Second Edition

OWN IT! 4

IT'S YOUR WORLD



Teacher's Book

WITH DIGITAL PACK

Garan Holcombe

CAMBRIDGE

Second Edition

Own it! 4

B1 Preliminary for Schools exam content in *Own it!* Second Edition has been checked by exam experts at Cambridge University Press & Assessment for accuracy and level.

Teacher's book

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Welcome to *Own it!* Second Edition

In our ever-changing world, teens require competence and confidence to navigate their path to success. *Own it!* Second Edition builds on the strong foundations of the original series with a focus on critical and creative thinking, collaboration and learner autonomy. This empowers students to take ownership of their learning and embrace all of life's opportunities!

What's new?

This second edition delivers everything you told us you love about the course and more by:

- Capturing students' attention with **video-based projects**
- Increasing engagement through clearly focussed, **integrated grammar**
- Driving the development of key skills with **structured speaking and writing frames**
- Saving you time with a **variety of teacher resources** and support
- Making the most of every moment through seamless **learning and assessment** in the classroom and beyond

What we've kept and why

Project work Collaboration is a key strand of this course and a **project** at the end of every unit facilitates student collaboration and develops other life competency skills such as critical thinking, creative thinking and digital literacy. The **updated online Project Book** includes Teacher tips as well as printable templates and self-evaluation forms for students to recognise their own strengths and weaknesses and develop their presenting skills.

I'd like to do project work with my students, but it can be too time–consuming to plan.

Merve, Türkiye

Learner autonomy Through the **Cambridge Life Competencies framework** the course introduces learners to vital techniques and strategies, including specific **Learn to learn pages** that ensure learners become more independent and are empowered to take ownership of their learning.

I need resources and support to manage students of different levels in the same class.

Andrés, Ecuador

Mixed ability support There is extensive support for the mixed ability classroom through **differentiated tasks** and **graded Workbook activities**, as well as **graded vocabulary and grammar worksheets** and a comprehensive collection of **tests at three different levels**. This helps to keep your students engaged and motivated and ensures that you can cover the curriculum as needed.

I want my students to feel that they belong to the world; that they are global citizens.

Itana, Brazil

Global topics *Own it!* Second Edition has a global, cultural focus with the **Around the World pages** and **documentary videos** bringing it to life. There are new reading texts with a focus on **Sustainability** and the course encourages learners to ask questions and compare cultural similarities and differences and to question their own impact on the world.

I want a variety of videos that will help me to engage my students with the topic and see the language being used in a meaningful way.

Antonio, Mexico

Teen-friendly videos *Own it!* Second Edition is a video rich course with five videos in every unit including **documentary style real life videos** to engage learners, **Language in Action grammar vlogs** to consolidate grammar learning and **Everyday English Speaking** to support communication.

Exploring the Second Edition ...

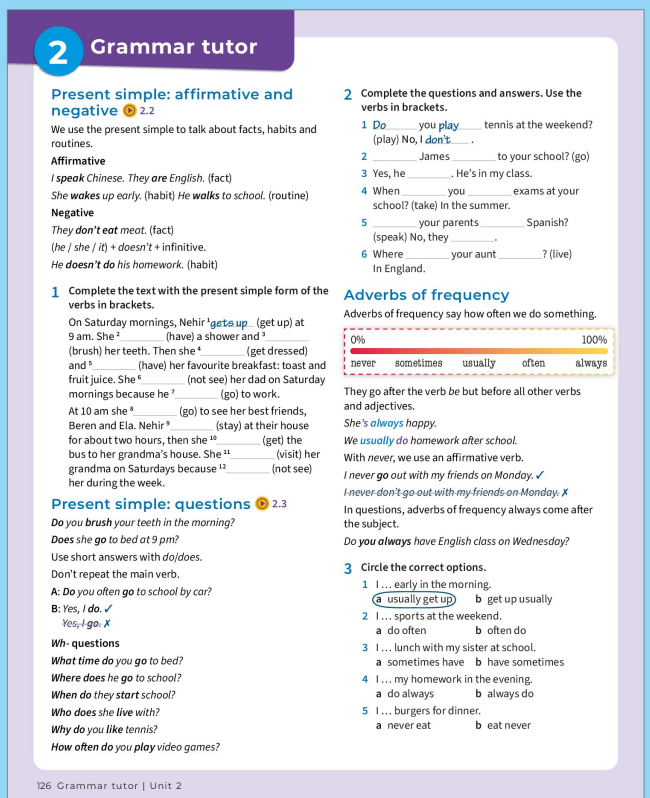
We listened to teachers around the world who know *Own it!* and asked them what they needed from this second edition to best meet their evolving needs. As a result, we have maintained the pedagogical focus on learning grammar and vocabulary and practising the four key skills, but have enhanced the following features to better support teachers and engage learners.

New video-based projects with a focus on Competencies and CLIL

There are **four new projects** across the course with engaging topics to capture students' attention and build their competency skills. A documentary-style video introduces the theme, a short reading text develops the idea, and a vocabulary extra activity helps students to discuss the topic. With a focus on CLIL, these themes span the curriculum and culminate in a collaborative project where **students work together** to produce a text and deliver a thought-provoking presentation to their classmates.

A more integrated and comprehensive grammar approach

To help **students take ownership of their learning**, this second edition strongly embeds the grammar vlog videos in the *Language in Action* pages with complete grammar reference tables and corresponding follow-on activities to help students recognize and understand the grammar point. **Ten new Grammar Tutor** pages in the Student's Book give simple explanations of grammar rules and short practice exercises to consolidate learning and serve as a reference for students practising before tests.



2 Grammar tutor

Present simple: affirmative and negative 2.2

We use the present simple to talk about facts, habits and routines.

Affirmative

*I **speak** Chinese. They **are** English.* (fact)

*She **wakes** up early.* (habit) *He **walks** to school.* (routine)

Negative

*They **don't eat** meat.* (fact)

(he / she / it) + doesn't + infinitive.

*He **doesn't do** his homework.* (habit)

1 Complete the text with the present simple form of the verbs in brackets.

On Saturday mornings, Nehir [1] gets up (get up) at 9 am. She [2] _____ (have) a shower and [3] _____ (brush) her teeth. Then she [4] _____ (get dressed) and [5] _____ (have) her favourite breakfast: toast and fruit juice. She [6] _____ (not see) her dad on Saturday mornings because he [7] _____ (go) to work.

At 10 am she [8] _____ (go) to see her best friends, Beren and Ela. Nehir [9] _____ (stay) at their house for about two hours, then she [10] _____ (get) the bus to her grandma's house. She [11] _____ (visit) her grandma on Saturdays because [12] _____ (not see) her during the week.

Present simple: questions 2.3

***Do** you **brush** your teeth in the morning?*

***Does** she **go** to bed at 9 pm?*

Use short answers with *do*/*does*.

Don't repeat the main verb.

A: ***Do** you often **go** to school by car?*

B: *Yes, **I do**.* ✓

~~Yes, I go~~. ✗

***Wh-* questions**

***What time do** you **go** to bed?*

***Where does** he **go** to school?*

***When do** they **start** school?*

***Who does** she **live** with?*

***Why do** you **like** tennis?*

***How often do** you **play** video games?*

2 Complete the questions and answers. Use the verbs in brackets.

1 *Do* you *play* tennis at the weekend? (play) No, I *don't*.

2 _____ James _____ to your school? (go)

3 Yes, he _____. He's in my class.

4 When _____ you _____ exams at your school? (take) In the summer.

5 _____ your parents _____ Spanish? (speak) No, they _____.

6 Where _____ your aunt _____? (live) In England.

Adverbs of frequency

Adverbs of frequency say how often we do something.

0% never | sometimes | usually | often | always 100%

They go after the verb *be* but before all other verbs and adjectives.

*She's **always** happy.*

*We **usually do** homework after school.*

With *never*, we use an affirmative verb.

*I **never go** out with my friends on Monday.* ✓

~~I never don't go out with my friends on Monday~~. ✗

In questions, adverbs of frequency always come after the subject.

*Do **you always** have English class on Wednesday?*

3 Circle the correct options.

1 I … early in the morning.
a usually get up b get up usually

2 I … sports at the weekend.
a do often b often do

3 I … lunch with my sister at school.
a sometimes have b have sometimes

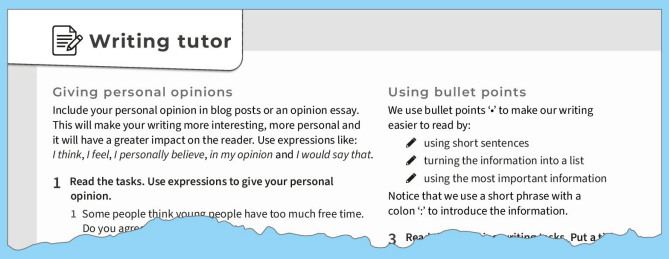
4 I … my homework in the evening.
a do always b always do

5 I … burgers for dinner.
a never eat b eat never

126 Grammar tutor | Unit 2

More support for Speaking and Writing

Aimed to give students specific support with the skill of Writing, there's a bigger focus on ***Useful language*** for each unit's text type. The second edition Workbook also features **five new Writing tutor pages** which focus on practical tips for writing in English and short exercises for students to develop this skill. There are **differentiated Writing and Speaking frames** at two different levels to support students to structure their speech or text and assist with planning.



Writing tutor

Giving personal opinions

Include your personal opinion in blog posts or an opinion essay. This will make your writing more interesting, more personal and it will have a greater impact on the reader. Use expressions like: *I think*, *I feel*, *I personally believe*, *in my opinion* and *I would say that*.

1 Read the tasks. Use expressions to give your personal opinion.

1 Some people think young people have too much free time. Do you agre…

Using bullet points

We use bullet points '•' to make our writing easier to read by:

- using short sentences
- turning the information into a list
- using the most important information

Notice that we use a short phrase with a colon ':' to introduce the information.

3 Rea… …ks. Put a …

A wealth of teacher resources

Resources on our digital platform **Cambridge One** keep all materials in one place and downloadable materials from the **Teacher's Resource Bank** provide a multitude of additional resources including **new video worksheets**, **new writing worksheets** and **new activity cards** focused on sustainability and Cambridge life competencies. (See p7 for more information on the Teacher's Resource Bank). A **refreshed and updated online Project Book** accompanies this course to support teachers with planning and delivering effective and engaging project lessons with a flipped classroom approach.

An integrated learning and assessment approach

Learning outcomes at the start of every unit, a dedicated **Learn to learn** page with practical tips and activities and a **Self-assessment checklist** at the end of each unit are some of the ways in which *Own it!* Second Edition helps your students to see evidence of their learning and understand their progress. **Assessment** touchpoints are threaded throughout the material and digital tools such as **Test & Train Mini** and **Personalised Learning** alongside a wealth of course-specific testing materials provide additional opportunities for students and teachers to monitor and track progress. See page 10 for more information about integrated learning and assessment in *Own it!* Second Edition.

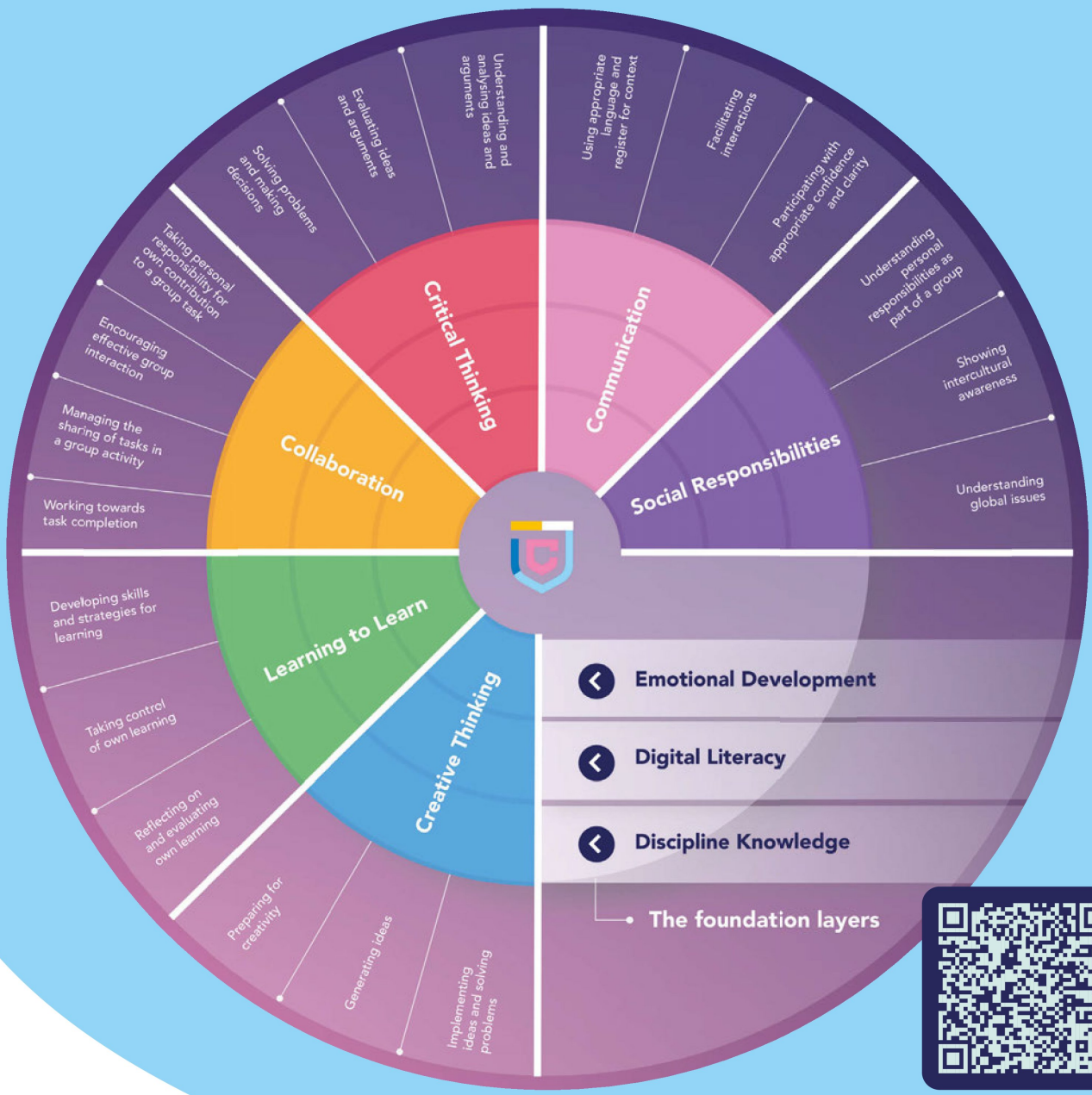
Life Competencies

Life Competencies are the skills students need in order to fulfil their potential and take ownership of their learning. Cambridge has created the **Life Competencies Framework** to map some of the important life skills that students can develop as they learn a language.

Own It! Second Edition uses this framework to define and build life skills in every unit. There is a special focus on **critical thinking**, **creative thinking** and **collaboration** in the projects, and on **learning to learn** in a dedicated page at the end of each unit, as well as short tips to help students to own their learning and find strategies that suit them best.

These competencies are then further practised with worksheets and materials available on the **Teacher's Resource Bank**, including in the newly updated online **Project Book**.

You can visit cambridge.org/clcf to explore the **Life Competencies Framework** in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as **activity cards for teenage learners** with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

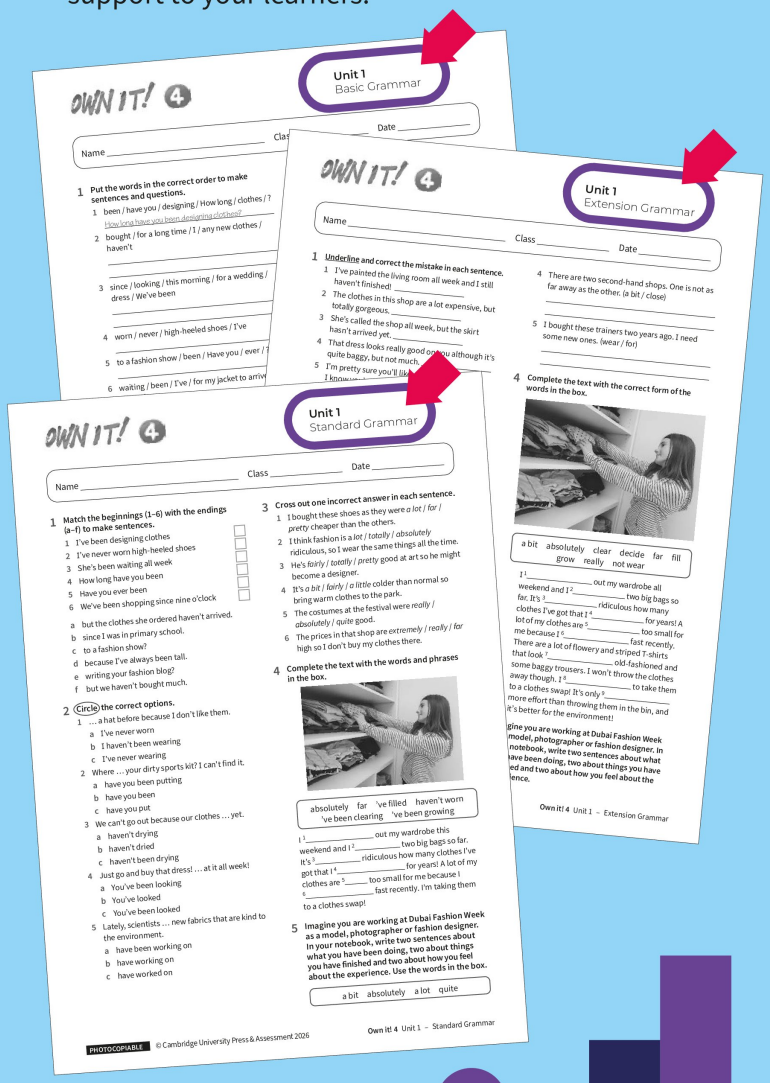


Everything you need … all in one place!

The **Teacher's Resource Bank** on **Cambridge One** has everything you need to supplement the course and teach effectively with *Own It!* Second Edition. These resources are provided to save you time in preparing materials and the graded exercises help you deal with mixed ability in the classroom and cater for the diverse needs of your students. Here you can also find audio and video scripts for the course, as well as various additional pedagogical materials to support your planning and teaching.

Graded worksheets to support mixed ability

The **grammar** and **vocabulary worksheets** are provided at **three levels**: *basic*, *standard* and *extension*. The new **Writing** and **Speaking frames** to support communication are provided at two levels: *standard* and *extension*. In addition, there are **communication** worksheets, **grammar maps**, **culture project** worksheets, **fast finisher** worksheets, new **video worksheets**, **exam tips** and **vocabulary bank pages** all available to provide additional support to your learners.



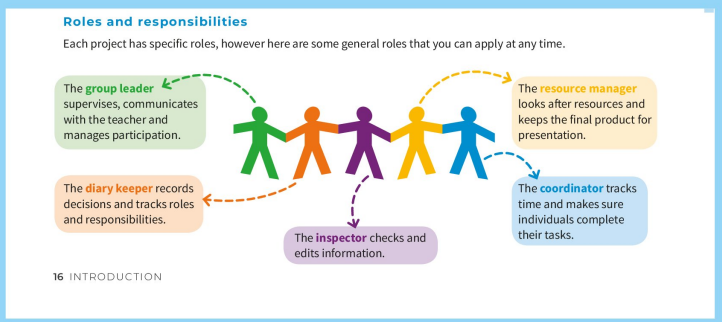
A comprehensive testing package

Just like with the worksheets, you can access **all tests at three levels:** *basic, standard* and *extension*. We have provided you with a **Diagnostic test** as well as a **Placement test** and then unit tests, terms tests and an end of year test. In addition, you can access ready-made tests or customise and generate your own using the **Test Generator** tool on **Cambridge One**.



Updated online Project Book with new content

To supplement the four new CLIL projects in the Student's Book, you can access the new and improved **online Project Book** with tips about how best to exploit the new materials and how to lead successful project-based lessons with a focus on life competencies, flipped classroom, and a cultural awareness theme.



Your digital classroom

All your digital tools are in one place. Access *Own It!* Second Edition on our digital platform, **Cambridge One**, to find a wide range of digital tools which save you time and provide the support you need including:

- Presentation Plus with interactive activities
- Embedded audio and video files with scripts
- Additional materials in the Teacher's Resource Bank
- Test Generator
- Practice Extra with answers
- Online games to practice vocabulary and grammar
- Kahoot quizzes to motivate learners
- Personalised Learning for additional skills practice



Presentation Plus

In *Own it!* Second Edition, **Presentation Plus** has a fully interactive Student's Book and Workbook with embedded audio and video files, as well as interactive exercises to facilitate front-of-class teaching and learning. Each unit has additional digital activities that go beyond what's on the page to further support and engage learners. The books can be accessed both online and offline so that you can teach anywhere, at any time. In addition, there are a wealth of interactive games including our brand-new, front-of-class **Spin the wheel** game to engage your learners and help them practise spelling, grammar and vocabulary.

Teacher's Resource Bank

You can access a broad range of supplementary, course-specific resources to save you time with lesson planning and evaluating students' work. There are materials to support with planning the curriculum, various printable **graded worksheets and tests** at three different levels, **video and audio files** with their accompanying scripts, exam preparation support, **online Project Book** and much more. **Cambridge English Qualifications** practice tests are available in a standard and a modified large print version to meet the diverse needs of your students.

Test Generator

With this tool you can easily access **ready-made tests** or **customizable tests** for end of unit, end of term and end of year to meet the diverse needs of your students. You can also create exam practice tests to check your students' readiness for the Cambridge English Qualifications.

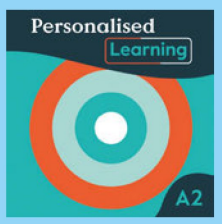
Practice Extra

Assign **extra vocabulary and grammar** activities at your class's CEFR level in our mobile-friendly language practice application, **Practice Extra**. The correct answers are included so students get immediate feedback and gain independence in learning autonomously. Students can also access **Practice Extra** themselves for self-study, additional practice and reinforcement. **Games** are included to engage and motivate students.

Kahoot quizzes

Challenge your learners by engaging their competitive nature in these **ready-made Kahoot quizzes**, that you can access through Cambridge One. The quizzes focus on **grammar and vocabulary practice**. Students are engaged and motivated, and you can better understand your learners' needs, targeting learning in areas that need improvement.

Personalised Learning





Through the **Personalised Learning** portal on Cambridge One, you can activate additional **targeted Reading and Listening skills practice at the individual student's level**. The bite-sized, innovative exercises are achievable yet manageable and help meet your students' diverse needs. Teachers receive data on their progress to better understand their learners' strengths and weaknesses. (See p10 for more information in Integrated Learning and Assessment.)

Benefits to students:

- Tailored practice that meets the individual student's needs
- Reinforcement activities to support and motivate learners
- Extension activities to challenge stronger students

Benefits to teachers:

- Diverse students' needs in mixed-ability classes are met, saving time
- Confirmation of individual and group progress
- Identification of possible areas requiring reinforcement

Test & Train Mini

In Levels 2 and 4 of *Own it!* Second Edition, you can access **Test & Train Mini** with authentic Cambridge English Qualifications practice tests and supplementary materials at **A2 Key for Schools** and **B1 Preliminary for Schools** levels to help students develop exam strategies and skills, ensuring they are exam-ready. The **Teacher View** allows you to easily check your students' progress and scores and access additional exam resources including answer keys and audio scripts.

Integrated Learning and Assessment in *Own it!* Second Edition

Integrated Learning and Assessment in *Own it!* **Second Edition helps teachers and students get the most out of every moment of learning. It consists of four pillars:**

Learning objectives	Evidence of progress	Actionable feedback	Tailored follow-up

Own it! Second Edition combines the use of teaching, learning and assessment methods to plan, measure and improve outcomes. It empowers students and teachers to understand and unlock the learning process, by:

- building lifelong learning habits through *Learn to learn* tips
- empowering learners to take ownership through personal development and self assessment
- providing the solid platform they need to succeed as global citizens
- developing their exam readiness with exam-oriented activities, and additional support around vocabulary, grammar and the four skills.

Discover how you can make the most of integrated learning and assessment in *Own it!* Second Edition at *cambridge.org/ownit2/ila*

The table below shows a selection of the combined learning and assessment opportunities in this course. Use these to gain insights into your learners' strengths and areas for improvement. For a more in-depth overview, scan the QR code to visit the website.

Example	Purpose	Action / Outcomes	
Project work Project	To encourage learners to work collaboratively, test their own and their peers' assumptions and evaluate information	Develop learning skills and self-awareness to improve analytical thinking. Learners take responsibility for their own learning, helping them identify areas for improvement in both language development and collaboration skills.	Student's book and Project Book
Test & Train Mini Test & Train Mini	Offer guided exam practice and assess exam-readiness	Develop exam techniques and target areas requiring reinforcement and practice.	Cambridge One
Kahoots quizzes Kahoot!	To provide feedback in a fun and engaging way	Understand the mix of knowledge across the group and target areas for improvement.	
Personalised Learning Personalised Learning	To provide personalised skills practice through data driven recommendations	Students gain insights into their strengths and weaknesses and targeted activities. Teachers access data to view progress.	

Student's Book Unit
Visual Guide

Every unit in *Own it!* Second Edition takes students on a journey from 'starting it' to 'owning it'! Students are gradually introduced to the topic and target language through a variety of scaffolded activities that build their confidence and encourage independent learning. Vibrant videos, readings and listening texts show language in context, allowing students to respond personally and work collaboratively. The *Own it!* Second Edition Projects or *Around the world* pages at the end of the unit give students the opportunity to consolidate and demonstrate all their learning in a fun, personalised way.



Activate prior knowledge
Get students interested in the topic
Provoke critical thinking

Develop research skills
Extend learning beyond the classroom

Practise target language in a personalised, controlled activity

Allow students to respond personally to the topic

Demonstrate topic knowledge and language learning in a collaborative project or on the *Around the World* pages

Take advantage of additional digital activities in Presentation Plus to engage students in the topic

Extend on class work with additional supplementary materials that you can download from the Teacher's Resource Bank

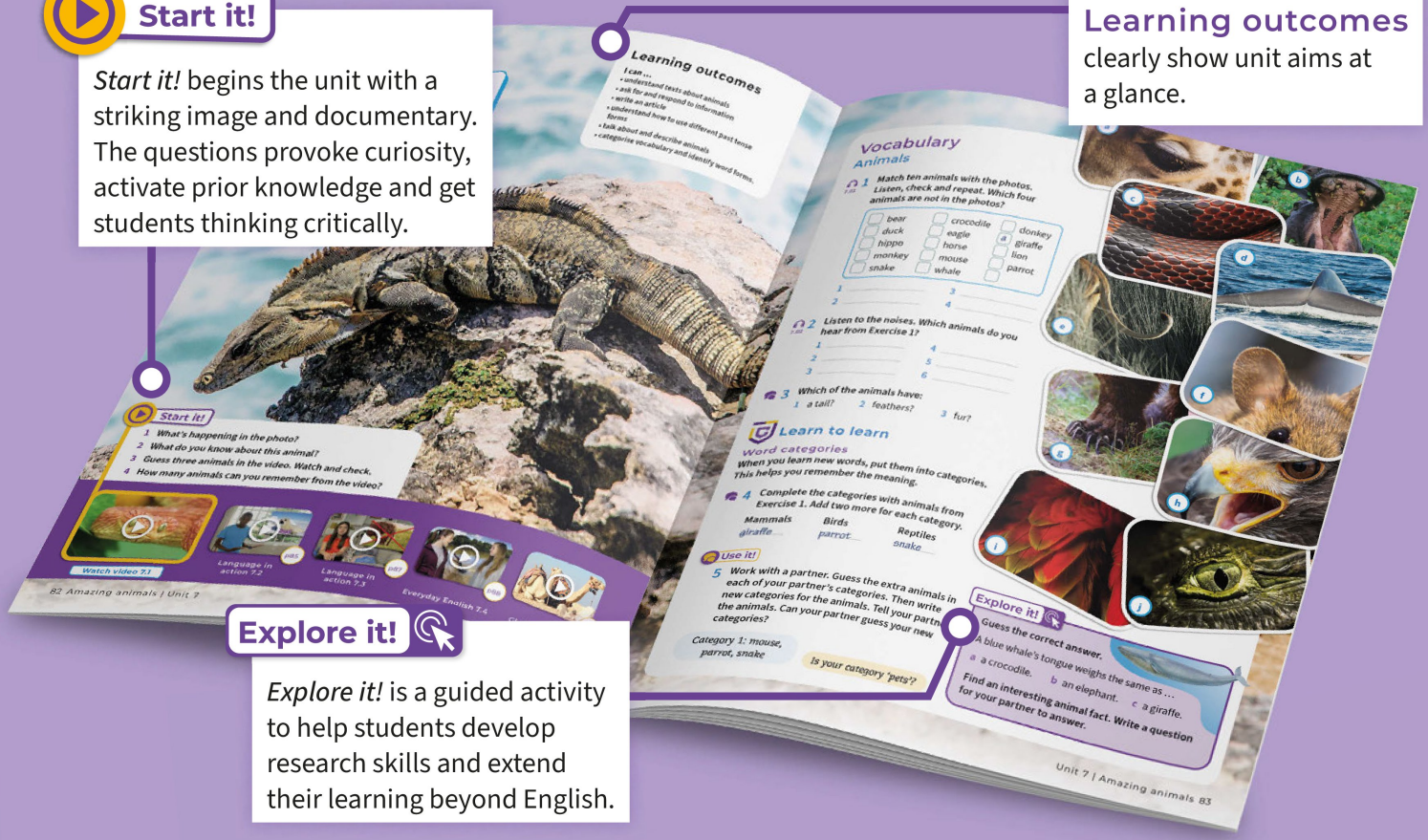
The unit journey is underpinned by the *Learn to learn* strand which supports the development of vital learning skills, and the *How to …* feature which provides useful tips for completing project work successfully. These features support students on their journey from *Start it!* to *Own it!*

Start it!

Start it! begins the unit with a striking image and documentary. The questions provoke curiosity, activate prior knowledge and get students thinking critically.

Learning outcomes

clearly show unit aims at a glance.



Explore it!

Explore it! is a guided activity to help students develop research skills and extend their learning beyond English.

Voice it!

Voice it! is a thought-provoking speaking activity which asks students to give their personal response to a reading or listening text, encouraging critical thinking.



Use it!

Use it! gets students practising and producing the target language, often in a personalised way. The activity builds student confidence by giving them the opportunity to prepare what they want to say before speaking.

Language in action videos

These videos show teenagers using the target language in context, in a teen-friendly vlog-style, plus an interactive grammar presentation, perfect for flipped classrooms.

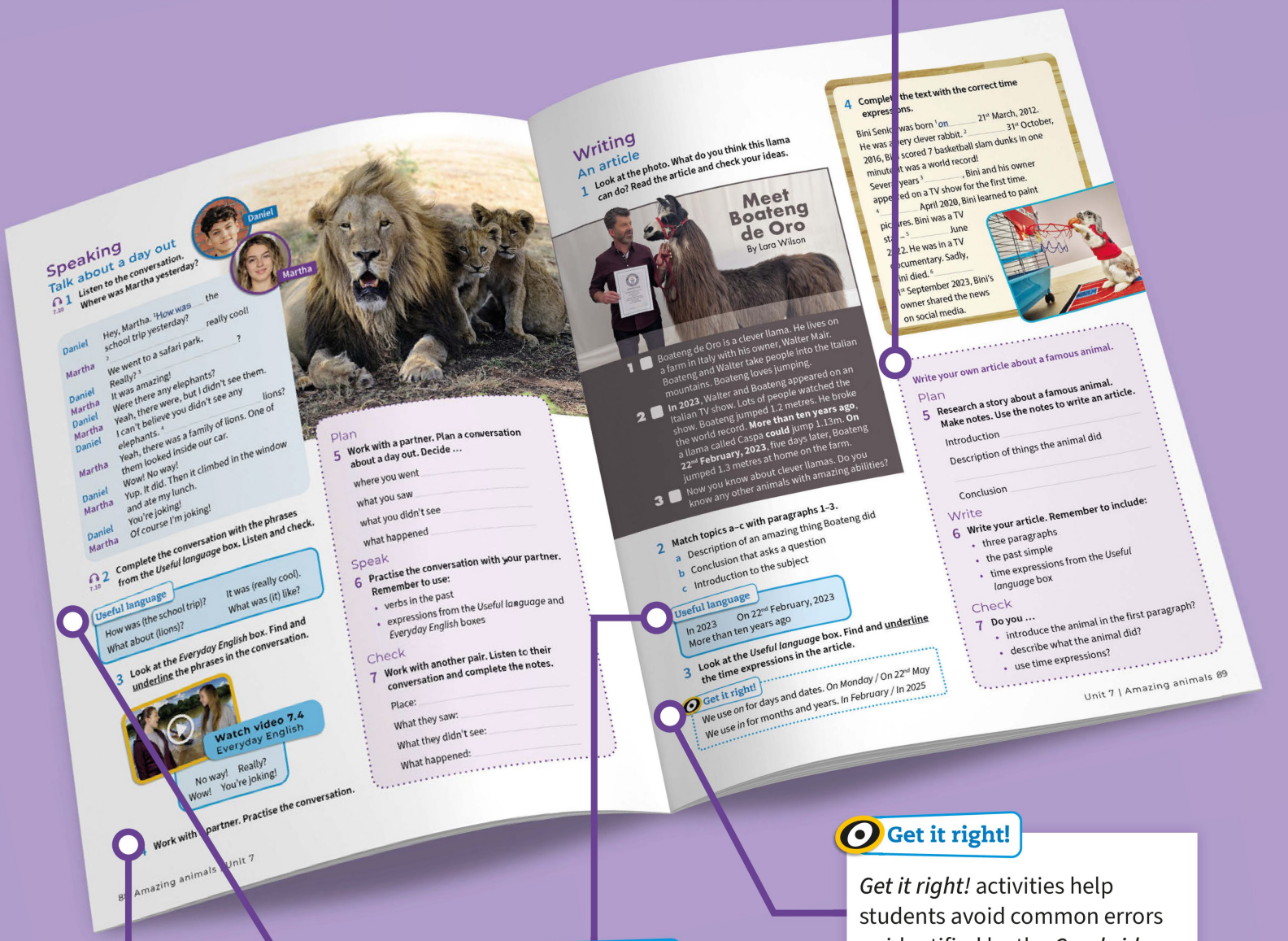


Learn to learn

Learn to learn introduces students to vital learning strategies and techniques, which will help them become more independent learners, all aligned to the *Cambridge Life Competencies Framework.*

Plan, Write and Check

The scaffolded approach of the speaking and writing pages builds students' confidence by giving them time to prepare before they speak and write. The *Check* stage encourages self-assessment, a key step towards learner independence.



Get it right!

Get it right! activities help students avoid common errors as identified by the *Cambridge Learner Corpus.*

Useful language

Useful language boxes appear throughout the unit, highlighting genre-specific target language.

Everyday English videos

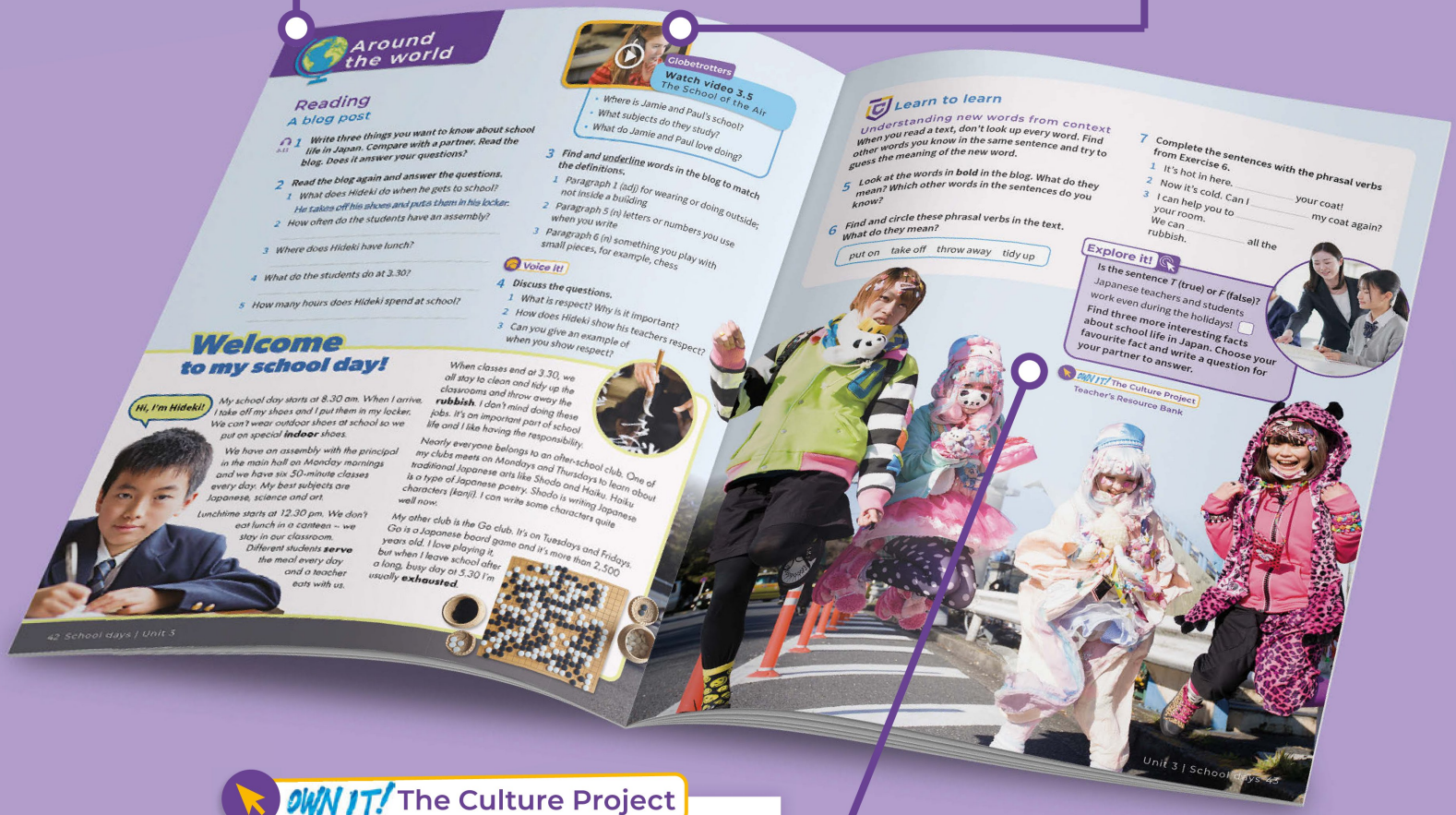
In every unit there's a fun vlog-style video to teach students the meaning, form and use of the *Everyday English* from the conversation on the speaking page.

Around the world

The *Around the world* pages, which appear in Units 1, 3, 5, 7 and 9, introduce students to different people and cultures from around the world, encouraging critical thinking and raising cross-cultural awareness.

Globetrotters videos

These documentaries are thematically linked to either the topic of the unit or the *Around the world* pages. They contextualise the grammar and/or vocabulary of the unit and engage students' interest in the topic.



OWN IT! The Culture Project

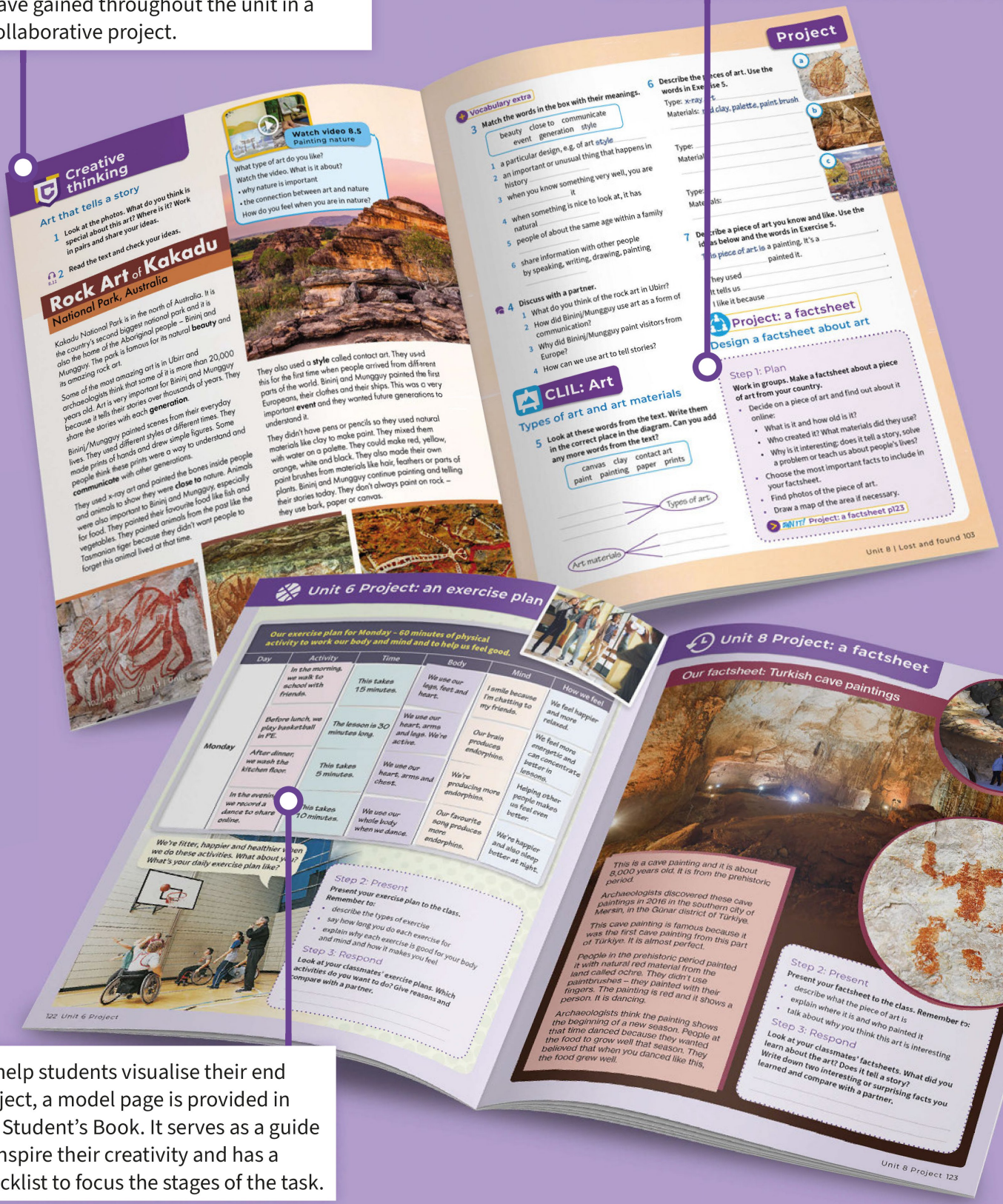
Extend the page and get students to 'own' their language and topic knowledge with an optional culture project available in the *Teacher's Resource Bank* online, with teacher's notes available in the *Project Book*.

Project

The *Project* pages appear in Units 2, 4, 6 and 8. They encourage students to 'own' the language and topic knowledge they have gained throughout the unit in a collaborative project.

Plan, Present and Respond

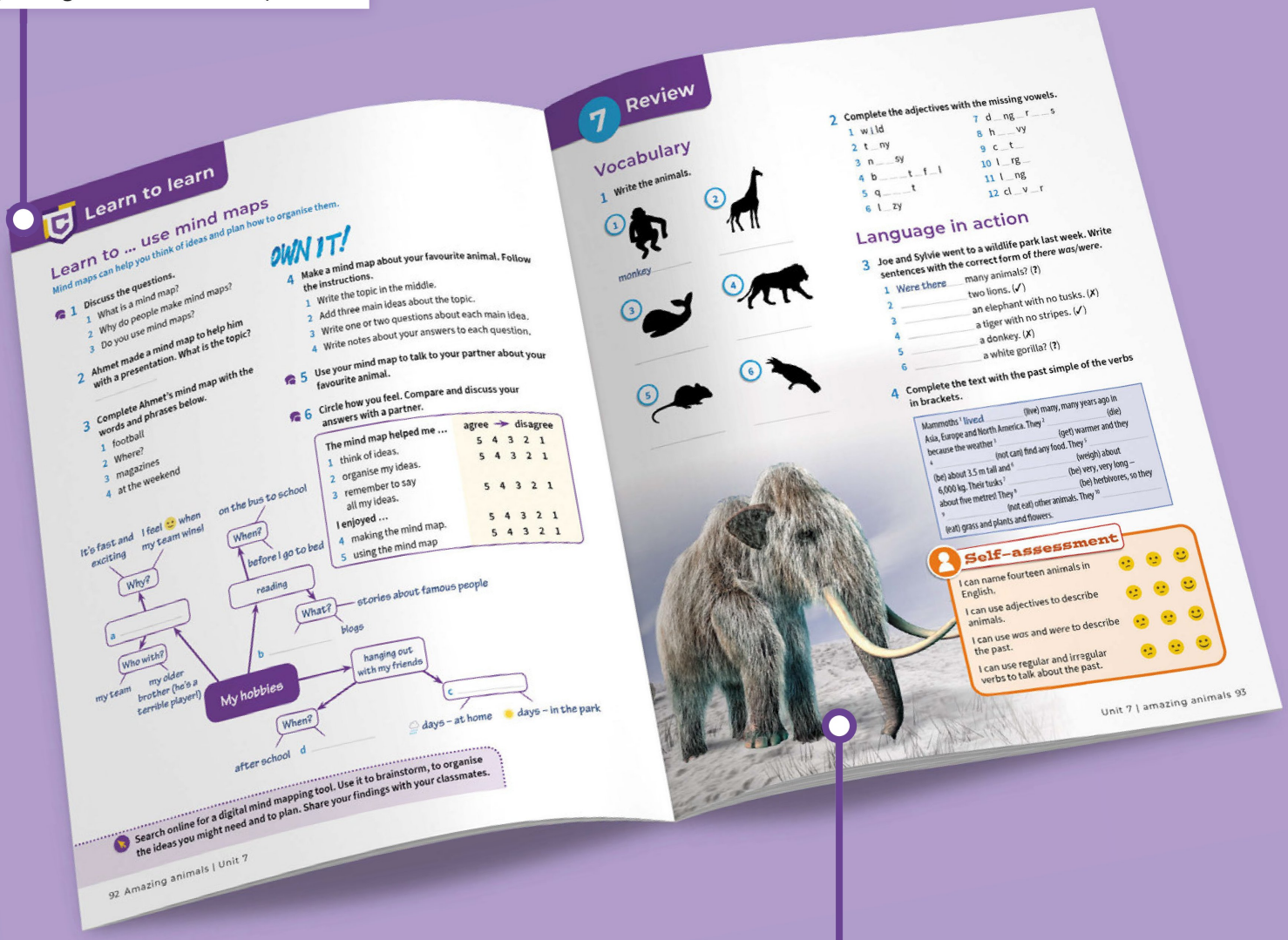
The step-by-step guide helps students work through the project without the need for constant supervision by the teacher, promoting peer-learning and student autonomy.



To help students visualise their end project, a model page is provided in the Student's Book. It serves as a guide to inspire their creativity and has a checklist to focus the stages of the task.

Learn to learn

The *Learn to learn* pages focus on developing core areas from the *Cambridge Life Competencies Framework*. Students have the opportunity to 'own' their learning by putting the new skill into practice.



Learn to learn

Learn to ... use mind maps

Mind maps can help you think of ideas and plan how to organise them.

1 Discuss the questions.
1 What is a mind map?
2 Why do people make mind maps?
3 Do you use mind maps?

2 Ahmet made a mind map to help him with a presentation. What is the topic?

3 Complete Ahmet's mind map with the words and phrases below.
1 football
2 Where?
3 magazines
4 at the weekend

OWN IT!

4 Make a mind map about your favourite animal. Follow the instructions.
1 Write the topic in the middle.
2 Add three main ideas about the topic.
3 Write one or two questions about each main idea.
4 Write notes about your answers to each question.

5 Use your mind map to talk to your partner about your favourite animal.

6 Circle how you feel. Compare and discuss your answers with a partner.

The mind map helped me ...	agree → disagree
1 think of ideas.	5 4 3 2 1
2 organise my ideas.	5 4 3 2 1
3 remember to say all my ideas.	5 4 3 2 1
I enjoyed ...	
4 making the mind map.	5 4 3 2 1
5 using the mind map	5 4 3 2 1

My hobbies
When? before I go to bed
reading
What? stories about famous people
blogs
b
When? after school
d
hanging out with my friends
c
days – at home
days – in the park
Why? It's fast and exciting
I feel 😊 when my team wins!
a
Who with? my team
my older brother (he's a terrible player!)
When? on the bus to school

Search online for a digital mind mapping tool. Use it to brainstorm, to organise the ideas you might need and to plan. Share your findings with your classmates.

92 Amazing animals | Unit 7

7 Review

Vocabulary

1 Write the animals.
1 monkey
2
3
4
5
6

2 Complete the adjectives with the missing vowels.
1 w i ld
2 t__ny
3 n__sy
4 b__t__f__l
5 q__t
6 l__zy
7 d__ng__r__s
8 h__vy
9 c__t__
10 l__rg__
11 l__ng
12 cl__v__r

Language in action

3 Joe and Sylvie went to a wildlife park last week. Write sentences with the correct form of there was/were.
1 Were there many animals? (?)
2 two lions. (✓)
3 an elephant with no tusks. (✗)
4 a tiger with no stripes. (✓)
5 a donkey. (✗)
6 a white gorilla? (?)

4 Complete the text with the past simple of the verbs in brackets.

Mammoths [1] lived (live) many, many years ago in Asia, Europe and North America. They [2] (die) because the weather [3] (get) warmer and they [4] (not can) find any food. They [5] (be) about 3.5 m tall and [6] (weigh) about 6,000 kg. Their tusks [7] (be) very, very long – about five metres! They [8] (be) herbivores, so they [9] (not eat) other animals. They [10] (eat) grass and plants and flowers.

Self-assessment

I can name fourteen animals in English.
I can use adjectives to describe animals.
I can use was and were to describe the past.
I can use regular and irregular verbs to talk about the past.

Unit 7 | amazing animals 93

Review

Revise the language in these useful review pages at the end of each unit, which include a self-assessment task, encouraging students' self-awareness.

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Lesson aim: I can talk about travel, music and theatre.

Warmer

Elicit students' ideas about travelling. Ask: *Do you like going to other places? What sort of holidays do you enjoy?*

1 S.01 Before playing the recording, focus students' attention on the pictures. Ask: *What can you see in the photos?*

Audioscript p121

Target vocabulary
accommodation /əkɒmə'deɪʃən/
backpacking /'bækpækɪŋ/
holiday resort /'hɒlədeɪ rɪ'zɔ:t/
sightseeing /'saɪtsi:ɪŋ/
tourist attractions /'tʊərɪst ə'trækʃənz/
trip /trɪp/

2 S.02 ★ Encourage students to use the context to help them complete the gaps. For example, we can guess that *sightseeing* goes in the first gap because the text goes on to refer to Big Ben.

Audioscript p121

Vocabulary bank

Learn to learn

Explain to students that *personalising* vocabulary means to connect it in some way to themselves, their experiences or things and people they know.

3 ★★★ Students write their own gapped sentences for their partner to complete using vocabulary from Exercise 1.

4 S.03 ★★★ Encourage students to think of personalised contexts for each word, e.g. when they were last a member of an audience or a part they played in a school play. Students can then discuss these contexts in pairs.

Starter

Welcome!

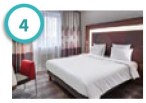
Vocabulary

Travel

1 S.01 **Match the words in the box with the photos. Listen, check and repeat.**

4	accommodation	6	backpacking
3	holiday resort	1	sightseeing
5	tourist attractions	2	trip





2 S.02 **Complete the comments with the words in Exercise 1. Listen and check.**

Where did you go on holiday this summer?

London. It's a great city for [1] *sightseeing* because there are so many [2] tourist attractions My favourite was Big Ben.

To a [3] holiday resort in Greece. The [4] _____ was amazing – a beautiful hotel right next to the beach.

accommodation

I went [5] backpacking in Mexico this summer – just me, my bag and a paper map. It was the best [6] trip of my life.

Learn to learn

Personalising vocabulary

Writing sentences helps you to remember words.

Use it!

3 **Write true sentences about your holidays with the words in Exercise 1.**

Music and theatre

4 S.03 **Match the nouns in the box with the definitions. Listen, check and repeat.**

audience lines part ~~rehearsal~~ scene show

1 When people practise a play *rehearsal*
2 live performance in a theatre show
3 the words actors say lines
4 a character in a play part
5 the people who watch audience
6 a part of a play scene

Use it!

5 **Complete the questions with words in Exercise 4. Discuss the questions.**

1 Have you ever been in a *show* at school? What part did you play? How did you learn your lines? Did you have any rehearsals before the show?
2 How is the audience at the theatre and cinema different to one at a concert?
3 If you were in a film, would you like to appear all the way through the film, or be in one big, important scene?

Explore it!

Guess the correct answer.
What films do these lines come from?
a 'To infinity and beyond!' *Toy Story*
b 'Just keep swimming.' *Finding Nemo*

Write other famous lines from English films. Can your partner guess the film?

Audioscript p121

Target vocabulary
audience /'ɔ:diəns/
lines /laɪnz/
part /pɑ:t/
rehearsal /rə'hɜ:səl/
scene /si:n/
show /ʃəʊ/

5 Give students two minutes to complete the questions. Encourage them to ask follow-up questions to develop their conversations.

Vocabulary bank

Explore it!

If appropriate, allow students to use their smartphones to look up films and other famous lines.

Homework

Workbook p4, Exercises 1–3

Lesson aim: I can understand an interview in a magazine.

Warmer

Ask students if they ever read interviews on websites or in magazines. If yes, ask: *Who have you read about recently? Was it interesting? Why / Why not?*

Background information

In the UK, in the long summer holidays, young people can attend workshops (which are sometimes called camps) for a week or more, where they can concentrate on their interests (e.g. drama, sports, science, music, etc.).

1 S.04 Elicit answers from the class as a whole. You could write students' ideas on the board.

2 ★★★ Challenge students to find the answers quickly by setting a one-minute time limit.

3 ★★★ Challenge students to think of what the words could be before they look for the words in the article.

4 Read out the two questions. Give students a minute to think through their answers before discussing them in pairs.

Extend it!

Students design their own summer camp. They give their camp a name, come up with a theme for it (e.g. sport, music, theatre) and design a short programme of activities. Students present their idea to the class, which then votes for the best ones.



Now that we're back to school, everybody's talking about what they did in the summer. Some of you probably stayed in a holiday resort or went sightseeing with your family, and most of you probably spent time at the pool with friends. But not Joshua Wills. His summer was very different. Let's find out why.

Joshua, you didn't have a normal summer holiday this year, did you? What did you do?

No, I didn't. I took part in a theatre camp for teenagers. Our teachers were real actors from the theatre and TV. They taught us all about acting – you know, how to develop a character, how to project your voice and use your body. It was lots of fun.

Did you put on a show?

We put on a musical about a detective. I played the part of the detective's assistant. We had one rehearsal every day for a week, and then three performances. Lots of my friends and family came.

How did it go?

It was great, but on the first night, in the final scene, I forgot my lines. Everything was going really well and then suddenly I couldn't remember anything! Everyone in the audience was looking at me, thinking, 'What's wrong? He's not speaking. He's not even moving!'

Were you panicking?

I wasn't panicking. I was just frozen! But in the end I remembered the lines and it was all OK.

Do you want to do more theatre?

Definitely! I don't want to stop. In fact, I'm writing a play. It's more difficult than I expected, but I'm really enjoying it. I want to put it on at school.

Are you looking for any actors?

Of course! Why? Do you want to join us?

Maybe! It sounds like fun!

Reading

An interview in a school magazine

S.04 **1** **Look at the photo. What do you think the boy is doing? Read the interview and check your answer.**

2 **Read the interview again and answer the questions.**

1 Why was Joshua's summer holiday unusual?
He took part in a theatre camp.

2 What did the theatre camp participants learn?
Acting, how to develop a character, how to project your voice, how to use your body.

3 How often did the group practise their play?
Seven times (once a day for a week).

4 What problem did Joshua have?
He forgot his lines.

5 How did the audience react to the problem?
They looked at him, wondering why he wasn't speaking or moving.

6 Why is Joshua looking for actors now?
He's writing a play.

3 **Find words in the interview that mean:**

1 speak loudly and clearly (phrase) project your voice
2 somebody who helps someone do their job (n) assistant
3 unable to move (adj) frozen
4 100% yes! (adv) definitely

Voice it!

4 **Discuss the questions.**

1 Joshua's teachers were real actors. What is good about this?
2 Have you ever acted or spoken in front of a big group of people? How was it?

Starter Unit 5

Flipped class

▶ Ask students to watch **Video S.1** and do the **Video worksheet** in the *Teacher's Resource Bank*.

Homework

Workbook p4, Exercises 4–5

Lesson aim: I can use the present and past simple and continuous.

Warmer

▶ Play **Video S.1** if it was not set for homework and elicit that the speaker studied every day, and now he's playing basketball on the school team.

1 Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the general difference between the present simple and continuous (actions we do regularly versus actions happening now). Then elicit the difference between the past simple and continuous (a completed action at a specific time in the past versus an action in progress in the past). Elicit that we can also use the present continuous with verbs of feeling (e.g. *love*, *hate*) and senses (e.g. *sound*, *smell*).

2 S.05 ★ Tell students to look for words and phrases which help them decide the correct form of the verb, e.g. *didn't*, *last week*, *right now*.

Audioscript p121

3 ★ Tell students to use the context to decide the correct form of the verb. For example, for gap 2, we know a past form is needed because the previous sentence begins with *Yesterday … .*

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

Language in action

Present and past simple and continuous



Watch video S.1
What did he do every day?
What's he doing now?

	Present simple	Present continuous	Past simple	Past continuous
+	Your teacher **asks** you to write an essay.	**I'm playing** on the school team now.	I **played** every day.	My friend Matt **was teaching** kayaking.
-	I **can't** remember.	**I'm not doing** that now, though.	I **didn't go** on an exciting trip.	I **wasn't leading** the kayak tours.
?	**Does** this **happen** to you?	**Is** he **teaching** kayaking?	What **did** you **do** last summer?	**Was** he **working** on his vlog?

1 **Look at the table. Complete the sentences (1–4) with the correct tenses. Then match the uses with the examples (a–d).**

1 We use the *present simple* to talk about facts, habits and routines. b
2 We use the present continuous to talk about actions in progress at the time of speaking. a
3 We use the past simple to talk about actions completed in the past. d
4 We use the past continuous to talk about continuous actions at a moment in the past. c

a It's raining outside, so I'm doing my homework now.
b My alarm goes off at 6.30 every morning.
c Paulo and Raul were rehearsing last night.
d Marta didn't go to school yesterday.

2 S.05 **Complete the sentences with the correct form of the verbs in brackets. Listen and check.**

1 Mike *goes* (go) sightseeing every year.
2 Amalia didn't learn (not learn) her lines until the night before the first show.
3 A Where's Harry? B He 's reading (read) in his room.
4 You didn't like the play, did you, Emir? You were sleeping (sleep) during it! weren't staying
5 I'm so happy we (not stay) in that holiday resort last week when the terrible storm came.
6 Ana's not at the rehearsal because she 's not feeling (not feel) well right now.

3 **Complete Esma's blog with the correct form of the verbs in the box.**

begin do get up go have not finish not forget practise start think

Hi, everyone. Yesterday we [1] had our last rehearsal for the musical. I [2] didn't finish practising until 11 pm, and when I [3] went to bed, some of the others [4] were still practising. The first show starts at 7.30 tonight. I didn't feel nervous when I [6] got up this morning, but I [7] don't forget to feel nervous now – I hope I [8] think my lines. But I [9] 'm beginning it's going to be a great night. [10] Are you doing anything this weekend?

Grammar tutor p124

Use it!

4 **Write the questions. Then ask and answer.**

1 what / you / do / at nine o'clock last night
What were you doing at nine o'clock last night?
2 what time / you / get up / today
What time did you get up today?
3 speak English to anyone / last week
Did you speak English to anyone last week?
4 what / you / wear / at the moment
What are you wearing at the moment?

What were you doing at nine o'clock last night?
I was watching some videos online.

4 Ask some students to tell the class what their partner said in response to the questions.

Grammar game

Put students into small groups. Write gapped questions (using the grammar structures from the lesson) on the board, e.g. *Where __ you go yesterday?* The first group to complete each question and come up with a grammatically correct answer wins a point.

Homework

Workbook p5, Exercises 1–3

Lesson aim: I can talk about different ways of communicating.

1 S.06 Ask students to describe what actions they can see in the emoticons before looking at the words in the box.

Audioscript p121

Target vocabulary
describe /dɪ'skraɪb/
greet /griːt/
post /pəʊst/
shake hands /ʃeɪk hændz/
shout /ʃaʊt/
smile /smaɪl/
translate /trænz'leɪt/
wave /weɪv/
whisper /wɪspə/

2 S.07 ★ Before playing the recording, elicit definitions for each pair of communication words.

Audioscript p121

3 Students can work in pairs to complete the table.

Vocabulary bank

Learn to learn
Drill the pronunciation of *gesture* /'dʒestʃə/. Check understanding (a gesture is a movement of the body to show the meaning of something).

4 Elicit how students defined the words in the box or the gestures they used.

5 Give students a minute to prepare for this activity.

Homework
Workbook p5 Exercises 4–6, p6 Exercises 1–4

Vocabulary
Ways of communicating

1 S.06 **Match the verbs in the box with the emoticons 1–9. Listen, check and repeat.**

9 describe	7 greet	8 post
1 shake hands	5 shout	4 smile
6 translate	3 wave	2 whisper



2 S.07 **Listen to the dialogues and circle the correct words in Exercise 1.**

1 whisper / shake hands
2 translate / smile
3 post / shout
4 greet / translate
5 wave / describe



3 Do we express the verbs in Exercise 1 with actions or words? Complete the table.

Actions	Words
shake hands post smile wave	*describe* greet shout translate whisper

Learn to learn
Describing words you don't know with other words or a gesture

When you don't know a word, use words you do know to describe it or use gestures to express what you mean.

4 **Express or explain the words in the box with other words or gestures.**

accommodation cry dance film
frozen sing stand up tourist attraction

It's a place where you can stay.

Accommodation?



Use it!

5 Use gestures or tell your partner *I do this when ....* Can they guess the verb?

I do this when I ...

You wave!

Starter Unit 7

Lesson aim: I can talk about different ways of communicating.

1 Point out the words in the box to students. Students circle the correct words to complete the sentences.

Learn to learn

2 After students complete the exercise, ask volunteers to share one of their sentences with the class.

3 S.08 Before students listen to Mateo, ask them to say which tips they think are best and why.

Audioscript p121

4 S.08 Elicit the type of word needed to complete each gap (e.g. a verb). Then ask students if they can remember any of the words which fill the gaps. Play the audio again for students to check.

5 ★★★ Encourage students to think of other tips to help someone learn English, e.g. read books and articles in English.

Flipped class
▶ Ask students to watch **Video S.2** and do the **Video worksheet S.2**.

Vocabulary and listening



Ways of communicating

describe	shake hands	translate
greet	shout	wave
post	smile	whisper

1 Circle the correct words.

1 At the beginning of the trip, we were *posted* / *greeted* / *waved* by our tour guide.
2 I think he enjoyed the show because he was *shouting* / *waving* / *smiling*.
3 Alfonso will *describe* / *translate* / *whisper* all the tourist attractions we are going to see.
4 She plays the part of an angry teacher who *shouts* / *posts* / *smiles* at her students a lot.
5 In the first scene, two actors meet and *translate* / *shake hands* / *describe*.

Learn to learn

Personalising vocabulary

Writing personalised sentences helps you to learn new words.

2 Choose four verbs from the list above and write sentences that are true for you. Then tell your partner.

1 _____
2 _____
3 _____
4 _____

Our teacher greets us every morning.

A talk

3 S.08 Listen to Mateo and tick (✓) the tips that helped him learn English.

a Describe a word with other words ✓
b Do a language course ☐
c Don't worry about making mistakes ✓
d Listen to music ☐
e Talk as much as possible ✓
f Translate words and make them sound English ✓
g Watch TV ✓

4 S.08 Listen again and complete each sentence with one word.

1 Mateo is studying translating at university.
2 He didn't understand the family at first because they spoke so fast.
3 When he doesn't know a word, he describes it, translates it or makes a word in English similar to the Spanish word.
4 Lots of things were different for him, but he liked the people best.

Voice it!

5 Discuss the questions.

1 Which of Mateo's tips do you use?
2 Which tips would you like to try?

Lesson aim: I can use the present perfect and past simple.

Warmer

▶ Play **Video S.2** and elicit that the girl went to a summer camp in Spain to learn Spanish last summer and that she has never studied Turkish.

1 Draw students' attention to the table. After students complete the exercise, check the answers as a class. Elicit the difference between the present perfect (used for experiences and actions which began in the past and continue to the present) and the past simple (used for finished actions at a definite time in the past).

2 ★★★ Challenge students to explain their choice of verb form in each case. Students can then practise reading the conversation in pairs.

3 Ask students to read the gapped text through once before they choose the options. Ask: *Where did the writer work last summer?* (in a Mexican restaurant.) *What has the writer done since then?* (They have been to Spanish classes.)

Get it right!

Explain that *since* does not go with the present simple because it refers to a time or situation which began in the past.

4 ★ Encourage students to use the examples in the table and the sentences in Exercise 1 to help them choose the correct option.

