WIDER WORLD

SECOND EDITION

Set for learning, set for life in the real world

Wider World Second Edition prepares teenagers for their life ahead: it equips them with the future skills they will need to enjoy their social lives, pursue their studies and succeed in their careers as citizens of the world.

New BBC videos

cover the huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence, and fire curiosity in the world outside the classroom.

Comprehensive teacher support

and resources make teaching intuitive, with minimal preparation. They enable teachers to adapt to the needs of individual students, so every student can achieve their highest potential and flourish in their lives ahead.

Teacher's Book with Teacher's Portal Access Code

- Presentation Tool with a digital version of the Student's Book and Workbook, lesson notes, audio, video and interactive exercises.
- Online Practice of the Workbook and Extra Practice Activities with instant feedback, where teachers can assign activities.
- Gradebook with student results from the activities in the Student's eBook and Online Practice.
- Test Generator with assignable test activities.
- Virtual classroom with live video, sharable interactive whiteboard, live assignments with view of student performance, chat and hand-raising system.

Wider World Second Edition is fully accessible on your computer, tablet and mobile phone so that you can enjoy the full functionality of your course wherever you are.

Also available

- Student's Book with eBook
- Student's Book with Online Practice and eBook
- Student's eBook Access Code
- Student's eBook with Online Practice Access Code
- Workbook
- Workbook with Online Practice
- Online Practice Access Code
- Teacher's Portal Access Code

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Learning English with Pearson?
Access English language materials to support your learning journey.

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	GSE	CEFR	Pearson English International Certificate	Benchmark	Cambridge
Starter	10-25	<A1/A1		Benchmark YL Learners Level 1	
Level 1	24-34	A1/A2	Levels A1/1	Benchmark YL Learners Level 2	A2 Key for Schools
Level 2	32-42	A2/A2+	Level 1	Benchmark YL Learners Levels 3/4 Benchmark Test A	A2 Key for Schools
Level 3	40-50	A2+/B1	Levels 1/2	Benchmark YL Learners Levels 4/5 Benchmark Tests A/B1	A2 Key for Schools B1 Preliminary for Schools
Level 4	45-55	B1/B1+	Level 2	Benchmark YL Learners Levels 5/6 Benchmark Test B1	B1 Preliminary for Schools

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WIDER WORLD SECOND EDITION 4 Teacher's Book with Teacher's Portal Access Code Mark Roulston

Mark Roulston

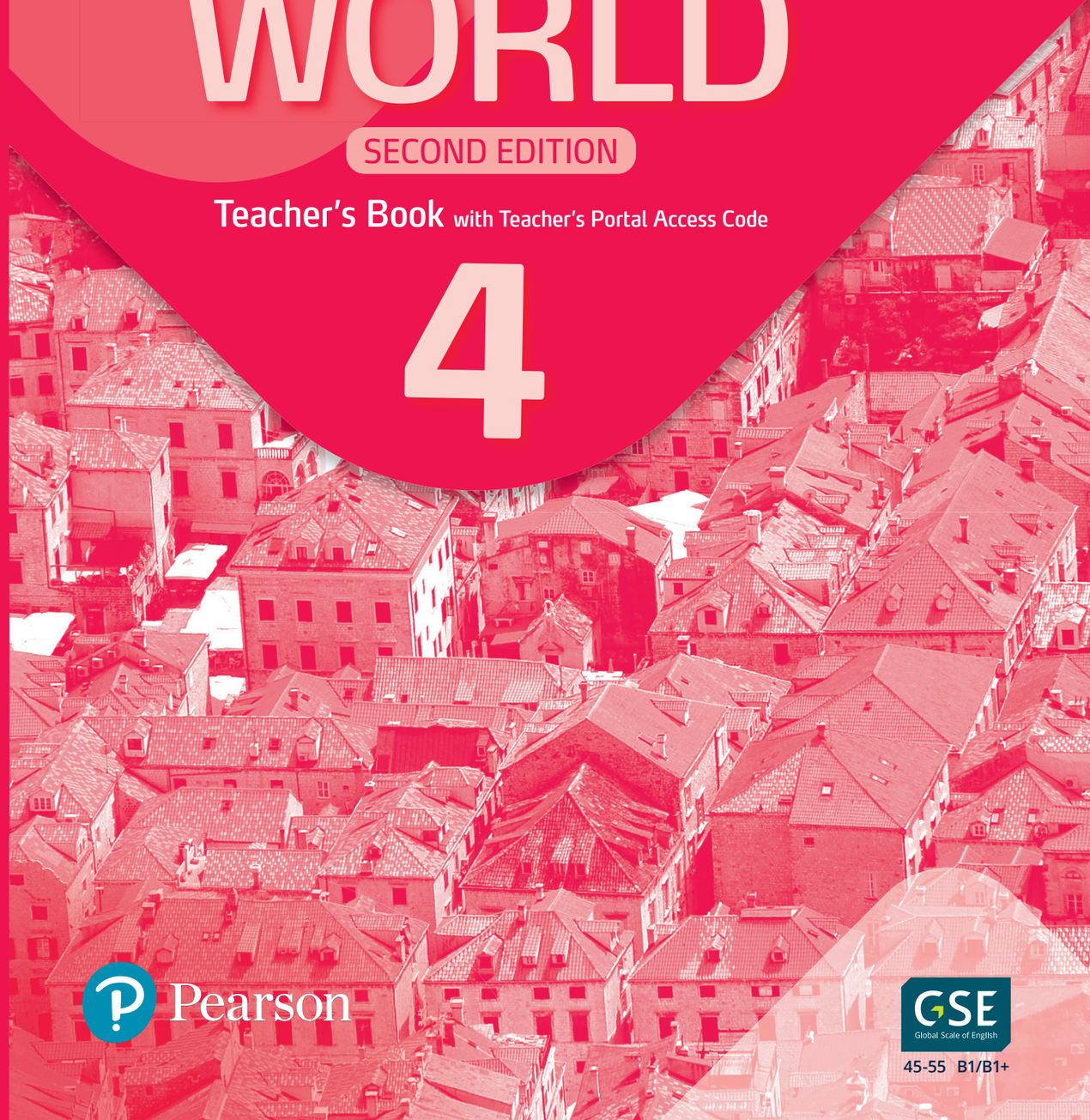
BBC

WIDER WORLD

SECOND EDITION

Teacher's Book with Teacher's Portal Access Code

4



Pearson

GSE Global Scale of English

45-55 B1/B1+

Your Teacher's Book comes with a Presentation Tool, Online Practice, a Gradebook, Test Generator and a virtual classroom, which are available through the **Pearson English Portal**.

To access the Portal:

1 Go to **pearsonenglish.com/login**

2 Sign in or create your Portal account

3 Follow the on-screen instructions to add your product using the **access code** below.

Access code

This code can only be used once and the user subscription is valid for 24 months from the date of registration.

Need help?

Go to **MyPearsonHelp.com/portal** for help, training and technical support.

WIDER WORLD 4

SECOND EDITION

Teacher's Book

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Welcome to
Wider World
Second Edition

Wider World is a portal to a wider world of English language knowledge and resources specially designed for teenage learners. It enables teenage students to develop the ability to communicate well in English and boosts their confidence so that they can participate as educated citizens in the global community of the 21st century with all its unique challenges and opportunities.

Wider World Second Edition is the direct result of extensive research among teachers using the first edition. It builds on the highly successful and trusted methodology of the series but has been brought up to date with fresh content and a new modern look and feel. There are also a lot of new features and brand new digital tools and resources in response to teachers' feedback and new expectations in a post-pandemic world.

The new edition prepares teenagers for their future lives and careers both as language learners and citizens of the world through the focused Life Skills programme, *Set for Life*. Printable *Set for Life* 'bookmarks' provide tips on how to successfully apply the skills in real life, and serve as a quick reference to key language areas introduced in the lessons.

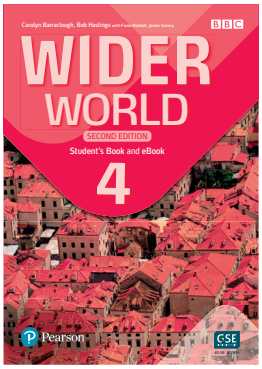
New *BBC Culture* videos showcase a huge diversity of life and culture, expose learners to authentic English, inspire them to develop their language skills, build communicative competence and arouse curiosity in the world outside the classroom. New and expanded project work provides motivating contexts for engaging teamwork and collaboration.

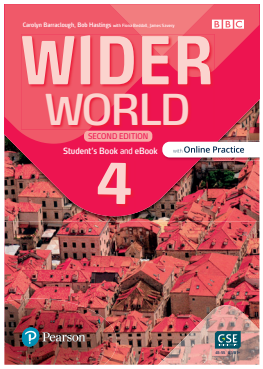
Comprehensive teacher support materials with numerous resources and new digital tools make *Wider World Second Edition* intuitive to teach in class and online, with minimal preparation. It enables you to adapt your teaching to the needs of individual students, whatever their ability, so that every student can achieve their highest potential.



Course Components

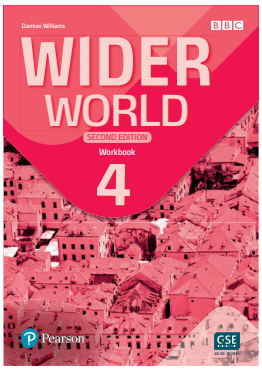
For Students

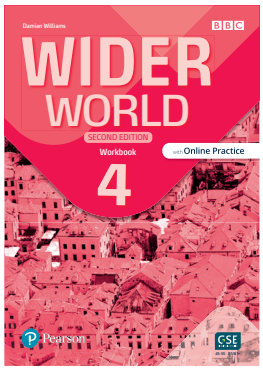




STUDENT'S BOOK

- Access code for Student's eBook, Online Practice and Tests (depending on the version)
- Course map showing how to use the Student components
- Ten units per level: nine core units and one revision unit. Each unit includes a wordlist with exercises to activate key vocabulary and a *Revision* section.
- Speaking videos
- Cumulative *Progress Checks* for units 1–3, 1–6 and 1–9
- *BBC Culture* lessons based on BBC video documentaries and project work
- *Set for Life* lessons focusing on developing future skills
- *Grammar Time:* grammar reference and practice activities for every Grammar lesson
- Four CLIL lessons
- Audio and video available online





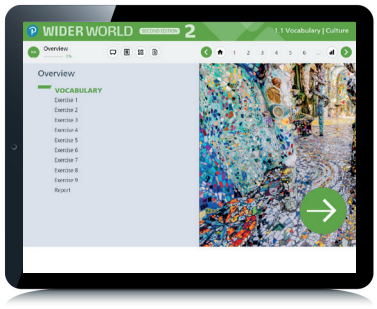
WORKBOOK

- Access code for audio, Online Practice and tests (depending on the version)
- Additional grammar, vocabulary and skills practice to supplement the material in the Student's Book
- *My Language Files* for storing key vocabulary from each unit
- *Self-Check* section at the end of each unit
- *Reading Time* sections to encourage reading for pleasure
- *Exam Time* sections for exam preparation
- Audio available online



STUDENT'S eBOOK

- Full Student's Book in digital format with embedded audio, video and interactive activities
- Tools for managing and assigning self-study and practice activities for students, with automatic marking to save time
- Personal gradebook for students to review their performance



ONLINE PRACTICE

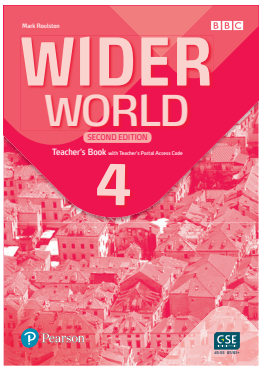
- Digital version of the Workbook activities and Extra Practice Activities with automatic marking to be used for self-study or teacher-assigned work
- Fully accessible on computer, tablet or mobile



- Extra Practice Activities to provide additional vocabulary practice as well as remediation activities for grammar. Students can view and monitor their results in the gradebook. (For more details please see Online Practice in For Teachers on page 4.)

Course Components

For Teachers



TEACHER'S BOOK

- Student's Book pages with overwritten answers and a list of teacher and student resources available for each lesson
- Detailed teaching notes with useful tips on areas such as mixed-ability classes and Assessment for Learning
- Background notes, extra activities, additional tasks for fast finishers and students who need support
- Photocopiable *Need support?* worksheet for each unit with simplified versions of more difficult tasks
- Student Book and Workbook audioscripts and videoscripts, Workbook answer key
- Access code to Teacher's Portal with a wealth of tools and resources to make teaching more effective in class and online. (For more details please see page 5.)



PRESENTATION TOOL

- Digital versions of Student's Book and Workbook
- Interactive activities for display in class and online
- Teaching notes for each lesson and individual exercises
- Embedded audio and video
- Built-in virtual classroom and whiteboard functionalities: integrated video conferencing with breakout rooms, interactive whiteboard, chat, question posting, discussions, live task assignment and real-time view of student performance



ONLINE PRACTICE

- Fully interactive digital version of the Workbook and Extra Practice Activities with instant feedback and automatic gradebook
- Activities can be assigned at the touch of a button for homework or in class.



EXTRA PRACTICE ACTIVITIES

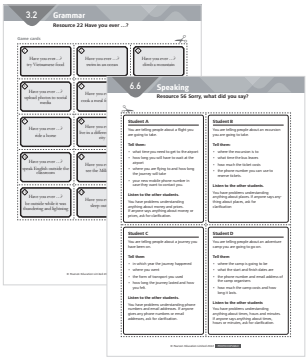
- Extra activities based on BBC Vox Pops, with embedded video
- Extra activities based on video presentations from Grammar and Speaking lessons
- Additional grammar and vocabulary activities
- Remediation activities for grammar
- *Self-Check* activities for each unit
- Use of English activities
- Vocabulary Memory Games

TEST GENERATOR

- Adaptable tests from the Assessment package to tailor to students' needs
- Tests to assign online with automatic marking

GRADEBOOK

- Overview of individual student and class results for assigned activities from the Student's eBook, Online Practice and Test Generator



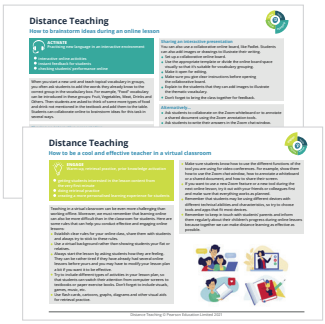
PHOTOCOPIABLE RESOURCES

- Ninety photocopiable worksheets with full teaching notes and answer key including:
  - one worksheet for every lesson plus two additional vocabulary and grammar revision worksheets for each unit
  - *Set for Life* worksheets to supplement the lessons in the Student's Book
  - Project worksheets with step-by-step support for digital projects in *BBC Culture* lessons
- Assessment for Learning response cards designed to support feedback
- *Need support?* worksheets for each unit with simplified versions of selected tasks from the Student's Book
- *Set for life* 'bookmarks' with tips and key language from *Set for Life* lessons



GRAMMAR PRESENTATIONS

- Interactive grammar presentation with practice exercises for each Grammar lesson



ONLINE CLASSROOM

- Online video tutorials and materials on the *ESAP* (*Engage*, *Study*, *Activate*, *Practise*) framework – an online teaching methodology to help teach effective and engaging online lessons
- A set of guides on distance teaching with ideas and tips for each stage of the lesson to help implement the *ESAP* approach successfully in everyday teaching

ASSESSMENT PACKAGE

- A range of language, skills and exam tests for use throughout the course
- All core tests in A/B versions to prevent copying: ready-to-print PDFs and editable Word documents, which can be administered online via the Test Generator
- Tests versioned for dyslexic students

Pearson English International Certificate

EXAMS

- Exam correlation tables showing detailed alignment between Pearson English International Certificate, Cambridge English exams and each level of *Wider World Second Edition*
- Cambridge Exam Practice for A2 Key and B1 Preliminary for Schools

TEACHING WITH *WIDER WORLD SECOND EDITION* VIDEOS

- Series of short instructional videos to familiarise teachers with key aspects of the course

GSE Global Scale of English

GSE MAPPING BOOKLETS

- Alignment of each level of *Wider World Second Edition* with The Global Scale of English (GSE) and the Common European Framework of Reference (CEFR)

OTHER USEFUL RESOURCES

- Teacher's Book in PDF format
- Class, Workbook and Test audio with scripts
- All in-course video with scripts
- Student's Book and Workbook
- Wordlists with audio
- Syllabus of future skills taught across levels

Wider World Second Edition Videos

There are three types of video in *Wider World Second Edition 1–4*. Additionally, *Get Grammar!* animations are available with Starter level. All videos can be accessed from the Resources area on the Teacher's Portal. They are also embedded in the Student's eBook.

SPEAKING VIDEOS



An entertaining drama about a group of teenagers, their families and friends
The videos present the key language for all the Speaking lessons in an engaging and relatable way. Real-life dialogues provide natural and memorable models. New language is backed by visual clues and presented in context to help students acquire new language.
The episodes also have an additional focus on future skills and are accompanied by a *Set for Life* task to show students how learning specific skills can be useful for their lives outside the classroom.
All the video episodes are also available in audio-only format.

BBC VOX POPS



Short clips of people filmed by the BBC on the streets of London answering questions about their lives and opinions
Students are exposed to authentic, spontaneous speech uttered by speakers of English from around the world. The purpose of the videos is to provide short manageable chunks of language in real contexts to help students develop compensation strategies for understanding, and to improve their listening skills.

BBC CULTURE VIDEOS



A series of inspiring culture videos produced in co-operation with the BBC
The videos recycle the topic and language from the preceding units. They are aimed to spark students' imagination and curiosity about the wider world so that they are enthused to continue their English learning independently.

GET GRAMMAR! ANIMATIONS



Funny animated clips about the adventures of Hammy, a cute Hamster and his friends
The videos present the key grammar structures taught in each Grammar lesson of Starter level. The animations enable teachers to explain new grammar structures in an entertaining and meaningful way. The videos can be used multiple times as an effective presentation tool or for quick revision of grammar structures.

The Global Scale of English

The Global Scale of English (GSE) is a numerical scale which measures English language proficiency. It is also a framework of learning objectives which describe what a learner can do at each level of proficiency on the scale for each of the four skills: listening, reading, speaking and writing. The Global Scale of English enables teachers and students to answer the following questions accurately:

- How good is my English?
- What progress have I made towards my learning goal?
- What do I need to do next to improve?

The Global Scale of English is fully aligned to the Common European Framework of Reference for Languages (CEFR), but the numerical scale enables proficiency to be measured more accurately, more regularly and within a CEFR level. This keeps learners motivated as they see regular evidence of progress.

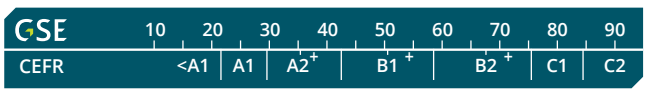
The Global Scale of English helps you to find the right course materials for the exact level and learning goals of your students. The chart on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them make progress.

Wider World Second Edition has been created using the GSE Learning Objectives for Young Learners and Adult Learners. These have been used to ensure that the content and activities are at the correct level and have informed the lesson goals given at the start of each unit.

GSE TEACHER'S RESOURCES

You can find a full list of all the GSE Learning Objectives covered in this coursebook in the Global Scale of English Teacher Booklet, available on the Teacher's Portal. For more information about how the GSE can support your planning and teaching, your assessment of your learners, and the selection or creation of additional materials to supplement your core programme, please go to www.pearsonenglish.com/gse.

For easy access to all the GSE Learning Objectives, GSE Grammar, GSE Vocabulary and the GSE Text Analyzer (to estimate the GSE level of a written text), use the GSE Teacher Toolkit – freely available online at www.english.com/gse/teacher-toolkit/user/lo.



Exams

Wider World Second Edition provides many opportunities for students to get acquainted with the format of international exams with special focus on the Pearson English International Certificate and Cambridge Exams.

The Pearson English International Certificate (formerly known as PTE General) gives learners official certification of their English language skills at any level. Awarded by Edexcel, the International Certificate is recognized by universities in many countries around the world.

Exam preparation is seamlessly integrated in the Student's Book and Workbook and clearly signposted for the teacher in the Teacher's Book. Detailed information about exam tasks covered in each level can be found in the Exam Alignment Tables available on the Teacher's Portal.

The table below shows the correlation between the language level of each part of *Wider World Second Edition* and the requirements for Pearson English International Certificate and Cambridge Exams.

	GSE	CEFR	Pearson English International Certificate	Cambridge
Starter	10–35	> A1/A1		
Level 1	24–34	A1/A2	Levels A1/1	A2 Key for Schools
Level 2	32–42	A2/A2+	Level 1	A2 Key for Schools
Level 3	40–50	A2+/B1	Level 1/2	A2 Key for Schools B1 Preliminary for Schools
Level 4	45–55	B1+	Level 2	B1 Preliminary for Schools

STUDENT'S BOOK

Exam-style reading and listening comprehension tasks are integrated in skills lessons in every unit and there is a strong focus in the Speaking lessons on teaching the necessary skills for the international exams. Cumulative *Progress Check* sections include Use of English tasks as well as speaking, listening and reading tasks in an exam-like format.

WORKBOOK

Exam Time sections in the Workbook provide exam practice in a format which mirrors the real tests. Exam Tips familiarise students with typical exam task types and help them overcome common exam difficulties.

TEACHER'S BOOK

All exam tasks in the Student's Book are clearly signposted in the Teacher's Book. The notes explain which exam (and which exam paper) a given task comes from. Teaching notes also include additional tips and exam strategies.

EXAM

Exercise 2
International Certificate Level 2, Reading, Section 6, (open-ended question)

Measuring Progress

Students' progress can be measured through a variety of methods: student self-assessment, peer assessment, observation, class participation, written work, homework tasks, and both in-course and summative assessment. *Wider World Second Edition* provides you with a full range of tools to help measure the progress of your students.

STUDENT'S BOOK

Each lesson in *Wider World Second Edition* has a learning objective which is available for you to explore with your students at the start and end of each lesson. It is important to check how confident students feel before moving on to the next unit. The *Revision* sections help check how well students have mastered the language from the unit. The *Progress Check* sections allow students to consolidate their knowledge from the previous units in a summative way. They systematically cover all language learned through Use of English, listening, reading, writing and speaking activities.

WORKBOOK

In the Workbook there is a *Self-Check* section at the end of each lesson which covers key grammar and vocabulary from the unit. After completing the tasks, students can assess their score to check how comfortable they feel.

GRADEBOOK

You can assign activities from the interactive Student's Book and Workbook and students' results will report to the gradebook so that you can monitor their progress.

TEACHER'S BOOK

For each lesson, we highlight in the teaching notes which learning objectives the students will cover. Each lesson starts with an activity to identify the lesson goals and helps students understand what they will have learned by the end of the lesson. Students can review the lesson aims and assess their achievement at the end.

The **Assessment package** for each level includes five categories of tests:

1. **Placement Test** to assess students' language level at the beginning of the course and choose the right course level
2. **Vocabulary and Grammar Checks** to test key points from individual Grammar and Vocabulary lessons
3. **Unit Tests** focusing on vocabulary, grammar, functions, listening and reading as well as separate **Unit Writing Tests**
4. **Progress Tests** including **Progress Writing** and **Speaking Tests** every three units to assess students' progress
5. **Exam Practice Test** with **Exam Speaking** and **Exam Writing** tests which can be administered at the end of the school year to see how well students are prepared to take external exams

Benchmark

Benchmark tests are a perfect companion to any English teaching programme. They are independently-verified proficiency tests designed to measure progress in detail and offer targeted direction for both students and teachers. Depending on their age and performance, students can take either English Benchmark Young Learners or Benchmark Test.

English Benchmark Young Learners is a motivating English test for 6-14 year old learners delivered on a tablet. Testing speaking, listening, reading and writing, it measures English proficiency through a fun, game-like test. English Benchmark gives you recommendations for what to teach next, based on students' scores.

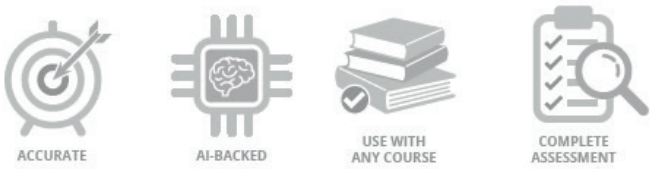
The **Benchmark Test** has been designed for older teenagers. This straightforward yet powerful tool makes it easy to measure real progress, fast. And with just a few basic requirements, the test can even be taken from home. Use the Benchmark Test alongside *Wider World Second Edition* to smooth and accelerate the journey to fluency. Benchmark tests are clearly signposted in the Teacher's Book.



We recommend taking two tests per year to check or monitor students' progress and inform teaching plans. The table below shows how *Wider World Second Edition* is aligned to Benchmark levels:

Starter	Benchmark YL Level 1
Level 1	Benchmark YL Level 2
Level 2	Benchmark YL Levels 3/4 Benchmark Test A
Level 3	Benchmark YL Levels 4/5 Benchmark Test A/B1
Level 4	Benchmark YL Levels 5/6 Benchmark Test B1

For more information about Benchmark tests and delivery, please go to Pearson English Assessment Portal at www.pearson.com/english/assessment.html.



Assessment for Learning (AfL)

Most teachers are familiar with assessment of learning, i.e., assessments/tests that take place at the end of a unit of study, which are used to report achievement. Assessment for Learning (AfL) complements and supports this type of assessment, but differs in two key ways:

- AfL takes place at *all* stages of the learning process. Teachers continuously monitor and assess students' needs and progress during lessons, give feedback and support where necessary, and modify future teaching and activities based on their observations.
- AfL means students take responsibility for learning and take an active role. They become more independent, and more able and confident to continue learning beyond the classroom. Because AfL focuses on the process of learning, and emphasises progress and achievement rather than failure, it increases student motivation and maximises attainment. It is now established as one of the most powerful ways of improving learning and raising standards.

ASSESSMENT FOR LEARNING IN THE CLASSROOM

AfL can take different forms, but fundamentally it consists of anything you do to help students focus on and answer these three questions:
1 *What am I going to learn?*
2 *Can I do what is expected of me?*
3 *How can I improve?*
These three questions underlie the Assessment for Learning strategies that are incorporated in *Wider World Second Edition.* The table below lists the most common strategies included in the teaching notes for each lesson, together with examples of recommended classroom techniques.

AfL strategies	Examples of recommended classroom techniques
Set and review lesson goals At the start, share lesson aims and write them on the board so you and your students can refer to them at different stages of the lesson. (1 *What am I going to learn?*) At the end, ask students to re-read the aims and reflect on the extent to which they have achieved them. (2 *Can I do what is expected of me?*)	**Setting lesson goals:** Write the aim on the board and read it out. Ask questions to check understanding. **Reflection:** At the end of the lesson students re-read the lesson aim and write a number from 1–5 to say how confident they feel (1 – it's easy to 5 – it's difficult), together with a reason why. Read and if necessary, review or offer individual support. **Self-assessment:** Students reflect on the lesson and their learning. Give them questions to answer in their notebooks.
Monitor students' learning and give constructive feedback Throughout the lesson, observe how students participate, monitor progress and assess their work. Give all students the opportunity to respond to questions. Give regular constructive feedback to individual students: praise and show them what they can improve and how. (3 *How can I get better?*)	**Yes/No, Traffic Light, and Emoji response cards:** Students choose and hold up a card to show how well they understand, e.g., a language item. Look at the responses and if necessary, re-teach, review or offer individual support. **Popsicle Stick technique:** Students write their names on popsicle sticks and put them in a cup. A student picks a stick. The student whose name is on the stick answers the question. **Basketball technique:** A student gives the answer, then throws a ball to another student to give his/her answer and so on. The teacher only gives feedback after all the students involved have spoken.
Peer Learning Use pair work and group work to encourage peer learning and collaboration. Encourage learners to assess each other's ideas and work.	**Peer teaching:** Students raise their hands if they have a question. Other students answer. Only provide support when needed. **Think-Pair-Share:** Students think of the answer to a question alone. Then they discuss in pairs. Finally, they discuss their ideas in groups, or as a class.
Independent Learning Promote independent learning by giving students responsibility and choices.	**Spider diagram:** Students create a spider diagram with the words in Vocabulary box A. Then they add any other words they know. **Visual dictionary:** Students create a visual dictionary with the new vocabulary. They can draw pictures or find images. Give them the option of creating the visual dictionary in their notebooks or on a laptop, tablet or smartphone.

Wider World Second Edition offers you the support you need to incorporate Assessment for Learning in your everyday teaching:

- Teaching notes offer quick and easy-to-use AfL techniques for all key lesson stages (clearly signposted with symbols).
- Photocopiable Assessment for Learning response cards are available on the Portal.
- *Self-Check* pages in the Workbook help students monitor where they are in their learning and become more independent learners.

Inclusive Classroom

Wider World Second Edition recognizes the need for all students to reach their potential and encourages teachers to adopt inclusive practices in the classroom by offering strategies and tailored materials.

An inclusive classroom is a learning environment that is flexible enough to respond to the needs of students with learning differences as well as those who are exceptionally gifted. In an inclusive classroom, all students are engaged in learning and making progress and students' individual differences are recognized. Inclusivity also means respecting people from *all* backgrounds and cultures.

There are numerous benefits of creating an inclusive learning environment. Above all, it promotes a growth mindset in the classroom and gives students a chance to learn values such as respect and tolerance as well as realise that learning is about focusing on their own progress, rather than comparing themselves with others.

MIXED-ABILITY CLASSES

Mixed ability refers to the differences that exist in a group of learners in terms of each student's competencies, strengths, difficulties, learning preferences and abilities. *Wider World Second Edition* recognizes that all classrooms are mixed-ability, and offers strategies and support for teaching more and less confident students. More confident students may be simply more confident, or they may have high language proficiency levels, strong literacy, or be quicker to understand and apply new information. Less confident students, on the other hand, may be less confident, or they may have difficulties with some areas e.g., grammatical accuracy or reading.

Wider World Second Edition incorporates two key strategies to help all students achieve the learning objectives according to their readiness level and preferred ways of learning:

- **Differentiation** means students can work on and learn what they are ready for. This may involve adapting the process of teaching (e.g., staging the presentation of new material more and breaking down complex tasks into smaller steps); differentiating learning outcomes for students, (e.g., asking students to provide yes/no answers instead of open answers or produce a shorter written answer) or adapting tasks for different learners in class.
- **Peer collaboration** (pairwork, group work) is a useful way of involving all students in a mixed-ability group. It draws on students' different strengths and knowledge and encourages them to share and learn from each other. Depending on the activity, students can work in the same ability pairs or you can decide to pair less and more confident students.

SPECIAL EDUCATIONAL NEEDS AND NEURODIVERSITY

Special Educational Needs (SEN) is a term used to refer to students who face learning challenges due to physical, behavioural, cognitive or literacy differences.

Examples of SEN include:

- Autism spectrum disorder
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- Dyslexia
- Anxiety disorder.

The term neurodiversity can be a more positive way of describing SEN as it focuses on the strengths of these students, while acknowledging and embracing their differences.

Wider World Second Edition recognizes that many students will have special needs of some kind at some time during their school life, and teachers need support in order to understand these challenges and make changes in the way they teach in order to help remove barriers to learning. While SEN students will have difficulties which affect learning, they also have some key strengths which you can capitalise on to avoid stigmatising, and promote self-esteem. For example, dyslexic learners have strong visual memories; students with ADHD tend to have boundless energy, which can be effectively channelled during project work, role plays and action games. Learners on the autistic spectrum often have an excellent memory for rules and facts, which can make grammar appealing. They can also develop a keen interest in a particular topic, which can be exploited during vocabulary building or project work.

Wider World Second Edition offers strategies and materials to cater for mixed ability and neurodiversity in the classroom. These include:

Teacher's Book

- There are teaching notes and detailed suggestions as well as ideas for differentiated tasks for less and more confident students under *Need support?* and *Finished early?* These also include tips for exploiting pair and group work in mixed-ability classes.
- There are *Need support?* worksheets with four activities for each unit with simplified versions of more difficult tasks in the Student's Book.

Workbook

- The exercises progress from less to more difficult to allow teachers to allocate suitably graded material to less and more confident students.
- *My Language File* page is a useful tool to help students build their own bilingual dictionary as well as memorise and revise new words.

On the Portal

- There are additional remediation tasks for each Grammar lesson to provide extra practice.
- There are tests versioned for dyslexic students.
- There are additional supplementary resources for students with special needs.

Future Skills

Soft skills (also referred to as '21st century skills' or 'transferable skills') are becoming increasingly important in a rapidly changing and uncertain future. Modern learners need to develop not just English language skills, grammar and vocabulary, but also skills which will help them become fully rounded citizens of the global community.

Wider World Second Edition is aligned to the *Pearson Personal & Social Capabilities (PSC)* framework. Based on extensive research with employers, educators and learners, *PSC* identifies six categories of skills which are critical for lifelong learning and success at work:

- Critical Thinking and Creativity
- Communication
- Collaboration
- Self-management
- Leadership
- Social responsibility.



Wider World Second Edition has been designed to place a special emphasis on helping students develop future skills:

- **A dedicated life skills syllabus for each level**
  The *Set for Life* programme has been integrated into all five levels of the course and the syllabus has been adjusted to students' cognitive abilities.
- ***Set for Life* lessons**
  In every level there are four *Set for Life* sections which introduce future skills in real-life contexts. Students learn about how to apply a given skill through a sequence of practical tasks. They are provided with useful tips and key language pulled together in the 'bookmark' section for quick reference. The lessons can be supplemented with photocopiable worksheets which explore the topic of the lesson in more detail.
- ***Set for Life* tasks**
  In every unit there is a *Set for Life* task integrated into the video story. These short tasks are guided and help students focus on one specific skill.
  For more information about personal and social capabilities and employability please go to www.pearson.com/en-us/efficacy/skills-for-today.html.

Visible Thinking

The ability to think critically, i.e., question, explore, challenge and solve, is arguably one of the most important skills students will need for their future lives. However, a key question is how teachers can gain insight into students' thinking processes and help them to become better thinkers. This question underpins the research on the Visible Thinking Routine (VTR) undertaken at Harvard University by Project Zero, an educational research group.

Thinking routines are simple exercises designed to help students understand how they think and learn by making their ideas and thinking 'visible'.

They usually comprise a few steps which scaffold and guide students' thinking, and are designed to be frequently repeated so that students develop thinking habits typical of critical thinkers.

VTR examples in *Wider World Second Edition*:

- *See*, *Think*, *Wonder* (What do you see? What do you think about that? What does it make you wonder?) This VTR aims to develop learning through careful observation and interpretation of images, topics and objects.
- *Why do you say that?* (What do you know/see that makes you say that?) This VTR promotes evidence-based reasoning and critical thinking, to help students support opinions with evidence.

Thinking routines provide you with an effective tool for promoting the development of a thinking culture in the classroom, where students are encouraged to go beyond passively learning and remembering facts to actively questioning and taking multiple perspectives. Key factors to consider in order to use VTRs effectively are:

- Students need sufficient time to think in depth before verbalising and discussing their ideas.
- Teachers should serve as role models and participate in the thinking process too.
- The focus should be on the process, or interactions, rather than the outcome.

In *Wider World Second Edition*, a range of visible thinking routines are incorporated into all the *BBC Culture* lessons across all levels. These VTR-based activities are designed to awaken curiosity about cultural and social issues and help students develop a deeper understanding of the topics. Each level features visual thinking routines appropriate to students' cognitive development and language level. For example, Level 1 features simple, guided routines such as *Think See Wonder, Why do you say that?* and *Think Pair Share.* In Levels 3 and 4 students move on to more complex, open routines such as *Connect, Exchange, Challenge; Your viewpoint, The writer's viewpoint, What do you think now?*

A Unit of the Student's Book

Clear summary of unit contents in terms of vocabulary and grammar

Special focus on teaching collocations and vocabulary chunks

Integrated skills practice to help students consolidate new vocabulary

Vocabulary presented in real-life contexts with engaging visuals

All lexical items recorded for students to listen and repeat

Personalized speaking practice to help students achieve the learning objectives

Learning objective (can-do statement) for every lesson based on the Global Scale of English

Grammar tables to highlight target structures

Recorded versions of all reading texts

Step-by-step reading practice to develop students' reading skills

Manageable texts about contemporary issues to engage students' attention

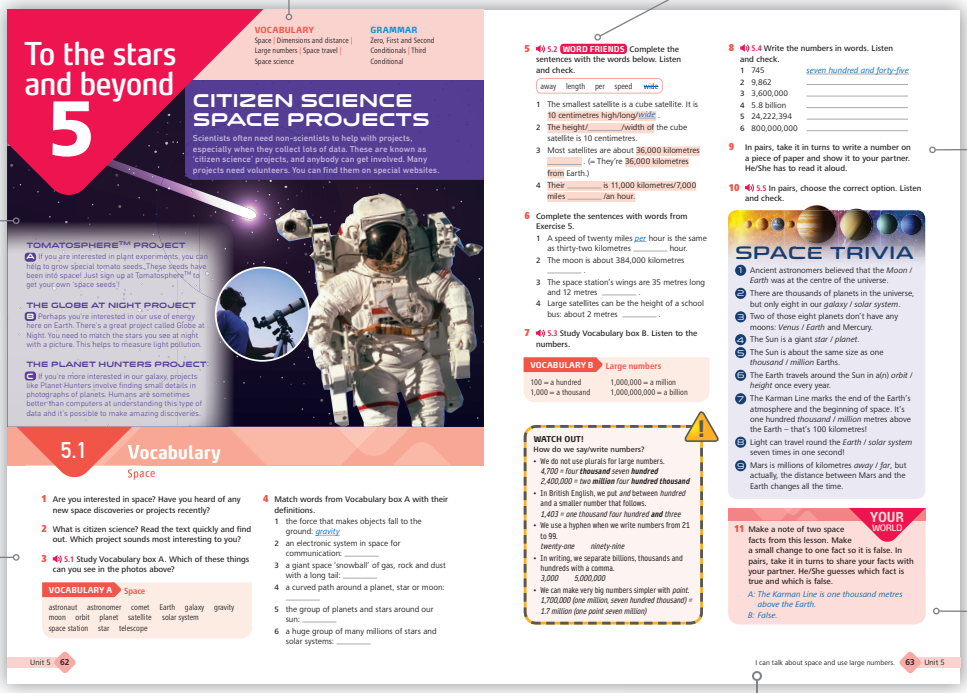
Comprehension tasks in exam-like format to prepare students for exams.

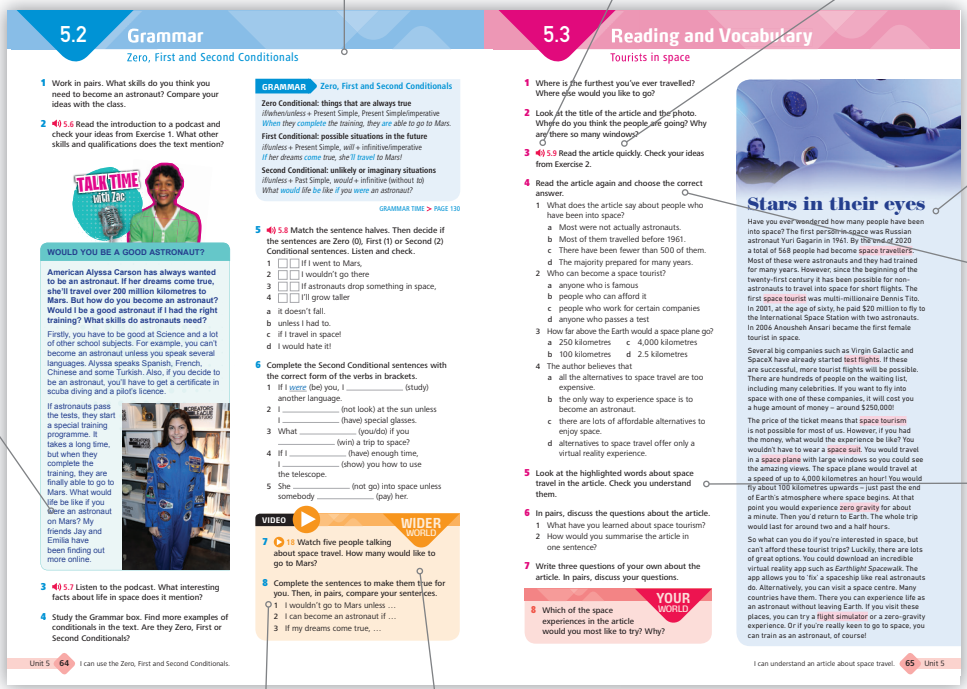
Text-based grammar presentation

Vocabulary sets contextualized in the reading text and recorded

Final productive task to encourage students to use the grammar in a personalized context

BBC Vox Pop videos to expose students to real-life examples of language from the lessons





Step-by-step grammar practice to build students' confidence and improve accuracy

Vocabulary sets presented and contextualized in the listening texts

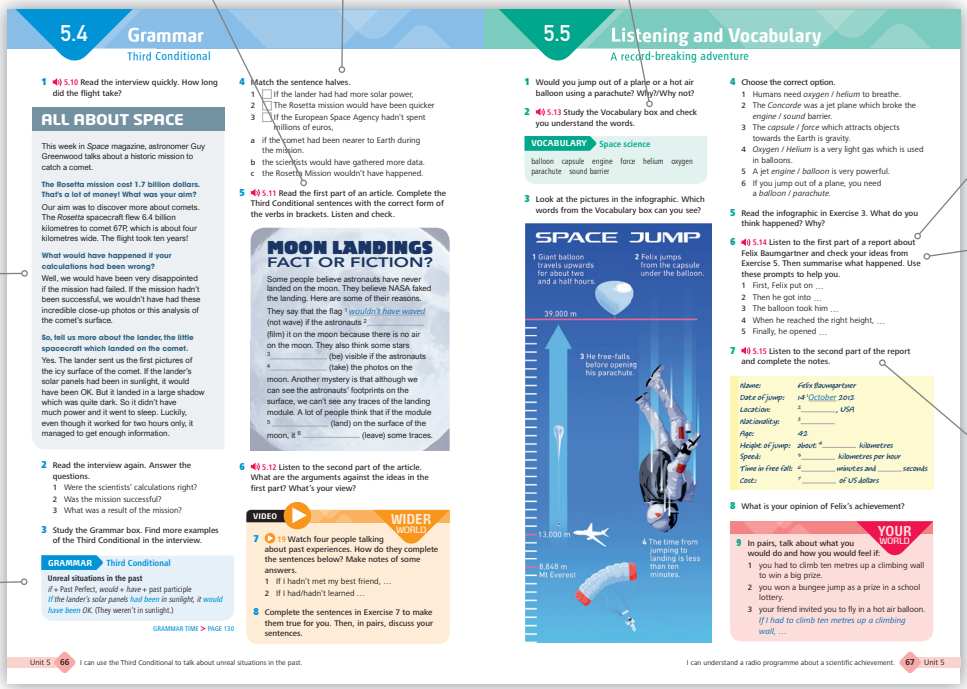
Variety of authentic listening texts to develop and improve listening skills

Step-by-step listening practice to build students' confidence

Text-based grammar presentations

Exam-style listening tasks to prepare students for international exams

Full grammar tables and more exercises at the back of the book to give students extra practice



5.4 Grammar
Third Conditional

1 5.10 Read the interview quickly. How long did the flight take?

ALL ABOUT SPACE

This week in *Space* magazine, astronomer Guy Greenwood talks about a historic mission to catch a comet.

The Rosetta mission cost 1.7 billion dollars. That's a lot of money! What was your aim?
Our aim was to discover more about comets. The Rosetta spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!

What would have happened if your calculations had been wrong?
Well, we would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.

So, tell us more about the lander, the little spacecraft which landed on the comet.
Yes. The lander sent us the first pictures of the icy surface of the comet. If the lander's solar panels had been in sunlight, it would have been OK. But it landed in a large shadow which was quite dark. So it didn't have much power and it went to sleep. Luckily, even though it worked for two hours only, it managed to get enough information.

2 Read the interview again. Answer the questions.
1 Were the scientists' calculations right?
2 Was the mission successful?
3 What was a result of the mission?

3 Study the Grammar box. Find more examples of the Third Conditional in the interview.

GRAMMAR Third Conditional
Unreal situations in the past
if + Past Perfect, *would* + *have* + past participle
If the lander's solar panels had been in sunlight, it would have been OK. (They weren't in sunlight.)

GRAMMAR TIME > PAGE 130

4 Match the sentence halves.
1 If the lander had had more solar power,
2 The Rosetta mission would have been quicker
3 If the European Space Agency hadn't spent millions of euros,
a if the comet had been nearer to Earth during the mission.
b the scientists would have gathered more data.
c the Rosetta Mission wouldn't have happened.

5 5.11 Read the first part of an article. Complete the Third Conditional sentences with the correct form of the verbs in brackets. Listen and check.

MOON LANDINGS FACT OR FICTION?

Some people believe astronauts have never landed on the moon. They believe NASA faked the landing. Here are some of their reasons.
They say that the flag [1] *wouldn't have waved* (not wave) if the astronauts [2] _____ (film) it on the moon because there is no air on the moon. They also think some stars [3] _____ (be) visible if the astronauts [4] _____ (take) the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. A lot of people think that if the module [5] _____ (land) on the surface of the moon, it [6] _____ (leave) some traces.

6 5.12 Listen to the second part of the article. What are the arguments against the ideas in the first part? What's your view?

VIDEO WIDER WORLD
7 19 Watch four people talking about past experiences. How do they complete the sentences below? Make notes of some answers.
1 If I hadn't met my best friend, …
2 If I had/hadn't learned …

8 Complete the sentences in Exercise 7 to make them true for you. Then, in pairs, discuss your sentences.

5.5 Listening and Vocabulary
A record-breaking adventure

1 Would you jump out of a plane or a hot air balloon using a parachute? Why?/Why not?

2 5.13 Study the Vocabulary box and check you understand the words.

VOCABULARY Space science
balloon capsule engine force helium oxygen parachute sound barrier

3 Look at the pictures in the infographic. Which words from the Vocabulary box can you see?

SPACE JUMP
1 Giant balloon travels upwards for about two and a half hours.
2 Felix jumps from the capsule under the balloon.
39,000 m
3 He free-falls before opening his parachute.
13,000 m
4 The time from jumping to landing is less than ten minutes.
8,848 m Mt Everest

4 Choose the correct option.
1 Humans need *oxygen* / *helium* to breathe.
2 The *Concorde* was a jet plane which broke the *engine* / *sound* barrier.
3 The *capsule* / *force* which attracts objects towards the Earth is gravity.
4 *Oxygen* / *Helium* is a very light gas which is used in balloons.
5 A jet *engine* / *balloon* is very powerful.
6 If you jump out of a plane, you need a *balloon* / *parachute*.

5 Read the infographic in Exercise 3. What do you think happened? Why?

6 5.14 Listen to the first part of a report about Felix Baumgartner and check your ideas from Exercise 5. Then summarise what happened. Use these prompts to help you.
1 First, Felix put on …
2 Then he got into …
3 The balloon took him …
4 When he reached the right height, …
5 Finally, he opened …

7 5.15 Listen to the second part of the report and complete the notes.

Name: Felix Baumgartner
Date of jump: 14 [1]*October* 2012
Location: [2]_____, USA
Nationality: [3]_____
Age: 42
Height of jump: about [4]_____ kilometres
Speed: [5]_____ kilometres per hour
Time in free fall: [6]_____ minutes and _____ seconds
Cost: [7]_____ of US dollars

8 What is your opinion of Felix's achievement?

YOUR WORLD
9 In pairs, talk about what you would do and how you would feel if:
1 you had to climb ten metres up a climbing wall to win a big prize.
2 you won a bungee jump as a prize in a school lottery.
3 your friend invited you to fly in a hot air balloon. *If I had to climb ten metres up a climbing wall, …*

Unit 5 66 I can use the Third Conditional to talk about unreal situations in the past.

I can understand a radio programme about a scientific achievement. 67 Unit 5

Everyday expressions pulled out of the presentations

Example texts to provide students with a model for free writing tasks

Real-life dialogues to provide natural and memorable language models

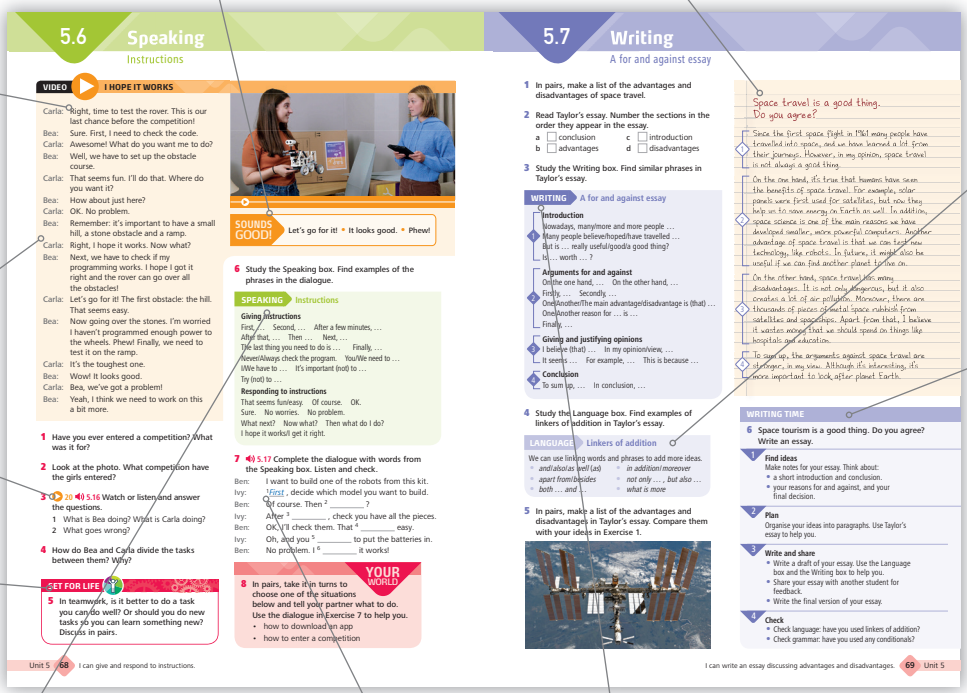
Language boxes with useful language points

Functional language presented through videos

Step-by-step Writing Time guidelines to help students write their own texts

Audio versions of the dialogues

Set for life tasks focusing on future skills linked to video episodes



5.6 Speaking
Instructions

VIDEO I HOPE IT WORKS
Carla: Right, time to test the rover. This is our last chance before the competition!
Bea: Sure. First, I need to check the code.
Carla: Awesome! What do you want me to do?
Bea: Well, we have to set up the obstacle course.
Carla: That seems fun. I'll do that. Where do you want it?
Bea: How about just here?
Carla: OK. No problem.
Bea: Remember: it's important to have a small hill, a stone obstacle and a ramp.
Carla: Right, I hope it works. Now what?
Bea: Next, we have to check if my programming works. I hope I got it right and the rover can go over all the obstacles!
Carla: Let's go for it! The first obstacle: the hill. That seems easy.
Bea: Now going over the stones. I'm worried I haven't programmed enough power to the wheels. Phew! Finally, we need to test it on the ramp.
Carla: It's the toughest one.
Bea: Wow! It looks good.
Carla: Bea, we've got a problem!
Bea: Yeah, I think we need to work on this a bit more.

