on! We can't keep losing games like this – we need a coach who knows what they're doing. We need to send a strong message to the school to say, 'We've had enough. We won't put up with this anymore!'

N OK, listen, I hear what you're saying … I understand that you and some of the other guys feel really strongly about this. It must be difficult to go on losing week after week. I get that. But I really can't support what you're doing …

H Listen – don't worry about not being part of the team anymore. That doesn't matter. The more people in the school that join the campaign, the more likely we are to win. Just pass the message on. It's important – we need to get rid of this guy!

N Well, the thing is, I don't see it like that. It isn't the right way to go about changing things. So maybe we'll just have to accept that we see things differently … I'm sure you can manage without me. Hey, you know the Man United versus PNG game is on TV tonight, do you fancy …

Conversation 2

Priti Cassie! Wait! What are you doing? You can't eat that!

Cassie What do you mean, Priti? It's just a chicken sandwich. My mum made it for me.

P Exactly. It's meat! And is that mayonnaise too? Don't you care about how the farming industry exploits animals?

C Right … OK. I hear what you're saying, but if I don't eat it, what should I do with it?

P Well, I don't know how you could think about eating it, when it's part of the problem. *You're* part of the problem.

C OK, listen, I understand that you feel strongly about eating meat and … other stuff … and I totally respect that. But my mum gets all our meat from a local farm. It's all organic and, like, ethically produced. Anyway, if I didn't eat it, I'd have to throw it away. Isn't that worse, wasting food?

P What? Why are you arguing with me about this? You know this is something I really care about.

C I'm not arguing with you. I'm just saying, if it was supermarket meat or a fast-food burger, I wouldn't eat it. I don't like factory farming or cruelty to animals any more than you do. But right now, I think we need to take a step back and reassess. This is my lunch. I'm not asking you to eat it – but I am going to eat it.

P You just don't care, do you? You're just a mindless consumer!

Unit 8, Lesson 8.8, Track 8.09, page 115, exercises 3 and 4

Jack I'm definitely in favour of reducing the foreign aid budget. The first point I would like to make is that this country spends millions of pounds a year to help people in developing countries. But there are lots of people here in this country who need help, for many different reasons – because of homelessness, or illness, or food poverty, or because they are elderly and need social care. I would argue that the money could be better spent in providing assistance to those people. This is something I feel strongly about.

Alba I hear what you're saying, but I believe we have a responsibility to help people in developing countries who are less fortunate than us. Foreign aid saves lives – it pays for food and

healthcare and clean water. And it also helps people to improve their own standard of living.
J Right, I see. I respect your point of view, but I would argue that it also makes other countries dependent on aid instead of developing their economies. There are other ways to help.
A What if we look at it from another angle? Surely aid money encourages development.
J OK, right. What makes you say that?
A Well, it helps countries to access their natural resources and improve their economies. I think that's a good use of our taxes.
J I disagree … I think it'd be better if that money was spent at home. I'm quite clear about that. Also, there's no guarantee that the aid money will get to the people who really need it.
A Yes, I see what you're saying. OK, let's accept that we don't agree about whether aid is a good thing. But you must accept that we have promised this money to some countries, and they will be depending on it. There could be a risk to their economic stability if we suddenly cut it off.
J That's an interesting perspective, but I'm not sure I agree.
A Really? Why is that?
J Because there's also the issue that a lot of countries we give aid to don't actually need it. Their economies are doing well, and we should stop giving them handouts.
A Wow! You've just made my argument for me, Josh. If they're becoming economically successful having received aid from us, then that means aid really does work. There's no question about that for me. Having said that, I do think we have to look again at giving aid to countries who are economically successful.
J OK, I think we share the view that we shouldn't give money to countries that don't need it. Trade is better than aid, if you like.
A OK, fine. Let's see what else we can agree on …

7–8, Exam skills, Track 8.10, page 118, exercise 2

Interviewer Hello, and welcome to the arts programme. Today, I'm delighted to welcome Marco Sancho, artist and author, who is going to talk to us about his latest book, which is the third in a series focusing on Indigenous Australian art. Now I know that you've lived in Australia for ten years now, Marco, and your parents are Australian, but I believe you were born in Italy and moved around a lot as a child. Does that mean you speak several languages?
Marco I speak a little Italian, French and Spanish, but I'm only actually fluent in English. My parents worked in the hospitality industry which was why we lived in different places.
I Is that why you moved to Australia? Because of your family?
M Well, not exactly. I had just completed my art degree in Paris and had had a few exhibitions and positive reviews from art critics, but I was feeling bored with what I was doing. I knew a little about Indigenous Australian art and I felt I wanted to explore it further. A friend of mine lives in Alice Springs. He said he thought I'd love it there, so even though I knew nothing about the place, that was my final motivation.
I And that's when you really fell in love with Indigenous Australian art.
M Exactly. I had been there for a few weeks when my friend suggested that we should go along to an exhibition of local artists. I was blown away. There were some stunning artworks on show. I just loved the style, the dream like quality of the paintings, the gorgeous colours – everything. It was nothing like the art I'd seen before. After that I spent time doing some research to understand the meaning of the paintings because it's not immediately obvious. So much of the art tells stories about the culture and history of the Indigenous Australian people.
I So I know the art is very old can you give us a brief history?
M Well, Indigenous Australian culture dates back as far as between 60,000 to 80,000 years which was when people first settled in Australia. For a long time, artists only painted on natural materials such as rock and leaves. That's why it remained largely unnoticed. It wasn't until artists started painting on conventional materials such as canvas in the 1970s when the world really sat up and took notice of this incredible art.
I Tell us a little more about your book. Do you include the history?
M I wrote the introduction, which gives the history. Then among the stunning examples of art from local artists, there are interviews with the artists themselves in which they explain the importance of the symbols and patterns in their work. They also talk about the use of key subjects such as the natural landscape, animals, and folklore. I would like to stress that my purpose is to support local artists and that all profits will go towards funding young, local artists.
I That's really interesting. Thank you, Marco, for sharing that with us.

Unit 8, Track 8.11, page 127, exercise 1

Collapse means a sudden failure of something, such as an institution, a business or a course of action.
Disaster relief is food, money, medicine, etc. that is given to help people in places where there has been a natural disaster.
Famine is a lack of food during a long period of time in a region.
Good causes are organizations or ideas that people support or fight for because they are helping other people.
Loss is the state of no longer having something or as much of something that was available before.
Obstacles are situations or events that make it difficult for something to be done or achieved.
Poverty is the state of being poor.
A struggle is a hard fight in which people try to obtain or achieve something, especially something that somebody else does not want them to have.