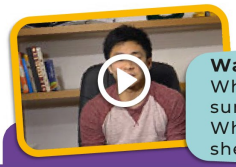
Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 124.

5 Encourage students to ask follow-up questions using the past simple.

Language in action

Present perfect and past simple



Watch video S.2
Where did she go last summer?
Which language has she never studied?

	Present perfect	Past simple
+	I've **studied** Spanish **for** a few years.	I **met** two girls at the camp from Türkiye.
-	I **haven't stopped** talking with my hands **since** I got back. I've **never** studied Turkish.	English **wasn't** their native language.
?	**Have** you **ever been** to Spain?	How **was** your summer?

1 **Look at the table and complete the sentences.**

We can use [1] *for* , [2] since , [3] ever and [4] never with the present [5] perfect .
We use it for things that happened in the past in an unfinished time period, or when the exact time is not important.

We use the past simple for things that happened in a finished time period, e.g. last summer.

2 **Circle the correct words.**

Bernard My cousin Alexia [1] *has lived* / *lived* in Bogota for two years. She loves it!
Laurie Oh, she's so lucky. I [2] *'ve never visited* / *visited* Colombia, but I want to go there one day.
Bernard Yes, she [3] *lived* / *has lived* there since she [4] *started* / *has started* university.
Laurie [5] *Have you ever visited* / *Did you visit* her?
Bernard No [6] *I didn't visit* / *haven't visited* her yet. But my uncle [7] *has been* / *went* last June.

3 **Complete the text with the past simple or present perfect.**

I [1] *have* never *been* (be) to Mexico, but last summer I [2] got (get) a job in a Mexican restaurant. I [3] 've met (meet) loads of people since I [4] started (start) working there and I [5] 've made (make) friends. At first they [6] spoke (speak) to me in Spanish, but I [7] didn't understand (not understand). Since then I [8] 've been (go) to Spanish classes and I [9] 've learned (learn) lots. Our teacher [10] has taught (teach) us how to describe things when we don't know the exact word.

Get it right!

We don't use the present simple with *since*.
We've been here since Tuesday. ✓
~~*We are here since Tuesday.*~~ ✗

4 **Circle the correct options.**

1 Have you *ever* / *since* been camping?
2 We haven't heard from Maria *since* / *ever* she arrived in Caracas.
3 Adem has *never* / *ever* flown before. He's quite excited.
4 Isabelle has lived in Madrid *since* / *for* six years. Her Spanish is great.
5 Have you *ever* / *since* used your English on holiday?
6 My German has really improved *for* / *since* I stared using this language learning app.

Grammar tutor p124

Use it!

5 **Discuss the questions.**

1 How many cities in your country have you visited?
2 How long have you known your best friend?
3 Have you ever been to a concert?

I've been to three cities. I went to the capital last month, but there are some cities I've never been to.

Grammar game

Students write five experiences they think their partner has never had, e.g. *You've never been to New York. You've never ridden a horse.* In pairs, students show each other their ideas. The student with the most correct guesses wins.

Homework

Workbook p6, Exercises 5–7

Lesson aim: I can give my opinions about fashion.

Warmer

Write *trendsetters* on the board. Elicit its meaning (a trendsetter is someone who makes something fashionable, e.g. an item of clothing, new technology, an idea). Ask students if they can name any young trendsetters.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Discuss this question with the class as a whole. Write key words and phrases on the board (e.g. *cool*, *colourful*, *casual*, *informal*, *teenagers*) as necessary.

2 & 3 ▶ Play **Video 1.1** and allow students to check their answers.

4 Encourage students to compare their opinions in groups. Do students share a taste in fashion? Do they like and dislike the same styles?

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

In preparation for **Explore it!** (p11), students find out about a well-known clothes designer whose designs they like.

1 Trendsetters

Learning outcomes

I can ...
- understand texts about fashion and sustainability
- give my opinion politely
- comment on a blog post
- understand how to use the present perfect simple and continuous, and modifiers
- talk about and describe clothes and shoes
- categorise adjectives, record new verbs, use spidergrams for associated words.



Young people dressed to show their personalities
Colourful clothes
Daring patterns
Women started wearing trousers and men's styles

Start it!

1 Look at the photo. Do you like the clothes that the people are wearing? Why / Why not?
2 Before you watch, what does fashion mean to you?
3 Name three ways fashion changed in the 1960s. Watch and check.
4 What is your favourite fashion style?


Watch video 1.1


p13
Language in action 1.2


p15
Language in action 1.3


p16
Everyday English 1.4


p18
Globetrotters 1.5

Unit aims

Skills

I can ...
- understand a text about fashion and sustainability p12
- give my opinion politely p16
- write a blog comment p17
- understand a text about traditional Scottish dress p18

Language

I can ...
- describe clothes and shoes p11
- understand how to use the present perfect simple and continuous p13
- use verbs related to clothes and shoes p14
- understand how to use modifiers p15

Learn to learn

I can ...
- put adjectives into categories p11
- record new verbs p14
- use spidergrams p19
- write different kinds of example sentences p20

Extra resources

- Grammar tutor, Student's Book **p125**
- Workbook **pp8–15** and Writing tutor **p80**

Teacher's Resource Bank

Worksheets:
- Grammar 1.1 and 1.2 (3 levels)
- Vocabulary 1.1 and 1.2 (3 levels)
- Video 1.1–1.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp22–25**

Lesson aim: I can describe clothes and shoes.

Warmer

Ask: *Do you like the clothes in the photos on page 11? Why? Why not?* Students can discuss these questions in pairs.

1 1.01 Ask students, in pairs, to take turns saying an adjective and writing it down, to practise pronunciation and spelling.

Audioscript p122

Target vocabulary

baggy trousers /'bægi 'traʊzəz/
checked shirt /tʃekt ʃɜːt/
denim skirt /'denɪm skɜːt/
flat shoes /flæt ʃuːz/
flowery dress /'flaʊəri dres/
high-heeled boots /haɪ'hɪəld buːts/
long-sleeved dress /lɒŋsliːvd dres/
plain cotton T-shirt /pleɪn 'kɒtən 'tiːʃɜːt/
spotted shoes /'spɒtɪd ʃuːz/
striped T-shirt /straɪpt 'tiːʃɜːt/
tight jeans /taɪt dʒiːnz/

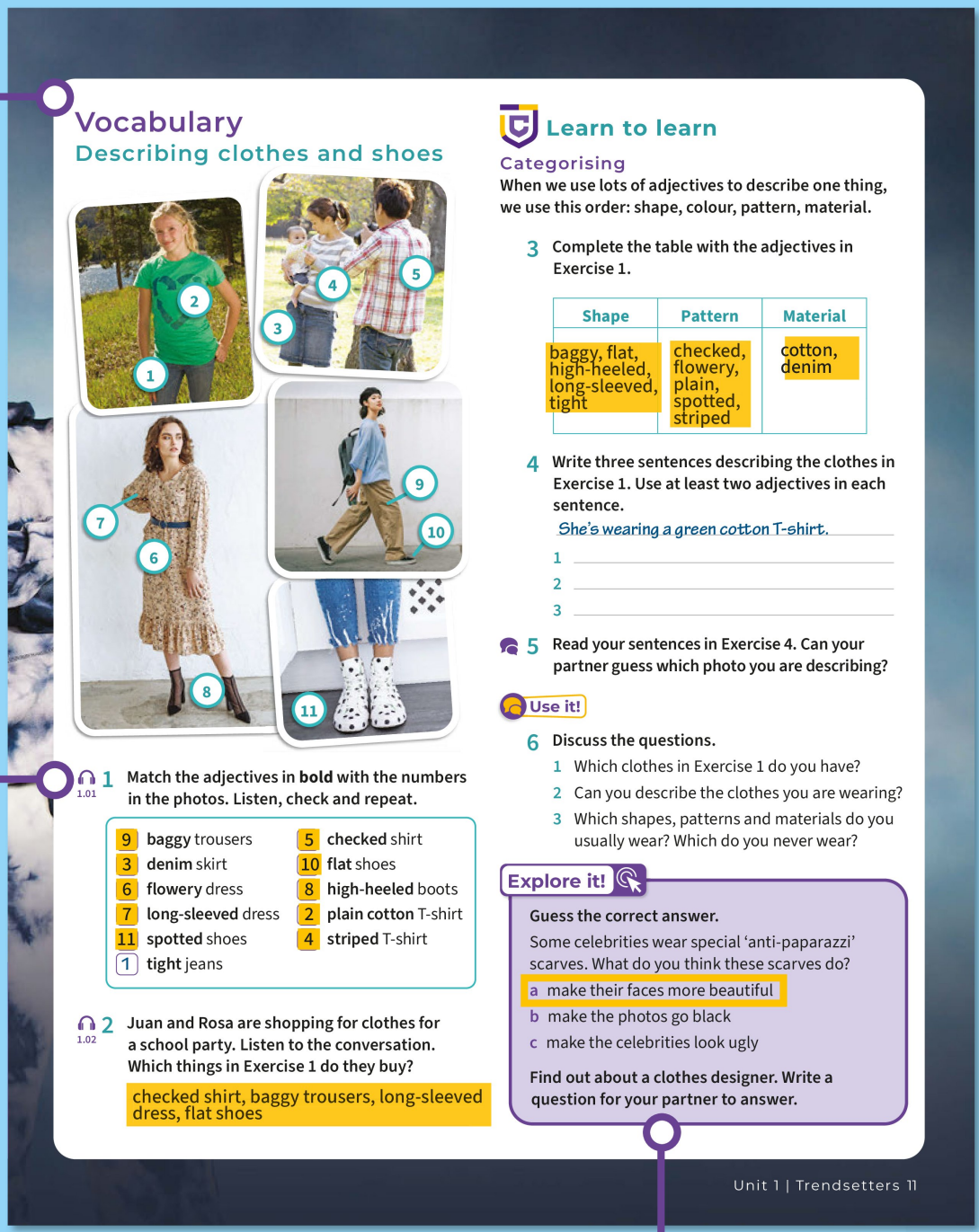
2 1.02 ★ Point out that both speakers mention items of clothing that they don't end up buying. Students should only note down the items the speakers decide to buy.

Audioscript p122

Vocabulary bank

Learn to learn

Explain that while we hardly ever put three or more adjectives together we often put two together. Point out that in English, it sounds odd if we say *The cotton plain T-shirt* rather than *The plain cotton T-shirt.*



Vocabulary

Describing clothes and shoes

1 1.01 Match the adjectives in **bold** with the numbers in the photos. Listen, check and repeat.

9	**baggy** trousers	5	**checked** shirt
3	**denim** skirt	10	**flat** shoes
6	**flowery** dress	8	**high-heeled** boots
7	**long-sleeved** dress	2	**plain cotton** T-shirt
11	**spotted** shoes	4	**striped** T-shirt
1	**tight** jeans		

2 1.02 Juan and Rosa are shopping for clothes for a school party. Listen to the conversation. Which things in Exercise 1 do they buy?

checked shirt, baggy trousers, long-sleeved dress, flat shoes

Learn to learn

Categorising

When we use lots of adjectives to describe one thing, we use this order: shape, colour, pattern, material.

3 Complete the table with the adjectives in Exercise 1.

Shape	Pattern	Material
baggy, flat, high-heeled, long-sleeved, tight	checked, flowery, plain, spotted, striped	cotton, denim

4 Write three sentences describing the clothes in Exercise 1. Use at least two adjectives in each sentence.

She's wearing a green cotton T-shirt.

1 _____
2 _____
3 _____

5 Read your sentences in Exercise 4. Can your partner guess which photo you are describing?

Use it!

6 Discuss the questions.

1 Which clothes in Exercise 1 do you have?
2 Can you describe the clothes you are wearing?
3 Which shapes, patterns and materials do you usually wear? Which do you never wear?

Explore it!

Guess the correct answer.

Some celebrities wear special 'anti-paparazzi' scarves. What do you think these scarves do?

a make their faces more beautiful
b make the photos go black
c make the celebrities look ugly

Find out about a clothes designer. Write a question for your partner to answer.

3 Ask students to compare tables with a partner.

4 Give students two minutes to write their sentences.

5 ★★★ Ask students to describe clothes people are wearing in the class. Their partner guesses who is being described.

6 Give students three minutes to discuss the questions.

Explore it!

Students use the facts they researched about designers.

Homework

Workbook p8

Lesson aim: I can understand a text about fashion and sustainability.

Background information

Thrifting is a word to describe shopping for second-hand items at charity shops, flea markets or boot sales. 'Thrift' means the careful use of money; someone who spends wisely is 'thrifty'. Thrifting reduces waste, helps the environment and allows people to shop without spending a lot of money. Second-hand items are often better quality and last longer.

Warmer

Ask students if they have ever sold or bought second-hand clothes online. Encourage them to share their experience. Ask: *Was it a positive experience? Would you do it again?* Elicit students' ideas.

Sustainability: Responsible consumption and production

Second-hand shopping for clothes is not a new or simply 'fashionable' idea, but more young people than ever before are now interested in both vintage fashion and looking after the environment. Sustainable Development Goal 12 is to ensure sustainable consumption and production patterns. Sustainable fashion asks people to consider how they shop for clothing so they create the least impact on our planet. Ask students: Why do they think second-hand shopping might be a good idea?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Thrifting: the future of fashion?



1 Hi there! Regular readers will know I've been trying to reduce my carbon footprint. Travel, cooking, holidays – I want to do them all in a greener way! But what about clothes? This week I bought a denim skirt from a well-known high-street **chain**. It's lovely, but did I really need it? Maybe not. Since then, I've been looking into ways to dress well without feeling guilty.

2 We've all known for years that fast fashion is an environmental disaster. The big fashion chains have been selling us cheap clothes, but they haven't been thinking about the planet. They just want us to keep buying. One day flowery shirts are the latest trend. The next day it's spotted ones. I've read that one **online retailer** lists 6,000 new styles on its website every day!

3 But there are alternatives, such as thrifting. My friend Claudio buys all his clothes from thrift shops and he always looks fashionable. He likes to mix retro styles from the 1990s with more modern clothes. And he's found some great **bargains**. For instance, the baggy jeans he was wearing yesterday were made by a famous designer, but he got them second-hand for almost nothing!

4 My friend Aida loves thrifting too, and she makes money from it! She's been selling **second-hand** clothes online for six months. She's already made enough money to buy herself an electric piano (second-hand, of course!). She even made a few sales using an app on her phone while we were chatting!

5 Experts say that the second-hand clothes business will soon be worth $300 billion. But the more popular thrifting gets, the more expensive second-hand clothes become. Then, people on low **incomes** can't afford to go thrifting anymore. So they have to go back to fast fashion!

Have you ever bought second-hand clothes? Have you been thinking about it? Post your thoughts!

Alev



Reading

A blog post

1.03 **1** **Read the blog post. Put the topics below in the order that they are mentioned in the text.**

A recent shopping experience 1
A stylish shopper 3
The economics of thrifting 5
The problems with fast fashion 2
An entrepreneur 4

2 **Find words in the blog that mean:**

1 a group of shops owned by the same company (paragraph 1) chain
2 a business that sells products on the Internet (paragraph 2) online retailer
3 items that are a low price and good value (paragraph 3) bargains
4 owned or used before (paragraph 4) second-hand
5 the money that you earn (paragraph 5) income

3 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 Alev's blog is all about new fashion trends. F
2 Alev's skirt was cheap. DS
3 Alev doesn't agree with fast fashion. T
4 Claudio never buys brand-new clothes. T
5 Aida uses a computer to sell her clothes. DS
6 Alev thinks everyone can afford second-hand clothes. F

Voice it!

4 **Discuss the questions.**

1 Do you think buying second-hand clothes is a good idea? Why / Why not?
2 What other things do people buy second-hand?
3 How does shopping damage the environment? Do you think thrifting helps?

1 1.02 Read out the four topics. Ask students to read the text and number the topics in the order they are mentioned.

2 Before students look for the words in the text, read out the definitions and ask students if they can guess what words are being defined.

3 Elicit correct answers for any sentences that students mark *false*.

4 Give students time to think and make notes before they discuss the questions.

Extend it!

In groups, students think about other items that can be sold second-hand and make a list. Groups present their ideas to the class.

Flipped class

▶ Ask students to watch **Video 1.2** and do the **Video worksheet 1.2**.

Homework

Workbook p9

Lesson aim: I can use the present perfect simple and continuous.

Warmer

▶ Play **Video 1.2**. Elicit that Tara's been knitting for a few years and that no one has bought Patrick's shoes yet.

1 Draw attention to the table. Once students have completed the rules, ask: *What have you done today?* and *What have you been doing in the last ten minutes?* Elicit answers.

2 Ask students to make use of the irregular verb list on SB p134 when doing the activities on this page.

3 1.04 ★ Tell students to first read through the gapped text to get an idea of its content, then to choose the correct verb for each gap.

Audioscript p122

5 1.05 Ask students to compare their answers in pairs, discussing any differences, before playing the audio to check.

Audioscript p122

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 125.

5 & 6 Before students start speaking, check the completed questions in Exercise 5. Give students a few minutes to discuss the questions in pairs.

Language in action

Present perfect simple and present perfect continuous



Watch video 1.2
How long has Tara been knitting?
How many people have bought Patrick's shoes?

	Present perfect simple	Present perfect continuous
+	She **has knitted** over twenty scarves.	She**'s been knitting** for three hours.
-	People **haven't bought** any of his shoes yet.	He **hasn't been designing** for long.
?	**Have** you ever **read** the newspaper?	How long **have** you **been knitting**?

1 **Look at the table. Complete the rules with *simple* or *continuous*.**

1 We use the present perfect simple to focus on the **result** of an activity.
2 We use the present perfect continuous to focus on **how long** the activity is.

2 **Put the words in the correct order to make sentences. Then decide if the examples are present perfect simple (S) or present perfect continuous (C).**

1 lots of / I've / blog posts / written
I've written lots of blog posts. S
2 since / a fashion blog / writing / She's been / January
She's been writing a fashion blog since January. C
3 made / Have you / your own clothes / ever / ?
Have you ever made your own clothes? S
4 been / He's / two years / designing / for / clothes
He's been designing clothes for two years. C

1.04 **3** **Complete the text with the present perfect continuous form of the verbs in the box. Listen and check.**

help make not practise ~~try~~ watch work



Recently I [1] 've been trying to learn how to knit. It's really difficult! I [2] 've been watching lots of videos online, but I [3] haven't been practising very much. I [4] 've been making a scarf for a few days now, but it's full of holes and looks awful. My mum [5] 's been helping me too, but she [6] 's been working all week and hasn't really got much free time.

1.05 **4** **Complete the sentences with the present perfect simple or continuous form of the verbs in brackets. Listen, check and repeat.**

1 How long has he been designing clothes? (design)
2 Have you ever learned to knit? (learn)
3 She has never worn high-heeled shoes. (wear)
4 I 've been walking in these shoes all morning and my feet really hurt! (walk).

Grammar tutor p125

Use it!

5 **Imagine you are a fashion designer. Make questions with the present perfect simple or continuous. Then think of your answers.**

1 What / designed?
What have you designed?
2 Who / worn your designs?
Who has worn your designs?
3 How long / designing clothes?
How long have you been designing clothes?

6 **Ask and answer the questions. Which designer makes the most interesting clothes? Why?**

I've designed a coat which changes colour when it gets wet!

Grammar game

In pairs, students take it in turns to say something, e.g. *I can't find my keys.* / *My hair is wet.* Their partner guesses the reason, e.g. *Has someone stolen them?* / *Have you been walking in the rain?* Students get a point for a correct guess.

Homework

Workbook p10

Lesson aim: I can use verbs related to clothes and shoes.

Warmer

Ask students what new items of clothing they would like.

1 1.06 Tell students to read through the fashion forum first to get a general idea of what it is about. Then ask: *Who says it's difficult to find clothes of the right size?* (Gisela.)

Target vocabulary

do up /duː ʌp/
fit /fɪt/
fold /fəʊld/
go out of fashion /gəʊ aʊt əv ˈfæʃən/
go with /gəʊ wɪð/
hang up /hæŋ ʌp/
match /mætʃ/
suit /suːt/
undo /ʌnduː/
wear out /weə aʊt/

Audioscript p122

Vocabulary bank

Learn to learn

Encourage students to make a note of other words a verb is used with. Does the verb take an object?

2 ★ Elicit the meaning of the verbs in the box before students do the task.

Get it right!

Elicit other items of clothing which are always used in the plural form, e.g. *jeans*, *glasses*.

3 After students have asked and answered the questions, ask some students to tell the class what they found out about their partner.

Vocabulary and listening

Verbs related to clothes and shoes

1.06 **1** **Read the fashion forum and match the verbs in bold with the definitions. Listen, check and repeat.**



1 be the right size fit
2 not popular any longer go out of fashion
3 wear something so much it looks old wear out
4 make someone look good suit
5 look good together go with
6 be similar or the same colour/type match
7 close buttons or zips on clothes do up
8 open buttons or zips on clothes undo
9 put clothes on a coat hanger hang up
10 bend clothes so that one part lies on another part fold

Learn to learn

Recording new verbs

Make sentences with new verbs so that you can remember how to use them.

2 **Complete the sentences with the correct form of the verbs in the box and the words in brackets.**

do up | hang up | not go with | suit | ~~wear out~~

1 You never wear out your shoes. They always look new. (your shoes)
2 That colour suits you. It looks good. (you)
3 This top doesn't go with my skirt. They're different styles. (my skirt)
4 Do up the zip on your jacket. It's cold. (the zip)

Get it right!

The word ***clothes*** is always plural.
Your new clothes look great!

Use it!

3 **Discuss the questions.**

1 Which clothes fit you well?
2 Which ones suit you?
3 Which ones have you worn out?

An interview

1.07 **4** **Listen to an interview with Carla. Where does she get her clothes from?**

She makes new clothes from old ones, prints her own designs on T-shirts and tops, and gets her clothes from second-hand shops.

1.07 **5** **Listen again and complete the text.**

Carla started looking at fashion designs online when she was [1] 12. She enjoys upcycling – creating [2] something new from something that exists. She also decorates [3] plain T-shirts and tops with her own designs. She knows that people buy fast fashion because the clothes are [4] cheap and that ethical fashion is [5] more expensive than fast fashion but ethical fashion thinks about the people who [6] make the clothes

Pronunciation p118

4 1.07 Before students listen to the interview, elicit where Clara might get her clothes from, e.g. a clothes store, a second-hand shop.

Audioscript p122

5 1.07 Check understanding of the following ideas before listening: *upcycling* – creating a new product from one that exists already; *fast fashion* – clothing produced quickly and sold cheaply in the big clothing chains; *ethical fashion* – helping people in the communities where clothes are produced and minimising the impact on the environment.

Pronunciation

Students can do the activities on p118, practising the pronunciation of the letters *ea*.

Flipped class

Prepare for **Video 1.3** (p15). Students think of their top three fashion mistakes.

Homework

Workbook p11

Lesson aim: I can understand how to use modifiers.

Warmer

▶ Play **Video 1.3**. Elicit that the mistakes are: dressing like everyone else, trying too hard, and having a messy bedroom. The problem with a messy bedroom is that you can't find anything to wear. After the video, ask students to discuss their own fashion mistakes.

1 Draw attention to the table. Guide students to focus on the important elements in the sentences, e.g. In the last sentence, identify *better* as a comparative adjective, then elicit that *a lot* is used in front of such a word to show a big difference.

2 Students analyze the price tags of the different coloured T-shirts and write the correct colour to complete the sentences.

3 1.10 Tell students to read through the text first, then ask: *What is the text about?* (Answer: making clothes from materials which are good for the environment.)

Audioscript p123

Sustainability: Responsible consumption and production

Students will be familiar now with the environmental damage caused by fast fashion and unsustainable production processes. Reinforce Sustainable Development Goal 12 by asking students if they have seen or have worn clothes made from the materials mentioned in the text. Would they buy more clothes made from sustainable materials? What qualities would they look for in sustainable fashion?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Language in action

Modifiers



Watch video 1.3
What are the top three fashion mistakes?
What's the problem if your bedroom is totally messy?

Modifiers	
Your bedroom is **totally** messy!	**a** *extremely, absolutely, totally, really*
This problem is **quite** common.	**b** *quite, rather, fairly, pretty*
Try to add **a little** colour.	**c** *a bit, a little*
His look is **a lot** better than mine.	**d** *a lot, far*

1 **Look at the table. Which modifiers (a–d) do we use before …**

1 comparative adjectives to show a big difference? a
2 comparative adjectives or nouns to show a small difference? c
3 adjectives to mean *much*? d
4 adjectives to mean more than *a little* but less than *very*? b

2 **Complete the sentences with a colour: *black*, *blue*, *white* or *pink*.**

1 The pink t-shirt is *extremely* expensive.
2 The black t-shirt is *fairly* expensive, but not as expensive as the pink one.
3 The blue t-shirt is *a little* cheaper than the black t-shirt, but *a lot* more expensive than the white one.
4 The white t-shirt is *really* cheap.



1.10 **3** **Circle the correct words. Listen and check.**

Making materials like cotton or denim can be [1]*extremely* / *a lot* damaging for the environment. That's why it's [2]*absolutely* / *far* essential we create new materials from natural products that are [3]*fairly* / *a lot* better for the planet. Some materials like bamboo have been [4]*fairly* / *a little* successful. Others are still being developed, like a material from the rice plant, which is [5]*quite* / *a bit* similar to cotton, and one made from chicken feathers, which is [6]*pretty* / *a bit* warm, like wool. Technology has also made it [7]*really* / *far* easier to recycle materials like plastic bottles into clothes such as leggings and T-shirts, which is [8]*really* / *a lot* good news for the environment!

4 **Complete the sentences with the words in brackets.**

1 I feel quite tired today. I need to sleep well otherwise I'll be extremely tired tomorrow. (extremely / quite)
2 The shopping centre in our town is quite good, but the one outside town is far better. (far / quite)
3 He creates totally amazing designs, which are a lot more fun than ours. (a lot / totally)
4 I'm fairly good at art, but there are people in my class who are far more talented than me. (far / fairly)
5 This coat is absolutely eautiful and it's only a bit more expensive than the other one. (a bit / absolutely)

Grammar tutor p125

Use it!

5 **Complete the sentences so they are true for you.**

1 I am pretty good at _____.
2 I feel quite sad when _____.
3 A subject I find a lot easier than before is _____.
4 I'm a bit more interested in _____ than before.
5 I think it's absolutely amazing that _____.

6 **Guess what your partner wrote in their sentences. Score one point for each correct guess.**

Did you say, 'I am pretty good at English'?

No, I didn't. I said, 'I'm pretty good at art'.

4 Read out the example. Check that students understand what to do. Students work individually to complete the task.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 125.

5 Give students a couple of minutes to complete the sentences. Monitor and help as necessary.

6 Once students have done this guessing game, find out if anyone in the class managed to get all five correctly.

Grammar game

In pairs, students write gapped sentences, *I think pink T-shirts are absolutely …* Their partner has to guess the missing adjective. A correct guess wins a point.

Homework

Workbook p12

Lesson aim: I can give my opinion politely.

1 1.11 On the board, write *retro clothing*. Elicit the meaning (clothing that uses a fashion style from a particular period in the past).

Audioscript p123

2 1.11 ★★★ Ask students to cover the *Useful language* box. Students then listen to the recording, and fill in the conversation with the phrases they hear.

▶ Play **Video 1.4** and encourage students to repeat the *Everyday English* phrases with the same intonation.

3 Students think of situations in which they could use the *Everyday English* phrases. For example, A: *Check out my new jeans.* B: *You're such a fashion victim!*

4 Encourage students to make notes here rather than write a full description. The idea is to develop students' fluency rather than ask them to follow a script.

5 Ask students to practise the conversations until they feel comfortable enough to not rely on their notes. Encourage them to improve a little.

6 As well as answering the three questions about the other pair's conversation, students can give each other feedback on their speaking, focusing on things like use of language, pronunciation and intonation.

Speaking frames

Speaking

Giving your opinion politely

Diego doesn't like the clothes that Dana has bought.

1 1.11 **Listen to the conversation. Does Diego like the things?**



Diego Hey, Dana. How's it going?
Dana Hi Diego. I've been shopping all morning. I've bought some great stuff. Do you want to see?
Diego Yeah, sure.
Dana I got this striped jacket from Zaps, that new store they've just opened.
Diego Oh right. Wow! [1] That's … er … different!
Dana I know! It's totally out there! I'm not a huge fan of
Diego Mmm, [2] _____ yellow and blue together, but the blue matches the colour of your eyes.
Dana Thanks! And check out these trousers.
Diego Flowery trousers! Wow! Very retro!
Dana I know! They fit really well. What do you think? They're not
Diego Well, [3] exactly my style, but I can see why you like them.
Dana Do you think they suit me?
Diego Yes, I guess so.
Dana I think I might wear them to go out later, with the jacket.
Diego Mmm, [4] I don't know if I'd wear them together. [5] I think maybe the trousers would go better with a plain top.
Dana No, patterns are totally in this year.
Diego You're such a fashion victim, Dana!



2 1.11 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

I don't know if … I'm not a huge fan of …
I think maybe … That's … er … different!
They're not exactly my style.



Watch video 1.4
Everyday English

check out fashion victim in out there

3 **Match the phrases in the *Everyday English* box with the words and phrases 1–4.**

1 someone who follows fashion fashion victim
2 fashionable in
3 different out there
4 look at check out



Plan

4 **Write about the clothes in the photo:**
What clothes are they?
Who bought them and why?
What do they look like?
Why do you like or not like them?

Speak

5 **Practise the conversation with your partner. Remember to use:**
- the present perfect simple and continuous
- modifiers
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**
Who bought them and why? _____
_____
What do they look like? _____
_____
Do the other pair like them? _____
_____

16 Trendsetters | Unit 1

Extend it!
In groups, students design an item of clothing, which they illustrate, describe and present to the class.

Class challenge
London, Paris, Milan and **New York** / Los Angeles / San Francisco are seen as the world's big four fashion capitals.

Flipped class
Prepare for the **Writing** lesson (p17). Students research what is meant by the term *fashion footprint*.

Lesson aim: I can write blog comments.

Warmer

Write *blog* on the board. Elicit that a blog is a website, usually maintained by one person or a small group of people, featuring posts, regularly uploaded, on a particular topic.

1 Ask students to share what they found about the idea of a fashion footprint, before they read the blog post (*Fashion footprint* refers to the effect on the environment of the manufacture of the clothes you buy.)

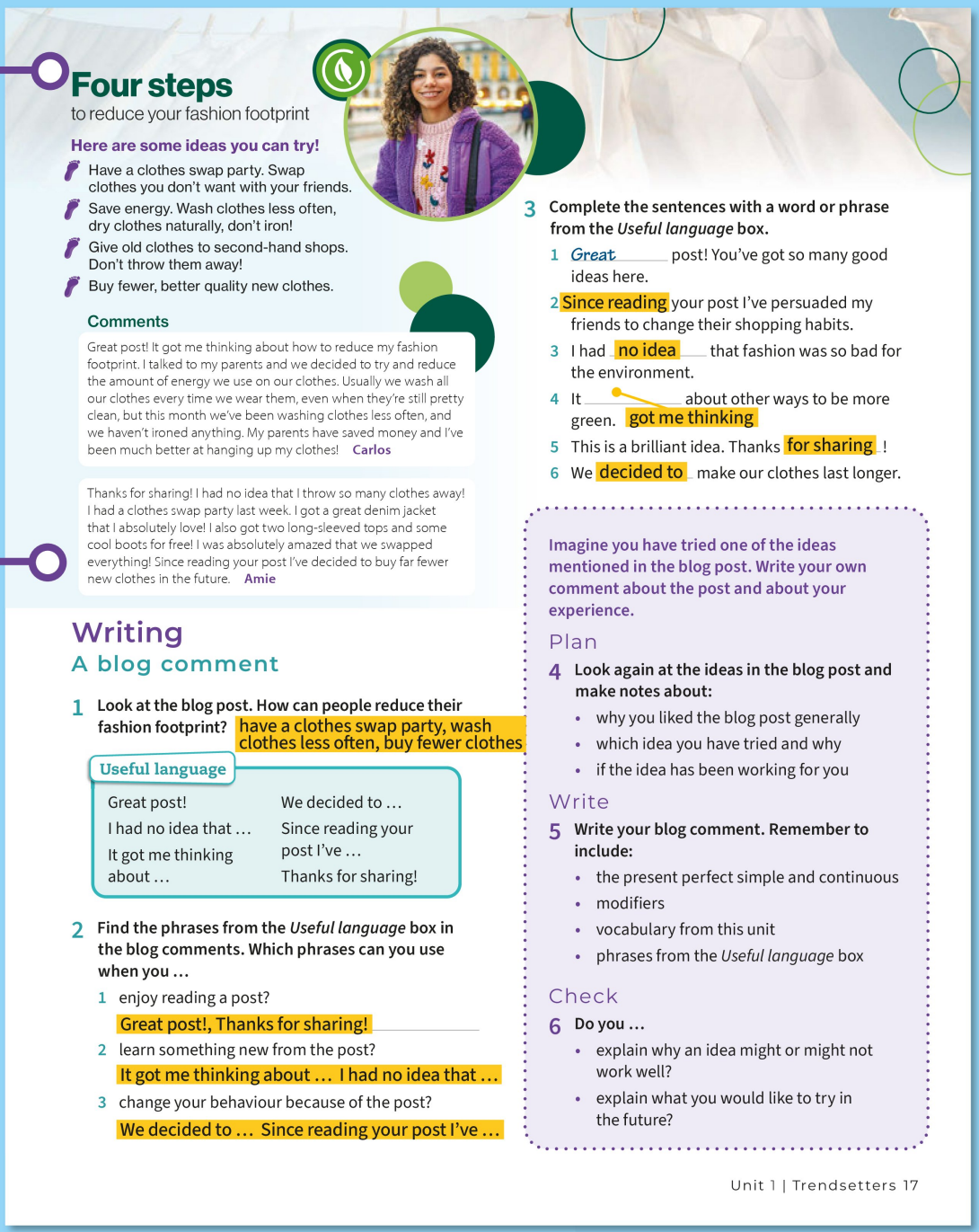
There are activity cards related to Sustainability in the Teacher's Resource Bank.

Sustainability: Responsible consumption and production

Swapping clothes, washing clothes less often, giving clothes to second-hand shops and buying fewer, higher quality new clothes are all strategies to significantly reduce waste generation. Sustainable fashion asks people to consider how they shop for clothing so they create the least impact on our planet. Before they read the text, ask students: Have they ever swapped clothes with a friend? Would they consider washing their clothes less frequently than they do now?

2 ★★★ Challenge students to think of similar phrases to use for when they enjoy reading a post, learn something from a post and change their behaviour as a result of a post.

3 Read out example sentence 1. Students choose the best word or phrase from the *Useful language* box to complete sentences 2–6.



Four steps

to reduce your fashion footprint

Here are some ideas you can try!

- Have a clothes swap party. Swap clothes you don't want with your friends.
- Save energy. Wash clothes less often, dry clothes naturally, don't iron!
- Give old clothes to second-hand shops. Don't throw them away!
- Buy fewer, better quality new clothes.

Comments

Great post! It got me thinking about how to reduce my fashion footprint. I talked to my parents and we decided to try and reduce the amount of energy we use on our clothes. Usually we wash all our clothes every time we wear them, even when they're still pretty clean, but this month we've been washing clothes less often, and we haven't ironed anything. My parents have saved money and I've been much better at hanging up my clothes! **Carlos**

Thanks for sharing! I had no idea that I throw so many clothes away! I had a clothes swap party last week. I got a great denim jacket that I absolutely love! I also got two long-sleeved tops and some cool boots for free! I was absolutely amazed that we swapped everything! Since reading your post I've decided to buy far fewer new clothes in the future. **Amie**

Writing

A blog comment

1 **Look at the blog post. How can people reduce their fashion footprint?** have a clothes swap party, wash clothes less often, buy fewer clothes

Useful language

Great post!	We decided to …
I had no idea that …	Since reading your post I've …
It got me thinking about …	Thanks for sharing!

2 **Find the phrases from the *Useful language* box in the blog comments. Which phrases can you use when you …**

1 enjoy reading a post?
Great post!, Thanks for sharing!

2 learn something new from the post?
It got me thinking about … I had no idea that …

3 change your behaviour because of the post?
We decided to … Since reading your post I've …

3 **Complete the sentences with a word or phrase from the *Useful language* box.**

1 Great post! You've got so many good ideas here.
2 Since reading your post I've persuaded my friends to change their shopping habits.
3 I had no idea that fashion was so bad for the environment.
4 It got me thinking about other ways to be more green.
5 This is a brilliant idea. Thanks for sharing !
6 We decided to make our clothes last longer.

Imagine you have tried one of the ideas mentioned in the blog post. Write your own comment about the post and about your experience.

Plan

4 **Look again at the ideas in the blog post and make notes about:**

- why you liked the blog post generally
- which idea you have tried and why
- if the idea has been working for you

Write

5 **Write your blog comment. Remember to include:**

- the present perfect simple and continuous
- modifiers
- vocabulary from this unit
- phrases from the *Useful language* box

Check

6 **Do you …**

- explain why an idea might or might not work well?
- explain what you would like to try in the future?

4 Remind students that their notes should be short.

5 Give students up to 15 minutes to write their posts. Monitor and help as necessary.

6 Ask students to check each other's work and offer suggestions for improving it.

Writing frames

Finished?

Extend it!

Students can read each other's blog posts and then write an extra comment in response.

Flipped class

Prepare for **Around the world** (pp18–19). Students research a fact about traditional Scottish dress.

Homework

Workbook p13, Writing tutor p80

Lesson aim: I can understand a text about traditional Scottish dress.

Background information

Scotland is a country in the north of Great Britain, which, with England, Wales and Northern Ireland, forms the United Kingdom. Before the kingdoms of Scotland and England were unified in 1707, Scotland was an independent country. It has a population of over five million and has its own education and legal systems.

Warmer

Write *Scotland* on the board. Elicit what students know about the country.

▶ **Video 1.5** develops the theme of clothing. Play the video, then put students into small groups to discuss the questions. Elicit that a *deel* is a long-sleeved coat, it allows for easy movement and protects the body. Also elicit what the following colours represent for the Maasai: blue (sky and rain), white (milk), green (the land), yellow (the sun), orange (kindness).

Extra digital activity
Ask students to complete the video comprehension questions.

1 1.12 Before students do the true/false task, elicit that a travel guide is a reference book for people travelling to specific destinations. It contains practical information such as listings of hotels, restaurants and transport links, as well as special sections with background cultural information likely to be of interest to the traveller.

Around the world

Reading
A travel guide

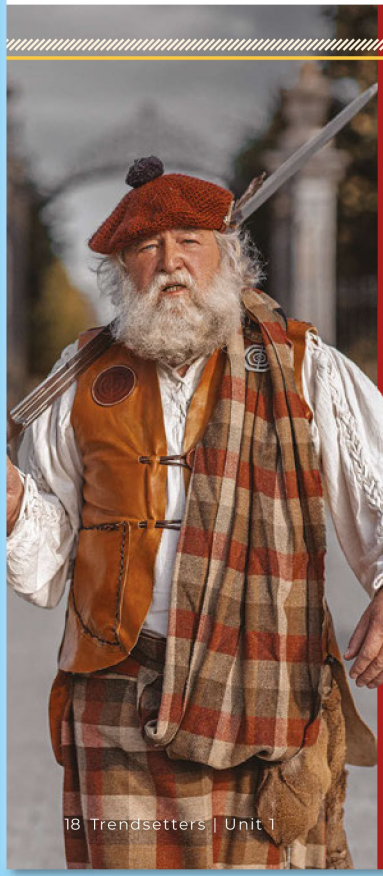


Globetrotters
Watch video 1.5
What we wear and why

- Why do we wear clothes and what do they show about us?
- What is a *deel* and why do Mongolian people wear it?
- What do the colours blue, white, green, yellow and orange represent for the Masai people?

1 1.12 **Are the sentences about the kilt true or false? Read the travel guide and check your answers.**

1 Kilts are only worn by men. F
2 Kilts have not always been made of tartan. T
3 Tartans today indicate where people live. F
4 Scottish dress is different for men and women. T
5 Tartan patterns are popular outside Scotland. T



Traditional Scottish dress

You have probably seen photos of Scotland's most famous piece of clothing, the kilt. But did you know that Scottish men have been wearing kilts for centuries? A kilt used to be an extremely long piece of heavy plain or checked material that men from the Scottish Highlands wore every day. They wrapped the material around their waist and over one shoulder or their head to protect them from the cold wind or rain. Nowadays, the design of the kilt is totally different. It is knee-length and made from wool, with a pattern of vertical and horizontal stripes in different colours called tartan. Tartan designs used to indicate the area where people lived and were far less colourful than they are today. Since the 18th century, people have been wearing tartan designs that represent their family name or clan (group of families) and today there are over 4,500 designs! The kilt forms part of the traditional Highland dress, which is quite different for men and women.

Highland dress is extremely popular in Scotland for special occasions such as weddings, funerals or parties, particularly for men. Women often wear kilts to do traditional Scottish dancing at sports and cultural events. Nowadays, tartan isn't just used for traditional dress in Scotland. Fashion designers around the world use tartan to create modern designs such as tartan trousers or tartan shoes and celebrities from Rihanna to Shawn Mendes have been photographed wearing tartan. Even though people have worn tartan for centuries, it is still popular today and looks like it's not going to go out of fashion any time soon.



Class challenge

The famous Scottish musical instrument shown in the picture on p18 is called the windbag / **bagpipes** / airbag.

Lesson aim: I can understand a text about traditional Scottish dress.

Background information

In the 18th century, King George II of the United Kingdom didn't want Scotland to have its own identity, so it was illegal for Scottish people to wear tartan. Only the military could wear tartan kilts. However, Scottish people wore kilts in protest because they were part of their identity and they were proud of it.

2 Read out the example. Encourage students to read the text carefully to identify the information required to complete the rest of the table. Monitor and help as necessary.

3 ★ Read out the nouns in the box. Ask: *Do you know the meaning of any of them?* In pairs, students look at the context the words are used in in the text on traditional Scottish dress. This will help them choose the correct definition.

Learn to learn

Explain that using spidergrams can help form associations between words. Encourage students to use spidergrams when recording words which can be linked together in the same way.

4 & 5 Students work alone to complete their spidergrams before comparing their words with a partner.

6 After students have discussed the questions, encourage them to reflect on their own traditions and cultural practices, and to learn about traditions and cultural practices in other parts of the world. Explain that awareness and appreciation of other cultures helps us develop our understanding of others.

2 Use the travel guide to complete the table.

Kilts in the 18th century	Kilts in the 21st century
One long piece of cloth worn around waist and over shoulder	Knee-length, made from wool, tartan design. Over 4,500 different colourful tartan designs.
Highland dress for men (As listed in the text)	**Highland dress for women** (As listed in the text)
Who wears traditional tartan clothes? Men at weddings, funerals and parties. Women for traditional Scottish dancing.	**Who wears modern tartan clothes?** People around the world including celebrities. Designers have designed many types of clothes and shoes in tartan.



Men:
- tartan kilt and a kilt pin
- leather belt
- sporran – a small leather or fur bag that hangs from the belt. There are no pockets in a kilt!
- plain or tartan socks
- kilt knife – a small knife kept in one sock
- ghillies – plain, flat leather shoes with long laces

Women:
- long or knee-length tartan kilt
- tartan shawl – a piece of material worn over your shoulders
- plain or tartan socks
- ghillies



3 Find the nouns and match them with the definitions.

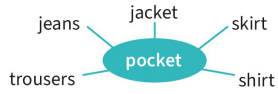
dress funeral laces pin shawl

1 a ceremony when a person dies **funeral**
2 a combination of clothes worn together for a particular situation **dress**
3 a small piece of metal to attach clothes **pin**
4 a large piece of cloth worn over your shoulders or head **shawl**
5 string used to fasten shoes **laces**

Learn to learn

Using spidergrams

Spidergrams can help you remember words that have a link with other words.



4 Make a spidergram of clothes and shoes which have laces, a zip, buttons or sleeves.



5 Which words did you both write? Add any new words to your spidergrams.

Voice it!

6 Discuss the questions.
1 What is traditional dress in your country?
2 When do people wear it?

Explore it!

Guess the correct answer.

It was illegal to wear tartan in the middle of the 18th century in Scotland. True or false?

a true b false

Find another fact about traditional Scottish dress. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Culture Project

See Project Book p22 and the Unit 1 Project worksheet for further information and activities.

Explore it!

To write their questions, students use the information about traditional Scottish dress that they researched for homework.

Flipped class

Students complete the **Learn to learn** page (p20), then prepare for the **Review** lesson (p21). Students revise the grammar and vocabulary from Unit 1.

Lesson aim: I can talk about how cities change over time.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit answers to the question. Write key words and phrases on the board, e.g. *woman*, *young* / *old*, *eyes*, *wrinkles* / *lines*.

2 ★★★ Help students here by giving them some prompts. On the board, write *population*, *buildings*, *transport*. Elicit students' ideas about how these and other things change in cities over time.

3 ▶ Play **Video 2.1** and allow students to check their answers. Students can also complete the Start it! **video worksheet** in the *Teacher's Resource Bank*.

4 Students discuss the question in groups.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class
Prepare for **Explore it!** (p23). Students find out about international students in their country.



Unit aims

Skills

I can ...
- understand a text about international exchanges p24
- explain how to use something p28
- write an opinion essay p29
- make a fact file pp30–31

Language

I can ...
- talk about changes in life p23
- understand how to use *used to*, *would* and past simple p25, 27
- talk about parts of objects p26
- understand how to use past perfect with *never*, *already*, *by (then)*, *by the time* p27

Learn to learn

I can ...
- use words in different situations p23
- identify key words p26
- learn to help my partner improve their writing p32

Extra resources

- Grammar tutor, Student's Book **p126**
- Workbook **pp16–23** and Writing tutor **p80**

Teacher's Resource Bank

Worksheets:
- Grammar 2.1 and 2.2 (3 levels)
- Vocabulary 2.1 and 2.2 (3 levels)
- Video 2.1–2.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp26–29**

Lesson aim: I can talk about changes in life.

1 Elicit further examples with each phrasal verb to check students' understanding of it. e.g. *Could you do without chocolate?*

Target vocabulary
do without /duː wɪˈðaʊt/
end up /end ʌp/
go back /gəʊ bæk/
go through /gəʊ θruː/
look forward to /lʊk ˈfɔːwəd tuː/
move out /muːv aʊt/
move to /muːv tuː/
settle down /ˈsetəl daʊn/
sign up /saɪn ʌp/
turn down /tɜːn daʊn/
turn out /tɜːn aʊt/
try out /traɪ aʊt/

2 2.01 Elicit example sentences with the phrasal verbs to check students' understanding.

Audioscript p123

3 2.02 ★★★ Challenge students to complete the sentences with the phrasal verbs in Exercise 1 (or at least predict which phrasal verb could fit) before they listen to the recording.

Audioscript p123

Vocabulary bank

Learn to learn
Point out that phrasal verbs can be used in some contexts but not others. For example, you can ***go through*** *a hard time*, but you can't *go through a nice time with friends* (despite 'go through' meaning 'experience').

Vocabulary
Phrasal verbs: changes

1 Which of the phrases a–l describes picture 1? Which phrase describes picture 2?

a **settle down** in a new school
b **look forward to** the weekend
c **sign up** for French lessons
d **try out** a new restaurant
e **turn out** well
f **move out** of a house
g **move to** a new school
h **go back** to the beginning
i **end up** in the wrong place
j **go through** a hard time
k **do without** the Internet
l **turn down** an invitation

2 2.01 Match definitions 1–12 with the phrasal verbs a–l in Exercise 1. Listen, check and repeat.

1 feel happy about something in the future — b
2 not have something — k
3 finally be in a place/situation — i
4 experience — j
5 stop living in a particular place — f
6 try something new — d
7 start to feel happy in a new place/situation — a
8 return — h
9 join an organised activity — c
10 say no to something — l
11 have a particular result — e
12 change to — g

3 2.02 Listen to six conversations and complete the sentences using the phrases in Exercise 1.

1 Mr Smith decides to sign up for French classes.
2 Molly is looking forward to the baseball game. Ben turns down the invitation to the game.
3 Tom is going through a hard time at the moment. He has settled down in his new school.
4 Jo asks Ed to go back to the beginning.
5 The girls are going to try out a new restaurant.
6 In the end, Leila's party turned out well.



Learn to learn
Using words in different situations

Using new words in different situations helps you to remember them.

4 Think of different situations for the phrasal verbs in Exercise 1.

What can you look forward to?

A party … the end of exams …

Use it!

5 Think of questions using the phrasal verbs in Exercise 1. Ask and answer.

Have you tried out a new restaurant recently?

Yes. We went to a great Italian restaurant last week.

Explore it!

Guess the correct answer.
Where do most international students come from?
a USA b China c India
Find out a fact about students in your country. Write a question for your partner.

4 Students can do this task in small groups. With the class as a whole, discuss the contexts the groups came up with, making sure they are correct.

5 Give students a few minutes to think of their questions.

Vocabulary bank

Explore it!
Students use the facts they researched.

Homework
Workbook p16

Lesson aim: I can understand a text about international exchanges.

Warmer

Write *international student exchanges* on the board. Ask: *Would you like to study in another country? Why? Why not?*

1 Elicit what students know about Finland and Mexico, then ask students to identify those countries in the photos. Discuss the question about life in those countries with the class as a whole.

2 2.03 ★ Encourage students to predict the sort of information they'll be looking for, e.g. to answer question one they'll be looking for two things: a period of time longer than six months and a text written by someone who is still in the country being described.

3 ★★★ Extend the activity by asking students to write their own sentences with these five words.

4 In pairs, students read the sentences and discuss whether they think they are true or false, or whether the text doesn't say. Then, they check in the text.

5 Before students discuss the questions, give them time to think about their answers and to make notes.

Extend it!

In small groups, students discuss the question of what exchange students coming to live in their country would learn from the experience.

Ace exchanges

Discover a new world and a new you!

Student testimonials

Lucy

I love school here – it's so different to the USA. Students have almost no homework and very few exams. At my school, we don't even have school subjects. We study topics and do projects instead. It's a great way to learn.

This experience has really helped me to become more confident. I didn't use to be **adventurous**, but I've tried lots of new things since I arrived here eight months ago. For example, I went on a reindeer safari on my birthday, and I've been going ice-swimming every Saturday. Plus, I've made lots of friends. Finns are very cool people.

It hasn't all been easy. Winter is very hard because it's really dark – there are only three or four hours of light every day. The good thing is that you can see the beautiful Northern Lights.

If you get the opportunity to study abroad don't turn it down, especially not if you can come to Finland!

Finland

Mexico

Ben

Last year I spent six wonderful months in Mexico. I used to dream about living in a different country, so when I discovered Ace Exchanges I signed up immediately. It was an absolutely incredible experience. I loved the mix of **local**, European and African cultures, and the people were really **outgoing**.

Of course, I went through some **ups and downs** at first, especially dealing with a different school system. For example, many Mexican schools have two timetables. Some students start school at 7.30 am and some – like me – start at 2 pm. We would finish at 8 pm! Also, I didn't speak much Spanish when I arrived, so it was quite difficult to follow lessons. But my classmates would always help me, and I improved a lot.

I felt a bit **homesick** from time to time, but now I feel like I have two homes. In fact, I've decided to go to university there. I'm really looking forward to going back.

Reading

A brochure

1 **Look at the photos. Which show Finland? Which show Mexico? What do you think it is like to live there?**

2.03 2 **Read the brochure. Write *L* (Lucy) or *B* (Ben).**

Which person …

1 has been abroad for more than half a year? L
2 found the country's education system difficult? B
3 has changed in a positive way? L
4 found part of the year difficult because of the light? L
5 likes the variety of cultures? B
6 can do something better than they used to do? B

3 **Find words in the brochure that mean:**

1 happy to try new things (Lucy) adventurous
2 from the nearby area (Ben) local
3 friendly and sociable (Ben) outgoing
4 a mix of good and bad experiences (Ben) ups and downs
5 missing your family (Ben) homesick

4 **Read the sentences and write *T* (true), *F* (false) or *DS* (doesn't say).**

1 In Finland, students never do exams. F
2 Students have long breaks in Finland. DS
3 Lucy has been ice-swimming more than once. T
4 Ben never wanted to leave the USA. F
5 Mexican students don't all finish school at the same time. T
6 Ben wants to go back home soon. F

Voice it!

5 **Discuss the questions.**

1 Can you think of a country you would like to go on an exchange to?
2 Why would you like to visit that country?
3 What do you think would be difficult about living there?

Class challenge

The country of Finland has a population of 5.5 million, and 5.5 million / **8.8 million** / 10 million people live in the capital city of Mexico.

Flipped class

▶ Ask students to watch **Video 2.2** and do **Video worksheet 2.2**.

Homework

Workbook p17

Lesson aim: I can understand how to use *used to*, *would* and past simple.

Warmer

▶ Play **Video 2.2** if it wasn't set for homework. Elicit that the grandmother used to write on a typewriter. Outdoors, she used to ride her bike and play.

1 Draw attention to the table. Elicit that the example sentences show different ways of talking about situations and actions in the past. Complete the exercise as a class.

Pronunciation

Ask students to turn to p118 for pronunciation practice of *used to*.

2 Point out that if we say *I used to/would go swimming every Sunday*, it means that we don't do it anymore.

3 ★ Tell students to first decide if a sentence is about an action or situation, then to make their choice of *would* or *used to* (or both).

4 ★ Tell students to decide if the sentence needs a positive or a negative verb, then to think about whether it describes an action, a habit or something that wasn't a habit.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 126.

5 & 6 Monitor throughout, checking that students are pronouncing *used/use to*.

Language in action

used to, *would* and past simple



Watch video 2.2
What did her grandmother use to write on?
What did she use to do outdoors?

	used to / *would*	Past simple
+	My grandmother **used to write** on a typewriter!	One time, she **had** to retype a whole report.
-	Phones **didn't use to do** anything special.	She **didn't make** that mistake again.
?	**Did** you **use to watch** TV a lot?	**Did** she **make** a mistake?
Would	Her sister **would listen** to her conversations.	

Pronunciation p118

1 **Look at the table. Match the sentences 1–5 with the descriptions a–e.**

1 When I was younger, I **would** always **go** for a walk in the park after dinner. d
2 Luca **didn't use to like** maths, but now he loves it. b
3 When I was at school, we **would have** English lessons twice a week. a
4 Izel **moved** to Finland two years ago. c
5 As a boy, my grandfather **never used to have** many toys. e

a something that happened regularly in the past
b a state in the past that's no longer the same
c something that happened only once in the past
d a past habit
e something that was not experienced in the past

2 **Complete the rules with *used to*/*would* or *the past simple*.** used to/would

1 We use _____ to talk about situations that continued and actions that happened more than once in the past.
2 We use _____ to talk about things that happened only once. the past simple

3 **Circle the correct words. Sometimes both are possible.**

1 More people *would* / *used to* live in the countryside than in cities. Now it's the opposite.
2 In the past, TV channels *would* / *used to* stop at night.
3 Some people *didn't use to* / *wouldn't* smile in photos because their teeth were bad.
4 Many people *would* / *used to* think that the Earth was flat.

4 **Complete the sentences with *used to*, *didn't use to* or the past simple and the verbs in brackets.**

1 For his birthday, Manolo got (get) a new bike. He loved it.
2 Amalia _____ (like) apples very much, but now she does. didn't use to like
3 I ended up (end up) in the wrong place yesterday because I didn't read my friend's text properly.
4 When Ender was younger, he _____ (turn down) invitations all the time because he was too shy. turned down / used to turn down

Grammar tutor p126

Use it!

5 **Write questions for a partner about their parents' lives with *used to* or the past simple.**

1 what toys / play with What toys did your parents use to play with?
2 study English / at school Did they use to study English at school?
3 how / meet How did they meet?

6 **Ask and answer questions.**

What toys did your grandparents used to play with?

I think they used to play with wooden toys, and they often played outside.

Grammar game

Students write five sentences about what they used to do when they were younger, but don't do any more. Two should be false. Their partner must decide which are true and which false, winning a point for each correct guess.

Homework

Workbook p18

Lesson aim: I can talk about parts of objects.

1 Talk about the objects with the class. Do any students have any of the objects at home?

Target vocabulary
button /ˈbʌtən/
cable /ˈkeɪbəl/
cover /ˈkʌvə/
display /dɪˈspleɪ/
handle /ˈhændəl/
key /kiː/
lens /lenz/
lid /lɪd/
plug /plʌg/
strap /stræp/

2 2.08 When playing the recording, pause after each word to drill the pronunciation.

Audioscript p124

3 2.09 Encourage students to explain their choice in each case, e.g. 'strap' is correct in number 1 because backpacks are carried using straps not cables.

Audioscript p124

4 Encourage students to ask follow-up questions so they can develop conversations about the objects.

Vocabulary Bank

5 2.10 Before you play the recording, elicit the sort of thing that people might say about each of the objects in Exercise 1.

Audioscript p124

Vocabulary and listening

Parts of objects

1 **Look at the photos. Which objects do you recognise?**



2.08 **2** **Match the words in the box with parts of the objects 1–10. Listen, check and repeat.**

2 button	6 cable	8 cover	4 display	10 handle
3 key	1 lens	9 lid	5 plug	7 strap

2.09 **3** **Circle the correct words. Listen and check.**

1 When you carry a backpack, do you use one *strap* / *cable* or both? Why?
2 Do you always put the *handle* / *lid* back on the toothpaste after using it?
3 How often do you clean the *key* / *lens* of the camera on your phone?
4 Without looking, can you remember what is on the *cover* / *display* of this book?
5 Can you name six objects that have an on/off *plug* / *button*?
6 Do you take your phone charger *cable* / *display* with you when you go out?

Use it!

4 **Ask and answer the questions in Exercise 3. Are your answers similar or different?**

A quiz show

2.10 **5** **Listen to a quiz show about retro objects. Which three objects in Exercise 1 are mentioned?** a digital watch, a fax machine, a lava lamp

Learn to learn

Identifying key words

Identifying key words before you listen can help you understand what you hear.

6 **Read the questions and options, and underline the key words.**

1 Joey pushes the buzzer too early because he …
(a) can't wait to play.
b doesn't understand the rules.
2 Nicola guesses the first object correctly because she …
(a) has seen one before.
b has heard of it before.
3 People had fax machines …
a in their houses.
(b) in their workplaces.
4 People used lava lamps …
a instead of lightbulbs.
(b) because they were attractive.

2.10 **7** **Listen again and answer the questions in Exercise 6.**

Voice it!

8 **Discuss the questions.**

1 Do you know any retro objects that have come back into fashion?
2 What do you think of them?

26 Changes | Unit 2

Learn to learn

Students should take practical steps to help themselves with listening tasks. One such step is identifying key words, which will help them decide what information they need to listen out for, and make it clearer what their purpose is when listening.

6 Before students do this task, point out that key words are usually verbs, nouns, adjectives and adverbs.

7 2.10 Before you play the recording, remind students to focus on the key words they underlined in Exercise 6.

8 ★ Brainstorm answers to question 1 (e.g. vinyl records, record players, Polaroid cameras, digital watches) with the whole class. Students can then do question 2 in pairs.

Flipped class

▶ Ask students to watch **Video 2.3** and do **Video worksheet 2.3**.

Homework

Workbook p19

Lesson aim: I can use the past perfect with *never*, *already*, *by (then)*, *by the time*.

Warmer

▶ Play **Video 2.3**. Elicit that the girl went on a school trip to a university and that 3D printers were first developed in the 1980s.

1 Draw attention to the table. Write *the past perfect* on the board. Elicit the form (*had* + past particle) and the use (for giving information about actions or situations before those described by the past simple). Then have students work in pairs to complete the exercise. Check answers as a class.

2 Once students have completed this task, check their understanding of the past perfect by writing *Before I …, I had never …* on the board and eliciting ways to complete it: e.g. *Before I went to secondary school, I had never learned French.*

3 2.11 Tell students to read the gapped text quickly. Then ask: *What had the writer learned before she went to Helsinki?* (to read Finnish). Students should then read the text more slowly to decide on the correct form for each verb, using the irregular verb list on p134 to help them.

Audioscript p125

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 126.

4 Before students ask and answer the questions, check that they have formed the four questions correctly.

Language in action

Past perfect with *never, ever, already, by (then, the time)*



Watch video 2.3
Where did she go last week?
When were 3D printers first developed?

+	They **had already been** around for years **by the time** I was born.
+	That was before **I had ever heard** of 3D printers!
+	I'd heard of 3D printing before, but **I had never seen** a 3D printer.
-	**I hadn't visited** a science lab before.
?	**Had** she **ever seen** a 3D printer?

1 **Look at the table. Circle the correct words to complete the rules.**

1 The past perfect shows that an action happened *before* / *after* another in the past.
2 The main verb usually comes *before* / *after* the words *already*, *never* or *ever*.
3 *By the time* means *before* / *after* something happened.
4 *Ever* is used to express all the time *before* / *after* the past perfect action.

2 **Answer the questions with the past perfect.**

1 How did you know what would happen in the film? (already / read / the book)
Because I had already read the book.
2 Why did you get lost? (never / be / there before)
Because I'd never been there before.
3 Did you get a ticket for the concert? No, (by the time / I went online / they / sell out)
by the time I went online they had sold out.
4 How was the party? (already / finish / when we got there)
It had already finished when we got there.



3 2.11 **Complete the text with the past simple or the past perfect. Listen and check.**

Last year, I 1 went (go) on an exchange to Helsinki. I 2 had never travelled (never / travel) alone before, so I 3 felt (feel) nervous at first. Before I 4 went (go), I 5 had already learned (already / learn) to read Finnish, although I 6 had not practised (not practise) speaking it. By the time I 7 left (leave), I 8 had improved (improve) a lot. Everybody in Helsinki 9 was (be) really kind and friendly, but it 10 wasn't (not be) easy to deal with the cold weather. I 11 hadn't packed (not pack) enough warm clothes, so I had to buy some after I 12 arrived (arrive). Anyway, I can't wait to go back. I 13 hadn't expected (not expect) to enjoy it much before I actually 14 got (get) there, but in the end, I really 15 did (do)!

Grammar tutor p126

Use it!

4 **Ask and answer the questions about the topics below. Use the past perfect.**

1 hear of / fast fashion?
2 see / a picture of traditional Scottish dress?
3 hear of / ice-swimming?
4 see / a picture of the Northern Lights?

Before you started using this book, had you ever heard of fast fashion?

No, I'd never heard of it, but now I want to know more! / Yes, I had. I'd already read about it online.

Extend it!

Students retell the story in Exercise 3 in the third person. For example, *Last year she went on an exchange trip. She'd never travelled alone before … .*

Grammar game

In pairs, students take it in turns to talk about things which went wrong for them in the past, e.g. *I got to the station, but I couldn't catch the train.* The partner guesses the reason, e.g. *Had you forgotten your ticket?* If they are correct they win a point.

Homework

Workbook p20

Lesson aim: I can explain how to use something.

Warmer

Tell students to imagine that you've never used a smartphone. Ask them to explain how to use one.

1 2.12 Read out the question, then ask students to answer it before you play the recording for them to check their answers.

Audioscript p125

2 2.12 ★★★ Ask students to cover the *Useful language* box. Students then listen to the recording, and fill in the conversation with the phrases they hear. In pairs, students can act out the conversation from Exercise 1.

▶ Play **Video 2.4**. Encourage students to copy the intonation used by the presenter.

3 ★★★ Challenge students to think of further contexts for the phrases in the *Everyday English* box. Elicit their ideas, check they are right, then write those ideas on the board.

4 ★ To help students, brainstorm ideas with the whole class about how to use the objects on p26.

5 Ask students to practise their explanations until they feel comfortable enough to not rely on their notes.

6 Encourage each pair to give feedback to the other. Was the explanation clear enough? In what ways could it be improved?

Speaking frames

Speaking

Explaining how to use something

1 2.12 **Listen to the conversation. Which of the things in the box does the typewriter have?**

cable display ink keys plug speaker







Yusuf What's that? [1] Is it some kind of computer?
Meri No, it's my grandad's old typewriter.
Yusuf Where's the display?
Meri There isn't one, and there's no plug or cable.
Yusuf That's so old-school! How did it work?
Meri The paper would move as you typed. [2] What you do is, you press the keys hard, but not too fast or they get stuck. Try it out!
Yusuf [3] Like this you mean?
Meri That's it. Just imagine – people used to type books on these things!
Yusuf No way! I can't even find the letters I want.
Meri You need to sign up for typing classes! They're in the same place as an ordinary keyboard. [4] I've messed it up.
Yusuf Oh no! [4] How do I go back? There's no 'delete' key.
Meri [5] You'll have to start all over again.
Yusuf No, thanks! Anyway, how come your grandad had this?
Meri He used to need it for work, but after a while he ended up buying a computer.
Yusuf I'm not surprised! I'm glad they'd invented computers by the time I started school! I'd hate to do my homework on this!

2 2.12 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Is it some kind of …?
Like this, you mean?
You'll have to …
I've messed it up.
What you do is, you …



Watch video 2.4
Everyday English

all over again
I'm not surprised.
old-school That's it.

3 **Complete the sentences with the phrases in the *Everyday English* box.**

1 Barry's not here yet. I'm not surprised – he's always late.
2 A Do I press this button here?
B That's it.
3 Your new jacket's so old-school. My dad used to have one like that.
4 Oh no! I've lost my homework! I'll have to do it all over again.

Plan

4 **Choose one of the objects on page 26. Make notes on how to use it.**

Speak

5 **Practise the explanation with your partner. Remember to use:**

- past tenses
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their explanation and make notes.**

How does the object work?
Do you understand how to use it?

Extend it!

In pairs, one student explains how to use an object (this could be any household object, e.g. a TV, a kettle, a microwave), while the other tries to guess the object being described. Students then swap roles.

Flipped class

Prepare for the **Writing** lesson (p29). Students think about how life has changed for teenagers in the last 30 years.