SOUNDS GOOD! Let's go for it! • It looks good. • Phew!

1 Have you ever entered a competition? What was it for?

2 Look at the photo. What competition have the girls entered?

3 20 5.16 Watch or listen and answer the questions.
1 What is Bea doing? What is Carla doing?
2 What goes wrong?

4 How do Bea and Carla divide the tasks between them? Why?

SET FOR LIFE
5 In teamwork, is it better to do a task you can do well? Or should you do new tasks so you can learn something new? Discuss in pairs.

6 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Instructions
Giving instructions
First, … Second, … After a few minutes, …
After that, … Then … Next, …
The last thing you need to do is … Finally, …
Never/Always check the program. You/We need to …
We have to … It's important (not) to …
Try (not) to …
Responding to instructions
That seems fun/easy. Of course. OK.
Sure. No worries. No problem.
What next? Now what? Then what do I do?
I hope it works/I get it right.

7 5.17 Complete the dialogue with words from the Speaking box. Listen and check.
Ben: I want to build one of the robots from this kit.
Ivy: [1]*First*, decide which model you want to build.
Ben: Of course. Then [2]_____?
Ivy: After [3]_____, check you have all the pieces.
Ben: OK. I'll check them. That [4]_____ easy.
Ivy: Oh, and you [5]_____ to put the batteries in.
Ben: No problem. I [6]_____ it works!

YOUR WORLD
8 In pairs, take it in turns to choose one of the situations below and tell your partner what to do. Use the dialogue in Exercise 7 to help you.
• how to download an app
• how to enter a competition

5.7 Writing
A for and against essay

1 In pairs, make a list of the advantages and disadvantages of space travel.

2 Read Taylor's essay. Number the sections in the order they appear in the essay.
a ☐ conclusion
b ☐ advantages
c ☐ introduction
d ☐ disadvantages

3 Study the Writing box. Find similar phrases in Taylor's essay.

WRITING A for and against essay
Introduction
Nowadays, many/more and more people …
Many people believe/hoped/have travelled …
But is … really useful/good/a good thing?
Is … worth … ?
Arguments for and against
On the one hand, … On the other hand, …
Firstly, … Secondly, …
One/Another/The main advantage/disadvantage is (that) …
One/Another reason for … is …
Finally, …
Giving and justifying opinions
I believe (that) … In my opinion/view, …
It seems … For example, … This is because …
Conclusion
To sum up, … In conclusion, …

Space travel is a good thing. Do you agree?

Since the first space flight in 1961 many people have travelled into space, and we have learned a lot from their journeys. However, in my opinion, space travel is not always a good thing.

On the one hand, it's true that humans have seen the benefits of space travel. For example, solar panels were first used for satellites, but now they help us to save energy on Earth as well. In addition, space science is one of the main reasons we have developed smaller, more powerful computers. Another advantage of space travel is that we can test new technology, like robots. In future, it might also be useful if we can find another planet to live on.

On the other hand, space travel has many disadvantages. It is not only dangerous, but it also creates a lot of air pollution. Moreover, there are thousands of pieces of metal space rubbish from satellites and spaceships. Apart from that, I believe it wastes money that we should spend on things like hospitals and education.

To sum up, the arguments against space travel are stronger, in my view. Although it's interesting, it's more important to look after planet Earth.

4 Study the Language box. Find examples of linkers of addition in Taylor's essay.

LANGUAGE Linkers of addition
We can use linking words and phrases to add more ideas.
• *and/also/as well (as)*
• *apart from/besides*
• *both … and …*
• *in addition/moreover*
• *not only … , but also …*
• *what is more*

5 In pairs, make a list of the advantages and disadvantages in Taylor's essay. Compare them with your ideas in Exercise 1.

WRITING TIME
6 Space tourism is a good thing. Do you agree? Write an essay.
1 **Find ideas**
Make notes for your essay. Think about:
• a short introduction and conclusion.
• your reasons for and against, and your final decision.
2 **Plan**
Organise your ideas into paragraphs. Use Taylor's essay to help you.
3 **Write and share**
• Write a draft of your essay. Use the Language box and the Writing box to help you.
• Share your essay with another student for feedback.
• Write the final version of your essay.
4 **Check**
• Check language: have you used linkers of addition?
• Check grammar: have you used any conditionals?

Unit 5 68 I can give and respond to instructions.

I can write an essay discussing advantages and disadvantages. 69 Unit 5

Key functional language from the dialogues organized in speaking boxes

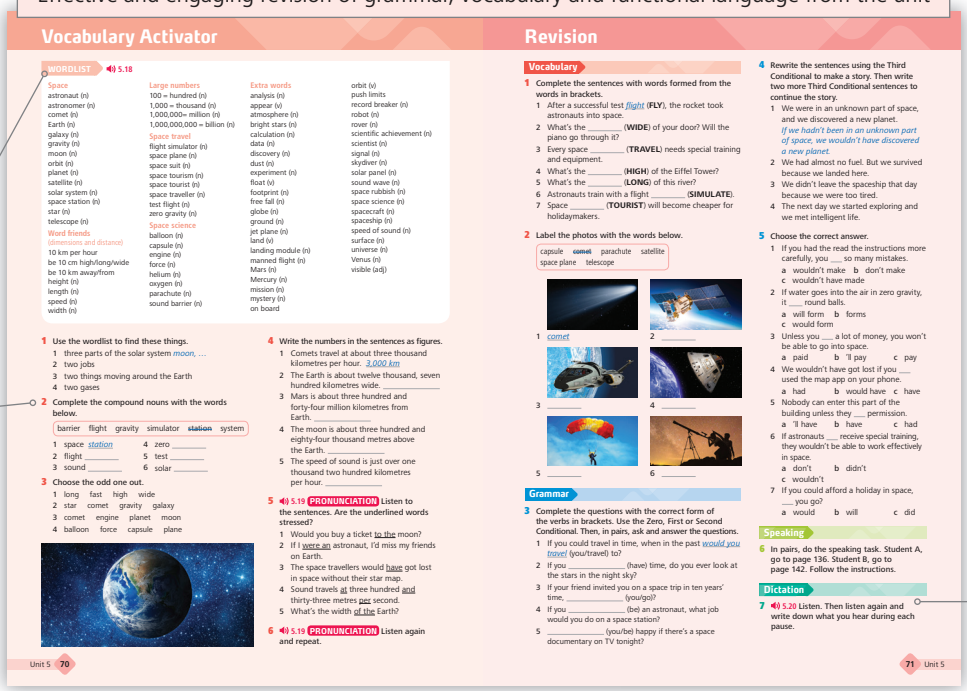
Staged practice of expressions to prepare students for the final speaking tasks

Writing boxes to highlight key functional language for writing

A Unit of the Student's Book

Effective and engaging revision of grammar, vocabulary and functional language from the unit

Banks of all vocabulary sets followed by engaging practice activities to consolidate vocabulary from the units



Vocabulary Activator

WORDLIST 5.18

Space
astronaut (n)
astronomer (n)
comet (n)
Earth (n)
galaxy (n)
gravity (n)
moon (n)
orbit (n)
planet (n)
satellite (n)
solar system (n)
space station (n)
star (n)
telescope (n)

Word friends (dimensions and distance)
10 km per hour
be 10 cm high/long/wide
be 10 km away/from
height (n)
length (n)
speed (n)
width (n)

Large numbers
100 = hundred (n)
1,000 = thousand (n)
1,000,000= million (n)
1,000,000,000 = billion (n)

Space travel
flight simulator (n)
space plane (n)
space suit (n)
space tourism (n)
space tourist (n)
space traveller (n)
test flight (n)
zero gravity (n)

Space science
balloon (n)
capsule (n)
engine (n)
force (n)
helium (n)
oxygen (n)
parachute (n)
sound barrier (n)

Extra words
analysis (n)
appear (v)
atmosphere (n)
bright stars (n)
calculation (n)
data (n)
discovery (n)
dust (n)
experiment (n)
float (v)
footprint (n)
free fall (n)
globe (n)
ground (n)
jet plane (n)
land (v)
landing module (n)
manned flight (n)
Mars (n)
Mercury (n)
mission (n)
mystery (n)
on board
orbit (v)
push limits
record breaker (n)
robot (n)
rover (n)
scientific achievement (n)
scientist (n)
signal (n)
skydiver (n)
solar panel (n)
sound wave (n)
space rubbish (n)
space science (n)
spacecraft (n)
spaceship (n)
speed of sound (n)
surface (n)
universe (n)
Venus (n)
visible (adj)

1 Use the wordlist to find these things.
1 three parts of the solar system *moan, …*
2 two jobs
3 two things moving around the Earth
4 two gases

2 Complete the compound nouns with the words below.
barrier flight gravity simulator ~~station~~ system
1 space *station*
2 flight _____
3 sound _____
4 zero _____
5 test _____
6 solar _____

3 Choose the odd one out.
1 long fast high wide
2 star comet gravity galaxy
3 comet engine planet moon
4 balloon force capsule plane

4 Write the numbers in the sentences as figures.
1 Comets travel at about three thousand kilometres per hour. *3,000 km*
2 The Earth is about twelve thousand, seven hundred kilometres wide. _____
3 Mars is about three hundred and forty-four million kilometres from Earth. _____
4 The moon is about three hundred and eighty-four thousand metres above the Earth. _____
5 The speed of sound is just over one thousand two hundred kilometres per hour. _____

5 5.19 **PRONUNCIATION** Listen to the sentences. Are the underlined words stressed?
1 Would you buy a ticket to the moon?
2 If I were an astronaut, I'd miss my friends on Earth.
3 The space travellers would have got lost in space without their star map.
4 Sound travels at three hundred and thirty-three metres per second.
5 What's the width of the Earth?

6 5.19 **PRONUNCIATION** Listen again and repeat.

Unit 5 70

Revision

Vocabulary

1 Complete the sentences with words formed from the words in brackets.
1 After a successful test *flight* (**FLY**), the rocket took astronauts into space.
2 What's the _____ (**WIDE**) of your door? Will the piano go through it?
3 Every space _____ (**TRAVEL**) needs special training and equipment.
4 What's the _____ (**HIGH**) of the Eiffel Tower?
5 What's the _____ (**LONG**) of this river?
6 Astronauts train with a flight _____ (**SIMULATE**).
7 Space _____ (**TOURIST**) will become cheaper for holidaymakers.

2 Label the photos with the words below.
capsule ~~comet~~ parachute satellite space plane telescope

1 *comet*
2 _____
3 _____
4 _____
5 _____
6 _____

Grammar

3 Complete the questions with the correct form of the verbs in brackets. Use the Zero, First or Second Conditional. Then, in pairs, ask and answer the questions.
1 If you could travel in time, when in the past *would you travel* (you/travel) to?
2 If you _____ (have) time, do you ever look at the stars in the night sky?
3 If your friend invited you on a space trip in ten years' time, _____ (you/go)?
4 If you _____ (be) an astronaut, what job would you do on a space station?
5 _____ (you/be) happy if there's a space documentary on TV tonight?

4 Rewrite the sentences using the Third Conditional to make a story. Then write two more Third Conditional sentences to continue the story.
1 We were in an unknown part of space, and we discovered a new planet.
If we hadn't been in an unknown part of space, we wouldn't have discovered a new planet.
2 We had almost no fuel. But we survived because we landed here.
3 We didn't leave the spaceship that day because we were too tired.
4 The next day we started exploring and we met intelligent life.

5 Choose the correct answer.
1 If you had the read the instructions more carefully, you ___ so many mistakes.
a wouldn't make b don't make
c wouldn't have made
2 If water goes into the air in zero gravity, it ___ round balls.
a will form b forms
c would form
3 Unless you ___ a lot of money, you won't be able to go into space.
a paid b 'll pay c pay
4 We wouldn't have got lost if you ___ used the map app on your phone.
a had b would have c have
5 Nobody can enter this part of the building unless they ___ permission.
a 'll have b have c had
6 If astronauts ___ receive special training, they wouldn't be able to work effectively in space.
a don't b didn't
c wouldn't
7 If you could afford a holiday in space, ___ you go?
a would b will c did

Speaking

6 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142. Follow the instructions.

Dictation

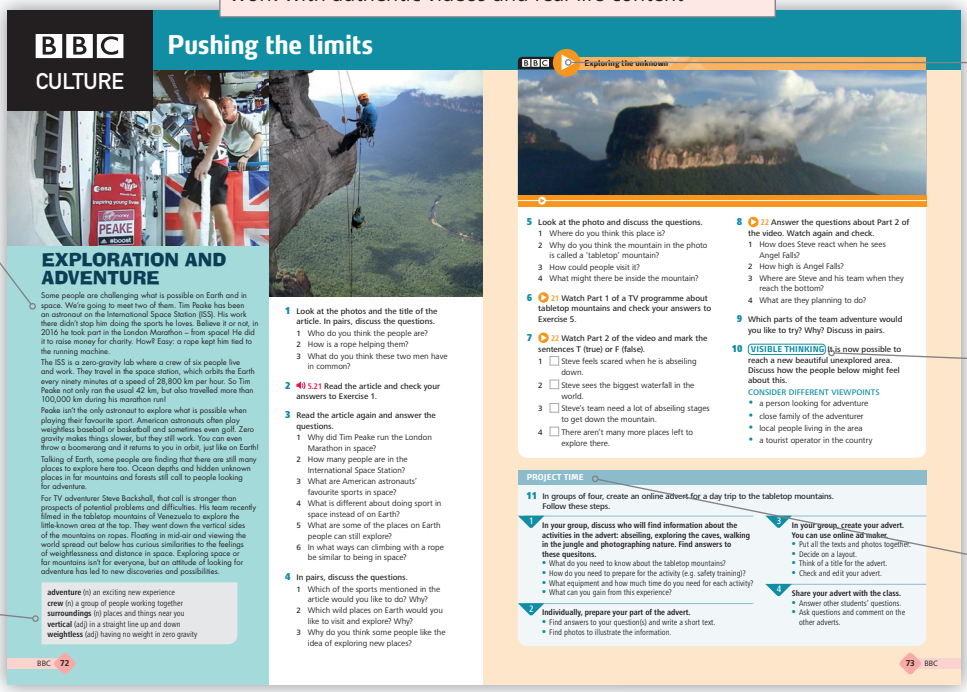
7 5.20 Listen. Then listen again and write down what you hear during each pause.

71 Unit 5

Dictation activities to help students focus on word order and spelling

BBC lessons (every two units) providing opportunities to work with authentic videos and real-life content

Culture topics linked to the unit themes introduced in reading texts



BBC CULTURE

Pushing the limits

EXPLORATION AND ADVENTURE

Some people are challenging what is possible on Earth and in space. We're going to meet two of them. Tim Peake has been an astronaut on the International Space Station (ISS). His work there didn't stop him doing the sports he loves. Believe it or not, in 2016 he took part in the London Marathon – from space! He did it to raise money for charity. How? Easy: a rope kept him tied to the running machine.

The ISS is a zero-gravity lab where a crew of six people live and work. They travel in the space station, which orbits the Earth every ninety minutes at a speed of 28,800 km per hour. So Tim Peake not only ran the usual 42 km, but also travelled more than 100,000 km during his marathon run!

Peake isn't the only astronaut to explore what is possible when playing their favourite sport. American astronauts often play weightless baseball or basketball and sometimes even golf. Zero gravity makes things slower, but they still work. You can even throw a boomerang and it returns to you in orbit, just like on Earth!

Talking of Earth, some people are finding that there are still many places to explore here too. Ocean depths and hidden unknown places in far mountains and forests still call to people looking for adventure.

For TV adventurer Steve Backshall, that call is stronger than prospects of potential problems and difficulties. His team recently filmed in the tabletop mountains of Venezuela to explore the little-known area at the top. They went down the vertical sides of the mountains on ropes. Floating in mid-air and viewing the world spread out below has curious similarities to the feelings of weightlessness and distance in space. Exploring space or far mountains isn't for everyone, but an attitude of looking for adventure has led to new discoveries and possibilities.

adventure (n) an exciting new experience
crew (n) a group of people working together
surroundings (n) places and things near you
vertical (adj) in a straight line up and down
weightless (adj) having no weight in zero gravity

Glossary of the most difficult words in the texts

1 Look at the photos and the title of the article. In pairs, discuss the questions.
1 Who do you think the people are?
2 How is a rope helping them?
3 What do you think these two men have in common?

2 5.21 Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.
1 Why did Tim Peake run the London Marathon in space?
2 How many people are in the International Space Station?
3 What are American astronauts' favourite sports in space?
4 What is different about doing sport in space instead of on Earth?
5 What are some of the places on Earth people can still explore?
6 In what ways can climbing with a rope be similar to being in space?

4 In pairs, discuss the questions.
1 Which of the sports mentioned in the article would you like to do? Why?
2 Which wild places on Earth would you like to visit and explore? Why?
3 Why do you think some people like the idea of exploring new places?

BBC documentaries provide fascinating real-world information

5 Look at the photo and discuss the questions.
1 Where do you think this place is?
2 Why do you think the mountain in the photo is called a 'tabletop' mountain?
3 How could people visit it?
4 What might there be inside the mountain?

6 21 Watch Part 1 of a TV programme about tabletop mountains and check your answers to Exercise 5.

7 22 Watch Part 2 of the video and mark the sentences T (true) or F (false).
1 ☐ Steve feels scared when he is abseiling down.
2 ☐ Steve sees the biggest waterfall in the world.
3 ☐ Steve's team need a lot of abseiling stages to get down the mountain.
4 ☐ There aren't many more places left to explore there.

8 22 Answer the questions about Part 2 of the video. Watch again and check.
1 How does Steve react when he sees Angel Falls?
2 How high is Angel Falls?
3 Where are Steve and his team when they reach the bottom?
4 What are they planning to do?

9 Which parts of the team adventure would you like to try? Why? Discuss in pairs.

10 **VISIBLE THINKING** It is now possible to reach a new beautiful unexplored area. Discuss how the people below might feel about this.
CONSIDER DIFFERENT VIEWPOINTS
- a person looking for adventure
- close family of the adventurer
- local people living in the area
- a tourist operator in the country

Activities based on Visible Thinking Routines to help students understand the topics

PROJECT TIME

11 In groups of four, create an online advert for a day trip to the tabletop mountains. Follow these steps.

1 **In your group, discuss who will find information about the activities in the advert: abseiling, exploring the caves, walking in the jungle and photographing nature. Find answers to these questions.**
- What do you need to know about the tabletop mountains?
- How do you need to prepare for the activity (e.g. safety training)?
- What equipment and how much time do you need for each activity?
- What can you gain from this experience?

2 **Individually, prepare your part of the advert.**
- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

3 **In your group, create your advert. You can use online ad maker.**
- Put all the texts and photos together.
- Decide on a layout.
- Think of a title for the advert.
- Check and edit your advert.

4 **Share your advert with the class.**
- Answer other students' questions.
- Ask questions and comment on the other adverts.

Step-by-step digital projects to allow learners to follow their own interests while developing team work and ICT skills

BBC 72 73 BBC

Set for Life lessons (every two units) to equip students with future skills they need to enjoy their social lives, and succeed in their studies and career

Thought-provoking and authentic contexts which reflect situations and problems from students' lives

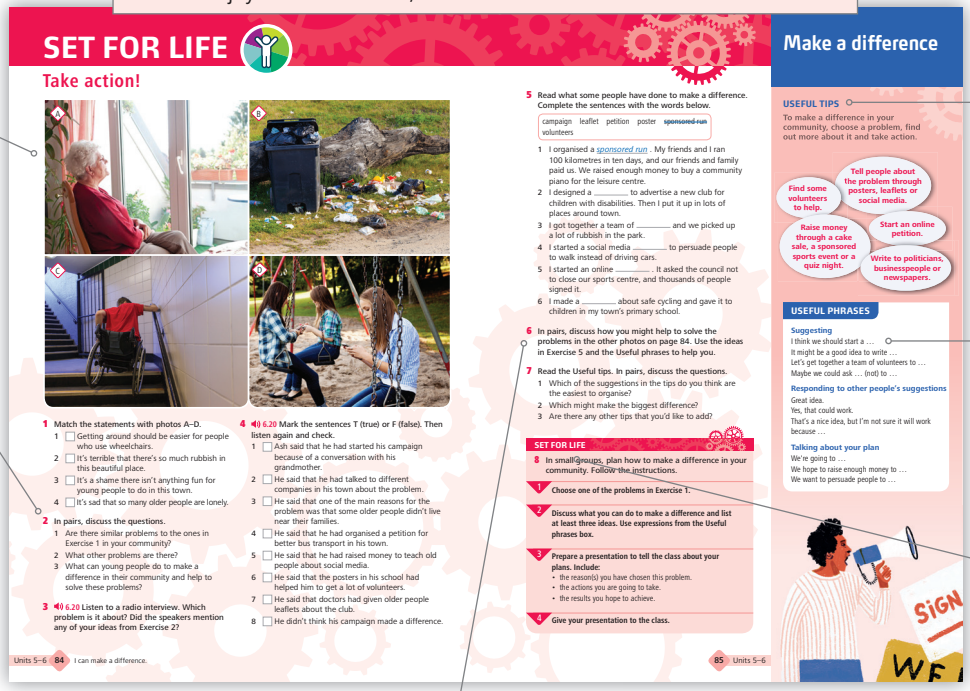
Activities which encourage working collaboratively (pairwork, group work)

Useful tips to help students remember key takeaways

Useful phrases linked to specific life skills

Guided final tasks to reinforce skills taught in the lesson

Practical tasks to help students develop specific skills



SET FOR LIFE

Take action!

1 Match the statements with photos A–D.
1 ☐ Getting around should be easier for people who use wheelchairs.
2 ☐ It's terrible that there's so much rubbish in this beautiful place.
3 ☐ It's a shame there isn't anything fun for young people to do in this town.
4 ☐ It's sad that so many older people are lonely.

2 In pairs, discuss the questions.
1 Are there similar problems to the ones in Exercise 1 in your community?
2 What other problems are there?
3 What can young people do to make a difference in their community and help to solve these problems?

3 6.20 Listen to a radio interview. Which problem is it about? Did the speakers mention any of your ideas from Exercise 2?

4 6.20 Mark the sentences T (true) or F (false). Then listen again and check.
1 ☐ Ash said that he had started his campaign because of a conversation with his grandmother.
2 ☐ He said that he had talked to different companies in his town about the problem.
3 ☐ He said that one of the main reasons for the problem was that some older people didn't live near their families.
4 ☐ He said that he had organised a petition for better bus transport in his town.
5 ☐ He said that he had raised money to teach old people about social media.
6 ☐ He said that the posters in his school had helped him to get a lot of volunteers.
7 ☐ He said that doctors had given older people leaflets about the club.
8 ☐ He didn't think his campaign made a difference.

5 Read what some people have done to make a difference. Complete the sentences with the words below.
campaign leaflet petition poster ~~sponsored run~~ volunteers
1 I organised a *sponsored run*. My friends and I ran 100 kilometres in ten days, and our friends and family paid us. We raised enough money to buy a community piano for the leisure centre.
2 I designed a _____ to advertise a new club for children with disabilities. Then I put it up in lots of places around town.
3 I got together a team of _____ and we picked up a lot of rubbish in the park.
4 I started a social media _____ to persuade people to walk instead of driving cars.
5 I started an online _____. It asked the council not to close our sports centre, and thousands of people signed it.
6 I made a _____ about safe cycling and gave it to children in my town's primary school.

6 In pairs, discuss how you might help to solve the problems in the other photos on page 84. Use the ideas in Exercise 5 and the Useful phrases to help you.

7 Read the Useful tips. In pairs, discuss the questions.
1 Which of the suggestions in the tips do you think are the easiest to organise?
2 Which might make the biggest difference?
3 Are there any other tips that you'd like to add?

SET FOR LIFE

8 In small groups, plan how to make a difference in your community. Follow the instructions.
1 Choose one of the problems in Exercise 1.
2 Discuss what you can do to make a difference and list at least three ideas. Use expressions from the Useful phrases box.
3 Prepare a presentation to tell the class about your plans. Include:
• the reason(s) you have chosen this problem.
• the actions you are going to take.
• the results you hope to achieve.
4 Give your presentation to the class.

Make a difference

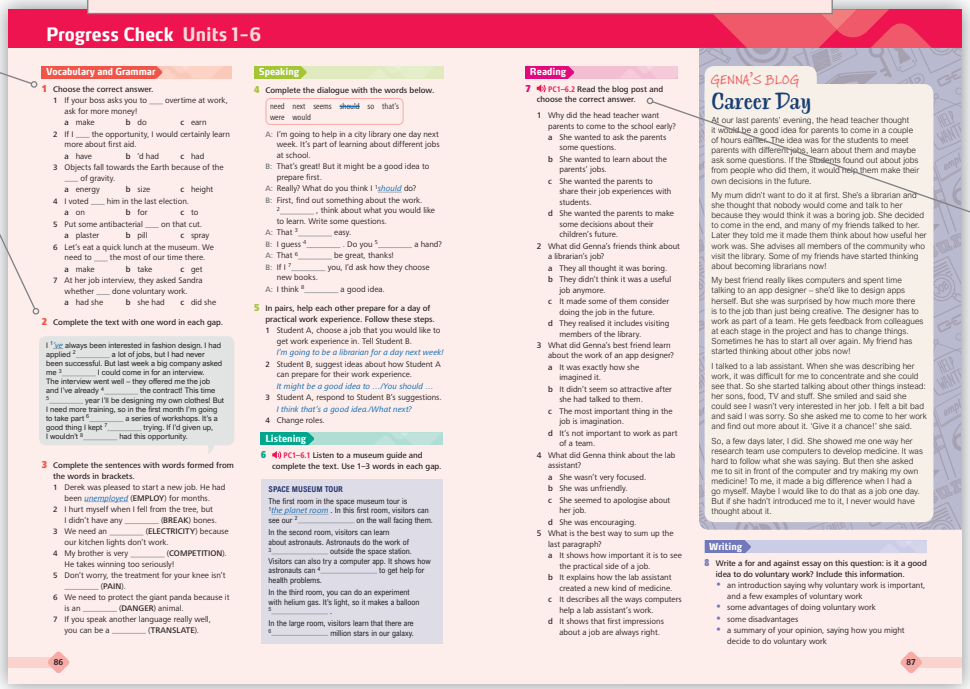
USEFUL TIPS
To make a difference in your community, choose a problem, find out more about it and take action.
Find some volunteers to help.
Tell people about the problem through posters, leaflets or social media.
Raise money through a cake sale, a sponsored sports event or a quiz night.
Start an online petition.
Write to politicians, businesspeople or newspapers.

USEFUL PHRASES
Suggesting
I think we should start a …
It might be a good idea to write …
Let's get together a team of volunteers to …
Maybe we could ask … (not) to …
Responding to other people's suggestions
Great idea.
Yes, that could work.
That's a nice idea, but I'm not sure it will work because …
Talking about your plan
We're going to …
We hope to raise enough money to …
We want to persuade people to …

Use of English tasks to revise vocabulary and grammar in context

Cumulative revision of grammar, vocabulary and skills

Practice tasks in exam-style format to prepare students for exams



Progress Check Units 1–6

Vocabulary and Grammar

1 Choose the correct answer.
1 If your boss asks you to ___ overtime at work, ask for more money!
a make b do c earn
2 If I ___ the opportunity, I would certainly learn more about first aid.
a have b 'd had c had
3 Objects fall towards the Earth because of the ___ of gravity.
a energy b size c height
4 I voted ___ him in the last election.
a on b for c to
5 Put some antibacterial ___ on that cut.
a plaster b pill c spray
6 Let's eat a quick lunch at the museum. We need to ___ the most of our time there.
a make b take c get
7 At her job interview, they asked Sandra whether ___ done voluntary work.
a had she b she had c did she

2 Complete the text with one word in each gap.
I [1]'ve always been interested in fashion design. I had applied [2]_____ a lot of jobs, but I had never been successful. But last week a big company asked me [3]_____. I could come in for an interview. The interview went well – they offered me the job and I've already [4]_____ the contract! This time [5]_____ year I'll be designing my own clothes! But I need more training, so in the first month I'm going to take part [6]_____ a series of workshops. It's a good thing I kept [7]_____ trying. If I'd given up, I wouldn't [8]_____ had this opportunity.

3 Complete the sentences with words formed from the words in brackets.
1 Derek was pleased to start a new job. He had been *unemployed* (EMPLOY) for months.
2 I hurt myself when I fell from the tree, but I didn't have any _____ (BREAK) bones.
3 We need an _____ (ELECTRICITY) because our kitchen lights don't work.
4 My brother is very _____ (COMPETITION). He takes winning too seriously!
5 Don't worry, the treatment for your knee isn't _____ (PAIN).
6 We need to protect the giant panda because it is an _____ (DANGER) animal.
7 If you speak another language really well, you can be a _____ (TRANSLATE).

Speaking

4 Complete the dialogue with the words below.
need next seems ~~should~~ so that's were would
A: I'm going to help in a city library one day next week. It's part of learning about different jobs at school.
B: That's great! But it might be a good idea to prepare first.
A: Really? What do you think I [1]*should* do?
B: First, find out something about the work. [2]_____, think about what you would like to learn. Write some questions.
A: That [3]_____ easy.
B: I guess [4]_____. Do you [5]_____ a hand?
A: That [6]_____ be great, thanks!
B: If I [7]_____ you, I'd ask how they choose new books.
A: I think [8]_____ a good idea.

5 In pairs, help each other prepare for a day of practical work experience. Follow these steps.
1 Student A, choose a job that you would like to get work experience in. Tell Student B.
I'm going to be a librarian for a day next week!
2 Student B, suggest ideas about how Student A can prepare for their work experience.
It might be a good idea to …/You should …
3 Student A, respond to Student B's suggestions.
I think that's a good idea./What next?
4 Change roles.

Listening

6 PC1–6.1 Listen to a museum guide and complete the text. Use 1–3 words in each gap.

SPACE MUSEUM TOUR
The first room in the space museum tour is [1]*the planet room*. In this first room, visitors can see our [2]_____ on the wall facing them.
In the second room, visitors can learn about astronauts. Astronauts do the work of [3]_____ outside the space station.
Visitors can also try a computer app. It shows how astronauts can [4]_____ to get help for health problems.
In the third room, you can do an experiment with helium gas. It's light, so it makes a balloon [5]_____.
In the large room, visitors learn that there are [6]_____ million stars in our galaxy.

Reading

7 PC1–6.2 Read the blog post and choose the correct answer.
1 Why did the head teacher want parents to come to the school early?
a She wanted to ask the parents some questions.
b She wanted to learn about the parents' jobs.
c She wanted the parents to share their job experiences with students.
d She wanted the parents to make some decisions about their children's future.
2 What did Genna's friends think about a librarian's job?
a They all thought it was boring.
b They didn't think it was a useful job anymore.
c It made some of them consider doing the job in the future.
d They realised it includes visiting members of the library.
3 What did Genna's best friend learn about the work of an app designer?
a It was exactly how she imagined it.
b It didn't seem so attractive after she had talked to them.
c The most important thing in the job is imagination.
d It's not important to work as part of a team.
4 What did Genna think about the lab assistant?
a She wasn't very focused.
b She was unfriendly.
c She seemed to apologise about her job.
d She was encouraging.
5 What is the best way to sum up the last paragraph?
a It shows how important it is to see the practical side of a job.
b It explains how the lab assistant created a new kind of medicine.
c It describes all the ways computers help a lab assistant's work.
d It shows that first impressions about a job are always right.

GENNA'S BLOG
Career Day
At our last parents' evening, the head teacher thought it would be a good idea for parents to come in a couple of hours earlier. The idea was for the students to meet parents with different jobs, learn about them and maybe ask some questions. If the students found out about jobs from people who did them, it would help them make their own decisions in the future.
My mum didn't want to do it at first. She's a librarian and she thought that nobody would come and talk to her because they would think it was a boring job. She decided to come in the end, and many of my friends talked to her. Later they told me it made them think about how useful her work was. She advises all members of the community who visit the library. Some of my friends have started thinking about becoming librarians now!
My best friend really likes computers and spent time talking to an app designer – she'd like to design apps herself. But she was surprised by how much more there is to the job than just being creative. The designer has to work as part of a team. He gets feedback from colleagues at each stage in the project and has to change things. Sometimes he has to start all over again. My friend has started thinking about other jobs now!
I talked to a lab assistant. When she was describing her work, it was difficult for me to concentrate and she could see that. So she started talking about other things instead: her sons, food, TV and stuff. She smiled and said she could see I wasn't very interested in her job. I felt a bit bad and said I was sorry. So she asked me to come to her work and find out more about it. 'Give it a chance!' she said.
So, a few days later, I did. She showed me one way her research team use computers to develop medicine. It was hard to follow what she was saying. But then she asked me to sit in front of the computer and try making my own medicine! To me, it made a big difference when I had a go myself. Maybe I would like to do that as a job one day. But if she hadn't introduced me to it, I never would have thought about it.

Writing

8 Write a for and against essay on this question: **is it a good idea to do voluntary work? Include this information.**
• an introduction saying why voluntary work is important, and a few examples of voluntary work
• some advantages of doing voluntary work
• some disadvantages
• a summary of your opinion, saying how you might decide to do voluntary work

At the back of the book: Grammar Time with reference and practice, CLIL lessons, Irregular verbs

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Good friends

0

VOCABULARY
Relationships | School | Using everyday technology | Holidays and travel | Transport | Hobbies and free time activities

GRAMMAR
Present Simple | Adverbs of frequency | *Wh*- questions | Comparatives and superlatives | Present Continuous | Past Simple | Present Perfect | *For* and *since*



Bea Baxter is sixteen. Bea and her cousin Abe Kerr live in New Park, near London. They usually get on really well and spend a lot of time together.

Abe's good at photography and his new hobby is baking. He likes hiking and cycling. His friend Eren King loves tennis and enjoys cycling with Abe although he sometimes has problems with his bike.

Bea and her best friend Carla Silva are classmates. They aren't neighbours, but Carla lives in the next street, so they often see each other. Carla likes acting and art. She has First Aid classes every week too. Bea doesn't do First Aid classes – she prefers to do gardening and programming in her free time.

Bea and Carla sometimes play frisbee with Abe and Eren in a local park. They usually have fun. The park's a great place to relax and they all like hanging out there.

Exercise 1
Abe: photography, baking, hiking, cycling
Eren: tennis, cycling
Carla: acting, art, first aid
Bea: gardening, programming
All: playing frisbee

0.1 Catching up with Bea

Relationships | Present Simple | Adverbs of frequency | *Wh*- questions | School | Comparatives and superlatives

1 1 0.1 Watch or listen. What hobbies and interests do Bea and her friends have? Do you share any of the same interests?

2 Read the text again and decide if the sentences are true (T) or false (F).

1 T Bea and her cousin live in the same town.
2 F Abe and Bea often argue.
3 F Eren and Abe don't enjoy any of the same things.
4 T Carla lives near Bea.
5 F Carla and Bea have similar interests.
6 T All the friends enjoy spending time in the park.

3 0.2 Study Vocabulary box A. Which of the words can you find in the text?

VOCABULARY A Relationships

aunt best friend classmate cousin grandmother great-grandfather half-sister neighbour parents relative stepbrother stepfather

4 **I KNOW!** In pairs, add more words to Vocabulary box A. You have three minutes! Then compare your answers with another pair.

Exercise 4
Possible answers: brother, children, father, grandfather, great-grandmother, half-brother, mother, sister, stepmother, uncle

For the teacher
- Teaching notes, page 156

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 2

On the Portal
- **Workbook:** lesson 0.1

5 Study Grammar box A. Find more examples of the Present Simple in the text.

GRAMMAR A Present Simple, adverbs of frequency, *wh*- questions

Present Simple

I live in London.	She likes acting.
I don't like doing sports.	She doesn't do First Aid classes.
Do you live near your cousins?	Yes, I do./No, I don't.
Does she go to your school?	Yes, she does./No, she doesn't.

Adverbs of frequency

always, never, usually, often, rarely, sometimes

***Wh*- questions**

Where do you live?
When do you see friends?
Who do you hang out with?
Which school do you go to?
Why do you like your home?
What sports do you play?
How often do you visit your relatives?

6 Complete the questions with the Present Simple form of the verbs in brackets. Then write answers that are true for you.

1 *Where do you relax* (where/you/relax)?
2 _____ (what/you/usually/do) in your free time?
3 _____ (you/think) it's better to live in a city or a small town?
4 _____ (who/you/often/meet) at the weekend?
5 _____ (you/spend) a lot of time online?
6 _____ (you/see) your neighbours every day?

7 0.3 Read the dialogue. What subjects and classes do Abe and Bea like/dislike?

Abe: Have you got your timetable for this term yet?
Bea: Yes, I'm actually looking forward to Monday mornings! I have Biology first and then Information Technology.
Abe: Why do you like Biology so much? It's the worst science subject!
Bea: Biology's fun – and it's easy. I have to say IT is the best, though. I'd love to do some more programming. I might do a science discovery project this year too.
Abe: Sometimes I just don't understand you!
Bea: Well, that's because you're really good at Art and creative subjects.
Abe: True. Hey, do you want to try some after-school classes?
Bea: Yeah, why not? Let's have a look at the list.
Abe: What about First Aid?
Bea: You're joking! I need to do something more relaxing after school.
Abe: We can join Drama Club.
Bea: Hmm … I guess it's better than chess or football.

8 0.4 I KNOW! Study Vocabulary box B. In pairs, add more words to each group. You have three minutes! Then compare your answers with another pair.

VOCABULARY B School

School subjects
History Information Technology (IT) Physics

Places at school
canteen library

Types of assessment
practical exam project

Verbs
learn revise take exams

9 Study Grammar box B. Find examples of comparative and superlative forms in the dialogue in Exercise 7.

GRAMMAR B Comparatives and superlatives

Comparatives
The new library is bigger than the old one.
Art is more interesting than Science.
Practical exams are better/worse than written exams.

Superlatives
The classrooms have the latest technology.
The first day back at school is the most difficult.
It's the best/worst school in the area.

10 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

1 Abe thinks their school is *the friendliest* (friendly) in the area.
2 Bea is *more excited* (excited) about her timetable than Abe.
3 New Park Secondary is *the biggest* (big) school in the area.
4 This year's after-school classes are *more interesting* (interesting) than last year's classes.
5 Abe is *better* (good) at creative subjects than science subjects.
6 Bea thinks Biology is *easier* (easy) than other subjects.

YOUR WORLD

11 In pairs, compare different schools, school subjects and after-school classes.

History is more boring than Science.

Exercise 6
2 What do you usually do
3 Do you think
4 Who do you often meet
5 Do you spend
6 Do you see

Exercise 7
Abe likes Art/creative subjects, Drama.
He dislikes Biology.
Bea likes Biology and IT.
She dislikes chess and football.

Exercise 8
Possible answers:
School subjects: Chemistry, Economics, English, Geography, Maths, Music, PE, Physics
Places at school: computer room, corridor, classroom, science lab, sports hall, staff room
Types of assessment: exam, multiple choice test, online test, performance, presentation
Verbs: do exercises, give presentations, hand in, look up, make notes, make progress, study, take a break, take a test, write essays

0.2 Catching up with Eren

Present Continuous | Using everyday technology

My mum and I are having an amazing time in Istanbul this month. We're visiting my grandparents in the city centre. We're being tourists as well and exploring the city. We're by the Bosphorus today. We're sitting in a café at the moment. I'm writing my blog and uploading some photos, and Mum's watching boats go by.

My mum is originally from Turkey, so she's visiting some of her old school friends here in Istanbul. I'm spending a lot of time with my cousins because they live near my grandparents. I don't understand much Turkish, so I'm glad my cousins speak good English. I'm trying to use some basic Turkish phrases, but I'm not learning very fast!

We aren't staying in Istanbul much longer. School term starts next week, so we have to fly home at the weekend. I'm looking forward to catching up with my friends when I get back to New Park. I message them every day. I hope they're missing me!



1 0.5 Look at the photo. Where do you think Eren is? What do you think he's there for? Read the text and check.

He's in Turkey with his mum, visiting family.

2 Read the text again and answer the questions.

1 What language does Eren speak with his cousins?
2 Can he speak Turkish?
3 When does he have to leave Turkey? Why?

3 Study the Grammar box. Find more examples of the Present Continuous in the text.

GRAMMAR Present Continuous

He's studying Turkish this year.
I'm not learning very fast.
Are you exploring the city? Yes, I am./No, I'm not.

Time expressions
at the moment, now, right now, this month, this year, today

4 Complete the dialogues with the Present Continuous form of the verbs in brackets.

1 A: What *are you doing* (you/do) on the laptop?
B: I *'m looking* (look for) information about London for my English homework.
2 A: Why *is he reading* (he/read) a German book?
B: Because he *'s studying* (study) German Literature at school this year.
3 A: *Are you enjoying* (you/enjoy) that book?
B: Yes, it's great! Everyone *'s talking* (talk) about it!

5 0.6 **WORD FRIENDS** Study the phrases and find examples in the text.

chat online
chat with people
download apps
download songs
film a video
go online
make a video
message someone
post on social media
send links
send videos
share links
share videos
text someone
upload pictures
upload videos
write a blog

6 0.7 Complete the text with words from Exercise 5. Listen and check.

I'm trying to learn Turkish. I'm not having lessons at school – I [1]*go* online to learn basic grammar and vocabulary. When I'm not on holiday with my family in Turkey, I often chat [2]*with* my grandparents on the phone. I also [3]*download* songs in Turkish to my phone so I can listen and learn the words. I have two Turkish cousins and we often [4]*share* links to music videos. I sometimes [5]*message* them in Turkish and they like to upload [6]*pictures* and videos of my grandparents.

YOUR WORLD

7 In pairs, talk about a language you are learning. Say what you are learning about now and how you use technology to help you.

Exercise 2
1 Eren speaks English with his cousins.
2 He doesn't understand much Turkish. He knows some basic Turkish phrases.
3 He has to leave at the weekend because his school term starts next week.

Exercise 5
Phrases are underlined in green.

For the teacher
• Teaching notes, page 156

For the student
• Workbook, page 3

On the Portal
• **Workbook:** Lesson 0.3

0.3 Catching up with Carla

Holidays and travel | Past Simple | Transport

This is Carla Silva. Her dad, Pedro, is from Brazil. He came to England many years ago to study, but he found a job, so he decided to stay. He met Carla's mum, Alicia, when they were at college in London. Alicia was born in Spain, but her parents moved to the UK when she was a baby.

Last summer Carla and her parents had a great holiday. They spent a month in Brazil. They flew from London to São Paulo, hired a car and drove all over the country. They did lots of wonderful things. They sailed on the Amazon River, went horse-riding, saw some amazing animals, sunbathed on some beautiful beaches and stayed in some great hotels and campsites. They also visited Pedro's family, so Carla got to know lots of relatives. She spoke Portuguese with them. Carla didn't want the holiday to end.



1 0.8 Study the Vocabulary box. Write the words below in the correct categories. Listen and check.

B&B campsite city break coach ferry hiking sightseeing

VOCABULARY Holidays and travel

Means of transport: boat plane train *coach, ferry*
Types of holiday: activity camp beach holiday *city break*
Accommodation: hostel hotel *B&B, campsite*
Activities: horse-riding sailing sunbathing *hiking, sightseeing*

2 **I KNOW!** How many more words related to holidays and travel can you think of in one minute?

3 0.9 Read the text. Name three facts about Carla's parents and three things they did on holiday this summer.

4 Study the Grammar box. Find more examples of the Past Simple in the text. Which verbs are regular and which are irregular?

GRAMMAR Past Simple

They stayed in a hotel. (regular verb)
We had a great holiday. (irregular verb)
They didn't stay in a campsite.
Did you hire a car? Yes, I did./No, I didn't.
When did he come here?

Time expressions
earlier this morning, in 2020, last summer, over a year ago, the day before yesterday, yesterday, when she was …

5 Make questions in the Past Simple. Then, in pairs, ask and answer the questions.

1 Pedro / come / to England / last week / ?
Did Pedro come to England last week?
2 Carla's parents / meet / in Madrid / ?
3 they / spend / a year in Brazil / ?
4 Carla / visit / her mother's family / ?
5 Carla / speak / Spanish / during the holiday / ?

6 0.10 In pairs, listen and answer the questions.

7 0.11 **WORD FRIENDS** Study the phrases. Check you understand them.

catch a bus/a ferry/a train
drive a car
fly a helicopter
ride a bicycle/a horse
sail a boat/a yacht
take a bus/a train
travel abroad/by bus

8 Choose the correct option.

1 When was the last time you *took* / *rode* a train?
2 Do you know anyone who can *fly* / *drive* a helicopter?
3 When did you learn to *ride* / *drive* a bike?
4 Did you *travel* / *catch* a bus to get to school today?
5 Would you like to learn to *drive* / *sail* a boat?

9 In pairs, ask and answer the questions in Exercise 8.

YOUR WORLD

10 In pairs, talk about an enjoyable trip or holiday you went on. Talk about where you went, how you travelled and what you did.

Exercise 2
Possible answers: accommodation, check in/out, guide, hotel reception, journey, map, passenger, postcard, single/return ticket, tourist, trip, visa

Exercise 3
Possible answers:
Parents: Her dad is from Brazil. Her mum is Spanish. They met at college in London.
Did on holiday: They went to Brazil. They sailed on the Amazon river. They went horse riding.

Exercise 4
Regular verbs: underlined in red
Irregular verbs: underlined in green

Exercise 5
1 No, he didn't. He came many years ago.
2 Did Carla's parents meet in Madrid? – No, they didn't. They met in London.
3 Did they spend a year in Brazil? – No, they didn't. They spent a month there.
4 Did Carla visit her mother's family? – No, she didn't. She visited her father's family.
5 Did Carla speak Spanish during the holiday? – No, she didn't. She spoke Portuguese.

Exercise 6
audioscript page 242

1 He came to England to study.
2 They moved to England when Carla's mum was a baby.
3 They flew.
4 They hired a car.
5 Yes, she did.

For the teacher
- Teaching notes, page 157
- Audioscript, page 242

On the Portal
- Vocabulary Memory Game

For the student
- Workbook, page 4

On the Portal
- **Workbook:** Lesson 0.3

0.4 Catching up with Abe

Hobbies and free time activities | Present Perfect | *For* and *since*



This is Abe Kerr. His mum is American and his dad is English. Before, they lived in the US, but then they moved to New Park. Abe and his dad have been here for a year now. His mum hasn't been here for so long – only since April.

At first, Abe found England boring compared to the US and he didn't think much of the food. But since then, he's discovered some amazing new places and met some lovely people, and now he thinks it's a cool place to live.

Abe has done a lot of exciting things this year. He's taken some awesome photos and recently he's taken up a new hobby: film-making. He's already directed a film. He's also run a 5K race, but he hasn't taken part in any longer races yet.

Since he arrived, he's spent a lot of time hanging out with his cousin Bea and he's made some great new friends, especially Eren and Carla. They've had a lot of fun together.

Exercise 2
Possible answers: do puzzles, go skating, go swimming, play sports, play (video) games

Exercise 6
1 They've lived in New Park for a year.
2 Has Abe's mum been in England for a year? – No, she hasn't. She's only been in England since April.
3 Why has Abe changed his opinion of England? – Because he's visited some amazing places and met some lovely people.
4 What hobby has he recently taken up? – He's recently taken up baking.
5 Has Abe ever run a marathon? – No, he hasn't, but he has run a 5K race.
6 Who has Abe spent a lot of time with since he arrived? – He's spent a lot of time with his cousin Bea.
7 Has he made any friends? – Yes, he has. He's made two great new friends, Eren and Carla.

1 0.12 Read the text and mark the sentences T (true) or F (false).

1 T Abe's dad is English.
2 F Abe doesn't like England. *He thinks it's a cool place.*
3 T He's into photography and film-making.
4 F He's not into sport. *He ran a 5K race.*
5 F His cousin's name is Carla. *His cousin's name is Bea. Carla is a friend.*

2 0.13 **WORD FRIENDS** Study the phrases. Check you understand them. Can you add more phrases for hobbies and free time activities?

direct a film
discover new places
hang out with friends
run a race
take a photo
take part in a marathon
take up a hobby

3 In pairs, ask and answer questions using the phrases in Exercise 2.
Would you like to take part in a marathon?

4 Study the Grammar box. Find more examples of the Present Perfect in the text.

GRAMMAR Present Perfect

Affirmative
He has (just/already) directed a film.
They have moved to England.

Negative
I haven't (ever)/I have never lived in the US.
He hasn't taken part in a marathon (yet).

Questions
Have you (ever) visited the US? *Yes, I have./No, I haven't.*
Has she (ever) run a 5K race? *Yes, she has./No, she hasn't.*

For* and *since
They've lived in England for a year. (a period of time)
She's been here since April. (a point in time)

5 Complete the sentences with the Present Perfect form of the verbs in brackets.

1 We *haven't lived* (not live) here very long.
2 The film *hasn't started yet* (not start/yet).
3 *Have you ever had* (you/ever/have) a pet dog?
4 Oscar *hasn't eaten* (not eat) lunch today.
5 Ella *has always liked* (always/like) Art.
6 I *haven't seen* (not see) Jo since May.
7 Ali *has been* (be) my friend for years.

6 Make questions in the Present Perfect. Then, in pairs, ask and answer the questions.

1 how long / Abe and his dad / live / in New Park / ?
How long have Abe and his dad lived in New Park?
2 Abe's mum / be / in England / for a year / ?
3 why / Abe / change / his opinion of England / ?
4 what hobby / he / recently / take up / ?
5 Abe / ever / run / a marathon / ?
6 who / Abe / spend / a lot of time with since / he / arrive / ?
7 he / make / any friends / ?

YOUR WORLD

7 Complete the sentences so they are true for you.

1 My family has lived here since …
2 I've been at this school for …
3 My best friend has never …
4 Our English teacher has just …
5 I've liked [band/singer] for …

8 In pairs, ask and answer questions to find out your partner's answers in Exercise 7.
How long has your family lived here?

For the teacher
• Teaching notes, page 157

For the student
• Workbook, page 5

On the Portal
• **Workbook**: Lesson 0.4

0.5 Revision



1 Look at the photo and answer the questions.

1 What are the four friends doing?
2 Who do you think said these things?
   a 'I'm in the park with my friends, Mum.'
   b 'Wow! You did well to catch that one!'
   c 'Hey, guys. Sorry I'm late.'

2 0.14 Listen to a phone conversation between Carla and her mum and answer the questions.

1 What did Carla do before going to the park?
2 Where are Carla's parents?
3 What are they doing?
4 What have they bought?
5 What's the weather like now?
6 What does Carla want her mum to do?

3 Look at the quiz below. Complete the questions with one word in each gap.

4 In groups, do the quiz. Use the texts in Lessons 0.1–0.4 to help you.

YOUR WORLD

5 In pairs, write two similar quiz questions about you and/or your classmates. Give your teacher the questions and have a class quiz with two teams.

How old is Agata?

What does Marco like doing in his free time?

How much can you remember?