1 With the class as a whole, discuss the question of whether life for teenagers has changed for the better or worse. Guide students to the idea of being stressed and the causes of stress in a typical teenager's life.

2 ★★★ Read out the title of the essay, then set a two-minute time limit for this task.

3 Point out that an essay should include 'signposting' language such as this to help the reader understand the writer's thoughts.

4 Once students have completed the text, either discuss the ideas in it with the class as a whole or ask students to discuss the ideas in pairs.

5 ★ Brainstorm ideas in response to the statement. Write these ideas on the board, dividing them into two categories: those which agree with the statement and those which disagree.

6 Remind students to use four paragraphs, organised in the following way:
1 introduction, saying whether you agree or disagree; 2 reason 1; 3 reason 2; 4 summary of your opinion. Give students up to 15 minutes to write their essays. Monitor and help as necessary.

7 ★★★ After checking their work, students can then respond to their partner's essay, saying whether they agree or disagree with the points made in it, and why.

Writing frames

Writing
An opinion essay

1 **In what ways has life changed for teenagers in the last 30 years?**

2 **Read the essay. Does it mention any of your ideas in Exercise 1?**

Are teenagers today more or less stressed than previous generations?

The world has changed a great deal in the last few decades, especially for teenagers, and not always in a positive way. In particular, people of my generation are a lot more stressed than teenagers in the past.

Firstly, we are under enormous pressure to do well in exams. This means that we spend a lot of time studying. Young people didn't use to study as much because it wasn't always necessary to go to university. Therefore, they had more time to relax and hang out with friends.

Secondly, previous generations didn't have online profiles to worry about. In fact, young people 20 or 30 years ago hadn't even heard of 'followers' and 'likes' because social media hadn't been invented yet. For people of my age, it is almost impossible to do without social media. In addition, it can become extremely addictive.

In conclusion, I would say that teenagers today have more stressful lives than our parents did.

3 **Complete the table with the linkers from the *Useful language* box. Look at the linkers in the essay to help you.**

Order of ideas	Connection between ideas
firstly in conclusion secondly	in addition therefore this means that

Useful language

firstly in addition in conclusion secondly
therefore this means that

4 **Complete the essay with the linkers from the *Useful language* box. Do you agree with the writer? Sometimes there is more than one possible answer.**



Some people think that online games are worse for you than traditional games, because they are addictive and don't involve physical exercise, but is this always true?

In my opinion, online games have many good points. [1] Firstly, they improve your memory and your problem-solving skills. [2] _____, you can make friends. [3] _____, you play with people from around the world. [4] _____ you often have to communicate in English and [5] _____ your English improves. However, it's important to spend time with your friends offline. [6] _____, online games can be unhealthy, but only if you spend all your time playing them.

Secondly / In addition / Therefore, / this means that / In conclusion

Write an opinion essay.

Plan

5 **Look at the statement. Do you agree or disagree?**

> Teenagers today have more freedom than in the past.

- Think of two reasons for your opinion.
- Make notes for each of the four paragraphs: introduction, two reasons and conclusion.

Write

6 **Write your opinion essay. Remember to include:**

- *used to* and *didn't use to*
- the past simple and past perfect
- phrases from the *Useful language* box

Check

7 **Do you …**

- introduce the topic in the first paragraph?
- give reasons for your opinion and examples?
- summarise your opinion in the conclusion?

Extend it!

Discuss the following question with the class as a whole: *Social media is a waste of time.*

Finished?

Homework

Workbook p21, Writing tutor p80

Lesson aim: I can make a fact file.

Watch

Before students watch the video, ask them to read the questions and think about their answers. After they've watched the video, discuss answers as a class. What cultural traditions are students aware of? Do they have any traditions in their culture they would like to share?

Project Book

For more detailed information and activities see the Project Book p26 and the Unit 2 Project worksheet.

1 Focus students' attention on the list of ideas. Give students time to discuss the question in pairs. Make sure students don't read the text at this point. Then elicit some answers to the question in the exercise from pairs and write them on the board.

2 2.13 ★ After reading, discuss as a class how similar or different their ideas are to the ones they read. Point to the ideas on the board and in the book and ask students which ideas were mentioned in the text. Elicit the names of the people they matched in the text to the ideas.

For more information on Social responsibility, see the CLCF activity cards in the Teacher's Resource Bank.

Class challenge

Miguel Amaro's company, Uniplaces, has got over **100** / 150 / 200 employees.

Social responsibility

Evaluating the contribution immigrants make to their host countries

1 **In what ways do immigrants make a positive difference to the society they become a part of? Discuss in pairs. Use these ideas to help you.**

- The economy
- Arts and culture
- Food
- Life in their community

2.13 2 **Read the texts. In what ways has each of the people contributed to the place they now live? Match the people with the ideas in Exercise 1. (There may be more than one answer.)**



Watch video 2.5
One world, one culture?

Students' own ideas.

What makes cultures different from one another?

Circle the aspects of a culture that appear or are mentioned in the video: art, clothes, dance, food, literature, music.

Do you think it's important to keep a culture's traditions? Why / Why not? Students' own ideas.

Migrants
making a difference

1 Imad Alarnab: The economy / Food / Life in their community (charity fund raising)



Before the war started in Syria, Imad Alarnab had been a **successful** chef. He used to run three of his own restaurants. Then he lost everything and became a **refugee**. He moved to the UK, and started to rebuild his life. Soon, he had opened his first restaurant in London. His delicious Syrian **cuisine** has been a huge success. What's more, for every customer he serves, Imad gives £1 to a charity that helps others who arrive in Europe as **asylum seekers** – just as he had done years earlier.

2 Miguel Amaro: The economy

When Miguel Amaro from Portugal was an **overseas student** in the UK, he had a hard time finding accommodation. The flats he rented would often be in a terrible condition or extremely expensive. Later he helped start a company called Uniplaces. It's now a multi-million-dollar business with over 100 employees and helps students all over Europe find a good place to live.



3 Oriental Music Academy: Arts and culture / Life in their community



The Oriental Music Academy of Mannheim, Germany allows the children of **immigrant** families to experience music that brings together styles such as Turkish folk, North African and Indian **traditions**, and western violin music. It also shines a light on the huge diversity of musical **cultures** in the city, where people from over 170 different nations live. The Academy works with local orchestras and other schools of music in the city to perform in concerts and shows.

4 Betty Kwan Chinn: Life in their community

Betty Kwan Chinn was a small child when her family lost their home in China and her mother went to prison. For four years she and her sisters used to live on the streets and would have to find food in rubbish bins. Much later, they managed to escape China and **emigrated** to California. There, Betty set up an organisation which has provided jobs and a safe place to stay for thousands of people without homes. In 2010, President Obama gave her an award for her great work.



30 Changes | Unit 2

Lesson aim: I can make a fact file.

Vocabulary extra

3 Either complete this exercise as an activity with the whole class, or ask students to work in pairs to complete it.

4 Ask students to make notes on their answers to the questions. Put students in pairs to discuss their answers. Ask a volunteer from each pair to share their answer to one of the two questions.

CLIL: Social studies

5 Ask students to study each photo and decide which one best matches each reason in the box. Check answers as a class.

6 Students work in pairs to discuss the question. After students have ample discussion time, explore each question further and ask volunteers to share their ideas.

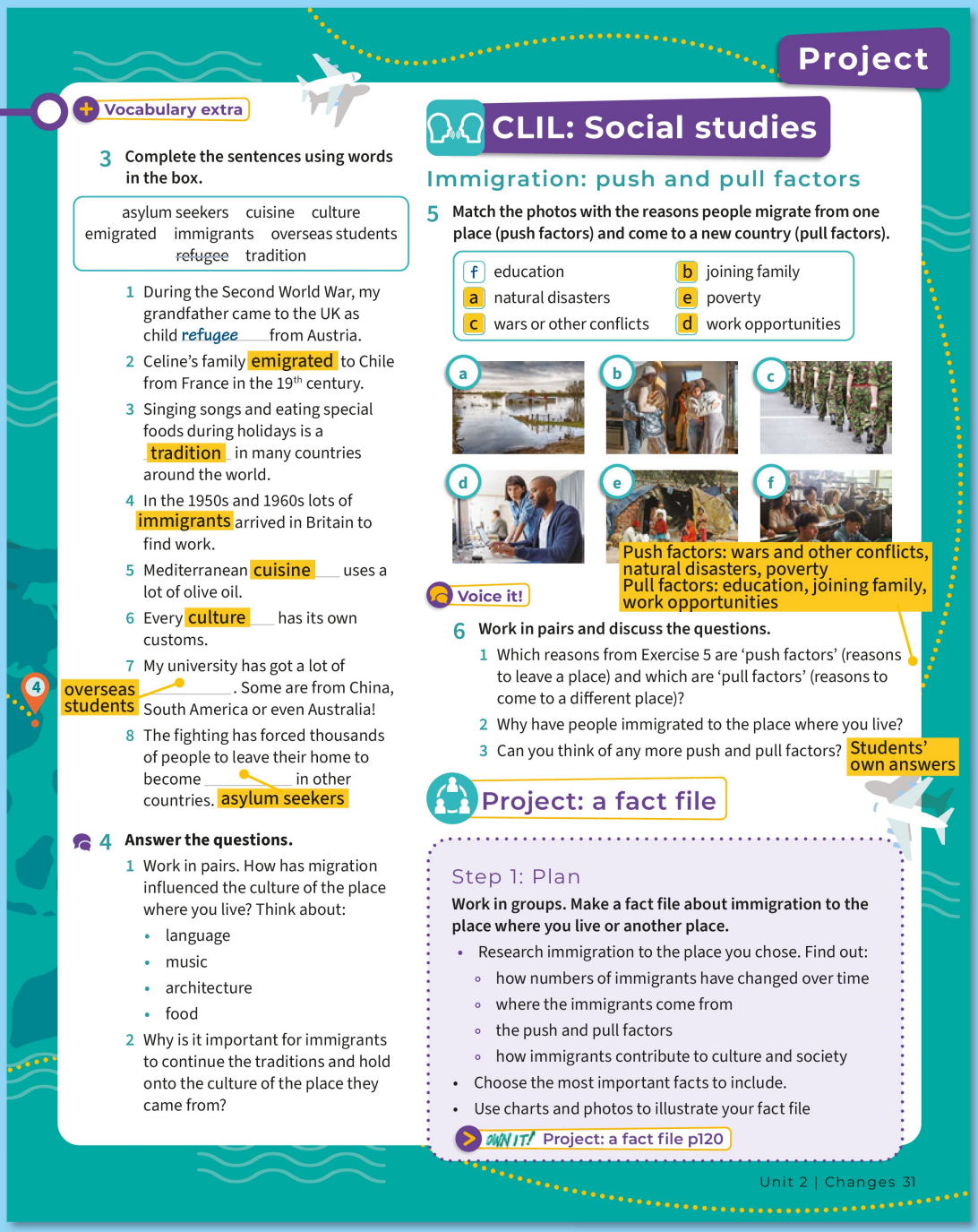
Plan

Model project

Direct students to the model project on p120 which serves as a guide for what they should create.

Put students into small groups and give them ten minutes to choose the place they will research, areas to focus on, and who in their group is going to research and write about which point. Encourage students to be realistic about the time and attention needed for this project. They should ensure that their fact files are clear, easy to understand and give a positive view of the contributions immigrants make to a community.

Tell students to use the checklist in the Plan section and tick off each item as they research.



Project

Vocabulary extra

3 Complete the sentences using words in the box.

asylum seekers cuisine culture emigrated immigrants overseas students ~~refugee~~ tradition

1 During the Second World War, my grandfather came to the UK as child refugee from Austria.
2 Celine's family emigrated to Chile from France in the 19th century.
3 Singing songs and eating special foods during holidays is a tradition in many countries around the world.
4 In the 1950s and 1960s lots of immigrants arrived in Britain to find work.
5 Mediterranean cuisine uses a lot of olive oil.
6 Every culture has its own customs.
7 My university has got a lot of overseas students. Some are from China, South America or even Australia!
8 The fighting has forced thousands of people to leave their home to become asylum seekers in other countries.

4 Answer the questions.

1 Work in pairs. How has migration influenced the culture of the place where you live? Think about:
- language
- music
- architecture
- food

2 Why is it important for immigrants to continue the traditions and hold onto the culture of the place they came from?

CLIL: Social studies

Immigration: push and pull factors

5 Match the photos with the reasons people migrate from one place (push factors) and come to a new country (pull factors).

f education
a natural disasters
c wars or other conflicts
b joining family
e poverty
d work opportunities

Push factors: wars and other conflicts, natural disasters, poverty
Pull factors: education, joining family, work opportunities

Voice it!

6 Work in pairs and discuss the questions.

1 Which reasons from Exercise 5 are 'push factors' (reasons to leave a place) and which are 'pull factors' (reasons to come to a different place)?
2 Why have people immigrated to the place where you live?
3 Can you think of any more push and pull factors? Students' own answers

Project: a fact file

Step 1: Plan

Work in groups. Make a fact file about immigration to the place where you live or another place.

- Research immigration to the place you chose. Find out:
  - how numbers of immigrants have changed over time
  - where the immigrants come from
  - the push and pull factors
  - how immigrants contribute to culture and society
- Choose the most important facts to include.
- Use charts and photos to illustrate your fact file

OWN IT! Project: a fact file p120

Unit 2 | Changes 31

Present

If possible, enlarge a digital version of students' fact files so that all groups can see it at the front of the class during the presentation. Groups should choose one person to present the information about the place they chose, one person to explain how immigration to this place has changed and where the immigrants come from, and one person to explain the push and pull factors. A confident group member can explain how immigrants have contributed to the group's chosen place. All group members should speak clearly and confidently. Groups present one at a time to the whole class.

Respond

Groups share the two interesting facts they learned with the whole class. Encourage student discussions, but keep these discussions respectful and focussed, as this topic can invite strong feelings.

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p33). Students revise the grammar and vocabulary from Unit 2.

Lesson aim: I can talk about the future of food.

Warmer

Explain that *food for thought* is a common idiom in English and that it is used to describe something that is worth serious consideration.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit answers to the questions. Write key vocabulary on the board, e.g. *spaghetti*, *pasta*, *multi-coloured food*, *food colouring*.

2 After discussion, ask students if they think most changes have been good or bad.

3 ▶ Elicit students' ideas, then play **Video 3.1** and allow students to check their answers. Students can also complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 Brainstorm ideas with the class. Write them on the board.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p35). Students find out some facts about traditional food from their country or another.



34 Food for thought | Unit 3

Unit aims

Skills

I can ...
- read an online forum p36
- give instructions p40
- write a listicle p41
- understand a text about food in Australia p42

Language

I can ...
- talk about cooking p35
- understand how to use future tenses p37
- talk about quantities p38
- understand how to use the future continuous and future perfect p39

Learn to learn

I can ...
- form adjectives from verbs p35
- use diagrams p38
- understand words from context p43
- learn to set and achieve learning goals p44

Extra resources

- Grammar tutor, Student's Book **p127**
- Workbook **pp24–31** and Writing tutor **p81**

Teacher's Resource Bank

Worksheets:
- Grammar 3.1 and 3.2 (3 levels)
- Vocabulary 3.1 and 3.2 (3 levels)
- Video 3.1–3.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp30–33**

Lesson aim: I can talk about cooking.

Warmer

Elicit the food that students like to eat, then ask: *Do you ever cook for your family? What dishes do you make?*

1 3.01 Ask students, in pairs, to take turns saying a word and writing it down, to practise spelling.

Audioscript p125

Target vocabulary

bake /beɪk/
chop /tʃɒp/
fry /fraɪ/
grate /greɪt/
grill /grɪl/
heat /hiːt/
overcook /əʊvəˈkʊk/
peel /piːl/
roast /rəʊst/
season /ˈsiːzən/
slice /slaɪs/
spread /spred/

2 3.02 Encourage students to give a reason for their choices.

Audioscript p125

3 ★★★ Ask students to name food that links to the verbs not chosen (*spread*, e.g. *butter*).

4 When checking answers, drill the pronunciation of the adjectives.

5 ★★★ Challenge students to think of verbs without looking back at Exercises 1 or 4.

Learn to learn

Explain that *-ed* is a suffix which can be used to form adjectives. Ask students to use this suffix to form adjectives from the verbs *cook* and *boil*. Point out how adjectives such as these are usually used in a sentence, e.g. *I like grilled chicken* rather than *I like chicken that is grilled.*

Vocabulary

Cooking verbs



3.01 **1** Match the verbs in the box with photos 1–12. Listen, check and repeat.

1 bake	2 chop	3 fry
4 grate	5 grill	12 heat
6 overcook	11 peel	7 roast
8 season	9 slice	10 spread

3.02 **2** Circle the correct verbs to complete the instructions to make a homemade pizza. Listen and check.

[1]*Spread* / *Peel* the tomatoes and [2]*chop* / *overcook* them. Then [3]*bake* / *heat* them in a pan and [4]*slice* / *season* with salt and pepper. [5]*Grill* / *Roast* some bread. Then [6]*fry* / *spread* the tomatoes on the bread and [7]*grate* / *season* some cheese on top. [8]*Fry* / *Bake* in the oven, but only for a few minutes – you don't want to [9]*overcook* / *slice* it!

3 Circle the verb which does not go with each food.

1 pepper:	chop	fry	spread
2 bread:	bake	roast	slice
3 chicken:	heat	overcook	grate
4 fish:	peel	grill	season

Learn to learn

Wordbuilding: adjectives from verbs

Learn the adjective form of new verbs. Sometimes the form is similar, for example *bake* (v) *baked* (adj).

4 Write the adjective form of the verbs in Exercise 1.

bake	baked	overcook	overcooked
chop	chopped	peel	peeled
fry	fried	roast	roast(ed)
grate	grated	season	seasoned
grill	grilled	slice	sliced
heat	heated	spread	spread

5 Which verbs in Exercise 1 usually go with the foods in the box? bake, chop, fry, grate, grill, heat roast

apple bread cheese chicken chocolate egg jam meat tomato pepper

Grate … You can have grated apple, cheese, chocolate, egg, tomato and pepper.

Use it!

6 Discuss the questions.

1 Do you usually eat grilled, fried, baked or roast foods? Which are your favourites?
2 What can you cook?
3 Is it important to know how to cook? Why?

Explore it!

Guess the correct answer.

During the Chinese mid-autumn festival, people traditionally bake mooncakes. Which ingredient is baked inside them to symbolise the moon?

a chicken egg b ostrich egg c duck egg

Find another fact about a traditional food. Write a question for your partner.

Pronunciation p118

6 Encourage students to ask follow-up questions to develop their conversations.

Vocabulary bank

Explore it!

Students use the facts they researched about food.

Pronunciation

Students do the activities on p118 to practise pronouncing the letters *ch*.

Flipped class

Prepare for the **Reading** lesson (p35). Students research the sort of food that we might eat in the future.

Homework

Workbook p24

Lesson aim: I can understand a text about future food.

Warmer

Ask: *What's the most unusual food you have ever eaten? Did you enjoy it?*

1 ★ Students may not know the vocabulary to describe all of the pictures, so be prepared to explain that A shows tarantulas, B shows a hamburger made in a 3D printer, C jellyfish and E food prepared in a laboratory.

2 3.05 Encourage students to scan the text to look for key words which help with the task, e.g. *jellyfish*, *tarantulas*. Set a time limit of one minute. When checking answers, ask students to read out the part of the text which gave them their answer.

Sustainability: Zero hunger

Students may be intrigued by some of the ideas for alternative foods presented in the text. Emphasise that the combination of science and cultural food traditions can work together to help people get the food they need to stay healthy. Sustainable Development Goal 2 is to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. This means looking at how food science, farming and traditional foods can adapt to growing populations around the world. Ask students: Why is it important to find ways to feed more people in the future?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Reading

An online forum

1 What types of food can you see in the photos? Which ones would you eat?

2 3.05 Read the forum and match comments 1–5 with photos a–e.

1 c 3 d 5 a
2 e 4 b

3 Read the forum again and match the future food solutions 1–5 with the reasons a–e. 1e 2c 3d 4b 5a

Future food solution	Why it solves the problem
1 Jellyfish	a cheap and already eaten in many parts of the world
2 Lab food	b can make new food from old
3 Smart fridges	c better for the environment
4 3D printers	d help us use the food we already have so we don't buy food we don't need
5 Insects	e a new food and we need to find more of these

4 Match the words in **bold** in the forum with the meanings.

1 another possibility alternative
2 the taste of something flavour
3 not real artificial
4 something special and good to eat delicacy
5 cooking instructions recipe

Voice it!

5 Discuss the questions.

1 Which of the ideas in Exercise 3 are your most and least favourite? Why?
2 What other future food solutions can you think of?

Class 4C Study room

Read the article about future food and add your comments. Professor Jones is coming to Friday's class and we're going to discuss your ideas.

1 There isn't going to be enough food for everyone in the future because the population is growing, so we're going to need to be more adventurous and find new foods. I read that we could actually eat jellyfish, although many people won't like the idea. Jellyfish probably doesn't have much **flavour**, but if you season it and roast it, it might be quite tasty! **Ezra**

2 We may eat **artificial** fish or meat grown in a laboratory in the future. I think the idea sounds interesting, especially because scientists say it will be better for the planet. I'm definitely going to try lab burgers! **Ben**

3 We throw away far too much food, often because we buy more than we need. I read about these cool apps that will tell us what's in the fridge and suggest **recipes** with the food we already have so we don't waste so much. I think they'll be really popular. **Dana**

4 One thing I'm not sure about is 3D printed food. The idea that a printer will produce our food is a bit strange. But people say we'll be able to print snacks from food we're going to throw away, so 3D printers might help reduce food waste. **Marco**

5 Experts say that meat will be far more expensive in the future, so we're going to have to eat **alternative** types of food. Insects are cheaper than farm animals, so they may be a solution. Grilled grasshoppers are a popular snack in Mexico and fried tarantulas are a **delicacy** in Cambodia. In fact, lots of cultures eat bugs, so why can't we? **Emma**



3 ★★★ Before students re-read the forum, ask them to read the information in Exercise 3 carefully. Can they match any of the future food solutions with the reasons without looking again at the text?

4 ★★★ Challenge students to write their own sentences using this new vocabulary.

5 Give students time to think about their answers, and make notes, before they discuss the questions in pairs.

Extend it!

With the class as a whole, discuss the question of why certain things might seem strange to eat.

Flipped class

▶ Ask students to watch **Video 3.2** and do **Video worksheet 3.2**.

Homework

Workbook p25

Lesson aim: I can understand how to use future tenses.

Warmer

▶ Play **Video 3.2** if it was not set for homework. Elicit that the school is having a food festival and that he might go to the science-with-cooking workshop. Ask students to talk about their plans for tomorrow or next week, then elicit the language they used to talk about the future.

1 Draw attention to the tables above and below Exercise 1. Explain that while the present continuous or *be going to* can be interchangeable, we often prefer the present continuous when a future plan has become an arrangement, such as when we know when and where something is to happen. Check answers as a class.

2 Read out the information in the text box. Check understanding of the phrase *total darkness*, i.e. so dark that nothing can be seen. After students have completed the conversation, they can practise reading it in pairs.

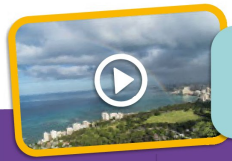
Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 127.

3 Before students ask and answer the questions, check that they have formed the questions correctly.

Language in action

Future tenses



Watch video 3.2
What's happening this Saturday? Which workshop might he go to?

Future plans and intentions	
present simple	They all **start** at the same time.
present continuous	Our school **is having** a food festival this Saturday.
be going to	There **are going to be** three interesting workshops.

1 **Look at the table and read the sentences below. Circle the correct category a–c for each example.**

a Timetabled events. These often happen repeatedly at regular times.
b A future event that has been planned, perhaps only once.
c Something that someone intends to do in the future.

1 Daris **isn't going to come** with us tomorrow. He doesn't like picnics. a (b) c
2 Gabriela's parents **are taking** us out for dinner tonight. a (b) c
3 Hurry! The bus **arrives** in five minutes. (a) b c
4 I've decided I'**m going to stop** eating meat. a b (c)
5 My cookery class **starts** at ten. (a) b c
6 We'**re having** a barbecue on Saturday. a (b) c

Future predictions	
be going to	You'**re going** to think about cooking in a new way!
will	In the future, meat **will** be more expensive.
may / might	It **may** rain tomorrow. I **might** go to the science of cooking workshop.

2 **Read the text. Complete the dialogue with the present simple, present continuous, *be going to*, *will* or *may/might* form of the verbs.**

Come and have dinner in total darkness Tuesday to Saturday 8–10 pm. Use your other senses to taste the food. Try new, unknown foods and guess what you're eating.

Lucas Hey Milena, [1] **are** you **coming** (come) to Abi's birthday tomorrow?
Milena Where [2] **are** you **going** (go)?
Lucas To 'Dining in the Dark'. We **'re going to have** [3] _____ (have) dinner in darkness!
Milena That's strange. Abi [4] **might/may not like** (not like) it!
Lucas I'm sure she [5] **'ll love** (love) it! It [6] **'ll be** _____ (be) different to anything she's done before. **won't be able to**
Milena But you [7] _____ (not be able to) see the food. You [8] _____ (eat) something you don't like. **might/may eat**
Lucas I know! We [9] _____ (have to) guess what we're eating! **'re going to have to**
Milena What time [10] **does** it **start** (start)?
Lucas At eight o'clock. **might come**
Milena I'm not sure. I [11] _____ (come). I [12] **'ll tell** (tell) you later.

Grammar tutor p127

Use it!

3 **Write the questions. Use future tenses. Ask and answer.**

1 What / you / do / tomorrow?
What are you going to do tomorrow?
2 How old / you / be / in 2050?
How old will you be in 2050?
3 What foods / we / eat / in the future?
What foods might/will/are we going to eat in the future?
4 When / your next class / start?
When does your next class start?

What are you going to do tomorrow?

I'm not sure. I might go to the beach.

Extend it!

Students discuss the idea of eating food in total darkness. Ask: *What do you think of the idea? Why?*

Grammar game

In pairs, students use *going to* to make predictions about their partner's plans for the weekend, summer holidays, and such like. For example, Student A says, *I think you're going to go to England this summer.* Student B says, *Yes, that's right. / No, that's wrong.*

Homework

Workbook p26

Lesson aim: I can talk about quantities.

Warmer

Write *breakfast*, *lunch* and *dinner* on the board. In pairs, students talk about what they eat for those meals.

1 3.06 Before students choose the photo, ask them to look through the recipe and underline the 'quantity' phrases.

Audioscript p125

Target vocabulary

a chunk of /ə tʃʌŋk ɒv/
a cup of /ə kʌp ɒv/
a splash of / ə splæʃ ɒv/
a spoonful of / ə 'spu:nfʊl ɒv/
a handful of /ə 'hændfʊl ɒv/
a packet of /ə 'pækɪt ɒv/
a piece of /ə pi:s ɒv/
a pinch of /ə pɪntʃ ɒv/
a slice of /ə slaɪs ɒv/
a sprinkle of /ə 'sprɪŋkl ɒv/

2 Before students complete the sentences, ask them to decide whether the gaps need a singular or plural noun.

Learn to learn

Not all students will enjoy diagrams, but they can be useful, and introducing them gives students the chance to explore the many possible ways to record new words in an organised way.

3 Before students complete the diagram, check their understanding of the three categories.

4 Give students time to think about this before they describe food they like in pairs.

Vocabulary bank

Listening and vocabulary

Quantities

3.06 **1** Read the recipe and choose the correct photo 1–3. Listen and repeat.



How to make your own fruity cereal

Mix the following ingredients in a bowl:

- a cup of cereal, like oats
- some pieces of strawberry
- some slices of banana
- some chunks of pineapple
- a handful of blueberries
- a packet of nuts
- a pinch of cinnamon
- a sprinkle of brown sugar

Serve with a spoonful of yoghurt or a splash of milk.

Nutritious and delicious!

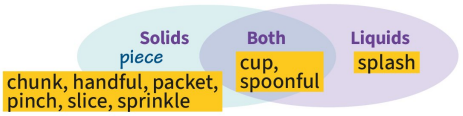
2 Complete the sentences with quantities in Exercise 1 in the singular or plural form.

1 I have two slices toast for breakfast and a cup of coffee with a splash of milk.
2 If your throat hurts, have a spoonful of honey.
3 Season the pasta sauce with a pinch of salt and pepper.
4 I'm going to have a packet of crisps for lunch.
5 I love cookies with big chunks of chocolate!
6 I make the best Greek salad. I put in a handful of olives, some pieces of feta cheese and a sprinkle of oregano on top.

Learn to learn

Using diagrams

Use diagrams to help remember new phrases.



3 Add quantities in Exercise 1 to the diagram.

Use it!

4 Think of a food you like and tell your partner the ingredients.

A pancake … You need two cups of flour …

A recipe

3.07 **5** Listen to the cooking show and write the quantities.

Pear smoothie	Ant tacos
1 a cup of orange juice	6 half a cup of ant larvae
2 pieces of chopped pear	7 a cup of chopped tomatoes
3 a large spoonful of cricket flour	8 a handful of chopped chillies
4 chunks of mango and pineapple	9 a pinch of salt and pepper
5 a splash of lime juice	10 a sprinkle of chopped coriander

3.07 **6** Listen again and circle the correct answers.

1 Both of Anton's dishes ….
(a) contain insects b are spicy c are Mexican
2 By 2030 there will be … billion people in the world.
a 5.5 b 6.5 (c) 8.5
3 Cricket flour will add … to the smoothie.
a fruit flavour b vitamins (c) protein
4 Anton is going to … the ant larvae.
(a) fry b heat c roast

5 3.07 Check understanding of *smoothie* and *tacos*, and give students time to look at the table, before playing the recording.

Audioscript p125

6 3.07 ★★★ Challenge students to complete as many of the sentences as you can before you play the recording.

Flipped class

▶ Ask students to watch **Video 3.3** and do **Video worksheet 3.3**.

Homework

Workbook p27

Lesson aim: I can use the future continuous and future perfect.

▶ Play **Video 3.3** if it was not set for homework. Elicit that robots will be making our food in the future. Chocolate chip cookies were invented by accident.

1 On the board, write the form and use of the future continuous (*will/won't be doing* – to refer to an action in progress at or around a time in the future) and future perfect (*will/won't have done* – to refer to an action finished by a particular time in the future.) Then draw attention to the table. Ask students to work in pairs to complete the exercise.

2 Students can work alone to complete the sentences.

3 ★★★ After students have completed the sentences, ask them to discuss the prediction in item 1. Do they agree? Why / Why not?

4 3.08 Ask students which form thinks about a future time and looks back from that (future perfect); and which thinks about a situation in the future that lasts for a long period (future continuous). Students then work in pairs to complete the conversation, after which they can practise reading it.

Audioscript p126

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 127.

5 Give students a few minutes to write their sentences.

6 Make sure that students understand that they must make some of the sentences they wrote in Exercise 5 false. Students then play the guessing game.

Language in action

Future continuous and future perfect



Watch video 3.3
Who will be making our food in the future? What food was invented by accident?

	Future continuous	Future perfect
+	My robot **will be making** me a chicken pie!	We'**ll have programmed** robots to be great cooks.
-	We **won't be cooking** our own meals.	We **won't have visited** Pluto by 2050.
?	What **will** we **be eating** by 2050?	**Will** the food we eat **have changed** a lot by 2050?

1 Look at the table and read the sentences below. Which sentence …

1 describes an action in progress in the future? (future continuous) a

2 describes an action completed before a certain time? (future perfect) b

a I'll be watching the football match tomorrow evening.

b Five years from now, I'll have left school.

2 Complete the sentences with the future continuous form of the verbs in the box.

eat go not see sleep

1 Don't ring me at 8.30. I'll be sleeping.
2 Where will they be going on holiday?
3 I've got exams next week. I won't be seeing my friends.
4 Will we be eating ants in 30 years' time?

3 Complete the sentences with the future perfect.

1 I think scientists will have found (find) life on other planets by 2060.
2 I won't have finished (not finish) my exams in May.
3 They won't have started (not start) yet. It's only 7.30.

4 3.08 Complete the conversation with the future continuous or perfect form of the verbs. Listen and check.

Zoe How [1]will restaurants have changed (change) by 2040?
Sam I think they [2]will have become (become) more automatic. Instead of human chefs, machines [3]will be cooking (cook) your food and human waiters [4]won't be serving (not serve) the tables, robots will.
Zoe So humans [5]won't be working (not work) in restaurants?
Sam That's right, but I think we [6]will have designed (design) robots that look like humans by then.

Grammar tutor p127

Use it!

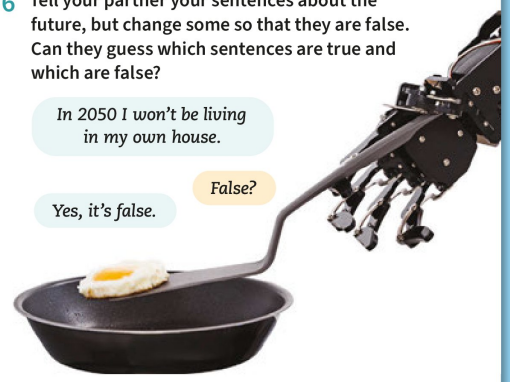
5 Write sentences about your future. Use the future continuous or perfect.

In one year's time …	
In 2050 …	
On my 21st birthday …	
By the end of this year …	
By 2035 …	
By the time I'm 25 …	

In 2050 I'll be living in my own house.
By the time I'm 25 I'll have learned how to drive.

6 Tell your partner your sentences about the future, but change some so that they are false. Can they guess which sentences are true and which are false?

In 2050 I won't be living in my own house.
False?
Yes, it's false.



Unit 3 | Food for thought 39

Grammar game

In pairs, students write down three important future dates, e.g. 1st July, 2nd January. Their partner guesses why the date is significant, e.g. *Student A: 1st July. Student B: You'll be celebrating your birthday? Student A: No! Student B: You'll have finished all your exams?*

Extend it!

In pairs, students discuss the predictions about restaurants from Exercise 4. Do they agree with them? Do they have any predictions of their own?

Homework

Workbook p28

1 3.09 Look at the photo with students and elicit what they can see (a Spanish omelette). Then ask students to work in pairs and brainstorm the ingredients (and quantities if possible) needed to make a Spanish omelette before they listen and check.

Audioscript p126

Class challenge
The word *omelette* came into English from the Spanish / Farsi / **French** language.

2 3.09 Ask students to read along with the conversation as they complete it with the phrases. With a partner, students can then act out the conversation.

▶ Play **Video 3.4** and encourage students to copy the intonation used by the presenter.

3 Students can complete the task in pairs, and then think of situations in which they could use the phrases from the *Everyday English* box. For example, *A: Is it hard to make a pizza? B: No, it's a piece of cake!*

4 ★ Give students time to choose a recipe. If a student knows a dish they'd like to write about, but not its ingredients, they can look online if they have access to the internet or ask you for help.

5 Give students five minutes to plan their conversations. If appropriate, they can use their smartphones to record themselves explaining their recipes, listening back to check they're using the language from the unit.

Speaking
Giving instructions



A Spanish omelette. It is made with potatoes, eggs, salt, oil and an onion.

1 3.09 **What can you see in the photo? What ingredients do you need to make it? Listen and check your answers.**

2 3.09 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**





Rob Can you give me the recipe for your yummy Spanish omelette? I'm going to make it for the picnic tomorrow. It won't take ages, will it?

Eva No, it's a piece of cake! [1] *You'll need* half a kilogramme of potatoes, five eggs, salt, oil and an onion.

Rob OK. Is that it?

Eva Yep, so [2] start by peeling and slicing the potatoes. [3] _____, chop the onion.

Rob OK. Then what? Once that's done

Eva Heat a cup of oil in a pan and fry the potatoes and onions.

Rob That's a fair amount of oil!

Eva Yeah, I know! [4] While that's frying, mix the eggs in a bowl. Then put everything together and add a pinch of salt. Heat a spoonful of oil in a smaller pan and pour in the mixture. Once the bottom part has cooked, [5] _____ flip the omelette with a plate and cook the other side. don't forget to

Rob OK, I'll try.

Eva It's delicious! Your friends will all be asking for the recipe! Will you still be there at four?

Rob Yeah, but we'll have finished the omelette by then!

Useful language

Don't forget to … (+ verb)
Once that's done, …
Start by … (+ *-ing*)
While that's … (+ *-ing*)
You'll need …

3 **Match the phrases in the conversation with the meanings. How do you say these in your language?**

1 something that's easy a piece of cake
2 delicious yummy
3 Is that everything? Is that it?
4 quite a lot a fair amount
5 a long time ages



Watch video 3.4
Everyday English

a fair amount ages a piece of cake
Is that it? yummy

Plan

4 **Write about a recipe and the ingredients you need.**

Speak

5 **Practise explaining the recipe to your partner. Remember to use:**

- future tenses
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**

What was the recipe for? _____

What ingredients do you need?

Would you like to eat this food?

6 Tell students not to mention the dish whose recipe they are going to describe. This gives the students listening a greater incentive to listen. Encourage students to respond to what they've heard. Ask: *Do you think the recipe was easy to follow?*

Speaking frames

Lesson aim: I can write a listicle.

Background information

A *listicle* is a combination of the words *list* and *article*. These texts often come with a title featuring a number, e.g. *The Five Best Recipes From Italy*.

1 Elicit descriptions of the food shown in the photos, then give students a couple of minutes to read and think about the predictions. In pairs, they can share their responses to the predictions, giving reasons for either agreeing or disagreeing with Megan's ideas.

2 ★★★ Students can work individually to complete the task. Extend the activity by asking students if they ever read listicles online and what makes a listicle interesting.

3 ★★★ Challenge students to complete the phrases without looking back at Megan's listicle.

4 Ask a volunteer to read out the example sentence and answer. Students work independently to complete items 2–5.

5 Ask students to discuss these questions in small groups, noting down their ideas.

6 Tell students to write four things in their listicle (following the four questions in Ex 5) and to follow the model text in Ex 2. Give students around ten minutes to write their listicle.

Writing
A listicle

dairy products (milk, cheese and eggs), fish and chips, pizza, crisps and peanuts

What food can you see in the photos? Read Megan's listicle. Which of her predictions do you agree with?

2 **The following are features of a good listicle. Which ones are in Megan's listicle?** all of them

1 an interesting title
2 a number in the title
3 short texts about the title, one for each number
4 some interesting predictions
5 photos

Five foods we'll all be eating in 2070!



1 **If there's one thing we'll still be eating in 50 years' time, it's pizza!**
We've been eating pizza since the 19th century, so we're not going to stop now! In the future toppings will change for sure, but pizza isn't going anywhere!

2 **Tasty meat alternatives**
With more humans on the planet, we'll need alternative sources of protein such as insects. What could be tastier than a sprinkle of roast ants on your salad?



3 **Classics that will never die out!**
Some classic British dishes, like fish and chips, will be around forever, although instead of fish, we will probably eat plant-based banana blossom. They already sell this in some places!

4 **Printed snacks**
By 2070 we'll be printing most snacks with a 3D printer. Impossible? Watch this space ...





5 **Veggies and vegans**
Vegetarian food is here to stay! In 2070 being veggie or vegan, and avoiding eggs, milk and cheese, will be even more common!

3 **Complete the *Useful language* phrases with the words in the box. Check in Megan's listicle.**

anywhere forever norm space stay

Useful language

is here to [1] stay — will be around [4] forever
isn't going [2] anywhere — will be the [5] norm
Watch this [3] space

4 **Circle the correct words to complete the sentences.**

1 Fast food isn't going **nowhere** / **anywhere**.
2 I don't think the huge fast-food chains will be around **always** / **forever**.
3 Meat created in the laboratory will be the **norm** / **normal** in thirty years' time.
4 The next generation of restaurants is going to be much more eco-friendly. Watch this **space** / **place**!
5 There's no doubt that the Brazilian feijoada pizza with black beans is **there** / **here** to stay.

Write your own listicle about the future of food.

Plan

5 **Think about the questions and make notes.**

- What will people still be eating in 50 years' time?
- What new foods might we start eating in the future?
- In what new ways might we be buying, cooking and serving food?
- Choose 3 to 5 of your ideas to include in the listicle.

Write

6 **Write a listicle about your future food predictions. Remember to include:**

- future tenses
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you ...**

- explain what we will or might be eating in the future?
- explain what will be normal in the future?
- make any other predictions?

7 Students can check each other's work, and then comment on the content. Ask: *Do you agree with your partner's predictions?*

Writing frames
Finished?

Flipped class

Prepare for the **Around the world** lesson (p42). Students find out some facts about Australia and Australian food.

Homework

Workbook p29, Writing tutor p81

Lesson aim: I can understand a text about Australia.

Warmer

▶ **Video 3.5** develops the theme of language. Before you play it, make sure students understand that only the second question relates to the video. Ask students to discuss the other questions in groups.

Extra digital activity
Ask students to complete the video comprehension questions.

Write *Australia* on the board. Elicit what students know about the country, e.g. places, people, weather. Has anyone in the class been to the country? Would anyone like to go?

1 3.10 Ask students what they can see in the photos. Write key words on the board, e.g. *koala*, *strawberry*, *grub*, *greenhouse*, *dim sum*. With the class as a whole, elicit what the photos tell us about food in Australia. Write students' ideas on the board. Before students read the text, teach the meaning of the Australian-English phrase *bush tucker*. Bush refers to the uninhabited and uncultivated areas of Australia. Tucker means food. Bush tucker is the sort of food traditionally eaten by Aboriginal Australians (the original inhabitants of the country).

Sustainability: Zero hunger

Explain to students that some people in countries with dry or otherwise difficult climates can find it difficult to grow certain foods. Over time, people have learned to use technology and sustainable energy like solar power (energy from the sun) to ensure they have access to good nutrition. If your country promotes solar energy or other sustainable agriculture, offer students some examples of where and how it used. Ask students: What are some foods that are hard to grow in our country? What are some ways we could use solar power or other sustainable energy to grow food here?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Around the world



Globetrotters
Watch video 3.5
Food in Japan

- What food is usually associated with your country or culture?
- Can you explain what *kaiseki* and *wagashi* are?
- How is Western food influencing Japanese food traditions?

Kaiseki is a traditional meal with many different courses. *Wagashi* are Japanese sweets.

Reading An article

You can see: a koala, a grub, dim sum, grilled fish, a greenhouse and a strawberry

1 3.10 **Look at the photos. What can you see? What do they tell you about food in Australia? Read the article and check your ideas.**

More people are eating sweets and fast food so are consuming more sugar and salt.

A taste of Australia

A country's food is influenced by its inhabitants, geography, climate and wildlife, and Australia is no exception.



Traditional Australia

For thousands of years, Aboriginal and Torres Strait Islander peoples have eaten plants and animals from the land or sea. Traditional Aboriginal food, or 'bush tucker', includes crocodile, emu and snake. Examples that are still eaten today include kangaroo, macadamia nuts and witchetty grubs. These tasty insect larvae are roasted on the fire or grilled on the barbecue!

Multicultural Australia

Since the first Europeans arrived in Australia over 200 years ago, people have been moving to the country from all over the world. As a result, Australian cuisine is multicultural and includes British, Italian, Greek and Asian food. Popular dishes are fish and chips, roast lamb and dim sum as well as traditional favourites such as kangaroo, seafood pizza and fried shark. The warm, sunny climate means plenty of fresh fruit and vegetables, and barbecues to grill meat or fish outside.

Tomorrow's Australia

Desert food

Australia has built the first farm in the world that can grow fruit and veg in a desert. The enormous solar-powered greenhouse only needs sunshine and seawater to work and Australia has plenty of both. The solar panels create enough energy to transform the salt water into fresh water which is used to water the tomato plants. It's strange to think that in the future we might be eating food which is grown in the desert.

Ugly food

Around a quarter of fruit and vegetables around the world is thrown away before it gets to the supermarkets because people believe it's too 'ugly' to sell. However, some Australian supermarkets are trying to sell this food. They tell their customers that even though the food looks odd, it tastes exactly the same as perfectly formed fruit and veg. There are lots of advantages to eating this ugly food. It's cheaper for customers, farmers sell more of their produce and we reduce food waste.

The witchetty grub is an example of bush food first eaten by the indigenous people of Australia and still eaten today.

The misshapen strawberry refers to the campaign to eat ugly fruit and veg.



Dim sum is an example of food that has come to Australia from another culture.

42 Food for thought | Unit 3

Class challenge

Koalas eat meat / **plants** / meat and plants.

Lesson aim: I can understand a text about Australia.

Learn to learn

Explain that context and meaning in language are linked, which means that the meaning of a word can change depending on the context in which it is used. Encourage students to work out the meanings of new words from context as much as they can.

2 Ask students to work in pairs to complete the rest of the table. When checking answers, challenge students to think of example sentences with the new words.

3 Students can compare answers in pairs before you check answers with the class as a whole.

4 ★ Elicit the type of word students need to find in each case, e.g. a noun, an adjective.

5 Give students time to think of their answers to the questions before they discuss them with a partner. With the class as a whole, discuss the importance of being open-minded. If we are willing to consider ideas and opinions that are new or different from our own, (i.e. by trying new types of food which seem strange to us) we can learn more about the world and our own place in it, understanding that how we behave and what we like is shaped by the culture into which we are born.

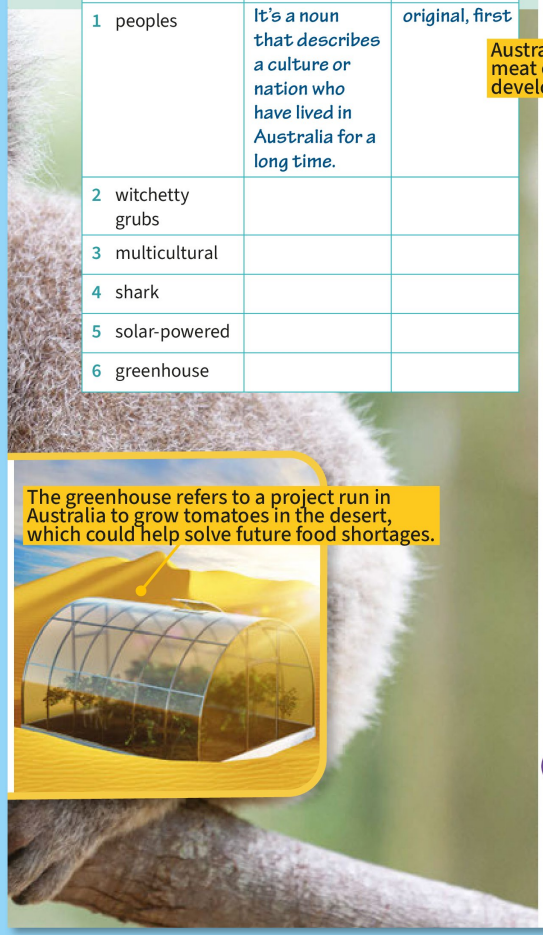
Learn to learn

Understanding words from context

When you see new words, use the rest of the sentence to help you understand them. Guess what the new word means and then check it in a dictionary.

2 Find the words in the article and guess the meaning. Check in a dictionary or with your teacher.

New word	What the other words tell me	What I think it means
1 peoples	It's a noun that describes a culture or nation who have lived in Australia for a long time.	original, first
2 witchetty grubs		
3 multicultural		
4 shark		
5 solar-powered		
6 greenhouse		



The greenhouse refers to a project run in Australia to grow tomatoes in the desert, which could help solve future food shortages.

3 Read the article again and find examples of how these things influence Australia's food.

Aboriginal and Torres Strait Islander peoples
They have always eaten food from the land and sea and some is still eaten today, e.g. macadamia nuts and witchetty grubs.

Wildlife
People eat plants and animals from the land and sea, e.g. kangaroo, lamb, shark and macadamia nuts.

People from other cultures
Immigration to Australia from other countries has meant that food from other cultures has become part of everyday Australian cuisine, e.g. fish and chips and dim sum.

Climate
Australia is warm so people can grow and eat vegetables and grill meat or fish on a barbecue. It has hot desert areas, and it's possible to develop solar-powered greenhouses that can grow food in desert areas.

Food waste
Australian supermarkets are telling people about the advantages of eating 'ugly' food to reduce food waste.

4 Find words in the article that mean:

1 something not included in a group (introduction) exception
2 delicious (traditional Australia) tasty
3 cooking (multicultural Australia) cuisine
4 a short word for vegetable (desert food) veg
5 strange (ugly food) odd

Voice it!

5 Discuss the questions.

1 Which foods from other cultures have become popular in your country?
2 Australia is adapting to changes by eating 'ugly' food. How else can we adapt what we eat or drink?

Explore it!

Guess the correct answer.
What will you not find on a pizza in Australia?
a emu b kangaroo c koala d crocodile

Find a fact about Australian food. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Culture Project

See Project Book p30 and the Unit 3 Project worksheet for further information and activities.

Explore it!

To write their questions, students use the facts about Australian food they researched for homework.

Flipped class

Students complete the **Learn to learn** page (p44), then prepare for the **Review** lesson (p45). Students revise the grammar and vocabulary from Unit 3.

Lesson aim: I can talk about the senses of animals.

Warmer

Elicit the five senses (taste, touch, smell, sight, hearing) and write them on the board. Ask: *Do you know any differences between the senses of humans and the senses of other animals?*

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit ideas from the class and write them on the board.

2 & 3 ▶ Students can discuss their ideas in pairs. You can then play **Video 4.1** and allow students to check their answers. Students can also complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 Have students write down the names of any animals their classmates suggest and see if they are mentioned as they progress through the unit.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p47). Students find out a fact about the human senses.



Unit aims

Skills

I can ...
- understand a text about facing fears p48
- understand an interview with a foley artist p50
- make guesses and give clues p52
- write an encyclopaedia entry p53
- create a proposal p54

Language

I can ...
- talk about the five senses p47
- make deductions and express possibility p49
- describe texture, sound, taste, etc. p50
- express obligation, prohibition, necessity and advice p51

Learn to learn

I can ...
- brainstorm ideas p47
- use visual clues when listening p50
- learn to plan homework p56

Extra resources

- Grammar tutor, Student's Book **p128**
- Workbook **pp32–39** and Writing tutor **p81**

Teacher's Resource Bank

Worksheets:
- Grammar 4.1 and 4.2 (3 levels)
- Vocabulary 4.1 and 4.2 (3 levels)
- Video 4.1–4.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp34–37**

Lesson aim: I can talk about the five senses.

1 Check answers before students ask and answer the questions in pairs.

2 Go through the example with the class, focusing on the key vocabulary in statement *a* which gives the answer. Students can then complete the task in pairs.

Target vocabulary
feel /fiːl/
feel like /fiːl laɪk/
look /lʊk/
look like /lʊk laɪk/
smell /smel/
smell like /smel laɪk/
sound /saʊnd/
sound like /saʊnd laɪk/
taste /teɪst/
taste like /teɪst laɪk/
touch /tʌtʃ/

Learn to learn

Brainstorming involves getting together with other people to suggest ideas. It's particularly helpful for students working with vocabulary as people have different knowledge and experience and so can offer connections between words that others would not have made.

3 Monitor while students do this task, helping if students struggle to think of extra words for each of the categories.

4 ★★★ Students should not only say which category their partner's extra words belong to but also why.

5 ★ Go through the first item with the class. Ask why the verb *sounds* is in the present tense (the sentence is referring to habitual actions). Remind students that they may need to change the form of the verb.

Vocabulary
The five senses

1 **Match the words in bold with photos A–E. Answer the questions.**

Have you ever...

1 seen a **durian**? C
2 touched a **snake**? D
3 played football on **artificial grass**? B
4 heard a **koala**? E
5 eaten a **knickerbocker glory**? A



2 **Match the questions in Exercise 1 with statements a–e. Which things did you already know?**

a They **look like** friendly teddy bears but when they cry they **sound** really angry. 4
b It's made of plastic but it can often **feel like** the real thing. 3
c It doesn't **sound like** a food but it is! They **taste** really sweet and look really colourful. 5
d They **look** wet and slimy but when you **touch** their skin they **feel** cold and dry. 2
e They **smell** terrible. In fact, they **smell like** dirty old socks and they don't **taste like** fruit, but many people say they're delicious. 1

Learn to learn

Brainstorming

Brainstorming word groups can help you make vocabulary connections.

3 **Complete each line with the words in bold in Exercise 2. Add three or more words or phrases that you associate with them.**

a The ears: *sound, sound like, hear, listen to, music*
b The eyes: look, look like
c The hands: feel, feel like, touch
d The nose: smell, smell like
e The tongue: taste, taste like

4 **Choose one group of words in Exercise 3. Say your extra words to your partner. Can they guess which group they belong to?**

5 **Complete the sentences with the correct form of the words in bold in Exercise 2.**

1 When my dad sleeps, he snores so much he *sounds like* a trumpet!
2 I tried some crocodile meat once. It tasted like chicken.
3 The milk smelled bad and looked a bit yellow, so she didn't taste it.
4 I love wearing my new winter coat. It feels so soft and warm.
5 A It doesn't look like a painting by Picasso.
B No, but it is.
6 Please don't touch the wall. I've just painted it.

Use it!

6 **Talk about the things in the box with the words in Exercise 2. Compare with another pair. Do you have the same descriptions?**

fast food graffiti mobile phones
new clothes rap music

Explore it!

Guess the correct answer.
Which human sense is the weakest?
a sight b hearing c touch
d taste e smell
Find another interesting fact about the human senses. Write a question for your partner to answer.

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6 Before students do this task, point out that they need to talk about what each of the things in the box sounds like, tastes like, etc.

Vocabulary bank

Explore it!

Ask students to tell you about some of the facts about human senses that they researched for homework.

Homework

Workbook p32

Lesson aim: I can understand a text about facing fears.

Warmer

Write *virtual world* on the board. Elicit the meaning. Ask students if they have ever used virtual reality headsets. If so, how did it make them feel? Did they enjoy the experience?

1 Elicit answers from the class as a whole, but don't confirm any answers yet.

2 4.01 Students skim the article and complete the exercise in pairs. Ask students if any of their ideas from Exercise 1 were confirmed in the text.

3 ★★★ Ask students to write their own sentences with these new words.

4 ★★★ After completing the activity, challenge students to give a reason for their choices.

5 Give students time to think about their answers, and make notes, before they discuss the questions in pairs.

Extend it!

Elicit some answers (anxieties or phobias) to Exercise 5, item 2, and write them on the board. Have a class discussion about how students think virtual reality therapy can be helpful in conquering these anxieties or phobias. Guide the discussion to keep students focussed and respectful, and do not ask students to share personal anxieties or phobias.

Reading

A magazine article

- facing fears using virtual reality technology

1 Look at the photo and the title of the magazine article. What do you think connects them?

4.01 2 Skim the article and check your ideas.

Facing **real fears** in a **virtual world**

The role of computer technology in mental health therapy

By Cansu Kaya, Technology editor

If you're into gaming like me, you must know about virtual reality (VR) headsets. You might even have one of your own. With one of these headsets on, you can **convince yourself** that you're flying a plane, riding a rollercoaster or even swimming with sharks. As you move your arms about and scream, anyone watching you will wonder what is happening. But for you, the experience – and the **sensation** of fear – is real. Now the same technology is helping people with **mental health problems**.

Exposure **Therapy** (ET) is a well-known method used by psychotherapists – people who treat mental health conditions. It's based on a simple idea: the more often you face the thing that scares you, the less scary it becomes. But it can be difficult to get real '**exposure**'. That's where VRET (Virtual Reality Exposure Therapy) can help. Dr Helen Phelps from the *Calm Minds* **clinic** has been using VRET with her patients for the last year. 'One of my patients, David, has an extreme fear of spiders,' explains Dr Phelps. 'As you can imagine, it can't be easy for David to sit in room full of real spiders for hours. However, using a VR headset, David can be exposed to 'virtual' spiders while he sits in the safe space of the therapy room.'

Latif went to Dr Phelps because of his great fear of wasps. 'Just the sound of a wasp makes me panic,' he says. 'But the VRET sessions have really helped.' With the headset on, Dr Phelps can put a 'virtual' wasp on Latif's arm. It doesn't really touch him, of course, but it looks like a wasp and it sounds like one. 'At first the virtual wasps filled me with fear, but I'm slowly getting better,' says Latif.

Abbie is a brilliant pianist but performing to an audience gives her **anxiety**. During her VRET sessions, Abbie plays while Dr Phelps controls the size of the virtual audience. She can even make the audience walk out halfway through – which must be every performer's worst nightmare! But VRET is helping to reduce Abbie's anxiety levels. 'My confidence is growing,' she says. And *that's* for real!



3 Look at the words in bold in the text. Which word means:

1 a place that offers treatment clinic
2 make yourself believe convince yourself
3 be in contact with something get exposure to
4 feeling sensation
5 a strong feeling of worry anxiety
6 conditions that affect mood, thinking and behaviour mental health problems
7 a treatment that helps someone feel better therapy

4 Read the magazine article again. Write *T* (true), *F* (false) or *DS* (doesn't say).

1 Cansu Kaya likes gaming T
2 Cansu owns a VR headset. DS
3 Exposure Therapy is not a new idea. T
4 ET and VRET are the same thing. F
5 *Calm Minds* clinic treats people with mental health problems. T
6 Latif is afraid of all insects. DS
7 Latif isn't afraid of wasps anymore. F
8 Dr Phelps can control the behaviour of the 'virtual' audience. T

Voice it!

5 Discuss these questions with a partner.

1 Why do people enjoy using virtual reality headsets?
2 What other anxieties or phobias do you think virtual reality therapy might help with?

Flipped class

▶ Ask students to watch **Video 4.2** and do **Video worksheet 4.2**.

Homework

Workbook p33

Lesson aim: I can make deductions and express possibility.

Warmer

▶ Play **Video 4.2** if it was not set for homework and elicit that Andy runs, swims and rides a bike despite being blind. He knows he's near the edge of the pool because someone touches him on the back with a pole.

1 Draw attention to the table. Elicit that *deduction* is the act of deciding that something is true using the information that you have about it. Students complete the rules. Check answers as a class.

2 4.02 ★ Read out the example. Elicit that 'must have lots of sugar' is correct because the second sentence says the drink tastes sweet. Students can complete the task in pairs.

Audioscript p126

3 4.03 ★ Encourage students to look at the context around each gap. When students have completed the dialogue, ask them to read the dialogue in pairs.

Audioscript p126

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

4 Students can do this task in pairs.

Language in action

Deduction and possibility



Watch video 4.2
What did Andy lose when he was 17? How does he know when he's near the edge of the pool?

100% certain	That **must be** very hard.
Possible	It **might sound** strange to some people. He **could call** you back. He **may come** by bus.
100% impossible	It **can't be** easy to swim as a blind person.

1 **Look at the table and complete the rules with the words in the box.**

can't could/may/might ~~infinitive~~ must

1 We follow *must*, *might*, *could*, *may* and *can't* with the infinitive (without *to*). could/may/might
2 We use _____ when we're not sure about something.
3 We use can't when we're sure something isn't true.
4 We use must when we're sure something is true.

4.02 **2** **Circle the correct words. Listen and check.**

1 This drink (*must*) / *can't* have lots of sugar in it. It tastes really sweet.
2 Don't touch that snake! It (*might*) / *can't* be poisonous.
3 This milk (*must*) / *can't* be really old. It smells disgusting.
4 It looks like a painting by Monet, but it *may* / (*can't*) be. It was painted after he died.
5 A What instrument is that? It sounds like a violin.
B Maybe, or it *can't* / (*could*) be a viola.
6 This jacket (*must*) / *can't* be very warm in winter. It feels like a blanket!

4.03 **3** **Complete the dialogue with *must*, *can't* or *might*. Listen and check.**

Omer What are you listening to? It's so loud!
Briony It's Beethoven. I think it's beautiful.
Omer You [1] must be joking! I thought you hated classical music.
Briony Well, that's because I hadn't really listened to any before. Did you know Beethoven became deaf when he was still quite young?
Omer Wow, that [2] can't be easy for anyone, but it [3] must be absolutely terrible for a musician. You should turn it down, though. The neighbours [4] might be home.
Briony They [5] can't be. The lights are off and their car's not there. Anyway, I'm sure they'd prefer Beethoven to the heavy metal you always play. They [6] must hate that! Every time you put it on they start banging on the wall.

Grammar tutor p128

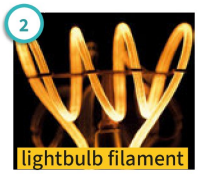
Use it!

4 **Look at the photos. What do you think they are?**

It could/might/can't/must be …

It looks like (a) …









Grammar game

In pairs, students close their eyes, then touch a classroom object their partner has given them, trying to guess what it is, e.g. *It can't be a pencil because it's too big. It might be a marker pen. Is it a marker pen?* Students win a point for each correct guess.

Homework

Workbook p34

Lesson aim: I can talk about talk about healthy eating.

1 4.04 Elicit additional examples of things that each of the adjectives in the box could describe.

Target vocabulary
colourful /'kʌləfəl/
faint /feɪnt/
rough /rʌf/
sharp /ʃɑːp/
shiny /'ʃaɪni/
smelly /'smeli/
smooth /smuːð/
sour /saʊə/
spicy /'spaɪsi/
transparent /træn'spærənt/

Audioscript p127

2 Students work in pairs. Encourage students to define each adjective as they come to it, e.g. *transparent* describes something you can see through, like an umbrella.

3 Give students a few minutes to think of how to describe the things in the box before they do the task in pairs.

Vocabulary bank

4 & 5 4.05 Check students' understanding of *sound effects* (sounds created and added to a film, e.g. a creaking door in a scary film).

Audioscript p127

6 4.05 Challenge students to circle the correct option before playing the recording again.

Learn to learn
Students often worry about listening tasks. Encourage them to manage this by predicting any topics or details they might hear, using any available information (including visuals).

Vocabulary and listening
Describing texture, sound, taste, etc.


1 a sharp knife


2 transparent umbrella


3 a colourful chameleon


4 smooth skin


5 a spicy chili


6 a rough road


7 a sour grapefruit


8 shiny balloons


9 smelly skunk


10 faint heartbeat

4.04 **1** Complete the photo labels with the words in the box. Listen, check and repeat.

colourful faint rough sharp shiny
smelly smooth sour spicy transparent

2 Complete the table with the words in Exercise 1.

Feel	Look	Smell	Sound	Taste
rough	colourful	smelly	faint	sour
sharp	shiny			spicy
smooth	transparent			

Use it!

3 Use the words in Exercise 1 to describe the things in the box. Can your partner guess the item?

a cat's tongue a concrete wall a curry
a new coin a pencil a whisper lemons stars

It's shiny and gold. *A new coin!*

An interview

4 Foley artists create sound effects for films. What sound effects do you think these items make?



a two coconut halves a horse
b shredded newspaper and a plastic bag someone walking on grass
c cellophane fire
d celery a leg breaking
e rice and a metal tray rain

I think the coconut halves could be the sound of …

4.05 **5** Listen to the interview with James Ford, a Foley artist. Check your answers to Exercise 4.

4.05 **6** Listen again and circle the correct words.
1 It's important to *never* / *sometimes* have total silence in a movie.
2 The interviewer thinks the second effect is made with *newspaper* / *grass*.
3 Foley artists used to make *more* / *fewer* sounds.
4 James *made some* / *didn't make any* of the explosion sounds in his last movie.
5 To become a Foley artist, formal training is *necessary* / *unnecessary*.

Learn to learn
Using visual clues when listening
Use pictures, instructions, etc., to help you understand what you are hearing.

Voice it!

7 Do you think the job of a Foley artist will disappear in the future? Why / Why not?

7 Ask students to talk about a film they've seen recently, say what sound effects it had, and whether those effects made the film more enjoyable.

Extend it!
In groups, students describe how they could make their own sound effects (e.g. an explosion, a car crashing) using everyday objects.

Flipped class
▶ Ask students to watch **Video 4.3** and do **Video worksheet 4.3**.

Homework
Workbook p35

Lesson aim: I can express obligation, prohibition, necessity and advice.

Warmer

▶ Play **Video 4.3** and elicit that she is giving advice about how to take a great selfie. She says you should hold the camera up high, you shouldn't ignore the background and you should delete any bad photos.

1 ★★★ Read out the sentences in the table, then check students' understanding of the modal verbs, e.g. *What does a teacher mean when she says 'you have to do your homework'?* Students complete the exercise. Check answers as a class.

Pronunciation

Students turn to the pronunciation exercises on p118 for practice of the weak form of *to*.

2 Ask students to discuss which of the things in the text they do and don't do.

Get it right!

Check students' understanding of this by asking them to put the following sentence into the past: *I must study hard for my exams.*

3 4.08 Draw attention to the table above Exercise 3. After students have completed the task, ask them to repeat the sentences, paying attention to how *have to* and *had to* are pronounced.

Audioscript p127

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 128.

4 Give students two minutes to make notes before talking with a partner.

Language in action

Obligation, prohibition, necessity and advice



Watch video 4.3
What is she giving advice about?
What three things do you need to do?

Obligation (present)	Necessity (present)	Prohibition	Advice
You **must** remember to bring your camera. We **don't have to** keep any bad photos these days! Do you **have to** take a selfie?	Here's what you **need to** do to take a great selfie. Now, we **don't need to** take selfies.	You **mustn't** hold the camera low.	You **should** hold the camera high. You **shouldn't** ignore the background. We **ought to** know how to pose for them.

Pronunciation p118

Past obligation	
+	They **had to** read books to do research.
-	They **didn't have to** know how to use the Internet.
?	**Did** they **have to** look up words in a dictionary?

1 **Look at the examples. Write *O* (obligation), *N* (necessity), *P* (prohibition) or *A* (advice).**

1 You must ask for permission before taking photos of other people. O
2 You should save all your photos online so that you don't lose them. A
3 You mustn't use your flash when you take photos in a gallery or museum. P
4 You don't need to use your flash outside on a sunny day. N

2 **Circle the correct words.**

6 tips for looking after your eyes

1 Most of us [1]*mustn't* / *need to* use computers every day but too much screen time can be bad for your eyes.
2 You [2]*ought to* / *shouldn't* spend more than about 20 minutes looking at a screen without taking a break.
3 You [3]*should* / *shouldn't* avoid using your phone in the dark. If you want to read, you [4]*ought to* / *have to* read a book.
4 Some people [5]*don't have to* / *mustn't* wear glasses, but if you do, you [6]*should* / *ought not to* clean the lenses.
5 Buy a good pair of sunglasses: everybody [7]*needs to* / *mustn't* protect their eyes from bright sunlight.
6 Finally, everybody [8]*doesn't have to* / *should* have an eye test once a year.



Get it right!

We don't use *must* in the past, only ***had to***.

3 4.08 **Match 1–5 with a–e. Listen and check.** 1d 2e 3a 4c 5b

1 She didn't have to study hard for the exam	a because it's a holiday.
2 I didn't have to wear a uniform at my last school	b so I had to do the exercise again.
3 Billy didn't have to get up early this morning	c because she had toothache.
4 Mia had to go to the dentist	d because she's really good at English.
5 I got all the answers wrong	e but I do at the one I go to now.

Grammar tutor p128

Use it!

4 **Make notes and compare with a partner.**

- something you had to do in the past
- something you ought to do soon

What did you have to do? *I had to visit the dentist last week!*

Grammar game

On the board, write ideas, some silly, some sensible, e.g. Sentence: *Go swimming in your trousers*. In groups, students compete to be the first to use the most appropriate modal verb in response to the ideas, e.g. *You shouldn't do that!*

Homework

Workbook p36

Lesson aim: I can make guesses and give clues.

Warmer

Ask: *What can we do if we don't know the answer to something?* Elicit that we can make a guess. Then elicit that if we know the answer to something, we can help someone else find an answer by giving them clues.

1 4.09 Elicit students' ideas about the photo. Encourage them to use modals of deduction and possibility, e.g. *It might/could/may be ...*

Audioscript p128

2 4.09 Ask students to cover the Useful language box, and listen and write the missing phrases. After students have completed the conversation, they can practise reading it in pairs.

▶ Play **Video 4.4**. Encourage students to copy the intonation used by the presenter.

3 Students think of situations in which they could use the *Everyday English* phrases. For example, A: *Shall we go swimming!* B: *Sure, why not?*

4 ★ Brainstorm ideas with the class. (You may also want to introduce some ideas of your own.) Write the ideas on the board.

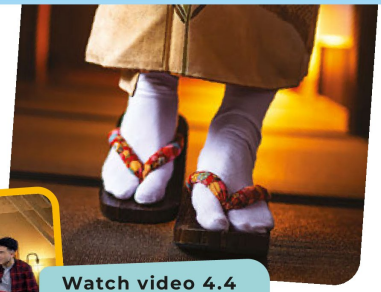
5 Give students five minutes to plan their descriptions.

6 ★★★ Extend the activity by asking students to discuss the other pair's conversation. They should consider the following questions: *Do you agree that what was described would be new or strange to a foreigner? Why? Why not?*

Speaking frames

Speaking

Making guesses and giving clues



Tabi are Japanese socks that are worn with sandals.



Watch video 4.4
Everyday English

Bingo! I give up! I guess so.
nice and warm/hot, etc. Sure, why not?

4.09 **1** **Look at the picture. What are *tabi*? Listen and find out.**

4.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Useful language

Guess again.
Guess what it is / they are.
I guess they must be …
Perhaps it's something (+ *adjective*)
They're definitely some kind of …

Aidan Hey, do you want to see something cool?
Zoe Sure, why not? Wow! What are those?
Aidan They're called *tabi*. They're from Japan. [1]*Guess what they are.*
Zoe Well, they're [2]_____ of clothing. They look like gloves, but they can't be, can they?
Aidan Nope. They're definitely not gloves.
Zoe They're in the shape of an 'L', so I guess [3]_____ socks.
Aidan Bingo!
Zoe But why is the big toe separate from the other toes?
Aidan I'm not telling you. Try and work it out yourself.
Zoe Hmm. Perhaps [4]_____ traditional. Maybe Japanese people wear rings on their big toes?
Aidan No, that's not it. [5]_____ again.
Zoe No, I give up!
Aidan It's so that they can wear them with sandals with straps. The strap goes between the big toe and the others.
Zoe Oh, that's a clever idea! They must be nice and warm to wear.
Aidan I guess so. I haven't tried them on yet.

definitely some kind
they must be
it's something
Guess

3 **Complete the dialogues with the phrases in the *Everyday English* box.**

nice and warm

1 A Shall we watch a movie? B Sure, why not?
2 It's _____ today. Let's have a picnic!
3 A Is the answer 23? B Bingo!
4 A Chinese must be hard to learn. B I guess so.
5 A One more guess? B No – I give up!

Plan

4 **Write about something from your country that might be new or strange to a foreigner, for example a food or an item of clothing. How would you describe it?**

Speak

5 **Practise describing something from your country to your partner. Remember to use:**

- modals
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**

What did you hear about? _____

How was it described? _____

52 Sense and sensitivity | Unit 4

Extend it!
Students write up their descriptions in about 100 words.

Lesson aim: I can write an encyclopaedia entry.

Warmer

Write *encyclopaedia* on the board. Elicit the meaning of the word (a set of articles that deal with the whole of human knowledge). Ask students if they have an encyclopaedia at home or if they use websites like Wikipedia.

1 Read out the question. Elicit ideas and write them on the board. (He has a kind of antenna attached to his head which allows him to 'hear' colours as different vibrations.) Encourage students to use modals of speculation and possibility and phrases from the *Useful language* box on p52.

2 Set a one-minute time limit for this task.

3 Students use the text as a guide to complete the phrases in the *Useful language* box.

4 Students can work alone to complete the sentences, then compare answers with a partner.

5 If appropriate, students can research these people online and do the writing task in class. If not, set this for homework.

6 If students write their encyclopaedia entry for homework, tell them to leave it for a few hours after they finish it, and to go back to it later for a final check. If they do this, they are more likely to spot mistakes.

7 Encourage students to write a second draft if needed.

Writing frames



Writing

An encyclopaedia entry

1 **Look at the pictures. What is attached to the man's head? Read the encyclopaedia entry and find out.**

1 d **Neil Harbisson**, 27 July 1984

2 c Neil Harbisson is known as the world's first cyborg artist. He has been colour blind since birth and has a special antenna connected to his skull that lets him 'hear' colours as different vibrations in his head.

3 e Neil was born in Belfast in 1984 and grew up in Barcelona. At the age of 16, he started to make black and white art. In 2004, scientists developed his special camera and attached it to his head. With the camera, Neil can 'hear' 360 colours, including some which are invisible to the human eye. In 2004, when he had to get a new passport, the UK passport office said no at first because he didn't look like a human. However, they finally accepted his application. He must be the only official cyborg in the world.

4 a Neil now makes colourful art, including 'sound portraits' of famous people and geometric paintings. He has had exhibitions all around the world.

5 b According to Neil, all human skin sounds orange.

2 **Match titles a–e with paragraphs 1–5.**

a Artwork
b Other information
c Introduction
d Name and date of birth
e Life

3 **Complete the phrases in the *Useful language* box with words from the text.**

Useful language

including
According [1] to
At the age [2] of
… is known [3] as
… was born [4] on
and grew [5] up in …

4 **Complete the sentences with the phrases from the *Useful language* box.**

1 Stefani Joanne Angelina Germanotta **is known as** Lady Gaga.
2 She **was born on** 28 March 1986 **and grew up in** New York City.
3 **At the age of** four she began to learn to play the piano.
4 She makes energetic pop music, **including** songs like *Bad Romance* and *Rain on Me*.
5 **According to** Lady Gaga, you can teach yourself art.

Write an encyclopaedia entry.

Plan

5 **Choose one of the artists below to research.**

- poet Amanda Gorman
- filmmaker Jason DaSilva
- cyborg artist Moon Ribas

Make notes about the following:

- their date of birth
- what they are mostly famous for
- their early life and education or training
- their most important achievements

Write

6 **Write your encyclopaedia entry. Remember to include:**

- five paragraphs
- modal verbs
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- include information about the person's life?
- include information about the person's artwork?

Extend it!

Students display their 'entries' in the classroom. They read each other's entries and make notes. In pairs, they can discuss information about the artists they read about and say who they thought was the most interesting.

Class challenge

The word *cyborg* is formed from the words *cyber* and organisation / **organism** / organ.

Finished?

Homework

Workbook p37, Writing tutor p81

Lesson aim: I can create a proposal.

Watch

Before students watch the video, elicit answers to the first question and write some on the board. After students have watched the video, discuss the other question as a class. Have students think about the last time they listened to music. Do they recall feeling a vibration from the music?

Project Book

For more detailed information and activities see the Project Book p34 and the Unit 4 CLIL Project worksheet.

1 4.10 Read out the questions. Students can then work in pairs to complete the task. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Were they surprised by anything they read? Did they learn anything new?

For more information on Emotional development, see the CLCF activity cards in the Teacher's Resource Bank.

Emotional development

Understanding other people's perspectives and feelings



Watch video 4.5
Feel the music

How do you feel when you listen to music?
What different kinds of music do you enjoy?

4.10 **1 Work with a partner and answer the questions. Read the text and check your ideas.**

- How might deaf or hard of hearing people use their other senses to help them 'hear'?
- How could people with hearing loss enjoy a live music event?



Feeling the *sound*

How live events are becoming accessible



There can't be a culture in the world that is completely without music. Like language, music is part of what makes us human; it's something we need to have in our lives. The excitement in the **crowd** at any music **festival** shows this must be true. Which is why music **venues** have to make their concerts accessible for everyone, including music lovers who are deaf or hard of hearing. Here are a few of the ways this is happening.

Augmented reality glasses: These glasses allow deaf or hard-of-hearing **fans** to read the **lyrics** and see what's happening on **stage** at the same time. What's more, the words appear in 'real time' over a wi-fi connection, so if a rapper **improvises**, or a singer-songwriter like Taylor Swift jokes with the crowd, no one needs to miss a word.

Haptic vests: For years, deaf music lovers have enjoyed gigs by feeling the **vibrations** coming from the huge speakers near the stage. Haptic vests take this idea further. When you wear one, the 24 'touch points' react to the music and send vibrations all over your body. As well as repeating the **rhythm** of the music, the vibrations change with the **pitch** of the different instruments. So a **solo** on **the lead guitar** feels quite different to one on the **bass**! Hearing fans don't have to wear vests to enjoy a gig, but the experience is so good that some of them have been wearing them, too.

Signsong: Sign language interpreters, like the UK's Fletch@ or Amber Galloway in the US, sign the music at **rock** and **rap** concerts. This is sometimes known as 'Signsong'. These signers don't just interpret the words – they also have to communicate the feel of the music. While they can't sign a song's **melody**, they are skilled at communicating the emotions it suggests. They are incredible performers too and are changing the way we *all* experience music.



54 Sense and sensitivity | Unit 4

Lesson aim: I can create a proposal.

Vocabulary extra

2 Students work in pairs to complete the exercise.

3 After students complete the exercise, ask volunteers to share their answers.

CLIL: Music

4 Elicit answers from pairs. Ask students if they thought of additional music words to add to the columns.

5 Write *partially sighted* and *neurodivergent* on the board. Elicit the meaning of the words (People who are partially sighted are not completely blind but are able to see very little., *neurodivergent* means having or related to a type of brain that is often considered as different to what is usual, for example that of someone who has autism.) Students compare answers with a partner.

6 After some time for discussion, have pairs discuss their answers with another pair.

Plan

Model project

Direct students to the model project on p121 which serves as a guide for what they should create.

Divide the class into groups. Allow time for students to research their chosen venue and discuss what they want to show on their proposal. Remind students to use practical suggestions or solutions to encourage community support and keep the costs realistic, and images or diagrams to explain the changes students want to make visually. Before students give their presentation, encourage them to check their work one final time.

Project



Vocabulary extra

2 Complete the sentences using the words in bold in the text.

1 When things are easy to use for everyone, they are *accessible* to more people.
2 Every time he plays the piano, he improvises and creates something new. It's amazing!
3 I can't get that melody out of my head. I've been singing it all day!
4 The guitarist played an incredible solo at the end of the song.
5 The music was so loud, I could feel the vibrations in my chest.
6 This song has a really strong rhythm that makes you want to tap your feet!
7 What do you think the lyrics of this song mean?
8 Bats make sounds at a very high pitch that most people cannot hear.

3 Discuss the questions with a partner.

1 In what other ways can events be made more accessible to people with disabilities?
2 Would you like to try wearing a haptic vest to a concert? Why / Why not?

CLIL: Music

Accessible music events

4 Complete the table with the words in the box. Can you think of more music words for each column?

bass crowd festival lead guitar music lover rapper drums ~~singer-songwriter~~ stage venue

People	Places	Instruments
singer-songwriter	festival,	bass,
crowd,	stage,	drums,
music lover,	venue	lead guitar
rapper		

5 Read the texts and complete with the correct names.

1 Gaspar is partially sighted.
2 Rauf is a wheelchair user.
3 Manuela is hard-of-hearing.
4 Tatiana is neurodivergent.

I went to my first gig last week, but I didn't enjoy it. The crowd was so big and the music was too loud. I love music, but the experience caused me a lot of anxiety. **Tatiana**

Last night's concert was wonderful, and the venue had a lift, so I didn't have to use stairs to get to my seat. The corridor was wide enough for me to get through, too. **Rauf**

My favourite rapper was at the concert, but the sound wasn't so good for me. I could only hear the bass and the drums, but not her words. **Manuela**

I went to the opera and the show was audio-described. I wore an earpiece and a voice described what the performers were doing on stage. It was brilliant! **Gaspar**

Tatiana: the crowd was big and the music was too loud. Manuela: the sound wasn't good.

Rauf: enjoyed the concert, the venue had a lift, the corridor was wide Gaspar: enjoyed the opera, liked that it was audio-described

6 Discuss the questions with a partner.

1 Why didn't Tatiana and Manuela enjoy the concert they went to?
2 What did Rauf and Gaspar enjoy?

Project: a proposal

Organising an inclusive event

Step 1: Plan

Write a proposal on how your school or a local venue can make concerts more accessible.

- Choose one of the following areas to focus on:
  - hearing
  - mobility
  - sight
  - neurodiversity
- Go online to research the difficulties some people face and how venues can help.
- Think of practical suggestions and solutions and their costs for your school or local venue.
- Use sections, headings, and images or diagrams in your proposal.

DIAN IT! Project: a proposal p121

Tell students to use the checklist in the Plan section and tick off each item as they research.

Present

Groups present to the whole class. Students can choose one spokesperson, or they can present collaboratively. For example, one student can explain why the group chose their area of focus (hearing, sight, mobility or neurodiversity), another can explain what difficulties people face, etc.

Respond

Encourage students to make notes on their classmates' presentations. Ask which proposal they found to be the most persuasive and why. What is the most important thing people need to do when creating a persuasive proposal?

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p57). Students revise the grammar and vocabulary from Unit 4.

Lesson aim: I can talk about natural wonders.

Warmer

Ask students to say what the most amazing nature features in their area are, e.g. a mountain, a waterfall.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit students' ideas and write them on the board. Ask if any students have ever seen the Northern Lights.

2 In pairs, students can share information about the natural wonders they found out about for homework.

3 ▶ Elicit that Yosemite is a national park in California in the USA. Find out if any students know about its waterfall, then play **Video 5.1**.

4 In small groups, students share what their favourite natural wonder is and give reasons for their choice.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p59). Students find out a fact about birds or insects.



Unit aims

Skills

I can ...
- understand an article about smart cities p60
- express surprise and disbelief p64
- write a competition entry p65
- understand a blog about travelling p66

Language

I can ...
- talk about processes p59
- understand how to use the passive p61
- use extreme adjectives p62
- understand how to use question tags and questions with prepositions p63

Learn to learn

I can ...
- learn verbs with prepositions p59
- listen for specific information p62
- use a presentation plan p68

Extra resources

- Grammar tutor, Student's Book **p129**
- Workbook **pp40–47** and Writing tutor **p82**

Teacher's Resource Bank

Worksheets:
- Grammar 5.1 and 5.2 (3 levels)
- Vocabulary 5.1 and 5.2 (3 levels)
- Video 5.1–5.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp38–41**

Warmer

Ask: *Which animals do you find the most amazing? Why?* Elicit students' ideas and write them on the board. Encourage students to think of senses (e.g. owls have excellent hearing) as well as the things that animals produce (e.g. webs, nests).

1 5.01 Ask students to say what they can see in the photos. Elicit the following: *bees*, *honeycomb*, *hive*, *spider*, *web*, *steel*, *crow*, *traffic lights*.

Audioscript p128

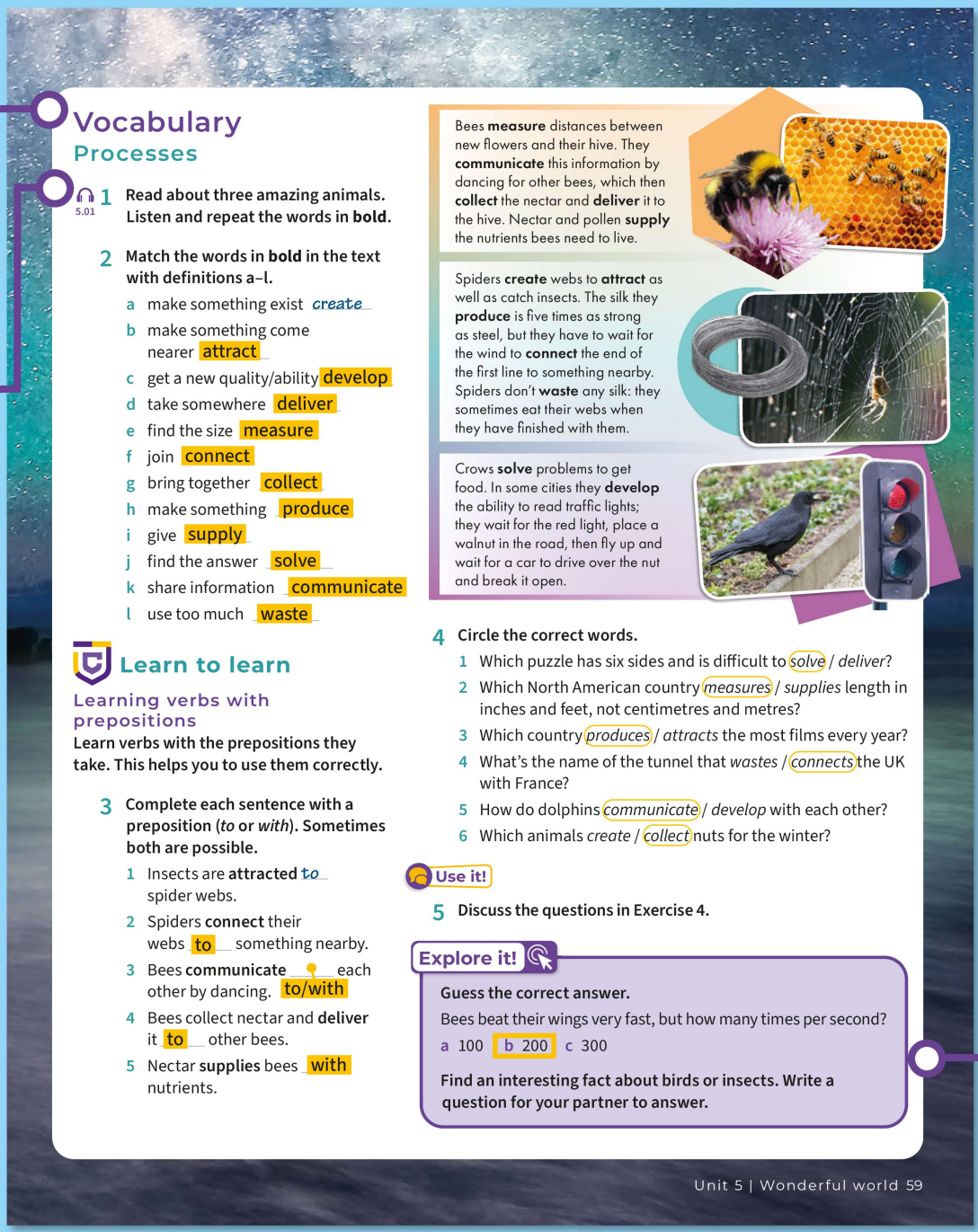
2 Put students into pairs to complete the task. Encourage students to use the context to guess or confirm the answers.

Target vocabulary
attract /ə'trækt/
collect /kə'lekt/
communicate /kə'mju:nɪkeɪt/
connect /kə'nekt/
create /kri'eɪt/
deliver /dɪ'lɪvə/
develop /dɪ'veləp/
measure /'meʒə/
produce /prə'dʒu:s/
solve /sɒlv/
supply /sə'plaɪ/
waste /weɪst/

Learn to learn

When students learn new words, they should learn which other words they usually go with. Doing this helps sensitise students to the interconnected nature of language.

3 Elicit the answers, writing the whole phrase (verbs + preposition) on the board to reinforce the idea that the verbs go together with the prepositions.



Vocabulary
Processes

5.01 **1** **Read about three amazing animals. Listen and repeat the words in bold.**

2 **Match the words in bold in the text with definitions a–l.**

a make something exist *create*
b make something come nearer attract
c get a new quality/ability develop
d take somewhere deliver
e find the size measure
f join connect
g bring together collect
h make something produce
i give supply
j find the answer solve
k share information communicate
l use too much waste

Bees **measure** distances between new flowers and their hive. They **communicate** this information by dancing for other bees, which then **collect** the nectar and **deliver** it to the hive. Nectar and pollen **supply** the nutrients bees need to live.

Spiders **create** webs to **attract** as well as catch insects. The silk they **produce** is five times as strong as steel, but they have to wait for the wind to **connect** the end of the first line to something nearby. Spiders don't **waste** any silk: they sometimes eat their webs when they have finished with them.

Crows **solve** problems to get food. In some cities they **develop** the ability to read traffic lights; they wait for the red light, place a walnut in the road, then fly up and wait for a car to drive over the nut and break it open.

Learn to learn
Learning verbs with prepositions

Learn verbs with the prepositions they take. This helps you to use them correctly.

3 **Complete each sentence with a preposition (*to* or *with*). Sometimes both are possible.**

1 Insects are **attracted** *to* spider webs.
2 Spiders **connect** their webs to something nearby.
3 Bees **communicate** with/to each other by dancing.
4 Bees collect nectar and **deliver** it to other bees.
5 Nectar **supplies** bees with nutrients.

4 **Circle the correct words.**

1 Which puzzle has six sides and is difficult to (*solve*) / *deliver*?
2 Which North American country (*measures*) / *supplies* length in inches and feet, not centimetres and metres?
3 Which country (*produces*) / *attracts* the most films every year?
4 What's the name of the tunnel that *wastes* / (*connects*) the UK with France?
5 How do dolphins (*communicate*) / *develop* with each other?
6 Which animals *create* / (*collect*) nuts for the winter?

Use it!

5 **Discuss the questions in Exercise 4.**

Explore it!

Guess the correct answer.
Bees beat their wings very fast, but how many times per second?
a 100 b 200 c 300

Find an interesting fact about birds or insects. Write a question for your partner to answer.

4 ★★★ Challenge students to explain their choice in each case. (Students can make use of the definitions in Exercise 1 in order to do this.)

5 If students do not know any of the answers, encourage them to speculate, using *might*, *could* and *may*.

Vocabulary bank

Class challenge

Bees have no stomach / one stomach / **two stomachs**.

Explore it!

Students use the facts they researched about birds and insects for homework.

Homework

Workbook p40

Lesson aim: I can read a text about smart cities.

Sustainability: Sustainable cities and communities

As urban population rises around the world, the concept of 15-minute cities is gaining popularity. For these cities to work, however, sometimes major changes to infrastructure and human behaviour can be required. Sustainable Development Goal 11 is to make cities and human settlements inclusive, safe, resilient and sustainable. After students have read the text and discussed the possible advantages and disadvantages of 15-minute cities, ask them: Would they like to live in a 15-minute city or neighbourhood? If so, why? If not, what adjustments to life in these cities could be made to change their minds?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

Reading

A webzine article

1 **Look at the photo and the title of the article and discuss the questions.**

1 What problem with modern cities does the photo show?
2 What solutions do you think the article might describe?

2 5.02 **Read the article and check your ideas.**

3 **Match the headings a–e with paragraphs 1–5.**

a A brief history of cities 2
b The benefits of 15-minute cities 5
c What is a 15-minute city? 3
d The problem with cities today 1
e Disadvantages of 15-minute cities 4

4 **Match the words in bold in the article with the definitions.**

1 areas of the city where people live, but not the centre suburbs
2 full of traffic congested
3 in the countryside, not the city rural
4 in the city, not the countryside urban

5 **Tick the statements that are mentioned in the article.**

1 Cities are responsible for most of the pollution in the world. ✓
2 It's not possible to fix city traffic. ☐
3 Most people used to live in the countryside. ✓
4 Rich people used to live in city centres. ☐
5 Some people disagree with the idea of 15-minute cities. ✓

Voice it!

6 **Discuss the questions.**

1 What benefits and possible problems of 15-minute cities does the article mention?
2 Do you think 15-minute cities are a good idea? Why / Why not?



15-minute cities

1 ☐ Each morning I travel from my home in the **suburbs** to my job in the city centre. The journey should only take twenty minutes. Instead, because the roads are so **congested**, it takes over an hour. This daily journey is a waste of my time, but I also think about the environment. Today, most of the world's pollution is produced in cities. How did cities become so bad for the planet, and can these problems be solved?

2 ☐ Two centuries ago, 90% of the world's population lived in **rural** areas. But as industries began to develop, people were attracted to **urban** centres for work. For many, this meant living in areas with poor, crowded accommodation. In the 20th century cities were re-designed – not for people, but for cars. The rich lived in the suburbs, but their jobs, shops and the entertainment venues they visited were in the city centre. The two 'zones' were connected by busy highways. The **residents** with less money lived in the districts in between. As well as poor quality accommodation, they now had pollution.

3 ☐ These problems of crowding and pollution remain today. One answer may be 15-minute cities, or 15-minute neighbourhoods. The idea was developed by the French scientist Carlos Moreno. He suggested that all residents' needs should be no more than 15 minutes from our homes. In a 15-minute city, your work, school, gym, shops or the cinema can all be reached by bike or on foot. In some 15-minute cities, cars aren't allowed at all.

4 ☐ However, not everyone likes the idea. Some people are worried that closing roads to cars will make it more difficult to travel to other parts of the city. They think residents will be stuck in one small neighbourhood. Others worry that 15-minute cities will be built only for the rich. People with less money will still live in crowded districts and have to travel even further.

5 ☐ Despite these doubts, the idea is already being tried in many cities around the world – and people like it. In Barcelona, Buenos Aires, Melbourne and Milan, for instance, neighbourhoods have changed. Where there used to be noisy roads and ugly car parks, now footpaths, bike lanes and green spaces are being created. The air is cleaner and residents get more exercise by walking or cycling everywhere. Maybe 15-minute cities are the future!

1 Ask volunteers to give their answers to the first question. Then, in pairs, students discuss the second question and brainstorm ideas.

2 5.02 Allow two minutes to encourage faster reading. Ask students if any of their ideas from Exercise 1 were mentioned in the text.

3 ★ Elicit what each of the four headings refers to. Students can then work alone to do the matching task.

4 ★ Ask students to first read through the definition to work out the type of word they need to look for (verb, noun, etc.). They then scan the text to search for the bold words, using context to help them.

5 Ask students to first read through the statements. Tell students that the wording in the statements does match exactly to what is written in the text.

6 Give students time to think and make notes before they discuss.

Extend it!

Students work in small groups to suggest how cities could be improved to make them better to live in. Students should think of such things as accommodation, transport, environment, leisure. Then discuss the best ideas with the class.

Flipped class

▶ Ask students to watch **Video 5.2** and do **Video worksheet 5.2**.

Homework

Workbook p41

Lesson aim: I can understand how to use the passive.

Warmer

▶ Play **Video 5.2** if it was not set for homework and elicit that people used to listen to music on CD players. In the future, our clothes will be made by 3D printers.

1 Ask students to repeat the examples in the table after you. Elicit what students know about the form and use of the passive before doing this task. Work through the exercise as a class. Ask students to call out the matching answers and ask the class if they all agree.

2 Students can practise reading the completed sentences with a partner.

3 ★ Read out the example, then ask: *Why do we need the present simple passive in 1?* Elicit the answer (because the sentence refers to 'every year'). Encourage students to use the words around each gap to help them choose the correct passive form.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

Audioscript p132

4 Give students time to think about the questions before discussing in pairs.

Extend it!

In pairs, students discuss the two predictions (1, 3) in Exercise 2. Do they agree? Why / Why not?

Language in action

The passive



Watch video 5.2
How did people listen to music in the past? How will our clothes be made in the future?

	Present	Past	Future
+	Clothes **are bought** online.	CD players **were used** every day.	Apparently, all of our clothing **will be 3D printed by** computer.
-	Cars **aren't driven by** people!	TV **wasn't streamed** like it is now.	Refrigerators **won't be delivered by** drones.
?	**Are** cars still **driven by** people?	When **were** CD players **used**?	**Will** everything **be delivered by** drones?

1 **Look at the table and read the sentences below. Which sentence …**

1 doesn't say who or what does the action? (passive) b

2 says who or what does the action? (active) a

a In a few years from now, drones will deliver all our shopping.

b The cities of the future will be designed for people, not cars.

2 **Look at the table again. Complete the sentences using the correct form of the passive and the verbs in brackets.**

1 Climate change will be made (make) worse in the future if we continue to travel everywhere by car.

2 Part of the city of Istanbul is located (locate) in Europe, the other part is in Asia.

3 In the future, I think large cities will be divided (divide) into 15-minute neighbourhoods.

4 The first city was built (build) around 9,000 years ago.

5 London is visited (visit) by over 16 million tourists every year.

6 The first modern car engine was invented (invent) in Germany in the 19th century.

3 **Complete the text with the verbs in the box in the present, past or future passive.**

build bury lift make
place pull solve use ~~visit~~

The Pyramids of Giza in Egypt [1] are visited by millions of tourists every year. When they [2] were built about 5,500 years ago, great kings called pharaohs [3] were buried inside them. What we don't know is how the Pyramids [4] were made More than two million blocks of stone [5] were used for each one, but nobody knows how each stone [6] was placed in the correct position. Clearly, they [7] weren't lifted by hand, because they were too heavy. [8] Were they pulled by ropes or did people push them by hand? Perhaps the mystery [9] will never be solved !



Grammar tutor p129

Use it!

4 **Discuss the questions.**

1 Will all lessons be taught in English?

2 Will all shopping be done online?

Some lessons will be taught in English, but not all of them.

Grammar game

In pairs, students write four questions (about history, music, sport, technology, etc.) using the past or present simple passive, e.g. *When was the internet invented?* Students swap questions with another pair. The pair with the most correct answers wins. Avoid encouraging students to make questions with *by* (*Who was … written by?*) because students will learn this structure in a later lesson.

Homework

Workbook p42

Lesson aim: I can use extreme adjectives.

Warmer

Elicit that *virtual reality* (VR) is a computer simulation of an environment accessed using equipment such as a helmet with a screen inside. Find out if any students have used VR.

1 Students may not know any of the places, so make sure that you ask them to describe what can be seen in the photos.

2 5.03 ★★★ Challenge students to not only listen for the names of the places, but for some facts about those places.

Audioscript p128

Learn to learn

Encourage students to make use of the time available to them before they listen to a recording. They should always read through the questions and think about what they might hear.

3 & 4 5.04 Elicit the type of information needed and write it on the board.

5 5.04 When playing the recording, pause after each word to drill the pronunciation.

Target vocabulary
boiling /ˈbɔɪlɪŋ/
deafening /ˈdefənɪŋ/
dreadful /ˈdredfəl/
enormous /ɪˈnɔːməs/
fascinating /ˈfæsəneɪtɪŋ/
freezing /ˈfriːzɪŋ/
gorgeous /ˈgɔːdʒəs/
marvellous /ˈmɑːvələs/
stunning /ˈstʌnɪŋ/
terrifying /ˈterəfaɪɪŋ/

Audioscript p128

Listening and vocabulary

A virtual reality tour

1 Look at photos 1–3. Do you know where these places are?

2 5.03 Listen to the virtual tour and check your answers to Exercise 1.



Learn to learn

Listening for specific information

Knowing what kind of information we are listening for can help us to hear it.

3 Read the sentences and decide if the missing information is a year, a measurement or a number.

1 There are seven New Wonders of the Natural World. a number
2 A major sports event took place in South Africa in 2010. a year
3 The top of Table Mountain is 3 km wide. a measurement
4 The biggest Komodo dragons are 3 m long. a measurement
5 There are approximately 1,700 Komodo dragons on Komodo Island. a number
6 275 smaller waterfalls make up Iguazu Falls. a number
7 The water falls up to 82 m. a measurement

4 5.03 Listen again and complete the sentences in Exercise 3.

Extreme adjectives

5 5.04 Replace the underlined words in the text with the words in the box. Listen and check.

boiling deafening dreadful enormous fascinating freezing gorgeous marvellous ~~stunning~~ terrifying

The Sahara Desert looks [1]very beautiful ~~stunning~~. I've been learning about it in class. It's [2]very interesting fascinating. At 9.2 million km², it's [3]very big enormous. The sand dunes are [4]very beautiful gorgeous. It would be [5]very good marvellous to visit it one day, but it would be [6]very scary terrifying to get lost there without water. During the day it's [7]very hot boiling, but at night it can be [8]very cold freezing. Sometimes there are sandstorms with [9]very loud winds. It must be [10]very bad deafening to be caught in one. dreadful

Get it right!

We don't use *very* with extreme adjectives, but we can use ***really*** or ***absolutely***.

Use it!

6 Discuss the questions.

1 Where can you find stunning scenery in your country?
2 Which is worse, boiling hot or freezing cold weather? Why?
3 Would you prefer to live in a gorgeous, tiny house or an ugly, enormous house? Why?
4 What's the most fascinating school subject? Why?

There is an enormous waterfall in my country.
The noise is deafening when you stand next to it.

62 Wonderful world | Unit 5

Get it right!

Explain that this is because extreme adjectives have a strong enough meaning already, i.e. *boiling* already means 'very hot'.

6 Encourage students to ask each other follow-up questions in order to develop longer conversations.

Vocabulary bank

Flipped class

▶ Ask students to watch **Video 5.3** and do **Video worksheet 5.3**.

Homework

Workbook p43

Lesson aim: I can use question tags and questions with prepositions.

Warmer

▶ Play **Video 5.3** if it was not set for homework and elicit that she is blogging about Machu Picchu and that she was most impressed by its size and the stones that were used to build it.

1 Draw attention to the table. Explain that we use question tags to check information. Point out that question tags are formed in two ways: a positive sentence + negative tag; or a negative sentence + positive tag. Students can work in pairs to complete the exercise

2 5.05 ★★★ Challenge students to explain the reason for their answers in each case. Students can practise reading the completed conversation with a partner.

Audioscript p129

3 Elicit the questions from volunteers. Students can discuss the correct answers with a partner.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 129.

4 Elicit answers from the class, but only accept an answer in the form of a question tag, e.g. students say *The Internet was invented by scientists, wasn't it?*

Language in action

Question tags and questions with prepositions



Watch video 5.3
What is her vlog about?
What was she most impressed by?

	Positive sentence + negative tag	Negative sentence + positive tag
to be	Her father **is** from Peru, **isn't** he?	You **weren't** in Colombia last summer, **were** you?
auxiliary *have*	She**'s** visited South America many times, **hasn't** she?	They **haven't** gone to Petra, **have** they?
model verbs	We **should** go to Petra next time, **shouldn't** we?	We **shouldn't** go to Machu Picchu again, **should** we?

1 **Look at the table. Match the sentences (1–5) with the question tags (a–e).**

1 Machu Picchu is in Peru, b
2 It was built in the 15th century, c
3 The Incas built it, d
4 No one can be sure how it was built, e
5 Nothing quite like it will be built again, a

a will it?
b isn't it?
c wasn't it?
d didn't they?
e can they?

2 5.05 **Complete the dialogues by using a question tag and an adjective. Listen and check.**

deafening fascinating freezing marvellous ~~terrifying~~

A: It would be scary to see a spider above your head, [1] wouldn't it ?
B: Yes, it would be [2] ~~terrifying~~ .
A: Insects are interesting, [3] aren't they ?
B: Yes, they're [4] fascinating .
A: The tour was very good, [5] wasn't it ?
B: It was [6] marvellous .
A: It's not very warm in here, [7] is it ?
B: No, it's absolutely [8] freezing .
A: You can't hear me very well, [9] can you ?
B: No, the music is [10] deafening .

Questions with prepositions
What am I vlogging about today?
What was it used for?
Who was it built by?

3 **Put the words in the correct order to make questions. Then circle the correct answers.**



1 made / what / Tutankhamen's mask / of / was / ?
What was Tutankhamen's mask made of?
a glass (b) gold c silver



2 to / Apollo 11 / where / did / go / ?
Where did Apollo 11 go to?
a Mars (b) the moon c The International Space Station

3 a compass / what / for / used / is / ?
What is a compass used for?
a making holes (b) drawing circles c cutting paper



Grammar tutor p129

Use it!

4 **Discuss the questions.**

1 Who was the Internet invented by?
2 What is a traffic light used for?
3 What is glass made of?

Who was the Internet invented by? *It was invented by …, wasn't it?*

Grammar game

Students work in pairs. They have one minute to use question tags to check things with their partner that they think are true, e.g. *You've got two sisters, haven't you?* They win a point for each correct idea.

Homework

Workbook p44

Lesson aim: I can express surprise and disbelief.

Warmer

Write *Rome* on the board. Elicit what students know about the city and find out if anyone in the class has been there, and what they thought of it.

1 5.06 Elicit that the photo shows the Coliseum in Rome. Find out what students know about it, before they listen to check. We learn that it's where gladiators used to fight each other and animals, such as bears, lions and elephants. They would also fill the stadium with water and have sea battles there.

Audioscript p129

2 5.06 Explain the meaning, and model the pronunciation of each phrase in the box, explaining that we use a rising tone to express surprise or disbelief.

▶ Encourage students to copy the intonation used by the presenter in **Video 5.4**.

3 ★★★ Challenge students to think of further contexts for the phrases in the *Everyday English* box. Give students two minutes to do this. Elicit their ideas, check they are right, then write those ideas on the board.

4 Give students time to think of a place. This doesn't have to be a place they have been to; it could be a place they'd like to visit and which they know a lot about.

5 Give students five minutes to plan their conversations. If appropriate, they can use their smartphones to record themselves, listening back to their conversations to check they're using the language from the unit.

Speaking

Expressing surprise and disbelief

5.06 **1** **What do you know about the building in the picture? Listen to the conversation. What do you learn about it?**

5.06 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**



Angela So, Ryan, how was your trip to Rome?
Ryan Oh, man, you should go. It's absolutely stunning. There's so much history and so many amazing buildings there. I loved it.
Angela Where was your favourite place?
Ryan I'd say it was the Coliseum.
Angela That's where the gladiators used to fight, isn't it?
Ryan Got it in one. Sometimes they would fight with animals, too. Bears, lions, elephants.
Angela You [1] *can't be serious*. With animals?
Ryan Yep. On one occasion over 10,000 animals were killed in a single day.
Angela [2] Are you kidding me? That's dreadful!
Ryan And they used to have sea battles there.
Angela I find [3] _____. How was that done?
Ryan They would fill the stadium with water from the aqueducts. There were real ships and everything.
Angela: [4] Seriously _____? That's fascinating.
Ryan Wanna see a photo of me dressed as a gladiator outside?
Angela OK, go on. Wow! Is that you? I can't [5] _____ wore that!
Ryan I look terrifying, don't I?
Angela Er, not exactly. You look sweaty. It must've been really hot there.
Ryan It was. It was boiling.

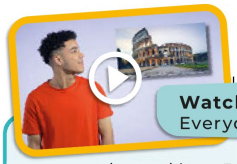
that hard to believe
believe you actually

Useful language

Are you kidding me?	Seriously?
I can't believe you actually …	You can't be serious.
I find that hard to believe.	

3 **Complete the dialogues with the phrases in the *Everyday English* box.**

1 A What's the best place you've ever been to?
B _____ Iceland. I'd say it was
2 A How was the movie?
B Oh, man, I loved it!
A The exam was easy, wasn't it? Er, not exactly
B _____. I think it was quite hard.
4 A Jack's house is enormous, isn't it? and everything
B I know! It's got a pool _____.
5 A Wanna have a picnic tomorrow?
B I can't, sorry. I'm busy.



Watch video 5.4
Everyday English

… and everything Er, not exactly.
I'd say it was … Oh, man Wanna …?

Plan

4 **Write about an amazing place you have been to. Think of three interesting things about it.**

Speak

5 **Practise the conversation. Describe your amazing place and ask your partner about their place. Remember to use:**

- the passive and question tags
- questions with prepositions
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**

What place did they talk about? _____

What was interesting about it? _____

Would you like to visit it? _____

64 Wonderful world | Unit 5

6 As well as answering the questions about the other pair's conversation, students can give each other feedback on their speaking, focusing on use of language and intonation.

Speaking frames

Class challenge

The Coliseum was built in the year **80** / 150 / 625.

Lesson aim: I can write a competition entry.

Warmer

Give students a minute to note down the most beautiful places they have visited. Students then discuss these places in small groups, explaining why they like them so much.

1 Elicit ideas about the building, then give students two minutes to read the text. In pairs, they can say whether they would like to visit the place and why.

2 ★★★ Students work individually to complete the task. Extend the activity by asking students if they think the writer's description of Uyuni makes it sound like an attractive place to visit.

3 Students can compare their answers in pairs before you check with the class.

4 Ask the students to use the text to help them match the phrases.

5 Give students time to choose a place. This could be a place they know, but have not visited.

6 Give students up to ten minutes to write their competition entry.

7 Students can check each other's work. Is there anything they would improve?

Pronunciation

Students can do the activities on p119, practising the pronunciation of letters *mb* and *bt*.

Writing frames



1 b I've been to lots of amazing places, but the one that impressed me the most was the Uyuni salt flat in Bolivia.

2 d The Uyuni salt flat was formed thousands of years ago when the water from several ancient lakes disappeared. Now a thick layer of salt covers the whole area. This pure white desert stretches as far as you can see. Even the hotel we stayed in was built with salt!

3 c A highlight of a visit to Uyuni is the 'train cemetery'. Here you can find many old trains that were brought to Uyuni over a hundred years ago. It's very strange. But what impressed me most was the 'world's largest mirror'. This isn't really a mirror, but water that is collected on the salt flat during rainy season. Without a doubt it's every photographer's dream landscape.

4 a I'm absolutely certain that there can't be anywhere else like Uyuni. It deserves to win because it's one of the most beautiful places on the planet.

Writing

A competition entry

1 Look at the photos. Where is this place? What do you think is special about it? Read and check. The Uyuni salt flat in Bolivia

2 Match topics a–d with paragraphs 1–4.

a The reason why the place should win 4
b Introduction 1
c Detailed description of some features of the place 3
d General description of the place 2

3 Complete the phrases in the *Useful language* box with a word from the competition entry.

Useful language

1 … deserves to win because …
2 I'm absolutely certain that …
3 … highlight of a visit to … is …
4 what impressed me the most …
5 Without a doubt …

4 Match the phrases in the *Useful language* box (1–5) with other phrases (a–e) with a similar meaning.

a The thing that amazed me most of all was … 4
b It's certain that … 2
c I'm completely sure that … 5
d … should win because… 1
e When you go to … one of the best things is … 3

Write a competition entry.

Plan

5 Think of the most incredible place you have visited.

- Using the Internet, find some interesting facts about the place and make notes.
- Write down two reasons why the place impressed you.

Write

6 Write your competition entry. Remember to include:

- the four paragraphs mentioned in Exercise 2
- extreme adjectives
- phrases from the *Useful language* box

Check

7 Do you …

- give a description of the place?
- say why it impressed you?
- explain why you think the place should win?

Pronunciation p119

Extend it!

Students read other students' entries in a group. They each nominate a top three, and from that, select a winner.

Finished?

Flipped class

Prepare for **Around the world** (pp66–67). Students research extreme places on Earth, finding out about the parts of the world that are very cold, hot or wet.

Homework

Workbook p45, Writing tutor p82

Lesson aim: I can understand a text about travelling.

Background information

Meghalaya is a state in India, bordering Bangladesh. It is mountainous and 70% of the state is covered in forest. Mawsynram and Cherrapunjee, two villages in the state, are the wettest places in the world.

▶ **Video 5.5** develops the theme of living in extreme conditions. Before students watch the video, ask them to predict answers to the questions.

Elicit that climate, temperature and location can all make a place difficult to live in. The Atacama Desert is very dry as it gets hardly any rain; Siberian winters are extremely cold and can get as cold as -60 degrees C, and there is vegetation for only three months of the year; people live on small islands on Lake Titicaca in houses made from reeds and so they need to be repaired and rebuilt very often. Matera is unusual as it is built into rocks.

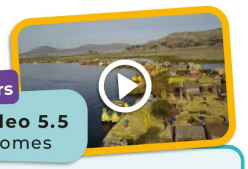
Extra digital activity
Ask students to complete the video comprehension questions.

1 Do this task with the class as a whole. Elicit students' ideas and write appropriate ones on the board.

2 5.09 Ask students to use the photos to predict the sort of activities that Scott might write about in his post for Day 1 of his trip. They can then read the first paragraph to check.

Around the world

Reading
A travel blog



Globetrotters
Watch video 5.5
Extreme homes

- What can make a place difficult to live in?
- Why is it difficult to live in these places: Atacama Desert, Siberia and Lake Titicaca?
- What's unusual about Matera?

1 Look at the pictures. Where do you think they were taken? Meghalaya, India

2 5.09 Read Scott's blog for Day 1. Which activities that you can do in Meghalaya does he mention?

go to festivals, explore caves, see waterfalls, visit a bird sanctuary, cross 'living root bridges', go trekking

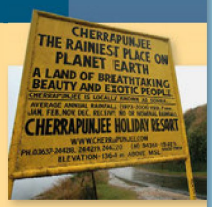


Learn to learn
Skimming for gist

Often you want to understand the general idea of a text, not the details. To do this you can 'skim' the text, which means to read it very quickly.

3 Skim the rest of the blog. Which of the activities that Scott mentions in Day 1 of his blog does he not do while he is in Meghalaya?
He doesn't see a waterfall.

Scott the Explorer
Blogging my way around India



Day 1
Hi, everyone! This week I'm in Meghalaya in northeast India, the wettest place on Earth. I've only been here for a day but I love the place already. It's really cloudy, but when the clouds lift the scenery is stunning: beautiful mountains covered by gorgeous green forests. The people are really friendly, and there are loads of things to do – you can go to festivals, explore caves, see waterfalls, visit a bird sanctuary, cross 'living root bridges', go trekking and so much more. I can't wait! This blog will be updated while I'm here so make sure you check out my posts!

Day 2


This morning I went to the marvellous Siju Bird Sanctuary, where lots of endangered birds are protected. I even saw one of the rare peacock pheasants. Check out the photo! After that I tried *jadoh*, a local dish of rice and meat. Rice is traditionally eaten several times a day here, and it was delicious. In the afternoon I wanted to explore the capital, Shillong, where I'm staying, but it started raining heavily, so I stayed inside and relaxed. Tomorrow I'm going to visit the Krem Lymput cave. I'm really excited – I've never been in a cave before!

Learn to learn
Students need to learn a variety of ways of reading, one of which is reading a text quickly to get a general idea of the content. They may already be confident about doing this, so make sure you give students lots of opportunities to practise doing it.

3 ★ Tell students to first highlight the activities that Scott mentions in the *Day 1* section of his blog. They can then read the rest of the blog quickly to locate which of those activities are referred to, highlighting them so as to help them determine which activity Scott doesn't do.

Lesson aim: I can understand a text about travelling.

4 5.10 Encourage students to read the text carefully to identify the information required to answer the questions. Monitor and help as necessary.

5 ★ Elicit that an adverb is used to describe a verb or adjective (e.g. *She is amazingly good.*) In pairs, students search for the adverbs, using context to help them find the right words.

6 After students have discussed the questions, ask them: *Should boys and girls be treated the same? In which situations should they be treated differently?*

Extend it!

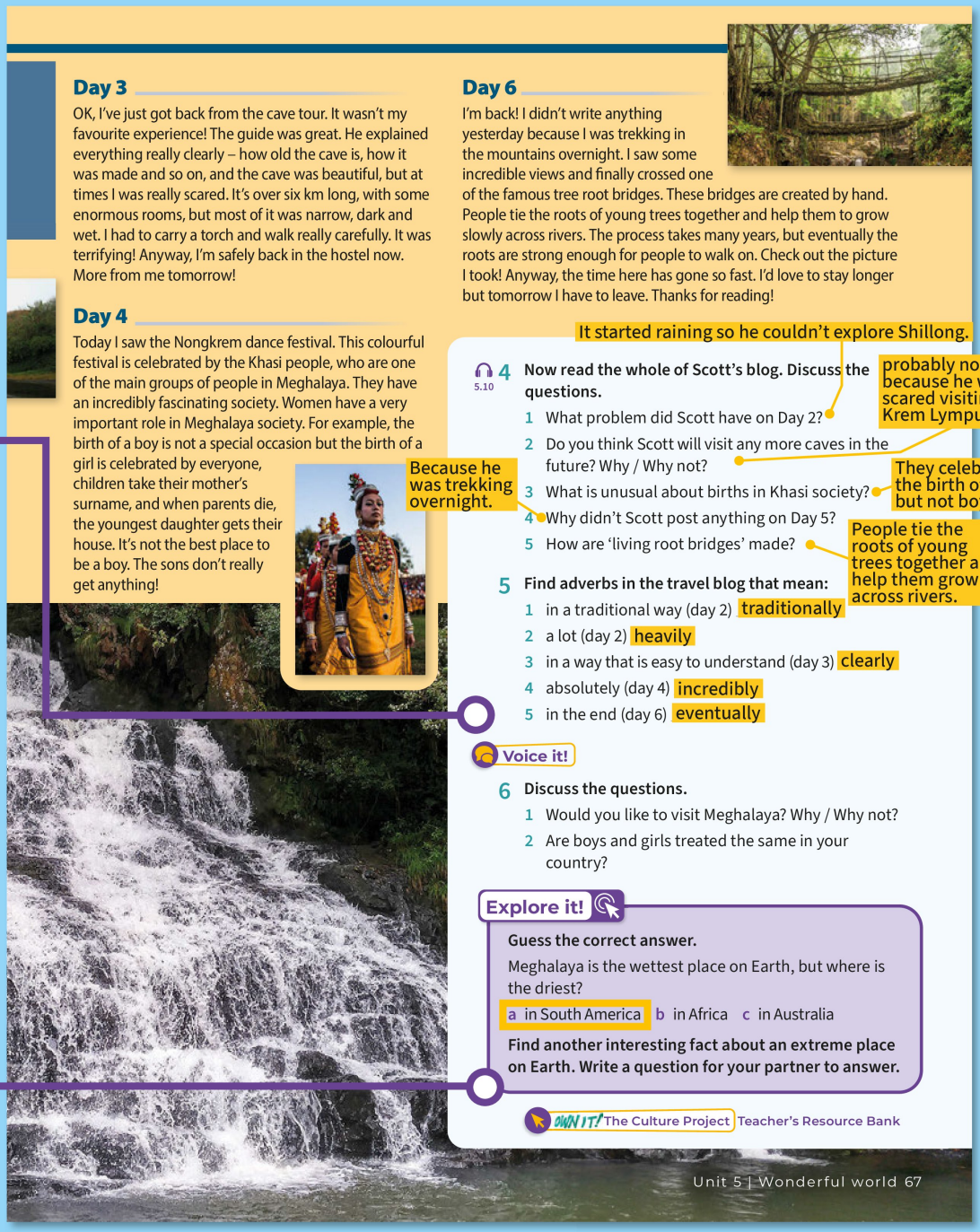
In pairs, students talk about which country in the world they most like to travel around. They can discuss what interests them about the culture of that country and what activities they would like to do on any trip there.

Class challenge

The capital of India is Mumbai / Kolkata / **New Delhi**.

Explore it!

To write their questions, students use the facts about extreme places that they researched for homework.



Day 3

OK, I've just got back from the cave tour. It wasn't my favourite experience! The guide was great. He explained everything really clearly – how old the cave is, how it was made and so on, and the cave was beautiful, but at times I was really scared. It's over six km long, with some enormous rooms, but most of it was narrow, dark and wet. I had to carry a torch and walk really carefully. It was terrifying! Anyway, I'm safely back in the hostel now. More from me tomorrow!

Day 4

Today I saw the Nongkrem dance festival. This colourful festival is celebrated by the Khasi people, who are one of the main groups of people in Meghalaya. They have an incredibly fascinating society. Women have a very important role in Meghalaya society. For example, the birth of a boy is not a special occasion but the birth of a girl is celebrated by everyone, children take their mother's surname, and when parents die, the youngest daughter gets their house. It's not the best place to be a boy. The sons don't really get anything!

Day 6

I'm back! I didn't write anything yesterday because I was trekking in the mountains overnight. I saw some incredible views and finally crossed one of the famous tree root bridges. These bridges are created by hand. People tie the roots of young trees together and help them to grow slowly across rivers. The process takes many years, but eventually the roots are strong enough for people to walk on. Check out the picture I took! Anyway, the time here has gone so fast. I'd love to stay longer but tomorrow I have to leave. Thanks for reading!

It started raining so he couldn't explore Shillong.

4 5.10 **Now read the whole of Scott's blog. Discuss the questions.**

1 What problem did Scott have on Day 2?
2 Do you think Scott will visit any more caves in the future? Why / Why not?
3 What is unusual about births in Khasi society?
4 Why didn't Scott post anything on Day 5?
5 How are 'living root bridges' made?

probably not because he was scared visiting the Krem Lymput cave.

Because he was trekking overnight.

They celebrate the birth of girls but not boys.

People tie the roots of young trees together and help them grow across rivers.

5 Find adverbs in the travel blog that mean:

1 in a traditional way (day 2) traditionally
2 a lot (day 2) heavily
3 in a way that is easy to understand (day 3) clearly
4 absolutely (day 4) incredibly
5 in the end (day 6) eventually

Voice it!

6 Discuss the questions.

1 Would you like to visit Meghalaya? Why / Why not?
2 Are boys and girls treated the same in your country?

Explore it!

Guess the correct answer.

Meghalaya is the wettest place on Earth, but where is the driest?

a in South America b in Africa c in Australia

Find another interesting fact about an extreme place on Earth. Write a question for your partner to answer.

OWN IT! The Culture Project Teacher's Resource Bank

Unit 5 | Wonderful world 67

Culture Project

See Project Book p38 and the Unit 5 Project worksheet for further information and activities.

Flipped class

Students complete the **Learn to learn** page (p68), then prepare for the **Review lesson** (p69), Students revise the grammar and vocabulary from Unit 5.

Lesson aim: I can talk about extreme sports.

Warmer

Ask: *What do we mean by extreme sport?* Elicit a definition (any sport involving high risk, e.g. free-solo climbing, bungee jumping), then ask students to say if they have ever done an extreme sport and what they thought of it.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit the extreme sport shown (skateboarding), then put students into pairs to discuss the question.

2 Elicit names of some extreme sports and write them on the board.

3 ▶ Discuss this question with the class. Write students' ideas on the board. Then students can watch **Video 6.1** and complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 Students can discuss these questions in small groups. Encourage them to give reasons for their answers.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p71). Students find out a fact about an extreme sport.



Unit aims

Skills

I can ...
- understand a fact sheet about taking risks p72
- encourage a friend to do something p76
- write a for and against essay p77
- create a blog post pp78–79

Language

I can ...
- use verb collocations with *get*, *take* and *have* p71
- understand how to use the first and second conditional p73
- talk about inspiration and challenge p74
- understand how to use the third conditional p75

Learn to learn

I can ...
- use collocations in sentences p71
- listen and choose the correct option p74
- learn to take more responsibility for my learning p80

Extra resources

- Grammar tutor, Student's Book **p130**
- Workbook **pp48–55** and Writing tutor **p82**

Teacher's Resource Bank

Worksheets:
- Grammar 6.1 and 6.2 (3 levels)
- Vocabulary 6.1 and 6.2 (3 levels)
- Video 6.1–6.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp42–45**

Lesson aim: I can use verb collocations with *get*, *take* and *have*.

Warmer

Write *have breakfast* on the board. Elicit that this is a collocation. Put students into small groups to think of as many other collocations with *have* in two minutes.

1 6.01 Ask students to complete the task by using the context in which the phrases in bold are seen in the sentences.

Audioscript p129

Target vocabulary
get a lot out of /get ə lɒt aʊt ɒv/
get bored /get bɔːd/
get lost /get lɒst/
get on my nerves /get ɒn maɪ nɜrvz/
get to know /get tə nəʊ/
have doubts /hæv daʊts/
have fun /hæv fʌn/
have the chance /hæv the tʃɑːns/
take advantage of /teɪk əd'vɑːntɪdʒ ɒv/
take an interest in /teɪk ən 'ɪntrəst ɪn/
take pleasure in /teɪk 'pleʒə ɪn/
take risks /teɪk rɪsks/

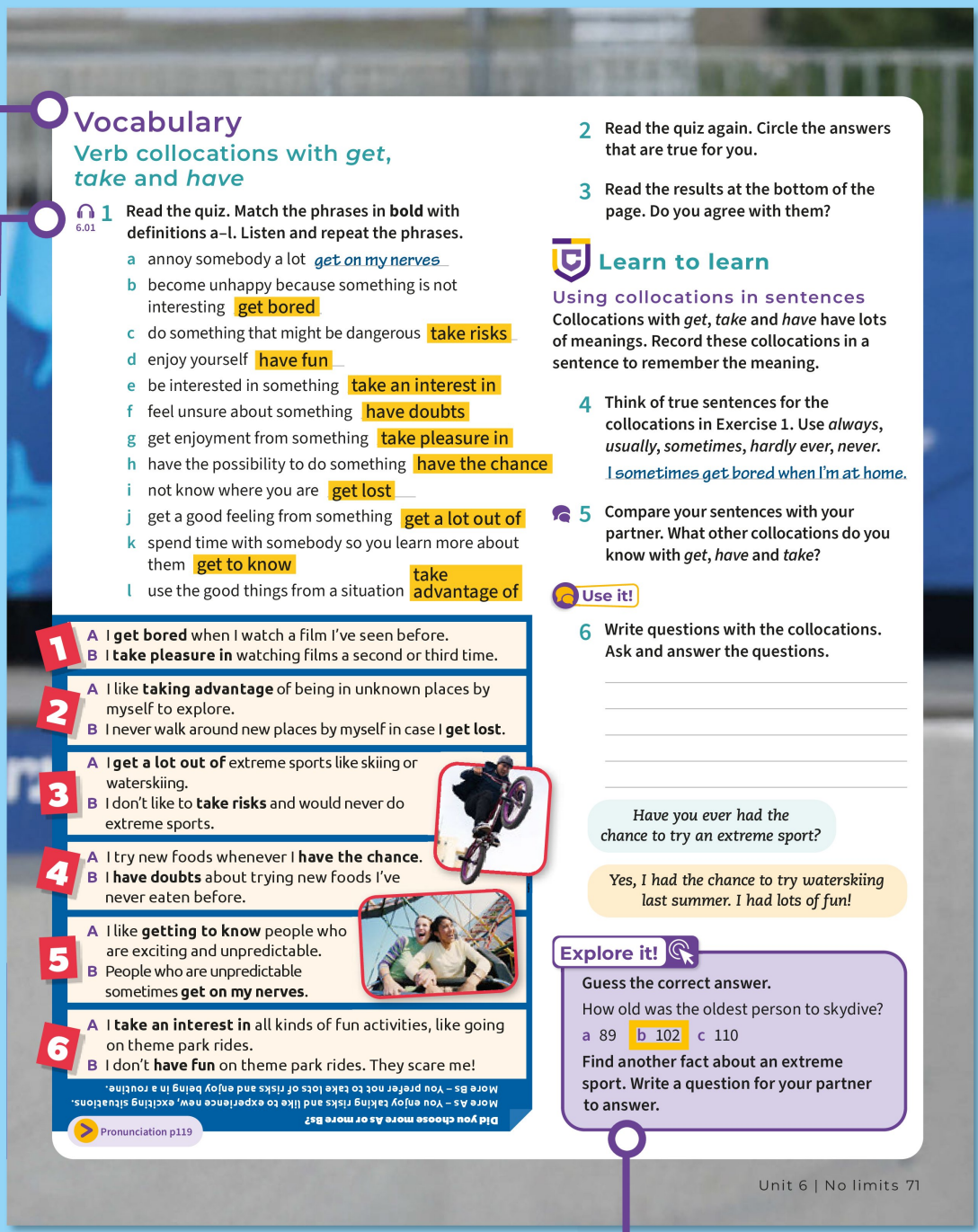
Pronunciation

Students turn to p119 for practice of stress in multi-syllable words.

2 & 3 Students can compare their results in pairs, giving reasons for either agreeing or disagreeing with them.

Learn to learn

Encourage students to record vocabulary in a variety of ways, such as using an example sentence and highlighting which other words or phrases are used with the new word(s).



Vocabulary

Verb collocations with *get*, *take* and *have*

6.01 **1** Read the quiz. Match the phrases in **bold** with definitions a–l. Listen and repeat the phrases.

a annoy somebody a lot *get on my nerves*
b become unhappy because something is not interesting **get bored**
c do something that might be dangerous **take risks**
d enjoy yourself **have fun**
e be interested in something **take an interest in**
f feel unsure about something **have doubts**
g get enjoyment from something **take pleasure in**
h have the possibility to do something **have the chance**
i not know where you are **get lost**
j get a good feeling from something **get a lot out of**
k spend time with somebody so you learn more about them **get to know**
l use the good things from a situation **take advantage of**

1
A I **get bored** when I watch a film I've seen before.
B I **take pleasure in** watching films a second or third time.

2
A I like **taking advantage** of being in unknown places by myself to explore.
B I never walk around new places by myself in case I **get lost**.

3
A I **get a lot out of** extreme sports like skiing or waterskiing.
B I don't like to **take risks** and would never do extreme sports.

4
A I try new foods whenever I **have the chance**.
B I **have doubts** about trying new foods I've never eaten before.

5
A I like **getting to know** people who are exciting and unpredictable.
B People who are unpredictable sometimes **get on my nerves**.

6
A I **take an interest in** all kinds of fun activities, like going on theme park rides.
B I don't **have fun** on theme park rides. They scare me!

Did you choose more As or more Bs?
More As – You enjoy taking risks and like to experience new, exciting situations.
More Bs – You prefer not to take lots of risks and enjoy being in a routine.

Pronunciation p119

2 Read the quiz again. Circle the answers that are true for you.

3 Read the results at the bottom of the page. Do you agree with them?

Learn to learn

Using collocations in sentences

Collocations with *get*, *take* and *have* have lots of meanings. Record these collocations in a sentence to remember the meaning.

4 Think of true sentences for the collocations in Exercise 1. Use *always*, *usually*, *sometimes*, *hardly ever*, *never*.

I sometimes get bored when I'm at home.

5 Compare your sentences with your partner. What other collocations do you know with *get*, *have* and *take*?

Use it!

6 Write questions with the collocations. Ask and answer the questions.

Have you ever had the chance to try an extreme sport?

Yes, I had the chance to try waterskiing last summer. I had lots of fun!

Explore it!

Guess the correct answer.
How old was the oldest person to skydive?
a 89 b 102 c 110
Find another fact about an extreme sport. Write a question for your partner to answer.

4 & 5 Elicit any other collocations students know with the three verbs and write them on the board.

6 Before students ask and answer their questions, check that they have written their questions correctly.

Vocabulary bank

Explore it!

Students use the information they researched for homework.

Homework

Workbook p48

Lesson aim: I can understand a text about taking risks.

Warmer

Elicit the meaning of *take a risk* (to do something even though something bad may happen as a consequence). Remind students that *take a risk* is a collocation (we don't say, e.g. *make a risk*). Elicit the sort of activities that involve taking risks, e.g. sky-diving, rock climbing.

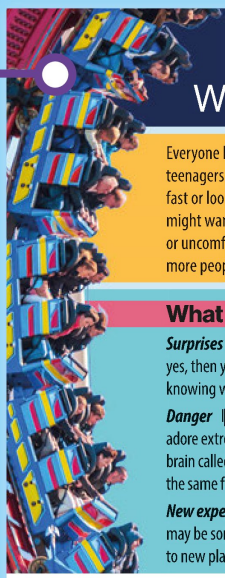
1 6.04 Read out the questions. Elicit ideas from the class as a whole, before checking with the text.

2 Students can compare their completed tables in pairs before you go through the answers.

3 ★★★ Challenge students to do this task before reading the text again. In each case challenge students to give a reason for their choice.

4 ★ Help students by telling them which paragraph they will find the vocabulary in. (**1** para 2; **2** para 3; **3** para 3; **4** para 4; **5** para 5).

5 Encourage students to ask follow-up questions to develop a conversation.



When taking risks is a good thing

Everyone has to take risks sometimes, but many people think risks are negative, especially for teenagers. They connect risk-taking with dangerous behaviour, such as riding a motorbike too fast or looking at your phone while crossing the street. If this sounds like your parents, you might want to explain this to them. Taking risks can also be positive. Sometimes feeling scared or uncomfortable can help us experience new things and learn how to make good decisions. If more people understood this, they might see why teenagers sometimes need to take risks.

What type of risks do you like?