1 *How* old is Bea?
2 *Do* Bea and Carla go to the same school?
3 What *does* Bea like doing in her free time?
4 *Where* do Eren's mother's parents live?
5 *What/Which* languages does Eren speak when he's in Turkey?
6 *How* did Eren and his mum travel to Turkey: by train, boat or plane?
7 When *did* Carla's dad come to England?
8 Where *was* Carla's mum born?
9 *Where* did Carla sail on a boat last summer?
10 Who *has* taken up film-making?
11 *Why* did Abe not like England at first?
12 How long *have* Eren and Carla known Abe?

Exercise 1
1 Bea and Eren are playing frisbee. Carla is talking on her phone. Abe is running towards everyone.
2 a) Carla; b) Eren; c) Abe

Exercise 2
audioscript page 242

Exercise 2
1 She played a video game and had some lunch with Bea.
2 They're at the shopping centre.
3 They're having a coffee.
4 Some curtains for the living room and some cakes.
5 It's raining a lot.
6 She wants her to pick her up from the park in the car.

Exercise 4
1 She's sixteen.
2 Yes, they do; they're classmates.
3 She likes gardening and programming.
4 They live in Istanbul, Turkey.
5 English and (a little) Turkish
6 by plane
7 many years ago
8 in Spain
9 on the Amazon River in Brazil
10 Abe
11 He found it boring and didn't think much of the food.
12 for a year

For the teacher
- Teaching notes, page 157
- Audioscript, page 242

For the student
- Workbook, page 5

On the Portal
- **Workbook:** Lesson 0.5

You can do it!

1

VOCABULARY
Adjectives of emotion | Verbs of success and failure | Phrasal verbs for achieving goals | Phrases for achieving goals | Immigration | Personality adjectives

GRAMMAR
Present tenses | Past Simple, Past Continuous and Present Perfect

TEEN MATTERS

Tips and ideas for improving your life and achieving your dreams, by life coach Emma Witcot



Get things done

It's a new school year with new challenges. Read these tips to help you work out how to make progress and improve your results.

1 Give it a go

Just do it! When you have to do something, get on with it! Don't put things off until tomorrow if you can do them today.

2 Step by step

You can't jump to the top of a building; you have to climb the stairs. So make a plan and break it down into smaller steps. Small regular targets are easier to reach.

3 Friends help

When you work in a team, you don't feel so anxious or stressed. Share ideas and help each other achieve your goals.

4 Do your best

Always aim to do your best, but don't be upset if the end result isn't perfect. Be pleased that you managed to do something, not disappointed that you failed to do everything.

5 Try, try again

We all make mistakes. Things go wrong. You can't always get everything right. But don't give up. Remember: if at first you don't succeed, keep on trying.

1.1 Vocabulary

Success, failure and goals

1 Look at the photo in the blog post and describe the girl. Do you often feel like this? How do you motivate yourself to get up and do things?

2 Read the blog post. In pairs, discuss the questions.

1 Which tip(s) do you follow?
2 What do you think are the three most important tips in the blog post?
3 How do you feel when you have to manage lots of tasks and duties?

3 1.1 Study Vocabulary box A. Are the adjectives positive (P), negative (N) or both (B)? Listen and check.

VOCABULARY A Adjectives of emotion

N anxious	P delighted	N stressed
P calm	N disappointed	B surprised
P cheerful	N exhausted	N upset
N confused	P pleased	

Exercise 2
Possible answers:
3 I feel exhausted when there is lots of homework./ I feel stressed because I think that I might not cope with all the tasks./I feel anxious about the future.

For the teacher
- Teaching notes, page 158
- *Need support?* worksheet, page 232

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *It's true*
- Test: Vocabulary Check 1

For the student
- Workbook, pages 6–7

On the Portal
- Workbook: Lesson 1.1
- Extra Practice Activities: Vocabulary

4 Choose the correct option. Then, in pairs, say if the sentences are true for you.

1 I don't get *confused* / *upset* and shout when things go wrong. I'm a *calm* / *delighted* person.
2 I always feel *exhausted* / *surprised* the next day if I go to bed late.
3 I often feel *disappointed* / *stressed* before exams.
4 I feel *cheerful* / *upset* in Music class. It's my favourite subject.
5 I'm *anxious* / *pleased* with my schoolwork this year. I'm doing quite well.

5 In pairs, choose an adjective from Vocabulary box A. Your partner says when they feel like that.

A: Disappointed.
B: I feel disappointed every time I fail a test.

6 1.2 Study Vocabulary box B. Find the words in the blog post. Check you understand them.

VOCABULARY B Verbs of success and failure

achieve aim fail improve manage reach succeed

7 Complete the sentences with words from Vocabulary box B. Then, in pairs, say if you agree or disagree with the statements.

1 There are other ways to *succeed* apart from making money.
2 It's better to try and *fail* than to never try at all.
3 People who get up early *manage* to do more every day.
4 Practice makes perfect, so if you want to *improve* your results, keep practising.
5 If you work hard, you can always *achieve* your goals.
6 You should always *aim* to win or there's no point playing.

8 1.3 Study Vocabulary box C. Find the phrasal verbs in the blog post. Check you understand them.

VOCABULARY C Achieving goals

break down get on with give up keep on
put off work out

9 Replace the underlined words and phrases in the sentences with phrasal verbs from Vocabulary box C.

1 To find the solution to a difficult Maths problem, it's a good idea to divide it into easy steps.
2 It's time to start doing it. If you keep delaying it, you'll never finish it.
3 If you continue working like this, you will succeed. If you stop trying, you won't.

10 1.4 **WORD FRIENDS** Complete the verbs in the phrases. Listen and check.

1 do your best
2 get something right/wrong
3 get things done
4 give something a go
5 make decisions
6 make mistakes
7 make progress
8 make the most of something
9 take it easy
10 take something seriously

11 1.5 Choose the correct option. Listen and check.

Advice from Aidan

Fear of failure

I feel anxious about [1]*doing* / *making* mistakes because I always feel so upset when things go wrong. I want to [2] *do* / *make* my best, but it's really hard for me to [3]*give* / *make* decisions. I just keep [4]*getting* / *putting* them off. I need to learn to [5] *get* / *make* things done and start enjoying life.
Lyle, Glasgow

Lyle, you're suffering from a fear of failure. You've got to learn to [6]*have* / *take* it easy. It's not the end of the world if you [7] *get* / *make* something wrong. Nobody succeeds all the time. If you want to [8]*do* / *make* the most of your life, you need to change the way you think. You should [9]*keep* / *work* out what you really want to do and just [10]*get* / *give* it a go! Contact a friend and start making plans together now! Go on, [11] *get* / *give* on with it! Be brave!
Aidan

Exercise 6
Verbs of success and failure are underlined in red.

Exercise 8
Phrasal verbs are circled in blue.

YOUR WORLD

12 In pairs, discuss the questions.

1 Are you good at making decisions and plans, and getting things done on time or do you prefer to take things easy and see what happens?
2 Do you like to give things a go or do you worry about making mistakes and getting things wrong?
3 Do you give up easily or do you always keep on trying?

Exercise 9
1 work out; break it down
2 get on with; putting it off
3 keep on; give up

1.2 Grammar

Present tenses

1 Are you a morning person or do you like to stay in bed late?

2 1.6 Read the introduction to a podcast. What problem does Mel have in the morning? What is the podcast going to be about?



GET THE MOST OUT OF YOUR MORNINGS!

I don't find it easy to get out of bed and get ready in the morning. When I'm feeling sleepy, I don't want to get up. All the statements below are true for me. I think I need help!

- I always press 'Snooze' when my alarm goes off at 7 a.m.
- I love to stay in bed as long as possible.
- I spend ages in the shower because I always listen to my favourite playlist.
- It's often hard to find my clothes because they're in a pile on a chair ... or on the floor.
- I don't always have time for breakfast, so I have a snack instead.

Which statements are true for you? Be honest!

Are you looking for ideas to improve your morning routine? Zac's not a morning person either, but he's making progress this term. Today Zac and I have our friend Joe with us. We're sharing some fresh ideas on how we can get the most out of our mornings on school days.



3 1.7 Listen to the podcast. What ideas do Zac and Joe have that can help people get ready in the mornings? Do you use any of these ideas?

4 Study the Grammar box. Complete the sentences under the box with the correct form of the verbs in brackets.

Exercise 2
Mel finds it hard to get out of bed and get ready in the morning.

The podcast is going to be about morning routines/ getting the most out of your mornings.

Exercise 3

audioscript page 242

Zac:
Set your alarm ten minutes early. Have a 'waking up' playlist.

Joe:
Put your mobile on the other side of the room at bedtime (so you have to get out of bed to switch off the alarm in the morning).
Put your mobile in your school bag as soon as you get up (so you don't waste time looking at messages until you're on the bus).

Exercise 4
2 listen; feel
3 Do you have/ Have you got
4 live; don't usually get up
5 are getting

GRAMMAR Present tenses

Present Simple
I always press 'Snooze' when my alarm goes off. (routine)
I don't find it easy to get up. (permanent situation)

Present Continuous
Lots of people are listening to this podcast right now. (present action)
This term I'm trying to change my routine. (temporary situation)
He's making progress this term. (changing situation)

State verbs
belong, know, prefer, etc.
I know you're always at school early. NOT ~~*I'm knowing*~~

State and dynamic verbs
I think I need help! (state verb: opinion)
What are you thinking about? (dynamic verb: mental process)

GRAMMAR TIME > PAGE 126

1 *Are you having* (you/have) lunch now?
2 When I _____ (listen) to my playlist, I never _____ (feel) stressed.
3 _____ (you/have) any advice to help us?
4 I _____ (live) near the school, so I _____ (usually/not get up) early.
5 My marks at school _____ (get) better all the time!

5 1.8 Choose the correct option. Listen and check.

I [1] *think* / *'m thinking* I waste a lot of time in the morning, so I [2] *try* / *'m trying* to change my routine this term. First of all, I make the most of my time on the bus journey to school. I sometimes revise for tests, but I [3] *prefer* / *'m preferring* to listen to Spanish podcasts because they're more interesting. I [4] *learn* / *'m learning* lots of new words and phrases with this routine. I think my Spanish [5] *improves* / *is improving* and I'm doing well in class now. I [6] *know* / *am knowing* my accent is getting better too!

YOUR WORLD

6 In pairs, describe your morning routine. Are you trying to change something in it? Tell the class about your partner's routine.

For the teacher
- Teaching notes, page 159
- *Need support?* worksheet, page 232
- Audioscript, page 242

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Your turn*
- **Test:** Grammar Check 1

For the student
- Workbook, page 8
- Grammar Time, Student's Book, page 126

On the Portal
- **Workbook:** Lesson 1.2
- **Extra Practice Activities:** Lesson 1.2

1.3 Reading and Vocabulary

A new life in Canada

New beginnings

Changing schools is always a challenge, but what happens if your new school is on the other side of the world? We asked two young people who are starting a new life in Canada.

Arjun Patel grew up in Mumbai, India, more than 12,000 miles from his new home in Toronto, Canada. However, his parents think that a fresh start is good for their family. And they're not alone. Each year over 80,000 new arrivals in Canada come from India.

In fact, over twenty percent of Canada's population are immigrants. Why are so many people moving here? There's a lot of support for migrants and their families. Arjun is finding that Canadians are very welcoming. He's already made a few friends. 'The best way to make friends quickly is to join a club or take up a new sport.' Arjun is doing just that. He's learning to play ice hockey because it's very popular in Canada.

Arjun is enjoying his new life, but he's facing some challenges. 'I don't like certain stereotypes. For example, people often think that my parents work in an Indian restaurant. It's annoying.' In fact, both his parents are doctors. Some things make his life in Toronto easier, though. 'Five students in my class are from other countries and one girl is from Mumbai!'

Arjun's classmate Martina Castro, from Brazil, is also discovering a new life in Canada. Unlike Arjun, Martina is finding things hard. Her parents don't speak much English. They can read and write basic English, but they don't like it when people speak fast. 'I sometimes go with my mum to the shops so I can translate. It's a lot of responsibility. I feel like the parent!'

What does Martina miss about Brazil? 'Right now, everything! My grandparents are so far away. I miss my cousins, friends … even teachers! I miss Brazilian food, sunshine and beaches. Toronto is on a beautiful lake, but I prefer sandy beaches.' The Canadian climate is much colder than in Brazil, so that's a challenge too. Martina's family are exploring the area at the moment. 'Our trip to Niagara Falls was pretty awesome. We're trying to stay positive, but I need some new friends!'





1 Would you like to move to another country? Where would you like to go? Why?

2 1.9 Read the article. Where are Arjun and Martina from? What do they like and dislike about their new lives?

3 Read the article again and complete the sentences. Write no more than three words in each gap.

1 The distance between Mumbai and Toronto is about *12,000 miles* .
2 People who move to Canada can find a lot of help and *support* .
3 Arjun recommends joining a club or starting *a new sport* .
4 Arjun likes living in Canada, but he dislikes some *stereotypes* .
5 Martina feels like her mother's parent when she has to *translate for her* .
6 Martina and her family are trying to keep a *positive* attitude to the challenges.

4 Look at the highlighted immigration words in the article. Sort them into verbs and nouns. Then check you understand them.

5 In pairs, discuss the questions.

1 What did you learn about Canada?
2 What did you learn about life as an immigrant?
3 What would you find difficult about life in Canada?

VIDEO

WIDER WORLD

6 2 Watch two people talking about problems that immigrants face. Which of these things do they mention?

culture food jobs✓ language stereotypes✓

7 What would you miss if you moved to another country? What would be helpful for newcomers to feel at home?

Exercise 2
Arjun is from India. Martina is from Brazil.

Arjun: Likes: Canadians are welcoming; new sports; people from different countries
Dislikes: stereotypes

Martina: Likes: Toronto is on a beautiful lake; Niagara Falls is amazing.
Dislikes: when she has to translate for her mum/parents; the climate; misses people, food, sunshine and beaches

EXAM

Exercise 3
International Certificate Level 2, Reading, Section 7, (note completion)

Exercise 4
Verbs: face, translate, miss, explore

Nouns: arrival, population, immigrant, support, migrant, challenge, stereotype

Exercise 5
Possible answers:
1 Twenty percent of people in Canada are immigrants. Ice hockey is a popular sport.
2 It's exciting/difficult. You need help and support. It's best to join in, make friends, explore.

Exercise 6
videoscript page 242

I can understand an article about immigrants and the problems they face.

For the teacher
- Teaching notes, page 160
- *Need support?* worksheet, page 232
- Videoscript, page 242

On the Portal
- **Photocopiable activity:** *Match up*

For the student
- Workbook, page 9

On the Portal
- **Workbook:** Lesson 1.3
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

1.4 Grammar

Past Simple, Past Continuous and Present Perfect

1 Think about a challenge you have faced recently. In pairs, describe it and say how it made you feel.

Last month I cycled fifty kilometres to make money for charity. It was hard, but I enjoyed it.

2 1.10 Look at the photo and read the article quickly. What was Poorna's challenge?

climbing Mount Everest at the age of thirteen



REACHING THE TOP

In 2014 thirteen-year-old Indian Poorna Malavath became the youngest girl to climb Mount Everest.

One day some government officials came to Poorna's village. They were looking for children from poor backgrounds to send on an expedition to Mount Everest. They wanted to show there are no limits for anyone. From 100 children, they chose just two: Poorna and an older boy. They went on an eight-month training programme in the mountains. While they were training, the temperature often fell as low as –35°C and they ate packaged food, which didn't taste very good. The climb to the top of Mount Everest lasted fifty-two days. It was dangerous, but Poorna didn't give up. When she reached the top of the world's highest mountain, she felt happy and proud.

Since then Poorna has become famous. They have even made a film about her life: *Poorna: Courage Has No Limit*. She hasn't stopped climbing. So far, she has climbed the highest mountains on six continents. In 2019 she reached the highest peaks in South America, Oceania and Antarctica. She hasn't climbed Mount Denali, the highest mountain in North America, yet, but that's her next target. For Poorna, climbing has become her life.

3 Study the Grammar box. Find more examples of the Past Simple, Past Continuous and Present Perfect in the article.

Exercise 3
Past Simple: underlined in red
Past Continuous: underlined in green
Present Perfect: underlined in blue

Exercise 6

videoscript page 242

Charlie went to a festival in Croatia. It was amazing.
Tom went to the South of France. It was beautiful.
Jiaying volunteered as an English teacher in a school in Ukraine four years ago. She loved it and learned a lot.
Sandra went to Milan, Italy, to see her friends. She loved it and the people were friendly and warm.
Martina went to America. She enjoyed the different cultures living together and the interesting food.
Alberto went to Croatia. He thought it was interesting to see how people in another country live and he enjoyed using English as an international language.

GRAMMAR Past Simple, Past Continuous and Present Perfect

Past Simple
In 2014 she reached the top of Mount Everest. (finished action)
The temperature often fell as low as –35°C. (repeated action)

Past Continuous
It was raining on Sunday afternoon. (background description)
At three o'clock we were watching a film about Poorna Malavath. (action in progress)

Past Simple and Past Continuous
The teacher was speaking when some officials came into the classroom. (a longer action interrupted by a shorter one)

Present Perfect
She has become famous. (result in the present)
She has climbed Mount Aconcagua. (experience)

Present Perfect and Past Simple
Poorna has climbed many mountains. She climbed Mount Everest in 2014.

GRAMMAR TIME > PAGE 126

4 Choose the correct option.

1 Many women *climbed* / *have climbed* Mount Everest, but Poorna was the youngest.
2 She sometimes felt scared while she *was climbing* / *has climbed* the mountain.
3 On 27 July 2017 Poorna *reached* / *has reached* the top of Mount Elbrus.
4 The film about Poorna *got* / *was getting* good reviews when it first came out.
5 Someone *has written* / *was writing* a book about Poorna's life.

5 Complete the questions with the Past Simple, Past Continuous or Present Perfect form of the verbs in brackets. Then, in pairs, ask and answer the questions.

1 What *were you doing* (you/do) at 8 p.m. last night?
2 How many mountains *have you climbed* (you/climb)?
3 *Have you ever eaten* (you/ever/eat) packaged food?
4 Where *did you go* (you/go) last weekend?
5 *Was it raining* (it/rain) when *you got up* (you/get up) this morning?

VIDEO WIDER WORLD

6 3 Watch six people talking about being away from home. Where did they go? What did they think of the places?

7 In pairs, talk about a time when you were away from home. Think about the questions in Exercise 6.

For the teacher
- Teaching notes, page 161
- *Need support?* worksheet, page 232
- Videoscript, page 242

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Find someone who...*
- **Test:** Grammar Check 1

For the student
- Workbook, page 10
- Grammar Time, Student's Book, page 126

On the Portal
- **Workbook:** Lesson 1.4
- **Extra Practice Activities:** Grammar, BBC Vox Pop

1.5 Listening and Vocabulary

Projection mapping

1 Do you like trying new things? Why?/ Why not?

2 1.11 Study the Vocabulary box. Can you add more words?

VOCABULARY Personality adjectives

active competitive creative curious generous gentle organised patient reliable sensible

3 Complete the sentences with words from the Vocabulary box.

1 Someone who always has new ideas is *creative* .
2 Someone you can trust is *reliable* .
3 Someone who is always moving and doing things is *active* .
4 Someone who wants to know and learn new things is *curious* .
5 Someone who always wants to win is *competitive* .

4 Write definitions for the other five words in the Vocabulary box.

5 In pairs, take it in turns to describe a person you know. Use words from the Vocabulary box.

My best friend is always confident and reliable.

6 Look at the photo showing an example of projection mapping. Have you ever seen projection mapping before? What was it like?



7 1.12 Listen to Alex telling Mia about a workshop. Choose the correct answer.

(a) Mia has seen the information, but wasn't interested at first.
b Mia has bought tickets for her and Alex to go to the workshop.

8 1.12 Listen again. Complete the information with a word or phrase in each gap.

PROJECTION MAPPING WORKSHOP
New, easy and great fun!

Location: [1] *Science* Museum
Address: [2] *River* Road
Title of workshop: *Bringing the* [3] *World to Life*
For: fourteen- to [4] *seventeen/17* -year-olds
Time: [5] *10/ten* a.m. to 4 p.m.
Please bring: [6] *lunch* and a drink
Cost per person for this special event: [7] £ *5*

9 1.12 Listen again and answer the questions.

1 What did Mia think the workshop was about?
2 Where do you create the videos in a projection mapping workshop?
3 Where did Mia see an example of projection mapping?
4 Is Alex creative or curious?
5 Why can't Mia go to the workshop on her own?
6 Why does Mia have to go to Alex's house on Saturday?

YOUR WORLD

10 In pairs, talk about the classes and workshops below. What type of person are they right for? Are they right for you? Why?/Why not?

chess cooking climbing creative writing gardening photography sewing singing

You have to be organised if you do the cooking class because you plan recipes and shopping lists. I'm not very organised, so I don't think this is the right class for me.

Exercise 2
Possible answers: bossy, brave, bright, calm, determined, easy-going, friendly, funny, hard-working, honest, impatient, impolite, jealous, kind, polite, quiet, rude, selfish, shy, stubborn, thoughtful

Exercise 4
Possible answers:
generous: ready to help or share
gentle: calm and kind
organised: good at planning
patient: able to wait calmly
sensible: practical and reasonable

EXAM

Exercise 8
International Certificate Level 2, Listening, Section 3, (note completion)
B1 Preliminary for Schools, Listening, Part 3, (gap fill)

Exercises 7–9
audioscript page 242

Exercise 9
1 making maps
2 on a computer
3 (outside) the theatre
4 curious
5 She isn't confident enough.
6 Alex's dad can take them.

I can understand a conversation about projection mapping.

For the teacher
- Teaching notes, page 162
- Audioscript, page 242

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *What are they like?*

For the student
- Workbook, page 11

On the Portal
- **Workbook:** Lesson 1.5
- **Extra Practice Activities:** Vocabulary

1.6 Speaking

Asking for and offering help

VIDEO **DO YOU NEED A HAND?**



Eren: Hi, Abe. What are you doing? Are you making chocolate cookies?

Abe: I'm making a chocolate brownie for my dad. It's his birthday today. I've never baked a cake before, so it's quite a challenge.

Eren: I'm impressed! Do you need a hand?

Abe: I don't know. Maybe. OK, so can you pass me the flour, please?

Eren: Sure. Here you go. Hey, your T-shirt is getting dirty with the flour. Why don't you wear this apron?

Abe: Cool, thanks … Oh! The food mixer isn't working.

Eren: Can I help you with it?

Abe: That would be great, thanks.

Eren: You didn't switch it on at the wall.

Abe: Oh, OK, thanks. Would you mind getting some nuts from the cabinet over there?

Later …

Abe: Look, a complete failure! I baked it for too long, I guess.

Eren: Hmm … it looks more like a giant chocolate cookie. Hmm, it's crispy and it tastes fabulous. Admit it: you needed me!

Abe: All right, I admit it. All great chefs need assistants.

Eren: So true!

SOUNDS GOOD! I'm impressed! • A complete failure! • I admit it. • So true!

1 Have you ever cooked something? What was it? Was it a success?

I made pasta with tomato sauce once. It was delicious.

2 4 1.13 Watch or listen and answer the questions.

1 What is Abe making? *a chocolate brownie (for his dad)*
2 What does Eren think of the brownie after he tastes it? *It looks more like a (giant) chocolate cookie and tastes fabulous.*
3 What mistake does Abe make? *He bakes it for too long.*

3 Why did Abe need Eren's help?

SET FOR LIFE

4 Why is it important to plan all tasks and stages of work carefully? What can happen if you don't? Discuss in pairs.

5 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Asking for and offering help

Asking for help
Can/Could you help me?
Would you mind (helping me)?
Can/Could you give me a hand (with …)?

Replying
Of course. Sure!
Sorry, I can't. Of course not.
I'll be with you in a minute.

Offering help
Do you need any help/anything else?
Can I get you anything?
Can/May I help you?
Do you need/Can I give you a hand?
What can I do for you?

Replying
That would be great, thanks.
That's really nice of you, thanks.
Thanks for helping/your help.
No, I'm fine, but thanks anyway.

6 1.14 Complete the dialogue with one word in each gap. Listen and check. Then, in pairs, practise the dialogue.

A: Can you [1] *give* me a hand? I don't know how to install this programme.
B: [2] *Sure* . Just click there.
A: Ah, thanks for your [3] *help* .
B: Do you [4] *need* anything else?
A: No, I'm [5] *fine* , but thanks anyway. Oh! Yes, would you [6] *mind* getting me some water?
B: Of [7] *course* not. Here you are.

YOUR WORLD

7 In pairs, go to page 136 and role play the situations.

Exercise 3
Possible answers:
Because he didn't prepare all the ingredients and his workspace properly.
Because the kitchen was messy.
Because it was the first time he was baking a brownie and he had no experience.

Exercise 4
Possible answers:
If your desk or room is untidy, you can't find things quickly and easily.
If your digital workspace is disorganised and you don't keep a calendar, you can forget things you have to do.

For the teacher
• Teaching notes, page 163

On the Portal
• **Photocopiable activity:** *Can you help me?*

For the student
• Workbook, page 12

On the Portal
• **Workbook:** Lesson 1.6
• **Extra Practice Activities:** New Park video

1.7 Writing

A blog post describing a personal challenge

MOMENTS WITH MARCO

My personal challenge

1 How do you feel about trying new things? I normally love a new adventure, but when my friend Amy invited me to go climbing, I had a problem. I'm *really* scared of heights, and I first realised this on a school trip to Tower Bridge in London. Suddenly, we were standing on a glass floor and looking down to the water below. I screamed, I started shaking and my hands were sweating. I shut my eyes to cross the glass, but I was very stressed.

2 So, when Amy told me about the climbing class, I was nervous, but I decided to give it a go. When I arrived and saw the climbing wall, I shivered with nerves. It was quite high, but the instructor helped me and showed me how to climb slowly and safely. At the beginning it was quite difficult, but gradually, I felt less anxious, although I had to concentrate very hard.

3 The experience has made me more confident. That day I made the most of the lesson and I couldn't stop smiling. Now I climb regularly and I'm never scared.



1 Read Marco's blog post. Which paragraph describes:

1 a challenge that helped Marco? *2*
2 how the experience changed Marco? *3*
3 a bad experience in the past? *1*

2 Study the Writing box. Find examples of the phrases in Marco's blog post.

WRITING A blog post describing a personal challenge

1 Reason for the challenge
I normally love … I often dream about …
The problem is/was, I …
I first realised this when/at/on …

2 Description of the challenge
When I heard/my friend told me about …
I decided to give it a go.
When I arrived at/started/saw … , I shivered/screamed.
At the beginning it was quite difficult, but gradually, I …
In the end, I …

3 After the challenge
The experience has made me …
That day I … Now I … regularly.
Now I'm not afraid of/to … I'm thinking of becoming a …

3 Study the Language box. Find examples of the verbs in Marco's blog post. Then, in pairs, discuss how Marco felt before, during and after the challenge.

LANGUAGE Verbs that express emotion

cry scream shake shiver shout sweat

4 In pairs, take it in turns to use verbs from the Language box in a sentence.

The film was so sad that it made me cry.

5 In pairs, choose one of the challenges below. Why is it difficult? How would you feel before, during and after it?

joining a new sports team
performing in front of your schoolmates
staying with a family in another country

WRITING TIME

6 Write a blog post with a description of a personal challenge.

1 Find ideas
Make notes for your blog post. Think about:
- why you wanted to do the challenge.
- what the challenge was like.
- how you felt after the experience.

2 Plan
Organise your ideas into paragraphs. Use Marco's blog post to help you.

3 Write and share
- Write a draft of your blog post. Use the Language box and the Writing box to help you.
- Share your blog post with another student for feedback.
- Write the final version of your blog post.

4 Check
- Check language: have you used verbs that express emotion?
- Check grammar: have you used a variety of past tenses?

Exercise 3
Verbs that express emotion are circled in blue.

I can write a description of a personal challenge.

For the teacher
- Teaching notes, page 164

On the Portal
- Photocopiable activity: *Another challenge*

For the student
- Workbook, page 13

On the Portal
- **Workbook:** Lesson 1.7

Vocabulary Activator

WORDLIST 1.15

Adjectives of emotion
anxious (adj)
calm (adj)
cheerful (adj)
confused (adj)
delighted (adj)
disappointed (adj)
exhausted (adj)
pleased (adj)
stressed (adj)
surprised (adj)
upset (adj)

Verbs of success and failure
achieve (v)
aim (v)
fail (v)
improve (v)
manage (v)
reach (v)
succeed (v)

Achieving goals
break down (v)
get on with (v)
give up (v)
keep on (v)
put off (v)
work out (v)

Word friends (achieving goals)
do your best
get something right/wrong
get things done
give something a go
make decisions
make mistakes
make progress
make the most of something
take it easy
take something seriously

Immigration
arrival (n)
explore (v)
face challenges
immigrant (n)
migrant (n)
miss (v)
population (n)
stereotype (n)
support (v)
translate (v)

Personality adjectives
active (adj)
competitive (adj)
creative (adj)
curious (adj)
generous (adj)
gentle (adj)
organised (adj)
patient (adj)
reliable (adj)
sensible (adj)

Extra words
accent (n)
adventure (n)
advice (n)
basic English
brave (adj)
confident (adj)
courage (n)
cry (v)
culture (n)
discover (v)
experience (n)
fear of failure
find things hard
fresh ideas (n)
fresh start (n)
get better/worse at something
goal (n)
gradually (adv)
impossible (adj)
in a rush
join a club
limit (n)
make friends
move to another country
need a hand
poor background
proud (adj)
responsibility (n)
result (n)
routine (n)
scared of heights
scream (v)
set my alarm
shake (v)
share (v)
shiver (v)
shout (v)
solution (n)
stay positive
step by step
suffer (from) (v)
sweat (v)
take something up (v)
target (n)
workshop (n)

1 Complete the words in the school report comments. Then, in pairs, say which ones describe you.

1 'An *active* student; *gets* things done.'
2 'An *organised* student – always plans her work and takes it *seriously*, making great *progress*.'
3 'Always does his *best*, but should remember that it's OK to get things *wrong* sometimes.'
4 'Really makes the *most* of lessons, is *curious* and asks questions, and *gets* on with the work.'

2 Complete the questions with verbs from the wordlist. Then, in pairs, discuss the questions.

1 When did you last *face* a difficult challenge?
2 When did you last *put* off something you needed to do and then had a problem?
3 When were you last the only one who could *work* out the answer to a puzzle?
4 How did you relax the last time you *took* it easy?

3 Find the negative word in each group. Then, in pairs, choose one of the negative words and say how it can also be positive sometimes.

1	explore	miss	support	succeed
2	succeed	achieve	fail	reach
3	generous	stressed	gentle	sensible

4 Answer the questions with words from the wordlist. Then write a similar question. In pairs, answer your partner's question.
What do you call:

1 the number of people in a city or country? *population*
2 a person who likes to be the best at something? *competitive*
3 a person who goes to live in another country? *migrant / immigrant*
4 the way you feel when you wanted something but didn't get it? *disappointed*
5 a person you can trust to help you? *reliable*

5 1.16 **PRONUNCIATION** Listen to how we pronounce the underlined vowels and decide which sound you hear. Write the words in the correct column.

active competitive delighted disappointed migrant miss organised reliable surprised

/ɪ/	/aɪ/
active competitive, disappointed, miss	*delighted, migrant, organised, reliable, surprised*

6 1.17 **PRONUNCIATION** Listen, check and repeat.

Exercise 3
1 miss (It teaches you to appreciate things/people more.)
2 fail (It makes you try harder.)
3 stressed (If you're a bit stressed, you might try harder and do better.)

For the teacher
- Audioscript, page 243

On the Portal
- **Photocopiable activities:** *Anagram clues, Correct or not?*
- **Tests:** Unit 1 Test, Unit 1 Writing Test

For the student
- Workbook, pages 14–15

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct answer.

1 I was ___ by the instructions, so I didn't know what to do.
a disappointed (b) confused c delighted

2 Our Science teacher says we should be ___ about everything and ask questions.
a anxious b reliable (c) curious

3 This school ___ to help every student get the best possible results.
a reaches (b) aims c improves

4 I was so ___ after the school trip that I fell asleep on the sofa when I got home.
(a) exhausted b sensible c surprised

5 Mr Evans is a very ___ teacher – he stays calm when he has to explain things again.
a generous (b) patient c cheerful

2 Complete the text with the words below.

best down go mistakes on out progress right ~~seriously~~ up



After I watched the film series *The Queen's Gambit*, I started playing chess again, but not just for fun. I joined a club because I wanted to take it [1]*seriously* and become a good player. But I lost most of my games because I often made [2]*mistakes*. To win, it wasn't enough just to do my [3]*best*. Part of me wanted to give [4]*up* chess, but I kept [5]*on* trying. I tried to work [6]*out* the reasons why I lost by looking at my games. I broke them [7]*down* into three parts: opening, middle game and endgame. I learned how to play the openings because you have to get that [8]*right* or you lose right away! I made [9]*progress* and started to think about playing in hard competitions. I gave it a [10]*go* and beat some good players!

Grammar

3 Complete the dialogues with the correct form of the verbs in brackets. Then, in pairs, practise the dialogues.

1 A: What*'s your mum doing* (your mum/do) at the moment?
B: I think she's at work.

2 A: Where were you when it was time to come to class?
B: I *was talking* (talk) to my friends.

3 A: I'm hungry. I *haven't eaten* (not eat) very much today.
B: Would you like a sandwich?

4 A: My dog *doesn't like* (not like) to be alone. Can I bring him when I come to your house?
B: Of course!

5 A: *Did you watch* (you/watch) anything interesting last night?
B: Yes! A spy film with Bradley Cooper.

6 A: What's so funny? Why *are you laughing* (you/laugh)?
B: You've got chocolate all over your face!

4 Choose the correct option.

Hi Tom,

[1] *I'm writing* / *I write* this email from my new bedroom in our new flat! It's a nice flat and [2]*I'm preferring* / *I prefer* it to the old one, but everything is a bit crazy right now! We [3]*were only moving in* / *only moved in* yesterday. Dad can't do much to help because he hurt his leg while he [4]*was painting* / *painted* the kitchen. [5]*He waits* / *He's waiting* for it to improve so he can get back to work. Mum [6]*organised* / *has organised* the living room, so at least we can go there to relax.

Julia

Speaking

5 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142. Role play both situations.

Dictation

6 1.18 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
Sample answers:
Situation 1
A I can't understand my new phone. Could you help me?
B Sure! I'm good with phones. What's the problem?
A I haven't worked out how to take selfies!
B Can I have a look?
A Of course.
B OK, so you need to tap on this part of the screen, then tap on this button.
A Ah, I see. Thanks for your help!

Situation 2
A Hi!
B Hi!
A Those boxes look heavy. Can I give you a hand?
B That's really nice of you, thanks. Maybe you can help me carry this big one inside.
A Sure!

EXAM

Exercise 6

audioscript page 243

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Tough journeys



ENDURANCE TESTS

The most challenging races

You're stressed and anxious, and you have problems sleeping. What you need is a challenge. There has never been a better time, but which one to go for? Marathons and triathlons are still popular, but there have been a few changes to the traditional kind: newer events have appeared. Participants race in tough natural landscapes like mountains or deserts, which represent a greater challenge to them. These races are popular in the USA and are very competitive.

The first long-distance triathlon was the Ironman. It started in the 1970s in Hawaii, on Waikiki Beach, and there are now forty countries across the world which hold Ironman events. An Ironman is the hardest one-day endurance test in the world. Participants must complete a 3.86-km swim, a 180-km bike ride and run a whole marathon – no stopping is allowed! The world championships are held in Hawaii every year.

Other tough races include the TransRockies in Canada. It is a seven-day, 400-km mountain bike race. Participants cycle up and down the Rocky Mountains in all kinds of weather, but they enjoy some fantastic views at the same time. Don't try it if you're scared of heights. Alternatively, head for New Mexico, where there is a ride that lasts three days through the desert – just try cycling through sand dunes!

As for the traditional marathon, you can still take part in the world's biggest, in New York. However, if you want to push yourself even more, try the World Marathon Challenge. This is seven marathons, in seven days, on seven different continents. It's called the World Marathon Challenge for a reason! For many people, this is the challenge of a lifetime. Participants have to run 295 km and spend up to sixty-eight hours in the air – all at their own risk!

endurance (n) the ability to keep going
landscape (n) a type of area in a country
participant (n) a person who takes part in something
sand dune (n) a hill made of sand
tough (adj) difficult to do

Exercise 1
1 A triathlon is a sporting event/competition. It includes running, swimming and cycling (long distances).

1 In pairs, discuss the questions.
1 What is a triathlon? What three sports does it typically include?
2 Which triathlon challenge do you think is the most difficult? Why?
3 Would you like to take challenges like this?
4 Are there races or challenges like this in your country? If so, what are they?

2 1.19 Read the article and mark the sentences T (true) or F (false).
1 T New events in modern triathlon marathons are more difficult than the traditional ones.
2 F Long-distance triathlons started in ancient Greece.
3 T There are no breaks for Ironman participants.
4 T People who suffer from fear of heights shouldn't enter the TransRockies race.
5 F The bicycle races only take place in mountain landscapes.
6 T The World Marathon Challenge is more challenging than the New York marathon.
7 F Organisers of the World Marathon Challenge are responsible for participants' safety.

3 Read the article again. In pairs, discuss the questions.
1 Why do you think people take part in these types of events?
2 How do you think people prepare for them?

For the teacher
- Teaching notes, page 165
- Videoscript, page 243

On the Portal
- Photocopiable activity: *Project worksheet: a digital poster*

BBC An almost impossible journey





4 Look at the photos and discuss the questions.

1 What kind of landscape can you see in the photos? Where do you think it is?
2 What are the two men doing?
3 What problems do you think they will have in the desert?

5 5 Watch Part 1 of a TV programme about two desert travellers and check your answers to Exercise 4.

6 5 Watch the video again and choose the correct option.

1 The Empty Quarter is the *highest* / *largest* sand desert in the world.
2 Ben and James are travelling in the same way as *British* / *American* explorer Wilfred Thesiger.
3 The goal of their journey was to *have an adventure* / *repair a friendship*.

7 6 Watch Part 2 of the video and answer the questions.

1 What other places have Ben and James travelled to?
2 Which country do they travel through on this trip?
3 Why did the trip take them longer than planned?

8 VISIBLE THINKING In pairs, follow these steps.

WHY DO YOU SAY THAT?

1 Study the discussion question and decide on your own opinion.
Can friendships become stronger when friends face difficult situations together?
2 Match the sentence halves. Then think about how each one could support your opinion.
1 [b] The two men planned this trip
2 [c] The desert trip was really tough
3 [a] They congratulated each other
a when they finished the trip.
b because they wanted to be friends again.
c so the two men had fights.
3 In pairs, decide on three pieces of advice on how to stay friends when you face difficult problems together.

PROJECT TIME

9 In groups of four, prepare a digital poster about a desert. Follow these steps.

1 **In your group, choose which desert your poster will be about. Decide who will find answers to these questions.**
- Where is the desert located? What is its climate?
- Are there any animals and/or plants there?
- Do any people live there? What can you say about their lifestyle?
- What dangers are there?

2 **Individually, prepare your part of the poster.**
- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

3 **In your group, create your poster. You can use an online poster maker.**
- Put all the texts and photos together.
- Decide on a layout.
- Think of a title for the poster.
- Check and edit the poster.

4 **Share your poster with the class.**
- Answer other students' questions.
- Ask questions and comment on the other posters.

Exercise 4
1 The desert is called The Empty Quarter. It's in The Middle East.
2 They're travelling in the footsteps of a British explorer. Their goal is to recover their lost friendship.
3 (extreme) heat and dehydration (caused by not enough water), (violent) sand storms, unpredictable camels, (terrible) arguments, finding their way

Exercises 5–6
videoscript page 243

Exercise 7
videoscript page 243
1 the Atlantic Ocean, the South Pole
2 Oman
3 They got lost.

Exercise 8
Possible answers:
3 Be patient. Be polite even if you feel angry. Apologise. Forgive. Divide tasks. Don't give up.

Clean and green!

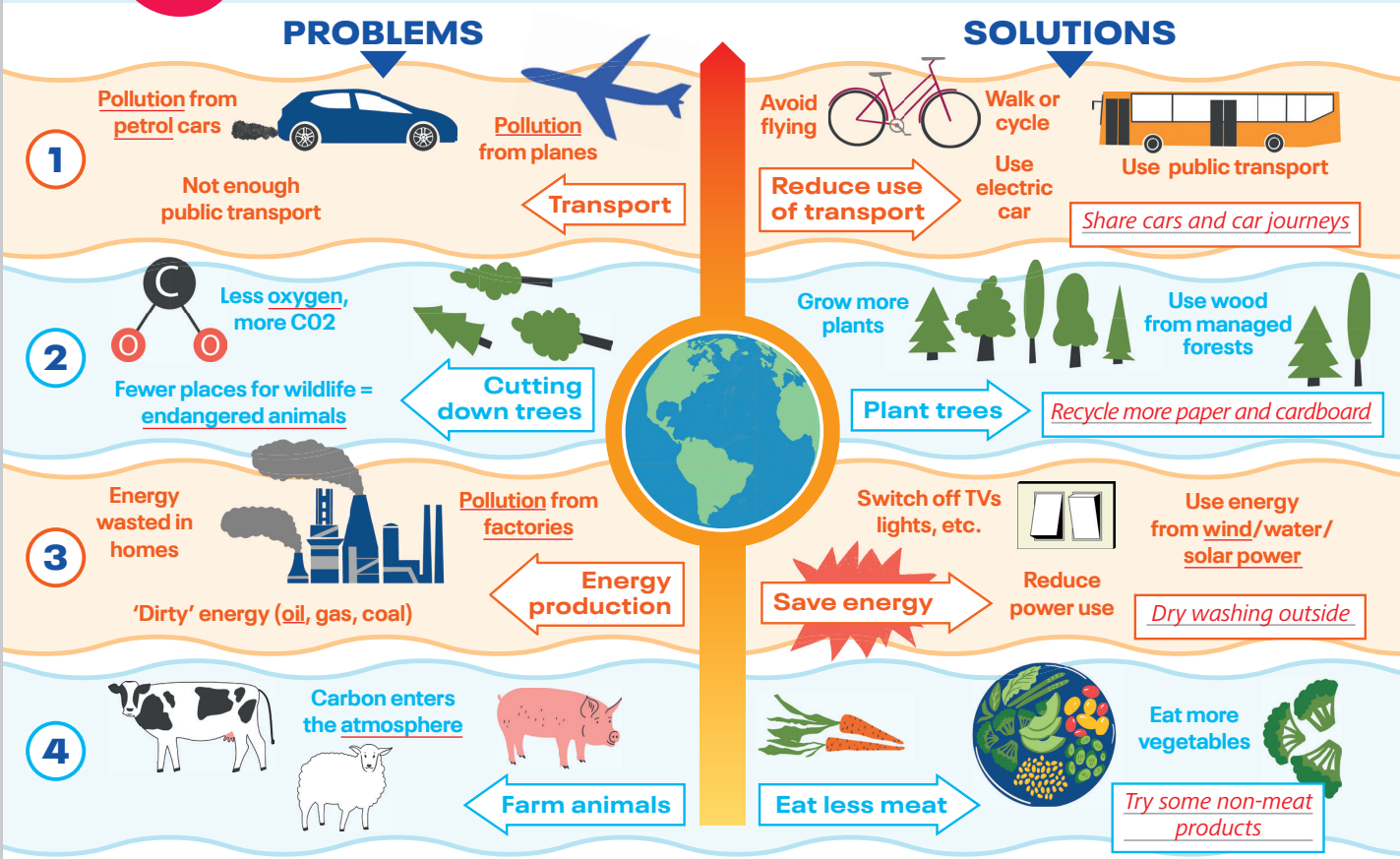
2

VOCABULARY
Talking about the environment | Compound nouns: the environment | Protecting and damaging the environment | Environmental issues | Elections and campaigns

GRAMMAR
Past Perfect | *Used to* and Past Simple

GLOBAL WARMING
PROBLEMS AND SOLUTIONS

Global warming is definitely one of the biggest problems facing the world today. It began many, many years ago, and it is mainly due to human activity. Different things we do cause different problems, which all have one thing in common: they make global warming worse. But there are things we can do to help. Today we're looking at some of them.



2.1 Vocabulary

Protecting the environment

1 Look at the diagram. Which environmental problem do you think is the most serious? Why?

2 2.1 Complete the gaps in the diagram with the solutions below. Listen and check.

Dry washing outside Recycle more paper and cardboard
Share cars and car journeys
Try some non-meat products

Exercise 2
audioscript page 243

3 2.2 Study Vocabulary box A. Which words can you find in the diagram?

VOCABULARY A Talking about the environment

atmosphere endangered animal factory
food waste oil oxygen petrol pollution
solar power wind power

For the teacher
- Teaching notes, page 166
- *Need support?* worksheet, page 233
- Audioscript, page 243
- Videoscript, page 243

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Get the words*
- **Test:** Vocabulary Check 2

For the student
- Workbook, pages 16–17

On the Portal
- **Workbook:** Lesson 2.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 Complete the sentences with the correct form of words from Vocabulary box A.

1 One large tree can provide enough *oxygen* for 3–4 people.
2 Many creatures live in forests, so cutting down trees leads to more *endangered animals*.
3 Sunny areas like the Sahara Desert may be good places for *solar power* 'farms'.
4 Using *petrol* in cars and other vehicles is very bad for the atmosphere.
5 A lot of *pollution* in the sea and rivers comes from plastic.
6 *Wind power* creates energy from the movement of air.

5 2.3 Match the words below with the words in Vocabulary box B to make compound nouns. Listen and check.

car centre change ~~dioxide~~ energy source warming

VOCABULARY B Compound nouns: the environment

carbon *dioxide*
climate *change*
electric *car*
energy *source*
global *warming*
recycling *centre*
renewable *energy*

6 Complete the quiz questions with the correct form of compound nouns from Vocabulary box B.

The environment quiz

1 You can take almost anything to a *recycling centre*. But which of these things is the easiest to recycle?
crisp packets / toothpaste tubes / aluminium cans

2 We're seeing more *electric cars* on our roads. But how long does it usually take to fully recharge an empty car battery?
30 minutes / about 8 hours / about 12 hours

3 It's very important to use *renewable energy* such as solar power. What percentage of Iceland's energy comes from hot water under the ground?
70% / 80% / 90%

4 You can help to fight *climate change/ global warming* by checking how much energy you use. Which of these things uses the most energy in five minutes?
an electric shower / a games console / a smartphone

5 All humans breathe in oxygen. Then they breathe out *carbon dioxide*. Plants take this in and release oxygen into the air. Which plants do this the best?
vegetables / trees / flowers

7 In pairs, do the quiz in Exercise 6. Go to page 136 and check your answers.

8 2.4 **WORD FRIENDS** Complete the phrases with the verbs below. Listen and check.

clean up protect reduce save ~~throw away~~

1	recycle/reuse/ *throw away*	plastic bags/rubbish/ aluminium cans
2	*protect* /damage	the planet/the environment/ our health
3	*save* /waste	water/electricity/money/energy
4	pollute/ *clean up*	the air/the ocean/rivers/beaches
5	*reduce* /increase	pollution/food waste

9 2.5 Choose the correct option. Listen and check.



THE FOOD WASTE CHALLENGE

Although food waste is a natural product, it [1] *damages* / *protects* the environment because it creates dangerous gases which harm the atmosphere. Unfortunately, we [2] *clean up* / *throw away* too much food – we waste about one third of all the food we produce! It's possible to [3] *increase* / *recycle* this food waste to use it as compost in the garden.

Another thing we can all do is to [4] *save* / *protect* any extra food that is left at the end of a meal and put it in the fridge, not throw it in the bin. Then we can [5] *waste* / *reuse* that food to make another meal – for example, a soup or an omelette. If we are all more careful about the food we eat, we can [6] *reduce* / *pollute* food waste and help the environment.

VIDEO **WIDER WORLD**

10 7 Watch four people talking about being green. What do they do to help the environment?

11 How green are you? Are your town and school green? Discuss in groups.

Exercise 10

videoscript page 243

Things people do to help the environment include: recycle (e.g. plastic, glass, paper, bottles); switch off/turn off lights; compost (food); plant lots of plants; encourage other people.

I can talk about pollution and the environment.

2.2 Grammar

Past Perfect

Exercise 1
They can all produce energy.

Exercise 2
1 100 kg of fruit and vegetables a day
2 They can use it to heat the buildings.

1 Which of the items below produce energy?

jellyfish milk natural gas sugar sun wind

2 2.6 Read the blog post quickly and answer the questions.

1 How much do elephants eat?
2 How can animal waste help the zoo?



Super zoo power!

Did you know that you can heat a building with animal waste? At school, I heard about a local zoo that had tried it, so I went to see for myself. When I got there, the zoo-keeper had just fed the elephants. He told us that they've got huge appetites and can eat 100 kg of fruit and vegetables every day! Over the previous week he had collected a container of waste from all the plant-eating animals in the zoo. I hadn't realised what a mountain of animal waste looked like!

How do they use the animal waste? They mix it with water, food waste and old straw from the animals' beds, and they produce a 'biogas'. This goes into an engine that produces electricity. So, had this idea really helped the zoo? Absolutely! Before they started using the waste, the zoo had found it difficult to control how much they spent on electricity. Now they can keep the animals warm and save money too!

3 Study the Grammar box. Find more examples of the Past Perfect in the blog post.

GRAMMAR Past Perfect

Past Perfect
He had collected a container of waste.
I hadn't realised what it looked like.
Had this idea helped? Yes, it had./No, it hadn't.

Past Perfect and Past Simple
When I got there, the zoo-keeper had just fed them.
He'd already mixed the waste with water before I arrived.
I left the zoo after we'd had lunch.

Time expressions
when, before, after, just, already, by the time

GRAMMAR TIME > PAGE 127

4 Read the sentences. Underline the action that happened first.

1 The lions were thirsty because nobody had given them water.
2 The workers had left the factory before the fire started.
3 After the party had finished, we cleaned up the garden.
4 Once I'd seen that documentary, I began recycling seriously.
5 I couldn't cycle to work because someone had stolen my bike.
6 The penguins had just finished eating when we arrived.
7 I wanted to recycle the empty cans, but Sam had thrown them away.

5 Complete the sentences with the Past Perfect form of the verbs in brackets.

1 The monkeys were sick because a visitor *had given* (give) them the wrong food.
2 Maria showed me some photos she *had taken* (take) at the zoo.
3 We *hadn't realised* (not realise) how useful animal waste was until we read that article.
4 They *had already fed* (already/feed) the animals when I got there.
5 *Had you heard* (you/hear) about biogas before you visited the zoo?

YOUR WORLD

6 Complete the sentences so they are true for you. Use the Past Simple and the Past Perfect. Then, in pairs, compare your sentences.

1 I had never … before …
2 I had just … when …
3 I had already … , but then …

Unit 2 **26** I can use the Past Perfect to talk about past events.

For the teacher
- Teaching notes, page 167
- *Need support?* worksheet, page 233

On the Portal
- Grammar presentation
- **Photocopiable activity:** *By the time I arrived, …*
- **Test:** Grammar Check 2

For the student
- Workbook, page 18
- Grammar Time, Student's Book, page 127

On the Portal
- **Workbook:** Lesson 2.2
- **Extra Practice Activities:** Grammar

2.3 Reading and Vocabulary

A hike in the countryside

1 How often do you go to the countryside? What do you enjoy about it?

2 2.7 Read the story quickly. Did Evan agree or disagree with his friend? How do you know?