Surprises Would you be happy if your friends planned a surprise party for you? If the answer is yes, then you may enjoy unpredictable things. You get bored very easily and take pleasure in not knowing what's going to happen next.

Danger If you take an interest in activities such as skiing or parkour, you might enjoy danger. If you adore extreme sports or theme park rides, it's because risky situations produce a chemical in the brain called dopamine. Dopamine makes you feel happy and want to repeat an activity again to get the same feeling. That's why you want to go back on a rollercoaster ride as soon as it's finished.

New experiences Alternatively, if you have fun trying new foods or discovering new places, you may be someone who gets a lot out of new experiences. This is important because if you didn't go to new places, you wouldn't learn new things about other cultures.

Healthy risks

How would you feel if you had an audition for the school show? Auditions, selection to get into a school sports team or facing a school bully are situations that might make you feel scared. However, they also help you develop important skills such as how to solve problems, make good decisions and become independent. Just think, you could be the world's best singer, lawyer or volleyball player. But unless you take some risks, you'll never know.



Reading

A fact sheet

6.04 **1** How do the people in the photos feel? How would you feel? Read the fact sheet and check your ideas.

They may feel nervous or scared.

2 Read the fact sheet again and complete the table.

Types of risk taker	1 People who like unpredictable things. 2 People who like danger. 3 People who like new experiences.
Negative risks	Riding a motorbike too fast, crossing the street looking at your phone.
Positive risks	Auditioning for a school show, trying to get into a school sports team, facing a school bully.
Skills you develop when you take risks	How to solve problems, make good decisions and become independent.

3 Read the fact sheet again. Write *T* (true), *F* (false) or *DS* (doesn't say).

1 All risks are dangerous. F
2 Most parents don't want teenagers to take risks. DS
3 Some people like not knowing what will happen. T
4 You have more dopamine in your brain when you feel bored. F
5 Taking risks can teach us about other cultures. T
6 There are advantages to scary situations. T
7 If you don't take risks, you won't solve problems. DS

4 Find words in the fact sheet that mean:

1 something that can change suddenly (adj) unpredictable
2 love (v) adore
3 if something bad could happen (adj) risky
4 another possibility (adv) alternatively
5 choosing someone from a group of people (n) selection

Voice it!

5 Discuss the questions.

1 What type of risk taker is most similar to you? Why?
2 What risky things have you done that aren't dangerous, e.g. having an audition?
3 Can taking risks help solve problems?

Extend it!

In pairs, students talk about the riskiest activity they have ever done. First, ask them to make notes on these questions:

- *what is a risky thing that you have done?*
- *how did you feel when doing it?*
- *why you will or won't do it again.*

Then ask them to talk about the subject without stopping for two minutes.

Flipped class

▶ Ask students to watch **Video 6.2** and do **Video worksheet 6.2**.

Homework

Workbook p49

Lesson aim: I can understand how to use the first and second conditional.

Warmer

▶ Play **Video 6.2** and elicit that he tried wakeboarding and that he liked it.

1 ★ Write the following sentences on the board: 1 *If I have time tomorrow, I'll go snowboarding.* 2 *If I had time tomorrow, I'd go snowboarding.* Highlight the form and explain the difference in use (the first conditional is for something that may happen; the second conditional is for something hypothetical or imaginary, i.e. something which won't happen). Read out the sentences in the table. Students can then complete the exercise.

Get it right!

Point out that we don't use *unless* with a negative verb, e.g. we don't say ~~*I'll go to the beach tomorrow unless it doesn't rain*~~.

2 Encourage students to use the table as a guide to make the first conditional sentences.

3 Extend this task by asking students to answer the question and discuss the two statements in pairs.

4 Ask students to read the text quickly to understand it before completing it.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

5 Check that students have formed the questions correctly before discussing them in pairs.

Language in action

First and second conditional



Watch video 6.2
What did he try last week?
Did he like it?

	First conditional	Second conditional
+	**If** you**'re** afraid of trying new things, you **may want** to listen to my story.	**If** you **tried** new things, you **could become** more adventurous.
-	**Unless** you **fall down** a few times, you**'ll** never **learn** to do anything new.	**If** I **didn't go** wakeboarding, I **wouldn't know** that falling is part of learning.
?	**Will** you **try** wakeboarding **if** we **go** to the lake for my birthday?	**Would** you **try** a new sport **if** your friends **did**?

1 **Read the sentences below and decide if the statements that follow are *T* (true) or *F* (false).**

1 Unless you fall sometimes, you'll never learn how to wakeboard.
- a You have to fall sometimes so that you can learn to wakeboard. T
- b You should never fall down when you are learning to wakeboard. F

2 If Alex tried wakeboarding, he would really enjoy it.
- a Alex tried wakeboarding and he enjoyed it. F
- b Alex has never tried wakeboarding but he should. T

Get it right!

We can use ***unless*** to mean *except if*. Use a positive verb with *unless*.

I'll go to the beach unless (except if) it rains.

2 **Look at the table. Put the words in the correct order to make first conditional sentences.**

1 from other cultures / if you / might / try it / enjoy food
You *might enjoy food from other cultures if you try it.*

2 a lot / won't / at parkour / get better / you practise / unless
You won't get better at parkour unless you practise a lot

3 today / the weather / we / to the beach / improves / won't go
Unless the weather improves, we won't go to the beach today

3 **Look at the table. Complete the second conditional sentences with the correct form of the verbs.**

1 Would you learn to fly a plane if you had the chance? (would / have / learn)
2 If we didn't do crazy things from time to time, life could be boring. (could / be / not do)
3 I wouldn't be frightened if I got lost in a forest at night. (wouldn't / get lost / be)

4 **Complete the text with the first or second conditional.**

If you [1]had (have) the chance, would you risk your life to save someone? If you thought about it carefully, you probably [2]wouldn't put (not put) yourself in danger, but scientists say it's a natural impulse. For example, if we [3]saw (see) someone in the water who couldn't swim, we would save them. In an emergency, unless we [4]stop (stop) and [5]think (think) about it, the human body will react automatically.

Grammar tutor p130

Use it!

5 **Make questions with *you*. Ask and answer.**

1 If / not meet / friends / later / might / feel?
If you don't meet your friends later, how might you feel?

2 How / life / different / not have / social media?
How would your life be different if you didn't have social media?

3 What / do this weekend / have some free time?
What will you do this weekend if you have some free time?

4 Which extreme sport / try / could choose?
Which extreme sport would you try if you could choose?

Grammar game

Write some gapped sentences on the board, e.g. *Life would be boring if ... / If young people never left home ... / If I were rich ...* Students complete these second conditional sentences. In pairs, they then try to guess how their partner completed the sentences.

Homework

Workbook p50

Lesson aim: I can talk about inspiration and challenge.

Warmer

Ask: *We are often inspired by athletes. Why do you think this is?* Elicit students' ideas.

1 6.05 When checking answers, pause after each word to drill pronunciation.

Target vocabulary

Nouns

bravery /ˈbreɪvəri/
challenge /ˈtʃælɪndʒ/
determination /dɪtɜːmɪˈneɪʃən/
obstacle /ˈɒbstəkəl/
opportunity /ɒpəˈtʃuːnəti/

Verbs

achieve /əˈtʃiːv/
encourage /ɪnˈkʌrɪdʒ/
inspire /ɪnˈspaɪə/
overcome /əʊvəˈkʌm /
support /səˈpɔːt/

2 Read out the three questions. Give students time to think about their answers before discussing them in pairs.

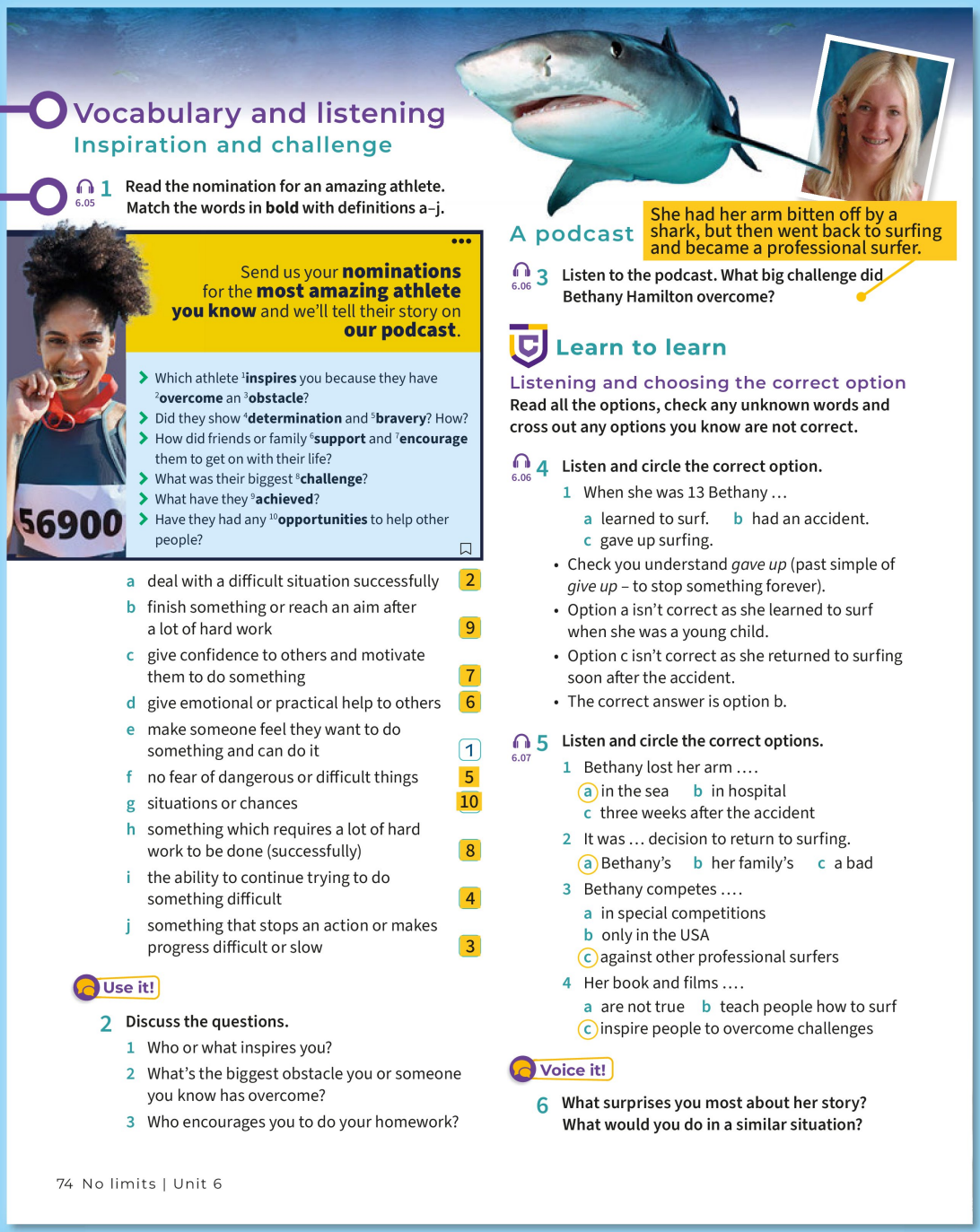
Vocabulary bank

3 6.06 Ask students to look at the photos. Can they predict the challenge Bethany overcame?

Audioscript p130

Learn to learn

Tell students that if they think about the content of the questions before they listen, they will have a clearer idea about what they need to listen to, and what they don't have to pay attention to.



Vocabulary and listening

Inspiration and challenge

6.05 **1** Read the nomination for an amazing athlete. Match the words in **bold** with definitions a–j.

Send us your **nominations** for the **most amazing athlete you know** and we'll tell their story on **our podcast**.

- Which athlete [1]**inspires** you because they have [2]**overcome** an [3]**obstacle**?
- Did they show [4]**determination** and [5]**bravery**? How?
- How did friends or family [6]**support** and [7]**encourage** them to get on with their life?
- What was their biggest [8]**challenge**?
- What have they [9]**achieved**?
- Have they had any [10]**opportunities** to help other people?

a deal with a difficult situation successfully 2
b finish something or reach an aim after a lot of hard work 9
c give confidence to others and motivate them to do something 7
d give emotional or practical help to others 6
e make someone feel they want to do something and can do it 1
f no fear of dangerous or difficult things 5
g situations or chances 10
h something which requires a lot of hard work to be done (successfully) 8
i the ability to continue trying to do something difficult 4
j something that stops an action or makes progress difficult or slow 3

Use it!

2 Discuss the questions.

1 Who or what inspires you?
2 What's the biggest obstacle you or someone you know has overcome?
3 Who encourages you to do your homework?

A podcast

She had her arm bitten off by a shark, but then went back to surfing and became a professional surfer.

6.06 **3** Listen to the podcast. What big challenge did Bethany Hamilton overcome?

Learn to learn

Listening and choosing the correct option

Read all the options, check any unknown words and cross out any options you know are not correct.

6.06 **4** Listen and circle the correct option.

1 When she was 13 Bethany …
a learned to surf. b had an accident.
c gave up surfing.

- Check you understand *gave up* (past simple of *give up* – to stop something forever).
- Option a isn't correct as she learned to surf when she was a young child.
- Option c isn't correct as she returned to surfing soon after the accident.
- The correct answer is option b.

6.07 **5** Listen and circle the correct options.

1 Bethany lost her arm ….
a in the sea b in hospital
c three weeks after the accident

2 It was … decision to return to surfing.
a Bethany's b her family's c a bad

3 Bethany competes ….
a in special competitions
b only in the USA
c against other professional surfers

4 Her book and films ….
a are not true b teach people how to surf
c inspire people to overcome challenges

Voice it!

6 What surprises you most about her story? What would you do in a similar situation?

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4 6.06 Ask students to read the three options, then focus attention on the first of the four points (i.e. the one about *give up*). After you play the recording, elicit the answer, then read through the three remaining points, which explain why option b is the correct answer.

Audioscript p130

5 6.07 Ask students to read through the options before they listen.

Audioscript p130

6 Give students time to think about their answers before they discuss them in pairs.

Class challenge

The biggest shark is the Great White Shark / Tiger Shark / **Whale Shark**.

Flipped class

▶ Ask students to watch **Video 6.3** and do **Video worksheet 6.3**.

Homework

Workbook p51

Lesson aim: I can understand how to use the third conditional.

Warmer

▶ Play **Video 6.3** if it was not set for homework. Elicit that she is thinking about how life could have been different. She would have gone on holiday to Uluru.

1 Draw attention to the table and read out the sentences. Check students' understanding of the third conditional by asking the following questions: *Does the third conditional refer to events in the past or the present?* (the past) 2 *What tense do we use in the if clause?* (the past perfect). Work through the exercise as a class.

2 6.08 ★ Go through the example with the class. To check students' understanding, ask *Did the girl get stuck?* (yes); *Did the team need to lift the car?* (yes).

Audioscript p130

3 ★ Elicit the beginnings of sentences 2–4 and write these on the board.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 130.

4 Check that students form the third conditional correctly. Students can compare their sentences in pairs.

Language in action

Third conditional



Watch video 6.3
What is she thinking about?
Where would she have gone on holiday?

Imaginary situation in the past	Possible consequence
If I'd lived in Australia,	I **would have had** Christmas on the beach every year!
If I had lived in Australia,	I **would have gone** to Uluru.
Question	
How **would** your life **have been**	**if** you **had lived** in a different country?

1 **Read the sentences and decide if the statements that follow are *T* (true) or *F* (false).**

1 If Gaspar had grown up near the sea, he would have learned to surf.
- a Gasper grew up near the sea. F
- b Gasper doesn't know how to surf. T

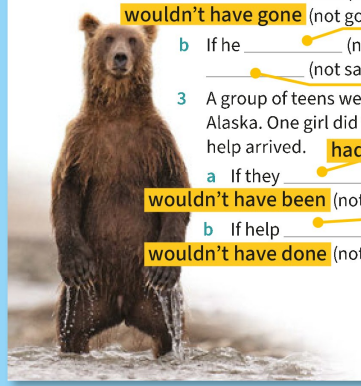
2 If Ada and Cemal hadn't taken so may risks, they wouldn't have had an accident.
- a Ada and Cemal didn't take risks. F
- b Ada and Cemal had an accident. T

6.08 **2** **Complete the third conditional sentences about stories 1–3. Use the verbs in brackets. Listen and check.**

1 A girl got stuck under a car and a high school baseball team lifted the car off the girl.
- a If the girl hadn't got stuck (not get stuck), the team wouldn't have needed (not need) to lift the car.
- b If the team hadn't lifted (not lift) the car, the girl wouldn't have survived (not survive).

2 A 14-year-old saw a fire in his neighbour's home and went to help and saved a boy.
- a If he hadn't seen (not see) the fire, he wouldn't have gone (not go) to help.
- b If he hadn't gone (not go) to help, he wouldn't have saved (not save) the boy.

3 A group of teens were attacked by a bear in Alaska. One girl did first aid for nine hours until help arrived.
- a If they hadn't gone (not go) to Alaska, they wouldn't have been (not be) attacked.
- b If help had arrived (arrive) earlier, the girl wouldn't have done (not do) first aid for nine hours.



3 **Write a third conditional sentence for each situation.**

1 Alfie broke his leg when he went rock climbing.
If Alfie hadn't gone rock climbing, he wouldn't have broken his leg.

2 Four students got up late and missed the coach to France.
If four students hadn't got up late, they wouldn't have missed the coach to France.

3 The school cook didn't make enough food and the students were hungry.
If the school cook had made enough food, the students wouldn't have been hungry.

4 Class 4B went to Madrid and learned how to speak Spanish.
If class 4B hadn't gone to Madrid, they wouldn't have learned how to speak Spanish.

Grammar tutor p130

Use it!

4 **Complete the sentences about you.**

1 If I had been born in a different country _____.

2 If I hadn't gone to this school _____.

3 If I hadn't met my best friend _____.

Grammar game

Write *If ...* on the board. Put students into teams and tell them they are going to add one or more words to what you have written on the board. Members of each team come to the board in turn to add words to the sentence, e.g. *If ... / If I hadn't ... / If I hadn't gone to the park ...* Teams get a point if the words they add are correct. The team with the most points at the end of each completed sentence, wins that round.

Homework

Workbook p52

Lesson aim: I can encourage a friend to do something.

Warmer

In pairs, students talk about exciting activities (e.g. white-water rafting) they most enjoy doing or would most like to try.

1 6.09 ★★★ As well as listening for the activities, challenge students to listen for what Mia and Jack say about those activities.

Audioscript p131

2 6.09 When students have completed the conversation, they can practise reading it in pairs.

▶ Play **Video 6.4** and encourage students to copy the intonation used by the presenter.

3 & 4 Ask students to think of situations in which they could use the phrases from the *Everyday English* box. For example, A: *I'm going to have snowboarding lesson* B: *Good for you!*

5 Encourage students to think of their own ideas if they are not interested in those in the box.

6 Ask students to practise the conversation, discuss what they could do better, and then practise a second time.

7 As well as answering the three questions from Exercise 4, students can give each other feedback by considering the following questions: *Did the other pair use language from the page? Was the conversation clear and easy to follow?*

Speaking frames

Speaking

Encouraging a friend to do something

1 6.09 **Listen to Mia and Jack's conversation. Which activities do they discuss?**

Whitewater rafting and paddle boarding.

2 6.09 **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

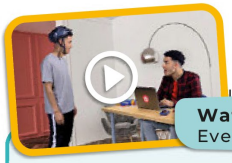
Mia Are you going to come whitewater rafting this weekend?
Jack I'm not sure. It looks a little scary to me.
Mia Oh, it's not really. I had so much fun when I went. [1] You'll never know unless you try, will you?
Jack But the water is so fast! It looks seriously deep and I'm not the world's best swimmer.
Mia Relax and [2] don't worry, you'll be fine. The instructors will look after you. They don't take any risks.
Jack Mmm, I'm still not sure.
Mia Well what about paddle boarding? That's less risky.
Jack You've got to be joking! I wouldn't dare stand up on the board in the middle of the sea. [3] What if I fell in?
Mia Come on! It's easy! [4] You can do it! If you fall in, you just get back on the board.
Jack [5] That's easy for you to say, but I'm not like you. Water sports are a real challenge for me.
Mia Well, what if I practised with you?
Jack Hmm. That might help. OK, I'll come.
Mia Good for you! I promise [6] you'll feel really proud afterwards and you might even have fun! Let's go on Sunday.



Useful language

Encouraging
Don't worry, you'll be fine. You can do it!
You'll feel really proud afterwards.
You'll never know unless you try …

Responding
That's easy for you to say … What if … (+ past simple)?



Watch video 6.4
Everyday English

Come on! Good for you! not really
seriously You've got to be joking!

3 Match the phrases in the *Everyday English* box with their meanings 1–5.

1 extremely seriously
2 not very not really
3 That's great! Good for you!
4 to encourage someone to do something Come on!
5 You're not serious! You've got to be joking!

4 How do you say these phrases in your language?

Plan

5 Make notes about something you want to encourage your partner to do. Use the ideas below or your own ideas.

do an audition for a school show
try an extreme sport

Speak

6 Practise trying to encourage your partner. Remember to use:

- first, second and third conditionals
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their conversation and complete the notes.

What did the other students encourage each other to do?

Would you try the things in their conversation?

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Class challenge

Surfing / Whitewater rafting / Paddle boarding is an Olympic sport.

Flipped class

Prepare for **Writing** (p77). Ask: *Should we take risks?* Students can think of ideas for and against taking risks.

Lesson aim: I can write a for and against essay.

1 Read out the questions. In pairs, students can discuss them. Encourage students to ask each other follow-up questions to develop conversations.

2 Read out the two essay titles. Before students read the essay to decide which of the titles best fits the material, elicit the ideas you might find in an essay with each of the two titles.

3 & 4 Students can work in pairs to complete both tasks. When checking answers, point out that essays are usually written in a neutral style, aim to be clear and well-organised and tend to present one idea at a time, with one paragraph dedicated to one idea.

5 ★ Read out the essay title. Help students by eliciting ideas for an essay on the topic of risk. Write these ideas on the board. Give students time to prepare their essay. Monitor and help students organise their ideas as necessary.

6 Encourage students to use the essay in Exercise 2 as a model to help them write their own.

7 As well as checking their own work, encourage students to check each other's work and look for ways to improve it.

Writing frames

Writing
A for and against essay

1 **Think about a time when something went wrong for you. How did you feel? What did you learn?**

2 **Read the for and against essay. Circle the best title.**

(a) Is it always bad when things go wrong?

b Should we try more new things?



1 There are times when things go wrong. For example, you might lose a sports match or fail an important exam. However, is it always negative when this happens?

2 On the one hand, when things go wrong we feel bad. For instance, if we fail a French exam, we might have doubts about our ability to speak the language and lose confidence. Furthermore, we might think we haven't got the skills to achieve our goals.

3 On the other hand, when we overcome a difficult situation, we feel good. If we think about what went wrong, we might solve the problem in the future, such as by preparing for our next exam in a different way.

4 In conclusion, although it can feel negative when things go wrong, I personally believe that this is not always bad if we can learn something new. When we look for an opportunity to overcome the problem, we'll soon feel good again.

3 **Complete the *Useful language* box with the phrases from the essay.**

Useful language

introducing a new idea: Furthermore …, [1] On the one hand,
introducing the opposite idea: However, [2] On the other hand,
giving an example: For example …, [3] For instance, [4] such as by
giving an opinion: [5] I personally believe
introducing a conclusion: [6] In conclusion,

4 **Complete these sentences with words in the *Useful language* box.**

1 You can never be certain about the future. For instance, the weather can spoil your plans.
2 In conclusion I think it's possible to have exciting experiences without putting yourself in danger.
3 Getting things wrong can be upsetting. On the other hand, you can learn from your mistakes.
4 I personally believe that no one should take unnecessary risks.
5 It's sometimes good to take risks. However, you shouldn't put yourself in danger.

Write your own for and against essay.

Plan

5 **Look at the essay title and make notes on your ideas and examples.**

Should we take risks?

Make notes about what to include in:

- An introduction
- Reasons for and against
  - Give an example for each.
- A conclusion
  - Give your personal view on the question.

Write

6 **Write your essay. Remember to include:**

- four paragraphs
- conditional tenses
- vocabulary from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- include an introduction?
- talk about the negatives and positives?
- have a conclusion?

Extend it!

Ask students to read out their essays to one another. Students listen and say whether they agree with each other's opinions.

Finished?

Homework

Workbook p53, Writing tutor p82

Lesson aim: I can create a blog post.

Watch

Before students watch the video, elicit answers to the first question and if students answer *yes*, ask them to elaborate with examples. After students have watched the video, discuss the other question as a class. Have students think about their own digital literacy. Are there areas where they could use some improvement?

Project Book

For more detailed information and activities see the Project Book p42 and the Unit 6 CLIL Project worksheet.

1 Elicit that a leaflet is a piece of paper containing information about a service or campaign. Allow pairs a few minutes to discuss the question.

2 6.10 ★ Students remain in pairs. Allowing students to use only one book can encourage them to work collaboratively to understand the context of unfamiliar vocabulary and concepts. Draw students' attention to the photos, the headings, the title and the specific information in the text. After reading, elicit whether some of the ideas the students discussed in pairs were mentioned in the text. Encourage pairs to make notes of the problems that occurred due to each person's behaviour in each case study.

For more information on Digital literacy, see the CLCF activity cards in the Teacher's Resource Bank.

Digital literacy

Safety and well-being online

1 Look at the photos and the headings in the leaflet. What behaviours do you think might be discussed in each case study?

6.10 **2 Read the leaflet and check your ideas.**



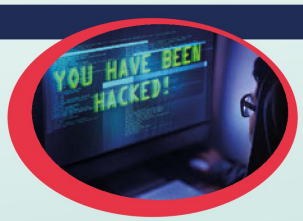
Watch video 6.5
Digital literacy

1 Have you ever seen bad behaviour online?
2 How many different types of digital literacy are mentioned in the video?
3 Do you think you have good digital literacy? Why / Why not?

Digital citizenship
case studies

Today's digital world offers us opportunities but also brings responsibilities. When we take advantage of the Internet's benefits, we should remember that we are also 'digital citizens'. Digital citizenship is similar to traditional citizenship. It means you must be kind, you must obey the law and you must behave in a way that is safe for yourself and others. However, there are challenges today that we would never have faced if the Internet hadn't been invented. The case studies below show some of those challenges.









Case study 1
Staying safe online

For several hours every night, Aynur plays her favourite online games, usually with people she doesn't know. She often plays until after midnight and feels tired at school all day. Tonight, she logs in with her usual password, 'password123', and a threatening message pops up on the screen. It says her computer has been locked by hackers. If she wants it unlocked, she must pay a ransom. What would you have done differently if you had been Aynur?

Case study 2
Sharing responsibly

Tiago and his friends are having fun at the beach. He takes photos of the others and then posts them online without asking for permission. Milo, one of his friends, gets upset because he doesn't like the photos. Someone comments on how silly Milo looks in one of them. Soon, the photo of Milo has been shared on a social media app and people are making nasty comments. It's cyber-bullying, and Tiago feels responsible for it. If you were Tiago, what could you do?

Case study 3
Identifying fake news

Gloria receives a text from her friend that says, 'Hey! If you want to ace next week's English test, check out this story.' When Gloria clicks on the link, it goes to a page on a news website she's never seen before. The headline is 'Scientists prove grapes can improve your memory in 24 hours'. At the end of the story, there's an ad for an online store that sells 'memory boosting grape juice.' Gloria is so impressed she shares the link on her group chat. Would you have done the same thing if you'd found the article?

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Lesson aim: I can create a blog post.

Vocabulary extra

3 Allow time for students to reread the text and/or search for the unknown words online or in a dictionary. Have pairs quiz each other and check their answers.

4 Pairs to discuss their answers to the questions at the end of each case study. Ask volunteers to share their answers.

CLIL: Digital citizenship

5 Students work in pairs to complete the exercise. After checking answers as a class, ask students to share examples of fake news stories they have seen online. How did they know the stories were fake?

6 Students remain in pairs to complete the exercise. Read out each item on the checklist and ask students to raise their hands if they ticked the box. Ask which parts of the story led them to this decision.

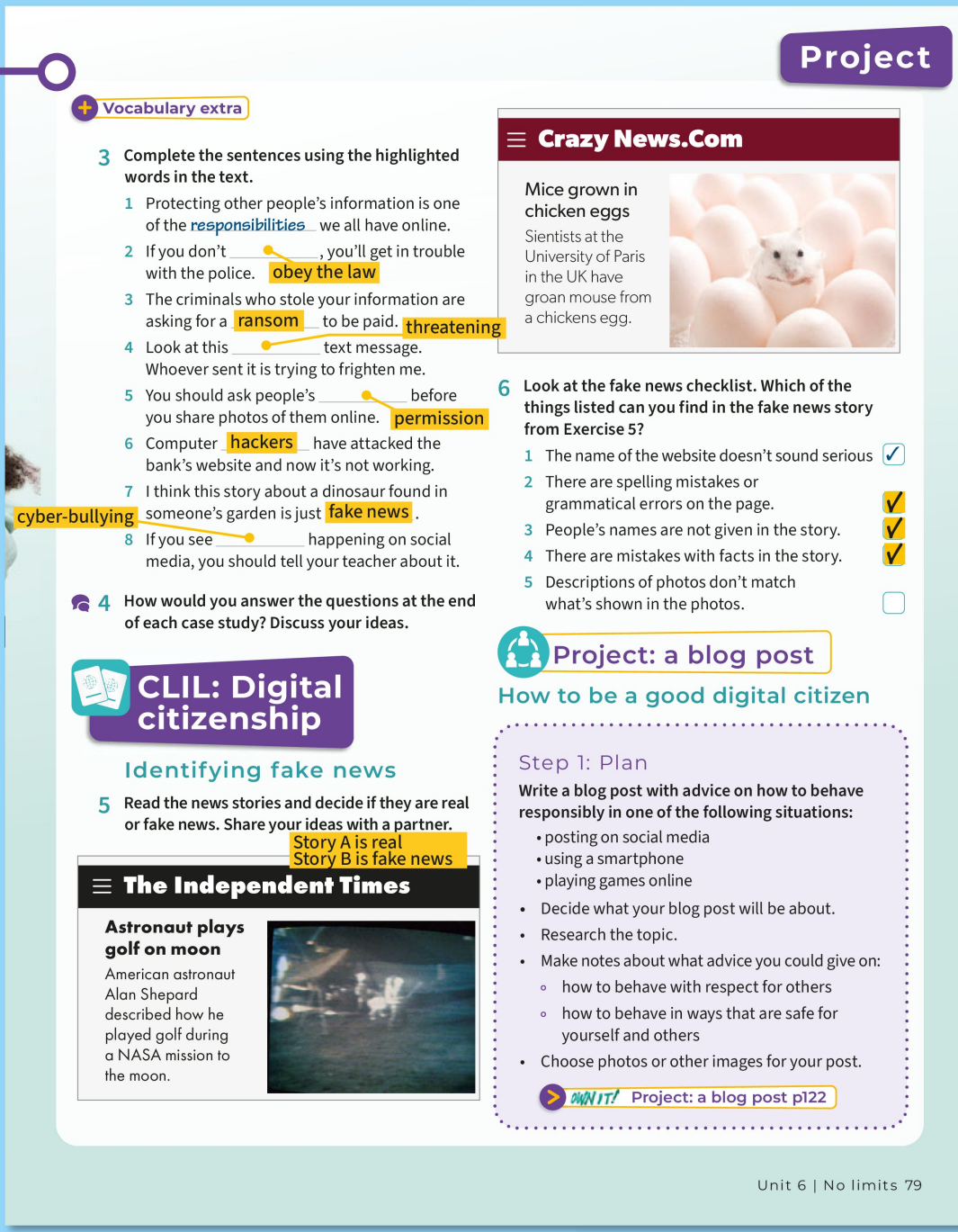
Plan

Model project

Direct students to the model project on p122 which serves as a guide for what they should create.

Divide the class into small groups to discuss which situation they would like to cover in their blog post. Allow time for students to research their chosen topic. Emphasise that group members should make decisions together regarding the content, structure and visuals of their blog posts, and ensure that they feel confident about answering any questions.

Tell students to use the checklist in the Plan section and tick off each item as they research.



Project

Vocabulary extra

3 Complete the sentences using the highlighted words in the text.

1 Protecting other people's information is one of the responsibilities we all have online.
2 If you don't _____, you'll get in trouble with the police. obey the law
3 The criminals who stole your information are asking for a ransom to be paid.
4 Look at this _____ text message. Whoever sent it is trying to frighten me. threatening
5 You should ask people's _____ before you share photos of them online. permission
6 Computer hackers have attacked the bank's website and now it's not working.
7 I think this story about a dinosaur found in someone's garden is just fake news.
8 If you see _____ happening on social media, you should tell your teacher about it. cyber-bullying

4 How would you answer the questions at the end of each case study? Discuss your ideas.

CLIL: Digital citizenship

Identifying fake news

5 Read the news stories and decide if they are real or fake news. Share your ideas with a partner.

Story A is real
Story B is fake news

The Independent Times

Astronaut plays golf on moon

American astronaut Alan Shepard described how he played golf during a NASA mission to the moon.

Crazy News.Com

Mice grown in chicken eggs

Sientists at the University of Paris in the UK have groan mouse from a chickens egg.

6 Look at the fake news checklist. Which of the things listed can you find in the fake news story from Exercise 5?

1 The name of the website doesn't sound serious ✓
2 There are spelling mistakes or grammatical errors on the page. ✓
3 People's names are not given in the story. ✓
4 There are mistakes with facts in the story. ✓
5 Descriptions of photos don't match what's shown in the photos. ☐

Project: a blog post

How to be a good digital citizen

Step 1: Plan

Write a blog post with advice on how to behave responsibly in one of the following situations:

- posting on social media
- using a smartphone
- playing games online

- Decide what your blog post will be about.
- Research the topic.
- Make notes about what advice you could give on:
  - how to behave with respect for others
  - how to behave in ways that are safe for yourself and others
- Choose photos or other images for your post.

OWN IT! Project: a blog post p122

Unit 6 | No limits 79

Present

If possible, share students' presentations as if they were being viewed online. You may wish to share an enlarged version of each on the board or a monitor. Ensure that students explain the subject of their blog post, and the ways in which they can behave responsibly and respectfully online.

Respond

Remind students to listen to each other's presentations actively, taking notes on the useful advice they hear. You may wish to have students write their feedback in the form of a blog post comment.

Have the class vote on the best piece of advice. Discuss whether students already use these techniques, and if not, how they will change their behaviour in the future.

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p81). Students revise the grammar and vocabulary from Unit 6.

Unit 7
Keep calm!

Lesson aim: I can talk about colours and emotions.

Warmer

Elicit the meaning of *emotion* (a strong feeling). Elicit common emotions and write these on the board, e.g. *love*, *fear*, *anger*, *joy*.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Write students' ideas on the board. Possible answers are *relaxed*, *happy*, *calm*, *peaceful*.

2 Do a brief class survey to identify students' associations between emotions and colours.

3 ▶ Students can share their ideas in pairs. Then play **Video 7.1** for students to check their answers. Students can also complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 Students can also talk about which colours make them feel happy.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p83). Students find out a fact about smiling (e.g. when babies first smile.



Learning outcomes

I can ...
- understand texts about a growth mindset and reducing exam stress
- express sympathy and concern
- write an email reply
- understand gerunds and infinitives, and subject and object questions
- use adjectives that describe feelings and expressions with *heart* and *mind*
- personalise vocabulary, make gapped flashcards and learn synonyms and antonyms.

Unit aims

Skills

I can ...
- understand a text about a growth mindset p84
- express sympathy and concern p88
- write an email reply p89
- understand a text about children in Denmark pp90–91

Language

I can ...
- talk about feelings p83
- understand how to use gerunds and infinitives p85
- use expressions with *heart* and *mind* p86
- understand how to use subject and object questions p87

Learn to learn

I can ...
- remember adjectives p83
- use gapped flashcards p86
- use synonyms and antonyms p91
- give my partner useful feedback p92

Extra resources

- Grammar tutor, Student's Book **p131**
- Workbook **pp56–63** and Writing tutor **p83**

Teacher's Resource Bank

Worksheets:
- Grammar 7.1 and 7.2 (3 levels)
- Vocabulary 7.1 and 7.2 (3 levels)
- Video 7.1–7.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp46–49**

Lesson aim: I can talk about feelings.

1 ★ Teach *emotional rollercoaster* (a situation in which you feel a variety of emotions, from excited to disappointed, very happy to very sad).

2 7.01 In pairs, students can take turns saying a word and writing it down, to practise pronunciation and spelling.

Audioscript p131

Target vocabulary
amused /əˈmjuːzd/
annoyed / əˈnɔɪd/
down /daʊn/
eager /ˈiːgə/
glad /glæd/
grateful /ˈgreɪtfəl/
hopeful /ˈhəʊpfəl/
hurt /hɜːt/
insecure /ɪnsɪˈkjʊ/
peaceful /ˈpiːsfəl/
ridiculous /rɪˈdɪkjələs/
satisfied /ˈsætɪsfaɪd/
thrilled /θrɪld/

3 7.02 Play the recording twice if necessary.

Audioscript p131

Vocabulary bank

Learn to learn
Personalising vocabulary, by writing a sentence about an experience, is a good strategy to help students remember any new words and phrases.

4 Be prepared to help students think of contexts for each of the adjectives, e.g. *I feel peaceful when I have a bath.*

5 ★★★ Challenge students to use their ideas from Exercise 4 to discuss the broader issue of the link between what we do and how we feel.

Vocabulary
Feelings

1 Read the leaflet. Do you agree with it?

2 7.01 Match the words in **bold** in the leaflet with definitions 1–13. Listen, check and repeat.

1 m happy
2 d angry
3 b unhappy
4 e very silly
5 j feeling thanks
6 c not confident
7 k enthusiastic
8 i quiet and calm
9 f in emotional pain
10 a extremely happy
11 g finding something funny
12 h positive about the future
13 l pleased to achieve something

3 7.02 Listen and complete the sentences with one word.

1 Sally feels absolutely thrilled.
2 The boy feels annoyed.
3 Mark felt absolutely ridiculous.
4 The girl feels really hurt.
5 Monica is feeling a bit down.

Learn to learn
Remembering adjectives

Think about your personal experiences to help you remember new adjectives.

4 Do Part 1 in the Stay happy! leaflet. Think of a sentence for each adjective.

I feel amused when I watch comedy films.

5 Say your sentences. Do you have similar or different ideas?

I feel satisfied when I score a goal in football.

Use it!

6 Now do Part 2 of the leaflet. Tell your partner your plans.

Stay happy!

For teenagers, life can be an emotional rollercoaster. Sometimes you're [a]**thrilled** to be alive, then you feel [b]**down** for no reason. You often feel [c]**insecure** about who you are, and [d]**annoyed** with every adult on the planet. You feel [e]**ridiculous** when you don't know something all your friends seem to know, and [f]**hurt** that nobody seems to care about what you're feeling. Of course, people do care, which is why we've created this exercise for developing positive emotions.

Part 1
For each word below (amused, etc.), think of a situation that helps you feel that emotion.

Part 2
Choose two positive emotions you want to practise. Do something which will increase those emotions every day for a week.

I feel …	This week I will …
[g]**amused** when my best friend tells me jokes.	ask him to tell me some every day.
[h]**hopeful** when I make a wish.	make three wishes about …
[i]**peaceful** when I walk on the beach.	
[j]**grateful** when people help me.	
[k]**eager** when I start a new art project.	
[l]**satisfied** when I've tidied my room.	
[m]**glad** when my friends are happy.	

Explore it!

Guess the correct answer.
Complete the expression *Laughter is the best …*
a communication. b exercise. c medicine.
Find out a fact about smiling. Write a question for your partner to answer.

6 ★ Point out that 'practise' a 'positive emotion' means practising an activity which will make you feel a positive emotion.

Explore it!
Students use the facts they researched about smiling.

Flipped class
Prepare for the **Reading** lesson (p84). Students research the idea of a growth mindset.

Homework
Workbook p56

Lesson aim: I can understand a text about a growth mindset.

Background information

A 'growth mindset' refers to the belief that your ability and intelligence can be improved by hard work and the willingness to learn new skills.

Warmer

Ask: *Can the way you feel about what you do have an effect on how you do it?* Discuss this question briefly with the class.

1 Encourage students to be honest at this point. If they tend to feel that there is no point trying after they do badly in an exam, they should say so.

2 7.03 Before students read the text, elicit what we would expect to read in response to each of the questions.

3 Encourage students to read through the multiple-choice questions carefully before they reread the text. Students can compare their answers in pairs, highlighting the parts of the text which gave them their answers.

4 Remind students to use the context to help them identify the words.

5 Give students time to think about the ideas before discussing them with a partner.

Reading

A magazine interview

1 Read and answer the question at the beginning of the interview.

2 7.03 Read the interview and match the interviewer's questions a–d with 1–4. Listen and check.

a You had a fixed mindset?
b Malcolm, what exactly is a growth mindset?
c What advice would you give our readers?
d How can you develop a growth mindset?

3 Read the interview again and circle the correct answers.

1 Even if you have a fixed mindset, you …
a never change.
b are bad at maths.
(c) can change.
d like taking tests.

2 People with a growth mindset …
(a) think they can get better.
b are good at everything.
c are scared of failing.
d don't have to learn new skills.

3 Malcolm …
a wanted to learn the piano.
b played the piano for several years.
c learned to play the guitar easily.
(d) slowly improved his guitar playing.

4 Malcolm encourages readers to …
(a) learn from their mistakes.
b wait before trying new things.
c ignore their mistakes.
d try one thing at a time.

4 Find words in the interview that mean:

1 a feeling/opinion (question 1) attitude
2 not changing (question 1) fixed
3 without purpose (question 2) pointless
4 necessary (question 4) essential
5 not a success (question 4) failure



Imagine you've just failed an important maths test. What do you think?

a I failed this test, but I can pass the next one if I study harder.
b I'm just not good at maths. There's no point trying.

If you chose a, you have a growth mindset. People with a growth mindset are often happier and more successful. But if you chose b, don't worry – you can change. I spoke to psychologist Malcolm Adams to find out how.

1 b A mindset is your attitude to life. Some people have a fixed mindset. These people often avoid trying new things because they're afraid of making mistakes. They refuse to try harder, because they don't believe they can get better. On the other hand, people with a growth mindset believe they can improve with practice. They're eager to learn new skills and they're not afraid to fail sometimes. They often do well in life.

2 d Let me tell you a story to explain this. When I was a kid my parents made me learn the piano. I didn't like the piano and it was really difficult. I remember feeling annoyed with myself whenever I made a mistake. After about a year, I stopped trying. I thought, 'This is pointless. I don't have any musical talent.'

3 a Exactly. But later, at university, a friend said to me, 'If you want to be good at something, you have to believe you can do it.' So I thought, 'OK, let's try again.' I decided to learn the guitar, which I'd always adored. This time I told myself, 'You can do it!' I practised loads. It was hard, but little by little I got better. I'll never forget playing for my friends for the first time. I was thrilled! My mindset had completely changed.

4 c Firstly, believe in yourself. Being positive is essential. Secondly, don't worry about making mistakes. A mistake isn't failure – it's an opportunity to learn. Finally, don't forget to use the power of 'not yet'. Never say, 'I can't do this.' Always remember to tell yourself, 'I can – just not yet.'

Voice it!

5 Discuss the questions.

1 Do you like to try new things? Why / Why not?
2 Where do you think you are on the scale for the activities in the box? Why? How can you change?

doing art doing sports
playing music and singing speaking English

1 ↑ fixed mindset
2
3 a mixture of both
4
5 ↓ growth mindset

Extend it!

Ask students to make a list of two or three well-known people who have been very successful in their own field, for example: sports, music, art, science. Then ask them to choose a person on their list who they already know something about and to tell the rest of the class something about that person.

Flipped class

▶ Ask students to watch **Video 7.2** and do **Video worksheet 7.2**.

Homework

Workbook p57

Lesson aim: I can understand how to use gerunds and infinitives.

Warmer

▶ Play **Video 7.2** if it was not set for homework and elicit that Claire always tries new things and isn't afraid of making mistakes. He tried doing parkour.

1 On the board, write *going* and *to go*. Elicit that *going* is a gerund and *to go* is an infinitive with *to*. Draw attention to the table. Ask the class to repeat the examples after you. After students complete the exercise, check answers as a class.

2 Ask students to read through the gapped text, then ask: *What do psychologists suggest we do?* (make a list of activities that make us feel good and do one of those every day).

3 On the board, write the two sentences with *remember* from the table, but do not include the explanation in brackets. Elicit the meaning of *remember* in each case.

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

4 ★★★ Give students time to think through their answers before they discuss the questions with a partner. Extend the task by challenging students to think of their own questions to ask each other with *remember*, *forget* and *stop*.

Language in action

Gerunds and infinitives



Watch video 7.2
Why does Claire inspire him? What did he try last summer?

Gerunds		Infinitives (with *to*)	
As the subject of the sentence	**Trying** a new hobby is always fun.	To explain purpose	Fear is the energy you need **to do** something new.
After prepositions	She's never afraid **of making** mistakes.	After adjectives	She is always **eager to try** something new.
After certain verbs (e.g. *avoid*, *finish*, *enjoy*, *miss*, *suggest*)	She enjoys **learning** new things.	After certain verbs (e.g. *decide*, *hope*, *refuse*, *want*, *would like*)	She **refuses to let** fear stop her.

1 **Look at the table. Complete the sentences with the correct form of the verbs in brackets.**

1 Everyone feels good after *achieving* (achieve) something new.
2 Believing (believe) in yourself is the first step to success.
3 I'd like to try (try) parkour. It looks like fun.
4 We worked all day without stopping (stop).
5 Sara didn't think this work would be so difficult to do (do).
6 Wanting (want) to succeed isn't enough. You also have to work hard.

You can use the Gerund vs. infinitive (with *to*) with *remember*, *forget*, *stop*, but this changes the meaning.

Gerunds	Infinitives (with *to*)
I **remember feeling** annoyed. *(= I have a memory of …)*	Always **remember to tell** yourself … *(= don't forget)*
I'll never **forget playing** for my friends for the first time. *(= I won't forget that memory)*	Don't **forget to use** the power of 'not yet'. *(= don't forget to do this in the future)*
I **stopped trying**. *(= I didn't do this anymore)*	I **stopped to rest** for a few minutes. *(= I stopped what I was doing for a while)*

2 **Complete the text with the gerund or infinitive form of the verbs in the box.**

develop feel help (x2) increase know make say

Think positive

You'll be glad [1] to know there are steps you can take [2] to develop a positive mindset. Psychologists suggest [3] making a list of activities that make you feel good, and then doing one every day [4] to increase your positivity. [5] Helping others when they have a problem also makes us feel happier. Of course, it's important [6] to say thank you to people for [7] helping you. Try it! Everyone wants [8] to feel more satisfied in life.



3 **Complete the questions with the gerund or infinitive form of the verbs in brackets.**

1 Do you remember meeting (meet) your best friend?
2 When you're studying, how often do you stop to take (take) a break?
3 What would happen if you forgot to set (set) your alarm the night before an exam?
4 Would it be hard to stop using your phone?
5 What things do you have to remember to do (do) this weekend?
6 Think of two people you'll never forget meeting (meet) on your first day at school. Who are they?

Grammar tutor p131

Use it!

4 **Ask and answer the questions in Exercise 3.**

Grammar game

Put students into small groups. Ask students to close their books, then call out verbs from p85 (e.g. *remember*, *stop*, *finish*). Students have to decide what form of the verb follows each one and shout out 'infinitive', 'gerund' or 'both'. The first student to shout out the correct answer, wins a point.

Homework

Workbook p58

Lesson aim: I can use expressions with *heart* and *mind*.

1 7.04 Encourage students to guess if they are not sure.

Audioscript p131

Target vocabulary
be in two minds /biː ɪn tuː maɪndz/
bear in mind /beə rɪn maɪnd/
break someone's heart /breɪk ˈsʌmwʌnz hɑːt/
change your mind /tʃeɪndʒ jə maɪnd/
close to your heart /kləʊz tə jə hɑːt/
crossed your mind /krɒst jə maɪnd/
have something on your mind /hæv ˈsʌmθɪŋ ɒn jə maɪnd/
learn by heart /lɜːn baɪ hɑːt/
make your mind up /meɪk jə maɪnd ʌp/
put your heart into something /pʊt jə hɑːt ˈɪntə ˈsʌmθɪŋ/

Learn to learn

Point out that flashcards can be a fun way of remembering vocabulary, and add variety to revision, although it can take a little extra time and effort to create them.

2 To make their flashcards, students can either use paper from their notebooks or you can give them paper or cards to use.

3 Do this with the class as a whole, eliciting sentences and writing them on the board.

Vocabulary bank

4 ★★★ Challenge students to think of their own ways to reduce exam stress.

Vocabulary and listening

Expressions with *heart* and *mind*



I have to [1]**learn by heart** so many facts for that exam but I don't have time!

What am I going to study at university? I have to [2]**make my mind up** soon.

I'm [3]**in two minds** about the party. I don't know many people there. Shall I go or just stay home?

[4]**I've got something on my mind** about school. Who should I talk to?

I want to become an actor, but what will Dad say? It'll [5]**break his heart** if I don't study science.

Education is a subject that's [6]**close to my heart**, but I don't know if I'd be a good teacher or not!

I need to choose my degree carefully. I can't [7]**change my mind** later.

I know if I [8]**put my heart into** this project, I'll do well, but I'm so tired!

It's just [9]**crossed my mind** that Dan might be at the party.

I must [10]**bear in mind** we can't use a pencil in the exam. I don't want to fail for something silly like that!

1 7.04 **Match the phrases in bold in the thought bubbles with definitions a–j. Listen, check and repeat.**

a	consider something important	10
b	make an effort to do something	8
c	think of something	9
d	make a decision	2
e	memorise	1
f	change a decision	7
g	unable to decide between two options	3
h	be worried about something	4
i	make someone really sad	5
j	be important to someone	6

Learn to learn

Gapped flashcards

Flashcards can help you learn expressions.

2 **Make flashcards for some of the expressions in Exercise 1, leaving a gap for *heart* or *mind*(s). Write the missing word on the back. Then test your partner.**

be in two	minds
_____	

Use it!

3 **Choose six phrases in Exercise 1 and make sentences with the ideas in the box.**

clothes friends and family going out

When I go out in the evening, I have to bear in mind what time my parents want me to come home.

A conversation

4 **Which of these things do you think can reduce exam stress?**

1 studying late at night
2 studying with friends
3 drinking energy drinks
4 doing exercise
5 testing yourself
6 eating apples
7 making lists

5 7.05 **Listen to the conversation. Circle the things in Exercise 4 that the counsellor recommends.**

6 7.05 **Listen again and discuss the questions.**

1 Why is Gavin so stressed?
He's worried he's going to fail his exams.
2 Why does the counsellor suggest making a list?
3 Why does the counsellor recommend eating apples and nuts?
4 Why doesn't Gavin want to go to bed early?
5 Why is it important for Gavin to do well in every subject?
6 What is Gavin going to ask his sister tonight?
7 What was Gavin in two minds about earlier?

So that he can use his time well.
Because they help the brain to work better.
He wants to be a primary school teacher.
He thinks his brain works better at night.
To test him for his history exam.
If he should visit the counsellor or not.

7 **Do you think the counsellor's suggestions are useful?**

5 7.05 Elicit that a counsellor is someone who encourages a person to talk about their problems and sometimes offers them advice.

Audioscript p131

6 7.05 ★★★ Challenge students to answer as many of the questions as they can based on their memory of the recording.

7 Encourage students to give reasons for their opinions.

Homework

Workbook p59

Lesson aim: I can use subject and object questions.

Warmer

▶ Play **Video 7.3**. Elicit that keeping a journal is a great way to stay organised and it helps you feel positive because you can see all the things you've achieved. Her friend Rena helped her in science class.

1 ★★★ Write *What makes me happy?* and *What did I learn today?* on the board. Ask students if they can explain the difference between the two types of question. Elicit answers before pointing students to the table and Exercise 1. Students then complete the exercise in pairs.

2 ★ Tell students that they shouldn't use *do* for the subject questions.

3 ★★★ Students can do this task in pairs. Ask students to explain their choice of subject or object question.

4 Encourage students to ask follow-up questions to develop longer conversations.

5 7.06 Elicit answers from the class, writing them on the board. Play the recording for students to check their answers. Students can then practise the dialogue in pairs.

Audioscript p132

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 131.

6 Students can invent answers to these questions, if they wish.

Pronunciation

Students do the activities on p119 to practise initial consonant clusters with *s*.

Language in action

Subject and object questions



Watch video 7.3
What's good about keeping a journal? Who helped her today?

Subject questions	
What makes me happy?	**Learning new things** (makes me happy).
Who helped me today?	**My friend** (helped me today).
Object questions	
What can I do to make today great?	(I can do) **my new hobby**.
What did I learn today?	(I learned) **a new dance move**.

1 **Look at the table. Circle the correct words to complete the rules.**

1 The words in red are *subjects* / *objects*. The ones in green are *subjects* / *objects*.
2 *Subject* / *Object* questions always use a form of *do*.

2 **Complete the present simple questions with subject or object question forms.**

1 What *do you do* (do / you) at the weekend?
2 Who **teaches** (teach) you maths?
3 Who **sends** (send) you the most messages every day?
4 Which subjects **do you put** (put / you) your heart into?
5 Who **helps** (help) you with your homework?
6 What **happens** (happen) if you don't sleep enough?

3 **Complete the past simple questions with subject or object question forms.**

1 Who *taught* (teach) you English last year?
2 What **did you eat** (eat / you) for breakfast?
3 Who **gave** (give) you presents for your birthday?
4 What presents **did they give** (give / they) you?
5 Which TV shows **did you watch** (watch / you) yesterday?

4 **Ask and answer the questions in Exercises 2 and 3.**

5 7.06 **Complete the dialogue with the correct subject or object question form. Listen and check.**



Olaf What's that?
Rosa It's a stress ball.
Olaf What [1] *does it do* (do / it)?
Rosa It helps you relax. Look, you squeeze it like this. It was a birthday present.
Olaf Wow, that feels great! Who [2] **gave** (give) it to you?
Rosa My sister. She knows I get stressed out a lot so she thought it might help.
Olaf I want one.
Rosa You don't need one! You never get stressed.
Olaf That's not true. Who [3] **told** (tell) you that? I get stressed before exams.
Rosa Well, you could borrow this one if you like.
Olaf No, I'd prefer my own, thanks. Where [4] **did your sister get** (get / your sister) it?
Rosa Online, I think.
Olaf What site [5] **did she use** (use / she)? Do you know?
Rosa I'll ask her, but I'm sure you can get them in lots of places. They've been around for years.
Olaf Really? Who [6] **invented** (invent) them?
Rosa No idea. Let's look it up!

Grammar tutor p131

Use it!

6 **Ask and answer the questions.**

1 Who did you call/visit/help yesterday?
2 Who called/visited/helped you yesterday?

Pronunciation p119

Grammar game

Put students into pairs. Student A is a detective. Student B is under arrest for robbing a bank (the robbery took place at 8 pm yesterday). Student B says they were at a birthday party. Student A asks questions (e.g. *Where did you go yesterday evening? Who took you to the party? Who went to the party? Whose party was it?*) to try to find out if Student B is lying.

Homework

Workbook p60

Lesson aim: I can express sympathy and concern.

1 Look at the photo with students and elicit what they can see. Then ask students to work in pairs to make a list of problems, talking about their own personal experiences where possible.

2 7.10 ★★★ Ask students to listen to but not read the conversation.

Audioscript p132

3 7.10 ★★★ Ask students to cover the *Useful language* box. Students then listen again, and complete the conversation with phrases they hear.

▶ Play **Video 7.4**. Encourage students to copy the intonation used by the presenter.

4 Challenge students to think of further contexts for the phrases in the *Everyday English* box.

5 Give students time to choose and make notes on one of the problems they discussed in Exercise 1. They should choose the problem they would most like to discuss.

6 Ask students to practise their conversations until they feel comfortable enough to speak fluently without relying on their notes.

7 ★★★ Ask students to discuss the problems that they and the other pair talked about. Can they think of ways to solve these problems?

Speaking frames

Speaking
Expressing sympathy and concern



1 What problems do brothers and sisters usually have?

2 7.10 Listen to the conversation. What is Jerry's problem? His brother isn't talking to him because of a broken tablet.

Paula Hey, Jerry. What's [1] the matter ? You look really down.
Jerry I am. It's my brother. He's refusing to talk to me.
Paula Really? That's not [2] very nice . Why?
Jerry His tablet has stopped working. He thinks I took it without asking and broke it, but I didn't, I swear. Now when I try to talk to him he just walks away.
Paula That's a little harsh, isn't it?
Jerry The thing is, he ought to know I wouldn't take his stuff without permission. I feel really hurt.
Paula I [3] can imagine . It's horrible when someone doesn't believe you. But bear in mind he's doing his final exams at the moment. He's probably really stressed out about everything.
Jerry I guess you're right, but I hope he calms down soon.
Paula Is there [4] anything I can do to help ? I have an old tablet I could lend him.
Jerry That's kind of you, but you don't need to do that.
Paula Don't mention it, but let me know if you change your mind. It'll [5] all be OK, you'll see

3 7.10 Complete the conversation with the phrases from the *Useful language* box. Listen and check.

Useful language

I can imagine. / That's not very nice.
Is there anything I can do to help? / What's the matter?
It'll all be OK, you'll see.

4 Replace the phrases in **bold** with the *Everyday English* phrases in the box.

1 Do I need help? No, **that's a nice thing to offer**, but I'm fine. that's kind of you
2 **I'm absolutely certain** my keys are here. I had them a few minutes ago. I swear
3 Your teacher told you off for being two minutes late? That's **not fair**. a little harsh
4 Of course you're **totally nervous and worried**. It's your final exams! stressed out
5 A Thanks for letting me use your desk.
B **No problem at all.** Don't mention it



Watch video 7.4
Everyday English

a little harsh / Don't mention it. / I swear
stressed out / That's kind of you …

Plan

5 Make notes about one of the problems you thought of in Exercise 1.

Speak

6 Practise talking about the problem with your partner. Remember to use:

- gerunds or infinitives
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

7 Work with another pair. Listen to their conversation and complete the notes.

What problem did they talk about?

How sympathetic did the conversation sound?

88 Keep calm! | Unit 7

Extend it!

In pairs, students tell each other a problem they have (e.g. *my phone is broken, I failed my maths exam, my bike was stolen*). Their partner expresses sympathy and concern, and suggests a solution.

Flipped class

Prepare for the **Writing** lesson (p89). Students make a list of the most common problems that teenagers have with parents.

Lesson aim: I can write an email reply.

Warmer

Elicit the problems between teens and parents that students thought of for homework. Write these on the board. Ask: *What can be done about problems like these?*

1 After students have discussed the photo, ask them if teenagers should use social media, and if so, how often should they use it?

2 Ask students if they think the problem in the magazine is serious for the teenager, too, and if it's a problem they themselves have.

3 After students have discussed the question in pairs, put them into groups. In their groups, they can discuss the following questions: *Should parents follow their kids online? What are the pros and cons of this?*

4 Point out the phrases in the *Useful language* box are polite ways of giving someone advice.

5 After you check answers, students can practise the mini-dialogues in pairs.

6 ★ Before students plan their emails, brainstorm the sort of advice you might give to someone with each of the problems in the box.

7 Monitor while students write their emails. Help as necessary.

8 Encourage students to check their partner's use of the phrases in the *Useful language* box. Have they used the phrases correctly? Does the email seem polite and helpful?

Writing frames

Finished?

Writing
An email reply

Janelle is asking for advice about her teenage daughter. A teenager called Abby is giving the advice.

1 Look at the photo of a teenager and her mum. What do you think is the problem?

2 Read the email to a teenage magazine and the reply. Who is asking for advice? Who is giving it?

Dear Abby,
I want to follow my daughter on social media because I'm worried about who she might become friends with, but she says I can't because it would be 'totally embarrassing' if I commented on her posts. I feel hurt by her reaction. You're a teenager – how can I change her mind?
Many thanks,
Janelle

Dear Janelle,
I'm glad you wrote. Firstly, this is a common problem, so don't feel down. However, your daughter's reaction isn't unusual. It doesn't mean she doesn't love you, but she needs space.
I would recommend telling her why you are worried. It would definitely help to talk. Why don't you suggest following her, but promise not to comment on her posts? If she isn't happy with that, it might be better not to follow her at all. Whatever you do, don't get annoyed with her and don't forget to tell her that you trust her.
Good luck, and let me know how it goes.
Abby

3 How useful is Abby's advice?

4 Look at the *Useful language* box. Find and underline the phrases in Abby's email.

5 Complete the mini-dialogues with the phrases from the *Useful language* box.

1 A So the party starts at seven, does it?
B Yes, but _____, don't tell Pablo. It's a surprise. — whatever you do

2 A My best friend is stressed about her exams. — Why don't you suggest
B _____ joining a study group?

3 A Joe has to take his medicine.
B Yes, but _____ not to wake him. He needs to rest as well. — it might be better

4 A What's a good way to get fit and have fun? — I would recommend
B _____ joining a football team.

5 A Felix isn't talking to me.
B Well, _____ say sorry. — it would definitely help to



Useful language

It might be better (not) to …
It would definitely help to …
I would recommend … (+ *-ing*)
Whatever you do, don't …
Why don't you suggest … (+ *-ing*)?

Write an email reply to a worried parent.

Plan

6 Imagine you are Abby.
- Choose one of the problems (A or B) below to reply to.
- Think of three pieces of advice that they should or shouldn't do.

A My son has become vegan. I'm worried that he won't get all the nutrients he needs, and I don't know what to cook.

B My teenage children refuse to help with the housework. They say they're too busy studying. How can I persuade them to help me?

Write

7 Write your email reply. Remember to include:
- three pieces of advice
- language from this unit
- phrases from the *Useful language* box

Check

8 Do you …
- say what the person should do?
- say what the person should not do?
- think the advice is useful?

Flipped class

Prepare for the **Around the world** lesson (pp90–91). Students research facts about happiness.

Homework

Workbook p61, Writing tutor p83

Lesson aim: I can understand a text about children in Denmark.

Background information

In recent years, the Danish word *hygge* (pronounced 'hoogaa'), has become well-known. An adjective to describe an atmosphere which is cosy and pleasant, it has come to signify the Danish way of life more generally, where people have been said to be among the happiest in the world.

Warmer

Ask: *How is it possible to make people in a place or a country happier?* Elicit students' ideas.

▶ The video develops the theme of happiness, looking at countries that are thought of as being particularly happy. Read through the questions with students and ask them to predict answers before playing **Video 7.5** for students to check their answers.

Extra digital activity
Ask students to complete the video comprehension questions.

1 Students can discuss this in pairs, before you extend the discussion to the whole class. Do students agree with each other?

2 7.11 Read out the five paragraph titles, making sure that students can pronounce *hygge* (see the Background information note above). Students can then work in pairs to put the titles in the correct place in the report.



Around the world

Reading

A report about schools in Denmark

Globetrotters
Watch video 7.5
Happiness around the world

- What different things can make us happy?
- Are Costa Rica and Norway considered happy countries? Why?
- What do Ecuador and Bhutan have in common?

yes; Costa Rica – strong networks of friends, family and neighbours, Norway – short working week, voluntary work, spend time outdoors

1 What do you think is most important in making a school a happy place? Why?
a lots of events
b a nice building
c student clubs and sports teams
d technology in the classroom

2 7.11 Read the report and put the paragraph titles in the correct place 1–5. Listen and check your answers.
a Enjoying *hygge* is for everyone
b Conclusion
c Introduction
d Understanding other people
e Learning with others builds a better society

Both countries are trying to protect the natural world.

The happiest children in the world

a report

1 c

We have written this report to describe some of the reasons why Danish children are the happiest in the world. It is part of our school project 'Happier students, happier societies'.

2 d

One of the most important reasons Danish children are so happy is that they are taught empathy from a very young age. Empathy is the ability to imagine what it must be like to be another person. At preschool, Danish children learn to do this by studying facial expressions. They are shown pictures of the faces of other children showing anger, fear, sadness, etc. The preschool children say what they think the children in the pictures are feeling, and try to imagine being them. Schoolchildren never stop learning about empathy. Even 15- and 16-year-olds continue to have one hour a week of empathy as a compulsory subject.

3 a

Danish teenagers also have 'Class time'. This is a special time when students come together to talk about any individual or group problems they are having. This could be a personal issue between two students, or even something unrelated to school. During this time, everyone bears in mind the feelings of others and avoids criticising anyone. The group tries to find a solution together. They do this in a peaceful environment, with everyone glad to take part. 'Class time' is connected to *hygge*, a Danish word that is tricky to translate into English but which means relaxed and cosy.

4 e

In Danish schools students with different strengths and weaknesses study together in mixed groups. This helps to develop their empathy by showing them that everyone has strong points, talents and positive qualities. One student might find English difficult, for example, but be good at maths. Another might find English easy but find it difficult to understand maths. In a Danish school, these two students would help each other during lessons, and often between lessons as well. The system develops teamwork, respect and collaboration. These are essential qualities for a successful, happy life both at school and in the adult world.

5 b

In summary, the main reason that Danish children are so happy is very simple: they develop empathy, and empathy increases happiness by making everyone feel included and understood. They do this in a number of different but connected ways: learning to read the feelings of others, discussing problems together, and working in mixed groups. We believe that introducing any one of these methods into our own school would be straightforward and would improve our school life a great deal. Imagine what we could achieve if we tried all three!

90 Keep calm! | Unit 7

Class challenge

Denmark has over **two** / three / ten times more bicycles than cars.

Lesson aim: I can understand a text about children in Denmark.

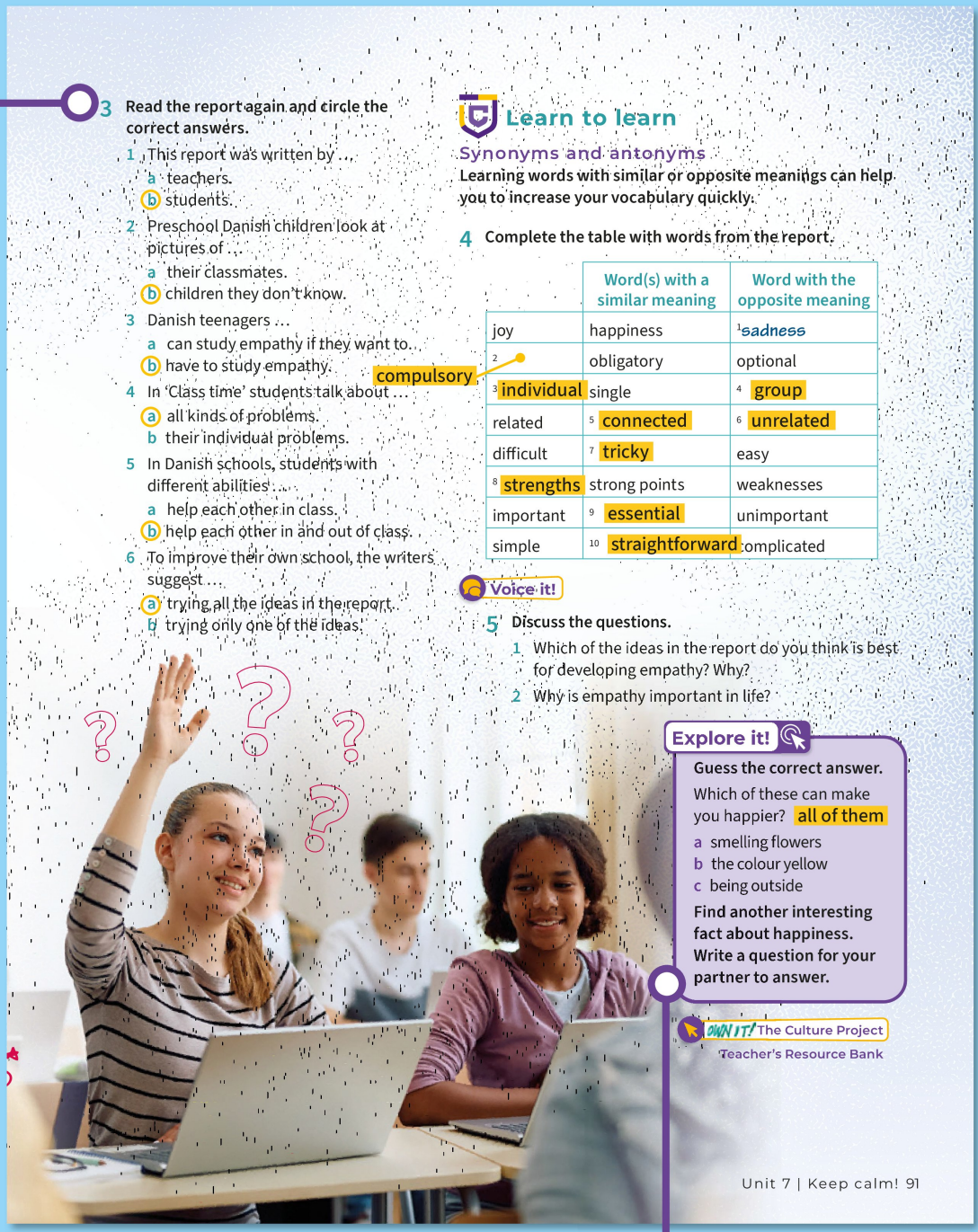
3 Students can compare answers in pairs before you check answers with the class as a whole.

Learn to learn

Point out that there are few exact synonyms. As students' learn more about English, they will learn that seemingly similar words, such as *happiness*, which describes a general feeling of being happy, and *joy*, which is usually used to refer to an intense feeling of happiness such as you feel when your football team wins a tournament.

4 Tell students that they need to think about what the words in the table mean (e.g. *obligatory*) and then look in the text for a context that includes that meaning (i.e. *a compulsory subject*). Allow students to use dictionaries for this task.

5 Give students time to think of their answers to the questions before they discuss them with a partner. With the class as a whole, discuss the importance of empathy, focusing on the way it can help people form good relationships. Encourage students to consider how their actions affect the way other people feel. You can also tell them to discuss any issues or problems honestly and try to resolve them as a group.



3 Read the report again and circle the correct answers.

1 This report was written by …
- a teachers.
- (b) students.

2 Preschool Danish children look at pictures of …
- a their classmates.
- (b) children they don't know.

3 Danish teenagers …
- a can study empathy if they want to.
- (b) have to study empathy.

4 In 'Class time' students talk about …
- (a) all kinds of problems.
- b their individual problems.

5 In Danish schools, students with different abilities …
- a help each other in class.
- (b) help each other in and out of class.

6 To improve their own school, the writers suggest …
- (a) trying all the ideas in the report.
- b trying only one of the ideas.

Learn to learn

Synonyms and antonyms

Learning words with similar or opposite meanings can help you to increase your vocabulary quickly.

4 Complete the table with words from the report.

	Word(s) with a similar meaning	Word with the opposite meaning
joy	happiness	[1] sadness
[2] compulsory	obligatory	optional
[3] individual	single	[4] group
related	[5] connected	[6] unrelated
difficult	[7] tricky	easy
[8] strengths	strong points	weaknesses
important	[9] essential	unimportant
simple	[10] straightforward	complicated

Voice it!

5 Discuss the questions.

1 Which of the ideas in the report do you think is best for developing empathy? Why?

2 Why is empathy important in life?

Explore it!

Guess the correct answer.

Which of these can make you happier? all of them

a smelling flowers
b the colour yellow
c being outside

Find another interesting fact about happiness. Write a question for your partner to answer.

OWN IT! The Culture Project
Teacher's Resource Bank

Unit 7 | Keep calm! 91

Culture project

See Project Book p46 and the Unit 7 Project worksheet for further information and activities.

Explore it!

To write their questions, students use the information they researched for homework.

Flipped class

Students complete the **Learn to learn** page (p92), then prepare for the **Review** lesson (p93). Students revise the grammar and vocabulary from Unit 7.

Lesson aim: I can talk about places where adverts can be seen.

Warmer

Elicit examples of current well-known TV adverts. Ask: *Do adverts ever make you want to buy something?*

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit ideas about whether there is a place like this near where the students live.

2 Have students write down as many places as they can.

3 ▶ Students can discuss their ideas in pairs. Then play **Video 7.1** so that students can check their answers. They can also complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 If students do not have a favourite advert, ask them to describe the type of advert they would like to see.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class

Prepare for **Explore it!** (p95). Students find out a fact about the tricks used in advertising to make a product look good.



Unit aims

Skills

I can ...
- understand a report about online advertising p96
- recommend an online tool p100
- write an online product review p101
- create an advert storyboard pp101–102

Language

I can ...
- talk about advertising p95
- use defining and non-defining relative clauses p97
- use internet verbs p98
- use indefinite, reflexive and reciprocal pronouns p99

Learn to learn

I can ...
- understand wordbuilding p95
- prepare for open-ended questions p98
- work out the meaning of new words p104

Extra resources

- Grammar tutor, Student's Book **p132**
- Workbook **pp64–71** and Writing tutor **p83**

Teacher's Resource Bank

Worksheets:
- Grammar 8.1 and 8.2 (3 levels)
- Vocabulary 8.1 and 8.2 (3 levels)
- Video 8.1–8.5
- Communication
- CLIL project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp50–53**

Lesson aim: I can talk about advertising.

Warmer

Ask: *Do you like adverts? Why? Why not?* Students can discuss this in pairs.

1 8.01 Ask students, in pairs, to take turns saying a word and writing it down, to practise pronunciation and spelling.

Audioscript p133

Target vocabulary
ad blocker /'ædblɒkə/
advert /'ædvɜːt/
advertise /'ædvətaɪz/
brand /brænd/
buyer /'baɪə/
influence /'ɪnfluəns/
logo /'ləʊgəʊ/
marketing company /'mɑːkɪtɪŋ 'kʌmpəni/
product /'prɒdʌkt/
review /rɪ'vjuː/
seller /'selə/
slogan /'sləʊgən/

2 8.02 ★★★ Challenge students to explain their choice in each case and to say what the other word or phrase means and how it can be used.

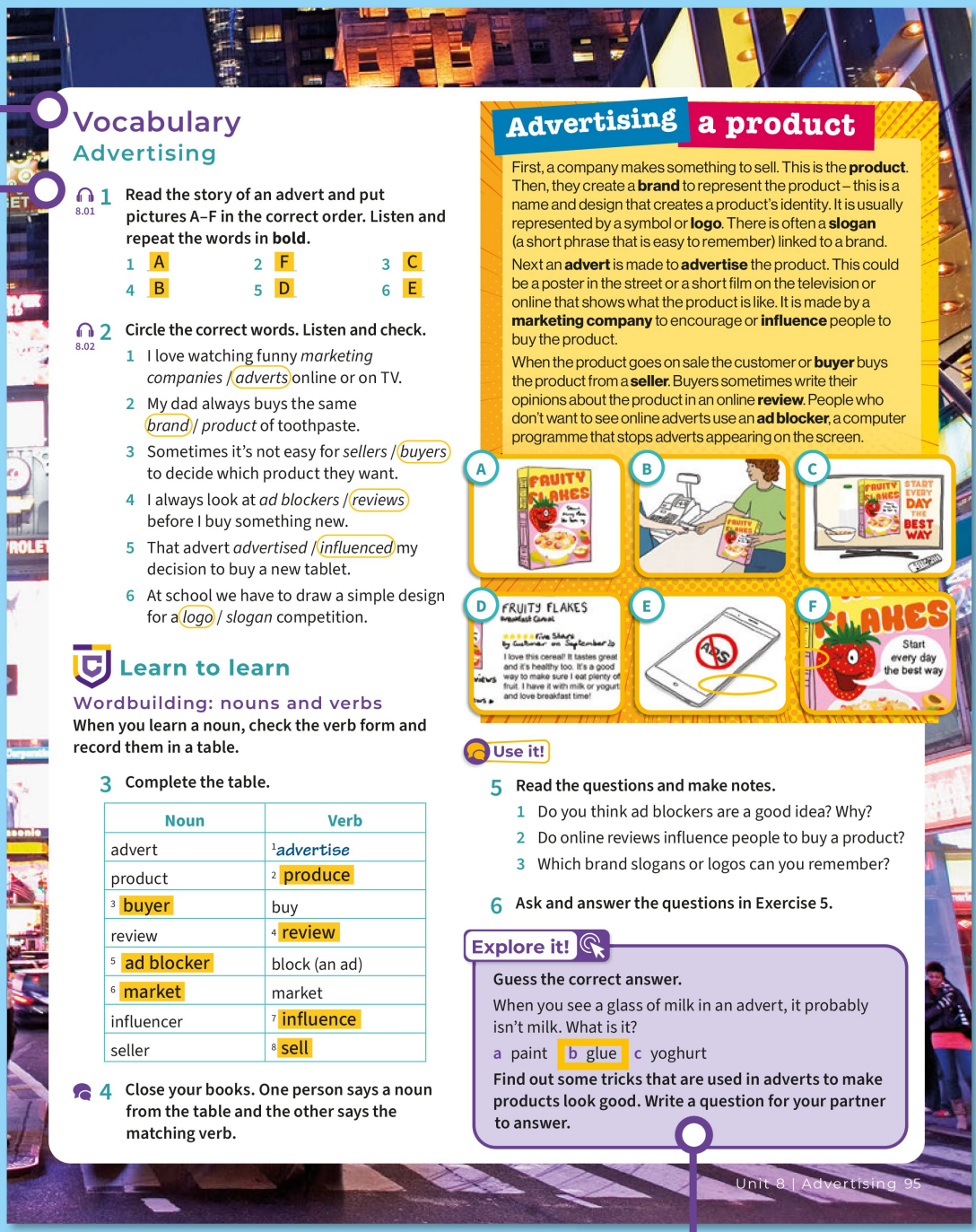
Audioscript p133

Vocabulary bank

Learn to learn

Recording nouns and verbs together will improve students' understanding of possible spelling relationships. Encourage students to check in a dictionary to find out where the syllable stress is (recording this by underlining the syllable), as this tends to shift between noun and verb forms.

3 When going through the answers, drill the pronunciation of the nouns and verbs.



Vocabulary
Advertising

1 8.01 **Read the story of an advert and put pictures A–F in the correct order. Listen and repeat the words in bold.**

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

2 8.02 **Circle the correct words. Listen and check.**

1 I love watching funny *marketing companies* / *adverts* online or on TV.
2 My dad always buys the same *brand* / *product* of toothpaste.
3 Sometimes it's not easy for *sellers* / *buyers* to decide which product they want.
4 I always look at *ad blockers* / *reviews* before I buy something new.
5 That advert *advertised* / *influenced* my decision to buy a new tablet.
6 At school we have to draw a simple design for a *logo* / *slogan* competition.

Learn to learn
Wordbuilding: nouns and verbs

When you learn a noun, check the verb form and record them in a table.

3 **Complete the table.**

Noun	Verb
advert	[1] advertise
product	[2] produce
[3] buyer	buy
review	[4] review
[5] ad blocker	block (an ad)
[6] market	market
influencer	[7] influence
seller	[8] sell

4 **Close your books. One person says a noun from the table and the other says the matching verb.**

Advertising a product

First, a company makes something to sell. This is the **product**. Then, they create a **brand** to represent the product – this is a name and design that creates a product's identity. It is usually represented by a symbol or **logo**. There is often a **slogan** (a short phrase that is easy to remember) linked to a brand.

Next an **advert** is made to **advertise** the product. This could be a poster in the street or a short film on the television or online that shows what the product is like. It is made by a **marketing company** to encourage or **influence** people to buy the product.

When the product goes on sale the customer or **buyer** buys the product from a **seller**. Buyers sometimes write their opinions about the product in an online **review**. People who don't want to see online adverts use an **ad blocker**, a computer programme that stops adverts appearing on the screen.

Use it!

5 **Read the questions and make notes.**

1 Do you think ad blockers are a good idea? Why?
2 Do online reviews influence people to buy a product?
3 Which brand slogans or logos can you remember?

6 **Ask and answer the questions in Exercise 5.**

Explore it!

Guess the correct answer.

When you see a glass of milk in an advert, it probably isn't milk. What is it?

a paint b glue c yoghurt

Find out some tricks that are used in adverts to make products look good. Write a question for your partner to answer.

4 ★★★ Challenge students to put each verb their partner elicits into a sentence.

5 Read out the questions. Give students time to note down some thoughts.

6 Give students three minutes to discuss the questions. Encourage students to ask follow-up questions to develop their conversations.

Explore it!

Students share the facts about advertising tricks that they researched for homework.

Flipped class

Prepare for the **Reading** lesson (p96). Students find out about social media influencers.

Homework

Workbook p64

Lesson aim: I can understand a report about social-media influencers.

Warmer

Ask: *What online adverts do you like or dislike?* Put students into pairs to discuss the question.

1 8.03 Elicit students' ideas and write them on the board.

2 Put students in pairs to discuss the question. Elicit answers from students.

3 ★★★ Give students time to find the words in bold in the text and look up their definitions in a dictionary. After students complete the sentences, challenge them to write their own sentences using the new vocabulary. Monitor and help as necessary.

4 Do this task with the whole class. Read out each sentence, eliciting the type of advertising it refers to.

Vocabulary bank

5 Give students time to think about their answers, and make notes, before they discuss the questions in pairs.

Pronunciation

Students do the activities on p119 to practise pronouncing the letters *-tion.*

Extend it!

Ask students to make a list of different ways shoppers can be influenced to buy products. Encourage them to use their own experiences when writing their lists.

Reading

A report

Influencers make videos of themselves talking about products and then share them on social media to promote the products.

8.03 **1** **What can you see in the photo? What is the woman doing? Read the report and check your ideas.**

2 **Read the report again. What kinds of online advertising have you seen?**

3 **Use a dictionary to help you find the meanings of the words in bold in the text. Then choose the correct word to complete each sentence.**

1 It's so annoying when ads interrupt a YouTube video!
2 If you zoom in you can see the product much better.
3 In this scene, James Bond drives a Rolls Royce car through Naples.
4 My favourite vlogger has got 1 million followers on TikTok.
5 The way AI can create images from a simple description is very impressive
6 So many exciting adventures can be experienced online and virtually these days.

4 **Which type of advertising do the sentences refer to: *I* (Influencer), *PP* (Product placement) or *VR* (Virtual reality)? More than one answer may be possible.**

1 Famous people talk about products. I
2 Famous people are seen using products. I / PP
3 This helps buyers see or understand if a product is right for them. VR
4 This idea has been used for a long time. PP
5 This solves a problem with traditional advertising. PP
6 This uses the latest technology. PP / VR

Voice it!

5 **Discuss the questions.**

1 Which social media influencers do you follow? Why are they popular?
2 Do you think traditional adverts are the best way to advertise a product? Why / Why not?



Online advertising

Social media influencers

One of the most successful types of advertising on social media is influencer advertising. Brands choose social media stars who have thousands, or even millions, of **followers** on their YouTube channel, TikTok or Instagram to advertise their products. The stars talk about the products in a natural, personal and positive way, which is different to the slogans in traditional adverts. They might talk about a beauty product, play a song or wear certain clothes. Many fans, who want to copy their favourite social media stars, go and buy the same products when they see them.

Product placement

People get pretty annoyed by ads that appear during online videos or that **interrupt** their favourite TV show. That's why so many people use ad blockers, or just message friends when the adverts come on! Product placement is a trick that brands use to solve this problem. Instead of using traditional ads, their products actually appear in the shows or the films. The product might be a car that an actor is driving, or a brand of coffee that another actor is drinking. The important thing is that the audience sees the logo in the scene. Product placement, which isn't a new idea, now has help from AI. The technology can place any product **'virtually'** into a **scene**. Soon AI will be able to place different products for different audiences. If you love fruit juice, for example, then you'll see the star of the show holding a bottle of juice. For other viewers, however, the star might be drinking a brand of milkshake!

Virtual reality (VR)

Tech is changing advertising in other ways, too. Virtual reality technology, for example, lets sellers show their products to shoppers on the screen before they buy. Customers can **zoom in** on a bicycle, for instance, and turn the product around to see it on all sides, which helps them decide if it's what they really want. If you have a VR headset, the technology is even more **impressive**. You can try cooking in a new kitchen, learn how to use a new tool or just try on a new shirt – all before you buy anything.

Pronunciation p119

Class challenge

Talkomatic, the first computer system which allowed people to chat together online, was created in **1973** / 1997 / 2007.

Flipped class

▶ Ask students to watch **Video 8.2** and do **Video worksheet 8.2**.

Homework

Workbook p65

Lesson aim: I can use defining and non-defining relative clauses.

Warmer

▶ Play **Video 8.2** if it was not set for homework. Elicit that he's giving advice about how to manage time online (e.g. turn off or mute the social media alerts on your phone when you need to study or put your phone in another room).

1 Draw attention to the table. Ask students to focus on the words in bold. Elicit that these words are relative pronouns and that they are used to either define the subject of a sentence or to add extra information. Then ask students to complete Exercise 1. Check answers as a class.

2 ★ Before students do this task, elicit what the relative pronouns mean (*which/that* = things, *who* = people, *whose* = possession, *where* = place, *when* = time).

3 Do the first part of this task with the class as a whole, eliciting the correct relative pronoun and writing it on the board. Students can then complete the sentences with their own ideas.

4 ★ Focus on the example, showing how one sentence is formed from two. Help students by highlighting which word in items 2 and 3 the relative pronoun in brackets will refer to. (In item 2 *where* will connect to *beach*, in number 3 *which* will connect to *phone*).

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

5 Before students ask questions, check that they have formed them correctly.

Language in action

Defining and non-defining relative clauses



Watch video 8.2
What is he giving advice about?
What should you do with your phone?

Defining relative clauses
Maybe you're someone **who** (**that**) struggles with this.
Today's topic is one **which** (**that**) you've probably heard of.
This prevents access to sites **where** you can get distracted.
The girl **whose** name is Italian is Tom's friend.
Non-defining relative clauses
A website blocker, which (~~that~~) I find really useful, prevents you accessing distracting websites.

1 **Look the table and match the pronouns (1-4) with the uses (a-d).**

1	who	a	for objects and animals
2	which	b	to show possession, usually for people or animals.
3	that	c	for people, objects and animals (but only in defining clauses)
4	whose	d	for people

2 **Circle the correct relative pronouns.**

1 Most online advertisers prefer social media influencers *which* / (*who*) talk about their products in a natural and personal way.
2 Influencers *that* / (*whose*) channels have the most followers advertise lots of products.
3 Many fans buy the products *whose* / (*which*) the influencers they follow wear or use.
4 People sometimes ignore adverts (*when*) / *which* they see them online or on TV.
5 Virtual reality can show shoppers a new product in situations (*where*) / *when* they would be likely to use it.

3 **Complete the sentences with *when*, *which* or *whose* and your own ideas.**

1 A time when I feel happy is _____.
2 Someone whose videos I have watched is _____.
3 The apps which I use most are _____.

4 **Join the two sentences with a relative pronoun.**

1 Jo has got her own vlog. Jo is older than me. (who)
Jo, who's older than me, has got her own vlog.
2 We're going on holiday to the beach. Katia's family have got a house at the beach. (where)
We're going on holiday to the beach, where Katia's family have got a house.
3 My phone takes excellent photos. My phone is really old. (which)
My phone, which is really old, takes excellent photos.

Use it!

5 **Think of six quiz questions about facts you have read in this book. Use relative clauses. Then ask and answer.**
What was the name of the person who … ?



Grammar game

In pairs students write two defining and two non-defining relative clauses, gapping the relative pronoun in each of the sentences. Their partner then has to complete the sentences using the correct relative pronoun.

Homework

Workbook p66

Lesson aim: I can use internet verbs.

Warmer

Ask: *How much time do you spend online each day? What are your favourite things to do online?* Put students in pairs to discuss the questions.

2 8.06 Ask students to compare their answers in pairs, before you check answers with the class as a whole.

Audioscript p133

Target vocabulary
build up /ˈbɪld ʌp/
comment on /ˈkɒment ɒn /
delete /dɪˈliːt/
follow /ˈfɒləʊ/
post /pəʊst/
shut down /ʃʌt daʊn/
subscribe to /səbˈskraɪb tuː/
switch off /swɪtʃ ɒf/
switch on /swɪtʃ ɒn/
vlog /vlɒg/

2 Give students time to make notes on the information in the box before asking the questions in pairs.

Vocabulary bank

3 8.07 Elicit ideas from the class about the order of events before listening. Then play the recording for students to check.

Audioscript p133

Learn to learn

The point here is to encourage students to identify the content they need to listen out for, in order to make the task of listening easier and more focused.

Vocabulary and listening

Internet verbs

1 8.06 **Match words 1–10 with definitions a–j. Listen and repeat the words in bold.**

- I [1]**subscribe to** a YouTube channel about parkour. They [2]**post** some awesome videos on it.
- If your Internet doesn't work, [3]**switch** it **off** and then [4]**switch** it **on** again.
- My sister didn't [5]**build up** many followers on Twitter so she [6]**shut down** her account.
- You should [7]**follow** Zoella. She [8]**vlogs** about loads of interesting things and I love her recipes.
- If people [9]**comment on** the post and it isn't very nice, we [10]**delete** it.

a choose to see the things someone uploads on social media 7
b close or stop something 6
c increase the number of something 5
d make and share videos online 8
e put a message or image on social media 2
f remove something 10
g start something working 4
h stop something working 3
i write your opinion online 9
j agree to regularly receive an online service or information about it 1

Use it!

2 **Ask and answer questions. Find three things you have in common.**

commented on something | deleted something
followed someone | posted something
subscribed to a channel | vlogged about something

Have you ever followed someone on social media?

Yes, of course!

Who do you follow?

I follow all my friends and some celebrities online.

An interview



3 8.07 **Jerome is an influencer. Put the events in the order you think he did them. Listen to the interview and check your answers.**

a He tried out and reviewed products. 5
b He commented on other posts. 1
c He got 10,000 followers. 4
d He posted videos every day. 3
e He set up his own YouTube channel. 2

Learn to learn

Open-ended questions

Read open-ended questions before you listen and think of possible answers. As you listen, make notes of important words, (names, numbers, etc.).

4 **Discuss the questions in Exercise 5. Think of possible answers for each question.**

Jerome wanted to talk about a hobby, teach people about something or show people how to make something.

5 8.07 **Listen again and answer the questions.**

1 Why did Jerome start a YouTube channel?
Because he wanted to talk about gaming.
2 Why did he delete his videos at first?
Because he didn't think they were good enough.
3 What did his followers like about his vlogs?
He was someone just like them who was talking honestly about gaming so his followers could relate to his comments.
4 Why did he nearly shut down his account?
Because his followers started arguing with one another.
5 How did he solve the problem?
He turned off the comments so that the followers couldn't talk to each other.
6 When did companies send him new games?
When he reached around 10,000 followers.
7 What advice does he give?
Try to be different to everyone else and connect with your followers.

6 **Would you like to be an influencer? Why / Why not?**

4 Find out if students can remember enough about the recording to answer any of the questions in Exercise 5.

5 8.07 Ask students if they would be interested in following Jerome online.

6 Ask: *Why do young people follow influencers online?* You can also broaden the discussion to include the question of why social media is so popular and whether that is a problem or not.

Flipped class

▶ Ask students to watch **Video 8.3** and do **Video worksheet 8.3**.

Homework

Workbook p67

▶ Play **Video 8.3** if it was not set for homework. Elicit that micro-influencers have under 10,000 followers. Micro-influencers are more like ordinary people and they are easier to relate to.

1 Draw attention to the table. Explain that the table shows three different types of pronoun. Students work in pairs to complete the exercise. They check their answers with another pair before feedback.

Get it right!

Introduce some other verbs in English that are commonly used reflexively, e.g. *behave*, *cut*, *enjoy*, *hurt*.

2 ★ Tell students to first read the sentence and highlight the word that will lead them to the correct reflexive pronoun, which, in number 1, is *she*.

3 Point out that *one another* is a more formal alternative to *each other*.

4 8.08 Tell students to read through the text quickly first, then ask: *Which product is referred to?* (shampoo).

Audioscript p134

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 132.

5 Encourage students to think of more than one sentence in each case. Ask two or three students to tell the class what they found out about their partner.

Language in action

Indefinite, reflexive and reciprocal pronouns

Indefinite pronouns
We're talking about **something** new in the field of influencer marketing.
No one can afford to buy what they're selling.
I don't know **anyone** who can relate to celebrities.
I'm sure **everybody** has heard of 'influencers'.
Reflexive pronouns
I've thought about becoming a micro-influencer **myself**.
We relate better to people like **ourselves**.
Reciprocal pronouns
We can talk to **one another** (each other).

1 **Look at the table. Read the sentences and decide if the statements that follow are *T* (true) or *F* (false).**

1 Everyone likes Marcelo.
Some people don't like Marcelo. F
2 Kadir cooked dinner by himself.
No one helped Kadir cook dinner. T
3 Valeria took photos of herself.
Someone else took photos of Valeria. F
4 Haydar and his friends like to help one another.
Haydar helps other people. T

Get it right!

*They looked at **themselves** in the mirror.*
(Each person looked at himself/herself.)
*They looked at **each other**.*
(They looked at the different people in the group.)

2 **Complete the sentences with reflexive pronouns.**

1 She taught herself how to set up a website.
2 We really enjoyed ourselves at the party.
3 I love taking selfies of myself.



Watch video 8.3
How many followers do micro-influencers have? Why are they better than celebrity influencers?

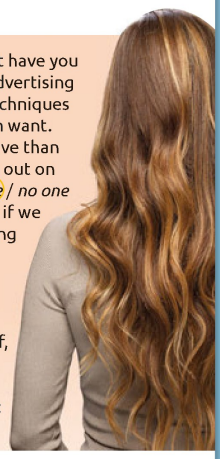
3 **Match 1–4 with a–d. Then make sentences with *each other / one another*.**

1 My brother lives in the USA so we talk to — a and argue all the time.
2 We talk a lot. We're always sending — b for ages.
3 We haven't seen — c messages.
4 They don't understand — d with a webcam.

1 My brother lives in the USA so we talk to each other / one another with a webcam.
2 We talk a lot. We're always sending each other / one another messages.
3 We haven't seen each other / one another for ages.
4 They don't understand each other / one another and argue all the time.

4 8.08 **Circle the correct words to complete the text. Listen and check.**

Ads are [1]*everywhere* / *anywhere*, but have you ever asked [2]*ourself* / *yourself* how advertising works? Marketing companies use techniques to make us buy things we don't even want. [3]*Everything* / *Nothing* is more effective than making us think that we are missing out on [4]*something* / *anything* that [5]*everyone* / *no one* else has and that we will be happier if we buy [6]*ourselves* / *themselves* something new. They also make us compare [7]*myself* / *ourselves* to others. For example, in a typical shampoo ad, two women look at [8]*themselves* / *each other*. One of them asks herself, 'Why is her hair so beautiful?' When they talk to [9]*one another* / *themselves* she discovers the secret: The incredible shampoo!



Use it!

5 **Complete the sentences so they are true for you.**

1 I have taught myself to _____.
2 I never go anywhere without _____.

Grammar game

Put students in small groups. Write incorrect sentences on the board, e.g. *Everywhere likes chocolate. / He enjoyed herself at the party.* The first group to correct each sentence wins a point.

Homework

Workbook p68

Lesson aim: I can recommend an online tool.

Warmer

On the board, write *online tool* and elicit that this is an app that allows someone to make videos, films, music, blogs, etc. What online tools do students know and use?

1 8.09 After students have listened to the recording and answered the question, find out if they have ever used a video-creation tool.

Audioscript p134

2 8.09 ★★★ Ask students to cover the *Useful language* box. Students then listen, and fill in the conversation with the phrases they hear.

▶ Play **Video 8.4**. Encourage students to copy the intonation used by the presenter.

3 ★★★ After students have completed the task, challenge them to think of further contexts for the phrases in the *Everyday English* box. Give students two minutes to do this. Elicit their ideas, check they are right, then write those ideas on the board.

4 Give students time to choose an online tool from the box. Monitor and help as necessary.

5 Ask students to practise the conversations until they feel comfortable enough to speak fluently and not rely on their notes. Encourage them to improvise a little.

Niall needs to make a video for his school technology project and doesn't know how to do it. Ginny recommends using an online video creation tool.

Speaking

Recommending an online tool

8.09 **1** **Listen to the conversation. What problem does Niall have? What does Ginny recommend?**

8.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Ginny What's up, Niall?
Niall I've got to make a video for my technology project to advertise something and I don't have a clue what to do.
Ginny [1] *I don't know where to start* ! Can you think of anything?
Ginny [2] _____ use a video creation tool.
Ginny [3] _____ to make videos. I've used some great ones. There are loads of options online.
Niall That sounds like a plan. What do I need to know?
Ginny Well, a video creation tool [4] would be ideal because it would provide you with a ready-made template.
Niall [5] Is it easy to use ?
Ginny Yeah, you can teach yourself to do it, no problem.
Niall Excellent! So I add my own text and images, do I?
Ginny Well, you need to write your own text, but most video creation tools have a ready-made image bank, which is handy.
Niall Great, I can use their images.
Ginny Yep and you can add music and a voiceover.
Ginny [6] _____ !
Niall Sounds like a no-brainer. I'll check out the options online. Thanks, Ginny!

You really ought to

It's the best thing

I can't recommend them enough

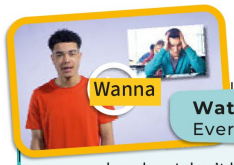


Useful language

I can't recommend it/them enough!
I don't know where to start!
Is it easy to use?
It's the best thing …
(It) would be ideal …
You really ought to …

3 **Match the *Everyday English* phrases with the meanings 1–4. How do you say these phrases in your language?**

1 useful handy
2 I have no idea. I don't have a clue.
3 What's the matter? / How are you? What's up?
4 obviously the right choice no-brainer



Watch video 8.4
Everyday English

handy I don't have a clue.
no-brainer What's up?

Plan

4 **Make notes about an online tool you want to recommend. Use the ideas below or your own ideas.**

an app a comic maker
a music video creator
a presentation tool

Speak

5 **Practise recommending the tool to your partner. Remember to use:**

- the language from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**

What tool did they talk about? _____

Did they give a good recommendation? _____

6 As well as answering the two questions students can give each other feedback by considering the following questions: *Did the other pair use language from the page? Was their recommendation helpful?*

Speaking frames

Extend it!

Students write up their recommendations in about 100 words.

Lesson aim: I can write an online product review.

1 Check students' understanding of the features in the box. Encourage them to scan the text when looking to see which features are mentioned, rather than reading word for word.

2 ★★★ Extend the activity by asking students if they ever read online reviews and if reviews can be trusted.

3 Ask students to think of other ways to finish these sentences, e.g. *Batteries <u>are (not) included</u>*. It's designed to be used *<u>by children</u>*.

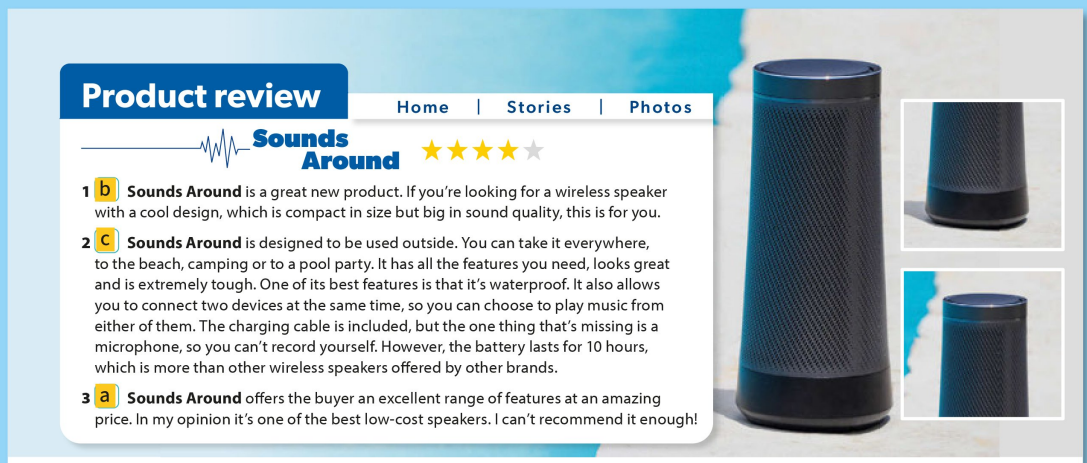
4 Tell students to first read the gapped sentences. Students then fill in the gaps with the correct word or phrase from the *Useful language* box.

5 Brainstorm products to review with the class, then ask students to select one of these products to focus on.

6 Encourage students to use the review in Exercise 1 as a model to follow when they are writing their own.

7 Ask students to review each other's work. Then tell them to discuss the question of using stars in reviews. Are they useful? Why? Why not?

Writing frames



Product review

Home | Stories | Photos

Sounds Around ★★★★☆

1 b **Sounds Around** is a great new product. If you're looking for a wireless speaker with a cool design, which is compact in size but big in sound quality, this is for you.

2 c **Sounds Around** is designed to be used outside. You can take it everywhere, to the beach, camping or to a pool party. It has all the features you need, looks great and is extremely tough. One of its best features is that it's waterproof. It also allows you to connect two devices at the same time, so you can choose to play music from either of them. The charging cable is included, but the one thing that's missing is a microphone, so you can't record yourself. However, the battery lasts for 10 hours, which is more than other wireless speakers offered by other brands.

3 a **Sounds Around** offers the buyer an excellent range of features at an amazing price. In my opinion it's one of the best low-cost speakers. I can't recommend it enough!

Writing

An online product review

1 **Look at the picture. Which of the features in the box do you think the speaker has? Read the review and check.**

The speaker has all the features in the box apart from a microphone and the weight of the speaker isn't mentioned.

compact size | good price | good sound | lightweight | long-lasting battery | microphone | waterproof | wireless

2 **Match the titles a–c with paragraphs 1–3.**

a Opinion b Short description c Design and features

3 **Read the review again and complete the phrases in the *Useful language* box.**

Useful language

The charging cable [1] _____ is included. It allows you to [2] connect two devices at the same time

It is designed to be used [3] outside

One of its best features is [4] that it's waterproof

The one thing that's missing is [5] a microphone

4 **Complete the sentences using a word or phrase from the *Useful language* box.**

1 One of its *best features* is a set of wheels that lets you pull it along behind you.
2 The thing (that's) missing is an instructions leaflet. You have to work out how to use it yourself.
3 This device allows you to translate from any language.
4 This is designed to be used when you're travelling.

Write your own online product review.

Plan

5 **Choose a product to review and make notes.**

- What is the product for?
- What special features does it have?
- What do you like most about it?
- Is there anything you don't like about it?
- Would you recommend the product?

Write

6 **Write your product review. Remember to include:**

- three paragraphs
- language from this unit
- phrases from the *Useful language* box

Check

7 **Do you …**

- give a star rating?
- say what you like and don't like?
- say whether you would buy it?

Extend it!

In pairs, students make lists of the pros and cons of online shopping. Ask them to think of at least three ways in which it is better than traditional shopping, and three ways in which it is worse. Then compare as a class. Are there any points which everybody has in common?

Class challenge

Amazon began by selling **<u>books</u>** / clothes / computers online.

Finished?

Homework

Workbook p69, Writing tutor p83

Lesson aim: I can create an advert storyboard.

Watch

Before students watch the video, discuss the first question as a class. Elicit answers from students and write them on the board. After students watch the video, discuss the other questions. Circle any answers on the board that were mentioned in the video. Ask a few students to share what their favourite ad is with the class. Is there anything unusual or unique about the ad?

Project Book

For more detailed information and activities see the Project Book p50 and the Unit 8 CLIL Project worksheet.

1 Elicit students' ideas about the ad campaigns.

2 8.10 ★ Students work in pairs. After reading, ask students if any of their ideas in Exercise 1 were mentioned in the text.

For more information on Creative thinking, see the CLCF activity cards in the Teacher's Resource Bank.

Creative thinking

Using creative ideas to be persuasive

1 **The photos in this article show unusual ad campaigns. What do you think the campaigns are trying to persuade people to do?**

8.10 2 **Read the text and check your ideas.**



Watch video 8.5
How we sell

In what kinds of different places have you seen advertisements?

Watch the video. Were the places you thought of mentioned in the video?

Do you think there are too many ads? Why / Why not?

Ads and the art of persuasion

What is an ad? You may think of TV adverts or the **billboards** that appear everywhere in our cities. But brands are always trying to find new ways to **grab people's attention**. Here are just a few.



Edible ads

Food is something that gets everyone's attention, but ads you can eat take this idea to another level. For example, a famous soft drink company **promoted** a new product with paper ads that people could remove and eat. The paper had the flavour of the new drink. Another company used a similar idea, but on a much bigger scale. They created a huge billboard made of chocolate. The company thought the billboard, which weighed over 300 kilos, would last a week. It was all eaten in five days!

Reverse graffiti

This **artform**, which is also known as 'clean graffiti', makes pictures from the dirt on city walls and pavements. Artists use a **stencil** and a power hose to 'clean' their art onto dirty surfaces. The technique produces beauty in unexpected places and has been used by brands to promote themselves. For example, an electric car maker asked the street artist Moose, who was one of the first to use the technique, to create a reverse graffiti **mural** on a wall in central London. The finished work is a beautiful image of the London skyline, which also brings attention to the pollution cars make.



Street marketing

Street marketing involves surprises in urban spaces, but the surprises aren't pictures. Instead, unusual things happen or strange things appear in familiar places. For example, an American clothes company once put giant T-shirts on some of New York's most famous statues. The World Wildlife Fund did something similar to communicate a more serious idea. They placed a 'flash mob' of 1,600 paper pandas in the centre of Paris, one for each real panda still alive. Parisians looked at the pandas, and at each other, in amazement. The paper pandas, which have since appeared in many other cities, brought people's attention to an important environmental message.

Lesson aim: I can create an advert storyboard.

Vocabulary extra

3 Ask students to find the bold words in the text. Have pairs quiz each other and check their answers.

4 Put the class in pairs. Ask students to discuss the question and note down each other's answers and reasoning. Discuss answers as a class. Do a quick class survey to find out which idea students found to be most persuasive.

CLIL: Art and design

5 Allow students time to study and complete the table. Discuss as a class and look for class agreement on the answers.

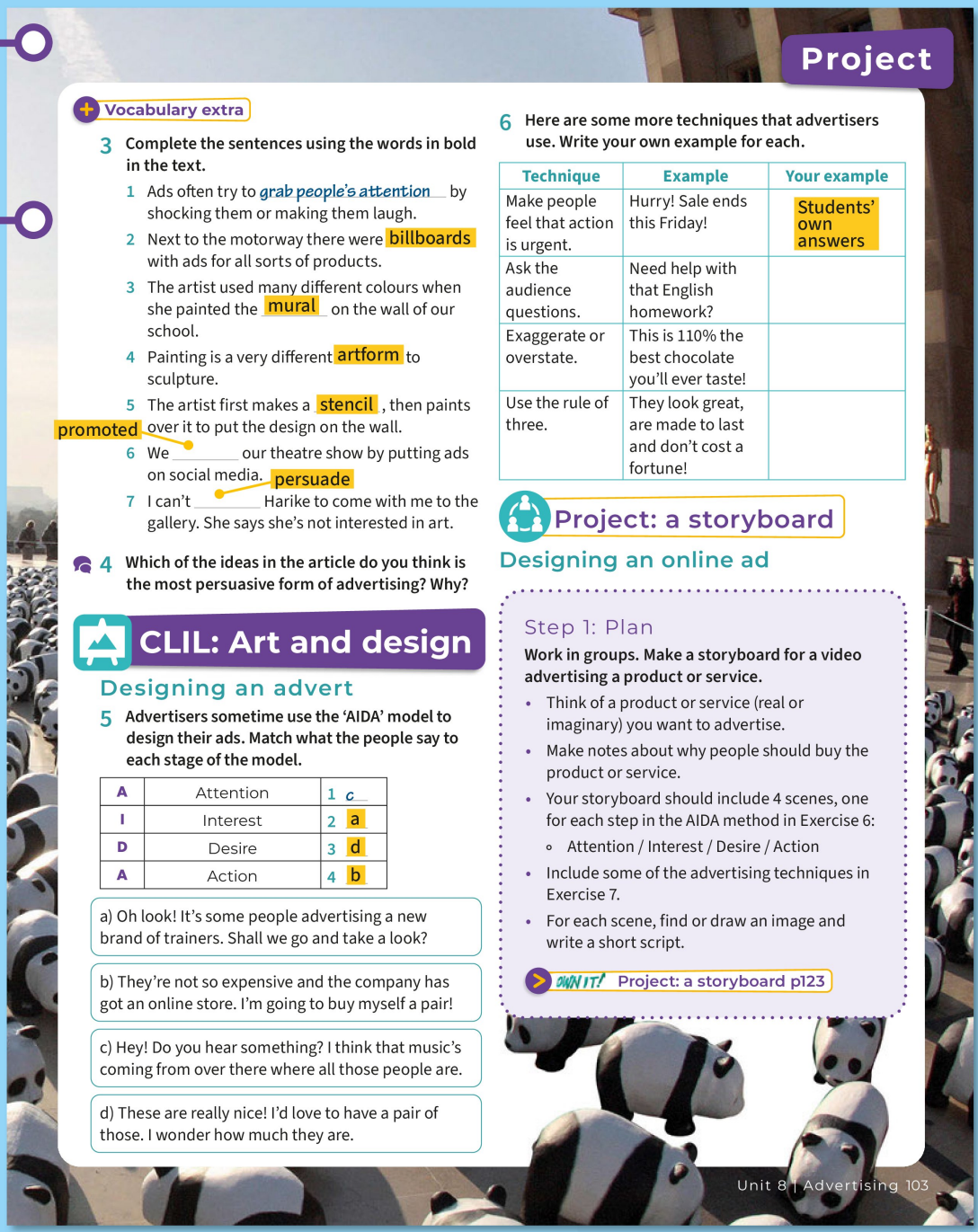
6 Write *exaggerate* on the board and elicit its meaning (*to make something seem larger, more important, better, or worse than it really is*) Students work in pairs to complete the exercise. Call on volunteers to share some examples with the class.

Plan

Model project

Direct students to the model project on p123 which serves as a guide for what they should create.

Divide the class into small groups to choose the product or service they want to present in their storyboard. Ask them to work through the five steps of the process. Give students thirty minutes to complete the steps, telling them it is their responsibility to manage their time properly. Monitor discussions to ensure that students are using the steps in the AIDA method. If there is time, ask each group to perform a bit of their presentation for you. Offer any tips you think will help each group improve its presentation.



Project

Vocabulary extra

3 Complete the sentences using the words in bold in the text.

1 Ads often try to *grab people's attention* by shocking them or making them laugh.
2 Next to the motorway there were billboards with ads for all sorts of products.
3 The artist used many different colours when she painted the mural on the wall of our school.
4 Painting is a very different artform to sculpture.
5 The artist first makes a stencil, then paints over it to put the design on the wall.
6 We promoted our theatre show by putting ads on social media.
7 I can't persuade Harike to come with me to the gallery. She says she's not interested in art.

4 Which of the ideas in the article do you think is the most persuasive form of advertising? Why?

CLIL: Art and design

Designing an advert

5 Advertisers sometime use the 'AIDA' model to design their ads. Match what the people say to each stage of the model.

A	Attention	1 c
I	Interest	2 a
D	Desire	3 d
A	Action	4 b

a) Oh look! It's some people advertising a new brand of trainers. Shall we go and take a look?

b) They're not so expensive and the company has got an online store. I'm going to buy myself a pair!

c) Hey! Do you hear something? I think that music's coming from over there where all those people are.

d) These are really nice! I'd love to have a pair of those. I wonder how much they are.

6 Here are some more techniques that advertisers use. Write your own example for each.

Technique	Example	Your example
Make people feel that action is urgent.	Hurry! Sale ends this Friday!	Students' own answers
Ask the audience questions.	Need help with that English homework?	
Exaggerate or overstate.	This is 110% the best chocolate you'll ever taste!	
Use the rule of three.	They look great, are made to last and don't cost a fortune!	

Project: a storyboard

Designing an online ad

Step 1: Plan

Work in groups. Make a storyboard for a video advertising a product or service.

- Think of a product or service (real or imaginary) you want to advertise.
- Make notes about why people should buy the product or service.
- Your storyboard should include 4 scenes, one for each step in the AIDA method in Exercise 6:
  - Attention / Interest / Desire / Action
- Include some of the advertising techniques in Exercise 7.
- For each scene, find or draw an image and write a short script.

OWN IT! Project: a storyboard p123

Tell students to use the checklist in the Plan section and tick off each item as they research.

Present

If possible, have students print out copies of their storyboards for other groups to reference after the presentations. Groups should explain each frame of their storyboards clearly and confidently, using the language they learned and the AIDA model. Encourage students to sound excited about their product, as engaging people to learn more is a key aspect of advertising.

Respond

Encourage students to give their classmates honest feedback and suggest ways to improve the presentations. Then have the class vote on the most persuasive presentation.

Flipped class

Students complete the **Learn to learn** page, then prepare for the **Review** lesson (p105). Students revise the grammar and vocabulary from Unit 8.

Start it!

Extra digital activity
Ask students to complete the quiz to introduce them to the unit topic. Don't forget to check their progress at the end of the unit with the quiz on the Review page.

1 Elicit the type of story that the girl on the left might be telling the girl on the right. You would expect students to say that the story being told is funny because the girl on the right is smiling.

2 & 3 ▶ Have small groups discuss the question and come up with at least two answers each. Then play **Video 7.1** for students to check their answers. Students can also complete the Start it! **Video worksheet** in the *Teacher's Resource Bank*.

4 Elicit that a *moral* is a message that you take away from a story, e.g. be kind to others. Students can discuss this question with a partner.

Extra digital activity
Ask students to complete the video comprehension questions.

Flipped class
Prepare for **Explore it!** (p107). Students find out a fact about something famous or valuable.



106 Have you heard the news? | Unit 9

Unit aims

Skills

I can ...
- understand a newspaper story p108
- tell an anecdote p112
- write a news story p113
- understand a story pp114–115

Language

I can ...
- use reporting verbs p107
- understand how to report statements and commands p109
- use adverbs of time and manner p110
- use reported questions p111

Learn to learn

I can ...
- tell stories to remember new words p107
- compare notes to improve listening p110
- learn irregular adjectives and noun pairs p115
- ask for help when I don't understand p116

Extra resources

- Grammar tutor, Student's Book **p133**
- Workbook **pp72–79** and Writing tutor **p84**

Teacher's Resource Bank

Worksheets:
- Grammar 9.1 and 9.2 (3 levels)
- Vocabulary 9.1 and 9.2 (3 levels)
- Video 9.1–9.5
- Communication
- Culture project
- Finished? pages
- Vocabulary bank pages
- Course-specific tests package
- Cambridge English Qualifications practice
- Speaking and Writing frames (2 levels)
- Project Book **pp54–57**

Lesson aim: I can use reporting verbs.

Warmer

Put students into pairs to discuss these questions: *Do you pay attention to the news? Where do you get your news? What type of news stories interest you most?*

1 Either elicit answers to this question from the class as a whole, or ask students to discuss it with a partner.

2 9.01 ★★★ After you have checked answers, challenge students to write four sentences using the new verbs.

Audioscript p134

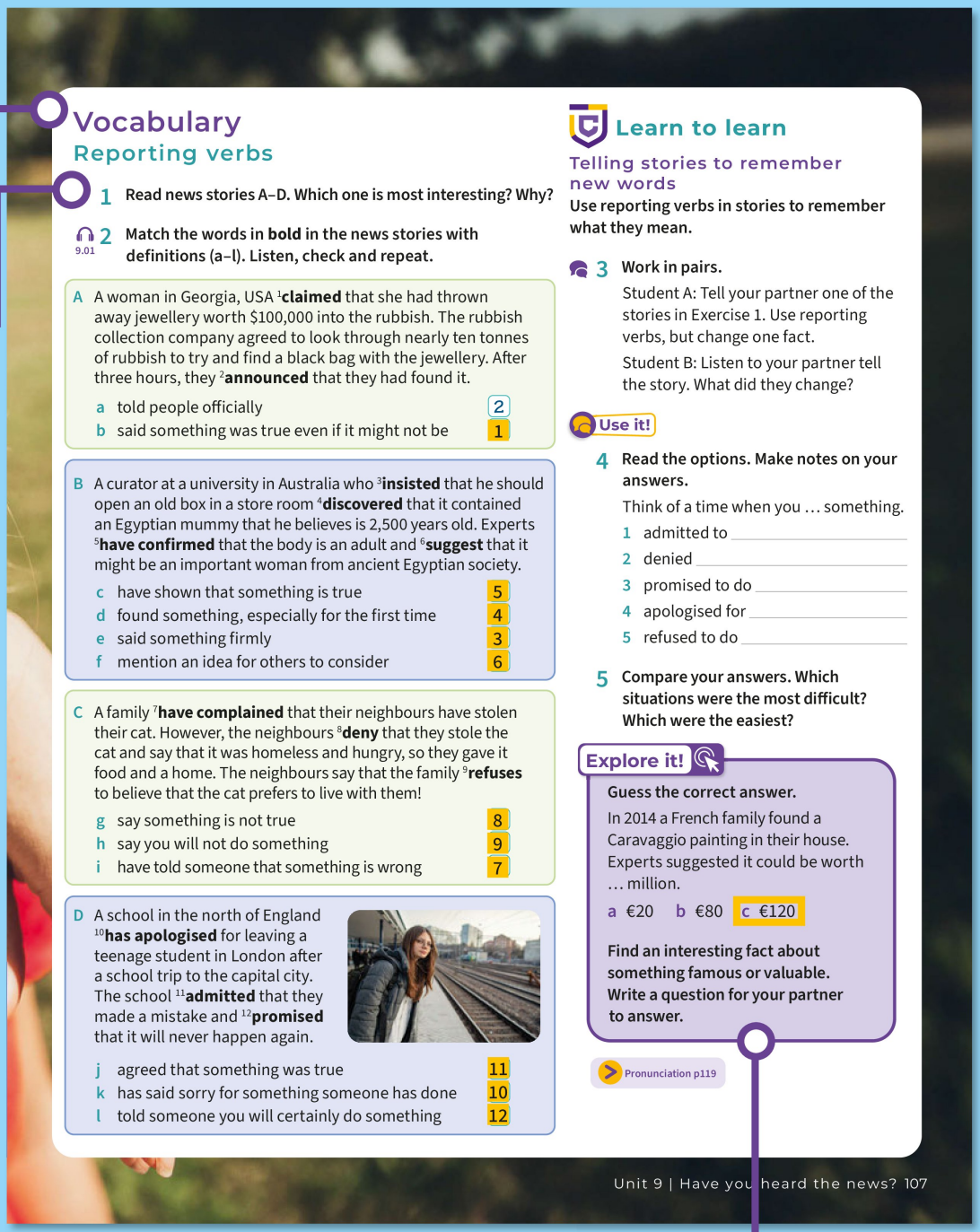
Target vocabulary

admit /əd'mɪt/
announce /ə'naʊns/
apologise /ə'pɒlədʒaɪz/
claim /kleɪm/
complain /kəm'pleɪn/
confirm /kən'fɜːm/
deny /dɪ'naɪ/
discover /dɪ'skʌvə/
insist /ɪn'sɪst/
promise /'prɒmɪs/
refuse /rɪ'fjuːz/
suggest /sə'dʒest/

Learn to learn

Using new words, by either saying or hearing them, will help students remember vocabulary. The more they use or experience the word, the more memorable it becomes.

3 Before students do this activity, tell them to read through the stories in Exercise 1 again so that they can remind themselves of what they are about.



Vocabulary
Reporting verbs

1 Read news stories A–D. Which one is most interesting? Why?

9.01 2 Match the words in **bold** in the news stories with definitions (a–l). Listen, check and repeat.

A A woman in Georgia, USA [1]**claimed** that she had thrown away jewellery worth $100,000 into the rubbish. The rubbish collection company agreed to look through nearly ten tonnes of rubbish to try and find a black bag with the jewellery. After three hours, they [2]**announced** that they had found it.

a told people officially 2
b said something was true even if it might not be 1

B A curator at a university in Australia who [3]**insisted** that he should open an old box in a store room [4]**discovered** that it contained an Egyptian mummy that he believes is 2,500 years old. Experts [5]**have confirmed** that the body is an adult and [6]**suggest** that it might be an important woman from ancient Egyptian society.

c have shown that something is true 5
d found something, especially for the first time 4
e said something firmly 3
f mention an idea for others to consider 6

C A family [7]**have complained** that their neighbours have stolen their cat. However, the neighbours [8]**deny** that they stole the cat and say that it was homeless and hungry, so they gave it food and a home. The neighbours say that the family [9]**refuses** to believe that the cat prefers to live with them!

g say something is not true 8
h say you will not do something 9
i have told someone that something is wrong 7

D A school in the north of England [10]**has apologised** for leaving a teenage student in London after a school trip to the capital city. The school [11]**admitted** that they made a mistake and [12]**promised** that it will never happen again.

j agreed that something was true 11
k has said sorry for something someone has done 10
l told someone you will certainly do something 12

Learn to learn
Telling stories to remember new words

Use reporting verbs in stories to remember what they mean.

3 Work in pairs.

Student A: Tell your partner one of the stories in Exercise 1. Use reporting verbs, but change one fact.

Student B: Listen to your partner tell the story. What did they change?

Use it!

4 Read the options. Make notes on your answers.

Think of a time when you … something.

1 admitted to _____
2 denied _____
3 promised to do _____
4 apologised for _____
5 refused to do _____

5 Compare your answers. Which situations were the most difficult? Which were the easiest?

Explore it!

Guess the correct answer.

In 2014 a French family found a Caravaggio painting in their house. Experts suggested it could be worth … million.

a €20 b €80 c €120

Find an interesting fact about something famous or valuable. Write a question for your partner to answer.

Pronunciation p119

4 Monitor while students make notes, helping as necessary.

5 Give students a few minutes to discuss their answers. Encourage students to ask follow-up questions to develop their conversations.

Vocabulary bank

Pronunciation

Students do the activities on p142 to practise pronouncing the letters *cia*.

Explore it!

Students share the facts that they researched for homework.

Class challenge

Someone who presents the news on TV is called a news teller / **newsreader** / news director.

Homework

Workbook p72

Lesson aim: I can understand a newspaper story.

Warmer

Write *avatar* on the board and elicit the meaning (*an image that represents you in online games, chat rooms, etc. and that you can move around the screen.*) Ask: *Have you ever heard of or seen robot avatars?* Elicit answers from students.

Sustainability: Decent work and economic growth

Students at this level are beginning to consider what work they might do as adults. Share with them that not everyone is able to work, for various reasons including the lack of accessible work for those with disabilities of all kinds. One key point of Sustainable Development Goal 8 is to promote full and productive employment and decent work for all. Emphasise to students that everyone deserves a chance to work if they are able to, to earn money or volunteer, and to contribute to and be a part of their communities. Before they read the text, ask students: What things can make it difficult for people to find work? After reading, ask: Why do they think it's so important for people like Maya to find jobs that accommodate their abilities and disabilities? What are some other jobs Maya might enjoy?

There are activity cards related to Sustainability in the Teacher's Resource Bank.

1 9.04 Read out the three titles. Elicit the sort of report you would expect to read under each title. Students can then read the report quickly and choose the best title.

Reading

News article

9.04 **1** **Read the news article. Circle the best title.**

a A new menu for everyone in Tokyo
b Employer creates job opportunities for staff with disabilities
c The café with the best tea in town

2 **Match the bold words in the article with the definitions.**

1 Alone, without contact with other people isolated
2 People who provide care for others caregivers
3 Talking or doing things with other people interaction
4 Away from a usual place or from a distance remotely
5 To go somewhere with someone accompany
6 Includes everybody inclusive
7 An illness, injury or medical condition that makes it difficult for a person to do certain activities disability

3 **Read the news article again and circle the correct answers.**

1 The unusual thing about the Dawn café is …
a the way the staff works.
b the customers.
c the menu.
d the design.

2 The robots are controlled by …
a artificial intelligence.
b staff who work inside the café.
c staff who work remotely.
d customers.

3 The idea for the café came from …
a someone who has a disability.
b a film called *Avatar*.
c a café manager.
d an expert in technology.

4 Maya had difficulty finding work because …
a she does not have good qualifications.
b she doesn't want to leave home.
c companies didn't allow caregivers to accompany her.
d she doesn't enjoy working with people.

Voice it!

4 **Discuss the questions.**

1 Would you like to visit the café described in the article? Why / Why not?
2 How does Ory's idea help to make his business more inclusive than other cafés?
3 In what other ways can technology help to create a more inclusive society?



I'm in the Dawn Avatar café in Tokyo enjoying an afternoon with friends. Other customers are sitting in small groups, chatting and drinking tea. The staff are moving between tables, talking to people. One who spoke to us suggested trying a special green tea. Another, at the next table, offered to bring the menu to a couple who just arrived. It's a very normal scene – except for one detail: All the staff are robots.

To be more accurate, the robots are 'avatars' who have real people or 'pilots' controlling them with their keyboards, speech or just moving their eyes. Through the robots, the pilots take orders, bring drinks and chat with customers. They are working **remotely** – for various reasons, such as physical disability, mental illness or being **caregivers** themselves.

This amazing café is the idea of Ory Yoshifuji, a man who makes robots. Ory and his colleagues opened the café in 2021 as an experiment. He insisted that workplaces should be **inclusive** and that everyone should have a chance to do any job. The experiment went well and so they announced that they needed more pilots.

Maya Sakia is one of the people who applied for a job at the café. She has a **disability** which makes her very weak. She has the help of caregivers every day. Maya has a university degree but couldn't find work because employers refused to let her caregivers **accompany** her at work. She explained that she couldn't eat or have rest breaks without her caregiver, but employers still refused to give her a job. Instead, they suggested working from home would be better for her. But Maya worried that she would become **isolated**. She wanted a job that would allow her **interaction** with other people. A job serving customers at Ory's avatar cafés was the perfect solution. Maya passed the interview, and her life changed.

Now, the Dawn Avatar café is still going strong. A few minutes ago our robot waiter appeared again with our tea and the chocolate brownies we'd ordered. Masato, the pilot, apologised for the delay but promised that we wouldn't be disappointed with the tea. And we weren't!

2 Have students find the words in bold in the text and look up their definitions in a dictionary if needed. Challenge fast finishers to write their own sentences using this new vocabulary. Monitor and help as necessary.

3 Tell students to highlight the part of the text that gives them their answers, then compare their answers in pairs before you check with the class.

4 Ask students to think about their answers, and make notes, before they discuss the questions in pairs.

Extend it!

Have small groups discuss and make notes on ideas to create more inclusive jobs for marginalised groups in society. Ask each group to share one idea with the class.

Flipped class

▶ Ask students to watch **Video 9.2** and do **Video worksheet 9.2**.

Homework

Workbook p73

Lesson aim: I can use reported statements and commands.

Warmer

▶ Play **Video 9.2** if it was not set for homework. Elicit that they complained because there was a dog in the lion's cage. The zoo claimed it was a zoo employee's dog they had put in the cage while the lion was out.

1 After a few minutes to review the table, elicit what students know about the difference between reported speech and direct speech (e.g. tense changes, pronoun changes). After students complete the exercise, check answers as a class.

2 Ask students to compare answers in pairs before checking answers with the class.

3 ★ Read out the example, eliciting the changes that have been made to the reported sentence, e.g. *will* ⟶ *would*, *my* ⟶ *his*.

4 ★ Elicit the difference between an offer (something someone says they can do for you) and a suggestion (an idea for something to do).

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

5 Elicit which sentences are offers or suggestions. Elicit that we use the infinitive with *to* after *offer*, and the *-ing* form of the verb after *suggest*.

Language in action

Reported statements and commands



Watch video 9.2
Why did the visitors to the zoo complain? What did the zoo claim?

Statements
They **said** (that) the zoo (**had**) **disguised** a dog as a lion. They **claimed** (that) it **was** a zoo employee's dog they **had put** in the cage. The zoo, however, **admitted** that the animal **was** a Tibetan Mastiff dog.
Orders / Commands
He **told** us to **listen** to the sound a lion makes.

The verb tense moves back, from present simple to past simple.

1 **Look at the table and then read the sentences. What do you notice about the verb tense?**

1 'I **have** too much work to do!'
He complained that he **had** too much work to do.

2 'Ok, I'**m** lost and I **need** help.'
He admitted that he **was** lost and **needed** help.

2 **Circle the correct options.**

1 The manager promised she *made* / *would make* the restaurant better for people with disabilities.
2 The waiter admitted that he *makes* / *had made* a mistake with our order.
3 Hilal insisted that she *would pay* / *paying* for the meal.
4 Elias told me that he *is leaving* / *was leaving* the company, and two weeks later he did.
5 My friend claimed that he *had seen* / *have seen* Billie Eilish at the next table.
6 My sister promised she *would meet* / *had met* me the next day at our favourite café.

3 **Complete the reported statements and commands.**

1 'I'll do my homework when the film has finished.'
He explained that he …
would do his homework when the film had finished.
2 'I'm going to play your song.'
He promised me that he **was going to play my song.**
3 'I didn't take my dad's tablet!'
She denied that she **had taken her dad's tablet.**
4 'Don't watch this video!'
He told me **not to watch that video.**

Reported suggestions and offers
Who **suggested putting** his dog into the lion's cage? I wonder if the zoo **offered to pay back** the visitors.

4 **Complete the sentences with the verbs in the box.**

go pay teach try

1 I suggested *going* to a new vegan restaurant.
2 My friend offered **to play** for our food and drink.
3 The waiter suggested **trying** a vegan cake.
4 After the dinner, my friend offered **to teach** me how to make a vegan meal.

Grammar tutor p133

Use it!

5 **Read the dialogue. Write offers and suggestions in reported speech. Tell your answers to a partner.**

Sofia Shall we go to the cinema?
Paula OK. Let me see what's on.
Sofia What about *Horror Fair*?
Paula Sounds good.
Sofia Shall we go at six o'clock?
Paula Sure. I can buy the tickets online.



Sofia suggested going to the cinema later.

Grammar game

Put students in groups of three. Student A says something to Student B, which Student B then reports to Student C. Students continue like this until each student has had the chance to report a few sentences.

Homework

Workbook p74

Lesson aim: I can use adverbs of time and manner.

1 Elicit the meaning of *headline* (the title of a news story). Elicit ideas for what the three stories could be about.

2 9.05 ★ Before students listen, elicit vocabulary you would expect to feature in each story.

Audioscript p134

Learn to learn
Point out that collaborating is part of the learning process. Encourage students to work together and share ideas wherever possible.

3 Find out what students found difficult about the listening in Exercise 2. Was it the pronunciation, the intonation, the speed at which the two people spoke?

4 9.05 ★★★ Challenge students to answer as many of the questions as they can before they listen again.

5 Students can discuss the question with a partner.

Target vocabulary
after a while /ˈɑːftə ə waɪl/
eventually /ɪˈventʃuəli/
fluently /ˈfluːəntli/
gradually /ˈgrædʒuəli/
nowadays /ˈnaʊədeɪz/
occasionally /əˈkeɪʒənəli/
patiently /ˈpeɪʃəntli/
regularly /ˈregjələli/
secretly /ˈsiːkrətli/
surprisingly /səˈpraɪzɪŋli/

6 9.06 When playing the recording, pause after each word or phrase to drill the pronunciation.