3 Read the story again and choose the correct answer.

1 What problem did Evan and his friends find on their trip?
- a a traffic jam on the way to the country
- (b) rubbish in a lovely place
- c a large group of unfriendly walkers
- d an illegal waste dump

2 Who suggested clearing up the litter?
- a Evan
- b everyone in the group
- (c) Amy
- d the members of Leave No Trace

3 What is the objective of Leave No Trace?
- a to remove rubbish from the countryside
- b to persuade people not to go camping
- c to encourage people to visit beautiful places
- (d) to take care of the countryside

4 What did Evan and Amy disagree about?
- a banning cyclists from hiking paths
- (b) reducing the number of visitors to the countryside
- c stopping people from climbing Mount Everest
- d protecting the Grand Canyon

5 What is the main purpose of the story?
- a to advertise the Brecon Beacons National Park
- b to show how hiking can help you make friends
- c to compare hiking in Wales with hiking on Mount Everest
- (d) to raise a serious environmental issue

4 In groups, write a leaflet advising people how to behave in the countryside. Use the highlighted words and phrases for environmental issues in the story.

YOUR WORLD

5 In pairs, discuss the questions.
1 How serious is the problem of littering in beauty spots near where you live?
2 How can we solve the problems of littering and overcrowding in the countryside?



Last weekend the weather was great, so I went hiking with friends in the Brecon Beacons National Park. Unfortunately, there was a problem: lots of people had had the same idea. We had to queue to get out of the car park and onto the path!

After a few hours we stopped for a picnic next to a beautiful mountain stream. Then we noticed the mess. Some other walkers had left all sorts of litter on the ground and in the water. There was paper, food, cans, plastic, even a broken walking pole! It was like a waste dump.

We all felt angry and started talking about the problem. But then one of my friends, Amy, took some plastic rubbish bags out of her backpack and handed them around. 'There's no point complaining,' she said. 'Let's do something about it!' Everyone started picking up rubbish and before long, the place was beautiful again.

Once we'd finished, Amy told me about an environmental organisation she'd heard of called Leave No Trace. Their aim is to protect the environment – to encourage people to respect the countryside and to leave no trace – that is, make sure it's as clean and beautiful when you leave as it was when you arrived. They advise you to keep to paths, use proper campsites, take your rubbish away with you, be careful with campfires and respect wildlife and other people.

Just then, a group of mountain bikers rode past. 'Isn't *that* the problem?' I asked, pointing at the cyclists. 'There are too many people. Maybe we need to limit the numbers allowed to come to beautiful places like this.' Amy laughed. 'How could you control that?' 'Well, not everywhere, obviously, but certain places like national parks should be protected. Did you see that photo of the queue of people waiting to get to the top of Mount Everest?' Amy nodded. 'OK, maybe we need to limit access to a few places like Everest and the Grand Canyon, but not everywhere. It's impossible.'

We agreed to disagree.

Exercise 2
He disagreed. In the last sentence he wrote, 'We agreed to disagree.'

EXAM

Exercise 3
B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)

I can understand a story about the environment.

For the teacher
- Teaching notes, page 168
- *Need support?* worksheet, page 233

On the Portal
- **Photocopiable activity:** *A countryside quiz*

For the student
- Workbook, page 19

On the Portal
- **Workbook:** Lesson 2.3
- **Extra Practice Activities:** Vocabulary

2.4 Grammar

Used to and Past Simple

1 Do you think it's important for a town or city to have parks and open spaces? Why?/Why not?

2 2.8 Read the blog post. What are the main changes in Bruno's street? How are things better?

Exercise 2
It's quieter. There are more trees/ more green spaces. It's safer. It feels friendlier.

Exercise 5
2 Did you use to go
3 Did you use to travel
4 did your friends use to meet
5 did you use to play
6 Did your neighbourhood use to look



GREEN STREETS

by Sofia Morales

My cousin Bruno used to live in a noisy street in Barcelona, Spain. Now he lives in a quiet street with lots of trees and benches, but he hasn't moved! What happened? I spoke to him yesterday to find out more.

Your street looks fantastic in this photo. Did you use to play here when you were young?

No way! Our street used to be full of traffic all day. It wasn't safe for kids, so we used to play on our balconies.

What happened?

A few years ago architects designed a plan to move traffic to certain streets. They created more green spaces.

What do other people think?

My friends are all happy. We didn't use to go outside much. Now it's safer to use our bikes or walk. We can hang out in the street and it feels much friendlier.

3 Study the Grammar box. Find more examples of *used to* in the blog post.

GRAMMAR *Used to* and Past Simple

***Used to* and Past Simple**

Our street used to be full of traffic. (past state/situation)
Our street was full of traffic.
We didn't use to go outside much. (past habit/ regular action)
We didn't go outside much.
Did you use to play here? *Yes, I did./No, I didn't.*
Where did he use to play?

Past Simple

I spoke to him yesterday. (single action in the past)

GRAMMAR TIME > PAGE 127

4 Complete the sentences with the correct form of *used to* and the verbs in brackets.

1 I *used to love* (love) walking, but I prefer cycling now.
2 We *didn't use to recycle* (not recycle) our rubbish, but we do now.
3 My mum *used to drive* (drive) to work, but now she gets the bus.
4 He *used to leave* (leave) all the lights on, but now he switches them off.
5 When my dad was little, he *didn't use to waste* (not waste) food.
6 My cousins *didn't use to go* (not go) outside much when they were my age.

5 Complete the questions with the correct form of *used to* and the verbs in brackets. Then, in pairs, ask and answer the questions.

1 *Did you use to live* (you/live) near a park when you were little?
2 _____ (you/go) swimming often?
3 _____ (you/travel) by bus or car?
4 Where _____ (your friends/meet)?
5 How often _____ (you/play) outside?
6 _____ (your neighbourhood/look) very different?

6 2.9 Complete the text with the correct form of *used to* and the verbs in brackets. Use the Past Simple if *used to* is not possible. Listen and check.

My gran [1]*used to live* (live) in London, but she [2]*moved* (move) to Manchester last year. London was very different sixty years ago. The roads are busy now, but there [3]*didn't use to be* (not be) much traffic back then. Gran and her friend [4]*used to take* (take) the bus to school when they were young – it was exciting for them. Every day they [5]*used to run* (run) upstairs to get the front seat, but one day Gran [6]*fell* (fall) down the stairs! She [7]*didn't enjoy* (not enjoy) the bus ride after that.

YOUR WORLD

7 In pairs, compare your present habits with your past habits. Think about your home, school, friends and hobbies.

I do a lot of exercise now, but I didn't use to do much exercise a few years ago. I used to spend all day in front of the computer.

For the teacher
- Teaching notes, page 169

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Spot the changes*
- **Test:** Grammar Check 2

For the student
- Workbook, page 20
- Grammar Time, Student's Book, page 127

On the Portal
- **Workbook:** Lesson 2.4
- **Extra Practice Activities:** Grammar

2.5 Listening and Vocabulary

Elections, campaigns and the environment

1 In pairs, discuss the questions.

1 Is it a good idea for students to meet with teachers to discuss important things about their school? Why?/Why not?
2 What kind of things should they discuss?

2 2.10 Listen to a dialogue and answer the questions.

1 Where are the people?
2 What are they doing?
3 Who wins the election?
4 What does the new student council president want to do?

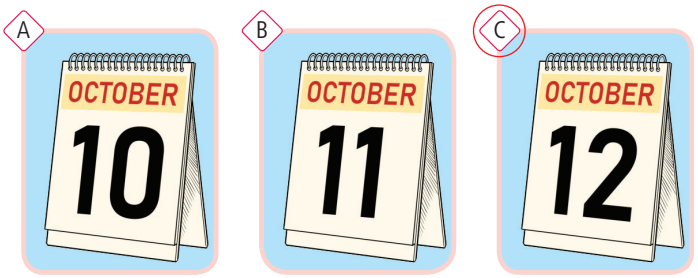
3 2.11 **WORD FRIENDS** Complete the sentences with the phrases below. Listen and check.

become a member of
hold an election ~~join a campaign~~
organise an event sign a petition
vote for a candidate

1 I'm going to *join a campaign* to get more people in my area to recycle rubbish.
2 David and Martina have decided to *become members of* a group that protects local wildlife.
3 Yes, of course I'll *sign a petition* to help clean the local park. Have you got a pen?
4 Let's *organise an event* in which people make things from rubbish. We could call it Trash to Treasure.
5 You shouldn't *vote for a candidate* just because he or she is your friend or someone you know.
6 Every year we *hold an election* at our school to choose new student councillors.

4 2.12 Listen to four dialogues. Choose the correct answer.

1 What is the date of the student election?



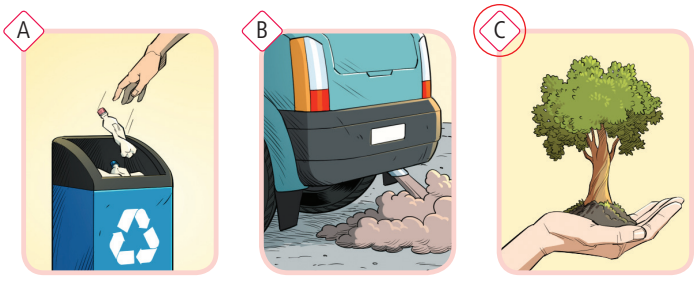
2 What is the boy going to do?



3 What did Mark's dad use to recycle when he was a boy?



4 What kind of campaign has Sarah joined?



YOUR WORLD

5 In pairs, write an election leaflet explaining why people should vote for you as student councillors. Present your leaflet to the class. Vote for the best candidates.

As student councillors, we would plant more flowers around the school. We would also … In addition, we would …

Exercise 2

audioscript page 244

1 They're at school.
2 They're announcing/ listening to the results of a student election.
3 Romesh Patel
4 He wants to organise a clean-up of the school playing fields and plant some trees.

EXAM

Exercise 4

audioscript page 244

B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)

I can understand conversations about elections and campaigns.

For the teacher
- Teaching notes, page 170
- *Need support?* worksheet, page 233
- Audioscript, page 244

On the Portal
- **Photocopiable activity:** *Campaigns*

For the student
- Workbook, page 21

On the Portal
- **Workbook:** Lesson 2.5
- **Extra Practice Activities:** Vocabulary

2.6 Speaking

Agreeing and disagreeing

Exercise 2

1 the best way to get to school/ cycling to school
2 Eren says that going by bus is quicker and safer than cycling. He also says his brakes don't work properly. Abe says that cycling might be quicker and it's better for your health and for the environment.
3 Abe

Exercise 6

audioscript page 244

Exercise 7

videoscript page 244

Sandra partially agrees with the first statement. She thinks some people need more money, but she doesn't think that too much money is spent on animals.

Brandon disagrees. He thinks we should spend more on protecting animals.

All three speakers agree with the second statement.

Zeca says public transport makes life easier and is a great way of moving around.

Souren thinks everyone should use public transport because it's good for the environment.

VIDEO YOU'VE GOT A POINT!

Abe: Hi, Eren! Are you ready?
Eren: Hi, Abe! Look, there's no way I can go cycling today.
Abe: Why not? Your bike looks OK to me.
Eren: Well, the tyres are soft, for a start.
Abe: So what? You can pump them up.
Eren: I suppose so.
Abe: In the US, I cycled a lot. It's a great way to get around.
Eren: Yes, I agree.
Abe: Why don't we cycle to school tomorrow?
Eren: Well, I don't think we should do that.
Abe: Why not? I think it's a great idea.
Eren: I disagree. It's quicker by bus and my brakes don't work properly either!
Abe: Hmm … they just need adjusting. It might actually be quicker by bike. And it's better for your health. And for the environment.
Eren: True, but it is dangerous.
Abe: You've got a point, but we'll be fine if we stay on the bike lanes.
Eren: Maybe you're right.
Abe: So, I'll meet you here at 8.00 tomorrow. Be ready on time. We don't want to be late.
Eren: OK then.

1 Do you usually have the same opinions as your friends and family? What kinds of things do you disagree about?

2 8 2.13 Watch or listen and answer the questions.
1 What do Abe and Eren disagree about?
2 What reasons do they give to justify their opinions?
3 Who wins the argument?

3 Which of Abe's and Eren's arguments about cycling do you agree with? Why?

SET FOR LIFE

4 What would encourage people to use bikes more often? Discuss in pairs. Use these ideas to help you.
- more and safer bike lanes
- an inexpensive public bike hiring system
- secure on-street bicycle parking



The next morning …

Eren: Abe, we're way too early.
Abe: See? You can sleep for seven minutes longer tomorrow.
Eren: Absolutely!

SOUNDS GOOD! So what? • We're way too early. • See?

5 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Agreeing and disagreeing

Agreeing
I think that's a good/great idea.
I think so too.
Absolutely! I (totally) agree.
You can say that again!

Partially agreeing
Maybe you're right, but …
You've got a point, but …
True, but …
I suppose/guess so/not.

Disagreeing
I don't agree.
I don't think we should …
I'm not sure about that.
I (totally) disagree.
I don't think so.
That's not always true.

6 2.14 Listen and respond to each statement with a phrase from the Speaking box.

VIDEO WIDER WORLD

7 9 Watch four people talking about protecting animals and public transport. Do they agree with these statements? What reasons do they give?
1 People spend too much money on protecting animals. They should spend it on helping people instead.
2 Everyone should use public transport.

8 In pairs, discuss one of the statements in Exercise 7.

For the teacher
- Teaching notes, page 171
- Audioscript, page 244
- Videoscript, page 244

On the Portal
- **Photocopiable activity:** *Get rid of your cards*

For the student
- Workbook, page 22

On the Portal
- **Workbook:** Lesson 2.6
- **Extra Practice Activities:** New Park video, BBC Vox Pop

2.7 Writing

A survey report

1 Read the survey report. Do you find anything surprising about the results?

ARE YOU ENVIRONMENTALLY FRIENDLY?

Objective

The aim of the survey was to find out if students in our class were environmentally friendly. We asked ten questions. Thirty students took part.

Survey results by question

1 **Do you think you can do anything to help protect the environment?** All students think they can do something to protect the environment.

2 **Have your habits changed to protect the environment?** Half of the class say that their habits have changed. Some students recycle rubbish.

3 **Do you switch off lights when you don't need them?** Only thirty percent turn off lights when they leave a room.

4 **Do you waste electricity by leaving chargers plugged in?** Most students don't leave chargers plugged into the socket.

5 **Do you ride a bike to school?** None of the students ride a bike to school. Some ride a bike to see friends or at the weekend.

6 **Do you eat meat every day?** Almost all of the class eat meat every day.

7 **Do you think eating less meat can help the environment?** Only two people think eating less meat can help the environment.

8 **Do you make an effort to save water?** About three quarters of the class try to save water.

9 **Do you recycle plastic bags or plastic bottles?** Most of the class recycle plastic bags and about sixty-five percent recycle plastic bottles.

10 **Do you buy second-hand clothes?** Surprisingly, none of the students buy second-hand clothes.

Summary conclusions

To sum up, we found that most students thought that they could protect the environment. They all said that their habits had changed. Students made an effort to save water, but only a few made an effort to save energy. Most students recycled plastic bags and bottles. Surprisingly, most students didn't know that eating less meat and buying second-hand clothes could help the environment.

In conclusion, the students in our class could be more environmentally friendly.

2 Study the Writing box. Find similar phrases in the survey report.

WRITING A survey report

1 **The objective**
- The objective of the survey was to …
- The aim of this report is to …

2 **Report findings by question**
- Thirty percent of the students think …
- None of the/Only a few students ride a bike …
- Half of the class buy …

3 **Summary conclusions**
- In conclusion, we found that all of the class thought …
- Surprisingly, only a few students ate …

3 Study the Language box. Find examples of quantifiers in the survey report.

LANGUAGE Quantifiers

We use quantifiers in reports: *all, almost all, many/most, three quarters, half, some, a few, not many, none.*
We can also use percentages: *thirty percent/30%.*

4 In groups, create your own questionnaire for an environmental survey and carry it out. Record the results.

WRITING TIME

5 Write a survey report using the information you have collected from your survey.

1 **Find ideas**
Make notes for your survey report. Think about your objective, your findings and your summary conclusions.

2 **Plan**
Organise your ideas into three sections. Use the report in Exercise 1 to help you.

3 **Write and share**
- Write a draft of your report. Use the Language box and the Writing box to help you.
- Share your report with another student for feedback.
- Write the final version of your report.

4 **Check**
- Check language: have you used quantifiers and percentages?
- Check grammar: have you used the correct tense for each section?

I can write a report with an objective, results and conclusions.

For the teacher
- Teaching notes, page 172

On the Portal
- Photocopiable activity: *Do a survey!*

For the student
- Workbook, page 23

On the Portal
- Workbook: Lesson 2.7

Vocabulary Activator

WORDLIST 2.15

Talking about the environment
atmosphere (n)
endangered animal (n)
factory (n)
food waste (n)
oil (n)
oxygen (n)
petrol (n)
pollution (n)
solar power (n)
wind power (n)

Compound nouns: the environment
carbon dioxide (n)
climate change (n)
electric car (n)
energy source (n)
global warming (n)
recycling centre (n)
renewable energy (n)

Word friends (protecting and damaging the environment)
clean up rivers
damage the planet
increase pollution
pollute the air
protect the environment
recycle plastic bags
reduce food waste
reuse aluminium cans
save energy
throw away rubbish
waste water

Environmental issues
environmental organisation (n)
leave no trace
mess (n)
national park (n)
respect the countryside
respect wildlife
waste dump (n)

Word friends (elections and campaigns)
become a member of
hold an election
join a campaign
organise an event
sign a petition
vote for a candidate

Extra words
bike lane (n)
bin (n)
biogas (n)
breathe (v)
campfire (n)
campsite (n)
cardboard (n)
careful (about/with) (adj)
charge a battery
coal (n)
compost (n)
countryside (n)
create green spaces
creature (n)
crisp packet (n)
cut down trees
cyclist (n)
design a plan
dryer (n)
encourage (v)
environmentally friendly (adj)
farm animal (n)
in a terrible state
keep the air clean
leave lights on
litter (n)
local council (n)
non-meat product (n)
organise a clean-up
overcrowding (n)
path (n)
pick up rubbish
plant trees
plastic (n)
produce (v)
public transport (n)
release (v)
rubbish bag (n)
share cars
source (n)
stream (n)
survey (n)
switch off lights
toothpaste tube (n)
traffic (n)
trash (n)
turn into (v)
turn off lights
wasteful (adj)
wildlife (n)
zoo-keeper (n)

1 Choose the word which does not fit the phrases.

1 pollute *the air* / *rivers* / *your health* / *beaches*
2 recycle *plastic* / *the environment* / *cans* / *rubbish*
3 *wind* / *electric* / *energy* / *solar* power
4 protect *electricity* / *the planet* / *your health* / *the environment*
5 waste *atmosphere* / *water* / *energy* / *money*
6 leave a *mess* / *no trace* / *an event* / *petition*

2 Use the wordlist to find these things.

1 two gases *oxygen, …*
2 one word with the same pronunciation as 'sauce'
3 two verbs which say what you can do with money
4 three places
5 two things we should reduce
6 four things we should respect



3 Choose the correct option.

1 I've never visited a national *source* / *park*.
2 Did you vote in the *campaign* / *election*?
3 We always leave no *limit* / *trace* after we have a picnic.
4 I always switch lights off to *reuse* / *reduce* our electricity bill.
5 We need to clean *out* / *up* our local river.

4 PRONUNCIATION Study the table and phonemes. Then say the words below.

Vowels		Consonants
/æ/ c<u>a</u>t /kæt/	/aɪ/ h<u>igh</u> /haɪ/	/dʒ/ a<u>g</u>e /eɪdʒ/
/uː/ bl<u>ue</u> /bluː/	/eɪ/ d<u>ay</u> /deɪ/	/w/ <u>w</u>hen /wen/
/ɔː/ m<u>ore</u> /mɔː/	/əʊ/ n<u>o</u> /nəʊ/	/j/ <u>y</u>es /jes/

1 /ɪn'deɪndʒəd 'ænɪməlz/ *endangered animals*
2 /rɪ'njuːəbəl 'enədʒi/ *renewable energy*
3 /'gləʊbəl 'wɔːmɪŋ/ *global warming*
4 /ɪnˌvaɪrən'mentl 'dæmɪdʒ/ *environmental damage*

5 2.16 PRONUNCIATION Listen and check. Then listen again and repeat.

Exercise 2
1 oxygen, carbon dioxide
2 source
3 waste, save
4 factory, recycling centre, national park
5 food waste, pollution
6 the planet, wildlife, the countryside, the environment

For the teacher
- Audioscript, page 244

On the Portal
- Photocopiable activities: *Looking after the…, Complete the sentence*
- Tests: Unit 2 Test, Unit 2 Writing Test

For the student
- Workbook, pages 24–25

On the Portal
- Workbook: Self-check
- Wordlist
- Extra Practice Activities: Self-check

Revision

Vocabulary

1 Complete the words in the sentences.

1 We create food w*a s t e* from the food we don't eat.
2 F*a c t o r i e s* produce useful things, but some also produce harmful waste.
3 O*i l* is a thick dark liquid from under the ground.
4 Nearly all animals need o*x y g e n* to breathe.
5 The gases around the Earth are our a*t m o s p h e r e* .
6 When people v*o t e* , they choose the best candidate in an election.

2 Choose the correct answer.

1 You can ___ a plastic bottle by cutting it in half and growing a plant in it.
(a) reuse b reduce c respect
2 We're organising a social ___ to bring together as many people as possible.
(a) event b member c election
3 ___ change causes some unusual weather patterns that we see today.
a Global (b) Climate c Atmosphere
4 I think ___ cars are a great idea for using cleaner energy.
a petrol (b) electric c renewable
5 Mother animals always ___ their children from possible danger.
a increase b hold (c) protect

3 Complete the quiz questions with the words below. Then, in pairs, do the quiz.

campaign clean endangered global ~~recycling~~ renewable

Are you environmentally friendly?



If you can answer 'yes' to most of these questions, you certainly are!

1 Do you often go to your nearest *recycling* centre to throw away your glass and plastic rubbish?
2 Do you know the other main type of *renewable* energy, besides solar power? *wind*
3 Can you name a gas which makes *global* warming worse? *carbon dioxide*
4 Have you ever joined a *campaign* to help *endangered* animals or the environment?
5 Would you give your free time to help *clean* up your area?

Grammar

4 Choose the correct option.

1 When we arrived at the cinema, the film *had already started* / *already started*.
2 The shop *just closed* / *had just closed* when we got there to buy crisps.
3 When my friend finished reading the book, she *lent* / *had lent* it to me.
4 My new alarm clock didn't have batteries, so I *had bought* / *bought* some.
5 The cat wasn't hungry because somebody *fed* / *had fed* her.
6 I went to collect the post, but the birthday cards from my family in Canada *didn't arrive* / *hadn't arrived* .

5 Complete the sentences with the correct form of *used to* and the verbs in brackets.

1 I *didn't use to like* (not like) tomatoes when I was younger.
2 I *used to collect* (collect) superhero action figures when I was younger.
3 My grandparents *used to take* (take) me to school.
4 I *didn't use to visit* (not visit) art galleries when I was a child.
5 I *used to play* (play) with toy cars as a child.
6 I *used to be* (be) afraid of the dark.

6 Change the underlined parts of the sentences in Exercise 5 to make them true for you.

7 Complete the text with the correct form of *used to* and the verbs in brackets. Use the Past Simple if *used to* is not possible.

We [1]*moved* (move) to the city six years ago. Before that we [2]*used to live* (live) in a country house next to a farm. I [3]*used to help* (help) with the animals on the farm. One summer my cousins [4]*came* (come) to stay with us. They really [5]*liked* (like) life in the country too! After that they [6]*used to visit* (visit) us at our country house every summer.

Speaking

8 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142.

Dictation

9 2.17 Listen. Then listen again and write down what you hear during each pause.

Exercise 8
Sample answers:
A Zoos are a good way to protect endangered animals.
B You've got a point, but I think they're happier in the wild.
A True, but without zoos, they could die or become extinct.
B Yes, I suppose so.
B We can help endangered animals by saving forests.
A I totally agree. And we can save the planet too!
B Absolutely!

EXAM

Exercise 9

audioscript page 244

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

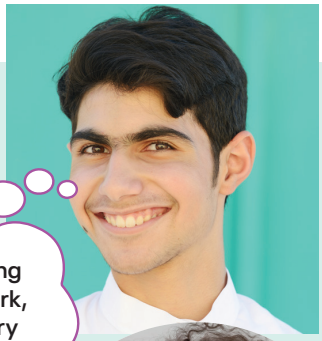
Open your mind!



1 I'll never learn how to do it.



2 I can't do it yet, but i'll work it out in the end.



3 If something doesn't work, I need to try another way.



4 I don't like challenges.



5 Mistakes help me to learn.



6 I hate it when I get negative feedback on my work.

1 Which of the thoughts above do you often have? Which thoughts do you think are the most helpful?

2 2.18 Listen to Josh's conversation with his teacher. Which of the thoughts above does he have? *1, 2, 3, 4, 6*

3 2.18 Choose the correct option. Then listen again and check.

1 With easier work, Josh can learn *more* / *less*.
2 The connections between different parts of your brain get *weaker* / *stronger* if you use them a lot.
3 People with a *growth* / *fixed* mindset believe that their brain can change.
4 People with a *growth* / *fixed* mindset usually don't try as hard as they can.
5 If you can't do something, you should try again in *the same* / *a different* way.

4 Look again at the thoughts above. Which show a growth mindset? Which show a fixed mindset? *growth mindset: 2, 3, 5*
fixed mindset: 1, 4, 6

5 Read about Mia's problem and the advice she got from other teenagers. In pairs, decide which tip shows a growth mindset. Which do you think is the best tip?

Exercises 2–3
audioscript page 244

Exercise 5
Growth mindset: StarMan and Mark21
Fixed mindset: LizAlto
Best advice: Students' own answers

Share it!



Mia_MT

I used to be the best tennis player in my town and I loved playing. But now lots of people are better than me. It isn't much fun anymore. Do you think I should give up tennis and try a new sport?



LizAlto:
Some people stop improving as they get older – there's nothing that you can do about that. Don't continue with something that isn't fun. Try something new!



StarMan:
You were the best player in your town, so you clearly have lots of ability. But maybe the other players are working harder than you when they train. Think about how you can train differently.



Mark21:
I know it can be difficult in sport, but stop comparing yourself with other people. Think about your tennis level now, and how you can improve it. Find your fun from getting better than you were before.

For the teacher
- Teaching notes, page 173
- Audioscript, page 244

On the Portal
- Photocopiable activity: *How can you achieve your goal?*

Develop a growth mindset

6 Read about three other teenagers' problems. In pairs, discuss the situations and the advice that you might give them. Use the expressions from the Useful phrases box.

1 I've always been very messy and it's really starting to annoy me. I keep losing things in my room and forgetting to do things because I can't find my timetable. I'd love to be really organised like some of my friends, but that's just not my personality.

2 It's my dream to be a politician, but I think I'm too shy to talk in public. Is it time to find a new dream?

3 I'm terrible at Science. I try really hard, but I always get bad grades. Should I stop trying in my Science homework so I have more time for the subjects that I'm good at, like foreign languages and History?

7 Read the Useful tips. In pairs, discuss the questions.

1 Have you been in any situations in the past where you didn't have a growth mindset? What happened?
2 Imagine you are giving advice to your past self. What might you say?
You can't do it yet, but you'll work it out. Don't stop trying!

SET FOR LIFE

8 In pairs, role play a conversation about having a growth mindset. Follow the instructions.

1 **Choose one of the problems in Exercise 6 or use your own idea.**

2 **Write a dialogue. Use expressions from the Useful phrases box.**
Student A: You are the person with the problem.
Student B: You are Student A's friend. Give him/her advice and explain about growth mindset.

3 **Practise your dialogue. Use your body language and voice to show how you feel.**

4 **Act out your dialogue to the class or record it on your phone.**

USEFUL TIPS

A growth mindset helps you to be the best that you can be in school and in other areas of your life.

- Keep challenging yourself.
- Learn from mistakes and feedback, but don't feel bad about them.
- Never think that you can't do something. Think that you can't do it *yet*.
- When you're not succeeding, ask yourself, 'What can I do differently?'
- Remember that with hard work you can change your brain.

USEFUL PHRASES

Suggesting a new way to do something
Why don't you … ?
Try doing it a different way.
It'll help you to improve.

Encouraging a growth mindset
You can become (more intelligent/better at …ing).
Hard work brings results.
You can change!

Asking for advice
What should I do?
If I still can't do it, then what?



Exercise 6
Possible answers:
1 You can change your personality! Why don't you tidy your room this weekend and then tidy it every evening after you finish your homework? At first, it will be hard, but keep doing it. Soon it will be a habit and it'll help you to improve.
2 Practise a lot and then public speaking will be easier. Hard work brings results. You can learn to be better at it and you can learn to be less shy.
3 Can you buy some books to help you? Why don't you work with a friend? Science is important and with hard work, you can get better at it.

Looking good 3

VOCABULARY
Clothes and accessories | Adjectives to describe clothes and accessories | Appearance | Fashion | Parts of clothes and shoes

GRAMMAR
Present Perfect Continuous | Present Perfect Simple and Continuous

J.K.'S GAMING BLOG

Online gaming characters used to look boring, so I was really happy when new character creation games came along because now players can control the look of characters. I've just designed a 'skin' for a character in my favourite game. You choose a basic character and then you change the appearance, so things like eyes, hair and skin colour. In my favourite game, if you want to become a character yourself, you can also upload a picture of your face.

You can choose the clothes and accessories, and change the colour and design if you want to. I'm calling my character Zoraya. She's got dark skin and long dark hair. She has her hair tied up on top of her head. Her eyes are yellow, like a tiger's, and she's got huge gold earrings. Zoraya's wearing a black top and some bracelets, and she's got cool, loose gold trousers with big pockets, a huge gold belt and gold sandals. She's definitely got terrific style, so now she's ready to enter the game.



3.1 Vocabulary

Clothes and appearance

1 In pairs, take it in turns to describe your favourite character in a video game, cartoon, film or book to your partner.

2 Read J.K.'s blog. Which character from the picture is she describing? *C*

3 3.1 Study Vocabulary box A. Which items can you see in the picture?

VOCABULARY A Clothes and accessories

ankle boots ✓ bracelet ✓ cap ✓ chain
elbow/knee/shoulder pads ✓ leggings ✓ mask ✓
ring ✓ sandals ✓ suit ✓ tights ✓

For the teacher
- Teaching notes, page 174
- *Need support?* worksheet, page 234
- Audioscript, page 245

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Draw them*
- **Test:** Vocabulary Check 3

For the student
- Workbook, pages 26–27

On the Portal
- **Workbook:** Lesson 3.1
- **Extra Practice Activities:** Vocabulary

4 3.2 Listen and match the names with four of the characters in the picture on page 36.

1 D Titan
2 B Jazz
3 E Firefly
4 A Argon

5 3.3 Study Vocabulary box B. Write the adjectives in the correct group below. Listen and check.

VOCABULARY B Adjectives to describe clothes and accessories

casual checked colourful cotton denim fashionable flowery gold leather linen loose neat old-fashioned ordinary plain scruffy silver smart striped terrific tight

General appearance	*casual*, *neat*, *scruffy*, *smart*
Opinion	*fashionable*, *old-fashioned*, *ordinary*, *terrific*
Size/Fit	*loose*, *tight*
Colour	*colourful*, *gold*, *silver*
Pattern	*checked*, *flowery*, *plain*, *striped*
Material	*cotton*, *denim*, *leather*, *linen*

WATCH OUT!
We use adjectives in this order:
opinion/general – size/fit – colour – pattern – material.
*She loves her **fashionable, plain, leather** jacket.*
*He's wearing a **casual, red, checked, cotton** shirt.*

6 In pairs, take it in turns to describe different clothing items in the picture on page 36. Use two or three adjectives in the correct order. You partner guesses the character.

A: This character has got a terrific, orange and black, striped mask.
B: Is it Titan?

7 3.4 **WORD FRIENDS** Complete the phrases with the adjectives below. Listen and check.

average ~~dark~~ painted pierced slim straight

1 have pale/*dark* skin, *painted* nails, *pierced* ears, freckles, dyed/curly/*straight* hair
2 be good-looking, in your thirties, *slim*, well-built, *average* size/height
3 wear a costume, jewellery

8 **I KNOW!** Can you add more words to each group in Exercise 7?

have brown eyes, be tall, wear a hat, …

9 Complete the descriptions of Marvel film characters with verbs from Exercise 7. Do you know who they are?

He's big and strong, so he [1]*is* really well-built. He [2]*has* short, dark hair. He usually [3]*wears* scruffy, purple shorts and a belt. He often looks angry, so he [4]*isn't* (not) good-looking. He [5]*has* green skin too.

She's strong and she [6]*is* quite slim. She [7]*has* straight, blonde hair. She [8]*wears* a tight, red and blue suit with a gold star on it. She often [9]*wears* red gloves, a red belt and red boots too.

10 Describe the appearance and clothes of a famous film or TV character. Your classmates guess the character.

He's … He has … He often wears …

11 3.5 Complete the words in the text. Listen and check.

The best item of clothing ever!



My favourite item of clothing is an [1]o r d i n a r y denim jacket and I love it because it goes with everything.
It's just a normal, [2]p a l e blue jacket with [3]s i l v e r buttons down the front. It was my older brother's, but he doesn't [4]w e a r it anymore. He isn't very [5]s l i m these days, so it doesn't fit him anymore. It's too [6]t i g h t for him.

YOUR WORLD

12 In pairs, take it in turns to describe your favourite item(s) of clothing.

Exercise 4
audioscript page 245

Exercise 8
Possible answers:
1 have a nice smile/long hair/short hair/glasses
2 be a teenager/a child/an adult/old/young/tall/short
3 wear jeans/smart clothes/a (school) uniform

I can describe clothes, accessories and appearance.

3.2 Grammar

Present Perfect Continuous

1 Do you think online adverts are annoying? Do you ever click on them to buy things? Why?/Why not?
I don't mind online adverts because …

2 3.6 Read the introduction to a podcast. What do influencers do?



LABELS AND LOGOS
ARE INFLUENCERS HONEST?

Have you noticed all the adverts on social media? No? Well, maybe that's because some of them don't really look like adverts. I've been using a new social media platform since last summer and I've been seeing a lot more posts from influencers. Recently they've been sharing video reviews of products like clothes, shoes or make-up. These influencers are often normal people just like you and me, but they receive 'payment' for their reviews in free products from fashion companies. Is that OK?

I wanted to understand a bit more about influencers, so my friend Nina has been helping me for a few days. She's taught me a lot.

Exercise 2
Influencers are people who share online reviews of things like clothes, shoes and make-up.

3 3.7 Listen to the podcast and answer the questions.
1 What kind of company is Nina an influencer for?
2 What two things does Nina do to make it clear she's an influencer?

Exercise 3
audioscript page 245

1 a jewellery company
2 She puts the company name on the jewellery photos; she explains that she didn't buy the product, she's doing a review.

4 Study the Grammar box. Find more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR Present Perfect Continuous

I've been seeing a lot more posts from influencers.
I haven't been working for money.
How long have you been working for this company?

Time expressions

recently, lately, all day/night
Recently they've been sharing video reviews.

since last Friday/October/Saturday/I woke up
I've been using a new social media platform since last summer.

for two hours/three years/a long time/ages
Nina has been helping me for a few days.

GRAMMAR TIME > PAGE 128

5 Complete the sentences with one word in each gap. Use the Grammar box to help you.
1 She *has* been working as an influencer for ages.
2 I've been doing this *for* about a year.
3 I haven't *been* following any influencers for long.
4 You've been sharing some videos with me *lately* .

6 Complete the advert with the Present Perfect Continuous form of the verbs in brackets.

AWESOME INFLUENCERS WANTED!

[1]*Have you been looking* (you/look) for a job as an influencer? Here at Awesome Fashion, our designers [2] *have been creating* (create) a fantastic range of accessories. We [3] *have been working* (work) hard and now we need YOU to help us. So, if you [4] *have been thinking* (think) about becoming an influencer, send us a short video about yourself. Our sales [5] *have been growing* (grow) quickly for the past year and with your help, we're going to be huge!

7 Complete the sentences with *for* or *since*.
1 Have you been following these influencers *for* a long time?
2 Kate's been saving up *for* ages to buy some expensive jeans.
3 Tom has been practising for the show *since* May.
4 We haven't been shopping *for* weeks. Let's go tomorrow.
5 Al hasn't been taking any selfies *since* his mum cut his hair!

YOUR WORLD

8 In pairs, discuss the questions.
1 What kind of clothes and accessories have you been wearing recently?
2 Who influences your choice of clothes? Your parents or friends? Your favourite pop stars or sports heroes? Someone else?

 I can use the Present Perfect Continuous to talk about things that started in the past and have continued until now.

For the teacher
- Teaching notes, page 175
- Audioscript page 245

On the Portal
- Grammar presentation
- **Photocopiable activity:** *I've been thinking about the summer holidays*
- **Test:** Grammar Check 3

For the student
- Workbook, page 28
- Grammar Time, Student's Book, page 128

On the Portal
- **Workbook:** Lesson 3.2
- **Extra Practice Activities:** Grammar

3.3 Reading and Vocabulary

Trends in fashion

Fresh trends

What's been happening in the world of fashion? The way we make and buy clothes is changing. Here are some of the key trends.



A Slow fashion

'Fast fashion' used to be really important. When a celebrity wore a new outfit, a copy could be in the shops within days. Some of the biggest high street stores made their money this way. Factories made clothes quickly and cheaply. [1] *e* Slow fashion, on the other hand, encourages us to be kind to the planet. Recently more people have been following this trend to choose clothing carefully and to keep it for longer.

B DIY fashion

One trend linked to slow fashion is DIY (Do It Yourself) fashion. This often involves working with second-hand clothes. Many young designers have been making old clothes into different ones, so, for example, jeans might become shorts or a jacket. They often mix and match materials or add new features such as belts, chains or different fabrics. [2] *a* It's also a great way of creating an individual look.

C Rental

For people who love wearing lots of different clothes, clothing rental is becoming more popular. You can rent clothes from special companies or designers. There are different ways to pay – for example, you could borrow one outfit for a few days. [3] *h* Sharing clothes like this is good for the planet.

D 3D printing

For a new look, you could try some futuristic 3D printed clothes like some of the costumes in the *Black Panther* films. The good thing about 3D printing is that there is very little waste. Each item is made to fit the person who buys it. [4] *c*

E Ethical materials

Do you think animal-friendly clothing is important? Designers in Mexico have been working on a special kind of 'leather' made from cactus plants. [5] *f* Plant materials are much kinder to the planet than plastic or leather from cow skins.

We're lucky to have so many new, planet-friendly options. Fashion has always been about expressing your identity, but it's good to know that we can do this without damaging the environment.

1 Are you interested in fashion? Do you follow fashion trends?

2 Look at the title and headings in the article. Are you familiar with any of the trends?

3 3.8 Read the article. For each gap (1–5), choose the correct sentence (a–h). There are three extra sentences. Listen and check.

a Reusing clothes like this means we don't throw things away.
b The designers created fantastic patterns on the material.
c However, the machines are expensive and it's easier to make shoes than clothes.
d People didn't use to enjoy working there.
e People wore these items for a short time and then threw them away.
f Others have made plant leather from pineapples and mushrooms.
g Keep your old clothes or give them to a charity shop.
h Alternatively, you can rent a few clothes every month.

4 Match the statements to fashion trends A–E in the article. Which opinion is closest to your own?

1 [E] I'm a vegetarian. I avoid using animal products.
2 [B] I'm quite creative and have lots of old clothes in my wardrobe. I don't wear them all, but I don't want to throw them away. I like to have my own personal style.
3 [A] I'm trying to be more environmentally friendly, so I've stopped buying fast fashion.
4 [C] I love fashion and I get bored wearing the same clothes all the time. I like trying new things, but I don't want to buy lots of new clothes – I haven't got any space in my wardrobe!
5 [D] I'm interested in how technology can help design.

5 Look at the highlighted fashion words in the article and check you understand them.

EXAM

Exercise 3
B1 Preliminary for Schools, Reading, Part 4, (gapped text)

YOUR WORLD

6 Would you like to follow any of the trends in the article? Why?/ Why not? Discuss in pairs.

I can understand an article about new trends in fashion.

For the teacher
- Teaching notes, page 176
- *Need support?* worksheet, page 234

On the Portal
- Photocopiable activity: *Fashionable young people*

For the student
- Workbook, pages 29

On the Portal
- Workbook: Lesson 3.3
- Extra Practice Activities: Vocabulary

3.4 Grammar

Present Perfect Simple and Continuous



Exercise 2
She makes cases for tablets. Her friends want them because they're different – they can't buy them in the shops.

Exercise 3
Present Perfect Simple: underlined in red
Present Perfect Continuous: underlined in green

Exercise 5
1 How long have you had your mobile phone?
2 How long have you been learning English?
3 How long have you known your best friend?
4 How long has your favourite shop been open?

Exercise 6
videoscript page 245

Rob's sister is good at making cakes. She's been making them for about ten years.
Vnisha's grandma is good at making saris/wedding dresses. She's been making them all her life ('pretty much since the day she was born').

ARIA'S BLOG

Everyone wants one!



Last month it was my best friend Amy's birthday and I made her a case for her tablet. I've been very busy since Amy's birthday because lots of people have been asking me to make one for them! I've been creating lots of new designs and have made tablet cases for eight people in my class at school. I think people like them because they're different. They like the fact that you can't buy them in the shops. I've been taking photos of all the cases I've made. I've uploaded some photos here so you can tell me what you think.

Jess
I've been looking for a cool case for my tablet for ages and I haven't found anything I like. These are awesome! I'm going to try making one. Thanks, Aria!

Nat
I've been reading your blog since you started it and I've found it really useful. Your ideas are great, and my friends love them.

1 Have you ever made your own clothes or accessories? What are the advantages and disadvantages of making your own things? Think of design, time and quality.

2 3.9 Read the blog post and the comments. What does Aria make? Why do her friends want them?

3 Study the Grammar box. Find more examples of the Present Perfect Simple and Continuous in the blog post and comments.

GRAMMAR Present Perfect Simple and Continuous

Present Perfect Simple
I've made tablet cases for eight people. (focus on the result)
I haven't found anything I like. (focus on the result)

Present Perfect Continuous
She's been looking for a present for weeks. (focus on the activity)
I've been taking photos of all the cases. (focus on the ongoing action)

For* and *since
I've been looking for a cool case for my tablet for ages.
I've been very busy since Amy's birthday.

Note: with state verbs (*know, understand*, etc.), we only use the Present Perfect Simple.

GRAMMAR TIME > PAGE 128

4 Choose the correct option.
1 Here you are. *I've made* / *I've been making* you a necklace. Do you like it?
2 *I've been* / *I've been being* interested in fashion since I was about twelve.
3 I'm really tired. *I've shopped* / *I've been shopping* all morning.
4 *I've tried* / *I've been trying* on five different dresses and I don't like any of them!
5 *I've worn* / *I've been wearing* these shoes all evening and my feet really hurt!

5 Make questions in the Present Perfect Simple or Continuous. Then, in pairs, ask and answer them.
1 how long / you / have / your mobile phone / ?
2 how long / you / learn / English / ?
3 how long / you / know / your best friend / ?
4 how long / your favourite shop / be / open / ?

VIDEO **WIDER WORLD**

6 10 Watch two people talking about their family members. Who are they? What are they good at making? How long have they been making these things?

7 Do you know anybody who is good at making things? What do they make, how long have they been doing this and what have they made? Discuss in pairs.

For the teacher
- Teaching notes, page 177
- Videoscript, page 245

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What has he been doing?*
- **Test:** Grammar Check 3

For the student
- Workbook, page 30
- Grammar Time, Student's Book, page 128

On the Portal
- **Workbook:** Lesson 3.4
- **Extra Practice Activities:** Grammar, BBC Vox Pop

3.5 Listening and Vocabulary

The National Museum of Fashion

1 What are some of the strangest fashions you have seen? What fashions were popular in the past and are popular again?

2 3.10 Study the Vocabulary box and label the photos. Listen and check.

VOCABULARY Parts of clothes and shoes

button collar heel hood laces pocket sleeve sole zip



1 *laces* 4 *zip* 7 *pocket*

2 *sole* 5 *sleeve* 8 *button*

3 *hood* 6 *collar* 9 *heel*

3 Choose the correct option.

1 I left my money in my coat (*pocket*) / *collar*.
2 There's a hole in the (*sole*) / *button* of my shoe. When it rains, my toes get wet!
3 This *zip* / (*collar*) is really uncomfortable. It's too tight around my neck.
4 I can't walk in these shoes. The (*heel*) / *hood* is broken.
5 Oh no! I can't take my jeans off. The (*zip*) / *sole* is stuck!
6 I always leave the top *heel* / (*button*) open on my shirt.
7 It takes a long time to put my new boots on. They have long (*laces*) / *sleeves*.
8 In the spring and summer I usually wear short *laces* / (*sleeves*).

4 What do you think these objects are?



Exercise 5
audioscript page 245

5 3.11 Listen to a conversation about the National Museum of Fashion. Number the photos in Exercise 4 in the order you hear about them.

6 3.11 Listen again and choose the correct answer.

1 Sylvia says the museum
   a is mostly about modern fashion.
   (b) shows only clothes from the past.
   c has both old and modern clothes.
2 'Chopines' were
   a fifteen centimetres high.
   b only popular in Venice.
   (c) in fashion between the fifteenth and seventeenth centuries.
3 Who wore very tall chopines?
   a both men and women
   b women who loved fashion
   (c) women who wanted to show their social status
4 A 'ruff' is a type of collar that was popular
   a before the fourteenth century.
   (b) in the sixteenth and seventeenth centuries.
   c for men but not for women.
5 Napoleon's soldiers had buttons on their sleeves
   (a) to help keep their uniforms cleaner.
   b to make the soldiers look more fashionable.
   c to make the uniforms more comfortable.

EXAM

Exercise 6
audioscript page 245

B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

Exercise 7
videoscript page 246

Souren: (Lady Gaga's) meat dress
Zharif: a giraffe costume
Myriam: feathers costume (with lots of colours)
Monica: sandals made of hair
Brandon: a teddy bear on someone's head (a hat)

VIDEO **WIDER WORLD**

7 11 Watch five people talking about unusual items of clothing. List the items they mention.

8 In pairs, take it in turns to talk about the most unusual item of clothing you have ever seen. Think about these questions.

1 What was it and where did you see it?
2 What did it look like?
3 Did you like it? Why?/Why not?

I can understand a conversation about unusual clothes.

For the teacher
- Teaching notes, page 178
- *Need support?* worksheet, page 234
- Audioscript, page 245
- Videoscript, page 246

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Spot the differences*

For the student
- Workbook, page 31

On the Portal
- **Workbook:** Lesson 3.5
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

3.6 Speaking

Giving and responding to compliments

VIDEO **WHAT A COOL HAT!**



Bea: It's only one week until the fancy-dress party and I still haven't found a costume. Have you?
Abe: No, I haven't. I think I'll skip it.
Bea: Really? I know: let's go to the garage. There are some of Mum's old Art class boxes there. And Granny's stuff too. I'm sure we'll find something there to use.

Two minutes later …

Bea: Right, why don't we look in these boxes? Hey, look at these baby shoes.
Abe: Yes, they're so cute.
Bea: Wow, what a cool hat! I love it!
Abe: You look great in that. Why don't you wear it?
Bea: Really? Cheers. I'm glad you like it. What's in your box?
Abe: Hmm … lots of different masks. What about this?
Bea: It's cool. It really suits you.
Abe: Thanks.
Bea: Hang on. This will be amazing!
Abe: Hmm … yeah! I like it!
Bea: Have you got a bright green shirt too?
Abe: No, but I've got a green sweater.
Bea: I think you'll be the best-dressed fruit at the party!

SOUNDS GOOD! I'll skip it. • Hang on.

1 12 3.12 Watch or listen. What are Bea and Abe looking for? Why?

2 What costume would you like to wear at a fancy-dress party? Go to page 142 to check Abe's costume.

3 How do Bea and Abe compliment each other?

SET FOR LIFE

4 In pairs, discuss the questions in pairs.
1 Is it easier to compliment people on their actions or their looks? Why?
2 Should we be completely honest when we comment on appearance? Or is it important to say something nice, even if it's not exactly true?

5 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Giving and responding to compliments

Giving compliments

You look good/great in that (outfit/colour).
It's/You're so cute/nice/friendly/kind!
Your clothes are great. That cap's awesome.
You've got amazing hair/a nice smile.
I (really) like/love your style. It (really) suits you.
What a cool hat!
You've got great taste in clothes.
That's really helpful/thoughtful.

Responding to compliments

Thanks. Cheers.
You've made my day.
That's really nice of you.
Really? Do you think so?
I'm glad you like it.

6 3.13 Put the dialogues in the correct order. Listen and check. Then, in pairs, practise the dialogues.

1 [5] Yes, it suits you.
[3] You look good in blue.
[2] Yes, I got it yesterday, but I'm not sure about the colour.
[1] That jacket is awesome. Is it new?
[4] Do you think so?

2 [4] Thank you. I'm glad you like it.
[1] You look really smart. Have you had a haircut?
[3] Honestly, I really like the style. It's cool.
[2] Yes, I went to the hairdresser's at the weekend.

YOUR WORLD

7 In pairs, take it in turns to compliment your partner. Your partner responds.

Exercise 1
They're looking for costumes for the fancy-dress party.

Exercise 2
Abe is dressed up as a watermelon.

Exercise 3
Abe: You look great in that.
Bea: It's cool. It really suits you.

Exercise 4
Possible answers: We shouldn't hurt people's feelings; we should only say things we'd be happy to hear ourselves. Sometimes saying something nice is better than telling the exact truth. It's important to look for something positive to say.

Unit 3 42 I can give and respond to compliments.

For the teacher
- Teaching notes, page 179
- *Need support?* worksheet, page 234

On the Portal
- **Photocopiable activity:** *You look great!*

For the student
- Workbook, page 32

On the Portal
- **Workbook:** Lesson 3.6
- **Extra Practice Activities:** New Park video

3.7 Writing

An email describing appearance

1 Have you ever worn a costume for an event? Describe the event and your outfit.

2 Read Nick's email. What event is he describing? What costumes are he and Miranda wearing?

SUBJECT: School show

Dear Gran and Grandad,

1 I've got some brilliant news! Our school show this year is the musical *Oliver!* and I'm playing the part of a poor boy. We've been rehearsing for weeks and the show starts next weekend, so I hope you can come.

2 You might not recognise me in my costume, so I'll describe it. All the poor boys wear baggy trousers. We have scruffy hair and dirty faces. We also have accessories like strange hats and coloured scarves. My scarf is dark blue and I have a flat cap and a checked shirt, so look out for me!

3 By the way, Miranda is in the show too. She thinks it's fantastic. She's playing the part of a boy. Her outfit is similar to mine, but she's taller than me, so she's easy to see. Miranda's hair is tied up under a hat, so you can't see it. Like most of the 'boys', she's got a plain white shirt, but she's the only person with a red scarf.

The stage looks stunning and it's an incredible show. Please let me know if you can make it. Thanks.

4 Hope to see you there!

Lots of love,

Nick

3 Study the Writing box. Find examples of the phrases in Nick's email.

WRITING An email describing appearance

Start your email
1 Thanks for your message.
Guess what? I've been busy because …
I've got some brilliant news!

Describe clothes and appearance
2 We have accessories like strange hats …
Her outfit is similar to/different from mine, but …
She/He/It looks stunning/cool/attractive.

Give more information
3 By the way, …
I also wanted to tell you that/about …

End your email
4 Hope to see you there/soon.
I'm looking forward to seeing you.
Cheers, Bye for now, Lots of love, Speak soon,

4 Study the Language box. Find examples of opinion adjectives in Nick's email. Can you add any other opinion adjectives? Compare your ideas with the class.

LANGUAGE Opinion adjectives

Opinion adjectives make your writing more interesting and personal.
attractive average brilliant fantastic horrible impressive incredible original strange stunning

5 Choose the correct option.
1 I really enjoyed my sister's school show. It was *strange* / *fantastic*.
2 It's my favourite song. It's *incredible* / *average*.
3 I don't like that T-shirt because the design is *strange* / *brilliant*.
4 This film is popular because all the actors are really *horrible* / *attractive*!

WRITING TIME

6 Write an email to a relative or friend about your outfit/costume for an event. Use one of the ideas below or think of your own event.

a fancy-dress party a festival a play or show
a special family event

1 Find ideas
Make notes for your email. Think about:
- what event you want to write about.
- whether it is set in the past or in the future.
- your outfit and your opinion of it.

2 Plan
Organise your ideas into paragraphs. Use Nick's email to help you.

3 Write and share
- Write a draft of your email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

4 Check
- Check language: have you used opinion adjectives to make your writing more personal?
- Check grammar: have you used the correct tenses for past or future events?

Exercise 2
The event is the musical *Oliver!* Nick's costume is baggy trousers, checked shirt, a dark blue scarf and a flat cap. Miranda's costume is (baggy trousers), a hat, a white shirt and a red scarf.

Exercise 4
Possible answers: amazing, awesome, awful, crazy, funny, interesting, ordinary, pretty, ugly

I can write an email describing people's clothes and appearance.

For the teacher
- Teaching notes, page 180

On the Portal
- Photocopiable activity: *The fashion show*

For the student
- Workbook, page 33

On the Portal
- Workbook: Lesson 3.7

Vocabulary Activator

WORDLIST 3.14

Clothes and accessories
ankle boots (n)
bracelet (n)
cap (n)
chain (n)
elbow pads (n)
knee pads (n)
leggings (n)
mask (n)
ring (n)
sandals (n)
shoulder pads (n)
suit (n)
tights (n)

Adjectives to describe clothes and accessories
casual (adj)
checked (adj)
colourful (adj)
cotton (adj)
denim (adj)
fashionable (adj)
flowery (adj)
gold (adj)
leather (adj)
linen (adj)
loose (adj)
neat (adj)
old-fashioned (adj)
ordinary (adj)
plain (adj)
scruffy (adj)
silver (adj)
smart (adj)
striped (adj)
terrific (adj)
tight (adj)

Word friends (appearance)
be average height
be average size
be good-looking
be in your thirties
be slim
be well-built
have curly hair
have dark skin
have dyed hair
have freckles
have painted nails
have pale skin
have pierced ears
have straight hair
wear a costume
wear jewellery

Fashion
clothing rental (n)
ethical materials (n)
high street store (n)
individual look (n)
key trend (n)
new feature (n)
new outfit (n)
second-hand clothes (n)
slow fashion (n)
young designer (n)

Parts of clothes and shoes
button (n)
collar (n)
heel (n)
hood (n)
laces (n)
pocket (n)
sleeve (n)
sole (n)
zip (n)

Extra words
3D printed clothes (n)
attractive (adj)
average (adj)
awesome (adj)
awful (adj)
bright (adj)
brilliant (adj)
charity shop (n)
create (v)
design (v)
express your identity
fantastic (adj)
fashion choice (n)
fit (v)
go with (v)
helmet (n)
horrible (adj)
impressive (adj)
incredible (adj)
influencer (n)
item of clothing (n)
look (n)
original (adj)
pattern (n)
popular (adj)
scarf (n)
strange (adj)
stunning (adj)
style (n)
suit (v)
taste (n)
uncomfortable (adj)
uniform (n)

1 Find the opposites of these adjectives in the wordlist.

1 colourful/*plain* shirt
2 pale/*dark* skin
3 smart/*scruffy* look
4 straight/*curly* hair
5 tight/*loose* clothes

2 Write the correct word for each definition.

1 You pull it up and down to close and open clothes. *zip*
2 Clothes with this pattern have lines. *striped*
3 The part of a shirt around your neck. *collar*
4 These clothes are cheap to buy because someone has worn them before. *second-hand clothes*
5 A young person who creates new kinds of clothes. *young designer*
6 You wear these on your feet in summer. *sandals*
7 You wear this on your finger. *ring*
8 You wear this on your neck. *chain*
9 If a piece of clothing has this, you can put things in it. *pocket*
10 If a piece of clothing has this, you can cover your head with it. *hood*

3 Complete the descriptions of computer game avatars with words from the wordlist. Then write your own description.

1 I wear a purple o*utfit* with wide shoulder p*ads* . I have straight h*air* and painted n*ails* .
2 My clothes are old-f*ashioned* – from the twentieth century – and made from ethical m*aterials* . I wear a m*ask* , so people can't see my face.

4 3.15 **PRONUNCIATION** Listen to how we pronounce the underlined sounds in words 1–4.

1 cost*u*me, *jewellery* , *loose* , *new*
2 sl*ee*ve, *knee* , *neat* , _____
3 str*i*ped, *dyed* , *height* , *tight*
4 pl*ai*n, *chain* , *laces* , *nails*

5 3.16 Match the words below with the words in Exercise 4 with the same sound. Listen and check. Then listen again and repeat.

chain dyed heel height ~~jewellery~~ knee
laces loose nails neat new tight

For the teacher
- Audioscript, page 246

On the Portal
- **Tests:** Unit 3 Test, Unit 3 Writing Test

For the student
- Workbook, pages 34–35

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct option. Then, in pairs, discuss the questions.

1 Do you prefer to wear T-shirts with a *collar* / *sole* or without?
2 Do you play any sports that need knee *leggings* / *pads*?
3 Do you enjoy wearing *freckles* / *sandals* in the summer?
4 Do you think a *chain* / *bracelet* on a neck for men is a good look?
5 Do you think *painted* / *pierced* ears look good?
6 Do you follow a key *trend* / *ring*?

2 Complete the words in the sentences.

1 When you have d*yed* hair, your hair is not a natural colour.
2 S*cruffy* clothes are old, and they might have holes or be dirty.
3 I can't wear this shirt – it's missing some b*uttons* .
4 A c*hecked* pattern has squares of two different colours, like a chess board.
5 Dancers wear t*ights* on their legs because they can move easily in them.
6 People wear a s*uit* with a matching jacket and trousers for formal occasions.
7 If you are not tall or short, you are probably a*verage* height.
8 He buys all his clothes from high s*treet* stores.

3 Complete the dialogue with the words below. Then draw a quick sketch of the party item.

boots ~~costume~~ ethical heels laces leather ordinary

A: What [1] *costume* are you wearing for the 'crazy' fancy-dress party?
B: So far, I only know what I'm wearing on my feet: these ankle [2] *boots* – look!
A: Cool! Are they made of [3] *leather* ?
B: No,I don't wear animal products. They're made of [4] *ethical* materials. Do you like the blue [5] *laces* ?
A: Yes, but it will take you ages to tie them. And the [6] *heels* look very high. Won't you fall over?
B: No, they feel fine. But do you think they look too [7] *ordinary* ?
A: No way! They're unusual!

Grammar

4 Complete the sentences with *for*, *since* or *recently*. Then change the sentences to make them true for you.

1 I've been at my school *for* four years.
2 I've been listening to some new music *recently* .
3 I haven't eaten anything *since* eight o'clock this morning.
4 I've been learning English *for* five years.
5 *Recently* we've been getting a bit too much homework at school.
6 We've lived in this house *since* I was eight years old.
7 I've had my mobile phone *for* four months.
8 No one has given me a present *since* my birthday.

5 Complete the questions with the Present Perfect Simple or Continuous form of the verbs in brackets. Then, in pairs, ask and answer the questions.

1 Which capital cities *have you visited* (you/visit)?
2 How long _____ (you/know) your English teacher?
3 How long _____ (you and your classmates/come) to this school?
4 What kind of food _____ (you/eat) at home recently?
5 What new TV shows _____ (you/see) this year?
6 How long _____ (you/learn) English?
7 What kind of clothes _____ (your best friend/wear) lately?
8 How long _____ (you/have) your phone and/or your computer?

Speaking

6 In groups of three, follow the instructions.

1 Sit facing each other.
2 Choose something to compliment each of the other students in your group on. Use the ideas below or your own.

drawing ability handwriting pencil case school bag shoes smile

3 Think of something nice to say about each thing.
4 Take it in turns to say someone's name in the group and compliment them.
5 Respond to the other students' compliments.

Dictation

7 3.17 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
2 have you known
3 have you and your classmates been coming
4 have you been eating
5 have you seen
6 have you been learning
7 has your best friend been wearing
8 have you had

Exercise 6
Sample answer:
A Hi Samantha. Your pencil case is so cute! I love the pictures.
B Thanks. That's really nice of you.

EXAM

Exercise 7

audioscript page 246

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

BBC CULTURE

A closer look at fashion



The QUEEN'S FASHION
A model for others

It's hard to imagine that the royal look could be a fashion icon in the UK, but that's exactly what it has become in recent years.

The Queen's headscarf, Burberry check or tartan skirt might seem old-fashioned, but when they are reinvented by famous designers such as Dolce & Gabbana, these country clothes take on a very trendy look. Changing the shape of a sleeve or a pocket can give them a modern touch. The royal tartan check was even used in punk fashion as a statement of rebellion. Yes, rock stars wore kilts!

But the Queen's Barbour jacket is perhaps the most distinctive of all her garments. Dating from the 1890s, Barbours were originally made for country people and sailors who needed hard-wearing, waterproof clothes. But now they are equally popular with farmers, 'fashionistas' and film stars – both male and female. One of the latest stars to wear one was actor Daniel Craig in the James Bond films. Helen Mirren also wore one in her role as – yes, you guessed it – the Queen!

But what is so special about Barbour jackets? Well, they look good. But they also last a long time. Some people have had their Barbour jacket for decades and the company itself provides its own waxing and repair service for customers. These practices belong to a way of thinking about clothes called slow fashion. They help the environment because they support the idea of looking after what we already have instead of getting more. In fast fashion, clothes companies are producing clothes so fast that it's damaging the planet.

Thankfully, people are waking up to the problems. The Queen, Daniel Craig and Helen Mirren can take some comfort from the fact that their fashion choice is not only slower, but more thoughtful. It's better to make helpful choices and have good clothes than to always have new fashions.

distinctive (adj) easy to recognise because it is different or special
garment (n) a piece of clothing
hard-wearing (adj) lasting a long time and looking good even if used a lot
kilt (n) a Scottish skirt for men
wax (v) put wax on something to make it waterproof
waterproof (adj) stopping water going through

1 In pairs, discuss the questions.

1 Who can you see in the photo? *Queen Elizabeth II*
2 How would you describe her clothes?

2 3.18 Read the article and choose the correct option.

1 The writer believes it's *strange* / *normal* that the Queen is a fashion icon.
2 The Queen's look is often *transformed* / *copied exactly*.
3 In the past the Barbour jacket was only used as a *working garment* / *fashion item*.
4 Barbour jackets are worn by *men only* / *both sexes*.
5 Barbour jackets last a *long* / *short* time.
6 The Queen's clothes are examples of *slow* / *fast* fashion.
7 Following slow fashion means buying *more* / *fewer* clothes.
8 The writer says that people are learning *more* / *nothing* about the problems of fast fashion.

3 VISIBLE THINKING Follow these steps.

THINK

1 Do you think celebrities should encourage positive habits with their fashion choices? Why?/Why not?

PAIR

2 In pairs, tell each other what you think and why.

SHARE

3 Share your opinions with the class and listen to other students' ideas. Are they similar to yours?

For the teacher
- Teaching notes, page 181
- Videoscript, page 246

On the Portal
- Photocopiable activity: *Project worksheet: design an infographic*

The price of fashion



4 Look at the photos and discuss the questions.

1 What can you see in the photos?
2 How can you connect the photos?
3 What problems could the fashion industry and clothes production cause?

5 13 Watch Part 1 of a TV programme about the fashion industry and check your answers to Exercise 4.

6 14 Watch Part 2 of the video and mark the sentences T (true) or F (false).

1 F People have started producing cotton very recently.
2 F People are generally aware how much water is needed to produce clothes.
3 T The Aral Sea is in Asia.
4 T The Aral Sea was important for the fishing and tourist industry.

7 How does the documentary suggest we should change the way we think about clothes? Do you agree?

PROJECT TIME

8 In groups of four, create an infographic about fast fashion, its effect on the environment and possible solutions. Follow these steps.

1 **In your group, think about fast fashion and people in your school. Decide who will find answers to these questions.**
- What are your classmates' shopping habits?
- How does clothes production affect the environment?
- What can individual shoppers do to help?
- What are some alternatives to fast fashion which might be less harmful to the environment?

2 **Individually, create your part of the infographic.**
- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

3 **In your group, create your infographic. You can use an infographic template.**
- Put all the texts and photos together.
- Decide on a layout.
- Check and edit your infographic.
- Practise presenting your infographic.

4 **Share your infographic with the class.**
- Answer other students' questions.
- Ask questions and comment on the other infographics.

Exercise 4
1 In photo A, people are sale shopping in a high street clothes shop. In photo B there are lots of thrown away/ unwanted clothes.
2 People buy a lot of new clothes and then throw many of them away.
3 **Possible answer:** We produce and buy too many new clothes. This creates a lot of waste/is bad for the environment. Clothes factories use chemicals and produce waste. That waste can pollute the air and the water. There are health problems for local people near clothes factories.

Exercise 5
videoscript page 246

Exercise 6
videoscript page 246

Exercise 7
Possible answer: We should buy fewer clothes and throw fewer of them away. The clothes industry should use fewer natural resources to make clothes. This will have a less harmful effect on the environment and also reduce the need for factory activities.

Progress Check Units 1–3

Vocabulary and Grammar

1 Choose the correct answer.

1 Of course you'll win! Just ___ your best!
a make (b) do c give

2 We ___ Mark since 2020.
a know (b) 've known
c 've been knowing

3 I'm not tall or short. I'm average ___ .
(a) height b size c built

4 Thomas has ___ excellent results in judo this year!
a reached b succeeded (c) achieved

5 You wear ___ on your legs like trousers. They are tight but comfortable.
a ankle boots (b) leggings c sandals

2 Complete the email with one word in each gap.

Hi, Hatty!

It [1] *was* great to hear from you yesterday! I'm delighted that you've joined a [2] *campaign* to clean up our local area. I've been waiting [3] *for* ages for something like this. I hate the way some people just [4] *throw* away rubbish without thinking.

I'm afraid I can't help this weekend because my teacher [5] *has* given us a lot of homework. It's for Monday, so I can't [6] *put* it off. I need to [7] *get* it done. But can I join you later next week. I [8] *take* the environment seriously too, and I would like to help! Let me know.

Love,
Amy

3 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than four words.

1 I was on the phone to my parents when the door bell rang. **TALKING**
My parents *were talking to me* on the phone when the doorbell rang.

2 My cousins have stopped watching so much television. **USED**
My cousins *used to watch* more television than they do now.

3 My new jacket has been my favourite outfit recently. **WEARING**
I *have been wearing* my new jacket a lot recently.

4 I think Louis is aged somewhere between thirty and forty. **THIRTIES**
Louis *is in his thirties* , I think.

5 This is now my fifth year in Gdansk. **LIVED**
I've *lived in Gdansk for* five years now.

Speaking

4 Complete B's responses with the words below. There are three extra words.

anyway are ~~glad~~ have much so that's this

1 A: You look great in that outfit.
B: Thanks, I'm *glad* you like it.

2 A: May I help you?
B: No, I'm fine, but thanks *anyway* .

3 A: Does this hat suit me?
B: Hmm … I don't think *so* . The colour isn't right.

4 A: You've got great taste in clothes.
B: Thanks, *that's* really nice of you.

5 A: I think this shirt looks great on me.
B: Maybe you *are* right, but I think the other one looks better.

5 Imagine you are in a shop which sells clothes and accessories. In pairs, follow the steps below. Then change roles.

Step 1
Student A: Choose one of the items in the photos below and mime trying it on.
Student B: Compliment Student A on how they look.
B: You look great in those sunglasses!

Step 2
Student A: Thank Student B, but say you can't decide if you should buy it.
Student B: Offer to help Student A.
A: Really? Do you think so? I can't decide what to get!
B: Can I help you?

Step 3
Student A: Accept the help, then give your opinion about a different item.
Student B: Agree or disagree.
A: That would be great, thanks. What about this cap? I think it looks cool!
B: I'm not sure about that.



For the teacher
- Audioscript, page 246

On the Portal
- **Photocopiable activities:** *Spell it!, Talk about it*
- **Tests:** Units 1–3 Progress Test, Units 1–3 Progress Writing Test, Units 1–3 Progress Speaking Test

For the student
- **Workbook:** Exam Time 1 Units 1–3, pages 102–104

On the Portal
- **Workbook:** Exam Time 1 Units 1–3
- **Extra Practice Activities:** Use of English

Listening

6 Would you like to keep in touch with your school friends after you leave school? Discuss in pairs. Think of three reasons why this might be a good idea.

7 PC1–3.1 Listen to Eve describing how she met her old school friend and complete the sentences. Use 1–3 words in each gap.

Meeting an old school friend

- Eve and Maya met at a café in [1] *the town centre* .
- Eve felt [2] *surprised* when she saw Maya because she looked different. Her clothes were made from [3] *ethical materials* .
- When Maya left the school, Eve felt [4] *upset* about it.
- They talked about the present. Eve's university course includes a project on [5] *climate change* .
- Maya organises events for an [6] *environmental organisation* .

Reading

8 PC1–3.2 Read the blog post on the right. For each gap (1–5), choose the correct sentence (a–g). There are two extra sentences. Listen and check.

a I'm talking about individual love and attention.
b It's hard to tell young people to switch their screens off.
c This takes time away from family, school work and other important things.
d When teenagers get together, they sometimes make bad choices.
e Maybe it's natural to choose another teenager like themselves instead of a famous singer or sportsperson.
f It helps them find what they're interested in.
g I can see how much it's helped her.

9 In pairs, discuss the questions.

1 What YouTube channels do you follow? What kind of channels would you like to follow?
2 Do you think it's helpful to follow advice from teenage YouTubers? Why?/Why not?
3 Would you like to have your own YouTube channel? Why?/Why not?

Teenage YouTubers: a good thing?

My friend and I both have teenage children and we recently had a serious talk about teenage YouTube channels. She was worried about how much time her son spends watching videos on them. It isn't just gaming channels. He also looks at other topics – anything from fashion to the environment.

I think my friend is worrying a bit too much. It's really good for teenagers to have a lot of things to choose from. [1] *f* It's healthy that they're curious and feel secure enough to see what's out there.

I can give my own daughter as an example. She follows a teenage YouTuber's channel about achieving goals, being positive and making the most of things. [2] *g* OK, so maybe I'm a bit upset she didn't get this good advice from me! But it doesn't matter where it came from. The important thing is it worked.

We have to accept that teenagers often look to role models as examples. [3] *e* They're about the same age as the person they're following. They probably have some of the same goals and challenges.

I told my friend something important and I would like all parents to remember it. There's one thing you can give your child that a YouTuber never can. [4] *a* It's what I always remember to do.

One final thought: I'm more concerned about the teenagers that make the videos than the ones that watch them. It takes hours and hours to get ideas, make videos and upload them. [5] *c* And then there's reading all the comments (and some of them are not very kind). If my daughter asks about having her own YouTube channel, I'll ask her to think very carefully.

EXAM

Exercise 7

audioscript page 246

International Certificate Level 2, Listening, Section 3, (note completion)
B1 Preliminary for Schools, Listening, Part 3, (gap fill)

EXAM

Exercise 8
B1 Preliminary for Schools, Reading, Part 4, (gapped text)

Writing

10 You have a friend in Canada who is interested in nature and helping the environment. He has emailed you asking if you are interested in those things too. Reply to your friend's email. Include this information.

- where and when you went
- what environmental topics you are interested in
- the worst environmental problem in your area
- what you would like to do to help
- the name of a beautiful natural place in your country you've visited

Work hard, dream big!

4

VOCABULARY
Jobs | Work | Working conditions | Job training | Success at work

GRAMMAR
Talking about the future | Future Continuous

WORKING FROM HOME

The pros and cons

Pros

1 **Working flexibly.** You can take time off whenever you need to take care of personal stuff, see friends and take the dog for a walk!
2 **Being more productive.** Fewer meetings and workplace chats mean it's easier to concentrate, so you can be more efficient.
3 **Saving money.** You don't need to pay for train tickets or buy lunch in cafés or restaurants.

Cons

1 **Working more.** No separation between work and home means you may end up doing overtime and working too much.
2 **Feeling bored.** You can feel lonely and fed up, and miss the company of your colleagues.
3 **Being less productive.** It's easy to put off work by doing housework or making lunch, so you may work less and fall behind.



Exercise 1
Possible answers:
Advantages:
You have more free time since you don't waste time travelling to and from work. You can afford a bigger house since you don't need to live so close to the city. You can stop to have something to eat or drink any time you want. You don't have your boss looking over your shoulder.
Disadvantages:
You may get bored being in the same place all the time. You may have to spend more money on heating and electricity. Your workspace may take over your living space.

Exercise 4
Possible answers:
coach, detective, firefighter, headteacher, journalist, politician, shop assistant

4.1 Vocabulary

Work and jobs

1 What do you think are the advantages and disadvantages of working from home?

2 Read the text above. Does it mention any of your ideas from Exercise 1?

3 4.1 Study Vocabulary box A. Which of the jobs do you think you can do easily from home?

VOCABULARY A Jobs

accountant blogger cleaner electrician engineer influencer interpreter librarian mechanic plumber psychologist translator

Compound nouns
app developer computer programmer fashion designer film director flight attendant freelance journalist lab assistant music critic personal trainer shop assistant travel agent

4 **I KNOW!** In pairs, add more jobs to Vocabulary box A. Say which are easy to do from home.

5 In pairs, take it in turns to describe a job from Vocabulary box A for your partner to guess.
I help people understand each other when they don't speak the same language.

6 Read the emails. What work is Jenny doing now? What's her new job?
shop assistant (in a charity shop); translator

Hey, Sandra,

Did you hear about Jenny? She quit her job as a lab assistant. She didn't feel part of the team in that company and she had no chance of getting a promotion there. For now, she's doing some voluntary work as a shop assistant in a charity shop, but she's applied for lots of jobs and sent off over twenty CVs. She has two interviews tomorrow: one for a job as a translator and the other as an app developer. I hope she gets one of them.

Cheers,
Mark

Sandra,

Good news! Jenny got the job in the translation agency! She's going to the office tomorrow to sign the contract and to meet her new colleagues. She isn't going to earn a high salary, but she can work from home and she's just happy she's not unemployed anymore.

See you soon,
Mark

For the teacher
- Teaching notes, page 182
- Videoscript, page 246

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Find your job*
- **Test:** Vocabulary Check 4

For the student
- Workbook, pages 38–39

On the Portal
- **Workbook:** Lesson 4.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

7 4.2 **WORD FRIENDS** Find these phrases in the emails in Exercise 6 and write the missing words. Listen and check.

1 *apply* for a job
2 be/*feel* part of a team
3 *be* unemployed
4 *do* voluntary work
5 *earn* a salary/wage
6 *get* a promotion
7 get fired
8 give up/*quit* a job
9 *have* an interview
10 *meet* your colleagues
11 *send off* /write a CV
12 *sign* a contract

8 Complete the questions with the correct form of verbs from Exercise 7. Then, in pairs, discuss the questions.

1 Do you think you need to mention your hobbies when you *write* your CV?
2 How do you think most people feel when they *have* an interview? Why?
3 Do you like to *be/feel* part of a team or do you prefer to work alone? Why?
4 Have you ever *done* any voluntary work? Would you like to? If so, what kind?
5 Can you think of some reasons why people *get* fired from their job?
6 Do you think it's more important to *earn* a good salary or to have a job you enjoy?
7 How do you think most people feel when they *are* unemployed? Why?
8 Can you think of some reasons why people might *give* up their job and start looking for a new one?

9 Read the advert for the job Jenny got. What do you think attracted her to the job?

Chelsea Communicators

Would you like to be a member of staff in London's best translation and interpreting company? We offer well-paid jobs with permanent contracts, flexible working hours, regular pay rises and five weeks paid holidays a year. If you're ambitious, a hard worker and don't mind doing some overtime, visit our website and send us your CV.

10 4.3 Study Vocabulary box B. Check you understand the words.

VOCABULARY B Working conditions

do/work overtime flexible working hours hourly rate
member of staff paid holiday pay rise
temporary/permanent contract well-paid/badly-paid

11 Choose the correct option.

Hi Ellie,

I've got a new job working full-time for a translation agency! I'm the newest member of [1] *staff* / *work*. It's a(n) [2] *overtime* / *temporary* contract for now – just six months, but I'm really happy here. We have flexible [3] *permanent* / *working* hours, so I can work from home three days a week. When we have a big job on, we have to do some [4] *overtime* / *rate*, but I don't mind. Firstly, because the hourly [5] *rate* / *rise* is higher when you work extra hours and secondly, because I love the work. Translating is fun. It's not [6] *badly-paid* / *well-paid* either. The money's a lot better than it was in my old job. And my boss says I'll get a [7] *pay* / *voluntary* rise soon. There are quite generous paid [8] *holidays* / *wages* too.

So let's start planning our trip in August!

Love,
Jenny

12 Which of the things below do you think are the most important things in a job? Discuss in pairs.

chances of promotion flexible working hours
friendly boss/colleagues generous holidays
high salary interesting work
possibility to work from home

VIDEO **WIDER WORLD**

13 15 Watch five people talking about the jobs below. Which jobs do they think should be better-paid?

bin collector office worker soldier
street sweeper

14 Which jobs would you like/not like to do? Which jobs should be better paid? Why? Discuss in pairs.

I wouldn't like to be a mechanic. I hate cars.
I think all jobs should be well-paid.

Exercise 9
Possible answers: It seems quite a good job: it's well-paid, offers permanent contracts, flexible working hours, regular pay rises and five weeks paid holidays.

Exercise 13
videoscript page 246

Peter: street sweeper and bin collector
Szilvia: street sweeper
K.C.: soldier
Souren and Zeca: don't say

I can talk about jobs and work. **51** Unit 4

4.2 Grammar

Talking about the future

1 What are the advantages and disadvantages of an open-air cinema? Do you think it would be fun to work in one?



2 4.4 Read the email. What is Paolo's plan for the summer?

His plan is to work at an open-air cinema in Italy.

Hi, Matt!

What are you going to do in the summer? I'm going to Italy. My uncle is starting a new business this summer. It's an open-air cinema and I'm going to work there (I'll send you a photo of the cinema later). My uncle lives next to the sea and I'm not going to work in the morning, so I'll be able to go swimming every day before lunch. I'll probably spend my mornings on the beach with my cousins and then I'll work with my uncle in the evenings. It's going to be great.

My flight leaves the day after we finish school and I fly back to the UK on 30 August, so you'll have to come and visit me before then. I'm going to miss hanging out with my friends, but I'm sure I won't miss the British weather!

Bye for now,
Paolo

3 Study the Grammar box. Find more examples of the future forms in the email.

Exercise 3
will: underlined in blue
be going to: underlined in red
Present Continuous: underlined in green
Present Simple: underlined in orange

GRAMMAR Talking about the future

will
I'll send you a photo. (spontaneous decision)
I won't miss the British weather. (prediction)

be going to
I'm going to work there. (plan)
It's going to be great. (prediction based on facts)

Present Continuous
My uncle is starting a new business this summer. (arrangement)

Present Simple
My flight leaves the day after we finish school. (schedule)

Look at the future forms of *can* and *must*.
I can go swimming. → *I'll be able to go swimming.*
You must come and visit me. → *You'll have to come and visit me.*

GRAMMAR TIME > PAGE 129

4 Complete the second sentence so that it means the same as the first one. Use no more than three words.

1 They've arranged to visit their friend at the weekend.
They *are visiting* their friend at the weekend.
2 They're expecting to be well-paid.
They think *they'll be* well-paid.
3 The boat is scheduled to leave at 4 p.m.
The boat *leaves* at 4 p.m.
4 I'm planning to quit my job.
I *'m going to* quit my job.

5 4.5 Choose the correct option. Listen and check.

Scott: Are you OK? You look worried!
Fran: I am! My interview at the bakery [1]*will be* / *is* in half an hour!
Scott: Are you looking for a job?
Fran: Yes. I [2]*'m going* / *'ll go* on holiday next month; it's all booked. My flight [3]*leaves* / *will leave* on the first, so I need to earn some money!
Scott: Oh, right. Where [4]*do you go* / *are you going*?
Fran: Ireland. My aunt has invited us, so we [5]*'re staying* / *'ll stay* at her house in Dublin.
Scott: Cool. [6]*Will you be able to* / *Are you able to* travel around Ireland a bit?
Fran: Definitely. Cork, Galway, Donegal …

YOUR WORLD

6 In pairs, take it in turns to ask and answer questions about your partner's plans for this evening/next weekend/ the summer holidays.

For the teacher
- Teaching notes, page 183
- *Need support?* worksheet, page 235

On the Portal
- Grammar presentation
- **Photocopiable activity:** *My plans*
- **Test:** Grammar Check 4

For the student
- Workbook, page 20
- Grammar Time, Student's Book, page 129

On the Portal
- **Workbook:** Lesson 4.2
- **Extra Practice Activities:** Grammar

4.3 Reading and Vocabulary

Virtual reality training

1 Look at the title of the article. What are the advantages of virtual reality training? Read the introduction to the article and check.

2 4.6 Read the article and answer the questions.

Fearne

1 What kind of surgeon does Fearne want to be?
2 Who gave her help during a virtual operation?
3 Which type of training gives better results?

Sean

1 According to Sean, what improves trainees' results?
2 What has he been learning to avoid recently?
3 What will the VR training allow him to do?

Dylan

1 What job does Dylan want to do in the future?
2 Where is he doing the VR training?
3 What advantage of VR training does he mention?

3 4.7 Study the highlighted job training phrases in the article. Complete the text with the correct form of the verbs. Listen and check.

I'm [1] *doing* a training course in Travel and Tourism at college. It's a great course. They [2] *provide* virtual training to [3] *give* students practical experience. I [4] *took* part in a VR workshop for the first time yesterday. It was great to [5] *get* an opportunity to use my skills in different situations. During the workshop, we [6] *got* feedback from the teacher. It's just what I need because I'm [7] *training* to be a specialist in hotel management, and with VR I can [8] *gain* relevant work experience without leaving the college.

YOUR WORLD

4 In pairs, discuss the questions.

1 Would you like to do a VR training course? Why?/Why not?
2 What jobs do you think you will be able to train for with VR in the future?

Training for work with virtual reality

Today more and more people are improving their professional skills thanks to virtual reality (VR). The companies that provide virtual training say it's faster, safer and cheaper than traditional training. It gives trainees practical experience. They can work in teams or independently. And they can learn without worrying about making expensive mistakes. We spoke to three virtual reality trainees.



A Fearne, 25, trainee surgeon

'Virtual reality is a valuable tool for the medical profession. I'm a qualified doctor, but I'm training to be a specialist in sporting injuries. Yesterday I took part in a training workshop. I operated on a knee without using a real body. It felt just like the real thing. While we were working on our virtual patients, we were getting feedback from the professor. On the screen, you can see what you've done, what to do next and how well you're doing. It seems that VR training produces better surgeons. In one study, VR trainees' scores were 230 percent higher than those of traditionally trained students.'

B Sean, 20, construction worker

'Virtual training's a great way to gain work experience. It's like playing video games, which is cool because I think you learn better when you're enjoying yourself. It's so real. You totally feel as if you're six floors up on a building site. This week we've been learning how to avoid dangerous situations like falling off a high building. That's really important because there are a lot of workplace accidents in the construction industry. I've done a few training courses, but this is the best I've ever done. I'm sure this qualification will help me get a good job.'

C Dylan, 21, computer programmer

'My job's OK. I recently got a promotion. But it's not what I want to do. I want to be a pilot. The problem is flying lessons are expensive. So, when I heard there was a vacancy on a VR training course for pilots at my local college, I applied and I was lucky enough to be accepted. I'm so happy to have got an opportunity to fly. It's not exactly like the real thing, but it's pretty good. And, of course, it's totally safe. The other day I crashed when I was landing at the airport, and nobody got hurt.'

Exercise 1
It's faster, safer and cheaper than traditional training. It gives trainees practical experience of working alone or in teams and allows them to learn without worrying about making expensive mistakes.

EXAM

Exercise 2
International Certificate Level 2, Reading, Section 6, (open-ended question)

Exercise 2
Fearne:
1 a specialist in sporting injuries
2 a professor
3 VR training
Sean:
1 enjoying yourself
2 dangerous situations/ workplace accidents
3 get a good job
Dylan:
1 a pilot
2 at his local college
3 It's safe.

I can understand an article about virtual reality.

For the teacher
- Teaching notes, page 184
- *Need support?* worksheet, page 235

On the Portal
- Photocopiable activity: *Training to be a vet*

For the student
- Workbook, page 41

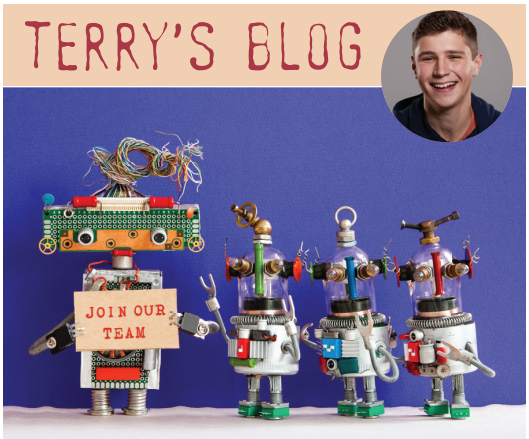
On the Portal
- **Workbook:** Lesson 4.3
- **Extra Practice Activities:** Vocabulary

4.4 Grammar

Future Continuous

1 Look at the picture in the blog post. Which jobs do you think robots will take over in the next few years?

I think we'll have robot cleaners in a few years' time.



In ten years' time

I recently saw a documentary about the future. It predicted that in ten years' time robots and computers will be doing almost all of today's jobs. That got me thinking about my life. So here are a few of my predictions.

- This time next year I'll be speaking with a Scottish accent. (I'm going to study in Edinburgh, the Scottish capital!)
- In five years' time I'll be celebrating the end of my university studies.
- In ten years I'll be earning a fortune. I'll be working as an app developer.
- I won't be living in Bedford. I'll be living somewhere exciting like London or Paris.
- I won't be doing any housework. My personal robot will be doing it all for me.

What about you? What will you be doing in five years? Where will you be living? Will you be working in ten years' time or will you be watching robots do your job? Send in your comments now!

2 4.8 Read the blog post and mark the sentences T (true) or F (false).

1 F Terry's living in Scotland now.
2 T He's got big plans.
3 F He's worried he'll be unemployed because of robots.

3 Study the Grammar box. Find more examples of the Future Continuous in the blog post.

GRAMMAR Future Continuous

I'll be speaking with a Scottish accent.
I won't be living in Bedford.
What will you be doing?
Will you be working? Yes, I will./No, I won't.

Time expressions
this time next month/year, this/next weekend/week, in five years/in five years' time, at 9 p.m. tonight, in the future

GRAMMAR TIME > PAGE 129

4 4.9 Complete the dialogue with the Future Continuous form of the verbs in brackets. Listen and check.

Terry: I'll be in France next week.
Sally: What [1] *will you be doing* (you/do) in France?
Terry: I [2] *'ll be working* (work).
Deepak: Where [3] *will you be working* (you/work)?
Terry: In a hotel at a ski resort. This time next week I [4] *'ll be skiing* (ski) down a mountain!
Deepak: You won't have time to ski. You [5] *'ll be working* (work) all the time.
Terry: No, I won't. Just wait and see. In a few years I [6] *'ll be skiing* (ski) in the Olympics!

5 Make questions in the Future Continuous. Then, in pairs, ask and answer the questions.

1 what subjects / you / study / next year / ?
What subjects will you be studying next year?
2 you / work / abroad / in the future / ?
3 you / do / work experience / next summer / ?
4 your friends / go / to university / after school / ?
5 you / celebrate / your birthday / soon / ?
6 you / meet / your friends / tomorrow / ?

VIDEO **WIDER WORLD**

6 16 Watch six people talking about the future. What will they be doing at the times below?

11 p.m. tonight in five years next summer this weekend

7 In pairs, say what you will be doing at the times in Exercise 6.

In five years I'll be living and working in …

Exercise 5

2 Will you be working abroad in the future?
3 Will you be doing work experience next summer?
4 Will your friends be going to university after school?
5 Will you be celebrating your birthday soon?
6 Will you be meeting your friends tomorrow?

Exercise 6

videoscript page 247

At 11 p.m. tonight:
Zeca will be flying to Brazil. He'll be approaching the Atlantic. **Martina** will be going out with her parents. They'll be going to a restaurant and probably the cinema.
This weekend:
Myriam will be visiting her friend in Oxford. They'll be having lunch and walking around.
Next summer:
Brandon will be travelling in a foreign country, relaxing in the sun and spending time with his family and loved ones. **Charlie** will be travelling around Europe. **Tom** will be standing in the mud at the Glastonbury music festival.
In five years:
Brandon will be working as an assistant editor or editor.

For the teacher
- Teaching notes, page 185
- Videoscript, page 247

On the Portal
- Grammar presentation
- **Photocopiable activity:** *What will you be doing?*
- **Test:** Grammar Check 4

For the student
- Workbook, page 42
- Grammar Time, Student's Book, page 129

On the Portal
- **Workbook:** Lesson 4.4
- **Extra Practice Activities:** Grammar, BBC Vox Pop

4.5 Listening and Vocabulary

Success at work

1 Have you ever won a prize? What was it? What was it for?

2 4.10 Study the Vocabulary box. Then match the words with the definitions below.

VOCABULARY Success at work

award candidate career diploma employer speech

1 a prize that you get for doing something well: *award*
2 a job that you have trained for and have done for a long time: *career*
3 a formal talk to a group of people: *speech*
4 a document that shows you have completed a course: *diploma*
5 someone who wants to be chosen for a job or a prize: *candidate*
6 a person or company that pays you to work: *employer*

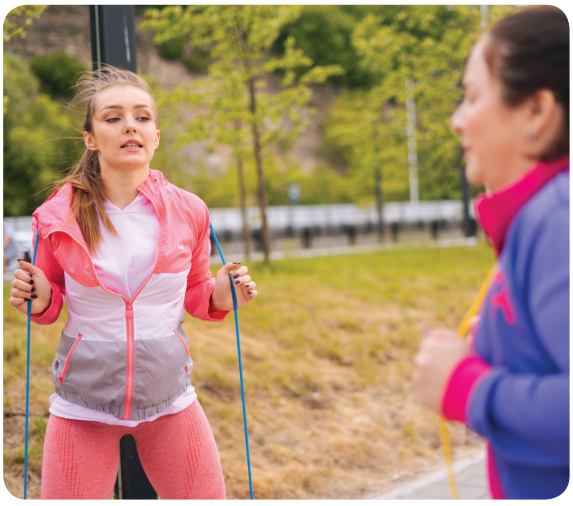
3 Cover Exercise 2. In pairs, describe a word from the Vocabulary box for your partner to guess.

A: It's something you win when you do something well.
B: An award?

4 4.11 Listen to the first part of a recording. Answer the questions.

1 What type of event is taking place?
2 What's going to happen later in the evening?

5 Look at the photos of Claire and Stuart. What do you think their jobs are?





6 4.12 Listen to the second part of the recording and check your ideas.

Claire is a personal trainer. Stuart is an app developer.

7 4.12 Listen again and choose the correct answer.

1 When she was on TV, Claire appeared
a embarrassed. (b) calm. c nervous.
2 Claire got her diploma when she was
a sixteen. (b) seventeen. c eighteen.
3 Where was Stuart when he designed his app?
(a) at home b at a friend's
c in the mountains
4 Stuart's dad
a owns a sports shop.
(b) works in a sports shop.
c has a job in a bank.
5 What does Claire consider her mum to be?
a an employee b a colleague
(c) a friend
6 How long will Stuart be working with a famous app developer in New York?
(a) a week b a month c a weekend

8 In pairs, compare and contrast Claire and Stuart's stories.

Stuart is only fifteen and he's an app developer. Claire is older and she's a personal trainer.

YOUR WORLD

9 In pairs, think of a simple idea for a new business. Explain your idea to the class. Use these questions to help you.

1 What is the business?
2 Why is the business a good idea?
3 How many people are in the business?
4 What's the future for your business?

Exercise 4

audioscript page 247

1 It's a business awards ceremony.
2 They'll be announcing the winner of the Young Business Award (and giving away prizes).

Exercises 6–7

audioscript page 247

EXAM

Exercise 7
B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

I can understand a conversation about success at work.

For the teacher
- Teaching notes, page 186
- *Need support?* worksheet, page 235
- Audioscript, page 247

On the Portal
- Photocopiable activity: *Tell the group*

For the student
- Workbook, page 43

On the Portal
- Workbook: Lesson 4.5
- Extra Practice Activities: Vocabulary

4.6 Speaking

Warnings, recommendations and prohibition

VIDEO **BEA'S NEWS BULLETIN**

Bea has a work experience job at a radio station.The boss, Jo, is showing her around.

Jo: You'll be sitting here. This is your computer. Watch out: it crashes a lot, so remember to back up your files regularly. Oh, sorry. Yes? OK, bye. Bea, we've got a problem. Our newsreader's going to be late. She won't be able to read the next news bulletin. It's in half an hour. I know it's your first day with us, but can you do it?

Bea: Er … I suppose so.

Later …

Jo: Now pay attention. This is important. See that green light? After a few minutes it'll turn red. If you're not careful, you'll miss it, so make sure you keep an eye on it.

Bea: And then what do I do?

Jo: Read the news. You mustn't speak too fast. Be sure to speak clearly. And whatever you do, don't shout. Just speak normally. OK? Good luck!

Bea: This is the news. The town council has …

Later …

Bea: Oh, I'm really sorry about the bottle! I suppose I'm not allowed to come again.

Jo: Of course you are. You did a great job and we can try it again tomorrow. Just watch out for your bottle!



SOUNDS GOOD! Keep an eye on it. • Good luck! • You did a great job.

1 Look at the photo. Where is Bea? What is she doing?
She's in a radio studio. She's reading the news.

2 17 4.13 Watch or listen. What does Jo ask Bea to do? Why? *She asks her to read the news bulletin because the regular newsreader is going to be late.*

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING **Warnings, recommendations and prohibition**

Warning
Pay attention! Mind your head!
Look out! Watch out! Be careful (you don't …).
If you're not careful, you'll …

Recommending
Remember to … Don't forget to …
Make sure (you) … Be sure to/not to …

Prohibiting
Whatever you do, don't …
You can't/mustn't … You're not allowed to …

4 How well does Bea do on the first day of her work experience at the radio station?
She does very well. The boss thinks she did a great job.

SET FOR LIFE

5 What do you think are the three greatest benefits of work experience for young people? Use these ideas to help you.
- You find out what it's like to work with other people.
- It can help you when you apply to go to university.
- It helps you identify what you like and what you're good at.

6 4.14 Complete the instructions with one word in each gap. Use the Speaking box to help you. Listen and check.

1 *Remember* to wash your hands. Make *sure* your knives are sharp. And *be* careful you don't burn yourself. It's hot.
2 Watch *out* ! That camera is worth a fortune! Now pay *attention* . You're not *allowed* to speak while we're filming.

7 What kind of work experience is taking place in each situation in Exercise 6?

YOUR WORLD

8 In pairs, write a dialogue for one of the work experience jobs in Exercise 6. Use the Speaking box to help you.

Exercise 5
Other possible benefits:
You get to know different workplaces.
You can compare working with studying to see if you want to go to university or not.
It helps you choose a career.

Exercise 7
1 a cook or kitchen assistant in a restaurant or café
2 an assistant in a film company or advertising agency

For the teacher
- Teaching notes, page 187
- *Need support?* worksheet, page 235

On the Portal
- **Photocopiable activity:** *Instructions and reminders*

For the student
- Workbook, page 44

On the Portal
- **Workbook:** Lesson 4.6
- **Extra Practice Activities:** New Park video

4.7 Writing

A job application letter

1 Do you think summer jobs are a good idea? Why?/Why not?

2 Go to page 136 and read the job ads. Then read Rohan's application letter. Which job is he applying for? Do you think he is a good candidate? Why?/Why not?



Dear Sir/Madam,

1 I am writing in response to your advertisement. I am interested in applying for the job of summer receptionist at the Arts Centre. I am currently in my final year at high school, and I will be studying Art at college from September. Therefore, I am very keen to gain work experience.

2 Regarding the post of receptionist, I have some experience in dealing with customers at a local shop, where I worked on Saturday mornings. In addition, I think I would be suitable for the position because I am a good speaker and very sociable. I am a frequent visitor to the Arts Centre, and I am working on a school project about your recent Kandinsky exhibition. I will be able to work at weekends this summer.

3 Thank you for taking the time to read my application. I hope you will consider me for the post. I am available for an interview at any time.

4 I look forward to hearing from you.

Yours faithfully,
Rohan Patel

3 Study the Writing box. Find similar phrases in Rohan's letter.

WRITING A job application letter

1 Reason for writing
I am writing to apply for the position of …
I would love to gain experience in this sector.

2 Describe your experience and personal qualities
I am currently studying Science at school.
I have worked in a library.
I have a working knowledge of these applications: …
I am a very good team player.

3 Thank the reader
Thank you in advance for considering my application.

4 End your letter
Please feel free to contact me if you need any further information.
Yours sincerely,

4 Study the Language box. Find formal equivalents of the informal phrases below in Rohan's letter.

LANGUAGE Formal style

Use formal language to start and finish.
Dear Sir/Madam, → Yours faithfully,
Dear Mrs Collins, → Yours sincerely,

Use formal phrases.
Regarding the post of …
I look forward to hearing from you.

Don't use contractions.
I am very keen to …

Use formal connectors to explain and add ideas, e.g. *therefore, as well as, in addition.*

1 Hi there, *Dear Sir/Madam,*
2 I have worked with customers
3 See you soon,
4 Interview me now.
5 I hope you answer me.
6 I saw your job ad
7 about the job
8 I really want the job

WRITING TIME

5 Write an application letter for one of the jobs advertised on page 136.

1 Find ideas
Make notes for your letter. Think about:
- your reasons for wanting the job.
- what you are doing now.
- your experience and personal qualities.

2 Plan
Organise your ideas into paragraphs. Use Rohan's letter to help you.

3 Write and share
- Write a draft of your letter. Use the Language box and the Writing box to help you.
- Share your letter with another student for feedback.
- Write the final version of your letter.

4 Check
- Check language: have you used a formal style?
- Check grammar: have you used future tenses correctly?

Exercise 2
Rohan is applying for job C. He seems to be a good candidate because he has some experience of working with the public, he's a good speaker, sociable, interested in art and he will be able to work at weekends.

Exercise 4
2 I have some experience in dealing with customers.
3 Yours faithfully,
4 I am available for an interview at any time.
5 I look forward to hearing from you.
6 I am writing in response to your advertisement
7 regarding the post of receptionist
8 I hope you will consider me for the post.

I can write a job application letter.

For the teacher
- Teaching notes, page 188

On the Portal
- **Photocopiable activity:** *Improve the letter! Get the job!*

For the student
- Workbook, page 45

On the Portal
- **Workbook:** Lesson 4.7

Vocabulary Activator

WORDLIST 4.15

Jobs
accountant (n)
blogger (n)
cleaner (n)
electrician (n)
engineer (n)
influencer (n)
interpreter (n)
librarian (n)
mechanic (n)
plumber (n)
psychologist (n)
translator (n)

Jobs: compound nouns
app developer (n)
computer programmer (n)
fashion designer (n)
film director (n)
flight attendant (n)
freelance journalist (n)
lab assistant (n)
music critic (n)
personal trainer (n)
shop assistant (n)
travel agent (n)

Word friends (work)
apply for a job
be part of a team
be unemployed
do voluntary work
earn a salary
earn a wage
feel part of a team
get a promotion
get fired
give up a job
have an interview
meet your colleagues
quit a job
send off a CV
sign a contract
write a CV

Working conditions
badly-paid (adj)
do overtime
flexible working hours (n)
hourly rate (n)
member of staff (n)
paid holidays (n)
pay rise (n)
permanent contract (n)
temporary contract (n)
well-paid (adj)
work overtime

Job training
do a training course
gain work experience
get an opportunity to
get feedback from
give practical experience
improve professional skills
provide virtual training
take part in a training workshop
train to be a specialist

Success at work
award (n)
candidate (n)
career (n)
diploma (n)
employer (n)
speech (n)

Extra words
agency (n)
application (n)
charity shop (n)
complete a course
concentrate (v)
construction worker (n)
deal with customers
do housework
earn a fortune
efficient (adj)
fall behind (v)
make a career of something
management (n)
newsreader (n)
part-time position
personal qualities (n)
profession (n)
put money into something
qualification (n)
qualified (adj)
receptionist (n)
surgeon (n)
take time off
train for a job
trainee (n)
vacancy (n)
work as a team
work from home
work independently
workplace accident (n)

1 Choose the odd one out.

1 mechanic employer librarian plumber
2 contract CV diploma career
3 wage hourly rate voluntary work salary
4 award candidate CV interview

2 The jobs below have got mixed up! Rearrange them.

app agent computer director film developer
flight trainer personal attendant travel programmer

app developer



3 Use the wordlist to find these things.

1 three phrases for leaving a job *get fired, …*
2 two jobs related to a foreign language
3 three jobs in which people fix things
4 two phrases about the money you get for work

4 Find words in the wordlist to match the definitions.

1 a talk you give to an audience: *speech*
2 a person who has applied for a job: *candidate*
3 without a job: *unemployed*
4 working more than your normal work hours: *overtime*
5 information that helps you improve: *feedback*
6 a person who tries to change how you think: *influencer*

5 4.16 **PRONUNCIATION** Listen to words 1–4. Then write the words below in the correct group according to their stress pattern.

interview mechanic professional unemployed

1 **ooO:** engineer, *unemployed*
2 **oOo:** accountant, *mechanic*
3 **Ooo:** candidate, *interview*
4 **oOoo:** experience, *professional*

6 4.17 **PRONUNCIATION** Listen and check. Then listen again and repeat.