Audioscript p135

Listening and vocabulary
A news report

1 Look at headlines a–c. What do you think the stories are about?
a Sock horror in girl's bedroom
b The bird that came back speaking another language
c Emergency in the kitchen!

9.05 **2** Listen and put the stories in Exercise 1 in the order you hear them.
1 b 2 c 3 a

Learn to learn
Collaborative listening
Talking about what you understood with a partner before listening a second time can help you find out what you missed.

3 Tell your partner what you remember about each story. Do you remember the same information?

9.05 **4** Listen again and answer the questions. Did talking to your partner in Exercise 3 help you?
1 Where had the parrot been?
With a Guatemalan family (also in California).
2 Why did Darren decide not to keep the parrot after he was found?
Because the Guatemalan grandfather was missing it.
3 What mistake did the girls make?
They didn't put any water in the pot to cook the pasta.
4 What was the emergency?
It started a fire.
5 Why did the English family make a phone call?
They thought there was a (terrifying) lizard under the girl's bed.
6 Why didn't the specialist touch the 'lizard' immediately?
Because they/everybody thought it might be dangerous.

Adverbs of time and manner

5 Read the blog. Which of the two news stories in the blog do you think was invented? the story about the robot

If you read my blog **regularly**, you'll know I **occasionally** write about 'unbelievable' news stories, like the one about the parrot that spoke Spanish **fluently**. **Nowadays**, there's so much information on the Internet that it's difficult to know if something is true or not. The other day, I was reading a story about a boy who had invented a robot to do his homework. It said he'd been **secretly** developing the technology in his bedroom, **patiently** trying out different designs. Cool idea, right? But the story got **gradually** more ridiculous. It said that one day the robot had offered to go to school, telling the boy he could stay in bed. **After a while**, I began to think, 'This can't be true.' **Eventually**, I realised it was a joke. It's **surprisingly** easy to believe 'fake news'!



9.06 **6** Match the adverbs in **bold** in the blog with their definitions. Listen, check and repeat.

1	little by little gradually	M
2	these days nowadays	T
3	sometimes but not often occasionally	T
4	in the end eventually	T
5	in an unexpected way surprisingly	M
6	without telling anyone secretly	M
7	often regularly	T
8	in a patient way patiently	M
9	easily and well fluently	M
10	after some time after a while	T

7 Are the adverbs in Exercise 6 adverbs of time (*T*) or manner (*M*)?

Use it!

8 Think of situations when people do things in these ways. Can your partner guess the verb and adverb?

get better / move → gradually
go to bed late / not eat / practise → regularly
listen / sit / wait → patiently
gesture / speak / write → secretly

This happens before you play an important football match.
You practise regularly? Yes!

7 Elicit answers from the class. Put the adverbs on the board in two lists, one headed *Adverbs of Manner*, the other *Adverbs of Time*.

8 Before students do this task, give them time to think of situations.

Vocabulary bank

Extend it!
On the board, write *How can we believe what we read online?* In pairs, students discuss the question.

Flipped class
▶ Ask students to watch **Video 9.3** and do **Video worksheet 9.3**.

Homework
Workbook p75

Lesson aim: I can use reported questions.

Warmer

▶ Play **Video 9.3** if it was not set for homework. Elicit that the two friends wanted to see their favourite band who were being interviewed on a radio show. They showed the guard the webpage that they had created.

1 Draw students' attention to the table. Focus on the changes to the sentence in the reported question. Point out that we don't add a question mark when we report questions. After the students complete the exercise, check answers as a class.

2 9.07 Students can compare answers in pairs before you check with the class.

Audioscript p135

3 9.08 ★ Read out the example. Elicit the changes that have been made to the reported question. Then ask students to work in pairs to complete the task.

Audioscript p135

Grammar tutor

Ask students to complete additional grammar activities on the Grammar tutor page 133.

4 Give students time to think of their questions. Ask some students to report one of their partner's questions to the class and find out if any students were asked the same question.

Extend it!

Draw three columns on the board, headed *say*, *tell* and *ask*. Say the following words for students to decide which verb they go with: *hello, good morning, sorry* (*say*); *a joke, a lie, a story* (*tell*); *a question, a favour, for information* (*ask*).

Language in action

Reported questions



Watch video 9.3
What did the two friends want to see? How did they get into the radio studio?

Direct questions	Reported questions
'How does the Internet work?' 'Who can you trust on the Internet?'	She asked us how the Internet **worked**. The vlogger asked us who we **could** trust on the Internet.
***Yes / No* questions**	
'Can I see your ID?' 'Have you ever used the Internet as a source for your homework?'	The security guard asked **if** he **could** see their IDs. The vlogger asked **if** we **had** ever used the Internet as a source for our homework.

1 **Look at the table and complete the rules.**

1 For *Wh-* questions with the auxiliary verb *do*, we remove the auxiliary verb in the reported question.
2 For reported *Wh-* questions, the subject comes before the verb.
3 For reported yes/no questions, we add if to the sentence.

2 9.07 **Put the words in the correct order to make sentences. Listen and check.**

1 the boy / had / his homework / done / the teacher / if / asked / he
The teacher asked the boy if he had done his homework.
2 doing / Laura / what / she / Jack / later / asked / was
Jack asked Laura what she was doing later.
3 me / ended / asked / my sister / how / the story / had
My sister asked me how the story had ended.
4 left / the assistant / any tickets / were / I / there / asked / if
I asked the assistant if there were any tickets left.

3 9.08 **Rewrite the sentences as reported questions. Listen and check.**

1 'Who's the hero of the story?' Mikhail asked his sister.
Mikhail asked his sister who the hero of the story was.
2 'Do you prefer comedy or drama?' Elena asked me.
Elena asked me if I preferred comedy or drama.
3 Ruben asked his friend, 'Where did you hear that?'
Ruben asked his friend where they had heard that.
4 'Will it rain later?' she asked.
She asked if it would rain later.
5 'Can we still get tickets?' I asked the receptionist.
I asked the receptionist if we could still get tickets.
6 'What are you reading?' Sally asked me.
Sally asked me what I was reading.

Grammar tutor p133

Use it!

4 **Think of five questions someone asked you last week. Write the names and tell your partner the questions. Can they guess who asked what?**

my maths teacher, my dad, my best friend Rachel, my sister, my cousin.

This person asked me if I had cleaned my room.

Your dad asked you if you had cleaned your room.

No, try again!

Grammar game

Put students in groups of three. Student A asks Student B a question about school, hobbies, holidays, friends. Student B reports it and C checks if B reported it correctly. Students then swap roles.

Homework

Workbook p76

Lesson aim: I can tell an anecdote.

1 9.09 Ask students if they have ever been bowling and what they thought of it. Then elicit ideas about what could happen to someone who is bowling and play the recording for students to check.

Audioscript p135

2 9.09 Ask students to read along with the conversation as they complete it with the phrases. With a partner, students can then act out the conversation.

▶ Play **Video 9.4**. Encourage students to copy the intonation used by the presenter.

3 Students can complete the task in pairs, and then think of situations in which they could use phrases from the *Everyday English* box. For example, *A: You don't believe what happened to me at the park? B: Let me guess.*

4 Point out that an anecdote is a short (often amusing) story about a real incident. Give students time to make notes. Students can invent stories if they wish.

5 Give students five minutes to plan their anecdotes. If appropriate, they can use their smartphones to record themselves telling their anecdotes, listening back to check they're using the language from the unit.

6 Encourage each pair to give each other feedback. In what ways could they be improved?

Speaking frames

Speaking
Telling an anecdote

9.09 **1** **Look at the photo. What happened at the bowling alley? Listen to the conversation and check.**

Jamie fell over while he was bowling.

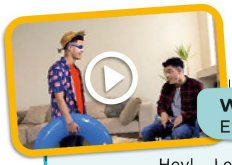
9.09 **2** **Complete the conversation with the phrases from the *Useful language* box. Listen and check.**

Jamie [1] *You'll never guess what happened* to me last night.
Esma No, what? Tell me.
Jamie [2] It was so _____ embarrassing!
Basically, what happened [3] _____ was, my new classmates asked me if I wanted to go bowling with them. I said yes and when we got there, they asked me how well I could bowl.
Esma You didn't say you were any good, did you?
Jamie Well, you know I'm a show-off! So I said, 'Just watch me!'
Esma But you're terrible at bowling! I've seen you.
Jamie Hey! I'm not that bad! So [4] anyway _____, I picked up the ball, put my fingers in the holes, went to bowl …
Esma Let me guess. Your fingers got stuck.
Jamie Completely! I swung the ball back carefully and then swung it forward and just sort of went flying with it. The next [5] thing I knew _____, I was flat on my back!
Esma What a fantastic first impression!
Jamie And to make matters worse, I couldn't get my fingers out.
Esma Oh, Jamie!

Useful language

Basically, what happened was …
It was so (+ *adjective*)
So anyway, …
The next thing I knew …
You'll never guess what happened …





Watch video 9.4
Everyday English

Hey! Let me guess.
show-off sort of to make matters worse

3 **Match the words in the *Everyday English* box with the words and phrases 1–5.**

1 I disagree! Hey!
2 to make the situation even more unpleasant to make matters worse
3 someone who tries to make other people look at them show-off
4 in a way sort of
5 I think I know what you're going to say. Let me guess.

Plan

4 **Make notes on something embarrassing, funny, etc. that has happened to you.**

- Introduce the anecdote
- Decide which details are the most important
- End the anecdote

Speak

5 **Practise telling the anecdote to your partner. Remember to use:**

- reported statements, commands and questions
- the vocabulary from this unit
- phrases from the *Useful language* and *Everyday English* boxes

Check

6 **Work with another pair. Listen to their conversation and complete the notes.**

What kind of anecdote was it? _____

What were the important details? _____

How did the anecdote end? _____

Extend it!
On the board, write *What's the best way to tell a story?* In small groups, students discuss the question, thinking of how to start, how much information to include and how to keep listeners interested.

Lesson aim: I can write a news story.

Warmer

Elicit popular flavours of ice cream. Students can then say whether they like ice cream, which flavours they tend to eat, and when they tend to eat it.

1 After students have checked with the story, ask them to give their opinion of it.

2 Students can discuss the questions in pairs.

3 Read out the questions. Give students time to think of their answers before discussing ideas with a partner.

4 Point out that a range of reporting verbs can be used in stories (not just news stories) rather than always using formulations such as 'he said' or 'they told'.

5 Read out the steps students need to follow in their news story. Point out that the story should answer the questions *What happened?*, *Who did it happen to?*, *Where did it happen?* and *When did it happen?*. If students can't go online, provide newspapers for students to look through. Alternatively, students can invent their own news story.

6 Give students up to 15 minutes to write their news story. Monitor and help as necessary.

7 Ask students to read and offer feedback on each other's work.

Writing frames



Free ice cream, anyone?

Most of us expect to receive presents on our birthday. However, Jimmy Teng is different. The ice cream man from Singapore regularly gives away free ice cream on his birthday. He started the tradition on his 70th birthday when he offered to give away 700 free ice creams.

This year Jimmy announced that he was going to give away 1,000 free ice creams. Surprisingly, some customers insisted that they would pay for the ice cream. When asked why he did it, Mr Teng explained that nowadays everyone in Singapore was stressed and he wanted to make them feel happy. He also admitted that sharing ice cream made him feel good too. 'I'm so happy,' he said. 'I wouldn't be this happy if I won the lottery!'

Jimmy, who has been an ice cream man for over 15 years, has lots of customers. When asked what his favourite flavour was, he answered 'Sweetcorn' and he explained that ice cream in Singapore was sometimes served with bread rather than a cone.

Writing

A news story

1 Why would someone give away free ice cream? Read the news story and check. to make people happy

2 Read the news story again and answer the questions.

1 Who is the story about? Jimmy Teng, an ice cream man.
2 What happens? He regularly gives away free ice cream.
3 When does it happen? Every year on his birthday.

To get the reader interested in the story and want to read more.

3 Discuss the questions about the structure of the story.

1 What does the headline tell us about the story? What doesn't it tell us? It tells us about free ice cream but doesn't give any more information.
2 What is the aim of the first sentence? Who the story is about, what happens, when and where it happens and when it started.
3 What do we learn in the first paragraph of the story?
4 When do we learn why the story happened? In the second paragraph.
5 Is the information in the third paragraph necessary or extra? These facts are extra information.
6 What effect does the direct speech have in the story? It brings us closer to the man in the story.

4 Complete the phrases in the *Useful language* box with details from the news story.

Useful language

A man from [1] Singapore regularly gives away free ice cream…
He announced/explained/admitted that [2] he was going to give away 1,000 free ice creams.
[3][4] I'm so happy ,' he said.
Surprisingly/Nowadays etc., everyone in Singapore was stressed and he wanted to make them happy.
When asked … he answered/explained/said [5] that sweetcorn is his favourite ice cream and that in Singapore, ice cream was sometimes served with bread rather than a cone.

Write your own news story.

Plan

5 Find an interesting or funny story in a newspaper or online. Make notes about the following:

- Who or what is the story about?
- Are there any quotes in the story (direct or reported speech)?
- What will you include from the original story? What will you leave out?
- Follow a similar plan to the one used in the example story:
  - Paragraph 1: what happened?
  - Paragraph 2: why did it happen?
  - Paragraph 3: additional, interesting information

Write

6 Write a news story about your idea in Exercise 5. Remember to include:

- three paragraphs
- language from this unit
- phrases from the *Useful language* box

Check

7 Do you …

- include an interesting headline?
- include some extra details in the third paragraph?
- include some direct speech?

Extend it!

Ask students to close their books and, in pairs, to take turns telling the news story in Exercise 1. They then count how many different reporting verbs their partner uses.

Finished?

Flipped class

Prepare for **Around the world** (pp114–115). Students research traditional stories from their country.

Homework

Workbook p77, Writing tutor p84

Lesson aim: I can understand a Maori story.

Warmer

Elicit traditional stories from the students' country. Ask: *Why are some stories passed down from one generation to the next?* Elicit that such stories can be used to teach important lessons and to link the past with the present.

▶ The video develops the theme of traditional stories. Read through the questions with students and ask them to predict answers before playing **Video 9.5** for students to check their answers.

Extra digital activity
Ask students to complete the video comprehension questions.

1 Elicit students' ideas about what they think is happening in each picture and then ask students to work in pairs to order the pictures. Answers: Picture A shows a line of men walking with a long rope on their shoulders. Picture B shows a group of villagers watching the sun go down behind a hill. Picture C shows the same villagers and the sun now high in the sky and being held by ropes. Picture D shows the men throwing ropes over the sun.

2 9.10 Set students a three-minute time limit to skim read the story. Tell them not to worry about unknown vocabulary at this point. In pairs, ask students to try to summarise the story.

Around the world



Globetrotters
Watch video 9.5
Stories on stage

- Where do you think opera comes from? Where is it popular?
- What is *jingju* and what does it involve?
- What different skills do *jingju* performers need to have?

Italy. It is now popular throughout Europe.

It is Beijing opera and it combines music, dance and acrobatics.

song, speech, dance-acting, acrobatics, play-fighting with swords

Reading
A story

1 **Look at pictures a-d. What is happening in each one? Put them in order to make a story.**

2 9.10 **Were your ideas correct? Read the introduction about Maori storytelling and the story 'How Maui slowed the Sun'.**

3 **Read the introduction and the story again. Write *T* (true) or *F* (false).**

1 The Maori have always written down their stories. F
2 It was impossible for the villagers to finish their work each day. T
3 Maui had never done anything impressive before. F
4 Only Maui's brothers helped to make the ropes. F
5 The Sun saw Maui and his brothers coming closer. F
6 Maui hit the Sun more than once with the bone. T
7 The Sun stopped moving completely. F

Maori storytelling

Storytelling is an essential part of the culture of the Maori people, the first inhabitants of Aotearoa (New Zealand). They didn't use to have a written language, so they learned stories by heart to remember their history. The Maori people still tell their stories, often in a traditional meeting place called a marae. The stories are accompanied by dance, songs and chants. Here is one for you to enjoy.

How Maui slowed the Sun

Long ago, the Sun used to move so quickly across the sky that the days were too short for people in the village to do all their work. The villager Maui, however, had a plan. He gathered his four brothers and said, 'Why should the Sun control us? Let's catch him and make him go more slowly.'

The brothers were worried. They asked Maui if it was really possible to get safely near the Sun. 'The heat and flames will burn us!' they said. 'We might die!' Maui held his grandfather's bone high, and said, 'I have achieved many things which you thought were impossible. I have brought fire to the people, I have caught the greatest fish in the world. With this bone, and with your help, I will catch the Sun.'

Everyone agreed to help him. Over the next five days they made strong ropes to catch the Sun. When they were ready, the brothers set off to the east, where the Sun rises. They travelled during the night so that the Sun wouldn't see them approaching. Eventually, they arrived at an enormous deep hole in the ground. This was where the Sun slept.

While the Sun was still asleep, the brothers built a wall around the hole and hid behind it, waiting patiently. Maui told his brothers not to throw the ropes until he said so. After a while, the ground began to shake. The Sun was waking up! First came his burning hair, then his fiery eyes and his white-hot teeth.

'Now!' cried Maui. The brothers threw the ropes over the Sun. They tangled in his hair and trapped his huge, hot body. The men pulled on the ropes as strongly as they could.

'What are you doing?' the Sun cried angrily.

Maui jumped on the wall and lifted up his grandfather's bone. He smashed it with all his strength down on the head of the Sun, who screamed in pain.

'Are you trying to kill me?'

'No, but you must go more slowly,' said Maui.

The Sun tried hard to escape, but again and again Maui hit him with the bone. The Sun gradually grew weaker, until at last he could only move slowly across the sky.

And that is why the days are now long enough for all our work, and why sometimes, if you look carefully, you can still see the ropes that connect the Sun to the Earth – shining through the clouds.

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3 Ask students to underline key words in the questions to help them find the relevant information in the text. Students can work individually before comparing in pairs. Ask students to explain why sentences are false.

Learn to learn

Students will be aware that many adjective and noun pairs follow regular forms, for example, *health*, *healthy*; *colour*, *colourful*; *belief*, *believable*. However, there are irregular forms, and these should be recorded together to help students remember the form and meaning.

4 Encourage students to try to complete the table with the correct adjectives and nouns before they check with the text. When students have completed the table, drill the pronunciation of the words, focusing on the nouns in particular.

5 ★ Elicit that the way to summarise is to focus on the important parts of a story, namely, what happens, and miss out the supporting detail. Tell students to look back at the text to help them complete this ordering task.

6 Give students time to think of their answers to the questions before they discuss them with a partner. After students have finished their discussion, say: the story is about working together. Ask: *Why is cooperation and teamwork important?* Discuss this question with the class.



Learn to learn

Irregular adjective and noun pairs

Learn adjectives and their related nouns to increase your vocabulary.

4 Complete the table with words from the story.

Adjective	Noun
wide	width
1 high	height
hot	2 heat
3 long	length
strong	4 strength
5 deep	depth

Summarising

Sometimes we need to tell a shorter version of a longer story. Summarising can help us to do this.

5 Put the sentences in order to make a summary of the story.

a The brothers travelled by night to where the Sun slept. 4
b You can still see the ropes that hold the Sun to the Earth. 8
c Maui hit the Sun with the bone. 6
d Maui, his brothers, and the villagers made strong ropes. 3
e People didn't use to have enough time to do everything because the Sun moved too quickly across the sky. 1
f The Sun eventually started to move more slowly. 7
g When the Sun woke up, the brothers trapped him. 5
h Maui had a plan to control the Sun. 2

Voice it!

6 Discuss the questions.

1 Without Maui, could the brothers have trapped the Sun?
2 Talk about a story from your culture. What does it mean?

Explore it!

Guess the correct answer.

Aotearoa, the Maori name for New Zealand, means land of …

a the perfect sky.
b the long white cloud.
c the towering mountains.

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Explore it!

Elicit the answer, then ask students if they know of nicknames for other countries or cities, e.g. Japan is known as 'The Land of the Rising Sun', New York is called 'The Big Apple'.

Class challenge

Traditional stories are often called **folk tales** / people tales /person tales.

Culture project

See Project Book p54 and the Unit 9 Project worksheet for further information and activities.

Flipped class

Students complete the **Learn to learn** page (p116), then prepare for the **Review** lesson (p117). Students revise the grammar and vocabulary from Unit 9.

Learn to learn Answer key

Unit 1 SB p20

1 It helps the words stay in the memory, and can make the meaning clearer.

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

3 **2** quite
3 totally; rather
4 a bit
5 a lot
6 pretty; absolutely

Unit 2 SB p32

1 **2** build
3 airplanes
4 built
5 I'd
6 was
7 . (full stop)

2 **1** Yes **2** Yes **3** Yes **4** Yes

Unit 3 SB p44

1 She wants to learn enough English for travelling in New Zealand. She hasn't achieved her goal yet.

2 **2** three weeks
3 a learn useful phrases from a book
b listen to episodes of a podcast
4 a every day
b every week

3 **1** get a good grade in an exam
2 one month

Unit 4 SB p56

1 Students' own answers.

2 **1** d **2** b **3** a **4** c

3 Students' own answers.

Unit 5 SB p68

1 b

2 **2** How does it happen?
3 Where and when can you see it?

Unit 6 SB p80

1 - 3 Students' own answers.

Unit 7 SB p92

1 **1** e **2** c **3** a **4** b **5** d

2 Students' own answers

Unit 8 SB p104

1 Students' own answers

2 **1** billboard **2** sooner or later **3** twinkling

3 Students' own answers

Unit 9 SB p116

1 Students' own answers.

2 **a** 4 **b** 5 **c** 2 **d** 3 **e** 1

Reviews Answer key

Unit 1 SB p21

1 **1** spotted **2** long-sleeved **3** flat **4** cotton **5** plain

2 **1** e **2** c **3** a **4** b **5** d

3 **1** has been designing
2 has owned
3 has appeared
4 has made
5 has been working
6 hasn't been
7 he's employed
8 has grown
9 have been thinking

4 **1** a little **2** absolutely **3** a bit **4** fairly **5** totally
6 really **7** far, quite

Unit 2 SB p33

1 **1** try out **2** ended up **3** turned out **4** go back
5 was looking forward **6** turn, down

2 **1** lids **2** display **3** button **4** handle **5** key

3 **1** didn't use to be
2 used to be
3 used to / would move
4 lived
5 moved
6 didn't know
7 was
8 used to / would eat
9 started
10 made

4 **1** 'd never driven
2 'd thought
3 hadn't taken off
4 had closed
5 'd already sold out

Unit 3 SB p45

1 **1** Peel **2** spread **3** roast **4** slice **5** bakes

2 **1** slice **2** spoonful **3** pinch **4** handful **5** sprinkle
6 splash **7** cup **8** packet **9** chunk **10** piece

3 **1** are you going **2** 're going **3** are coming
4 are you going to **5** I'm not going to enjoy
6 might be **7** may **8** starts

4 **1** will have become
2 will have stopped
3 won't be buying
4 won't be going out, will be ordering

Unit 4 SB p57

1 **1** look like **2** tastes **3** smells like **4** feels
5 sounds like **6** touched **7** don't sound

2 **1** spicy **2** faint **3** shiny **4** sharp **5** colourful
6 transparent

3 **1** can't, be right
2 must be wrong
3 might know the answer
4 might be studying
5 might have football practice
6 can't be doing that

4 **1** b **2** a **3** e **4** c **5** d

Unit 5 SB p69

1 **1** delivered **2** will collect **3** developed **4** waste
5 produces **6** attract **7** created **8** measures
9 solved **10** will supply **11** connects
12 to communicate

2 **1** deafening **2** boiling **3** dreadful **4** enormous
5 freezing **6** terrifying **7** fascinating

3 **1** Seven letters were delivered to my house this morning by the postman / by the postman this morning.
2 The students' homework will be / is going to be collected next Monday by the teacher / by the teacher next Monday.
3 The Internet was developed by scientists in the 1970s. / In the 1970s …
4 Lots of plastic is wasted every day by most people / by most people every day
5 A lot of heat is produced by my car engine.

4 **1** What are you looking for?
2 have you?
3 do you?
4 Who do you need to talk to?
5 can't he?

Unit 6 SB p81

1 **1** risks **2** doubts **3** on someone's nerves **4** an interest in something

2 **1** doubts **2** risks **3** an interest in **4** on my nerves

3 **1** bravery **2** achieved **3** opportunity **4** supported **5** determination **6** overcome

4 **1** would, learn **2** do **3** watch **4** trained

5 **1** If Mozart hadn't learned music as a young child, he wouldn't have written his first symphony when he was eight or nine.
2 If Emma Watson hadn't studied drama as a child, she wouldn't have been Hermione in the Harry Potter films.
3 If the artist van Gogh hadn't moved to Paris, he wouldn't have met his friend Paul Gauguin.
4 If J.R.R. Tolkien hadn't written *The Lord of the Rings*, Peter Jackson wouldn't have made a film trilogy of the book.

Unit 7 SB p93

1 **1** glad **2** peaceful **3** eager **4** ridiculous **5** thrilled **6** amused **7** grateful

2 **1** in two minds **2** changed my mind **3** learning, by heart **4** close to my heart **5** to make my mind up **6** something on my mind

3 **1** giving **2** to see **3** feeling **4** laughing **5** Keeping

4 **1** cooked **2** did you put **3** do you think **4** made **5** chose **6** did you get **7** gave **8** do you want

Unit 8 SB p105

1 **1** advert **2** product **3** advertise **4** brand **5** logo **6** buyer **7** seller **8** review **9** influence **10** ad blocker **11** marketing company **12** slogan

2 **1** post **2** delete **3** follow **4** switch off

3 **1** Pablo, who is Eva's cousin, does voiceovers.
2 The book which she lent me didn't have the last page.
3 The film was about Corfu, where we went on holiday.
4 Ali is a friend whose wife is an influencer.

4 **1** myself **2** ourselves **3** Everyone, everything **4** themselves **5** each other

Unit 9 SB p117

1 **1** deny **2** apologise **3** discover **4** admit **5** complain **6** promise

2 **1** eventually **2** regularly **3** secretly **4** surprisingly **5** fluently **6** Nowadays **7** gradually

3 **1** to help me with my homework.
2 to send him a message when I got there.
3 meeting at the new café.
4 to give me a lift.

4 **1** My sister asked me if I often read the news online.
2 Zehra asked her teacher how she could improve her English.
3 Ian asked Jake if he had seen what had happened in London.
4 The tourist asked if the museum would be open tomorrow / the next day.

Pronunciation Answer key

Unit 1 SB p118

1 Students' own answers

2

/eə/	/e/	/iː/	/eɪ/
pear	head	clean	break
	heaven	peach	great
	weather	please	

3 Students' own answers

Unit 2 SB p118

1 Students' own answers

2 No, they aren't.

3 **1** He used to have a lot of free time.
2 They used to live in Italy.
3 I used to like horror films but I don't now.
4 Jack used to go ice-swimming.

4 & 5 Students' own answers

Unit 3 SB p118

1 Students' own answers

2

/ʃ/	/tʃ/	/k/
moustache	check	chemistry
parachute	reach	chorus
	search	headache
	touch	mechanic

3 Students' own answers

Unit 4 SB p118

1 Students' own answers

2 **2** We have to leave early tomorrow.
3 You ought to study more for your exams.
4 Do you need to make a phone call?

3 & 4 Students' own answers

Unit 5 SB p119

1 Students' own answers

2 **2** I haven't got any de**b**ts.
3 He hurt his thum**b** with a hammer.
4 I saw a sheep with two lam**b**s.

3 Students' own answers

Unit 6 SB p119

1 Students' own answers

2 **2** We**e**dnesday **3** b**u**siness **4** c**a**tegory
5 ch**o**colate **6** s**e**condary **7** v**e**getable
8 m**e**morable

3 **2** Wednesday **3** business **4** category
5 chocolate **6** secondary **7** vegetable
8 memorable

4 Students' own answers

Unit 7 SB p119

1–3 Students' own answers

Unit 8 SB p119

1 Students' own answers

2 **2** digestion 2 **3** contribution 1 **4** vacation 1
5 connection 1 **6** question 2 **7** indigestion 2

3 & 4 Students' own answers

Unit 9 SB p119

1–3 Students' own answers

4 **1** sociable
2 mathematician
3 beneficial
4 musician
5 artificial
6 magician

Grammar tutor Answer key

Starter Unit SB p124

1 **2** Are you going **3** happens **4** was listening; saw **5** don't need **6** Did you buy

2 **2** wasn't playing **3** 've told **4** 've; painted **5** didn't; meet **6** hasn't played

3 **2** ever **3** never **4** since **5** for

Unit 1 SB p125

1 **2** been tidying **3** sent **4** been painting **5** read

2 **2** have you been doing **3** 've been studying **4** 've always found **5** haven't even started **6** 've been trying **7** haven't finished **8** 've written **9** 've been doing **10** 've copied

3 **2** quite **3** totally; rather **4** a bit **5** a lot **6** pretty; absolutely

Unit 2 SB p126

1 **2** a tick b cross **3** a cross b tick **4** a tick b cross

2 **2** already **3** the time **4** ever **5** then

3 **2** By **3** then **4** already **5** had

Unit 3 SB p127

1 **2** 's going to be **3** 'll have **4** 's going to cook **5** leaves **6** 're going to take **7** may open

2 **2** will be enjoying **3** will be baking **4** won't be coming **5** 'll be living

3 **2** will have spent **3** will; have seen **4** will have laughed **5** will have eaten **6** will; have drunk

Unit 4 SB p128

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

2 **2** shouldn't call **3** had to finish **4** don't have/need **5** mustn't run **6** can't be **7** must be **8** ought

Unit 5 SB p129

1 **2** Why are bees attracted to flowers?
3 How were these images created?
4 Where will the new museum be built?
5 How was this dish cooked?
6 When will a time machine be invented?

3 **2** grades will be sent to you **3** were measured **4** was made **5** was broken

4 **2** to **3** were you **4** for **5** will you **6** by / for

Unit 6 SB p130

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

2 **2** would **3** thought **4** would **5** practised

3 **2** would have achieved; hadn't argued
3 wouldn't have overcome; hadn't encouraged
4 would have got; had tried
5 hadn't shared; wouldn't have been

Unit 7 SB p131

1 **2** to do **3** listening **4** to eat **5** winning

2 **2** feeling **3** using **4** to show **5** to solve

3 **2** Which class / Who is going to the National Museum tomorrow?
3 What fell on my dad's car?
4 Who does Toni love?
5 Who sent Melek a message on her birthday?

Unit 8 SB p132

1 **2** a **3** d **4** c **5** e

1 **2** everything / nothing
3 anyone (anybody) / somewhere
4 someone (somebody) / no one (nobody)
5 everywhere / anywhere

2 **2** themselves **3** himself **4** no one (nobody) **5** anything **6** each other **7** anywhere **8** someone / somebody

Unit 9 SB p133

1 **2** to sit and **3** suggested going **4** to wash

2 **2** Maria asked me what colour I would paint my room.
3 I asked Anna if she had ever been to Mexico.
4 Juan asked the man beside him when the next bus was / would be.

Student's book Audioscripts

Starter Unit

S.01
1 sightseeing
2 trip
3 holiday resort
4 accommodation
5 tourist attractions
6 backpacking

S.02
A Where did you go on holiday this summer?
B London. It's a great city for sightseeing because there are so many tourist attractions. My favourite was Big Ben.
C To a holiday resort in Greece. The accommodation was amazing – a beautiful hotel right next to the beach.
D I went backpacking in Mexico this summer – just me, my bag, and a paper map. It was the best trip of my life.

S.03
1 rehearsal
2 show
3 lines
4 part
5 audience
6 scene

S.05
1 Mike goes sightseeing every year.
2 Amalia didn't learn her lines until the night before the first show.
3 **A** Where's Harry? **B** He's reading in his room.
4 You didn't like the play, did you, Emir? You were sleeping during it!
5 I'm so happy we weren't staying in that holiday resort last week when the terrible storm came.
6 Ana's not at the rehearsal because she's not feeling well right now.

S.06
1 shake hands
2 whisper
3 wave
4 smile
5 shout
6 translate
7 greet
8 post
9 describe

S.07
1 [The sound of two people whispering to each other.]
2 Look at the camera and show me those lovely teeth! Say cheese!
3 [A group of children shouting at each other.]
4 **Rita** Hi, Al! How are you?
Al Oh hello, Rita. I'm fine. How are you?
5 **A** So I'm looking for something, but I can't remember the word. It's for a pencil, you know when the pencil doesn't write and you turn it like this and then you can write with it …
B Ahh … you mean this … a pencil sharpener!
A Yes, that's it!

S.08
Mateo Hi, everyone. So, last year I did this tourism course and I've been at university now for three months studying translating. And before that, I was lucky enough to spend six months in London, but a lot of the things that helped me learn English you can use too.
Alice Did you go to a language school in London?
Mateo No, I didn't, I stayed with a family with two children. Erm, they were really friendly, but difficult to understand at first because they spoke so fast and the kids shouted a lot … and at the same time! Also, I was really shy at first because I didn't want them to hear my bad English, so I just talked really quietly so that they couldn't hear my mistakes!! But the kids said to me, 'Why are you always whispering? We can't understand you!' and they were right and because they didn't care if I made a mistake, I just started talking … and talking … and talking … and I haven't stopped since I was there! You know, if I don't know a word, I just describe it with other words, or translate it and make an English word that's similar to the Spanish word and sometimes that works!
Alice What was the most different thing about living in London?
Mateo Erm ... probably the times people eat … and the food. They eat a lot of different food from different countries, which is great. And things like shaking hands when you meet new people! But it's important to learn the everyday things people do in other cultures, especially if you want to be a translator.
Liam And the best thing?
Mateo Oh, definitely the people. I met so many interesting people and I've stayed in contact with lots of them … and I watched a lot of TV in English, I think I've watched every episode of *The Big Bang Theory*. That's another great way to learn!

S.09
A Have you ever been to a music festival?
B Yeah, I went to one this summer. It was great.
A Where was it?
B Near the town where we went on holiday. We've stayed in the town lots of times but this was our first time at the festival.
A What did you like best?
B The Night Owls had some amazing dancers and sounded incredible.

A I've never heard of them.

B Oh, they're great! I've liked them for ages.

Unit 1

1.01

1 tight jeans
2 plain cotton T-shirt
3 denim skirt
4 striped T-shirt
5 checked shirt
6 flowery dress
7 long-sleeved dress
8 high-heeled boots
9 baggy trousers
10 flat shoes
11 spotted shoes

1.02

Rosa So, come on, Juan, have you decided?

Juan I don't know. I quite like this striped T-shirt, but they haven't got my size. But there's this checked shirt, which is also quite nice. What do you think?

Rosa Yeah, I like it. Are you getting some jeans too?

Juan Mmm, there are these ones, but they're too tight. I don't like tight jeans.

Rosa Well, what about some trousers?

Juan Yeah, maybe. Do you like these ones?

Rosa Yeah, they're really nice.

Juan Not too baggy?

Rosa No, I like baggy trousers.

Juan OK, that's me. Now what about you? Have you chosen something?

Rosa Nearly, I mean I like this denim skirt, but I really wanted to get a dress.

Juan What about this one?

Rosa Mmm, no I don't think so, I don't like flowery clothes.

Juan Or this one?

Rosa Yeah, but it's short-sleeved and I think I might get cold. Do you like this one? It's got long sleeves and it's my favourite colour!

Juan Yeah, that's nice.

Rosa Cool. I'm going to get these flat shoes to go with it. What do you think?

Juan Perfect. Let's go and pay.

1.04

Recently, I've been trying to learn how to knit. It's really difficult! I've been watching lots of videos online, but I haven't been practising very much. I've been making a scarf for a few days now, but it's full of holes and looks awful. My mum has been helping me too, but she's been working all week and hasn't really got much free time.

1.05

1 How long has he been designing clothes?
2 Have you ever learned to knit?
3 She has never worn high-heeled shoes.
4 I have been walking in these shoes all morning and my feet really hurt!

1.06

1 fit
2 go out of fashion
3 wear out
4 suit
5 go with
6 match
7 do up
8 undo
9 hang up
10 fold

1.07

Interviewer So, Carla, how long have you been interested in fashion?

Carla I've been totally obsessed with fashion since I was a child. Even when I was quite young, about 10 or 11, I loved trying on different outfits and deciding what went with what or what suited me.

Interviewer A true follower of fashion! And when did you know you wanted to be a fashion designer?

Carla Well, I've always been extremely interested in art and when I was about 12, I started reading fashion blogs and got lots of ideas for creating my own designs and upcycling.

Interviewer I've heard of recycling, but not upcycling. What is it exactly?

Carla It's when you create something new from something that already exists. So, I take clothes I don't wear any more, or second-hand clothes and change them into something totally different. I've changed leggings into tops or denim jeans into skirts. I've made bags out of denim jeans too.

Interviewer That sounds fun!

Carla It is, and recently I've been printing my own designs onto plain T-shirts and tops. They look pretty good.

Interviewer You must be really creative. Tell me about your designs. What are they like?

Carla Well, they're all individual. So, I talk to the person and find out what makes them feel good and try and match my design with their personality.

Interviewer That's so cool. I like the idea of wearing something that no one else has. It's not like fast fashion, where people buy the same clothes from stores anywhere in the world!

Carla Absolutely! I'm trying to avoid fast fashion as much as possible. I know the clothes are cheap, but I think we buy far more clothes than we need and then when they go out of fashion we just throw them away. It's really worrying how many clothes we throw away each year!

Interviewer That's true. I've never really thought about that before. But not everyone can make their own clothes.

Carla No, but we can buy fewer clothes and take the clothes we don't wear any more to second-hand shops. Some clothing companies are now thinking a lot more about the people who make the clothes and the materials they use, which is extremely important.

Interviewer Do you mean ethical fashion?

Carla Yeah, these clothes are a bit more expensive, but they last a lot longer.

Interviewer I agree, I think all clothes stores should make ethical fashion. Can I look at some of your designs?

Carla Absolutely!

1.10 Making materials like cotton or denim can be extremely damaging for the environment. That's why it's absolutely essential we create new materials from natural products that are a lot better for the planet. Some materials like bamboo have been fairly successful. Others are still being developed, like a material from the rice plant, which is quite similar to cotton, and one made from chicken feathers, which is pretty warm, like wool. Technology has also made it far easier to recycle materials like plastic bottles into clothes such as leggings and T-shirts, which is really good news for the environment!

1.11 **Diego** Hey, Dana. How's it going?

Dana Hi, Diego. I've been shopping all morning. I've bought some great stuff. Do you want to see?

Diego Yeah, sure.

Dana I got this striped jacket from Zaps, that new store they've just opened.

Diego Oh right. Wow! That's … err… different!

Dana I know! It's totally out there!

Diego Mmm, I'm not a huge fan of yellow and blue together, but the blue matches the colour of your eyes.

Dana Thanks! And check out these trousers.

Diego Flowery trousers! Wow! Very retro!

Dana I know! They fit really well. What do you think?

Diego Well, they're not exactly my style, but I can see why you like them.

Dana Do you think they suit me?

Diego Yes, I guess so.

Dana I think I might wear them to go out later, with the jacket.

Diego Mmm, I don't know if I'd wear them together. I think maybe the trousers would go better with a plain top.

Dana No, patterns are totally in this year.

Diego You're such a fashion victim, Dana!

Unit 2

2.01 **1** look forward to **2** do without **3** end up **4** go through **5** move out **6** try out **7** settle down **8** go back **9** sign up **10** turn down **11** turn out **12** move to

2.02 **1** **Woman** … or we have one for beginners on Mondays and Wednesdays …

Mr Smith Hmm … Well, I studied it a bit at school, and I've been to Paris a few times, so Beginners is probably too easy. What's the next level?

Woman Pre-intermediate. Students learn how to have simple conversations, talk about family, hobbies, that sort of thing.

Mr Smith Ooh, yes. I'd like to join that one, please.

Woman Very good, Mr Smith. So, please write down your name here.

2 **Molly** Hi, Ben, on Saturday my uncle's taking me to a baseball game. I'm really excitEd. Why don't you come with us?

Ben I'd love to, Molly – I haven't been to a game in ages, but I can't this weekend. It's my sister's 18th birthday party.

Molly Are you sure? Last chance!

Ben I'm sure, but thanks for asking me. You guys have fun!

Molly Thanks, I can't wait!

3 **Sharon** Are you OK, Tom? You look a bit sad.

Tom No, I'm just tired. My brother's in hospital at the moment. I'm visiting him every day. I've also been really stressed because I changed school last month.

Sharon Oh no! Is your brother going to be OK?

Tom Yeah, he had an accident on his bike but the doctors say he'll be fine. But the last few weeks haven't been easy at all. At least I'm happy now in my new school.

Sharon Oh, you poor thing!

4 Ed It's really easy. First, click here. That takes you to the home page. Then, at the botTom it says, 'Find out more'. Click there and … Jo? Jo? Are you listening?

Jo Sorry, Ed, I was checking my phone.

Ed You haven't heard a word I said!

Jo Sorry, can you start again?

Ed OK … first, click here. That takes you to the home page. Then …

5 Rachel … but we always have the same thing. Pasta, pizza, pasta, pizza …

Marta OK, OK. Something different. What do you suggest?

Rachel There's that Japanese place in the town centre. I've never been there but everybody says their sushi is delicious.

Marta Oh, I've never had Japanese food before. Let's go there.

6 Laila I was really nervous because I'd never had a party before.

Eric You worry too much, Laila!

Laila I kept thinking, 'What if nobody comes?' and 'What if nobody has a good time?'

Eric I'm sure in the end it was fine, wasn't it?

Laila Oh yes. Lots of people came. It was a brilliant evening.

2.08

1 lens
2 button
3 key
4 display
5 plug
6 cable
7 strap
8 cover
9 lid
10 handle

2.09

1 When you carry a backpack, do you use one strap or both? Why?

2 Do you always put the lid back on the toothpaste after using it?

3 How often do you clean the lens of the camera on your phone?

4 Without looking, can you remember what is on the cover of this book?

5 Can you name six objects that have an on/off button?

6 Do you take your phone charger cable with you when you go out?

2.10

Quiz Master Welcome, everybody, to this week's Retro Mystery Object Quiz. Today we have Joey and Nicola in the studio. Joey, Nicola – are you ready to play?

Joey Yep.

Nicola Absolutely.

Quiz Master OK, fingers on buzzers. Our first object has –

Man 1 Wait, Joey, wait! I hadn't started yet.

Joey Sorry, I'm just really excited!

Quiz Master OK, OK. Let me go back. Our first object has a plastic strap.

Nicola A watch!

Quiz Master It is a watch, but it can do other things too. It has a display and some really small buttons.

Joey I know this time! The thing that tells you how many steps you've walked and stuff like that. A – what's it called? – a sports watch?

Quiz Master No, sorry, Joey, not a sports watch. We're talking about things that were popular long before anyone had seen a Fitbit! OK, a final clue. It has a calculator.

Nicola It's a digital watch!

Quiz Master Correct, Nicola! It is! That's ten points to you. Well done!

Nicola It wasn't really a guess. I knew because my grandfather used to show me his watch all the time. He couldn't live without it!

Quiz Master He sounds like a cool guy! OK, object number two. Now, this one is a kind of machine. You could send messages on it. There used to be one in almost every office.

Nicola Like a phone?

Quiz Master Not exactly. The machine had a phone, but people didn't use to use it for speaking. Another clue: the messages were printed out on paper.

Joey Is it a printer?

Man 1 Nope, this was before anyone had ever heard of printers. One more clue. These days, companies usually have a telephone number, a website and an email address. In the past, companies would have two numbers – a telephone number and a special number for this machine. Joey,

Nicola – any idea what it might be? No? It's a fax machine. Here's a picture of one.

Joey Oh, OK! I'd heard of fax machines before but I'd never seen one. I didn't know that's what they were. I thought it was like a USB stick!

Quiz Master Nothing like a USB stick, sorry! OK, it's ten points to Nicola so far. Time for our final object. This one has a cable and a plug, and it's made of glass. There's colourful liquid inside and when you switch it on, the liquid changes shape.

Joey Is it an … a … Oh, sorry, I thought I knew the answer.

Quiz Master OK, they'd already gone out of fashion by the time you were born, but they were popular in the 90s and around the year 2000. People would use them as decorations in their bedrooms and living rooms.

Nicola A lava light!

Quiz Master It's actually called a lava lamp, but I'll give you that. That's another ten points to you, Nicola, making twenty in total. Joey, I'm afraid you have zero points today, I'm sorry.

Joey Oh well, I guess I wasn't very good at this game in the end!

Quiz Master … which means tonight's winner is Nicola! Well done, Nicola!

Nicola Thanks!

2.11 Last year I went on an exchange to Helsinki. I had never travelled alone before, so I felt nervous at first. Before I went, I had already learned to read Finnish, although I hadn't practised speaking it. By the time I left, I had improved a lot. Everybody in Helsinki was really kind and friendly, but it wasn't easy to deal with the cold weather. I hadn't packed enough warm clothes, so I had to buy some after I arrived. Anyway, I can't wait to go back. I hadn't expected to enjoy it much before I actually got there, but in the end, I really did!

2.12 **Yusuf** What's that? Is it some kind of computer?

Meri No, it's my granddad's old typewriter.

Yusuf Where's the display?

Meri There isn't one, and there's no plug or cable.

Yusuf That's so old-school! How did it work?

Meri The paper would move as you typed. What you do is, you press the keys hard, but not too fast or they get stuck. Try it out!

Yusuf Like this, you mean?

Meri That's it. Just imagine – people used to type books on these things!

Yusuf No way! I can't even find the letters I want.

Meri You need to sign up for typing classes! They're in the same place as an ordinary keyboard.

Yusuf Oh no! I've messed it up. How do I go back? There's no 'delete' key.

Meri You'll have to start all over again.

Yusuf No, thanks! Anyway, how come your granddad had this?

Meri He used to need it for work, but after a while he ended up buying a computer.

Yusuf I'm not surprised! I'm glad they'd invented computers by the time I started school! I'd hate to do my homework on this!

Unit 3

3.01

1 bake	**5** grill	**9** slice
2 chop	**6** overcook	**10** spread
3 fry	**7** roast	**11** peel
4 grate	**8** season	**12** heat

3.02 Peel the tomatoes and chop them. Then heat them in a pan and season with salt and pepper. Grill some bread. Then spread the tomatoes on the bread and grate some cheese on top. Bake in the oven, but only for a few minutes – you don't want to overcook it!

3.06

a cup of cereal	a packet of nuts
some pieces of strawberry	a pinch of cinnamon
some slices of banana	a sprinkle of brown sugar
some chunks of pineapple	a spoonful of yoghurt
a handful of blueberries	a splash of milk

3.07 **Presenter** Welcome to *Next Great Chef*. Today's theme is 'Something different' and our chefs will be cooking not one, but two dishes today using ingredients we are less familiar with. They only have 45 minutes to create their delicious dishes, so they're going to be busy. Our chefs today are Anton, Mei and Lara. Let's find out what they're going to cook. Hi, Anton. So, what will you be making today and why?

Anton OK, I'll be making two dishes inspired by bugs. I really believe that we need to eat more insects, because by 2030 the world population

will have grown to 8.5 billion people. There just won't be enough food for everyone, so we need to look for alternatives. Lots of cultures already eat bugs, but they're still quite unusual for us here in Europe, so we need to learn how to cook and eat them.

Presenter I see! Erm, can you tell us about your recipes?

Anton Well, first I'll be making a pear smoothie, but instead of adding milk or yoghurt for protein, I'll be using cricket flour.

Presenter Cricket flour? OK, not your typical smoothie then! How will you make it?

Anton It's very simple. I'll be mixing together a handful of ice, a cup of orange juice, some pieces of chopped pear and a large spoonful of cricket flour. Then I'm going to add extra chunks of mango and pineapple and a splash of lime juice to increase the fruit flavour.

Presenter Interesting. And what else will you be making?

Anton I'm going to make ant tacos.

Presenter I'm sorry. Did you say ant tacos?

Anton Yeah, I'll be using ant larvae as the main ingredient, but also typical ingredients you find in tacos like chilli, coriander and tomatoes, of course. So, I'll be frying half a cup of ant larvae in butter and then adding a cup of chopped tomatoes and a handful of chopped chillies. Then, when it's soft, I'll season it with a pinch of salt and pepper and a sprinkle of chopped coriander and mix it all together. I'm also going to bake some tacos. They take a while to bake so I need to make them first to make sure they'll have cooked in time.

Presenter Right, thanks, Anton! I'll be very interested to see how these dishes turn out. Now let's go and find out what Mei will be making today … Thanks, chefs, for explaining your recipes. I can safely say that by the end of today's competition we'll have seen and tasted some very unusual dishes. It's very exciting. So, Anton, Mei and Lara, are you ready? Your 45 minutes starts … now!

3.08 **Zoe** How will restaurants have changed by 2030?

Sam I think they will have become more automatic. Instead of human chefs, machines will be cooking your food and human waiters won't be serving the tables, Robots will.

Zoe So humans won't be working in restaurants?

Sam That's right, but I think we will have designed Robots that look like humans by then.

3.09 **Rob** Can you give me the recipe for your yummy Spanish omelette? I'm going to make it for the picnic tomorrow. It won't take ages, will it?

Eva No, it's a piece of cake! You'll need half a kilogramme of potatoes, five eggs, salt, oil and an onion.

Rob OK. Is that it?

Eva Yep, so start by peeling and slicing the potatoes. Once that's done, chop the onion.

Rob OK. Then what?

Eva Heat a cup of oil in a pan and fry the potatoes and onions.

Rob That's a fair amount of oil!

Eva Yeah, I know! While that's frying, mix the eggs in a bowl. Then put everything together and add a pinch of salt. Heat a spoonful of oil in a smaller pan and pour in the mixture. Once the bottom part has cooked, don't forget to flip the omelette with a plate and cook the other side.

Rob OK, I'll try.

Eva It's delicious! Your friends will all be asking for the recipe! Will you still be there at four?

Rob Yeah, but we'll have finished the omelette by then!

Unit 4

4.02 **1** This drink must have lots of sugar in it. It tastes really sweet.

2 Don't touch that snake! It might be poisonous.

3 This milk must be really old. It smells disgusting.

4 It looks like a painting by Monet, but it can't be. It was painted after he died.

5 **A** What instrument is that? It sounds like a violin.
B Maybe, or it could be a viola.

6 This jacket must be very warm in winter. It feels like a blanket!

4.03 **Omer** What are you listening to? It's so loud!

Briony It's Beethoven. I think it's beautiful.

Omer You must be joking! I thought you hated classical music.

Briony Well, that's because I hadn't really listened to any before. Did you know Beethoven became deaf when he was still quite young?

Omer Wow, that can't be easy for anyone, but it must be absolutely terrible for a musician. You should turn it down, though. The neighbours might be home.

Briony They can't be. The lights are off and their car's not there. Anyway, I'm sure they'd prefer Beethoven to the heavy metal you always play. They must hate that! Every time you put it on they start banging on the wall. They must hate that! Every time you put it on they start banging on the wall.

4.04

1 sharp
2 transparent
3 colourful
4 smooth
5 spicy
6 rough
7 sour
8 shiny
9 smelly
10 faint

4.05

Interviewer Hello, listeners. What does this sound like? You might be thinking it's a horse, but actually it's a sound effect, and the person who's making it is James Ford, our artist of the week. Hello, James.

James Hi.

Interviewer So, James, how were you making that sound?

James With the two halves of a coconut. You hit them together like this.

Interviewer Brilliant! Now, you're a Foley artist, aren't you? What exactly is that?

James A person who makes the sound effects for movies.

Interviewer You must make a lot of effects for one movie.

James Oh, thousands! Even when there's no speaking or music or anything, there are always faint sounds in the background and they must sound natural. In fact, you can't ever have complete silence. That sounds strange.

Interviewer Do you have to work hard?

James Well, we need to experiment a lot. We have to use ordinary things to make hundreds of different effects.

Interviewer Can you give us another example?

James OK. I'll play you some recordings.

Interviewer Well, that sounds like a person walking on grass, but I guess it must be newspaper, mustn't it?

James That's right! It's just bits of old newspaper in a plastic bag. Do you want to listen to more?

Interviewer Oh, yes, can we hear another one? That sounds like a fire burning!

James Yes, it sounds like a fire, but in fact it's cellophane.

Interviewer Cellophane? The transparent plastic you can make gift bags from?

James Yep. You just make it into a ball and squeeze it with your hands.

Interviewer Wow, that's amazing. I imagine your work must have changed a lot since people started to use computers.

James Yes, that's true. In the past, Foley artists had to create all the effects in a movie. These days, we don't have to because the sound engineers create many of them on computers. However, there are still sound effects that a computer can't make. For example, I've just finished working on an action film. There were lots of loud crashes – I didn't have to make those sounds –

Interviewer Uh-huh.

James But, there was a scene where a man breaks his leg. A sound like that has to be very natural, so I had to create it.

Interviewer A leg breaking? What did you use for that?

James Sticks of celery – you know, the long green vegetable. You just have to break them. Easy!

Interviewer I see! Now, James, how do you become a Foley artist?

James Well, you don't need to have any formal training. But you ought to be a creative person, with the ability to listen really well. You need to find similarities between the sounds that different things make.

Interviewer Like celery and bones!

James Exactly!

Interviewer I think we should listen to one more effect before we go.

James Sure.

Interviewer It sounds like rain, but it can't be, can it?

James No, it's someone pouring rice from a bag onto a metal tray.

Interviewer That's wonderful! Thank you, James.

4.08

1 She didn't have to study hard for the exam because she's really good at English.

2 I didn't have to wear a uniform at my last school but I do at the one I go to now.

3 Billy didn't have to get up early this morning because it's a holiday.

4 Mia had to go to the dentist because she had toothache.

5 I got all the answers wrong so I had to do the exercise again.

4.09

Aidan Hey, do you want to see something cool?

Zoe Sure, why not? Wow! What are those?

Aidan They're called *tabi*. They're from Japan. Guess what they are.

Zoe Well, they're definitely some kind of clothing. They look like gloves, but they can't be, can they?

Aidan Nope. They're definitely not gloves.

Zoe They're in the shape of an 'L', so I guess they must be socks.

Aidan Bingo!

Zoe But why is the big toe separate from the other toes?

Aidan I'm not telling you. Try and work it out yourself.

Zoe Hmm … Perhaps it's something traditional. Maybe Japanese people wear rings on their big toes.

Aidan No, that's not it. Guess again.

Zoe No, I give up!

Aidan It's so that they can wear them with sandals with straps. The strap goes between the big toe and the others.

Girl 1 Oh, that's a clever idea! They must be nice and warm to wear.

Zoe I guess so. I haven't tried them on yet.

Unit 5

5.01

measure	supply	connect
communicate	create	waste
collect	attract	solve
deliver	produce	develop

5.03

Laura What are we doing today, Miss?

Simon We don't have a test, do we?

Teacher No, Simon, no test today. We're going to use the virtual reality glasses for your geography lesson.

Simon Cool!

Laura Great! I love virtual reality!

Teacher You'll enjoy this then. We're going to visit some places that were recently voted the New Seven Wonders of Nature. So, let's put our glasses on. Ready?

Laura Ready.

Teacher OK, what are you looking at?

Simon I'm looking at the sea, a city … and there's a mountain behind the city. Where is it, Miss? It isn't Sydney, is it?

Teacher It's not Sydney, no.

Laura It's Cape Town in South Africa, isn't it?

Teacher That's right.

Laura The 2010 World Cup was held there. That's how I know.

Simon Who was that won by?

Laura By Spain!

Teacher Does anyone know the name of the mountain in Cape Town?

Laura No.

Teacher Well, look at its shape. What does it look like?

Laura It looks like a bed to me. Or a table.

Simon Oh, I know. Is it Table Mountain?

Teacher Exactly. The flat part is three kilometres from side to side and there are often clouds on top. It's very beautiful, isn't it?

Laura It's stunning. Can we go up to the top?

Teacher Sure. Ready? Here we go!

Simon Now I can't see a thing!

Laura We must be in the clouds.

Teacher OK, let's turn around and go forward a little.

Simon Be careful!

Teacher There, we're out of the clouds now. That's Cape Town below us.

Laura It's so pretty. Where are we going to next, Miss?

Woman 1 You'll see. Ready? Three, two, one …

Simon Argh! What's that?! A crocodile? Where are we?

Teacher This is Komodo Island, one of Indonesia's 13,000 or so islands and that's a type of lizard, called the Komodo dragon.

Simon It looks terrifying!

Laura What are you scared of? We're not really there! You won't be eaten, will you?

Teacher Well, they can be dangerous, Laura. Only a few years ago, a man was killed by two of them.

Laura By two of them? That's dreadful! But why are they called dragons?

Teacher Well, when they were discovered, people thought they could breathe fire.

Laura They can't though, can they?

Teacher Of course not. But they're fascinating animals. They're the largest lizards in the world. They can grow up to three metres long.

Simon That's enormous!

Teacher They can also eat 80% of their own body weight in one meal, plus they're excellent swimmers.

Laura Are there many of them on the island?

Teacher There are about 1,700. Komodo Island is protected, because they're so special. OK, now we're going to see a very famous waterfall in South America. Ready?

Simon Oh, I know where we are! I've been here. It's Iguazu Falls.

Teacher Well done! Can you tell us something about it?

Simon Sure. It's between Argentina and Brazil. It was created by a volcanic eruption, and it's actually a combination of 275 waterfalls. Together, they're the largest waterfalls in the world. The sound of the water in real life is deafening. From the top to the bottom the falls are a maximum height of 82 metres.

Teacher Look, everyone – a rainbow!

Simon Wow, that's gorgeous.

Laura The world is marvellous, isn't it, Miss?

Teacher It is, Laura. Back to the classroom now, though, I'm afraid. We'll visit some more places next time.

5.05 **Girl** It would be scary to see a spider above your head, wouldn't it?

Boy Yes, it would be terrifying.

Girl Insects are interesting, aren't they?

Boy Yes, they're fascinating.

Girl The tour was very good, wasn't it?

Boy It was marvellous.

Girl It's not very warm in here, is it?

Boy No, it's absolutely freezing.

Girl You can't hear me very well, can you?

Boy No, the music is deafening.

5.06 **Angela** So, Ryan, how was your trip to Rome?

Ryan Oh, man, you should go. It's absolutely stunning. There's so much history and so many amazing buildings there. I loved it.

Angela Where was your favourite place?

Ryan I'd say it was the Coliseum.

Angela That's where the gladiators used to fight, isn't it?

Ryan Got it in one. Sometimes they would fight with animals, too. Bears, lions, elephants.

Angela You can't be serious. With animals?

Ryan Yep. On one occasion over 10,000 animals were killed in a single day.

Angela Are you kidding me? That's dreadful!

Ryan And they used to have sea battles there.

Angela I find that hard to believe. How was that done?

Ryan They would fill the stadium with water from the aqueducts. There were real ships and everything.

Angela Seriously? That's fascinating.

Ryan Wanna see a photo of me dressed as a gladiator outside?

Angela OK, go on. Wow! Is that you? I can't believe you actually wore that!

Ryan I look terrifying, don't I?

Angela Er, not exactly. You look sweaty. It must've been really hot there.

Ryan It was. It was boiling.

Unit 6

6.01 **a** People who are unpredictable sometimes get on my nerves. Get on my nerves.

b I get bored when I watch a film I've seen before. Get bored.

c I don't like to take risks and would never do extreme sports. Take risks.

d I don't have fun on theme park rides. They scare me! Have fun.

e I take an interest in all kinds of fun activities, like going on theme park rides. Take an interest in.

f I have doubts about trying new foods I've never eaten before. Have doubts.

g I take pleasure **in** watching films a second or third time. Take pleasure in.

h I try new foods whenever I have the chance. Have the chance.

i I never walk around new places by myself in case I get lost. Get lost.

j I get a lot out of extreme sports like skiing or waterskiing. Get a lot out of.

k I like getting to know people who are exciting and unpredictable. Getting to know.

l I like taking advantage of being in unknown places by myself to explore. Taking advantage of.

6.06–7

Presenter Today we have a story of incredible determination and bravery and here to tell us about it is surfing fan Martin Short. So, Martin, tell us about this amazing athlete.

Martin Her name's Bethany Hamilton and she's a fantastic surfer from Hawaii. She's lived there all her life and has been surfing since she was a young child.

Presenter I've had the chance to try surfing and it's quite difficult. So, what's special about Bethany?

Martin Well, when she was 13, she went surfing one morning with her best friend and her friend's parents. There were lots of turtles in the sea and they were just relaxing on their boards in the water chatting and watching the turtles when suddenly a huge tiger shark attacked her.

Presenter Oh my goodness! Was she OK?

Martin Well, no she wasn't. Unfortunately, the shark bit off her arm.

Presenter What … her whole arm?

Martin I'm afraid so, she lost all of it. Her friend's parents rushed to the hospital and when she got there she had already lost 60% of her blood. If they hadn't taken her to hospital straight away, she would have died.

Presenter Poor girl!

Martin However, just a few weeks after the accident, she made a very important decision. She decided to go back to the water.

Presenter To return to surfing?

Martin That's right! She got so much out of the sport that she was determined to start surfing again as soon as she could. Her family totally supported her decision and encouraged her to do what she loved.

Presenter Wow! That's a brave decision. I can't imagine doing that. I mean, what would you have done if it had happened to you?

Martin I really don't know, I think most people would never have gone back in the water again!

Presenter So, she taught herself to surf again with just one arm?

Martin She did, and since the age of 16 she's been competing as a professional surfer. It isn't easy, because there are many obstacles she has to deal with that the other surfers don't. Her arm has to work twice as hard, as she has to kick hard with her feet to get out into the waves, and she has to use a special handle on the front of her board to help her with certain moves. But she competes against professional surfers around the world and has had top results in Brazil, Australia and the USA.

Presenter Incredible! And she's also a mother, isn't she?

Martin That's right, she has two young boys. Bethany is an incredibly positive person and she wanted to share her story and inspire other people to overcome difficult challenges. She's written her autobiography and some films have also been made about her life.

Presenter She sounds like an inspiration to us all and a great example of how anyone can overcome challenges and achieve their goals with lots of hard work and determination.

Martin And a positive attitude!

6.08

1 A girl got stuck under a car and a high school baseball team lifted the car off the girl.

a If the girl hadn't got stuck, the team wouldn't have needed to lift the car.

b If the team hadn't lifted the car, the girl wouldn't have survived.

2 A 14-year-old saw a fire in his neighbour's home and went to help and saved a boy.

a If he hadn't seen the fire, he wouldn't have gone to help.

b If he hadn't gone to help, he wouldn't have saved the boy.

3 A group of teens were attacked by a bear in Alaska. One girl did first aid for nine hours until help arrived.

a If they hadn't gone to Alaska, they wouldn't have been attacked.

b If help had arrived earlier, the girl wouldn't have done first aid for nine hours.

6.09

Mia Are you going to come whitewater rafting this weekend?

Jack I'm not sure. It looks a little scary to me.

Mia Oh, it's not really. I had so much fun when I went. You'll never know unless you try, will you?

Jack But the water is so fast! It looks seriously deep and I'm not the world's best swimmer.

Mia Relax and don't worry, you'll be fine. The instructors will look after you. They don't take any risks.

Jack Mmm, I'm still not sure.

Mia Well what about paddle boarding? That's less risky.

Jack You've got to be joking! I wouldn't dare stand up on the board in the middle of the sea. What if I fell in?

Mia Come on! It's easy! You can do it! If you fall in, you just get back on the board.

Jack That's easy for you to say, but I'm not like you. Water sports are a real challenge for me.

Mia Well, what if I practised with you?

Jack Hmm. That might help. OK, I'll come.

Mia Good for you! I promise you'll feel really proud afterwards and you might even have fun! Let's go on Sunday.

Unit 7

7.01

1 glad
2 annoyed
3 down
4 ridiculous
5 grateful
6 insecure
7 eager
8 peaceful
9 hurt
10 thrilled
11 amused
12 hopeful
13 satisfied

7.02

1 Hi, James, it's me, Sally. How are you? Listen, I've just had some amazing news. Do you remember I entered that art competition? That's right. I painted a picture of the mountains. Well, guess what! I won first prize. I know! It's fantastic!

2 Todd, can you please go and play that stupid game somewhere else? I'm trying to study and I can't concentrate with all the noise.

3 **A** Well, I thought it was going to be a fancy-dress party, so I dressed up and went as a giant chicken.

B And it wasn't?

A No, it was just an ordinary party. When I got there, everybody was wearing normal clothes. T-shirts, jeans …

B Oh no, Mark! Did everyone laugh?

A They couldn't stop laughing! One guy said, 'Look – the food's arrived!' I felt … well, you can imagine how I felt!

4 I don't understand it, Ben. Why didn't Elaine invite me to the picnic? She invited you and everyone else. I thought we were friends.

5 **A** What's up, Monica? Have you been crying?

B A little bit. I've just been looking at some photos of our old house. I miss it. I really liked living in the countryside. I wish we could go back sometimes. I don't like the city very much.

7.04

a bear in mind
b put my heart into
c crossed my mind
d make my mind up
e learn by heart
f change my mind
g in two minds
h I've got something on my mind
i break his heart
j close to my heart

7.05

Counsellor Hi, Gavin, come in, take a seat. How are you?

Gavin I'm OK.

Counsellor Really? You look a bit down. What do you want to talk about?

Gavin I don't know. Maybe it's nothing.

Counsellor Well, you must have something on your mind. What's worrying you? Trouble with friends? Something at home?

Gavin No, it's nothing like that. It's just … I'm really stressed.

Counsellor Oh dear. What about?

Gavin Exams. I'm worried I'm going to fail everything!

Counsellor I'm sure you're not. What makes you think that?

Gavin Everything! I have too many subjects to study for, and I don't have enough time, and if you fail your exams you can't get into university!

Counsellor OK, Gavin, first stop panicking! Exams aren't everything. And it's normal to feel stressed about them, but there are things you can do to reduce the stress.

Gavin Like what?