Exercise 1
1 employer (The others are jobs.)
2 career (The others are documents.)
3 voluntary work (The others are money you earn.)
4 award (The others are part of applying for a job.)

Exercise 2
computer programmer, film director, flight attendant, personal trainer, travel agent

Exercise 3
1 quit a job, give up a job
2 interpreter, translator
3 plumber, electrician, mechanic
4 earn a salary, earn a wage

For the teacher
- Audioscript, page 247

On the Portal
- **Photocopiable activities:** *Find the words, My future*
- **Tests:** Unit 4 Test, Unit 4 Writing Test

For the student
- Workbook, page 47

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Read what each person says and write their job.

1 'The book you're looking for is on the history shelf.' *librarian*
2 'Water is coming out of the shower head because it's broken.' *plumber*
3 'Croatia is beautiful, with lots of accommodation choices.' *travel agent*
4 'Please stay in your seats while the "Seatbelt fastened" lights are on.' *flight attendant*
5 'These numbers show what profits your firm made last year.' *accountant*
6 'Fans won't be disappointed with the new album.' *music critic*

2 Choose the correct option.

1 I've got an *experience* / *opportunity* to work for a famous magazine.
2 They both *earn* / *gain* a good salary.
3 I might get a pay *rise* / *rate* next year.
4 I got a job by sending *up* / *off* my CV to different companies.
5 When there is a lot of work, you might have to *do* / *make* overtime.
6 You can improve by taking *place* / *part* in training.
7 Jo has decided to give *out* / *up* her job.

3 Complete the text with the words below.

apply ~~career~~ experience have send sign work write



Let's say your life plan is to have a [1] *career* designing clothes. So [2] *apply* for some jobs, but don't be disappointed if you have no success at first. Think about doing voluntary [3] *work* because it looks great on your CV. When you [4] *write* your CV, put any practical [5] *experience* on it, even if it's not about clothes. Then [6] *send* it off to different employers. Sooner or later you'll [7] *have* an interview and maybe a job offer! But make sure it has everything you want before you [8] *sign* a contract.

Grammar

4 Complete the sentences with the correct future form of the verbs in brackets. Use *will*, *be going to*, the Present Continuous or the Present Simple.

1 A: Have you got any idea about Greg's future career yet?
B: I have a feeling it *will be* (be) in music.
2 A: On no! My pen's stopped working.
B: It's OK. I *'ll lend* (lend) you mine.
3 A: A TV crew has just arrived outside the office.
B: That's right. They *'re going to record* (record) some interviews.
4 A: Do you want to hang out this morning?
B: Sorry, I *'m seeing* (see) the dentist at ten.
5 A: There are too many people on Earth!
B: Don't worry, we *'ll be able to* (be able to) live on Mars soon!
6 Our bus *leaves* (leave) at 2 p.m. tomorrow.
7 Your cat is having trouble climbing down the tree. She *'s going to fall* (fall)!

5 Complete the sentences with the Future Continuous form of the verbs in brackets.

1 Visit us in July. I *won't be working* (not work) then.
2 Call me before 8 p.m. tomorrow. After that we *'ll be watching* (watch) a film.
3 *Will you be waiting* (you/wait) for me at the station?
4 I *won't be going out* (not go out) after lunch.
5 This time tomorrow we *'ll be flying* (fly) to New York.
6 The doctor *won't be seeing* (not see) patients between 10 and 12 a.m. tomorrow.

Speaking

6 In pairs, follow the instructions.

1 Choose one activity each that you would like to do.
- explore underground caves
- cook outside on a fire
- visit an amusement park
- attend an open-air music festival

2 Think about how your partner can do his/her activity safely. Think of one warning, one recommendation and one prohibition.
3 Take turns to talk about your plans and reply.

A: I'm going to explore underground caves.
B: Nice, but look out for low rocks! If you're not careful, you can hit your head.

Dictation

7 4.18 Listen. Then listen again and write down what you hear during each pause.

Exercise 6
Sample answer:
A I'm going to explore underground caves.
B Nice, but look out for low rocks! If you're not careful, you can hit your head.
A OK, thanks.
B Remember to wear a helmet with a head torch so you can see in the dark.
A OK.
B You mustn't go on your own into the caves and you can't go very far from the others in the group.

EXAM

Exercise 7

audioscript page 247

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

A job interview

Have you got a job interview soon?

Listen to my podcast and learn how to make a great first impression.



Exercises 3–4
audioscript page 247

1 Look at the pictures. In which one is the teenager making a good first impression? *B*

2 Look at the pictures again. Choose the correct option in the advice for making a good first impression.

1 *Wear* / *Don't wear* smart clothes.

2 *Have* / *Don't have* messy hair or hair that hides your face.

3 *Smile* / *Don't smile.*

4 *Look* / *Don't look* into the interviewer's eyes.

5 *Play* / *Don't play* nervously with something in your hand.

6 *Sit* / *Don't sit* with a straight back.

3 4.19 Listen to the first part of a podcast and check your answers in Exercise 2. Which tips do you think are the most important?

4 4.19 Match these reasons with the advice in Exercise 2. Then listen again and check.

a [2] The interviewer wants to see you properly.

b [4] You don't want the interviewer to think that you are hiding something or lying.

c [1] You want the interviewer to think that you are making an effort.

d [6] You'll look more confident.

e [5] The interviewer needs to concentrate on what you are saying.

f [3] It makes you look friendly.

Units 3–4 **60** I can make a good first impression.

For the teacher
- Teaching notes, page 189
- Audioscript, page 247

On the Portal
- Photocopiable activity: *Make a good first impression*

Make a good first impression

5 4.20 Listen to the second part of the podcast. Tick (✓) the advice you hear.

1 ☑ Prepare for the interview.
2 ☑ Find out about the business.
3 ☑ List useful experience and interests.
4 ☑ Think about how to answer typical interview questions.
5 ☐ Don't tell the interviewer about your weaknesses.
6 ☐ Don't arrive too early for the interview.
7 ☐ Leave your mobile phone at home.
8 ☑ Show that you're interested in the job.
9 ☐ Show that you already know exactly how to do it.
10 ☑ Show that you are the right kind of person and have the right skills.

6 Choose one of the workplaces below. Then, in pairs, discuss how you might answer the questions in a job interview. Read the Useful phrases to help you.

café children's play centre clothes shop electronics shop

1 Can you tell me a little about yourself?
2 What are your strengths?
3 What are your weaknesses?
4 Why do you want this job?
5 What have you done in the past that will help you in this job?

7 Which questions did you find the most difficult to answer? Why?

8 Read the Useful tips. Do you think it will be easy to remember all the advice in a job interview? Which things do you think will be hardest for you?

SET FOR LIFE

9 In pairs, role play a job interview. Follow the instructions.

1 **Choose one of the workplaces below or use your own idea.**

sports club animal centre charity shop
kids' arts and crafts centre

2 **List your strengths, weaknesses, skills and experience.**

3 **Role play the interview. Use expressions from the Useful phrases box.**

- Student A: You are the interviewer. Ask the questions in Exercise 6, in any order. Ask extra questions if you want.
- Student B: You are the person who has applied for the job. Try to answer all the questions and make a good impression.

Then swap roles.

4 **Choose one of your interviews and act it out it for the class.**

USEFUL TIPS

It's important to make a good first impression at a job interview.

Exercise 5
audioscript page 247

Before the interview

Look smart.
Prepare answers to typical interview questions.
Turn off your mobile.
Arrive on time.

During the interview

Keep eye contact.
Smile.
Show that you are interested in the job.
Explain why you are perfect for the job.

USEFUL PHRASES

Talking about strengths and weaknesses

I'm really good at …
Unfortunately, I'm not always the most … person, but I'm trying to change that by …ing.

Talking about your experiences

… has given me the chance to improve my … skills.
My time in … (has) taught me …

Showing interest in a job

I'd be excited to work for your company because …
I love the idea of …ing.
It would be great to learn how to …



To the stars and beyond 5

VOCABULARY
Space | Dimensions and distance | Large numbers | Space travel | Space science

GRAMMAR
Zero, First and Second Conditionals | Third Conditional

CITIZEN SCIENCE SPACE PROJECTS

Scientists often need non-scientists to help with projects, especially when they collect lots of data. These are known as 'citizen science' projects, and anybody can get involved. Many projects need volunteers. You can find them on special websites.



TOMATOSPHERE™ PROJECT

A If you are interested in plant experiments, you can help to grow special tomato seeds. These seeds have been into space! Just sign up at Tomatosphere™ to get your own 'space seeds'!

THE GLOBE AT NIGHT PROJECT

B Perhaps you're interested in our use of energy here on Earth. There's a great project called Globe at Night. You need to match the stars you see at night with a picture. This helps to measure light pollution.

THE PLANET HUNTERS PROJECT

C If you're more interested in our galaxy, projects like Planet Hunters involve finding small details in photographs of planets. Humans are sometimes better than computers at understanding this type of data and it's possible to make amazing discoveries.

5.1 Vocabulary

Space

1 Are you interested in space? Have you heard of any new space discoveries or projects recently?

2 What is citizen science? Read the text quickly and find out. Which project sounds most interesting to you?

3 5.1 Study Vocabulary box A. Which of these things can you see in the photos above?

VOCABULARY A Space

astronaut ✓ astronomer comet ✓ Earth galaxy gravity moon orbit planet satellite solar system space station star ✓ telescope ✓ *(and possibly 'astronomer')*

4 Match words from Vocabulary box A with their definitions.

1 the force that makes objects fall to the ground: *gravity*
2 an electronic system in space for communication: *satellite*
3 a giant space 'snowball' of gas, rock and dust with a long tail: *comet*
4 a curved path around a planet, star or moon: *orbit*
5 the group of planets and stars around our sun: *solar system*
6 a huge group of many millions of stars and solar systems: *galaxy*

Exercise 2
Citizen science projects involve public participation in scientific research. Anybody can get involved as a volunteer on a project.

For the teacher
- Teaching notes, page 190
- *Need support?* worksheet, page 236

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Hear it, say it!*
- **Test:** Vocabulary Check 5

For the student
- Workbook, pages 48–49

On the Portal
- **Workbook:** Lesson 5.1
- **Extra Practice Activities:** Vocabulary

5 5.2 **WORD FRIENDS** Complete the sentences with the words below. Listen and check.

away length per speed ~~wide~~

1 The smallest satellite is a cube satellite. It is 10 centimetres high/long/*wide*.
2 The height/ *length* /width of the cube satellite is 10 centimetres.
3 Most satellites are about 36,000 kilometres *away*. (= They're 36,000 kilometres from Earth.)
4 Their *speed* is 11,000 kilometres/7,000 miles *per* /an hour.

6 Complete the sentences with words from Exercise 5.

1 A speed of twenty miles *per* hour is the same as thirty-two kilometres *per/an* hour.
2 The moon is about 384,000 kilometres *away*.
3 The space station's wings are 35 metres long and 12 metres *wide*.
4 Large satellites can be the height of a school bus: about 2 metres *high*.

7 5.3 Study Vocabulary box B. Listen to the numbers.

VOCABULARY B Large numbers

100 = a hundred
1,000 = a thousand
1,000,000 = a million
1,000,000,000 = a billion

WATCH OUT!
How do we say/write numbers?

- We do not use plurals for large numbers.
  *4,700 = four **thousand** seven **hundred***
  *2,400,000 = two **million** four **hundred thousand***
- In British English, we put *and* between *hundred* and a smaller number that follows.
  *1,403 = one thousand four hundred **and** three*
- We use a hyphen when we write numbers from 21 to 99.
  twenty-one *ninety-nine*
- In writing, we separate billions, thousands and hundreds with a comma.
  3,000 *5,000,000*
- We can make very big numbers simpler with *point*.
  1,700,000 (one million, seven hundred thousand) = 1.7 million (one point seven million)

8 5.4 Write the numbers in words. Listen and check.

1 745 *seven hundred and forty-five*
2 9,862 _____
3 3,600,000 _____
4 5.8 billion _____
5 24,222,394 _____
6 800,000,000 _____

9 In pairs, take it in turns to write a number on a piece of paper and show it to your partner. He/She has to read it aloud.

10 5.5 In pairs, choose the correct option. Listen and check.



SPACE TRIVIA

1. Ancient astronomers believed that the *Moon* / *Earth* was at the centre of the universe.
2. There are thousands of planets in the universe, but only eight in our *galaxy* / *solar system*.
3. Two of those eight planets don't have any moons: *Venus* / *Earth* and Mercury.
4. The Sun is a giant *star* / *planet*.
5. The Sun is about the same size as one *thousand* / *million* Earths.
6. The Earth travels around the Sun in a(n) *orbit* / *height* once every year.
7. The Karman Line marks the end of the Earth's atmosphere and the beginning of space. It's one hundred *thousand* / *million* metres above the Earth – that's 100 kilometres!
8. Light can travel round the *Earth* / *solar system* seven times in one second!
9. Mars is millions of kilometres *away* / *far*, but actually, the distance between Mars and the Earth changes all the time.

YOUR WORLD

11 Make a note of two space facts from this lesson. Make a small change to one fact so it is false. In pairs, take it in turns to share your facts with your partner. He/She guesses which fact is true and which is false.

A: The Karman Line is one thousand metres above the Earth.
B: False.

Exercise 8
2 nine thousand, eight hundred and sixty-two
3 three million, six hundred thousand
4 five point eight billion
5 twenty-four million, two hundred and twenty-two thousand, three hundred and ninety-four
6 eight hundred million

5.2 Grammar

Zero, First and Second Conditionals

Exercise 2
You have to be good at Science and other school subjects. You need to speak several languages. You need a certificate in scuba diving and a pilot's licence.

Exercise 3
audioscript page 248

The journey to Mars can take 6–8 months!
It's very quiet because sound waves can't travel in space.
If astronauts drop something in space, it doesn't fall – it just floats away.
You can't lie down, and you have to attach yourself to the 'bed' if you want to sleep (because there's no gravity).
You become (5–6 cm) taller (because there's no gravity).

Exercise 4
Zero Conditional: underlined in blue
First Conditional: underlined in red
Second Conditional: underlined in green

Exercise 7
videoscript page 248

Three: Salim, Rudy, Zeca (K.C. and Souren wouldn't like to go to Mars.)

1 Work in pairs. What skills do you think you need to become an astronaut? Compare your ideas with the class.

2 5.6 Read the introduction to a podcast and check your ideas from Exercise 1. What other skills and qualifications does the text mention?



WOULD YOU BE A GOOD ASTRONAUT?

American Alyssa Carson has always wanted to be an astronaut. If her dreams come true, she'll travel over 200 million kilometres to Mars. But how do you become an astronaut? Would I be a good astronaut if I had the right training? What skills do astronauts need?

Firstly, you have to be good at Science and a lot of other school subjects. For example, you can't become an astronaut unless you speak several languages. Alyssa speaks Spanish, French, Chinese and some Turkish. Also, if you decide to be an astronaut, you'll have to get a certificate in scuba diving and a pilot's licence.

If astronauts pass the tests, they start a special training programme. It takes a long time, but when they complete the training, they are finally able to go to Mars. What would life be like if you were an astronaut on Mars? My friends Jay and Emilia have been finding out more online.



3 5.7 Listen to the podcast. What interesting facts about life in space does it mention?

4 Study the Grammar box. Find more examples of conditionals in the text. Are they Zero, First or Second Conditionals?

GRAMMAR Zero, First and Second Conditionals

Zero Conditional: things that are always true
if/when/unless + Present Simple, Present Simple/imperative
When they complete the training, they are able to go to Mars.

First Conditional: possible situations in the future
if/unless + Present Simple, *will* + infinitive/imperative
If her dreams come true, she'll travel to Mars!

Second Conditional: unlikely or imaginary situations
if/unless + Past Simple, *would* + infinitive (without *to*)
What would life be like if you were an astronaut?

GRAMMAR TIME > PAGE 130

5 5.8 Match the sentence halves. Then decide if the sentences are Zero (0), First (1) or Second (2) Conditional sentences. Listen and check.

1 [d] [2] If I went to Mars,
2 [b] [2] I wouldn't go there
3 [a] [0] If astronauts drop something in space,
4 [c] [1] I'll grow taller

a it doesn't fall.
b unless I had to.
c if I travel in space!
d I would hate it!

6 Complete the Second Conditional sentences with the correct form of the verbs in brackets.

1 If I *were* (be) you, I *would study* (study) another language.
2 I *wouldn't look* (not look) at the sun unless I *had* (have) special glasses.
3 What *would you do* (you/do) if you *won* (win) a trip to space?
4 If I *had* (have) enough time, I *would show* (show) you how to use the telescope.
5 She *wouldn't go* (not go) into space unless somebody *paid* (pay) her.

VIDEO WIDER WORLD

7 18 Watch five people talking about space travel. How many would like to go to Mars?

8 Complete the sentences to make them true for you. Then, in pairs, compare your sentences.

1 I wouldn't go to Mars unless …
2 I can become an astronaut if …
3 If my dreams come true, …

Unit 5 64 I can use the Zero, First and Second Conditionals.

For the teacher
- Teaching notes, page 191
- *Need support?* worksheet, page 236
- Audioscript, page 248
- Videoscript, page 248

On the Portal
- Grammar presentation
- **Photocopiable activity:** *If...*
- **Test:** Grammar Check 5

For the student
- Workbook, page 50
- Grammar Time, Student's Book, page 130

On the Portal
- **Workbook:** Lesson 5.2
- **Extra Practice Activities:** Grammar, BBC Vox Pop

5.3 Reading and Vocabulary

Tourists in space

1 Where is the furthest you've ever travelled? Where else would you like to go?

2 Look at the title of the article and the photo. Where do you think the people are going? Why are there so many windows?

3 5.9 Read the article quickly. Check your ideas from Exercise 2.
They're going to space. So they can see the view.

4 Read the article again and choose the correct answer.

1 What does the article say about people who have been into space?
- a Most were not actually astronauts.
- b Most of them travelled before 1961.
- c There have been fewer than 500 of them.
- (d) The majority prepared for many years.

2 Who can become a space tourist?
- a anyone who is famous
- (b) people who can afford it
- c people who work for certain companies
- d anyone who passes a test

3 How far above the Earth would a space plane go?
- a 250 kilometres
- c 4,000 kilometres
- (b) 100 kilometres
- d 2.5 kilometres

4 The author believes that
- a all the alternatives to space travel are too expensive.
- b the only way to experience space is to become an astronaut.
- (c) there are lots of affordable alternatives to enjoy space.
- d alternatives to space travel offer only a virtual reality experience.

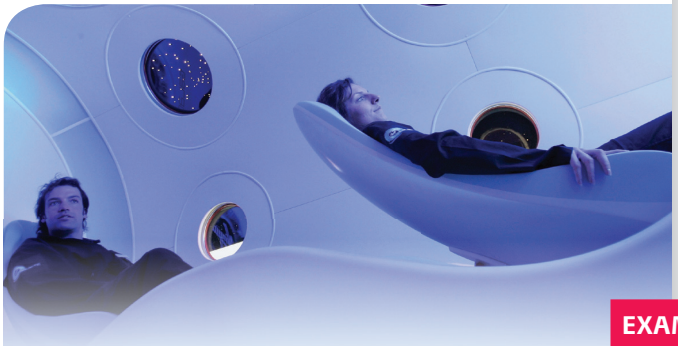
5 Look at the highlighted words about space travel in the article. Check you understand them.

6 In pairs, discuss the questions about the article.
1 What have you learned about space tourism?
2 How would you summarise the article in one sentence? ***Possible answer:*** *Space tourism is becoming popular, but it's still very expensive.*

7 Write three questions of your own about the article. In pairs, discuss your questions.

YOUR WORLD

8 Which of the space experiences in the article would you most like to try? Why?



EXAM

Exercise 4
B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)

Stars in their eyes

Have you ever wondered how many people have been into space? The first person in space was Russian astronaut Yuri Gagarin in 1961. By the end of 2020 a total of 568 people had become space travellers. Most of these were astronauts and they had trained for many years. However, since the beginning of the twenty-first century it has been possible for non-astronauts to travel into space for short flights. The first space tourist was multi-millionaire Dennis Tito. In 2001, at the age of sixty, he paid $20 million to fly to the International Space Station with two astronauts. In 2006 Anousheh Ansari became the first female tourist in space.

Several big companies such as Virgin Galactic and SpaceX have already started test flights. If these are successful, more tourist flights will be possible. There are hundreds of people on the waiting list, including many celebrities. If you want to fly into space with one of these companies, it will cost you a huge amount of money – around $250,000!

The price of the ticket means that space tourism is not possible for most of us. However, if you had the money, what would the experience be like? You wouldn't have to wear a space suit. You would travel in a space plane with large windows so you could see the amazing views. The space plane would travel at a speed of up to 4,000 kilometres an hour! You would fly about 100 kilometres upwards – just past the end of Earth's atmosphere where space begins. At that point you would experience zero gravity for about a minute. Then you'd return to Earth. The whole trip would last for around two and a half hours.

So what can you do if you're interested in space, but can't afford these tourist trips? Luckily, there are lots of great options. You could download an incredible virtual reality app such as *Earthlight Spacewalk*. The app allows you to 'fix' a spaceship like real astronauts do. Alternatively, you can visit a space centre. Many countries have them. There you can experience life as an astronaut without leaving Earth. If you visit these places, you can try a flight simulator or a zero-gravity experience. Or if you're really keen to go to space, you can train as an astronaut, of course!

I can understand an article about space travel.

For the teacher
- Teaching notes, page 192
- *Need support?* worksheet, page 236

On the Portal
- Photocopiable activity: *In space*

For the student
- Workbook, page 51

On the Portal
- Workbook: Lesson 5.3
- Extra Practice Activities: Vocabulary

5.4 Grammar

Third Conditional

Exercise 6

audioscript page 248

The flag moved when they took it out of a tube/box. It was morning, so it was too bright to see the stars. Engines blew dust away. Astronauts from other countries would have discovered the truth long ago. Lots of people worked on the mission. It wouldn't have been possible for all of them to keep it a secret!

Exercise 7

videoscript page 248

If I hadn't met my best friend:
… I wouldn't have travelled the world and seen amazing things. (Rob)
… I would have become a different person. (Sandra)
… I wouldn't have joined the TV industry. (Vnisha)
… I don't think I would have worked as hard in university. (Cebo)
If I:
… had learned how to use grammar the first time, I wouldn't have spent so much time in university focusing on it. (Cebo)
… had learned how to speak French, I would have lived in France. (Rob)
… hadn't learned English, I wouldn't have come to the UK. (Sandra)
… hadn't learned how to drive, I wouldn't have got any jobs. (Vnisha)

1 5.10 Read the interview quickly. How long did the flight take?
ten years

ALL ABOUT SPACE

This week in *Space* magazine, astronomer Guy Greenwood talks about a historic mission to catch a comet.

The Rosetta mission cost 1.7 billion dollars. That's a lot of money! What was your aim?

Our aim was to discover more about comets. The *Rosetta* spacecraft flew 6.4 billion kilometres to comet 67P, which is about four kilometres wide. The flight took ten years!

What would have happened if your calculations had been wrong?

Well, we would have been very disappointed if the mission had failed. If the mission hadn't been successful, we wouldn't have had these incredible close-up photos or this analysis of the comet's surface.

So, tell us more about the lander, the little spacecraft which landed on the comet.

Yes. The lander sent us the first pictures of the icy surface of the comet. If the lander's solar panels had been in sunlight, it would have been OK. But it landed in a large shadow which was quite dark. So it didn't have much power and it went to sleep. Luckily, even though it worked for two hours only, it managed to get enough information.

2 Read the interview again. Answer the questions.
1 Were the scientists' calculations right? *Yes*
2 Was the mission successful? *Yes*
3 What was a result of the mission? *The lander took photos of the comet and analysed its surface.*

3 Study the Grammar box. Find more examples of the Third Conditional in the interview.

GRAMMAR Third Conditional

Unreal situations in the past
if + Past Perfect, *would* + *have* + past participle
If the lander's solar panels had been in sunlight, it would have been OK. (They weren't in sunlight.)

GRAMMAR TIME > PAGE 130

4 Match the sentence halves.
1 [b] If the lander had had more solar power,
2 [a] The Rosetta mission would have been quicker
3 [c] If the European Space Agency hadn't spent millions of euros,
a if the comet had been nearer to Earth during the mission.
b the scientists would have gathered more data.
c the Rosetta Mission wouldn't have happened.

5 5.11 Read the first part of an article. Complete the Third Conditional sentences with the correct form of the verbs in brackets. Listen and check.

MOON LANDINGS FACT OR FICTION?

Some people believe astronauts have never landed on the moon. They believe NASA faked the landing. Here are some of their reasons.

They say that the flag [1] *wouldn't have waved* (not wave) if the astronauts [2] *had filmed* (film) it on the moon because there is no air on the moon. They also think some stars [3] *would have been* (be) visible if the astronauts [4] *had taken* (take) the photos on the moon. Another mystery is that although we can see the astronauts' footprints on the surface, we can't see any traces of the landing module. A lot of people think that if the module [5] *had landed* (land) on the surface of the moon, it [6] *would have left* (leave) some traces.

6 5.12 Listen to the second part of the article. What are the arguments against the ideas in the first part? What's your view?

VIDEO WIDER WORLD

7 19 Watch four people talking about past experiences. How do they complete the sentences below? Make notes of some answers.
1 If I hadn't met my best friend, …
2 If I had/hadn't learned …

8 Complete the sentences in Exercise 7 to make them true for you. Then, in pairs, discuss your sentences.

For the teacher
- Teaching notes, page 193
- Audioscript, page 248
- Videoscript, page 248

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Kelly's trip to the moon*
- **Test:** Grammar Check 5

For the student
- Workbook, page 52
- Grammar Time, Student's Book, page 130

On the Portal
- **Workbook:** Lesson 5.4
- **Extra Practice Activities:** Grammar, BBC Vox Pop

5.5 Listening and Vocabulary

A record-breaking adventure

1 Would you jump out of a plane or a hot air balloon using a parachute? Why?/Why not?

2 5.13 Study the Vocabulary box and check you understand the words.

VOCABULARY Space science

balloon capsule engine force helium oxygen parachute sound barrier

3 Look at the pictures in the infographic. Which words from the Vocabulary box can you see?
(helium) balloon, capsule, parachute



4 Choose the correct option.

1 Humans need *oxygen* / *helium* to breathe.
2 The *Concorde* was a jet plane which broke the *engine* / *sound* barrier.
3 The *capsule* / *force* which attracts objects towards the Earth is gravity.
4 *Oxygen* / *Helium* is a very light gas which is used in balloons.
5 A jet *engine* / *balloon* is very powerful.
6 If you jump out of a plane, you need a *balloon* / *parachute*.

5 Read the infographic in Exercise 3. What do you think happened? Why?

6 5.14 Listen to the first part of a report about Felix Baumgartner and check your ideas from Exercise 5. Then summarise what happened. Use these prompts to help you.

1 First, Felix put on … *a space suit.*
2 Then he got into … *the capsule.*
3 The balloon took him … *to the edge of space.*
4 When he reached the right height, … *he jumped out.*
5 Finally, he opened … *his parachute.*

Exercise 6
audioscript page 248

7 5.15 Listen to the second part of the report and complete the notes.

Name:	Felix Baumgartner
Date of jump:	14 [1] October 2012
Location:	[2] New Mexico, USA
Nationality:	[3] Austrian
Age:	42
Height of jump:	about [4] 39/thirty-nine kilometres
Speed:	[5] 1,357 kilometres per hour
Time in free fall:	[6] 4/four minutes and 20/twenty seconds
Cost:	[7] millions of US dollars

EXAM

Exercise 7
audioscript page 249

International Certificate Level 2, Listening, Section 3, (note completion)
B1 Preliminary for Schools, Listening, Part 3, (gap fill)

8 What is your opinion of Felix's achievement?

YOUR WORLD

9 In pairs, talk about what you would do and how you would feel if:

1 you had to climb ten metres up a climbing wall to win a big prize.
2 you won a bungee jump as a prize in a school lottery.
3 your friend invited you to fly in a hot air balloon.
If I had to climb ten metres up a climbing wall, …

I can understand a radio programme about a scientific achievement.

For the teacher
- Teaching notes, page 194
- Audioscript, pages 248–249

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Space science*

For the student
- Workbook, page 53

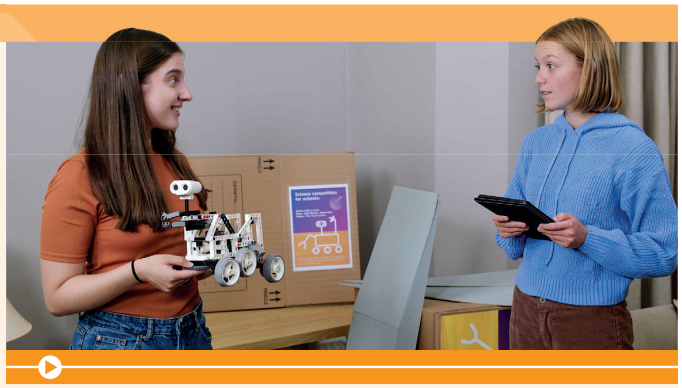
On the Portal
- **Workbook:** Lesson 5.5
- **Extra Practice Activities:** Vocabulary

5.6 Speaking

Instructions

VIDEO I HOPE IT WORKS

Carla: Right, time to test the rover. This is our last chance before the competition!
Bea: Sure. First, I need to check the code.
Carla: Awesome! What do you want me to do?
Bea: Well, we have to set up the obstacle course.
Carla: That seems fun. I'll do that. Where do you want it?
Bea: How about just here?
Carla: OK. No problem.
Bea: Remember: it's important to have a small hill, a stone obstacle and a ramp.
Carla: Right, I hope it works. Now what?
Bea: Next, we have to check if my programming works. I hope I got it right and the rover can go over all the obstacles!
Carla: Let's go for it! The first obstacle: the hill. That seems easy.
Bea: Now going over the stones. I'm worried I haven't programmed enough power to the wheels. Phew! Finally, we need to test it on the ramp.
Carla: It's the toughest one.
Bea: Wow! It looks good.
Carla: Bea, we've got a problem!
Bea: Yeah, I think we need to work on this a bit more.



SOUNDS GOOD! Let's go for it! • It looks good. • Phew!

1 Have you ever entered a competition? What was it for?

2 Look at the photo. What competition have the girls entered? *They've entered a science competition to build a model of a Mars rover.*

3 20 5.16 Watch or listen and answer the questions.
1 What is Bea doing? What is Carla doing?
2 What goes wrong?

4 How do Bea and Carla divide the tasks between them? Why?

SET FOR LIFE

5 In teamwork, is it better to do a task you can do well? Or should you do new tasks so you can learn something new? Discuss in pairs.

6 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Instructions

Giving instructions
First, … Second, … After a few minutes, …
After that, … Then … Next, …
The last thing you need to do is … Finally, …
Never/Always check the program. You/We need to …
I/We have to … It's important (not) to …
Try (not) to …

Responding to instructions
That seems fun/easy. Of course. OK.
Sure. No worries. No problem.
What next? Now what? Then what do I do?
I hope it works/I get it right.

7 5.17 Complete the dialogue with words from the Speaking box. Listen and check.

Ben: I want to build one of the robots from this kit.
Ivy: [1] *First* , decide which model you want to build.
Ben: Of course. Then [2] *what (do I do)* ?
Ivy: After [3] *that* , check you have all the pieces.
Ben: OK, I'll check them. That [4] *seems* easy.
Ivy: Oh, and you [5] *need/have* to put the batteries in.
Ben: No problem. I [6] *hope* it works!

YOUR WORLD

8 In pairs, take it in turns to choose one of the situations below and tell your partner what to do. Use the dialogue in Exercise 7 to help you.
- how to download an app
- how to enter a competition

Exercise 3
1 Bea is programming the robot rover. Carla is building an obstacle course.
2 The rover falls over/turns upside down.

Exercise 4
Bea does the programming because she is good at that. Carla helps to build the obstacle course because she's creative and good with her hands.

For the teacher
- Teaching notes, page 195
- Need support? worksheet, page 236

On the Portal
- **Photocopiable activity:** *What do I do next?*

For the student
- Workbook, page 54

On the Portal
- **Workbook:** Lesson 5.6
- **Extra Practice Activities:** New Park video

5.7 Writing

A for and against essay

1 In pairs, make a list of the advantages and disadvantages of space travel.

2 Read Taylor's essay. Number the sections in the order they appear in the essay.

a [4] conclusion
b [2] advantages
c [1] introduction
d [3] disadvantages

3 Study the Writing box. Find similar phrases in Taylor's essay.

WRITING A for and against essay

Introduction
1 Nowadays, many/more and more people …
Many people believe/hoped/have travelled …
But is … really useful/good/a good thing?
Is … worth … ?

Arguments for and against
2 On the one hand, … On the other hand, …
Firstly, … Secondly, …
One/Another/The main advantage/disadvantage is (that) …
One/Another reason for … is …
Finally, …

Giving and justifying opinions
3 I believe (that) … In my opinion/view, …
It seems … For example, … This is because …

Conclusion
4 To sum up, … In conclusion, …

4 Study the Language box. Find examples of linkers of addition in Taylor's essay.

LANGUAGE Linkers of addition

We can use linking words and phrases to add more ideas.

- *and/also/as well (as)*
- *apart from/besides*
- *both … and …*
- *in addition/moreover*
- *not only … , but also …*
- *what is more*

5 In pairs, make a list of the advantages and disadvantages in Taylor's essay. Compare them with your ideas in Exercise 1.



Space travel is a good thing. Do you agree?

1 Since the first space flight in 1961 many people have travelled into space, and we have learned a lot from their journeys. However, in my opinion, space travel is not always a good thing.

2 On the one hand, it's true that humans have seen the benefits of space travel. For example, solar panels were first used for satellites, but now they help us to save energy on Earth as well. In addition, space science is one of the main reasons we have developed smaller, more powerful computers. Another advantage of space travel is that we can test new technology, like robots. In future, it might also be useful if we can find another planet to live on.

3 On the other hand, space travel has many disadvantages. It is not only dangerous, but it also creates a lot of air pollution. Moreover, there are thousands of pieces of metal 'space rubbish' from satellites and spaceships. Apart from that, I believe it wastes money that we should spend on things like hospitals and education.

4 To sum up, the arguments against space travel are stronger, in my view. Although it's interesting, it's more important to look after planet Earth.

WRITING TIME

6 Space tourism is a good thing. Do you agree? Write an essay.

1 Find ideas
Make notes for your essay. Think about:
- a short introduction and conclusion.
- your reasons for and against, and your final decision.

2 Plan
Organise your ideas into paragraphs. Use Taylor's essay to help you.

3 Write and share
- Write a draft of your essay. Use the Language box and the Writing box to help you.
- Share your essay with another student for feedback.
- Write the final version of your essay.

4 Check
- Check language: have you used linkers of addition?
- Check grammar: have you used any conditionals?

Exercise 5
Advantages:
Solar panels (developed for space travel) help us to save energy.
We have developed smaller, more powerful computers.
We can test new technology, like robots.
In future, maybe we can find another planet to live on.

Disadvantages:
Space travel is dangerous.
It creates a lot of air pollution.
There are thousands of pieces of metal 'space rubbish' from satellites and spaceships.
It wastes money that we should spend on things like hospitals and education.

I can write an essay discussing advantages and disadvantages.

For the teacher
- Teaching notes, page 196

On the Portal
- **Photocopiable activity:** *Should we try to make contact with life forms on other planets?*

For the student
- Workbook, page 55

On the Portal
- **Workbook:** Lesson 5.7

Vocabulary Activator

WORDLIST 5.18

Space
astronaut (n)
astronomer (n)
comet (n)
Earth (n)
galaxy (n)
gravity (n)
moon (n)
orbit (n)
planet (n)
satellite (n)
solar system (n)
space station (n)
star (n)
telescope (n)

Word friends
(dimensions and distance)
10 km per hour
be 10 cm high/long/wide
be 10 km away/from
height (n)
length (n)
speed (n)
width (n)

Large numbers
100 = hundred (n)
1,000 = thousand (n)
1,000,000= million (n)
1,000,000,000 = billion (n)

Space travel
flight simulator (n)
space plane (n)
space suit (n)
space tourism (n)
space tourist (n)
space traveller (n)
test flight (n)
zero gravity (n)

Space science
balloon (n)
capsule (n)
engine (n)
force (n)
helium (n)
oxygen (n)
parachute (n)
sound barrier (n)

Extra words
analysis (n)
appear (v)
atmosphere (n)
bright stars (n)
calculation (n)
data (n)
discovery (n)
dust (n)
experiment (n)
float (v)
footprint (n)
free fall (n)
globe (n)
ground (n)
jet plane (n)
land (v)
landing module (n)
manned flight (n)
Mars (n)
Mercury (n)
mission (n)
mystery (n)
on board
orbit (v)
push limits
record breaker (n)
robot (n)
rover (n)
scientific achievement (n)
scientist (n)
signal (n)
skydiver (n)
solar panel (n)
sound wave (n)
space rubbish (n)
space science (n)
spacecraft (n)
spaceship (n)
speed of sound (n)
surface (n)
universe (n)
Venus (n)
visible (adj)

1 Use the wordlist to find these things.
1 three parts of the solar system *moon, … planet, star*
2 two jobs *astronaut, astronomer*
3 two things moving around the Earth *satellite, moon*
4 two gases *helium, oxygen*

2 Complete the compound nouns with the words below.

barrier flight gravity simulator ~~station~~ system

1 space *station*
2 flight *simulator*
3 sound *barrier*
4 zero *gravity*
5 test *flight*
6 solar *system*

3 Choose the odd one out.
1 long **fast** high wide
2 star comet **gravity** galaxy
3 comet **engine** planet moon
4 balloon **force** capsule plane



4 Write the numbers in the sentences as figures.
1 Comets travel at about three thousand kilometres per hour. *3,000 km*
2 The Earth is about twelve thousand, seven hundred kilometres wide. *12,700 km*
3 Mars is about three hundred and forty-four million kilometres from Earth. *344,000,000 km*
4 The moon is about three hundred and eighty-four thousand metres above the Earth. *384,000 m*
5 The speed of sound is just over one thousand two hundred kilometres per hour. *1,200 km*

5 5.19 **PRONUNCIATION** Listen to the sentences. Are the underlined words stressed?
1 Would you buy a ticket <u>to the</u> moon?
2 If I <u>were an</u> astronaut, I'd miss my friends on Earth.
3 The space travellers would <u>have</u> got lost in space without their star map.
4 Sound travels <u>at</u> three hundred <u>and</u> thirty-three metres <u>per</u> second.
5 What's the width <u>of the</u> Earth?

6 5.19 **PRONUNCIATION** Listen again and repeat.

Exercise 3
1 The others describe size.
2 The others make lots of light.
3 The others move in space on their own.
4 The others are objects people can travel in.

Exercise 5
They are not stressed. (They all have the (weak) vowel sound /ə/ (schwa), which is never stressed.)

For the teacher
- Audioscript, page 249

On the Portal
- **Photocopiable activities:** *Get rid of the words, On condition that...*
- **Tests:** Unit 5 Test, Unit 5 Writing Test

For the student
- Workbook, page 57

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the sentences with words formed from the words in brackets.

1 After a successful test *flight* (**FLY**), the rocket took astronauts into space.
2 What's the *width* (**WIDE**) of your door? Will the piano go through it?
3 Every space *traveller* (**TRAVEL**) needs special training and equipment.
4 What's the *height* (**HIGH**) of the Eiffel Tower?
5 What's the *length* (**LONG**) of this river?
6 Astronauts train with a flight *simulator* (**SIMULATE**).
7 Space *tourism* (**TOURIST**) will become cheaper for holidaymakers.

2 Label the photos with the words below.

capsule ~~comet~~ parachute satellite space plane telescope


1 *comet*


2 *satellite*


3 *space plane*


4 *capsule*


5 *parachute*


6 *telescope*

Grammar

3 Complete the questions with the correct form of the verbs in brackets. Use the Zero, First or Second Conditional. Then, in pairs, ask and answer the questions.

1 If you could travel in time, when in the past *would you travel* (you/travel) to?
2 If you *have* (have) time, do you ever look at the stars in the night sky?
3 If your friend invited you on a space trip in ten years' time, *would you go* (you/go)?
4 If you *were* (be) an astronaut, what job would you do on a space station?
5 *Will you be* (you/be) happy if there's a space documentary on TV tonight?

4 Rewrite the sentences using the Third Conditional to make a story. Then write two more Third Conditional sentences to continue the story.

1 We were in an unknown part of space, and we discovered a new planet.
If we hadn't been in an unknown part of space, we wouldn't have discovered a new planet.
2 We had almost no fuel. But we survived because we landed here.
3 We didn't leave the spaceship that day because we were too tired.
4 The next day we started exploring and we met intelligent life.

5 Choose the correct answer.

1 If you had the read the instructions more carefully, you ___ so many mistakes.
a wouldn't make b don't make (c) wouldn't have made
2 If water goes into the air in zero gravity, it ___ round balls.
a will form (b) forms c would form
3 Unless you ___ a lot of money, you won't be able to go into space.
a paid b 'll pay (c) pay
4 We wouldn't have got lost if you ___ used the map app on your phone.
(a) had b would have c have
5 Nobody can enter this part of the building unless they ___ permission.
a 'll have (b) have c had
6 If astronauts ___ receive special training, they wouldn't be able to work effectively in space.
a don't (b) didn't c wouldn't
7 If you could afford a holiday in space, ___ you go?
(a) would b will c did

Speaking

6 In pairs, do the speaking task. Student A, go to page 136. Student B, go to page 142. Follow the instructions.

Dictation

7 5.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 4

2 We wouldn't have survived if we hadn't landed here (because we had almost no fuel).
3 We would have left the spaceship that day if we hadn't been so/too tired.
4 If we hadn't started exploring (the next day), we wouldn't have met intelligent life.

Exercise 6

Sample answer:
A I'm going to give you instructions how to drink from a water bottle in zero gravity. Firstly, hold the bottle quite near your face.
B OK.
A Next, squeeze the bottle carefully. Make sure you squeeze out only a small amount.
B That seems easy.
A Wait for the water to form a ball in the air. Finally move your head forward and catch the ball in your mouth. Ok, now try it.
A I hope I get it right!

EXAM

Exercise 7

audioscript page 249

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Pushing the limits





EXPLORATION AND ADVENTURE

Some people are challenging what is possible on Earth and in space. We're going to meet two of them. Tim Peake has been an astronaut on the International Space Station (ISS). His work there didn't stop him doing the sports he loves. Believe it or not, in 2016 he took part in the London Marathon – from space! He did it to raise money for charity. How? Easy: a rope kept him tied to the running machine.

The ISS is a zero-gravity lab where a crew of six people live and work. They travel in the space station, which orbits the Earth every ninety minutes at a speed of 28,800 km per hour. So Tim Peake not only ran the usual 42 km, but also travelled more than 100,000 km during his marathon run!

Peake isn't the only astronaut to explore what is possible when playing their favourite sport. American astronauts often play weightless baseball or basketball and sometimes even golf. Zero gravity makes things slower, but they still work. You can even throw a boomerang and it returns to you in orbit, just like on Earth!

Talking of Earth, some people are finding that there are still many places to explore here too. Ocean depths and hidden unknown places in far mountains and forests still call to people looking for adventure.

For TV adventurer Steve Backshall, that call is stronger than prospects of potential problems and difficulties. His team recently filmed in the tabletop mountains of Venezuela to explore the little-known area at the top. They went down the vertical sides of the mountains on ropes. Floating in mid-air and viewing the world spread out below has curious similarities to the feelings of weightlessness and distance in space. Exploring space or far mountains isn't for everyone, but an attitude of looking for adventure has led to new discoveries and possibilities.

adventure (n) an exciting new experience
crew (n) a group of people working together
surroundings (n) places and things near you
vertical (adj) in a straight line up and down
weightless (adj) having no weight in zero gravity

1 Look at the photos and the title of the article. In pairs, discuss the questions.

1 Who do you think the people are?
2 How is a rope helping them?
3 What do you think these two men have in common?

2 5.21 Read the article and check your answers to Exercise 1.

3 Read the article again and answer the questions.

1 Why did Tim Peake run the London Marathon in space?
2 How many people are in the International Space Station?
3 What are American astronauts' favourite sports in space?
4 What is different about doing sport in space instead of on Earth?
5 What are some of the places on Earth people can still explore?
6 In what ways can climbing with a rope be similar to being in space?

4 In pairs, discuss the questions.

1 Which of the sports mentioned in the article would you like to do? Why?
2 Which wild places on Earth would you like to visit and explore? Why?
3 Why do you think some people like the idea of exploring new places?

Exercise 1

1 **Photo on left:** an astronaut, Tim Peake, in zero gravity on the International Space Station **Photo on right:** a climber, Steve Backshall, in the tabletop mountains of Venezuela
2 Tim Peake is running a marathon and using a rope to stop himself floating away. Steve Backshall is using a rope to get down safely.
3 They both like exploring and pushing boundaries. Tim is showing how we can do sports in zero gravity and Steve is exploring new places on Earth.

Exercise 3

1 to raise money for charity
2 six
3 baseball, basketball, golf
4 In space there is no gravity, (so you sometimes need extra equipment), and it's slower.
5 oceans, mountains and forests
6 You can have the feeling of distance and floating in the air.

For the teacher
- Teaching notes, page 197
- Videoscript, page 249

On the Portal
- Photocopiable activity: *Project worksheet: an online advert*

BBC

Exploring the unknown



5 Look at the photo and discuss the questions.

1 Where do you think this place is?
2 Why do you think the mountain in the photo is called a 'tabletop' mountain?
3 How could people visit it?
4 What might there be inside the mountain?

6 21 Watch Part 1 of a TV programme about tabletop mountains and check your answers to Exercise 5.

7 22 Watch Part 2 of the video and mark the sentences T (true) or F (false).

1 F Steve feels scared when he is abseiling down.
2 T Steve sees the biggest waterfall in the world.
3 T Steve's team need a lot of abseiling stages to get down the mountain.
4 F There aren't many more places left to explore there.

8 22 Answer the questions about Part 2 of the video. Watch again and check.

1 How does Steve react when he sees Angel Falls?
2 How high is Angel Falls?
3 Where are Steve and his team when they reach the bottom?
4 What are they planning to do?

9 Which parts of the team adventure would you like to try? Why? Discuss in pairs.

10 VISIBLE THINKING It is now possible to reach a new beautiful unexplored area. Discuss how the people below might feel about this.

CONSIDER DIFFERENT VIEWPOINTS

- a person looking for adventure
- close family of the adventurer
- local people living in the area
- a tourist operator in the country

PROJECT TIME

11 In groups of four, create an online advert for a day trip to the tabletop mountains. Follow these steps.

1 **In your group, discuss who will find information about the activities in the advert: abseiling, exploring the caves, walking in the jungle and photographing nature. Find answers to these quesitons.**

- What do you need to know about the tabletop mountains?
- How do you need to prepare for the activity (e.g. safety training)?
- What equipment and how much time do you need for each activity?
- What can you gain from this experience?

2 **Individually, prepare your part of the advert.**

- Find answers to your question(s) and write a short text.
- Find photos to illustrate the information.

3 **In your group, create your advert. You can use online ad maker.**

- Put all the texts and photos together.
- Decide on a layout.
- Think of a title for the advert.
- Check and edit your advert.

4 **Share your advert with the class.**

- Answer other students' questions.
- Ask questions and comment on the other adverts.

Exercise 5
1 Venezuela
2 It's flat at the top, like a table.
3 They could use a helicopter or climb.
4 caves

Exercise 6
videoscript page 249

Exercises 7–8
videoscript page 249

Exercise 8
1 He's very excited. He thinks the waterfall is awesome.
2 979 m/metres
3 the jungle
4 explore other places in the tabletop mountains

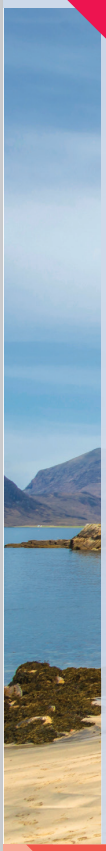
Good health 6

VOCABULARY
Health problems | First aid kit | Word building: health and illness | Health improvement | Extreme sports

GRAMMAR
Reported statements and questions | Reported commands and requests

Today | Tomorrow | Thursday | Friday

7.00 p.m.	7.45 p.m.	**Island Life** 8.00 p.m.	8.30 p.m.



Island Life

Episode 6: *In Sickness and in Health*

Channel 9, Tuesday 23 April, 8.00 p.m.

When you live in a remote island community, what do you do when you fall ill or suffer a serious injury? If the nearest GP* is a long, difficult boat ride away, you can't just visit the doctor's surgery any time you feel ill or need to get a blood test. You need to know how to take care of yourself. You need a basic knowledge of medicine and a first aid kit including more than just a thermometer, a few headache pills, an antiseptic cream for insect bites and an old packet of sticking plasters. In this week's episode of *Island Life*, we find out how the islanders cope when they have a broken bone, a serious infection or a cut that won't stop bleeding. We see how they get to hospital when they need to have an operation or get emergency treatment. And we report on how drones are helping to improve health care on the island.

*GP (General Practitioner) = a doctor that treats people in a particular area



6.1 Vocabulary

Sickness and health

1 How do you feel today? Choose from the phrases below. Share your answer with the class. Then look at the photo in the text. How does the girl feel?

- I've never felt better.
- I can't complain. I feel fine.
- Not bad, I suppose.
- I don't feel very well, to be honest.
- I've got a bit of a cough.
- I feel awful. I think I need to go home.

2 Read the text and answer the questions.

1 What kind of TV programme is *Island Life*?
2 What is this episode about?

3 6.1 Study Vocabulary box A. Which three health problems do you think are the most serious?

VOCABULARY A Health problems

asthma broken bone bruise chest/ear/eye infection cut fever insect bite migraine rash virus

Exercise 2
1 a documentary or reality show
2 sickness and health/what people on a remote island/in remote communities do when they fall ill or have an injury

For the teacher
- Teaching notes, page 198
- *Need support?* worksheet, page 237
- Audioscript, page 249
- Videoscript, page 249

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Health and sickness*
- **Test:** Vocabulary Check 6

For the student
- Workbook, pages 58–59

On the Portal
- **Workbook:** Lesson 6.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 **I KNOW!** In groups, add more words to Vocabulary box A.

5 Check you understand the verbs in bold. Then complete the sentences with health problems from Vocabulary box A.

1 You may **cough** or **sneeze** when you have (a/an) _____.
2 You may **bleed** when you have (a/an) _____.
3 You may **faint** when you have (a/an) _____.

6 6.2 Study Vocabulary box B. When do you use a first aid kit? Which of the things in the box can you see in the photo below?

VOCABULARY B First aid kit

antibacterial spray antiseptic cream bandage✓
cough medicine✓ painkiller pill✓
sticking plaster✓ thermometer✓



7 6.3 **WORD FRIENDS** Complete the phrases with the words below. Listen and check.

~~bone~~ ill injury operation test treatment

Illnesses and accidents
1 break a *bone*
2 fall *ill*
3 feel dizzy
4 have an accident/a serious *injury*
5 hurt your arm/back/leg
6 lose your appetite/voice
7 your muscles ache

At the doctor's
8 ask for/make an appointment
9 describe your symptoms
10 get a blood *test*
11 get a prescription
12 take your temperature

At the hospital
13 get emergency *treatment*
14 have an *operation*

8 6.4 Listen to three extracts from the TV programme in Exercise 1 and answer the questions.

Extract A
1 What are Malcolm's symptoms?
2 What does the doctor think he has?

Extract B
3 What happened to Cameron last week?
4 What happened to Heather last night?

Extract C
5 What happened to Alex last month?
6 What happened after he called for help?

9 In pairs, talk about health problems you have had. How did you feel? What did you do?

I had a broken bone in my foot once. I went to the doctor's and she sent me straight to the hospital.

10 6.5 Study Vocabulary box C. Check you understand the words.

VOCABULARY C Word building: health and illness

Adjectives	blind	deaf	ill	sick
Nouns	blindness	deafness	illness	sickness
Verbs	infect	injure	operate	
Nouns	infection	injury	operation	
Nouns	allergy	depression	pain	
Adjectives	allergic	depressed	painful	

11 6.6 Complete the text with words from Vocabulary box C. Listen and check.

Did you know?

- Your whole body can feel [1]*pain* except for the brain. That's why doctors can [2]*operate* on somebody's brain while they're awake!
- Some people have an [3]*allergy* to pets, but cats and dogs can also be [4]*allergic* to people!
- When you cut your finger, put sugar on it. It can stop an [5]*infection* from developing.
- If you suffer from travel [6]*sickness* when travelling in a car, try sitting in the front.
- Many adolescents suffer from [7]*depression* – check out our website for tips on how to feel more cheerful and less [8]*depressed*.

VIDEO **WIDER WORLD**

12 23 Watch five people talking about having a cold. What remedies do they recommend?

13 In pairs, say what you think are the best remedies for a cold, an allergy and car sickness.

I can talk about health problems.

Exercise 4
Possible answers:
a cold,
a headache, a high temperature,
an allergy, the flu

Exercise 5
Possible answers:
1 an allergy/a cold/the flu/a virus/a chest infection/asthma
2 a cut/a broken bone/an insect bite
3 a broken bone/a virus/a high temperature/a cut

Exercise 8
audioscript page 249

1 He's got a sore throat, he's coughing a lot and he's lost his appetite.
2 a new virus
3 He hurt his back.
4 She hit her head and felt dizzy the next day.
5 He broke a bone in his leg.
6 A helicopter took him to hospital. He had an operation a few hours later.

Exercise 12
videoscript page 249

Best remedies:
Szilvia: rest, plenty of water/liquids, vitamin C
Carol: garlic
Myriam: lots of water, sleep, rest, don't think too much about it
Brandon: honey and lime, Vicks
What they do:
Szilvia rests a lot.
Brandon carries on with life as best he can.
Myriam goes to bed and drinks lots of water.
Allister drinks hot water with honey and cinnamon.

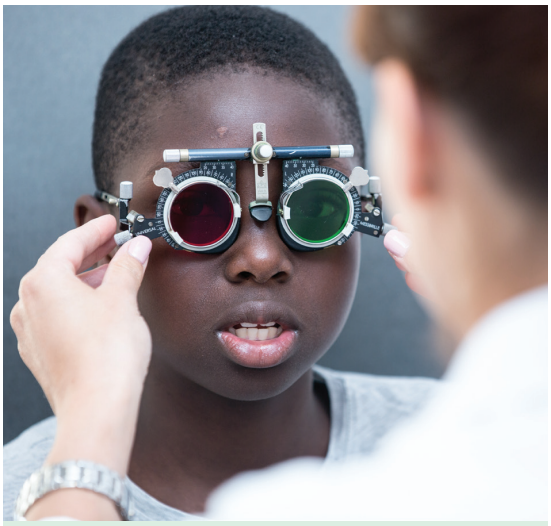
6.2 Grammar

Reported statements and questions

Exercise 1
Possible answer: It's important because you might need glasses.

1 Have you had an eye test recently? Why is it important to check your eyes regularly?

2 6.7 Look at the photo and read the text quickly. What problem does George have?
George is colour blind.



When ten-year-old George said that he was getting headaches at school, his dad made an appointment for an eye test. The optician showed him some coloured images and asked him what numbers he could see, but George found the task difficult. The optician then asked George what his plans were for the future. George replied that he hoped to be a pilot. 'That might be difficult,' explained the doctor, 'because you're colour blind'. She told George that he probably wouldn't be able to fly planes in the future. He was very disappointed.

Later, his mum told him that colour blindness ran in the family and said his grandad had the same problem, but that he had learned to live well with it. She said that he couldn't tell the difference between red and green. George asked whether that was why his grandad didn't drive. 'No,' replied his mum. 'You can drive when you're colour blind. He just didn't like driving!'

3 Study the Grammar box. Find more examples of reported speech in the text.

GRAMMAR Reported statements and questions

Present Simple → Past Simple
'I have a headache.' → He said (that) he had a headache.

Present Continuous → Past Continuous
'I'm getting better.' → She said (that) she was getting better.

Past Simple → Past Perfect
'I left home at six.' → He said (that) he had left home at six.

will* → *would
'My mum will do it.' → He said (that) his mum would do it.

can* → *could
'I can't see anything.' → She said (that) she couldn't see anything.

Questions
'What time is it?' → He asked what time it was.
'Do you know Dr Lee?' → She asked me if/whether I knew Dr Lee.

Changing pronouns, time phrases and place adverbials
now → then here → there
this month → that month
yesterday → the previous day/the day before
tomorrow → the next/following day
'My dad was here yesterday.' →
He said (that) his dad had been there the day before.

GRAMMAR TIME > PAGE 131

4 Rewrite the sentences in reported speech.
1 'What time does the doctor finish?' I asked.
I asked what time the doctor finished.
2 'When are they leaving?' Rachel asked.
3 'It hurts,' he told the nurse.
4 'I took the medicine this morning,' she said.
5 'Did Emma see the doctor?' I asked.
6 'Can I make an appointment?' Liam asked.
7 'I'll make an appointment with Dr Fox,' he said.
8 'I'm feeling much better,' Lisa said.

Exercise 4
2 Rachel asked when they were leaving.
3 He told the nurse (that) it hurt.
4 She said (that) she had taken the medicine that morning.
5 I asked if/whether Emma had seen the doctor.
6 Liam asked if/whether he could make an appointment.
7 He said (that) he would make an appointment with Doctor Fox.
8 Lisa said (that) she was feeling much better.

YOUR WORLD

5 In pairs, take it in turns to tell your partner about the last time somebody gave you some important news. What did they say? How did you feel?
My friend told me she was going to live in a different town. I was really sad.

For the teacher
- Teaching notes, page 199
- *Need support?* worksheet, page 237

On the Portal
- Workbook, pages 28
- **Photocopiable activity:** *Interviews*
- **Test:** Grammar Check 6

For the student
- Workbook, page 60
- Grammar Time, Student's Book, page 131

On the Portal
- **Workbook:** Lesson 6.2
- **Extra Practice Activities:** Grammar

HEALTHY AND HAPPY?



In a recent report, over sixty percent of young people said that they had used a health-related mobile app. By using these apps, you can take control of your health and fitness. Do you have problems sleeping? Try a sleep app. Do you want to work on your running? Download a training app. There are some fantastic apps out there, but which ones work?

Bella, who is sixteen, sometimes gets bad headaches called migraines. This condition affects around ten percent of young people. Bella uses a migraine app to manage her symptoms. She inputs data about any food she has eaten so she can identify foods that cause a migraine. The app has shown that she needs to avoid certain foods, like some types of nuts and cheese. The app also gives advice on helpful medications and healthy lifestyle. 'Poor sleep or stress can sometimes cause migraines,' says Bella. 'I also use a relaxation app to stay calm when things get stressful. It's a life changer.'

Nathan, aged fifteen, started using a fitness app last year. Nathan wanted to get fitter, but he couldn't afford to go to the gym. 'I started with a walking app. I wanted something simple and fun,' he explains. Nathan's app shows his walking route on a map. It counts his steps and measures his speed and heart rate. However, he thinks the best thing about the app is the music. Studies show that when walkers and runners match their movement to music, their performance improves. Nathan says he feels happier and less tired while he's exercising with music, so he would definitely recommend it.

Luke's family has had a mixed experience with health apps. 'My sister was using an app to check salt and sugar in food, but then she often didn't eat family meals with us. My mum said that we would try a healthy eating app for the whole family. Now we use the app for recipe ideas. My sister and I enjoy cooking them and our meals are healthier and tastier. We all have more energy too!' Luke's sister's story shows that it's important to get advice before choosing an app. Speak to family and friends first. When you find one that's right for you, it can make a big difference.

1 Have you ever used an app for any of the things below? Was it helpful?

fitness healthy eating medical use sleep

2 Look at the phone screen above. What information does it show?

3 6.8 Read the article quickly. What type of app does each person talk about? Whose app is on the phone screen above?

4 Read the article again and complete the sentences. Use no more than three words in each sentence.

1 The article states that health-related apps are popular with *young people* .
2 Lack of sleep, certain foods or *stress* can cause migraines.
3 Nathan didn't have enough money to go *to the gym* .
4 Exercising to music can result in much better *performance* .
5 Luke's family are now eating much healthier *meals* .
6 It's a good idea to ask other people before you *choose an app* .

5 Look at the highlighted phrases related to health improvement in the article. Check you understand them. Use a dictionary if necessary.

YOUR WORLD

6 In pairs, discuss the questions. Think about the information in the article and your own experience.

1 Which type of health or fitness app would you like to use? Why?
2 What kind of app would you like someone to invent?

Exercise 2
It shows daily activity: date, type of activity (number of steps), sleep (time sleeping), number of calories consumed, amount of water drunk.

Exercise 3
Bella talks about a medical app and a relaxation app. Nathan talks about a fitness app. Luke talks about an app to check salt and sugar and a healthy eating app. The app on the phone screen is Nathan's.

EXAM

Exercise 4
International Certificate Level 2, Reading, Section 7, (sentence completion)

I can understand an article about health apps.

For the teacher
- Teaching notes, page 200

On the Portal
- Photocopiable activity: *Remedies*

For the student
- Workbook, page 61

On the Portal
- **Workbook:** Lesson 6.3
- **Extra Practice Activities:** Vocabulary

6.4 Grammar

Reported commands and requests

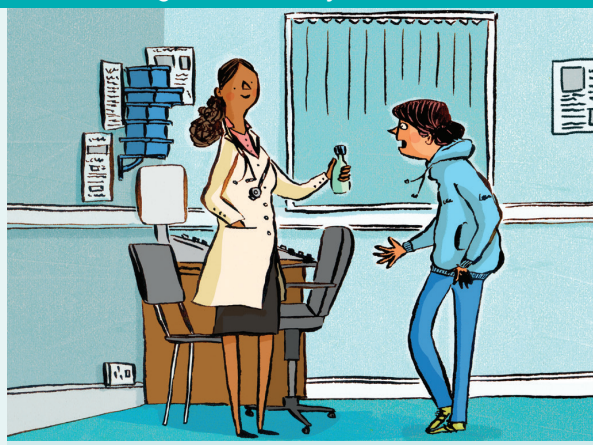
Exercise 1
The patient wanted some medicine to get fit fast and the doctor just told him to exercise.

Exercise 2
Sandra cut her finger. When she saw the blood, she fainted. Her friend tried to help, but she put a sticking plaster on the wrong finger by mistake.
Barry hurt his ankle. His mum told his sister to get the first aid kit. His sister put a bandage round both his legs, from his ankles to his knees.

Exercise 4
2 Carol told me to put it under the tap.
3 I asked Carol to do something.
4 She told me not to panic.
5 She asked me not to move.

Exercise 5
audioscript page 250
2 She told him to take a seat.
3 She asked him not to be nervous.
4 She told him to relax.
5 She asked him to tell her what the problem was.
6 She told him to explain where he had been hurt.
7 She asked him to show her which part of his body hurt.

Sandra's blog – It's a funny old world



'I asked the doctor to help me get fit. She gave me a small bottle of water and told me to take it for a 10 km walk every day.'

Funny health stories

Bad health isn't usually funny, but there are times when stories of injuries or illnesses can make us laugh.

For example, the other day I was at my friend Carol's and we were making lunch. Carol asked me to open a tin of sardines, but while I was doing it, I cut my finger. Carol told me to put it under the tap, but when I saw the blood in the water, I fainted. After a few seconds, I woke up and my finger was still bleeding – a lot! I asked Carol to do something. I was very upset. She told me not to panic and then ran to get her first aid kit. She asked me not to move while she put a sticking plaster on the cut. But after she'd done it, my finger was still bleeding. She'd put the plaster on the wrong finger!

Have you got any funny health stories? Why not share them with us?

Barry321

One time when I was little, I hurt my ankle. It was sore, so I asked my mum to make it better. She asked my sister Jodie to get the first aid kit. Then she told me to sit down so she could put a bandage on it. Just then, the doorbell rang. Mum told us not to do anything and went to the door. Jodie took the bandage and started putting it on me. I asked her to stop, but she told me not to worry. She said she knew what she was doing. When Mum came back, she started laughing. Jodie had put the bandage round both my legs, from my ankles to my knees. I couldn't walk!

1 Look at the cartoon in the blog post. Why is it funny?

2 6.9 Read the blog post quickly. What happened to Sandra? What happened to Barry?

3 Study the Grammar box. Find more examples of reported commands and requests in the blog post.

GRAMMAR Reported commands and requests

Commands
'Do more exercise.' ➔ She told him to do more exercise.
'Don't worry!' ➔ She told me not to worry.

Requests
'Can you give me something, please?' ➔ I asked the doctor to give me something.
'Please don't shout!' ➔ She asked him not to shout.

GRAMMAR TIME > PAGE 131

4 How did Sandra report these sentences in her story in the blog post?
1 Carol said to me, 'Can you open a tin of sardines?'
Carol asked me to open a tin of sardines.
2 Carol said to me, 'Put it under the tap.'
3 I said to Carol, 'Please do something.'
4 She said to me, 'Don't panic.'
5 She said to me, 'Please don't move.'

5 6.10 Report these commands and requests from a conversation between a female doctor and a male patient. Listen and check.
1 'Come in.'
She told him to come in.
2 'Take a seat.'
3 'Please don't be nervous.'
4 'Relax.'
5 'Can you tell me what the problem is?'
6 'Explain where you were hurt.'
7 'Please show me which part of your body hurts.'

YOUR WORLD

6 In pairs, tell your partner about a time when you hurt yourself or felt unwell. What did people ask you or tell you to do?
Once I fell off my bike and cut my knee. My mum told me to wash it and put a plaster on it and then she asked me to be more careful next time!

For the teacher
- Teaching notes, page 201
- *Need support?* worksheet, page 237
- Audioscript, page 250

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Smile, please!*
- **Test:** Grammar Check 6

For the student
- Workbook, page 62
- Grammar Time, Student's Book, page 131

On the Portal
- **Workbook:** Lesson 6.4
- **Extra Practice Activities:** Grammar

6.5 Listening and Vocabulary

Extreme sports

1 Which of the sports in photos A–D looks the most exciting?









2 6.11 Study the Vocabulary box. Which sports can you see in photos A–D?

VOCABULARY Extreme sports

abseiling BMXing *D* free running hang-gliding
kitesurfing *C* paddleboarding *B* parachuting
sandboarding whitewater rafting ziplining *A*

3 Write the words from the Vocabulary box in the correct categories.

1 on land: *abseiling*, *BMXing*, *free running*, *sandboarding*
2 in the air: *hang-gliding*, *parachuting*, *ziplining*
3 on/in the water: *kitesurfing*, *paddleboarding*, *whitewater rafting*

4 Complete the sentences with words from the Vocabulary box.

1 I love *BMXing*, so my parents got me a new bike for my birthday.
2 On our holiday in Tunisia last year, we went *sandboarding* in the desert.
3 We're going *whitewater rafting* on the Salmon River – I hope I don't fall in!
4 My dad tried *parachuting* once, but he was too scared to jump out of the plane!
5 We do *free running* around our town. It's a mix of athletics and acrobatics.
6 I tried *abseiling* for the first time today. We wore ropes and went down a ten-metre wall.

5 6.12 Listen to Ed talking about extreme sports. Number the parts of the body in the order you hear them.

a [4] brain b [2] lungs c [3] heart d [1] muscles

6 6.12 Listen again and answer the questions.

1 Why does Ed think extreme sports are good?
2 Who does he say should be careful about doing extreme sports?

7 6.13 Listen to Zara leaving a message. Which sports are they going to do at her party? *climbing and abseiling*

8 6.13 Listen again and complete the notes.

Zara's extreme party!

- Where: 'The *Climbing Wall* opposite [2] *the library* and next to the leisure centre
- When: Saturday, [3] *11.30* a.m.
- Tell Zara's mum about any [4] *food allergies*.
- Must wear: [5] *long sleeves* and trousers
- Phone Katy's mum about lift (mobile no.: [6] *07964738276*).

VIDEO **WIDER WORLD**

9 24 Watch five people talking about sports. Which sports do they mention?

10 In pairs, discuss the questions.

1 Have you ever tried an extreme sport? Which one? How did you feel?
2 If not, would you like to try? Why?/Why not?

I've never tried an extreme sport, but I'd like to try hang-gliding because I think it's the nearest thing to flying.

Exercises 5–6
audioscript page 250

Exercise 6
1 Because they are good for our physical health and mental health.
2 people who are unfit or have (serious) medical problems

Exercise 7
audioscript page 250

EXAM

Exercise 8
audioscript page 250

International Certificate Level 2, Listening, Section 3, (note completion)
B1 Preliminary for Schools, Listening, Part 3, (gap fill)

Exercise 9
videoscript page 250

Salim: rugby, skateboarding, snowboarding
Carol: hang-gliding
Marne: horse-riding
K.C.: parasailing, parachuting hang-gliding

I can understand a talk about extreme sports.

For the teacher
- Teaching notes, page 202
- *Need support?* worksheet, page 237
- Audioscript, page 250
- Videoscript, page 250

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Extreme sports*

For the student
- Workbook, page 63

On the Portal
- **Workbook:** Lesson 6.5
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

6.6 Speaking

Asking for and giving advice

VIDEO ▶ **I WISH I COULD HELP!**

Bea: Listen, guys, Carla's got a First Aid test tomorrow. How can we help her to revise for it?
Abe: I know. Let's do it in a practical way, right?
Eren: Yeah, that's a great idea.
Carla: Sorry I'm late.
Eren: No worries. Here, catch the frisbee, Carla!
Bea: No, no! Throw it to me! Oh, my nose! Should I keep my head up?
Carla: No, you'd better sit down, lean forward and breathe through your mouth.
Bea: That's better, thanks. You carry on.
Abe: Good throw, Eren. I've got it.
Eren: Are you all right, Abe? That was a nasty fall.
Abe: My ankle really hurts. What shall I do?
Carla: You need to put your foot up on my bag. And try pressing this cold bottle on your ankle. That should help.
Eren: Agh! What's that? I think a bee stung me on my neck! It really hurts!
Carla: Oh gosh! I wish I could help, but I haven't got a cream with me.
Eren: Carla, I'm fine. We're just helping you to revise First Aid!
Carla: Oh, I see!



SOUNDS GOOD! You carry on. • Are you all right? • Oh gosh!

1 Look at the photo. What do you think is happening?

2 ▶ 25 6.14 Watch or listen. Are Bea's, Abe's and Eren's injuries real? *No, they aren't.*

3 How do Carla's friends help her revise for a First Aid test?

SET FOR LIFE

4 In pairs, discuss the questions.
1 Do you remember things better when you revise in creative ways?
2 Think of a creative way you can revise for your next test or exam.

5 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Asking for and giving advice

Asking for advice
What do you think I should do?
If you were me, what would you do?
What shall I do? Should I keep my head up?
Have you got any ideas (what to do)?

Giving advice
If I were you, I'd make a doctor's appointment.
You'd better/It might be a good idea to lean forward.
You should/ought to/need to put your foot up.
Let's rest.
Have you tried/thought about putting some ice on it?
Try pressing your nose.
I'd recommend/advise/suggest taking an aspirin.

Being unable to give advice
I don't know what to advise/suggest/do, I'm afraid.
I wish I could help, but …
I'm afraid I can't really help you.

6 6.15 Listen to three people describing problems. Respond with your advice in each situation. Use phrases from the Speaking box.

7 6.16 Listen and compare the speakers' advice with your own.

YOUR WORLD

8 In pairs, choose one of the problems below. Take it in turns to ask for and give advice.

a bad headache a sore throat sneezing

Exercise 3
Carla's friends give her practical situations where she can practise her first aid skills.

Exercise 6
audioscript page 250

1 You'd better go to the doctor. It sounds like you've got an infection.
2 Have you tried putting a plaster on it? That should stop the bleeding.
3 Go home! You shouldn't go swimming with a stomach ache – it could be dangerous.

Exercise 7
audioscript page 250

For the teacher
- Teaching notes, page 203
- Audioscript, page 250

On the Portal
- **Photocopiable activity:** *What do you suggest?*

For the student
- Workbook, page 64

On the Portal
- **Workbook:** Lesson 6.6
- **Extra Practice Activities:** New Park video

6.7 Writing

A forum post about an experience

Mason Jarvis online

A learning experience: whitewater rafting



1 I've just been on a whitewater rafting course. The course took place on the River Dee. There were four teenagers in our group. Everyone told me that I would enjoy it. They were right!

2 First of all, our professional trainer, Dave, told us about safety and comfort on the raft. He explained that we had to wear helmets and wetsuits. Dave also reminded us to always wear our lifejackets.

3 After that, we went onto the raft. Our trainer showed us how to paddle and demonstrated how to swim in the river. He also warned us not to panic or jump off the boat. Dave advised us to practise moving the raft slowly. About thirty minutes later, we were ready to go.

4 As we started moving, I felt excited and scared. Soon, we were rafting quickly down the river. It was amazing!

5 I had never been rafting before. It was a fantastic learning experience. If you enjoy having fun outdoors, I encourage you to try it.

1 Have you ever been on a course to learn something new?

2 Read Mason's post. What did he do? What did he learn? Did he enjoy it?

3 Study the Writing box. Find similar sentences in Mason's post.

WRITING A forum post about an experience

1 **Get your reader's attention and basic details**
Let me tell you about a rock-climbing course I've just done.
It was in the Welsh mountains.

2 **Report on the training/event**
Our trainer explained how to climb safely …
She advised us to test our equipment …
Karen told us to be careful …

3 **Describe what happened next**
After the …, we tried to …
Soon after, we were ready to start …

4 **Describe what happened in the end**
Eventually, we arrived at the top of the …
It was awesome!

5 **Summary recommendation**
If you really want to try rock climbing, I highly recommend this course.

4 Study the Language box. Find examples of reporting verbs in Mason's post.

LANGUAGE Reporting verbs

We use reporting verbs to report what someone has said.

advise ask encourage explain persuade remind tell warn

5 Write five sentences to report what your teachers told you to do last week. Use reporting verbs from the Language box.

Last week our teacher advised us to revise for the end-of-term exam.

WRITING TIME

6 Write a post about a learning experience. Choose one of the ideas below or your own.

after-school club arts course language classes

1 **Find ideas**
Make notes for your post.

2 **Plan**
Organise your post into paragraphs. Use Mason's post to help you.

3 **Write and share**
- Write a draft of your post. Use the Language box and the Writing box to help you.
- Share your post with another student for feedback.
- Write the final version of your post.

4 **Check**
- Check language: have you used reporting verbs?
- Check grammar: have you used reported speech correctly?

Exercise 2
He did a whitewater rafting course. He learned how to keep safe while paddling a raft. He really enjoyed it.

I can write a post about a learning experience.

For the teacher
- Teaching notes, page 204

On the Portal
- Photocopiable activity: *Who said what?*

For the student
- Workbook, page 65

On the Portal
- Workbook: Lesson 6.7

Vocabulary Activator

WORDLIST 6.17

Health problems
asthma (n)
broken bone (n)
bruise (n)
chest/ear/eye infection (n)
cut (n)
fever (n)
insect bite (n)
migraine (n)
rash (n)
virus (n)

First aid kit
antibacterial spray (n)
antiseptic cream (n)
bandage (n)
cough medicine (n)
painkiller (n)
pill (n)
sticking plaster (n)
thermometer (n)

Word friends
(illnesses and accidents)
break a bone
fall ill
feel dizzy
have a serious injury
have an accident
hurt your arm/back/leg
lose your appetite/voice
your muscles ache
(at the doctor's)
ask for an appointment
describe your symptoms
get a blood test
get a prescription
make an appointment
take your temperature
(at the hospital)
get emergency treatment
have an operation

Word building
(health and illness)
allergic (adj)
allergy (n)
blind (adj)
blindness (n)
deaf (adj)
deafness (n)
depressed (adj)
depression (n)
ill (adj)
illness (n)
infect (v)
infection (n)
injure (v)
injury (n)
operate (v)
operation (n)
pain (n)
painful (adj)
sick (adj)
sickness (n)

Health improvement
avoid certain foods
count your steps
give advice
have more energy
make a big difference
manage your symptoms
measure your heart rate
measure your speed
show a walking route
stay calm
take control of your health and fitness

Extreme sports
abseiling (n)
BMXing (n)
free running (n)
hang-gliding (n)
kitesurfing (n)
paddleboarding (n)
parachuting (n)
sandboarding (n)
whitewater rafting (n)
ziplining (n)

Extra words
ankle (n)
bleed (v)
brain (n)
chemist's (n)
colour blind (adj)
condition (n)
cough (v)
doctor's surgery (n)
emergency services (n)
eye test (n)
faint (v)
fall (n)
health care (n)
lung (n)
nosebleed (n)
sneeze (v)
sore throat (n)
stomach ache (n)
suffer (an injury) (v)
take care of yourself

1 Complete the words in the sentences.

1 My app showed me a long walking r*oute* yesterday. When I walked it, the app counted 24,152 s*teps*. My muscles a*che* today!
2 When my friend had a chest i*nfection*, she needed c*ough* medicine.
3 I h*urt* my arm playing basketball. It wasn't a s*erious* injury, but it was too p*ainful* to finish the game.

2 Complete the phrases with the verbs below. Which phrases describe a problem (P) and which are things that can help (H)?

break fall feel give have ~~measure~~ stay take

1 [H] *measure* your heart rate
2 [H] *take* your temperature
3 [P] *fall* ill
4 [P] *break* a bone
5 [H] try to *stay* calm
6 [P] *feel* dizzy
7 [H] *give* a friend advice
8 [P] *have* an accident

3 Find words in the wordlist to match the definitions.

1 a document from the doctor with medicine and instructions: *prescription*
2 when a doctor cuts into your body to help you: *operation*
3 not being able to see: *blindness*
4 you need a kayak and a fast river for this sport: *whitewater rafting*
5 a kind of headache; sometimes people feel sick with it too: *migraine*

4 6.18 **PRONUNCIATION** Sentence stress falls on the important information in a sentence. Read the dialogue and underline the important information that you think is stressed. Listen and check.

A: I have an insect bite on my foot.
B: Are you sure?
A: I think so.
B: Can I take a look?
A: Sure, it's just there.
B: I can see it. I'll put some cream on it.

5 6.18 **PRONUNCIATION** Listen again and repeat. Then, in pairs, practise the dialogue.

For the teacher
- Audioscript, page 250

On the Portal
- **Tests:** Unit 6 Test, Unit 6 Writing Test

For the student
- Workbook, pages 66–67

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct answer.

1 Sheila isn't feeling well. She has lost her ___ and doesn't want to eat.
a voice b bite (c) appetite

2 Always remember that regular exercise ___ a big difference to your health.
a gives b does (c) makes

3 In ___ , the wind pulls you across the water.
(a) kitesurfing b ziplining c hang-gliding

4 Take this ___ to the chemist's tomorrow morning to get your medicine.
a receipt (b) prescription c infection

5 My grandma ___ an operation on her eyes.
a made b did (c) had

6 I have an app which measures the distance of my walking ___ .
(a) route b way c path

7 People with allergies must ___ some kinds of food and drink.
a manage (b) avoid c lose

8 When Olivia said she was ___ dizzy, I told her to lie down.
a having b making (c) feeling

9 In ___ , you go down a rock by sliding down a rope.
(a) abseiling b BMXing c ziplining

10 This app helps you measure your heart ___ .
a speed (b) rate c route

2 Complete the dialogue with the words below.

appointment bone injury ~~kit~~ painkillers plasters symptoms thermometer treatment ziplining

Parent: How do you take care of students' health in this summer school?

Director: There is a twenty-four-hour first aid officer with a first aid [1] *kit* . He can give a few [2] *painkillers* for a headache, use the [3] *thermometer* to take temperatures or use bandages and sticking [4] *plasters* if someone's bleeding.

Parent: But you have some extreme sports here, like [5] *ziplining* . What happens with a more serious [6] *injury* ?

Director: The hospital is a ten-minute drive for emergency [7] *treatment* – for example, if someone breaks a [8] *bone* . If it's less serious, students describe their [9] *symptoms* and we can ask for a quick [10] *appointment* with a doctor.

Grammar

3 Choose the correct option.

1 My friend offered me a sandwich, but I told him *I'm not* / *I wasn't* hungry.

2 I asked a man *where was the post office* / *where the post office was*.

3 The shop assistant told me she *sold* / *had sold* her last sun cream.

4 Amy said she *will help* / *would help* us paint the bedroom, but she isn't here.

5 The teacher asked *had we completed* / *whether we'd completed* our projects.

6 Bill told me he *is watching* / *was watching* birds when I met him in the park.

7 Someone was feeling dizzy on the bus, so I said I *know* / *knew* how to help.

4 Complete the reported commands and requests in the sentences.

1 When I felt dizzy in class the other day, the teacher *told me to lie down* (tell/lie down).

2 Mum *asked me to get* (ask/get) her prescription when I was at the shops.

3 When a bee flew near my face, my friend *told me not to move* (tell/not move).

4 The doctor *asked me not to move* (ask/not move) my head when she was examining my ear.

5 When we saw a bear in the forest, our leader *told us not to run* (tell/not run).

6 The doctor *asked me to describe* (ask/describe) my symptoms.



Speaking

5 In pairs, do the speaking task. Student A, go to page 137. Student B, go to page 142. Follow the instructions.

Dictation

6 6.19 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
Sample answer:

A My cat is at the top of a tree and she won't come down. Have you got any ideas what to do?
B Have you tried calling her?
A Yes. She tries to come down, but she can't.
B You need to find someone with a ladder. It might be a good idea to call emergency services./I don't know what to suggest, I'm afraid.

EXAM

Exercise 6

audioscript page 250

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

Take action!









1 Match the statements with photos A–D.

1 C Getting around should be easier for people who use wheelchairs.
2 B It's terrible that there's so much rubbish in this beautiful place.
3 D It's a shame there isn't anything fun for young people to do in this town.
4 A It's sad that so many older people are lonely.

2 In pairs, discuss the questions.

1 Are there similar problems to the ones in Exercise 1 in your community?
2 What other problems are there?
3 What can young people do to make a difference in their community and help to solve these problems?

3 6.20 Listen to a radio interview. Which problem is it about? Did the speakers mention any of your ideas from Exercise 2?

lonely old people

4 6.20 Mark the sentences T (true) or F (false). Then listen again and check.

1 T Ash said that he had started his campaign because of a conversation with his grandmother.
2 F He said that he had talked to different companies in his town about the problem.
3 T He said that one of the main reasons for the problem was that some older people didn't live near their families.
4 T He said that he had organised a petition for better bus transport in his town.
5 F He said that he had raised money to teach old people about social media.
6 F He said that the posters in his school had helped him to get a lot of volunteers.
7 T He said that doctors had given older people leaflets about the club.
8 F He didn't think his campaign made a difference.

Exercises 3–4
audioscript page 251

For the teacher
- Teaching notes, page 205
- Audioscript, page 251

On the Portal
- Photocopiable activity: *Take action!*

Make a difference

5 Read what some people have done to make a difference. Complete the sentences with the words below.

campaign leaflet petition poster ~~sponsored run~~ volunteers

1 I organised a *sponsored run* . My friends and I ran 100 kilometres in ten days, and our friends and family paid us. We raised enough money to buy a community piano for the leisure centre.
2 I designed a *poster* to advertise a new club for children with disabilities. Then I put it up in lots of places around town.
3 I got together a team of *volunteers* and we picked up a lot of rubbish in the park.
4 I started a social media *campaign* to persuade people to walk instead of driving cars.
5 I started an online *petition* . It asked the council not to close our sports centre, and thousands of people signed it.
6 I made a *leaflet* about safe cycling and gave it to children in my town's primary school.

6 In pairs, discuss how you might help to solve the problems in the other photos on page 84. Use the ideas in Exercise 5 and the Useful phrases to help you.

7 Read the Useful tips. In pairs, discuss the questions.

1 Which of the suggestions in the tips do you think are the easiest to organise?
2 Which might make the biggest difference?
3 Are there any other tips that you'd like to add?

SET FOR LIFE

8 In small groups, plan how to make a difference in your community. Follow the instructions.

1 **Choose one of the problems in Exercise 1.**

2 **Discuss what you can do to make a difference and list at least three ideas. Use expressions from the Useful phrases box.**

3 **Prepare a presentation to tell the class about your plans. Include:**
- the reason(s) you have chosen this problem.
- the actions you are going to take.
- the results you hope to achieve.

4 **Give your presentation to the class.**

USEFUL TIPS

To make a difference in your community, choose a problem, find out more about it and take action.

- Find some volunteers to help.
- Tell people about the problem through posters, leaflets or social media.
- Raise money through a cake sale, a sponsored sports event or a quiz night.
- Start an online petition.
- Write to politicians, businesspeople or newspapers.

USEFUL PHRASES

Suggesting

I think we should start a …
It might be a good idea to write …
Let's get together a team of volunteers to …
Maybe we could ask … (not) to …

Responding to other people's suggestions

Great idea.
Yes, that could work.
That's a nice idea, but I'm not sure it will work because …

Talking about your plan

We're going to …
We hope to raise enough money to …
We want to persuade people to …



Progress Check Units 1–6

Vocabulary and Grammar

1 Choose the correct answer.

1 If your boss asks you to ___ overtime at work, ask for more money!
a make (b) do c earn

2 If I ___ the opportunity, I would certainly learn more about first aid.
a have b 'd had (c) had

3 Objects fall towards the Earth because of the ___ of gravity.
(a) energy b size c height

4 I voted ___ him in the last election.
a on (b) for c to

5 Put some antibacterial ___ on that cut.
a plaster b pill (c) spray

6 Let's eat a quick lunch at the museum. We need to ___ the most of our time there.
(a) make b take c get

7 At her job interview, they asked Sandra whether ___ done voluntary work.
a had she (b) she had c did she

2 Complete the text with one word in each gap.

I [1]*'ve* always been interested in fashion design. I had applied [2]*for* a lot of jobs, but I had never been successful. But last week a big company asked me [3]*if/whether* I could come in for an interview. The interview went well – they offered me the job and I've already [4]*signed* the contract! This time [5]*next* year I'll be designing my own clothes! But I need more training, so in the first month I'm going to take part [6]*in* a series of workshops. It's a good thing I kept [7]*on* trying. If I'd given up, I wouldn't [8]*have* had this opportunity.

3 Complete the sentences with words formed from the words in brackets.

1 Derek was pleased to start a new job. He had been *unemployed* (EMPLOY) for months.
2 I hurt myself when I fell from the tree, but I didn't have any *broken* (BREAK) bones.
3 We need an *electrician* (ELECTRICITY) because our kitchen lights don't work.
4 My brother is very *competitive* (COMPETITION). He takes winning too seriously!
5 Don't worry, the treatment for your knee isn't *painful* (PAIN).
6 We need to protect the giant panda because it is an *endangered* (DANGER) animal.
7 If you speak another language really well, you can be a *translator* (TRANSLATE).

Speaking

4 Complete the dialogue with the words below.

need next seems ~~should~~ so that's were would

A: I'm going to help in a city library one day next week. It's part of learning about different jobs at school.
B: That's great! But it might be a good idea to prepare first.
A: Really? What do you think I [1]*should* do?
B: First, find out something about the work. [2]*Next*, think about what you would like to learn. Write some questions.
A: That [3]*seems* easy.
B: I guess [4]*so*. Do you [5]*need* a hand?
A: That [6]*would* be great, thanks!
B: If I [7]*were* you, I'd ask how they choose new books.
A: I think [8]*that's* a good idea.

5 In pairs, help each other prepare for a day of practical work experience. Follow these steps.

1 Student A, choose a job that you would like to get work experience in. Tell Student B.
I'm going to be a librarian for a day next week!
2 Student B, suggest ideas about how Student A can prepare for their work experience.
It might be a good idea to …/You should …
3 Student A, respond to Student B's suggestions.
I think that's a good idea./What next?
4 Change roles.

Listening

6 PC1–6.1 Listen to a museum guide and complete the text. Use 1–3 words in each gap.

SPACE MUSEUM TOUR

The first room in the space museum tour is [1]*the planet room*. In this first room, visitors can see our [2]*solar system* on the wall facing them.

In the second room, visitors can learn about astronauts. Astronauts do the work of [3]*a mechanic* outside the space station.

Visitors can also try a computer app. It shows how astronauts can [4]*describe their symptoms* to get help for health problems.

In the third room, you can do an experiment with helium gas. It's light, so it makes a balloon [5]*go up*.

In the large room, visitors learn that there are [6]*100,000/one hundred thousand* million stars in our galaxy.

EXAM

Exercise 6

audioscript page 251

International Certificate Level 2, Listening, Section 3, (note completion)

B1 Preliminary for Schools, Listening, Part 3, (gap fill)

For the teacher
- Audioscript, page 251

On the Portal
- Photocopiable activities: *Half a crossword, Follow the instructions*
- Tests: Units 1–6 Progress Test, Units 1–6 Progress Writing Test, Units 1–6 Progress Speaking Test

For the student
- Workbook: Exam Time 2 Units 1–6, pages 105–107

On the Portal
- Workbook: Exam Time 2 Units 1–6
- Extra Practice Activities: Use of English

Reading

7 PC1–6.2 **Read the blog post and choose the correct answer.**

1 Why did the head teacher want parents to come to the school early?
- a She wanted to ask the parents some questions.
- b She wanted to learn about the parents' jobs.
- (c) She wanted the parents to share their job experiences with students.
- d She wanted the parents to make some decisions about their children's future.

2 What did Genna's friends think about a librarian's job?
- a They all thought it was boring.
- b They didn't think it was a useful job anymore.
- (c) It made some of them consider doing the job in the future.
- d They realised it includes visiting members of the library.

3 What did Genna's best friend learn about the work of an app designer?
- a It was exactly how she imagined it.
- (b) It didn't seem so attractive after she had talked to them.
- c The most important thing in the job is imagination.
- d It's not important to work as part of a team.

4 What did Genna think about the lab assistant?
- a She wasn't very focused.
- b She was unfriendly.
- c She seemed to apologise about her job.
- (d) She was encouraging.

5 What is the best way to sum up the last paragraph?
- (a) It shows how important it is to see the practical side of a job.
- b It explains how the lab assistant created a new kind of medicine.
- c It describes all the ways computers help a lab assistant's work.
- d It shows that first impressions about a job are always right.

GENNA'S BLOG

Career Day

At our last parents' evening, the head teacher thought it would be a good idea for parents to come in a couple of hours earlier. The idea was for the students to meet parents with different jobs, learn about them and maybe ask some questions. If the students found out about jobs from people who did them, it would help them make their own decisions in the future.

My mum didn't want to do it at first. She's a librarian and she thought that nobody would come and talk to her because they would think it was a boring job. She decided to come in the end, and many of my friends talked to her. Later they told me it made them think about how useful her work was. She advises all members of the community who visit the library. Some of my friends have started thinking about becoming librarians now!

My best friend really likes computers and spent time talking to an app designer – she'd like to design apps herself. But she was surprised by how much more there is to the job than just being creative. The designer has to work as part of a team. He gets feedback from colleagues at each stage in the project and has to change things. Sometimes he has to start all over again. My friend has started thinking about other jobs now!

I talked to a lab assistant. When she was describing her work, it was difficult for me to concentrate and she could see that. So she started talking about other things instead: her sons, food, TV and stuff. She smiled and said she could see I wasn't very interested in her job. I felt a bit bad and said I was sorry. So she asked me to come to her work and find out more about it. 'Give it a chance!' she said.

So, a few days later, I did. She showed me one way her research team use computers to develop medicine. It was hard to follow what she was saying. But then she asked me to sit in front of the computer and try making my own medicine! To me, it made a big difference when I had a go myself. Maybe I would like to do that as a job one day. But if she hadn't introduced me to it, I never would have thought about it.

EXAM

Exercise 7
B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)

Writing

8 **Write a for and against essay on this question: is it a good idea to do voluntary work? Include this information.**
- an introduction saying why voluntary work is important, and a few examples of voluntary work
- some advantages of doing voluntary work
- some disadvantages
- a summary of your opinion, saying how you might decide to do voluntary work

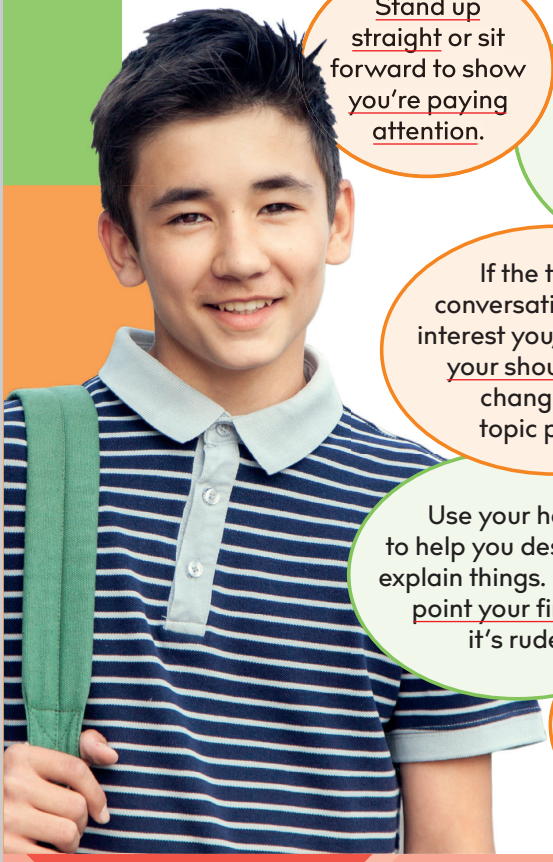
Beyond words 7

VOCABULARY
Effective communication and body language | Word building: communication | The media | Advertising

GRAMMAR
The passive: Present Simple, Past Simple, Present Perfect, modal verbs | The passive with *will*

How to be a good communicator

We all prefer talking to people who are interested in what we say. Follow these tips to learn how to listen actively and communicate well.



Stand up straight or sit forward to show you're paying attention.

Make eye contact, but don't look someone in the eye all the time. That can make people uncomfortable.

Ask questions and use phrases like 'I see', 'I know' and 'that's right' to show you're following the conversation.

Listen, even when someone's views are different from yours.

If the topic of conversation doesn't interest you, don't shrug your shoulders. Try changing the topic politely.

Nod your head to show you understand or agree. But if you disagree, try not to shake your head too much and never raise your voice.

Use your hands to help you describe or explain things. But don't point your finger – it's rude.

Don't fold your arms in front of you. It might suggest you don't have an open mind.

And finally, smile. People like a happy face!



7.1 Vocabulary

Communication and body language

1 Are you a good communicator? What can you do to communicate better?

2 Read the text. Does it mention any of your ideas from Exercise 1?

3 7.1 **WORD FRIENDS** Check you understand the phrases. Find twelve of them in the text.

fold your arms
follow a conversation
have an open mind
look someone in the eye
make eye contact
nod/shake your head
pay attention
point your finger
raise an eyebrow
raise/lower your voice
shrug your shoulders
stand up straight

For the teacher
- Teaching notes, page 206
- Videoscript, page 251

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Communicate*
- **Test:** Vocabulary Check 7

For the student
- Workbook, pages 70–71

On the Portal
- **Workbook:** Lesson 7.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 Complete the sentences with phrases from Exercise 3. Do you agree with the sentences? Why?/Why not?

1 You can't really understand someone if you don't *pay attention* to what they say.
2 If you want people to trust you, keep your head up and *look* them *in the eye*.
3 When you're angry with someone, don't *point* your *finger* at them; keep your hands down. And try not to shout or *raise your voice*.
4 If someone asks you what you want to do and you don't really mind, don't *shrug* your *shoulders*. It suggests you don't care.
5 You can *raise* one *eyebrow* to show you're a little surprised; if you raise two, it shows you're shocked.
6 It's better to *have* an *open mind* than to be closed to new ideas.

5 Choose the correct option. Then, in pairs, discuss the questions.

1 Do you usually *raise* / *stand up* straight?
2 Are you good at *having* / *making* eye contact with other people? Is it easy to talk to people who don't *look* / *point* you in the eye?
3 Are there any situations where it is necessary to *raise* / *shake* your voice?
4 Is it always rude to *point* / *shrug* your shoulders? Do you ever do it?
5 How do you feel when someone *nods* / *points* their finger at you during an argument? Does it bother you?
6 How do you show you disagree with someone? Do you *fold* / *shake* your head? Do you *fold* / *shake* your arms in front of you?
7 Can you *follow* / *pay* a conversation at the same time as checking your phone?
8 Is it possible to *have* / *make* an open mind about everything?

6 7.2 Study the Vocabulary box. Write the nouns formed from the verbs. Use a dictionary if necessary. Listen and check.

VOCABULARY Word building: communication

Verb	Noun
communicate	*communication*
define	*definition*
describe	*description*
discuss	*discussion*
explain	*explanation*
express	*expression*
inform	*information*
pronounce	*pronunciation*
suggest	*suggestion*

7 Complete the sentences with the correct form of words from the Vocabulary box.

1 My new dictionary app gives me a d*efinition* of any word I don't know.
2 It took me a long time to remember the correct p*ronunciation* of 'Edinburgh'.
3 I went to bed late because my parents wanted to d*iscuss* my future plans.
4 Anna tried to e*xplain* to Matt why she was late, but he didn't listen.
5 After lots of s*uggestions* from everyone, we decided to stay in and watch a film.
6 I was able to give the police a good d*escription* of the thief.

8 7.3 Complete the blog post with the correct form of words from the Vocabulary box. Listen and check.

FACE TIME OR SCREEN TIME?

We watched a documentary in class yesterday about non-verbal [1]c*ommunication*. There was a lot of interesting [2]i*nformation* about body language. An expert from Canada [3]d*escribed/defined* the meaning of different movements. Her [4]e*xplanation* was clear and entertaining. She had a great accent. I loved the way she [5]p*ronounced* some words, and she used some Canadian [6]e*xpressions* that I'd never heard before. Afterwards, we had a lively [7]d*iscussion* on how we prefer to [8]c*ommunicate* with friends. I [9]s*uggested* that it's easier to [10]e*xpress* your feelings when you're physically with other people rather than talking to them on a screen.

VIDEO WIDER WORLD

9 26 Watch seven people taking about communication. When do the speakers find communicating difficult?

10 In pairs, discuss in which situations you find communicating difficult. Use the ideas below to help you.

face-to-face in a foreign language
in a video conference on the phone
with large groups of people with strangers

Talking on the phone is hard because you can't use body language.

Exercise 9

videoscript page 251

Jiaying – at a party with lots of people
Marne – in crowded noisy places
Martina (and Alberto) – with people who come from different countries and have different accents
Allister – when giving explanations to players who don't understand English
Myriam – at work with colleagues, especially when working as team leader and there is a conflict
Zharif – during a work interview, when you're nervous

7.2 Grammar

The passive

Exercise 1
In an escape room a small team of players use logic and observational skills to work out the answers to clues to finish a game within a time limit.

Exercise 4
do – done;
find – found;
gave – given;
hear – heard;
keep – kept;
know – known;
lose – lost;
make – made;
say – said;
see – seen;
show – shown;
speak – spoken;
take – taken;
teach – taught;
tell – told;
win – won;
write – written

Exercise 5
audioscript page 251

1 Have you ever been in an escape room? What happens there? Is an escape room a good place to improve your communication skills? Why?/Why not?

2 7.4 Read the introduction to a podcast and answer the questions.

1 When did the Beat It escape room open?
a year ago
2 How many players can play *CommunicOut*?
2–6
3 What's the key to winning the game?
teamwork and good communication skills
4 How long do you have to finish the game?
one hour



ESCAPE ROOMS

Have you ever been to an escape room? I've just been to one called Beat It. It opened a year ago and since then, thousands of customers have been challenged by their fantastic games. Their newest game is called *CommunicOut*. It's designed for groups of 2–6 and it must be finished within one hour. The game was specially created by experts to improve communication skills. Role plays are used, so each player can experience various roles and situations. Before you start, you are told to listen carefully and to observe everything. Everyone in the group should be heard because the game can't be won unless you work as a team. Listen to today's podcast as I tell Mel how I got on.

3 Study the Grammar box. Find more examples of the passive in the text.

GRAMMAR The passive

Present Simple
The game is designed for groups of 2–6.
Prizes are given out to the winners at the end.

Past Simple
The game was created by experts.
We were invited to an escape room recently.

Present Perfect
This new room has already been visited by hundreds of players.
Thousands of customers have been challenged by their games.

Modal verbs
The game must be finished in one hour.
It can't be won without teamwork.
Everyone should be heard.

GRAMMAR TIME > PAGE 132

4 Write the past participle form of the verbs below.

~~be~~ do find gave hear keep know lose make say see show speak take teach tell win write

be – been

5 7.5 Complete the second sentence using the passive. Listen and check.

1 Zac joins me.
I *'m joined* by Zac.
2 Bad weather delayed my train.
My train *was delayed* by bad weather.
3 They give out some instructions.
Some instructions *are given out* .
4 You must complete the game in an hour.
The game *must be completed* in an hour.
5 You can't do it if you don't share ideas.
It *can't be done* if you don't share ideas.
6 Someone invited you to an escape room.
You *were invited* to an escape room.
7 My cousin Mike took me there.
I *was taken there by* my cousin Mike.
8 Nobody has ever invited me to do something like that.
I *'ve never been invited* to do something like that.
9 We raised our voices once or twice.
Our voices *were raised* once or twice.



YOUR WORLD

6 Complete the sentences so they are true for you. Then, in pairs, compare your sentences.

1 In my family, birthdays are usually celebrated in …
2 The best game I've ever played was given to me by …
3 I've never been invited to …
4 Something that can't be done without teamwork is …

For the teacher
- Teaching notes, page 207
- *Need support?* worksheet, page 238
- Audioscript, page 251

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Twitter and tweets*
- **Test:** Grammar Check 7

For the student
- Workbook, page 72
- Grammar Time, Student's Book, page 132

On the Portal
- **Workbook:** Lesson 7.2
- **Extra Practice Activities:** Grammar

APRIL FOOL'S DAY IN THE MEDIA

Newspapers are usually reliable sources of news. So are radio stations and TV channels. [1] *h* In Spain it's on 28 December. But in most of the world, including the UK, it's on 1 April and it's known as April Fool's Day.