Counsellor Well, first of all, make a list of what you have to do. Then you can put everything in order. First, what's essential. Next, what's important and last, what can wait. Do the essential things first. That way you'll use your time well.

Gavin OK. I'll try that.

Counsellor Also, remember to do some exercise and to eat some brain food.

Gavin Brain food?

Counsellor Something healthy that helps your brain to work better, especially when you're studying or before an exam. Like apples.

Gavin Apples can make me do better in an exam?

Counsellor Yes, or nuts, for example.

Gavin Wow, OK.

Counsellor Also, you must go to bed early.

Gavin But my brain works better at night!

Counsellor It doesn't. There's no point studying with a tired brain, Gavin. You need to rest it. And that means no energy drinks. You need to go to bed early and sleep well. Drink water if you're thirsty.

Gavin OK, OK.

Counsellor And don't try to do everything alone. Ask someone at home to help you.

Gavin I already do.

Counsellor That's good? Who helps you?

Gavin My sister. She's really intelligent. She's just graduated from university.

Counsellor Really? What did she study?

Gavin Physics. She wants to be a teacher. Me too, one day.

Counsellor I didn't know that. Who do you want to teach?

Gavin Primary school kids. That's why I have to study hard. I have to pass every subject with excellent grades.

Counsellor Well, it's great that your sister helps you with your homework, but maybe she can help you study for exams as well. She could give you little tests, for example.

Gavin Actually, that's not a bad idea. Like, for the history exam, I have to learn a lot of dates by heart. She could test me. I'll ask her tonight.

Counsellor Ah! Something else just crossed my mind! Do you know Jack Wellwood from class B7? You two could be study buddies.

Gavin I know him, but what's a study buddy?

Counsellor It's a friend you study with. Jack came to see me yesterday and said he wanted someone to study with. It can be fun to study with someone else.

Gavin Thanks, Miss. I'll talk to him.

Counsellor Great. Are you feeling a bit better now?

Gavin Yeah, I'm feeling much calmer, actually. You know, I was in two minds about coming to see you. In fact, this morning I decided not to but then I changed my mind. I'm glad I did!

7.06

Olaf What's that?

Rosa It's a stress ball.

Olaf What does it do?

Rosa It helps you relax. Look, you squeeze it like this. It was a birthday present.

Olaf Wow, that feels great! Who gave it to you?

Rosa My sister. She knows I get stressed out a lot so she thought it might help.

Olaf I want one.

Rosa You don't need one! You never get stressed.

Olaf That's not true. Who told you that? I get stressed before exams.

Rosa Well, you could borrow this one if you like.

Olaf No, I'd prefer my own, thanks. Where did your sister get it?

Rosa Online, I think.

Olaf What site did she use? Do you know?

Rosa I'll ask her, but I'm sure you can get them in lots of places. They've been around for years.

Olaf Really? Who invented them?

Rosa No idea. Let's look it up!

7.10

Paula Hey, Jerry. What's the matter? You look really down.

Jerry I am. It's my brother. He's refusing to talk to me.

Paula Really? That's not very nice. Why?

Jerry His tablet has stopped working. He thinks I took it without asking and broke it, but I didn't, I swear. Now when I try to talk to him he just walks away.

Paula That's a little harsh, isn't it?

Jerry The thing is, he ought to know I wouldn't take his stuff without permission. I feel really hurt.

Paula I can imagine. It's horrible when someone doesn't believe you. But bear in mind he's doing his final exams at the moment. He's probably really stressed out about everything.

Jerry I guess you're right, but I hope he calms down soon.

Paula Is there anything I can do to help? I have an old tablet I could lend him.

Jerry That's kind of you, but you don't need to do that.

Paula Don't mention it, but let me know if you change your mind. It'll all be OK, you'll see.

Unit 8

8.01

product	marketing company
brand	influence
logo	buyer
slogan	seller
advert	review
advertise	ad blocker

8.02

1 I love watching funny adverts online or on TV.
2 My dad always buys the same brand of toothpaste.
3 Sometimes it's not easy for buyers to decide which product they want.
4 I always look at reviews before I buy something new.
5 That advert influenced my decision to buy a new tablet.
6 At school we have to draw a simple design for a logo competition.

8.06

1 subscribe to **2** post **3** switch off **4** switch on **5** build up **6** shut down **7** follow **8** vlog **9** comment on **10** delete

8.07

Interviewer Social media influencers focus on everything from fashion to gaming. But what qualities do you need to become an influencer and what are some of the pros and cons of the job? Today were talking to Jerome to find out. Hi, Jerome. Tell us about how you became an influencer.

Jerome Well, a few years ago I was following lots of different YouTubers and commenting a lot on other people's posts. One day a friend said I should set up a social media channel myself, because I knew more about gaming than most other YouTubers.

Interviewer So tell me exactly how you started.

Jerome I started recording and uploading videos, but deleted most of them because I didn't think they were good enough. Then I read somewhere that if you want to learn something new you just have to try and see what works and what doesn't. So, I started posting regularly, about once a day and soon got the hang of what followers liked and what they didn't.

Interviewer That's interesting! And what did your followers like best?

Jerome Well, I think basically that I was someone just like them talking honestly about gaming. They could relate to my comments and pretty soon I'd built up a huge number of followers.

Interviewer I've heard that people can post some pretty harsh comments. Did you get negative comments from anyone?

Jerome I did get a few, but nothing unusual. The thing that became a real problem was that some followers started arguing with one another in the comments.

Interviewer That's pretty normal though, isn't it?

Jerome Yes, but it got so bad that I nearly shut down the account. However, I just switched off the comments on my channel so that they couldn't talk to each other instead.

Interviewer And what happened?

Jerome Oh, it made everything so much better. There weren't any comments from anyone, but I focused on what my followers wanted and produced the best vlogs I could.

Interviewer So, is that when the marketing companies started to contact you?

Jerome Yeah, when I reached around 10,000 followers, they started to send me new games to vlog about. I tried out the game myself and then gave my opinion about it in my videos.

Interviewer Sounds like you're pretty good at it! Have you got any advice for anyone who wants to start their own YouTube channel?

Jerome The main thing is that you need to be different. No one is interested in your selfies, but people are interested in themselves. Connect with your followers and give them something new. On my channel I don't give the typical walkthroughs or game reviews like other channels. I share unforgettable gaming moments in a funny, entertaining way and I also vlog with my friends and my family. I think that's why everyone likes it so much.

8.08 Ads are everywhere, but have you ever asked yourself how advertising works? Marketing companies use techniques to make us buy things we don't even want. Nothing is more effective than making us think that we are missing out on something that everyone else has and that we will be happier if we buy ourselves something new. They also make us compare ourselves to others. For example, in a typical shampoo ad, two women look at each other. One of them asks herself, 'Why is her hair so beautiful?' When they talk to one another she discovers the secret The incredible shampoo!

8.09 **Ginny** What's up, Niall?

Niall I've got to make a video for my technology project to advertise something and I don't have a clue what to do. I don't know where to start! Can you think of anything?

Ginny You really ought to use a video creation tool. It's the best thing to make videos. I've used some great ones. There are loads of options online.

Niall That sounds like a plan. What do I need to know?

Ginny Well, a video creation tool would be ideal because it would provide you with a ready-made template.

Niall Is it easy to use?

Ginny Yeah, you can teach yourself to do it, no problem.

Niall Excellent! So I add my own text and images, do I?

Ginny Well, you need to write your own text, but most video creation tools have a ready-made image bank, which is handy.

Niall Great, I can use their images.

Ginny Yep and you can add music and a voiceover. I can't recommend them enough!

Niall Sounds like a no-brainer. I'll check out the options online. Thanks, Ginny!

Unit 9

9.01 **a** – **2** announced
b – **1** claimed
c – **5** have confirmed
d – **4** discovered
e – **3** insisted
f – **6** suggest
g – **8** deny
h – **9** refuses
i – **7** have complained
j – **11** admitted
k – **10** has apologised
l – **12** promised

9.05 **Sam** Hello, everyone, and welcome to *That's News to Me!* I'm Sam.

Dan And I'm Dan.

Sam And we've got a special show today, haven't we, Dan?

Dan That's right. Last week one of our listeners asked us what our favourite news stories were. Well, we occasionally hear some very strange stories, and we've chosen three of the strangest to tell you today. Where shall we start, Sam? The parrot?

Sam Why not? This is about a parrot that used to live with a British man called Darren in California and then disappeared one day. He was gone for four whole years, right?

Dan Yes, but Darren eventually found him again. The thing is, before he disappeared, he'd spoken with a British accent – 'It's a piece of cake! I can't believe it!' – that sort of thing, but by the time he came home, he'd learned Spanish.

Sam Wow! Was he speaking fluently?

Dan No, but he was saying things like *Qué ha pasado? Qué ha pasado?* which means 'What's happened' in Spanish. It turns out he'd been living with a Guatemalan family in a different city in California. This family really loved him, especially the grandfather, who spoke to him in Spanish.

Sam But then he disappeared again!

Dan This parrot likes to travel! Well, somebody found him and gave him to a vet. The vet identified him and returned him to Darren, but then the Guatemalan family asked him if they could have the parrot back. The grandfather was missing him, you see. Darren said yes, so now the parrot lives with them.

Sam What a sweet story! Shall we tell the listeners about the pasta disaster next?

Dan Yes, now this one is unbelievable.

Sam Yes it is pretty weird. So, three young American women who were on a student exchange in Florence, Italy didn't know that water was necessary for cooking pasta. They bought a packet of pasta, put the pasta in a pot – without a single drop of water – and put the pot on the stove to cook. After a while, a fire started and the women had to call the fire brigade.

Dan Talk about burning your food! Fortunately, nobody was hurt, right?

Sam That's right, but I imagine their Italian friends asked them if they'd ever cooked anything at all before!

Dan Well, a local chef has offered to give them free cooking lessons. I don't think I'd go to one of their dinners though. It doesn't sound like they cook very regularly.

Sam No, nor me, but I think I'd rather go to one of their dinners than visit the bedroom of the girl in our last story.

Dan Same here. A family in England called an organisation that looks after animals because they had discovered – well, they thought they had discovered – a terrifying lizard under their teenage daughter's bed.

Sam Yes, so a specialist went to the family home and very carefully approached the lizard. It was about 18 cm long, and wasn't moving at all. Everybody thought it might be Dangerous. But it wasn't, was it?

Dan Not at all, no. It was actually a dirty old pink stripy sock.

Sam How disgusting!

Dan Of course, everybody immediately asked her where she'd left the other one!

Sam I hope she's cleaned her room since then.

9.06

1 gradually
2 nowadays
3 occasionally
4 eventually
5 surprisingly
6 secretly
7 regularly
8 patiently
9 fluently
10 after a while

9.07

1 The teacher asked the boy if he had done his homework.
2 Jack asked Laura what she was doing later.
3 My sister asked me how the story had ended.
4 I asked the assistant if there were any tickets left.
5 We asked an old man where the station was.
6 Tom asked me what time I would arrive.

9.08

1 Mikhail asked his sister who the hero of the story was.
2 Elena asked me if I preferred comedy or drama.
3 Ruben asked his friend where he had heard that.
4 She asked if it would rain later.
5 I asked the receptionist if we could still get tickets.
6 Sally asked me what I was reading.

9.09

Jamie You'll never guess what happened to me last night.

Esma No, what? Tell me.

Jamie It was so embarrassing! Basically, what happened was, my new classmates asked me if I wanted to go bowling with them. I said yes and when we got there, they asked me how well I could bowl.

Esma You didn't say you were any good, did you?

Jamie Well, you know I'm a show-off! So I said, 'Just watch me!'

Esma But you're terrible at bowling! I've seen you.

Jamie Hey! I'm not that bad! So anyway, I picked up the ball, put my fingers in the holes, went to bowl …

Esma Let me guess. Your fingers got stuck.

Jamie Completely! I swung the ball back carefully and then swung it forward and just sort of went flying with it. The next thing I knew, I was flat on my back!

Esma What a fantastic first impression!

Jamie And to make matters worse, I couldn't get my fingers out.

Esma Oh, Jamie!

Workbook Answer key

Starter Unit pp4–7

Vocabulary and Reading

1 **2** sightseeing **3** backpacking **4** tourist attractions **5** holiday resort **6** accommodation

2 Students' own answers

3 **2** lines **3** rehearsals **4** show **5** audience **6** scene

4 a

5 **1** He stayed in a hotel.
2 It was amazing.
3 He saw an Italian opera.
4 Because there were subtitles.

Language in action and Vocabulary

1 **2** They weren't listening to music.
3 Was I making a lot of noise?
4 Beth usually played football on Saturday.
5 They didn't live in a flat.
6 Did Michael eat meat?

2 **2** enjoyed **3** did you do **4** visited **5** were having **6** was helping

3 Students' own answers

4 post, shout, whisper, describe, smile, translate, shake hands, greet, wave

5 **1-4:** describe, shake hands, greet, wave
5-10: shout, whisper, describe, smile, translate, greet

6 **2** post **3** shout **4** describe **5** smile **6** whisper **7** wave **8** greet; shake hands

Listening and Grammar

1 **1** b **2** c **3** a

2 Japan

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

4 Students' own answers

5 **2** since **3** ever **4** for **5** never **6** 's

6 **2** Have you ever climbed **3** 's liked **4** haven't done **5** phoned **6** 've been

7 **2** arrived **3** hasn't got **4** 've done **5** went **6** 've eaten **7** made **8** haven't felt

Review

1 **1** don't watch = aren't watching **2** stay = stayed
3 weren't going = didn't go **4** was starting = started
5 are (you usually) believing = do (you usually) believe

2 **1** for **2** ever **3** since **4** for **5** ever **6** never

3 **1** arrived **2** didn't realise **3** went **4** was
5 've (have) seen **6** haven't (have not) watched
7 've (have), been **8** Have, been

4 **1** holiday resort **2** sightseeing **3** tourist attraction
4 trip **5** accommodation **6** backpacking

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

Unit 1 pp8–15

Vocabulary

1 **2** baggy **3** checked **4** flat **5** striped **6** long-sleeved

2 **2** flowery **3** cotton **4** checked **5** denim **6** high-heeled

3 **2** cotton **3** flowery **4** spotted **5** long-sleeved

4 **2** a plain denim skirt
3 tight white cotton trousers
4 a baggy red denim jacket
5 a tight brown and blue striped cotton T-shirt
6 flat brown and white spotted leather shoes

5 Students' own answers

Explore it!

b

Reading

1 **1** blog post **2** how often to wash jeans

2 **2** harm **3** research **4** brand **5** claim **6** turn out

3 **2** F She says 'I don't know about that!' **3** T
4 F Freezing them won't eliminate bacteria, skin cells and natural oils. **5** T **6** T

4 Students' own answers

Language in action

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

2 **2** 've been doing **3** has been visiting
4 Have they finished **5** hasn't been speaking
6 has had

3 **2** answered **3** gone **4** been making
5 you bought **6** Have you been revising

4 **2** Finally I've finished my school project! / I've finally finished …
3 Nick has been wearing the same clothes all week.
4 Have you ever been to France?
5 I've been trying to contact you all day!
6 Jan hasn't decided what to do.

5 **2** Have you found **3** 've been shopping **4** 've tried on **5** haven't bought **6** 've been waiting

6 Students' own answers

Vocabulary and Listening

1 **2** hang **3** undo **4** go out of fashion **5** go with **6** suit

2 **2** fit **3** go with **4** suit **5** fold **6** hang (them) up

3 Students' own answers

4 **a** 3 **b** 2 **c** 1

5 **2** a **3** c **4** b **5** c

Language in action

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

2 **2** F **3** T **4** F **5** T **6** F

3 **2** far **3** quite **4** far **5** really **6** fairly

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

5 Students' own answers

Writing

1 **1** Thinking green before you shop for clothes.
2 Aidan – mend clothes which have worn out Sonya – go to second-hand clothes shops

2 **1** TBH – to be honest, IMO – In my opinion
2 For emphasis
3 Again, to emphasise that this is really 'far better'

3 **2** decided **3** sharing **4** idea **5** Since

4 **Sample answer**
My class ran a clothes swap event. It went well because I got a new dress and a denim jacket. We're going to organise another event in the future.

5 & 6 Students' own answers

Review

1 **Across:** **2** cotton **3** plain **4** checked **6** baggy **9** long- sleeved **11** denim **12** spotted
Down: **1** striped **5** high-heeled **7** flowery **8** flat **10** tight

2 **1** go out of fashion **2** do up **3** fit **4** match **5** suit **6** fold; hang (them) up **7** go with **8** undo **9** wear (them) out

3 **1** haven't seen **2** has been trying **3** 've lost **4** has never played **5** 've finished; 've been waiting **6** Have we bought

4 **1** pretty **2** absolutely **3** a little **4** quite **5** far **6** totally

5 **1** a **2** c **3** c **4** b **5** a **6** c **7** b **8** c **9** a **10** b **11** c **12** a

Unit 2 pp16–23

Vocabulary

1 **2** looking **3** up **4** try **5** going **6** down

2 **2** turn out **3** move out **4** end up **5** do without **6** go back

3 **2** turn out **3** going through **4** sign up **5** try out **6** look forward to **7** move to **8** do without

4 & 5 Students' own answers

Explore it!
18

Reading

1 b

2 **2** keen **3** surrounded **4** law **5** plenty of **6** lecture

3 **1** no information
2 She means that you have to make new friends because your old friends aren't with you.
3 Because she's meeting lots of new people.

4 **Studying at school:** **2** ask questions and discuss things with teachers **3** no information
Studying at university: **1** lectures with over 100 students **2** just take notes **3** only 12 hours of lectures

5 Students' own answers

Language in action

1 **2** used to have **3** didn't use to like **4** didn't use to go **5** Did you use to play **6** Did Matt use to be

2 **2** In the past, did your granddad use to ride a bike to work? **3** People used to go to the cinema more often before the Internet. **4** Clothes didn't use to wear out so quickly (before). **5** not possible **6** Did there use to be a castle in this town (before)?

3 **Possible answers:**

1 People used to wash clothes by hand. / People didn't use to have washing machines.
2 People didn't use to have mobile phones. / People used to make calls with landline phones.
3 People used to send postcards on holiday. / People didn't use to post messages about their holidays on social media.
4 People didn't use to use technology to find a place. / People used to use maps in books to find a place.

4 **1** wouldn't **2** would **3** wouldn't **4** would **5** would **6** would

5 **2** I would often arrive late for school when I was younger. **3** Did you use to wear glasses before? **4** My grandma would always go for a walk after breakfast. **5** My dad would often swim in the sea when he lived in Cádiz. **6** My mum used to be a nurse.

6 **1** Did you use to have **2** did **3** would / used to **4** decided **5** didn't **6** did you / did you use to

Vocabulary and listening

1

b	o	l	s	l	e	n	s
h	b	u	t	t	o	n	o
a	t	h	r	o	o	s	p
n	r	c	a	b	l	e	l
d	i	m	p	l	a	y	u
l	l	c	o	v	e	r	g
e	i	h	k	e	y	o	u
t	d	i	s	p	l	a	y

2 **2** display **3** lens **4** handle **5** lid **6** plug **7** key **8** cover **9** cable

3 Students' own answers

4 **2** ✓ **3** ✓ **4** ✓ **6** ✓

5 **2** Her gran thinks that young people spend too much time using 'technological things'.
3 Katie's gran didn't use a calculator at school.
4 There weren't many programmes on TV before.
5 Katie thinks that life before sounds fun.
6 When her gran was at school, each student had a small blackboard to write on.

6 **2** F **3** T **4** T **5** F **6** F

7 Students' own answers

Language in action

1 **2** My sister had already got married by the time she was 20. **3** Dan wasn't happy because I had turned down his invitation. **4** By the time the match finished, we had scored five goals!
5 We had walked a very long way by the time we found the river.

2 **2** e **3** b **4** d **5** a

3 **2** (Jack) had come back by then.
3 (Had) you already woken up when I rang you?
4 (Before) last year I had never been abroad.
5 (Had) you ever seen a snake before then?

4 **2** Had Sean ever made **3** had already started; arrived **4** left; had learned **5** had never felt; saw **6** Had everyone already gone; started

5 **2** had been **3** had already settled **4** became **5** was **6** had always wanted **7** received **8** had never got

6 Students' own answers

Writing

1 Yes

2 **1** B and C **2** gives their opinion **3** repeats their opinion

3 **2** Therefore / This means that **3** Secondly **4** In addition **5** Therefore / This means that **6** In conclusion

4 **1** look after **2** Until recently **3** far and a great deal **4** in my view

5 *used to*; *would*

6 & 7 Students' own answers

Review

1 **1** go back to **2** (really) looking forward to **3** do without a shower **4** turn down your invitation **5** settling down well **6** going through **7** moved to **8** try out this new

2 **Across:** **3** cover **4** handle **6** strap **8** lid **9** key
Down: **1** button **2** lens **5** display **7** plug

3 **1** got **2** followed / used to follow / would follow **3** used to explore / would explore **4** used to fight / would fight **5** didn't come **6** was **7** put up

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

5 **1** a **2** b **3** c **4** b **5** c **6** b **7** c **8** a **9** c **10** b **11** a **12** a **13** b

Unit 3 pp24–31

Vocabulary

1

c	h	o	p	o	p	e	e	l
r	o	v	g	r	i	l	l	d
i	s	e	a	s	o	n	s	i
s	p	r	e	a	d	o	l	h
h	o	c	r	a	m	f	i	e
a	r	o	a	s	t	f	c	a
r	e	o	v	e	r	r	e	t
b	a	k	e	r	y	y	o	t
o	m	u	g	r	a	t	e	e

2 **2** heat **3** peel **4** roast **5** spread **6** slice **7** fry **8** overcook

3 **2** Chop **3** bake **4** grill **5** Season **6** spread

4 **2** spread **3** Grate **4** heat **5** fry **6** overcook **7** Season

5 Students' own answers

6 **-ed ending**

grated
peeled
baked
heated
seasoned
chopped
sliced
fried
overcooked

other
roast

(*spread* doesn't have an adjective form)

Explore it!

C

1 It is a dish made with the leftover vegetables from a roast dinner.

2 At breakfast time

Reading

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

2 **2** sensible **3** melt **4** hiking **5** freezing **6** highlight

3 **2** a **3** f **4** b **5** d **6** c

4 Students' own answers

Language in action

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

2 **2** starts **3** is going to learn **4** 're meeting **5** 'm going to make **6** has **7** 'm going to get **8** 're going

3 Students' own answers

4 **1** b **2** c **3** a

5 **2** might come **3** will love **4** isn't going to cost **5** will have **6** may / might not finish

6 **2** will get **3** may / might make **4** are you doing / are you going to do **5** 'm going / 'm going to go **6** starts

7 Students' own answers

Vocabulary and Listening

1 **2** a pinch of **3** a spoonful of **4** a piece of **5** a sprinkle of **6** chunks of

2 **Possible answers:**

Sugar
a cup of
a handful of
a packet of
a pinch of
a spoonful of
a sprinkle of

Milk
a cup of
a splash of

Cheese
a piece of
a slice of

3 Students' own answers

4 **1** F **2** T **3** T **4** F

5 **2** seventy **3** good **4** sit **5** young **6** office **7** customers **8** check / taste

6 Students' own answers

Language in action

1 **2** 'll be listening **3** won't be lying **4** won't be working **5** Will we be eating **6** Will Aidan be cooking

2 **2** won't be doing **3** 'll be starting **4** Will Chloe be playing; Yes, she will. **5** will she be having; She'll be having it / her dance class on Wednesday.

3 **2** 'll **3** won't **4** 'll **5** No, I won't.

4 **2** I won't (have) **3** will have arrived **4** 'll have sliced **5** won't have fried **6** will you have grilled **7** I won't (have) **8** won't have had

5 **2** this time tomorrow **3** by the end of this month **4** By the end of this year **5** in five minutes

6 Students' own answers

Writing

1 Five future fashion trends

2 **2** T **3** F **4** F **5** T

3 **2** Smart clothes will be the norm.
3 What could be more exciting than being a fashion designer?
4 T-shirts are here to stay. / T-shirts will be around forever. / T-shirts aren't going anywhere.

4–6 Students' own answers

Review

1 **Across:** **4** fry **6** peel **7** slice **8** roast **10** bake **11** overcook
Down: **1** chop **2** grill **3** grate **5** heat **7** season **9** spread

2 **1** sugar **2** chocolate **3** cake **4** cheese **5** nuts **6** crisps **7** pepper **8** grated cheese **9** olive oil **10** vinegar

3 **1** does **2** 'm going to **3** Are you going **4** might **5** will eat **6** is staying

4 **1** will have discovered **2** will be living **3** won't have hit **4** will be going **5** won't have found **6** will be planning

5 **1** b **2** a **3** c **4** b **5** a **6** b **7** a **8** c **9** b **10** c **11** a **12** b **13** c

Unit 4 pp32–39

Vocabulary

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

2 **2** tastes **3** look like **4** feels **5** smell **6** sound like **7** tastes like **8** looks

3 & 4 Students' own answers

Explore it!
c
Students' own answers

Reading

1 b

2 **2** flavours **3** background **4** accurately **5** does for a living **6** challenge

3 **2** c **3** b **4** a **5** b

4 Students' own answers

Language in action

1 **1** b **2** c **3** a

2 could, may

3 **2** must **3** must **4** might **5** can't **6** might

4 **2** can't **3** might **4** must **5** can't **6** might **7** must

5 **2** That can't be the right answer.
3 You must need good exam results to do medicine at university.
4 This might / could be the worst film I've seen!
5 It can't take a long time to make that dish.

6 **Possible answers:**
2 It can't be daytime.
3 The battery might need charging.
4 There must be fireworks in the sky.

Vocabulary and Listening

1 **2** rough **3** shiny **4** faint **5** colourful **6** sour **7** smooth **8** sharp **9** smelly

2 **2** smelly **3** smooth **4** sour **5** sharp **6** colourful

3 **2** spicy **3** sour **4** faint **5** smooth **6** shiny **7** rough

4 Students' own answers

5 b

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

7 Students' own answers

Language in action

1 **2** mustn't **3** ought to **4** need to **5** should **6** shouldn't **7** don't need to

2 **2** c **3** a **4** c **5** b **6** b **7** a **8** b

3 **2** You mustn't walk on the grass.
3 We don't have to watch the match.
4 Jack didn't have to give me a present.
5 We need to contact him.
6 You shouldn't be in the sun without a hat.

4 Students' own answers

Writing

1 Marlee is deaf, so her hearing is damaged.

2 **2** she acted for the first time
3 a deaf woman who refuses to speak because the rest of the world refuses to learn sign language
4 an enthusiastic worker for many charities
5 she doesn't always need to use an interpreter
6 there wouldn't be any opportunities for deaf people in films / as actors

3 **2** was born **3** including **4** at the age of **5** According to **6** known as

4–6 Students' own answers

Review

1 **1** smell **2** sound like **3** looks like **4** sounds like **5** smells like **6** feels like **7** tastes **8** look; feel; taste

2 **Across:** **1** spicy **2** sour **3** colourful **5** shiny **6** rough
Down: **2** smooth **4** faint **5** sharp

3 **1** must **2** might **3** can't **4** must **5** might **6** can't **7** might **8** must

4 **1** mustn't **2** had to **3** should **4** don't need to **5** Did you have to **6** should **7** don't have to **8** Do we need / have to

5 **1** c **2** b **3** a **4** c **5** a **6** c **7** b **8** b **9** c **10** a **11** b **12** a **13** b

Unit 5 pp40–47

Vocabulary

1

c	o	p	r	o	d	u	c	e	p	z	c	
m	e	a	s	u	r	e	g	v	c	q	o	
e	s	c	s	u	p	p	l	y	r	m	m	
b	r	t	i	d	e	l	i	v	e	r	m	
z	a	r	o	e	y	u	i	d	a	c	u	
n	s	i	c	v	c	o	l	e	t	o	n	
c	o	n	n	e	c	t	o	p	e	l	i	
h	l	o	t	l	o	i	l	l	o	l	c	
t	v	p	g	o	l	b	n	z	g	e	a	
e	e	x	v	p	a	t	t	r	a	c	t	
w	y	g	i	u	v	k	w	a	s	t	e	

2 measure **3** supply **4** deliver / develop **5** connect / communicate / collect / create **6** attract **7** waste **8** communicate / collect / connect / create **9** create / communicate / collect / connect **10** develop / deliver **11** collect / connect / communicate / create **12** solve

2 **1** a **2** b **3** c

3 **2** communicate **3** produce **4** waste **5** delivered **6** supplying

4 Students' own answers

Explore it!
False. Cats are born with the ability to land on their feet, but they don't always manage to do it.

Reading

1 The Aurora Borealis is normally green. Scientists believed that it appeared red when it appeared in the south of Europe.

2 **2** fought **3** ghosts **4** trouble **5** battles **6** creator

3 **2** F Stories about it are found in many cultures. **3** T **4** F They believed they were ghosts trying to communicate with the living. **5** T **6** T

4 Students' own answers

Language in action

1 **2** was **3** will be **4** wasted **5** was **6** were

2 **2** was built **3** were used **4** were measured **5** will be collected **6** are attracted

3 **2** was; created **3** is measured **4** were; produced **5** will be delivered

4 **Possible answers:**
1 Mobile phones are made of plastic.
2 Some are produced in China.
3 The iPhone was produced in 2007.
4 Apps are downloaded when you go to a store.
5 They'll be used to do everything.

Vocabulary and Listening

1 **2** marvellous **3** dreadful **4** gorgeous **5** freezing **6** deafening **7** fascinating **8** enormous

2 **2** deafening **3** terrifying **4** fascinating **5** enormous **6** boiling **7** marvellous **8** gorgeous **9** stunning

3 Students' own answers

4 **2** e **3** d **4** a **5** b

5 **2** 100 years **3** Architect and engineer **4** At Eiffel's factory **5** A work of art

6 Students' own answers

Language in action

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

2 **2** haven't they **3** doesn't she **4** won't you **5** can't she **6** has he

3 **2** about **3** to **4** for **5** of **6** from

4 **2** can **3** will **4** for / at **5** does **6** by / for

5 **2** Where do you come from?
3 What is it made of?
4 You're coming with us, aren't you? / You'll come with us, won't you?

6 Students' own answers

Writing

1 4–The food

2 **2** Its size **3** Next to the Thames, near Westminster Bridge **4** 135 metres **5** Because it has so many incredible places to visit

3 **2** the highlight **3** (London) deserves to win **4** I'm absolutely certain **5** Without a doubt

4–6 Students' own answers

Review

1 **1** freezing **2** create **3** waste **4** deafening **5** solve **6** measure **7** dreadful **8** gorgeous

2 **1** connected **2** fascinating **3** terrifying **4** delivered **5** collected **6** marvellous; stunning **7** attracted **8** enormous

3 **1** were collected **2** were delivered **3** were (all) created **4** were measured **5** is pulled **6** is dropped **7** will be made **8** will be cut **9** will be brought

4 **1** isn't it **2** can we **3** has she **4** did he **5** won't they **6** does she **7** haven't they **8** don't they

5 **1** c **2** d **3** c **4** c **5** c **6** b **7** b **8** a **9** d **10** d **11** b **12** a **13** c **14** c

Unit 6 pp48–55

Vocabulary

1

get	have	take
lost	doubts	advantage of
bored	fun	an interest in
on my nerves	the chance	pleasure in
to know		risks
a lot out of		

2 **2** e **3** b **4** f **5** d **6** c

3 **2** in **3** gets **4** know **5** had **6** of **7** have **8** doubts

4 Students' own answers

Explore it!

a

Reading

1 **1** ziplining **2** rock climbing **3** coasteering **4** (white water) rafting

2 Rock climbing is not mentioned

3 **2** rewarding **3** achieve **4** confident **5** benefits **6** strengthen

4 **1** d **2** b **3** d

5 Students' own answers

Language in action

1 **2** c **3** a **4** e **5** b

2 **2** didn't take **3** got **4** if it gets **5** If you play

3 **2** 'll give **3** put **4** won't eat **5** don't like **6** 'll put / might put **7** made **8** wouldn't use **9** 'll help **10** took **11** would ask

4 **2** won't → wouldn't **3** won't → don't **4** might be → might **5** don't try → try **6** you would → would you

5 Students' own answers

Vocabulary and Listening

1

e	n	c	o	u	r	a	g	e	i	d	g
n	f	a	p	t	x	c	n	i	r	e	d
i	n	s	p	i	r	e	t	a	s	t	c
b	e	r	o	b	s	t	a	c	l	e	h
x	o	b	r	a	v	e	r	y	b	r	a
q	v	t	t	o	r	z	t	t	o	m	l
p	e	f	u	u	t	y	b	g	o	i	l
u	r	c	n	r	g	u	d	v	y	n	e
a	c	h	i	e	v	e	w	o	r	a	n
l	o	t	t	p	v	i	s	a	e	t	g
v	m	w	i	p	l	d	a	q	w	i	e
b	e	x	e	r	w	a	u	x	d	o	k
r	u	s	s	u	p	p	o	r	t	n	e

2 **2** encourage **3** obstacle **4** support **5** inspire **6** challenge **7** determination **8** overcome **9** opportunities **10** achieve

3 Students' own answers

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

5 **2** c **3** b **4** c **5** b

Language in action

1 **2** b **3** a **4** c

2 **2** would have been **3** wouldn't have got **4** had sent **5** hadn't jumped **6** wouldn't have broken **7** hadn't come **8** wouldn't have brought

3 **2** wouldn't have **3** would have tasted
4 hadn't broken **5** have turned

4 Students' own answers

Writing

1 Against

2 **2** On **3** instance **4** such **5** other **6** Furthermore
7 In **8** believe

3 **1** the most dangerous place in the world
2 do something dangerous
3 to have a quiet life
4 take risks (or) stay alive

4 **1** second para (C) **2** last para (D) **3** first para (A)
4 third para (B)

5–8 Students' own answers

Review

1 **1** get **2** take **3** have **4** take **5** get **6** have
7 take **8** get **9** take **10** get **11** get **12** have

2 **1** support **2** challenge **3** opportunities
4 encouraged **5** bravery **6** determination
7 inspired **8** overcome; obstacles **9** achieve

3 **1** If I didn't know the answer, I'd ask the teacher.
2 If you have any doubts, you'll have to ask Peter.
3 If I get bored, I'll send you a message.
4 Unless you try harder, you'll never achieve your dreams.
5 If I thought it was risky, I wouldn't do it.
6 You'll never achieve anything unless you overcome this obstacle.

4 **1** had got; wouldn't have arrived
2 would have done; had encouraged
3 wouldn't have said; hadn't got
4 wouldn't have been; hadn't saved,
5 hadn't sat; would have heard

5 **1** b **2** a **3** c **4** c **5** b **6** a **7** d **8** d
9 a **10** c **11** a **12** b

Unit 7 pp56–63

Vocabulary

1 **2** grateful **3** hurt **4** down **5** glad **6** peaceful
7 insecure **8** amused **9** eager **10** annoyed
11 hopeful **12** thrilled **13** satisfied

Positive: grateful, glad, peaceful, amused, eager, hopeful, thrilled, satisfied

Negative: ridiculous, hurt, down, insecure, annoyed

2 **2** annoyed **3** insecure **4** eager **5** satisfied **6** thrilled

3 **2** glad **3** peaceful **4** down **5** amused **6** hopeful

4 Students' own answers

Explore it!
a and c

Reading

1 False

2 **2** senses **3** technique **4** studies **5** powerful **6** reduce

3 **2** the present **3** control our feelings
4 we sometimes make ourselves
5 can teach people to understand their feelings
6 not difficult to learn

4 Students' own answers

Language in action

1 **2** to take **3** cooking **4** to check **5** to wear **6** losing

2 **2** to try **3** to learn **4** breathing **5** to hold **6** doing
7 Learning **8** trying **9** to practise **10** to tell

3 **2** winning **3** hearing **4** to write **5** looking **6** to bring

4 **1** a **2** b **3** d **4** c

5 Students' own answers

Vocabulary and Listening

1 **2** heart **3** mind **4** heart **5** mind

2 **2** in **3** crosses **4** change **5** bear

3 Students' own answers

4 Become a singer in a band.

5 **2** She does athletics / running and jumping.
3 It gets her out of the house to do something different from studying. It's good for her.
4 She plays the guitar.
5 She felt a bit ridiculous.
6 Because he can't sing well.

6 Students' own answers

Language in action

1 **2** What **3** What **4** Who **5** Who

2 **2** What crossed your mind when you saw the drone?
3 Who did you decide to go shopping with?
4 Who is going to get bored at a football match?
5 What did you get so annoyed with?

3 **a** 4 **b** 2 **c** 5 **d** 3

4 **2** What made you change your mind?
3 Who (has) supported you in the difficult times?
4 Who inspires / has inspired you?
5 What does it feel like?
6 What gets on your nerves?

5 Students' own answers

Writing

1 buy an expensive guitar

2 **2** b **3** e **4** a **5** c

3–5 Students' own answers

Review

1

r	b	e	a	g	e	r	f	o	l	p	s
i	v	s	n	l	c	v	u	h	u	r	t
d	g	a	n	a	y	a	i	n	h	v	h
i	r	t	o	d	o	w	n	n	o	p	r
c	a	i	y	f	r	b	s	j	p	k	i
u	t	s	e	d	t	v	e	u	e	q	l
l	e	f	d	p	e	a	c	e	f	u	l
o	f	i	a	f	y	e	u	w	u	k	e
u	u	e	s	c	h	f	r	r	l	j	d
s	l	d	a	m	u	s	e	d	f	u	p

2 **1** break **2** cross **3** two **4** close **5** make
6 learn **7** put; into **8** have **9** bear **10** change

3 **1** I **2** G **3** I **4** G **5** G **6** I

4 **1** learning **2** to help **3** feeling **4** going **5** Wasting
6 to see

5 **1** When did you start playing basketball?
2 Who taught you how to play?
3 Who gave you your first basketball?
4 Who is your favourite player?
5 What makes you feel insecure?
6 Where do you practise?

6 **1** d **2** b **3** a **4** c **5** c **6** b **7** d **8** a **9** b **10** a

Unit 8 pp64–71

Vocabulary

1 **Across:** **3** brand **6** advertise **9** seller
10 review **11** logo
Down: **1** influence **2** ad blocker **4** product
5 marketing **7** slogan **8** buyer

2 **2** reviewed **3** advertised **4** to market **5** is selling
6 are produced **7** doesn't influence **8** to block

3 **2** reviewer **3** advert **4** marketing **5** seller
6 producer **7** influencer **8** blocker

Explore it!
c

Reading

1 Companies can find out what we search for, the people we are following and the photos we are looking at. They also know where we are through GPS. Shopping and music sites can also see what we like to watch.

2 **2** browsing **3** gather **4** update **5** data **6** give away

3 **2** T **3** T **4** F Information is gathered for users to give them a better service. **5** F Today we generate 50,000 GB of data in one second. In 1992 we only generated 100 GB in a day. **6** T

4 Students' own answers

Language in action

1 **2** that **3** where **4** whose **5** when

2 **2** d **3** b **4** a **5** e

3 **2** who / that **3** that / which **4** whose **5** where
6 which **7** when

4 **2** This advert, which I've seen about five times, is very funny.
3 Mr Cooper is very satisfied with our work, which means we'll pass the course.
4 The girl in my class whose sister lives in Paris speaks French very well.
5 London, where I'm going for Christmas, has lots of interesting places to visit.
6 There's a boy in my chemistry class who really gets on my nerves.

Vocabulary and Listening

1 **2** on **3** about **4** up **5** down **6** off

2 **2** follow **3** built up **4** vlogging about **5** comment on
6 post **7** switch on **8** deleted **9** shut down

3 **2** over 1 billion **3** 50 million **4** 5 billion

4 Students' own answers

5 **2** T **3** F We love product reviews. **4** T

Language in action

1 **2** anybody **3** anything **4** anybody **5** no one **6** nothing

2 **2** nothing **3** anything **4** someone **5** something **6** someone **7** something **8** nothing

3 **2** yourself **3** myself **4** each other **5** ourselves **6** one another

4 **2** Anna taught **herself** how to vlog about video games.
3 Phil and I are really good friends. We talk to **each other / one another** about everything.
4 There isn't **anything** you can do about adverts on TV except switch them off.
5 It's nothing serious – I just cut **myself** with a knife.
6 I don't know **anyone** at this party. Is there anyone you know here?

5 **2** everything **3** herself **4** anyone / anybody **5** herself **6** nothing **7** each other **8** someone / somebody

Writing

1 **1** The voice message feature with famous voices.

2 **2** allows **3** features **4** missing **5** included

3 **2** A **3** B **4** B **5** C

4–6 Students' own answers

Review

1 **1** product **2** brand **3** slogan **4** logo **5** advert **6** advertise **7** marketing **8** influenced **9** buyer **10** seller **11** ad-blocker **12** review

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

3 **1** that / which **2** which **3** whose **4** which **5** who **6** where

4 **1** yourself **2** himself **3** herself **4** each other **5** yourself

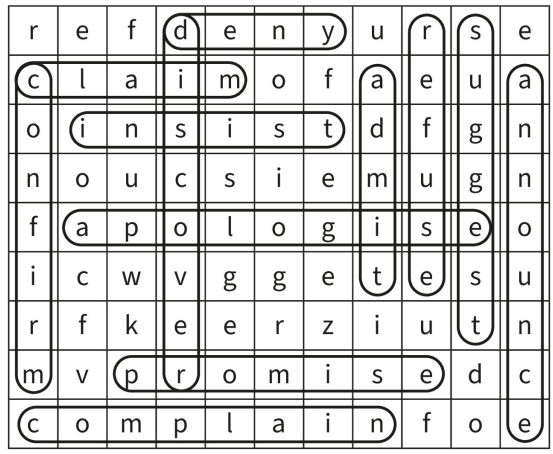
5 **1** someone **2** anyone **3** nothing **4** Everything **5** anything **6** someone

6 **1** d **2** b **3** c **4** a **5** b **6** c **7** b **8** d **9** a **10** c

Unit 9 pp72-79

Vocabulary

1



2 **2** confirm **3** insist **4** suggest **5** refuse **6** complain

3 **2** announced **3** claimed **4** promised **5** discovered **6** admit

4 Students' own answers

Explore it!

a

Reading

1 Students own answers. Students can read the answer in Exercise 2.

2 **Suggested Answer:**
Some shoes disappeared in a nursery school. The school contacted the police, who installed some cameras. They discovered that a weasel had come in through a hole to steal the shoes.

3 **2** relieved **3** grab **4** confused **5** go missing **6** mystery

4 Students' own answers

Language in action

1 **2** S **3** S **4** S **5** C **6** C

2 **2** My brother complained that he always had to do the washing-up.
3 David denied that he had sent the message.
4 Mia refused to talk to Ryan.
5 The teacher announced that there was going to be an exam the next / following day.
6 The doctor told me to go home and lie down and (that) I would be fine in a few hours.

3 **2** S **3** O **4** O **5** S **6** S

4 **2** Tim suggested checking online to see if there were any good films on.
3 Ayaz offered to lend me a nice shirt.
4 She offered to hold my bag while I tried on the sweater.
5 The teacher suggested meeting after class to discuss my progress.
6 Ada offered to ask her dad if he would give them a lift.

5 Students' own answers

Vocabulary and Listening

1 **2** occasionally **3** secretly **4** surprisingly **5** after a while; gradually; eventually **6** fluently; regularly

2 **2** regularly / occasionally **3** Occasionally / After a while **4** surprisingly **5** secretly **6** fluently **7** After a while / Eventually **8** gradually **9** eventually

3 It makes us laugh.

4 **2** three **3** the end **4** popular **5** great tips **6** clever

5 Students' own answers

Language in action

1 **2** who **3** was **4** if / whether **5** had **6** could

2 **2** Who are you chatting to?
3 What's your favourite sport?
4 Do you want something to eat?
5 Did you go to the party last Friday?
6 Can I come to your house to watch the match later?

3 **2** My dad asked me where I'd been.
3 Paul asked me if I could help him fix his bike.
4 She didn't ask me if I was going to school tomorrow.
5 Brooke / Marco asked me when I'd seen Marco / Brooke.

4 **1** **b** what had been his favourite subject at school
2 **a** why he had started playing the guitar
3 **c** if he was happy with his latest album
4 **e** when his next tour was
5 **d** if he would play a song for them

5 Students' own answers

Writing

1 Children are brought up speaking the women's language. When boys get older, they learn to speak like the men. Nowadays, most children are learning English.

2 **2** B **3** A / C **4** A **5** B

3 **2** asked **3** insisted **4** said **5** Nowadays

4–6 Students' own answers

Review

1 **1** suggested **2** admitted **3** claims **4** promised **5** complaining **6** denied **7** announced **8** apologised **9** discovered **10** insisted **11** refusing **12** confirmed

2 **1** secretly **2** occasionally **3** patiently **4** fluently **5** gradually **6** Nowadays **7** regularly **8** after a while **9** surprisingly **10** eventually

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

4 **1** if / whether I could **2** Josh had said **3** if / whether I would / to **4** where I was **5** how we knew **6** if / whether we needed

5 **1** d **2** c **3** b **4** a **5** d **6** b **7** c **8** d **9** a **10** b **11** c **12** d

Workbook Audioscripts

Starter Unit

S.01 **Boy** That's a really nice purse! I've never seen one like that before. Where did you get it?

Girl My dad brought it for me from Japan.

Boy Your dad's been to Japan?

Girl Yeah, he goes there on business sometimes.

Boy Really? You've never told me that! Does he like it?

Girl Oh yes, but things are a bit different there.

Boy How so?

Girl Well, for example, when you greet someone, you don't shake hands with them.

Boy So, what do you do? Smile and wave your hands?

Girl Don't be silly! You bend your head forward so you're looking at the floor.

Boy Why do you do that?

Girl It's a sign of respect but my dad didn't know that the first time he went. So he was a bit surprised when he put his hand out to shake hands and the other person didn't. He says he's never felt so embarrassed in all his life.

Boy Yes, I'm sure he was. So how does your dad communicate there? Does he speak Japanese?

Girl He's tried to learn some but it isn't easy. Anyway, usually it isn't necessary because most of the people he works with over there speak English. He also told me something interesting: Japanese people don't smile very much, especially when they're with strangers.

Boy Why's that?

Girl He says that it's not very polite to show emotions over there.

Boy Really? That's interesting! And has your dad travelled a lot in Japan? Has he done much sightseeing?

Girl Not really. Usually he just flies to Tokyo, has meetings and then flies back home. But he's been to Mount Fuji. It's one of the most important tourist attractions and it's not very far from Tokyo.

Boy Yeah, I've seen pictures of it. It's a really beautiful mountain! Has he climbed up it?

Girl No, he didn't have enough time for that but he took some great photos of it. Do you want to see some?

Boy Yes, please! I'd love to!

Unit 1

1.01 **Interviewer** In this week's Young Jobs, we're talking to Caitlin Rogers, who's been working as a shop assistant in a big London clothes store for three months. Welcome to the programme, Caitlin!

Caitlin Thanks very much!

Interviewer First of all, could you tell us why you decided to work as a shop assistant?

Caitlin Well, I've always loved clothes: buying them, talking about them, reading fashion magazines … so it seemed like a really good job for me.

Interviewer And what's your experience been like so far?

Caitlin Like any job, it's got its good and bad points but things have gone pretty well so far, I guess.

Interviewer Perhaps, you could tell us some of the good points first.

Caitlin Well, I'm learning a lot about fashion and I think I've become more creative in how I combine the clothes I wear. I like the people aspect of the job too. Everyone I work with is extremely helpful. We're a real team! And, usually, I like interacting with customers. You know, recommending clothes that I think will suit them, or that will go with what they're wearing.

Interviewer I see. What else do you like about the job?

Caitlin I love helping with the displays in the shop window. That's absolutely fantastic! And it's really exciting when we get new clothes in. That happens every one or two months, styles go out of fashion very quickly!

Interviewer Really?

Caitlin Yes! Two months ago, everyone was wearing baggy jeans. But now tight jeans are in!

Interviewer Ah, I see.

Caitlin Another good thing about my job is that I get a 50% discount on all the clothes in the shop so buying clothes is a lot cheaper now!

Interviewer And what about the aspects that you don't like so much?

Caitlin Some customers can be rather rude and sometimes they leave piles of clothes on the floor in the changing rooms! And some of the jobs are a bit boring: hanging up clothes after customers have tried them on or folding up dozens and dozens of T-shirts. But it's all part of the job!

Interviewer Now, what's your...

Unit 2

2.01 **Katie** Gran, have you seen the cable to my laptop?

Gran Is that it over there, Katie?

Katie No, that's the plug to the TV. Ah, here it is. I'm going to work on my geography project now, Gran!

Gran But why do you need a computer?

Katie I want to look online for some photos of the Grand Canyon.

Gran Oh, I see. You know, Katie, you're so lucky to have all these new technological things. It wasn't like that when I was at school.

Katie So, didn't you use to have the Internet?

Gran Oh, no! The Internet happened a long time after I left school. But not just the Internet. To give you an idea, by the time that I'd left school, I'd never used a calculator.

Katie So how did you add and multiply things?

Gran On paper!

Katie Oh, yes, of course. And had they already invented video cassettes when you were at school? Dad's got loads of old ones at the back of the garage.

Gran Oh no, they didn't exist when I was at school.

Katie Really? So how did you watch films?

Gran On the TV. But, of course, there wasn't much choice. There were only three channels. And our TV was black and white.

Katie Wow, it sounds terrible!

Gran It wasn't really, Katie. It was just different.

Katie Wow, I couldn't do without the Internet!

Gran Yes, I can understand that. But when I was young, we didn't miss it because it didn't exist.

Katie Yeah, I suppose so. So, what was school like back then?

Gran Well, we used to copy everything from the blackboard.

Katie So, no PowerPoint presentations?

Gran I'm sorry. What's that?

Katie Hmm, it's a…. Oh, never mind, Gran. I haven't really got time to explain now. I have to find these photos tonight because the rest of the group are waiting for them.

Gran Which group is that?

Katie The other people doing the project! It's a collaborative project.

Gran Yes, dear. If you say so...

Unit 3

3.01 **Interviewer** Welcome to What's it really like? Today we're talking to James Ferguson, who works as an assistant chef at a well-known restaurant in London. Welcome to the programme, James.

James Thanks, Linda.

Interviewer I suppose many of us have a romantic view of cooking. You know, it's a very creative process and you can experiment a lot. Is your job like that?

James Hmm, no, not at all, really. When you're preparing food for seventy people at once, there's no time for experimenting, or creativity. Working in a kitchen is a bit like being in a factory really, a food factory. Your job is to produce dishes: on time and of good quality.

Interviewer So, is it hard work, then?

James It's very hard work! By the end of a busy day I'll have worked fourteen or fifteen hours, almost without a break. And don't forget that I'm on my feet nearly all the time. This isn't a job where you can sit down much!

Interviewer Wow! It sounds like it's a job for a young person.

James Yes, I'd say that's true in general. I mean, by the time I'm forty or fifty, I hope I won't be working so many hours in the kitchen. I'm sure I'll want to have a quieter life by then!

Interviewer Yes, I can understand that! So, what are some of the good points of the job?

James Well, you can see the results of your work every day. That doesn't happen in a lot of office jobs, for example, when you're sending emails all day long or are in meetings. What's more, at the end of each day you feel really satisfied if things have gone well and the customers are happy. You also get to try all the food you cook! That's another good point!

Interviewer Why do you do that?

James You need to check the taste because sometimes you have to make some last-minute changes, for example, adding a pinch of salt or chopping some herbs to give extra taste.

Interviewer Now, how many people…

Unit 4

4.01 **Interviewer** Today we're taking to Simon Redding. He's written a new book, *Human Sense*, about how we see the world through our senses. So, Simon, I suppose the first question for you has to be which sense is the most important?

Simon Well, there are differences between individuals. For example, some people have a very good sense of smell while others seem to have a cold all the time and smell almost nothing! However, in general, sight is definitely our most important sense. Just now, you asked me about how we 'see the world'.

Interviewer That's interesting.

Simon Yes. And sight is the key sense in most experiences we have. Think about dreams, for example. When you have a dream, you always see things. And sometimes, the images can be very colourful. But you almost never smell or taste things.

Interviewer Yes, I see.

Simon Or imagine that you're thinking about a holiday you had last year. Almost certainly, you'll create images in your mind. So, once again, it's a visual experience.

Interviewer Yes, that's true.

Simon And vision is very important in communication too.

Interviewer But isn't hearing more important? I mean, we need to listen to what someone says when we have a conversation.

Simon Listening is important, but it's not the most important element in a conversation.

Interviewer Really? I'm not sure I follow.

Simon What I mean is that a person's body language makes a much bigger impression on us than their words. For example: are they smiling? Do they make eye contact with us? And, once again, these are all very visual things. That's why in job interviews, for example, you must use positive body language or you'll never get a job!

Interviewer Yes, that's right.

Simon The only problem is that we depend on our eyes so much that we often forget about our other senses.

Interviewer How do you mean?

Simon Well, if you close your eyes and someone gives you an object, you'll immediately start to feel it. Is it rough or smooth? Square or round? But when your eyes are open, you don't have the same intense sensations.

Interviewer Hmm, perhaps we should close our eyes more often!

Simon Yes, you might be right!

Unit 5

5.01 **Tourist guide** Hello, everyone, and welcome to this virtual tour of the Eiffel Tower.

Before we actually visit the Tower, we're going to give you a short visual history of the tower and some information about it.

Everyone can see, can't they? Right, let's start. The image you're looking at now is the original drawing of the tower which Gustave Eiffel made for a competition. The French people wanted to celebrate the 100th anniversary of the French Revolution so they decided to build a special iron tower near the River Seine in Paris in time for the World Fair in 1889.

Now, we're inside Gustave Eiffel's office. Look around you. Eiffel, the man on the left, didn't actually design the tower that has his name. He had the help of two engineers and an architect. You can see them, can't you? They're over there on the right. They began building in 1887 and it was completed two years, two months and five days later: an incredibly short amount of time for that period.

As you can see, if you look up now, we are under the main part of the tower. It measures just over 300 metres tall and stands on the four enormous legs you see in each corner. The tower has a total of 18,000 different pieces. These were produced in Eiffel's factory and delivered to the site.

We all love the Eiffel Tower now, don't we? But artists and writers at the time hated it! They called it all kinds of dreadful names. One writer said it looked like a big street lamp and said it was a waste of money! Once it was finished though, Parisians all agreed that it was a marvelous work of art, the tallest object built by humans at the time.

The Eiffel Tower attracts around seven million people a year and is a stunning world-famous monument. Now, using your controls, you can move around under the tower before we go up to the first floor…

Unit 6

6.01 **Presenter** Hi, we're back. Right, I've got a question for you. What is the most dangerous or risky thing you do regularly like every day or every week so you don't get bored?

Guest The most dangerous thing? Every day? Oh, that's a hard one. Let me think about it. Anyway, why are you asking this?

Presenter Well, there's a new survey that came out …

Guest Ah, a survey.

Presenter Yes, 2,000 Britons took part in this survey to find out what British people consider risky behaviour. It helps us to get to know what British people are really like.

Guest Yes.

Presenter So, I have a challenge for you. If I asked you to name one thing on the list of top forty risks British people take every week, what would you say?

Guest OK, let's see. Having a second cup of tea?

Presenter Actually, you're not far off. Drinking tea or coffee before you go to bed is on the list!

Guest Really?

Presenter Yep. The list includes, for instance, leaving the house without an umbrella or a coat.

Guest Oh, well, yeah, I mean, if you leave the house without an umbrella, it'll rain, this is Britain.

Presenter Or going to bed after 11 pm during the week.

Guest Wow! Crazy! After 11 pm. Never say that we British people don't know how to have fun!

Presenter The survey also says that if you order something different at your usual restaurant or if you turn up at one without a reservation, you will be taking a risk. And, have you got your mobile phone?

Guest Yes, of course. I take it everywhere.

Presenter Well, then you're safe because if you had left the house without your phone, you would have behaved very carelessly, according to this survey. Or if you'd left the house with a low battery on your phone.

Guest Of course, I hate it when that happens.

Presenter And I like these two. Leaving the house with wet hair and leaving the house with bare feet are also considered not safe.

Guest Wait, who actually leaves the house without shoes or socks?

Presenter I know! But these are all considered acts of bravery by Britons. Let's take a break for some music. We'll be back!

Unit 7

7.01 **Amy** You're very quiet today, Jack. What's the matter?

Jack Oh, nothing. Sorry, I've just got a lot on my mind.

Valerie Like what?

Jack Well, the exams are in a couple of weeks, and I'm just thinking of the time I'm going to spend at home studying … again! I don't like being stuck at home studying all day.

Amy Why don't you get out and do something different?

Valerie I keep telling you, try coming to athletics with me.

Jack Athletics? You meaning running and jumping? Who wants to do that?

Valerie I'm sure if you tried it, you'd change your mind. I love it. It gets me out of the house, it's something completely different from studying and it's really good for you.

Amy How often do you go?

Valerie We have training two days a week after school for an hour and on Saturdays we usually have a competition.

Jack So, have you won anything?

Valerie No, I haven't but I don't mind. I really enjoy running and it helps me to forget about school for a while, you know?

Jack Yeah, but you know me. You have to bear in mind that I'm not really very athletic. So, tell us, Amy, what helps you to avoid stress?

Amy Well, at the start of the school year, I was in two minds. I thought about going to athletics with Valerie but then I also really wanted to learn how to play the guitar.

Jack Really? You never told us you were learning the guitar!

Amy Oh, it's brilliant. I mean at first, I felt a bit ridiculous. The noise I was making was dreadful but I practised at home and I learned a few songs by heart. I'm really glad now I did that instead of athletics. When I'm feeling down or annoyed with something, I just pick up my guitar.

Jack Right, I've made my mind up. I'm going to take up a hobby. I really need something to take me away from studying all day. I'm going to join a band. Amy you and I are going to be in a band, and I'll be the singer.

Amy Hmm, but, Jack, you can't sing. I've heard you.

Jack That's not true!

Valerie Actually, I've heard you too, Jack, and…

Jack I can't believe you two.

Unit 8

8.01 **Interviewer** Everyone's favourite online video channel YouTube started in 2005 and since then it has built up over one billion users in 88 different countries. Here to tell us more about YouTube is a media expert, Janelle Harrison. Tell us, Janelle, how did YouTube start?

Janelle Well, as you said, it all started back in 2005 with three guys, Chad, Steve and Jawed, who worked together in California. The story goes that two of them went to a dinner party and someone made a few videos which they wanted to share with each other on the Internet but they found it very difficult so they set up YouTube. The first video was posted on 14 February 2005 and shows Jawed at San Diego Zoo. They never deleted it and it's still available on the site if anyone's interested.

Interviewer So, who uses YouTube?

Janelle Well, who doesn't use YouTube? The site has over one billion users and is now more popular than TV with younger people. More men than women use YouTube and 50 million people are making videos. They post 300 hours of video every minute!

Interviewer That's amazing. So, we'll never be able to watch it all.

Janelle Absolutely not. Nobody will ever be able to watch it all but we try. We watch five billion videos every day, of course, that means that thousands of people are watching the same videos at the same time!

Interviewer So, what do people watch on YouTube?

Janelle Well, music videos are the most popular thing like Despacito and Gangnam Style. And they're also the videos that the most people comment on. The Gangnam Style video has over five million comments! But then we also love product reviews where someone vlogs about a new product. And how-to videos are also incredibly popular. These are videos that explain to people how to do something like how to solve the Rubik's Cube or how to fix a problem with your computer.

Interviewer And, of course, we have lots of YouTube millionaires. People who earn a lot of money from their videos.

Janelle Yes, the most popular YouTuber is still PewDiePie who makes comedy videos and he's very rich! There are over 65 million people who subscribe to his channel.

Unit 9

9.01 **Interviewer** Have you ever asked yourself why a video goes viral? What is it about the video that makes lots and lots of people want to share it? With us tonight is Jonah Cook, a marketing manager who has studied viral stories and videos and is here to tell us what he's found.

Johan Hi, Claire. Well, don't think that this is something new. Surprisingly, back in Ancient Greece, the philosopher Aristotle suggested that what made a great speech was the message he was trying to communicate. He claimed that there were three things: the opinions that are expressed, the feelings it creates in a person and logic that is whether it makes sense.

Interviewer So, does a good viral video have to have these three things?

Johan Well, nowadays it's slightly different. Feelings are still important, of course. We share a video because it shows something positive, for example when someone achieves something. But occasionally we also share videos that are very negative like when someone gets hurt.

Interviewer Oh, yes. I don't like those videos but I always watch them to the end because I want to know what happens.

Johan Yes, that's another important point: the story. We all love stories, don't we? So, a viral video must tell a good story so that we watch it until the end. For example, there are lots of videos of people walking down the street or driving their car and then after a while something shocking happens. We watch patiently because there's a story happening right before our eyes!

Interviewer I'd also like to know if viral videos can be useful.

Johan Well, of course. Those how-to videos, where someone explains how to do something, like how to fix your mobile phone or how to cook perfect pasta, are gradually becoming more popular because they're useful. For example, people regularly ask me how they can build up lots of followers. Well, there are lots of videos with some great tips. We often share these videos because they secretly make us look clever. It looks like we know more than everyone else because we saw the video first.

Interviewer That's interesting.

Johan And there's one last thing. We like to share videos because what we are doing is important to us right at that moment. That's why we share it.

Interviewer Jonah, thanks very much.

Writing tutor Answer key

Writing tutor 1 WB p80

1 **Sample answers**

2 In my opinion, the best place is the park. There's lots to do there.

3 In my opinion, I think this will be a shame. We need to see our teachers and friends, and speak to them face to face.

4 I personally believe that everyone should decide for themselves. Some people will enjoy living abroad but other people may find it difficult.

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

It comments on task 2

3 Students should tick 3, 5 and 6

4 **Suggested answers**

Hi Jordan,

Many thanks for offering to look after our flat while we're away. Please:

- check the letter box for letters and leave them on the kitchen table
- water the plants next to the window in the living room
- help yourself to fizzy drinks and biscuits
- close all windows and lock the front door when you go

We'll see you on the 20th.

Best wishes,

Andi

Writing tutor 2 WB p81

1 **1** smooth, sharp **2** colourful, shiny, transparent (also faint and sharp?) **3** smelly **4** silent **5** sour, spicy

2 **Sample answers**

2 It's definitely some kind of market. It looks really colourful. I'm sure some of that fruit is very sour.

3 That's definitely a smooth box of sharp coloured pencils.

4 Perhaps the cheese is really smelly.

5 I guess it must be a classroom. The teacher's writing on the transparent walls and all the noise is very faint.

3 **2** smelly old **3** spicy Chinese **4** shiny new **5** faint round **6** smooth plastic

4 Sample answers

14-year-old Tyler Gordon is an amazing young artist who has created wonderful huge images of famous people like Kamala Harris, LeBron James and Michael Jackson. He's even been asked by a popular magazine, TIME, to create original art for their front cover.

5 **2** some old denim jeans **3** a small baby cat **4** my new red mobile **5** a hard wooden bench in the park

Writing tutor 3 WB p82

1 **2** certain that (✓) **3** a doubt (✓) **4** the other hand (✗), **5** although (✗) **6** conclusion (✓) **7** completely sure that (✓) **8** absolutely certain that (✓)

2 **2** On the one hand **3** However, on the other hand **4** Without a doubt **5** In conclusion **6** I'm absolutely certain that

3 **2** beautiful **3** enormous **4** cold **5** marvellous **6** hot **7** fascinating **8** loud **9** gorgeous **10** scary

4 Sample answers

2 are the marvellous teachers, and their lessons are absolutely fascinating.
3 Stranger Things, fascinating but also quite terrifying.
4 a trip to the amusement park – it was absolutely enormous and some of the rides were really terrifying.
5 the noise of the traffic is deafening, and the traffic jams are dreadful.

Writing tutor 4 WB p83

1 **2** help **3** do **4** be **5** do **6** see

2 **2** definitely help **3** I would **4** be better to **5** best thing **6** all be OK, you'll see

3 **2** angry **3** calmly **4** confident **5** eagerly **6** enthusiastic **7** gratefully **8** hope **9** peacefully **10** quiet

4 Sample answers

2 Don't worry. We all get angry with our friends sometimes. Phone them, apologise and talk about the argument calmly.
3 If the teacher has asked you, she has confidence in you! Keep calm and don't speak too quietly.
4 Why don't you try it? You may not be eager at first but I'm sure once you try, you'll be enthusiastic.
5 That's easy! If they like peace and quiet, take them to the lake. If they prefer noise, try the amusement park.

Writing tutor 5 WB p84

1 Suggested answers

2 Dog discovers 200 million-year-old dinosaur egg.
3 Pop star refuses to fly.
4 Celebrity chef to apologise for dreadful review.
5 Local residents complain about deafening noise.
6 Enormous second-hand market to open in stunning location.

2 **2** 'What happened to the plans for the skate park?' they asked.
3 'I heard a strange noise, so I phoned the police,' he replied.
4 She enquired, 'Whose responsibility is it?'
5 'She'll go far, I'm sure!' he announced.
6 They admitted, 'We never intended to be famous.'

3 Suggested answers

I spoke to several people at the art gallery. When I asked a young woman about it, she claimed that she had been there when it happened. She claimed that she had seen a young child go up to the painting and draw on it. She explained that the painting was a big white one with a couple of black lines on it. When asked about the child's reasons, she suggested that the child had wanted to finish the painting.

4 Sample answer

Dog discovers 200 million-year-old dinosaur egg.
Tim Wilson was walking his dog in a local forest when it stopped and started digging under a tree. It had found an enormous egg. Wilson immediately reported it to the police, who responded quickly by sending over an expert. We managed to interview the expert, who claimed that the egg belonged to a dinosaur and suggested that the egg was millions of years old. When I asked him about the species, he replied, 'We won't know that until we have done more research.' I also wanted to know if there could be more eggs in the forest, and he explained that his team were looking into that possibility.