One of the earliest April Fool's Day reports on British television was shown on the BBC in 1957. [2] *b* The reporter on location explained they were picking spaghetti from the trees before putting it in the sun to dry. Many viewers believed the story and sent letters asking where spaghetti trees could be bought.

In 1971, on French radio, it was revealed that drivers would have to begin driving on the left. The reason given? To help British tourists.

On 1 April 1976, on BBC Radio 2, the famous astronomer Patrick Moore reported that the position of two planets was going to reduce the effect of gravity. [3] *e* Moore invited his listeners to jump in the air at precisely 9.47 a.m. to experience a floating feeling like astronauts. Many did.

More recently, in 2008, the BBC reported on flying penguins in Antarctica. The birds were filmed apparently preparing for their long flight to the Amazon.

Many April Fool's jokes have been printed in the press. In 1931 a Berlin journalist wrote an article with a photo of a bus that was four floors high. [4] *c* And one year, on 28 December, a local newspaper in the Spanish city of Granada talked about free helicopter rides from the city centre to the Sierra Nevada ski resort. Hundreds of excited skiers turned up with their skis.

Should the media play jokes like these on their audiences? They're funny, but some people think it's not right for news organisations to tell lies and make fun of people. Some of the skiers in Granada, for example, were angry that they'd wasted their time and been made to look silly.

Finally, there's one more problem with April Fool's Day. [5] *d* For example, in 1946 many people in Hawaii and Alaska ignored warnings about a tsunami because it was 1 April. 165 people were killed.



1 Have you ever heard any strange or funny stories reported in the media? What were they?

2 Read the article quickly. Answer the questions.
1 Which story do you find the funniest?
2 Which is the hardest to believe?

3 7.6 Read the article again. For each gap (1–5), choose the correct sentence (a–h). There are three extra sentences. Listen and check.
a At first, it didn't seem such a strange story.
b It showed farm workers in a field in Switzerland.
c It wasn't explained how it passed under bridges.
d People might believe a serious story is just a joke.
e As a result, people would feel lighter for a few seconds.
f Most people just laugh when they hear stories like that.
g But it's not a good idea to believe everything you see or hear.
h However, there is one day every year when false stories are reported.

4 In pairs, ask and answer about the media in your country. Use the highlighted media words in the article.
What's your favourite TV channel?

5 7.7 Listen to a girl talking about her brother's April Fool's Day tricks. What four tricks does she describe?

6 Which of the tricks in Exercise 5 do you think is the funniest? Why? Discuss in pairs.

YOUR WORLD

7 In pairs, discuss the questions.
1 Is it all right to have April Fool's jokes in the media? Why?/Why not?
2 Have you ever played an April Fool's trick on someone? What was it?
3 Has anyone ever played an April Fool's trick on you? What was it?

EXAM

Exercise 3
B1 Preliminary for Schools, Reading, Part 4, (gapped text)

Exercise 5
audioscript page 252

1 changing the language on the TV
2 putting the wrong socks in his sister's drawer
3 sticking a plastic spider on the inside of a lamp
4 asking for a left-handed hamburger

I can understand an article about April Fool's jokes in the media.

For the teacher
- Teaching notes, page 208
- *Need support?* worksheet, page 238
- Audioscript, page 252

On the Portal
- Photocopiable activity: *What was the April Fool's joke?*

For the student
- Workbook, page 73

On the Portal
- Workbook: Lesson 7.3
- Extra Practice Activities: Vocabulary

7.4 Grammar

The passive with *will*

Exercise 2
Parents, teachers and students at Meadowbank High School can take the course. It's for beginners. It will take place in room 1H on Mondays at 4.30 p.m. from September to December.

Exercise 5
2 You will be sent more information by email. More information will be sent to you by email.
3 The students won't be given exams. Exams won't be given to the students.
4 Will we be provided with tea and biscuits? Will tea and biscuits be provided (to us)?

Exercise 6
2 will be taught at our school by teachers from Beijing
3 will be given great importance in the classes
4 won't be tested; will be organised
5 will be prepared to celebrate

Exercise 7
2 Do you think we will be given any homework today?
3 Will sign language be taught in your school one day?
4 Do you think a big party will be organised for the end of the term?

1 Does your school offer sign language classes? If not, do you think it would be a good idea to add them? Why?/Why not?

2 7.8 Read the leaflet. Who can take the sign language course? What level is it? Where and when will it take place?

MEADOWBANK
High School

LEARN SIGN LANGUAGE

We are pleased to report that from September to December free sign language classes will be offered to parents, teachers and students at Meadowbank High.
The classes will be aimed at beginners.
The course, which will be taught by a professional teacher, will be held in room 1H on Mondays at 4.30 p.m. All materials will be provided. You won't be expected to do homework, but there will be online exercises on the school website for further practice. If numbers are not high enough, the classes won't be continued in January.

3 Study the Grammar box. Find more examples of the passive with *will* in the leaflet.

GRAMMAR The passive with *will*

The classes will be aimed at beginners.
You won't be expected to do homework.
Will we be given homework?

GRAMMAR TIME > PAGE 132

WATCH OUT!
Sometimes you can form two passive sentences from one active sentence.
Active: *The school **will offer** free classes to parents.*
Passive: ***Free classes** will be offered **to parents**.*
***Parents** will be offered **free classes**.*

4 Complete the sentences with *will* and the passive form of the verbs in brackets.
1 The course *will be offered* (offer) for free.
2 The alphabet *will be written* (write) on the board.
3 Dictionaries *won't be needed* (not need).
4 Some mistakes *will be made* (make).
5 *Will a video be shown* (a video/show)?
6 The classes *won't be filmed* (not film).

5 Rewrite each of these sentences in two different ways in the passive.
1 We will give the students handouts.
The students will be given handouts.
Handouts will be given to the students.
2 We will send more information to you by email.
3 We won't give the students exams.
4 Will they provide us with tea and biscuits?

6 7.9 Read the text. Complete the sentences below using the passive with *will*. Listen and check.

We believe that large companies will use Mandarin Chinese more often in the future. So from next week teachers from Beijing will teach Mandarin at our school. They will give great importance to pronunciation and speaking in the classes. They won't test students, but they will organise a weekly quiz. At the end of the course they will prepare a Chinese meal to celebrate.

1 Mandarin Chinese *will be used by large companies* more often in the future.
2 So from next week Mandarin _____ .
3 Pronunciation and speaking _____ .
4 The students _____ , but a weekly quiz _____ .
5 At the end of the course a Chinese meal _____ .

YOUR WORLD

7 Make questions using the passive with *will*. Then, in pairs, ask and answer the questions.
1 when / your next school trip / organise / ?
2 do you think / we / give / any homework / today / ?
3 sign language / teach / in your school / one day / ?
4 do you think / a big party / organise / for the end of the term / ?

A: When will your next school trip be organised?
B: I hope it'll be organised soon, but I don't know.

Unit 7 92 I can use the future form of the passive.

For the teacher
- Teaching notes, page 209

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Predictions*
- **Test:** Grammar Check 7

For the student
- Workbook, page 74
- Grammar Time, Student's Book, page 132

On the Portal
- **Workbook:** Lesson 7.4
- **Extra Practice Activities:** Grammar

7.5 Listening and Vocabulary

Advertising



1 What type of advertising do you most often see or hear?

2 7.10 Study the Vocabulary box. Which things from the box can you see in the photo above?

VOCABULARY Advertising

billboard✓ brand✓ commercial leaflet logo✓ poster slogan✓ target audience

3 Complete the sentences with the correct form of words from the Vocabulary box.

1 There's a huge *billboard* near the stadium. It's advertising an energy drink.
2 The *slogan* for this sports company is 'Everyone's a winner'.
3 The *logo* for that clothing company is a green crocodile.
4 A man is handing out *leaflets* for the music festival next weekend.
5 There are too many *commercials* on TV. It's annoying when you're watching a film.
6 The *target audience* for this advert is children, so it's shown after school.
7 I have a big *poster* of Rafael Nadal advertising that product on my wall.
8 I always buy the same *brand* of shampoo.

4 7.11 Listen to five extracts from TV commercials. Match the extracts (1–5) with the products (a–h). There are three extra products.

a [5] chocolate
b [ ] trainers
c [ ] perfume
d [3] toothpaste
e [4] washing-up liquid
f [ ] nail varnish
g [1] a hamburger
h [2] a mountain bike

5 7.11 Listen again. Which commercial would be the most successful? Why? Discuss in pairs.

6 7.12 Listen to four short dialogues. Choose the correct answer.

1 You will hear a girl telling her mother about a pair of jeans she wants to buy. What does she say about them?
a She had a pair like that when she was younger.
(b) She likes the TV commercial for them.
c They have a logo with a silver star on it.

2 You will hear two friends talking about a restaurant. What does the girl like about it?
a You can drink as much as you like for free.
(b) There's a good choice of salads.
c The pizzas are the best she's ever had.

3 You will hear two friends talking about a poster for a music festival. Where do they think is the best place to put it up?
(a) in a supermarket
b in a music shop
c at the school

4 You will hear a boy talking to his father. Why can't his father take him to football training?
a He's working that day.
b He has to take the boy's sister to swimming lessons.
(c) He won't be able to use the car at that time.

VIDEO **WIDER WORLD**

7 27 Watch seven people talking about their favourite TV commercials. Match the adjectives below that they use to describe them with four of the products (1–5).

brilliant complex cool emotional fantastic funny hilarious interesting nice smart weird

1 John Lewis department store: *cool, interesting, emotional, fantastic, nice*
2 Dairy Milk chocolate: *hilarious*
3 *Chanel* perfume: –
4 a car: *fantastic, smart, complex*
5 Cadbury chocolate: *funny, weird, brilliant*

8 In pairs, tell each other about your favourite TV commercial. Describe it and say why you like it. Use the adjectives in Exercise 7.

Exercises 4–5
audioscript page 252

EXAM
Exercise 6
audioscript page 252
B1 Preliminary for Schools, Listening, Part 2, (3-option multiple choice)

Exercise 7
videoscript page 252

I can understand short TV commercials.

For the teacher
- Teaching notes, page 210
- *Need support?* worksheet, page 238
- Audioscript, page 252
- Videoscript, page 252

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Advertising campaign*

For the student
- Workbook, page 75

On the Portal
- **Workbook:** Lesson 7.5
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

7.6 Speaking

Clarifying and rephrasing

VIDEO WHAT DO YOU MEAN?



Eren: Thanks for helping me practise my speech.
Carla: No problem. Go on then!
Eren: Some people think there's a …
Carla: Great, but how about slowing it down a bit?
Eren: OK. Some people think …
Bea: Nice, but it would be better if you didn't just read your speech.
Eren: Are you suggesting I have to learn it?
Carla: Yes.
Bea: Yes.
Eren: Like this? Some people think there's a secret formula to …
Carla: That's much better, but who are you looking at?
Eren: What do you mean? I'm not looking at anyone.
Bea: Exactly. What we're saying is don't look down. That's to say, look at the audience, not at the floor!
Eren: OK. Some people think there's a …
Carla: Fantastic!
Bea: But … maybe take your hands out of your pockets.
Carla: Yes. And use some body language.
Eren: OK, I get it!

The next day …

Eren: … and that's the secret to a memorable speech. Thank you very much.

SOUNDS GOOD! Go on then! • OK, I get it!

1 28 7.13 Watch or listen and answer the questions.

1 How well did Eren do when he was practising?
2 How did he do when he finally gave the speech?
3 What advice do Eren's friends give him?

SET FOR LIFE

2 In groups, discuss the best advice to help someone speak in public. Use these ideas to help you.

- Don't repeat yourself too often.
- Practise with friends.
- Take deep breaths and try to relax.
- Be positive – tell yourself that you can do this.

3 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Clarifying and rephrasing

Asking for clarification
(What) do/did you mean … ? Like this?
Are you saying/suggesting … ?
When you say/said … , (what) do/did you mean … ?

Giving clarification
Sorry, I meant to say … What I meant was …
What I am/was saying/trying to say is/was …
When I said … , I meant …
No, I don't/didn't mean …
That's not what I mean/meant.

Rephrasing
In other words, … That's to say …
Let me put it another way.

4 7.14 Complete the dialogue with words from the Speaking box. Listen and check.

A: [1] *Are you saying* my speech was boring?
B: No, sorry, I [2] *didn't mean* it was boring.
A: Well, what [3] *did you mean* , then?
B: What I was [4] *trying to say* is it was too long.
A: In [5] *other words* , you thought it was boring!

5 7.15 Study the Language box. Then listen and write down the correct question tag for each statement.

LANGUAGE Question tags

We use question tags to check if something is true or when we expect someone to agree with us.
Positive statements have negative tags.
That was *good,* ***wasn't it****?*
Negative statements have positive tags.
You haven't got *a sore back,* ***have you****?*

6 7.16 Listen and check.

Exercise 1
1 He didn't do very well at first when he was practising, but he got better.
2 He did very well when he gave the speech. The audience were impressed.
3 They advise him not to speak too fast, not to read the speech, to make eye contact with his audience, to take his hands out of his pockets and to use some body language.

Exercise 2
Other ideas:
Have some water with you.
Prepare notes or a list of key words.
Smile.
Avoid touching your face.
Don't shout.
Don't yawn or look bored.
Don't keep eye contact for too long.
Don't repeat yourself too often.

Exercises 5–6
audioscript page 253

1 are there?
2 isn't she?
3 have we?
4 doesn't he?
5 does he?
6 doesn't she?
7 can I?
8 didn't it?
9 did you?
10 haven't you?

For the teacher
- Teaching notes, page 211
- Need support? worksheet, page 238
- Audioscript, page 253

On the Portal
- Photocopiable activity: *Who do you think it is?*

For the student
- Workbook, page 76

On the Portal
- Workbook: Lesson 7.6
- Extra Practice Activities: New Park video

7.7 Writing

A review

1 Which of these language learning aids do you consider most effective or enjoyable?

books/films in original language coursebooks
dictionaries flashcards phone apps websites

2 Read Jamie's review. What is he reviewing and what does he think of it?

3 Order the information as it appears in the review.

a [3] Jamie gives his overall opinion and recommendation.
b [1] Jamie says what he is reviewing and why he chose to review it.
c [2] Jamie describes the advantages and disadvantages of the product.

4 Study the Writing box. Find similar phrases in Jamie's review.

WRITING A review

1 **What you are reviewing and why**
I've often been asked about …
… is one of the most popular … , but is it as fantastic as they say?

2 **Advantages and disadvantages**
I particularly (dis)like …
Unfortunately, …
3 It looks attractive/confusing.
There's a wide variety of …
It's easy to use.
There are one or two disappointing things.

4 **Personal opinion and recommendation**
All in all, I think …
I would/wouldn't recommend it.
It's probably (not) the best …
This is (one of) the best … I've ever …

5 Study the Language box. Find examples of prepositional phrases in Jamie's review.

LANGUAGE Prepositional phrases

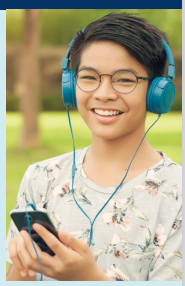
at all/ first /last/ least /once/the moment/ times
by accident/chance/hand/ mistake /the time
in a hurry /addition to/danger/the end/time/ trouble
on average/foot/purpose/sale/time

6 Write six sentences using prepositional phrases from the Language box. Then, in pairs, compare your sentences.

JAMIE'S REVIEW SITE

Is Wordfit the right app for you?

★★★★☆



1 So many language learning apps have been created that at times it's hard to know which to choose. Wordfit is one of the most popular apps, but is it as fantastic as they say?

2 I like the design. It looks really attractive and is easy to use. There's a wide variety of fun activities like quizzes and games. I particularly like the fact that it lets you chat with other language learners. It's a brilliant idea.

3 However, there are one or two disappointing things. Some listening practice is provided, but not enough. Also, unfortunately, I couldn't hear it very well. At first, I thought I'd put the volume too low by mistake. But the problem was the sound quality. It's very poor. I think it was recorded in a hurry. Finally, if you're looking for pronunciation practice, you're in trouble because there is none.

4 All in all, I think Wordfit is pretty good. At least it's not boring. I would definitely recommend it. However, if you need to practise listening and pronunciation, it's probably not the best app for you.

Exercise 2
He's reviewing a language learning app called Wordfit. He thinks it's fun, pretty good, but not very good for listening and pronunciation.

WRITING TIME

7 Write a review of an app, coursebook, website or language course that you have used to study a language.

1 **Find ideas**
Make notes for your review. Think about:
- the way you studied the language and what it was like.
- its advantages and disadvantages.
- your personal opinion and whether you would recommend it.

2 **Plan**
Organise your review into paragraphs. Use Jamie's review to help you.

3 **Write and share**
- Write a draft of your review. Use the Language box and the Writing box to help you.
- Share your review with another student for feedback.
- Write the final version of your review.

4 **Check**
- Check language: have you included prepositional phrases?
- Check grammar: have you used the passive correctly?

I can write a review and offer opinions and points of view.

For the teacher
- Teaching notes, page 212

On the Portal
- Photocopiable activity: *Reviews*

For the student
- Workbook, page 77

On the Portal
- Workbook: Lesson 7.7

Vocabulary Activator

WORDLIST 7.17

Word friends (effective communication and body language)
fold your arms
follow a conversation
have an open mind
look someone in the eye
lower your voice
make eye contact
nod your head
pay attention
point your finger
raise an eyebrow
raise your voice
shake your head
shrug your shoulders
stand up straight

Word building (communication)
communicate (v)
communication (n)
define (v)
definition (n)
describe (v)
description (n)
discuss (v)
discussion (n)
explain (v)
explanation (n)
express (v)
expression (n)
inform (v)
information (n)
pronounce (v)
pronunciation (n)
suggest (v)
suggestion (n)

The media
audience (n)
journalist (n)
listener (n)
on location
print (v)
radio station (n)
reliable source
report (v)
reporter (n)
the press (n)
TV channel (n)
viewer (n)

Advertising
billboard (n)
brand (n)
commercial (n)
leaflet (n)
logo (n)
poster (n)
slogan (n)
target audience (n)

Extra words
accent (n)
advert (n)
April Fool's joke (n)
argument (n)
change the topic
chat (v)
communication skills (n)
complex (adj)
design (n)
emotional (adj)
graphics (n)
hilarious (adj)
humour (n)
ignore (v)
instruction (n)
left-handed (adj)
loudly (adv)
meaning (n)
news organisation (n)
observe (v)
play a trick
podcast (n)
politely (adv)
reason (n)
record (v)
role play (v)
rude (adj)
share ideas
shocked (adj)
shout (v)
sign language (n)
sit forward
sound quality (n)
speak clearly
speech (n)
tell a joke
tell lies
trust (v)
volume (n)
warning (n)
write an article

1 What body language could you use when you say these things? Use phrases from the wordlist.

1 'Look at that over there!' *point your finger*
2 'I don't know.' *shrug your shoulders*
3 'Yes, I agree.' *nod your head*
4 'I'm surprised.' *raise an eyebrow*
5 'No, I disagree.' *shake your head*
6 'Are you listening to me?' *raise your voice*

2 Use the wordlist to find these things.

1 three actions where your arms need to move *fold your arms, … point your finger, shrug your shoulders*
2 two jobs *journalist, reporter*
3 two things you often see on advertising posters *logo, slogan*
4 two phrases with *eye* *look someone in the eye, make eye contact*

3 Choose the odd one out.

1 explain discuss print suggest
2 audience poster listener viewer
3 follow a conversation fold your arms have an open mind pay attention
4 leaflet brand attention billboard

4 Find words in the wordlist to match the definitions.

1 You see it on walls. It tries to sell you things. It's a big poster. *billboard*
2 It's two words. The press gets its information from here because they can trust it. *reliable source*
3 It's a small piece of paper with one or two pages. It advertises something. *leaflet*
4 You do this with words when you try to say them clearly. *pronounce*
5 A kind of product made by a particular company with a particular name. *brand*

5 7.18 **PRONUNCIATION** Listen and underline the sound the words below all have in common.

communication expression shrug special — *the /ʃ/ sound*

6 7.19 **PRONUNCIATION** The most common way of spelling the /ʃ/ sound is *sh*, but we also sometimes spell it *ci*, *si* or *ti*. Find examples of each spelling of /ʃ/ in the wordlist and write them in the correct group. Listen and check.

1 Words with *sh*: *shrug, …*
2 Words with *ci*: *special, …*
3 Words with *si*: *expression, …*
4 Words with *ti*: *communication, …*

Exercise 3
1 print (Print only works with written text, the others can be done in conversation.)
2 poster (The others are people.)
3 fold your arms (You do the others with your brain – they are non-physical.)
4 attention (The others are things used in advertising.)

Exercise 6
1 Words with *sh*: shake, shoulders, share, shout
2 Words with *ci*: commercial
3 Words with *si*: discussion
4 Words with *ti*: conversation, attention, definition, description, explanation, information, pronunciation, suggestion, location, station, emotional, instruction, organisation

For the teacher
- Audioscript, page 253

On the Portal
- **Photocopiable activities:** *Missing vowels, Active to passive*
- **Tests:** Unit 7 Test, Unit 7 Writing Test

For the student
- Workbook, pages 78–79

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Complete the sentences with words for parts of the body.

1 When you shrug your *shoulders*, it can mean you don't care.
2 I didn't eat the last piece of cake. Don't point your *finger* at me!
3 Could you look someone in the *eye* and tell them a lie?
4 When dad said he was a good singer, it raised a few *eyebrows*.
5 I know you can't talk now, but just nod your *head* for 'yes'.
6 When you're giving a presentation, try to make *eye* contact with the audience.

2 Complete the sentences with words formed from the words in brackets.

1 Lee's brother is a news *reporter* (**REPORT**).
2 Jo made an interesting *suggestion* (**SUGGEST**).
3 Do you know how to *pronounce* (**PRONUNCIATION**) this word?
4 We had a very interesting *discussion* (**DISCUSS**) about advertising today.
5 Could you *lower* (**LOW**) your voice, please?
6 No one understood his *explanation* (**EXPLAIN**).

3 Choose the correct option to complete the comments by people who work in media.

The programmes on our TV [1] *audience* / *channel* must be good because there are so many others. They're all competing for [2] *viewers* / *listeners*. It's hard, but it feels great when it works well.

I like going on [3] *travel* / *location* to different places. Talking to people directly always gives me more reliable [4] *sources* / *headlines* for all my stories. Being [5] *a journalist* / *an interpreter* is an interesting job.

I create [6] *logos* / *descriptions*. They go on everything – from giant [7] *commercials* / *billboards* to paper [8] *leaflets* / *expressions* in your mailbox. I need the [9] *target* / *brand* audience to remember them. I write [10] *expressions* / *slogans* too. People hear them on TV or on a radio [11] *station* / *source*.

Grammar

4 Make passive sentences. What product do they describe? Go to page 137 and check your answer.

1 it / discover / farmers / in Africa
It was discovered by farmers in Africa.
2 it / drink / since the fifteenth century
3 it / drink / millions of people these days
4 milk and sugar / can / add / to it
5 it / serve / chilled or hot

5 Write four sentences like the ones in Exercise 4 about a product/object. In pairs, share your sentences with your partner. Can he/she guess the product/object?

6 Complete the dialogue with the correct passive form of the verbs in brackets.

Teacher: Our lessons [1] *will be moved* (move) to a new classroom tomorrow.
Student: What about our books?
Teacher: They [2] *should be taken* (should/take) too. New computer equipment [3] *must be installed* (must/install).
Student: Can we see the equipment?
Teacher: It [4] *hasn't been delivered* (not deliver) yet, but I [5] *'ve been informed/'m informed* (inform) by the company that it [6] *will be delivered* (deliver) tomorrow.
Student: When [7] *will the work be finished* (the work/finish) so we can come back?

Speaking

7 In pairs, follow the instructions.

1 Choose one of these topics to tell your partner about.
- your hobby (how you started, why you like it, how you do it)
- food you like (how you discovered it, when you eat it, how you prepare it)
- a pet you like (why you like it, what it needs, what it's like)

2 Start speaking. Use phrases to help your partner understand (e.g. *What I meant was … , In other words … , Let me put it another way.*).
3 Ask for clarification when your partner is speaking (e.g. *What do/did you mean?, Are you saying … ?*).

Dictation

8 7.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 4
2 It has been drunk since the fifteenth century.
3 It is drunk by millions of people these days.
4 Milk and sugar can be added to it.
5 It is served chilled or hot. (coffee)

Exercise 7
Sample answer:
A My hobby is paper models. I started …
B When you said paper models, do you mean you collect paper models?
A Sorry, what I meant was I make paper models. It's called origami.
B What do you mean?
A Let me put it another way. I take a piece of paper and fold it – like you fold shirts or trousers.
B Like this?
A That's right. And the finished model looks like an animal or something.

EXAM

Exercise 8
audioscript page 253

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

BBC CULTURE

How languages evolve



contemporary (adj) belonging to the present time
merge (v) join to become one
mother tongue (n) the language you learn and speak as a child
punctuation (n) signs that organise text

English never stops changing

All languages are in flux. In other words, they are constantly changing. This is especially true of English, which is a real global language. There are now three times more non-native speakers of English than natives. About one billion people speak it as a foreign language, while only 360 million speak it as a mother tongue. So why is English changing and is this a good thing?

One reason is globalisation. Today business meetings can be held with people from all over the world – for example, Brazil, Nigeria and Japan. Nearly always, the only common language spoken will be English. This has led to the creation of a new language variety called International English. It's a kind of English which speakers from all countries can use to talk to each other.

English plays a different role in different countries. In Singapore, Hong Kong and the Philippines, English is spoken as a second language. In the Philippines, Tagalog (the country's main language) and English merge to create a variety called Taglish. But some local languages don't merge with official languages in this way, and they are in danger because fewer people speak them.

The use of slang also changes a language. For example, colloquial terms such as *innit?* (*isn't it?*) and *like* are used so much in contemporary English that they are now a kind of punctuation. But if people use these terms to communicate, maybe they should count as real words.

The fact is that a language evolves because new words are constantly being added to it. Nouns such as *emoticon*, *spam* or *blog* and verbs like *google*, *photoshop* or *skype* have all been introduced into the English language thanks to digital technology, and they will be with us for a long time. There is much discussion about whether these words should be in the dictionary or not – and some new words never make it into dictionaries. But at the same time, some words and languages that have been with us for a long time are disappearing.

1 VISIBLE THINKING In pairs, follow these steps.

CONNECT

1 Look at the photo. What language(s) could the people be speaking?

EXTEND

2 Does your language have different varieties or dialects?
3 Do you use any English words in your language? If so, which ones?

CHALLENGE

4 Why do you think so many people speak English? How do you feel about this?

2 7.21 Read the article and answer the questions.

1 Why is English considered to be a global language?
2 How many people speak English as a second language?
3 What is International English?
4 Why are some local languages in danger?
5 How does slang change a language?
6 Why are words like *emoticon*, *spam* or *blog* now part of the English language?

3 In pairs, discuss the questions.

1 Do you think your language is changing as much as English? If so, how?
2 Should we try to control what new words are introduced to our language?
3 What could be done to help languages with fewer speakers?

Exercise 2

1 Large numbers of people speak it around the world.
2 about one billion
3 English which speakers from all countries can use to talk to each other
4 Fewer people speak them and they can't merge with official languages.
5 It becomes part of it.
6 They come from new technology.

For the teacher
- Teaching notes, page 213
- Videoscript, page 253

On the Portal
- Photocopiable activity: *Project worksheet: a digital presentation*

BBC Keeping languages alive





4 Look at the photos from a TV programme about languages and discuss the questions.

1 What countries could the photos be from?
2 What languages do you think are spoken there?
3 Are any small regional languages spoken in your country? If so, what are they?
4 Do you think it is important to keep them alive? Why?/Why not?

5 29 Watch the TV programme and answer the questions.

1 What languages are spoken in Ireland?
2 How many local languages are spoken in Kenya?
3 What is English used for in our global world?
4 Why is it important to keep local languages alive?

6 29 Choose the correct option. Then watch the video again and check.

1 There are *hundreds* / *thousands* of different languages in the world today.
2 English is spoken by *millions* / *billions* of people.
3 English is studied as a second language by 1.5 *million* / *billion* learners.
4 *80,000* / *8,000* people speak Irish.
5 The Irish language has *fewer* / *more* words than English.
6 35,000 children in Ireland go to *English* / *Irish* primary schools.
7 The Turkana people use *two* / *three* different languages.
8 In their own community, *English* / *Turkana* is their first choice.

PROJECT TIME

7 In groups of four, create a digital presentation about an endangered language. Follow these steps.

1 **In your group, choose an endangered language. Decide who will find information about these things.**
- the origins and a short history of the language
- where and how the language is used now, and a few example words
- how the number of speakers has changed and future hopes
- the influences of English or other languages on this language

2 **Individually, prepare your part of the presentation.**
- Find the information and photos for the slideshow.
- Write a short text for each slide and add photos.

3 **In your group, create your presentation. You can use presentation software.**
- Put the slides together and think of a title for the presentation.
- Check and edit your presentation.
- Practise giving your presentation as a group.

4 **Share your presentation with the class.**
- Answer other students' questions.
- Ask questions and comment on the other presentations.

Exercise 4
1 The photo on the left is from Ireland. The photo on the right is from Kenya.

Exercises 5–6
videoscript page 253

Exercise 5
1 English and Irish
2 three: Turkana, English, Swahili
3 education, communication, work
4 so that local communities and traditions can survive too

Experience art 8

VOCABULARY
Visual arts | Describing art | Literature and books | Painting | Journalism

GRAMMAR
Modal verbs for ability | Modal verbs for obligation and prohibition

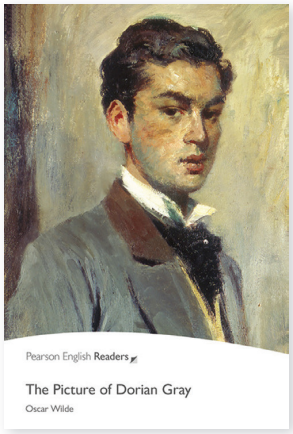
I love the arts!

I'm Holly. I love all creative arts, from design and sculpture to literature. In this blog, I share my latest art discoveries.



AN ART EXPERIENCE

Last week I was excited to go to an exhibition of Van Gogh's paintings. He was influenced by the French Impressionists. I expected to see lots of portraits and landscapes in a gallery, so I was surprised to see an art installation instead. The paintings had become a light show. There was music and sound effects too. As we moved around, it was like walking through Van Gogh's work. It was a really memorable experience!



THE STORY OF AN UNUSUAL PICTURE

I'm just reading *The Picture of Dorian* Gray, which I chose because of the classic art style painting on the cover. At first, I thought the book was a biography, but actually, it's fiction. An artist paints a fantastic picture of Dorian, the main character, when he is young and good-looking. As time passes, Dorian remains young, but his portrait changes and becomes old. I don't know how it ends yet, but it's quite a scary story.

8.1 Vocabulary

Art and literature

1 Read the blog post. Would you like to see the exhibition or read the book? Why?/Why not?

2 8.1 Study Vocabulary box A. Find words from the box in the blog post.

VOCABULARY A Visual arts

Styles of painting
abstract art | classic art | impressionist art | modern art | pop art

Art forms
architecture | art installation | design | film-making | photography | sculpture

3 8.2 Complete the sentences with words from Vocabulary box A. Listen and check.

1 *Sculpture* is the art of creating objects out of stone, wood, metal, clay, etc.
2 *Photography* is the art of producing pictures using a camera.
3 *Pop art* is a style of painting that uses objects from ordinary life. It was very popular in the 1960s.
4 *Abstract art* is a style of painting that uses mainly shapes and lines and does not show people or things in a realistic way.
5 *Architecture* is the art of designing buildings.
6 An *art installation* is a piece of art that is made using light, sound, etc. as well as objects.

For the teacher
- Teaching notes, page 214
- *Need support?* worksheet, page 239
- Videoscript, page 253

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Art and literature*
- **Test:** Vocabulary Check 8

For the student
- Workbook, pages 80–81

On the Portal
- **Workbook:** Lesson 8.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 8.3 **WORD FRIENDS** Study the phrases and check you understand them. Use a dictionary if necessary.

create an impressive/a memorable/a powerful work of art
choose/use bright/clear colours
design a colourful/an unusual building
have a mysterious/unique/warm atmosphere
paint a landscape/portrait/scene
perform a dance/piece of music
publish a book/a newspaper/poems
visit an art exhibition

5 Choose the correct option.

Comments

Jacob_M

I think your blog's great, Holly. Did you know the famous architect Gaudi [1] *designed* / *published* the colourful sculptures in Park Guell in Barcelona, Spain? It's a huge place, so it's actually like an art installation. Gaudi [2] *performed* / *used* bright colours and interesting shapes for his works of art. This place [3] *chooses* / *has* a unique atmosphere because it's very different from anywhere else. The first time I came here, I decided to study architecture!

However, my favourite sculptures are in Trafalgar Square in London. I was very small the first time I saw the four huge lions in the square. I remember seeing these strong black shapes – I wanted to climb up and hug them! The artist who [4] *created* / *visited* these impressive works of art was a painter called Edwin Landseer. He usually [5] *performed* / *painted* portraits of animals, but his sculptures of lions are famous now and thousands of tourists take photographs next to them. Keep up the good work!



6 8.4 Study Vocabulary box B. Check you understand the words.

VOCABULARY B Literature and books

author autobiography biography chapter character cover fiction non-fiction novel novelist plot short story title

7 8.5 Choose the correct option. Listen and check. Then, in pairs, say if the sentences are true for you.

1 If a *novel* / *character* is boring, I stop reading it.
2 I often read a couple of *chapters* / *plots* of a book at bedtime.
3 Interesting *novelists* / *characters* are more important than a good plot.
4 I prefer reading *fiction* / *non-fiction* such as science books.
5 I often choose a book because I like the *biography* / *cover*.
6 *Short stories* / *Authors* are more fun to read than non-fiction.

8 8.6 Complete the book reviews with the correct form of words from Vocabulary box B. Listen and check.

Books by young writers

A

Christine Mari Inzer published her first non-fiction book when she was fifteen. *Diary of a Tokyo Teen* is an [1] *autobiography*. It tells the true story of a year she spent in Tokyo. As well as being the [2] *author* of the book, Christine is a skilled artist, so she drew some impressive pictures of her life in a foreign country. Her art appears on the [3] *cover* of her book too.

B

Christopher Paolini was fifteen when he started writing fiction about dragons. The [4] *title* of his first book was *Eragon*. Eragon, the main [5] *character*, is a boy who goes on an adventure with a dragon. Christopher obviously enjoyed writing: *Eragon* has fifty-nine [6] *chapters* and is the first novel in a series of five. Christopher is now a well-known novelist.

VIDEO **WIDER WORLD**

9 30 Watch seven people talking about famous artists. How many musicians, sculptors or writers do they mention?

10 In pairs, take it in turns to talk about a famous novelist or artist you really like. Explain why you like him/her.
I like Picasso because he uses bright colours.

Exercise 9

videoscript page 253

one musician: Verdi; one sculptor: Rodin; three writers: Roald Dahl, Charles Dickens, George Orwell – Dickens is mentioned twice.

I can talk about works of art and books.

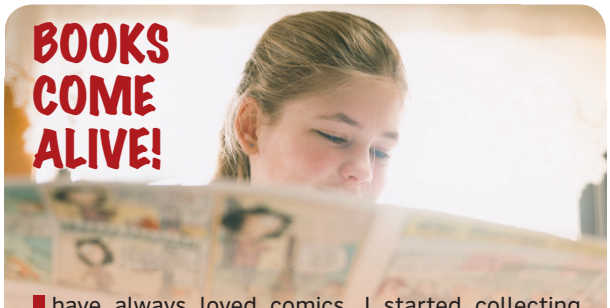
8.2 Grammar

Modal verbs for ability

1 Do you like reading comics or graphic novels? Why?/Why not?

2 8.7 Read the blog post quickly. Why does the writer think graphic novels are a good idea? *The pictures in graphic novels help you to understand the text better/keep you interested.*

3 Study the Grammar box. Find more examples of modal verbs for ability in the blog post.



I have always loved comics. I started collecting superhero comics like *Spiderman* when I was about ten. I loved manga comics and tried to copy the drawings, but I couldn't do them very well. When I started to read novels, I couldn't always follow the story and missed the pictures. Then I discovered graphic novels. They're great if you aren't able to read very quickly and the pictures keep you interested. We've just started reading Shakespeare's play *Hamlet* at school. At first, I couldn't follow the plot. Now my dad has managed to find a graphic novel of it in the library, so I'll be able to understand the story and the characters. This doesn't mean I won't be able to read longer novels in the future. It just means that I'll be able to enjoy types of books that I wouldn't normally read.

GRAMMAR Modal verbs for ability

Present
She can/can't paint.
They're able to/aren't able to read quickly.

Past
I could/couldn't follow the plot.
Jack was/wasn't able to go to the library.
He managed/didn't manage to read the book in a day.

Future
I'll be/won't be able to finish this today.

Questions
Can/Could he paint? No, he can't/couldn't.
Is/Was she able to read quickly? Yes, she is/was.
Will you be able to read more books? No, I won't.
Did he manage to finish the book? Yes, he did.

Use
We use *could* to describe general ability in the past.
We use *managed to* to describe specific achievements in the past.

GRAMMAR TIME > PAGE 133

4 8.8 Complete the dialogues with the correct form of *can*, *could*, *be able to* or *manage to*. Listen and check.

Mum: What's the matter, love?
Oscar: I [1] *couldn't* sleep last night and now I [2] *can't* concentrate.
Mum: Why don't you read before you go to sleep? A good book [3] *can* help you to relax.

The next day …

Oscar: Hi, Mum. I [4] *managed to* get a great book from the library.
Mum: Oh, that's good. Tonight you'll [5] *be able to* read it in bed and you'll soon fall asleep.
Oscar: It's a horror story!
Mum: That's no good, Oscar! You [6] *won't be able to* sleep after that!

5 Complete the questions with the correct form of the verbs in brackets. Then write answers that are true for you.

1 *Did you manage to* (you/manage to) fall asleep quickly last night?
2 *Could you swim* (you/can) swim when you were four years old?
3 *Can your best friend* (your best friend/can) dance?
4 *Are you able to* (you/be able to) do homework and listen to music at the same time?
5 *Will you be able to* (you/be able to) finish this exercise before the end of the lesson?

YOUR WORLD

6 Write four questions with *manage* or *can/could/be able to*. Then, in pairs, ask and answer your questions. Use the ideas below or your own.

draw manga cartoons | paint a portrait
read books in English | remember a poem
take great photos | write scary stories

A: Could you read books in English when you were ten?
B: No, I couldn't.

For the teacher
- Teaching notes, page 215

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Abilities*
- **Test:** Grammar Check 8

For the student
- Workbook, pages 82
- Grammar Time, Student's Book, page 133

On the Portal
- **Workbook:** Lesson 8.2
- **Extra Practice Activities:** Grammar

8.3 Reading and Vocabulary

A young artist

Express yourself!



As a kid, Tyler Gordon used to love watching his mom paint. One day when he was ten, he asked her if he could do a painting. The only spare paint was black, but she gave him that and a canvas. She left the room for twenty minutes and when she returned, she couldn't believe her eyes. Although he'd never done a portrait before, Tyler had produced an amazing image of the principal at his school.

Tyler was born deaf, but after an operation he could hear in one ear. Like many young kids, Tyler loved sports. However, he was still deaf in one ear and had a speech problem, so he wasn't able to communicate well with his teammates. For this reason, Tyler was told he couldn't play on his youth football team. Although he was disappointed, Tyler managed to find a positive solution: he became a cheerleader and won many prizes!

Tyler's love of sports led him to create powerful portraits of sports stars. When he was twelve, Tyler painted a portrait of basketball player Kevin Durant and he shared it on social media. Durant saw the picture and decided to meet Tyler and buy the painting! Of course, this appeared in the news and soon pop stars like Jennifer Lopez and Janet Jackson were asking for portraits. He has also painted US president Joe Biden and vice president Kamala Harris.

Tyler doesn't normally paint landscapes. He enjoys creating large pictures, but they aren't usually colourful. His typical style uses strong, simple lines and blocks of colour. He works really fast. A painting can be finished in half an hour, but he's not afraid to start again if something goes wrong. Tyler also creates self-portraits, often when he's had a difficult day at school. He's experienced some bullying because of his speech problem, so painting is a great way to express his emotions.

Tyler enjoys sharing his art on social media and he often posts videos to teach people how to paint. He also does paintings in front of a live audience. If you are ever in San José, California, make sure you visit the local art gallery, where you can see Tyler's work on display.

1 Do you enjoy visiting art exhibitions? Why?/ Why not?

2 8.9 Read the article. What two types of pictures does Tyler paint?
portraits and self-portraits

3 Read the article again and answer the questions.

1 Who was in Tyler's first painting?
2 What health problem did Tyler have as a baby?
3 At what age did Tyler first paint a famous basketball player?
4 Where did other celebrities see Tyler's work?
5 What size artwork does Tyler like to paint?
6 What does Tyler do after a bad day at school?
7 How does Tyler share his art?

4 In pairs, look at the highlighted words and phrases related to painting in the article. Check you understand them.

5 Complete the questions with four of the highlighted words/phrases in the article. Then, in pairs, ask and answer the questions.

1 How old was Tyler when his mum gave him a *canvas*? *ten*
2 Where is the *art gallery* with a display of Tyler's work? *in San José, California*
3 Why do you think Tyler paints *self-portraits* after a bad day? *It's a great way to express emotions.*
4 What kind of lines and colours are Tyler's typical *style*? *simple lines and blocks of colour*

YOUR WORLD

6 In pairs, discuss the questions. Then share your ideas with the class.

1 If you were an artist, what type of painting would you do? Why?
2 Who or what would you paint?

EXAM

Exercise 3 **International Certificate Level 2**, Reading, Section 6, (open-ended question)

Exercise 3
1 his principal
2 He was deaf.
3 twelve
4 in the news
5 large
6 He creates self-portraits.
7 on social media; in an art gallery

I can understand an article about an artist.

For the teacher
- Teaching notes, page 216
- *Need support?* worksheet, page 239

On the Portal
- Photocopiable activity: *Ask and answer*

For the student
- Workbook, pages 83

On the Portal
- Workbook: Lesson 8.3
- Extra Practice Activities: Vocabulary

8.4 Grammar

Modal verbs for obligation and prohibition

Poet's corner

BY SAFIYE – RAP ARTIST AND POET

Since I started doing poetry presentations last year, people have been asking me the same questions, so I wanted to share my answers here.

How do I write poems?

If you want to write poems, you must read poems. Also, you mustn't try to please other people. You have to do this for yourself. And don't worry, poems don't have to rhyme and they don't have to be long. In fact, it's a good idea to start with a short poem. When you're writing poems, just say what you feel.



1 Do you write poems? Could you read them aloud in public? Why?/Why not?

2 8.10 Read the blog post. What's Safiye's advice on how to write good poems?
Share your poems and be ready for criticism.

3 Study the Grammar box. Find more examples of modal verbs for obligation and prohibition in the blog post.

GRAMMAR Modal verbs for obligation and prohibition

Obligation

You must/have to read.
They had to read.
I will have to read.

Do/Did/Will you have to read?
Yes, I do/did/will.

Lack of obligation

You don't have to come.
She didn't have to come.
He won't have to come.

Prohibition

You can't go.
You mustn't/aren't allowed to go.
I wasn't allowed to go.
He won't be allowed to go.
Are/Were you allowed to stay late?
Will you be allowed to stay late?

Must and *mustn't* don't have past or future forms. We use *had to* or *will have to* instead. In question forms, we usually use *have to*.

GRAMMAR TIME > PAGE 133

How do I do poetry presentations?

Of course, you don't have to read your poems to other people, but performing to an audience is a nice way of sharing your work and getting feedback. I was nervous before my first reading, so I had to practise for hours in front of the mirror! Think about the message you want to give. Then, when you have an audience, you're allowed to use notes, so you don't have to memorise every word! If you decide to share poems in future, you'll have to be ready for criticism. It's the best way to improve your poems.

Exercise 4

2 Do poems have to rhyme? No, they don't.
3 Why did Safiye have to practise in front of the mirror? Because she was nervous.
4 Are poets allowed to use notes in a presentation? Yes, they are.
5 Do poets have to learn to accept criticism? Yes, they do.

4 Write questions about the blog post. Then answer them.

1 poets / have to / please other people / ?
Do poets have to please other people?
No, they don't.
2 poems / have to / rhyme / ?
3 why / Safiye / have to / practise / in front of the mirror / ?
4 poets / be allowed to / use / notes in a presentation / ?
5 poets / have to / learn / to accept criticism / ?

5 Complete the second sentence so that it means the same as the first one. Use the correct form of the verbs in brackets.

1 The audience weren't allowed to talk. (have to)
The audience *had to be* quiet.
2 It was necessary to use a microphone. (have to)
The speakers *had to use* a microphone.
3 You mustn't write in your book. (allowed)
You *aren't allowed to write* in your book.
4 You have to learn all your lines. (must)
You *must learn* all your lines.
5 It will be necessary to remember the words. (have to)
You *will have to remember* the words.

YOUR WORLD

6 Think of a time when you gave or watched a performance. In pairs, take it in turns to tell your partner about the experience. Use *had to* and *was/were allowed to*.
I was a dancer in the school show. We had to practise every day and we weren't allowed to change the dance moves in any way.

For the teacher
- Teaching notes, page 217

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Our Facebook group*
- **Test:** Grammar Check 8

For the student
- Workbook, page 84
- Grammar Time, Student's Book, page 133

On the Portal
- **Workbook:** Lesson 8.4
- **Extra Practice Activities:** Grammar

8.5 Listening and Vocabulary

A day as a newspaper journalist

1 Who in your family listens to or reads the news?

2 8.11 Study the Vocabulary box and complete it with the headings below. Listen and check. Can you add more words?

In the news | People | Types of publishing

VOCABULARY Journalism

Types of publishing
newspaper magazine news app
online news site

In the news
advert celebrity gossip headline
local/national news weather forecast

People
designer editor paparazzi

3 Complete the sentences with words from the Vocabulary box.

1 My sister works as an *editor* in a fashion magazine.
2 My dad doesn't buy newspapers. He has a *news app* on his phone.
3 This magazine is all about *celebrity gossip* – things like famous people's clothes, holidays and lifestyle.
4 The *weather forecast* says it will rain tomorrow.
5 The *designer*'s job is to make the magazine look good.

4 In pairs, discuss the questions. Then share your answers with the class.

1 What do paparazzi do?
2 What's the difference between a reporter and an editor?
3 Why is a good headline important?

5 Look at the photos below. Guess what newspaper stories they might go with.

6 8.12 Listen to Freddie talking to Ava about his experience. Check your ideas from Exercise 5.

7 8.12 Listen again and choose the correct answer.

1 Freddie won second prize in
a a photography competition.
b a cinema competition.
(c) a story competition.
2 The first-prize winner was
a late. (b) unwell. c friendly.
3 In the office, Freddie
(a) met some journalists.
b watched TV programmes.
c wrote a long story.
4 What was Freddie's headline about?
a a new brand of crisps
b menus at local cafés
(c) bad habits of birds
5 Why was the footballer disappointed?
a There were too many paparazzi there.
(b) No photographers turned up.
c Nobody took his photograph.
6 The owner of the pony
(a) wanted it to be in the paper.
b made a lot of noise in reception.
c was looking for his pony.

8 In pairs, tell each other what you remember about Freddie's day at the newspaper office.
First, he met …

YOUR WORLD

9 Can you think of a funny or interesting story that has been in the news recently? Explain it in a few sentences.
I heard about a clever cat on the local radio news. It …







Exercise 4
1 They are photographers who follow celebrities.
2 An editor decides what stories the paper/magazine/etc. will cover. A reporter writes news items.
3 A good headline will make readers interested.

Exercise 6
audioscript page 254

EXAM

Exercise 7
audioscript page 254

B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

I can understand a conversation about the press.

For the teacher
- Teaching notes, page 218
- *Need support?* worksheet, page 239
- Audioscript, page 254

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *Journalism*

For the student
- Workbook, page 85

On the Portal
- **Workbook:** Lesson 8.5
- **Extra Practice Activities:** Vocabulary

8.6 Speaking

Comparing ideas and expressing opinions

VIDEO **THIS ONE IS THE BEST!**

Abe: All of your pictures look great, Carla. Here! You've got even more.

Carla: Oh no, not those ones. They are not finished yet. OK, I think this one's the best – it looks brighter than the others. I'll get this one framed.

A few days later …

Carla: OK, time to unwrap the package. Oh no, it's not the one I chose! How did this happen? This one's really awful!

Abe: But this drawing's amazing! If you ask me, it's really original.

Carla: Are you kidding me? Look, it's not finished, these colours are too dark and the background's too plain. This is a total disaster!

Abe: I could be wrong, but it looks more interesting than the other one. Anyway, it's too late now.

Later …

Man: … and the winner in the category of Best Portrait is … Carla Silva. Congratulations!

Carla: What? I can't believe it!

Abe: I told you it was brilliant! It's totally different from the others.



SOUNDS GOOD!

Are you kidding me? •
This is a total disaster!

1 Which of your artworks are/were you proudest of? Discuss in pairs.

2 31 8.13 Watch or listen. What are Carla and Abe doing? What goes wrong?

3 How is Abe trying to help Carla to confront a difficult situation?

SET FOR LIFE

4 In pairs, discuss the questions.

1 What can you do to control your negative feelings when something bad or unexpected happens?

2 How can you help a friend who is experiencing a difficult situation?

5 Study the Speaking box. Find more examples of the phrases in the dialogue.

SPEAKING Comparing ideas and expressing opinions

Comparing ideas

On the one hand, … but on the other hand, ✓.
(Personally,) I think ✓. is better/more interesting than …
… is the best idea because …
It's exactly/almost the same as …
… is totally different from ✓.

Expressing opinions

In my opinion, … is brilliant/amazing/awful.
As I see it, ✓. I think you're right. ✓
As far as I can see, … As far as I'm concerned, …
It seems to me that … If you ask me, …
I'm not sure ✓. I could be wrong, but …

6 8.14 Listen to two short dialogues. What do the people decide to do in each one?

7 8.14 Listen again. Which phrases from the Speaking box do the speakers use?

VIDEO **WIDER WORLD**

8 32 Watch a man talking about his favourite songs. How many songs and versions does he mention?

9 In pairs, take it in turns to give your opinion about:

- your favourite song or film.
- the best book or poem you've ever read.

Exercise 2
They're choosing Carla's picture for the school competition. The wrong picture gets framed and enters the competition.

Exercise 3
He is trying to cheer her up and help her stay calm and accept the situation.

Exercises 6–7
audioscript page 254

1 They decide to go to the exhibition.
2 The boy decides not to be in the school play.

Exercise 8
videoscript page 254

two songs (*All Along the Watchtower, I Still Haven't Found What I'm Looking For*); two versions of one song (Bob Dylan's and Jimi Hendrix's)

For the teacher
- Teaching notes, page 219
- Audioscript, page 254
- Videoscript, page 254

On the Portal
- **Photocopiable activity:** *Different opinions*

For the student
- Workbook, page 86

On the Portal
- **Workbook:** Lesson 8.6
- **Extra Practice Activities:** New Park video, BBC Vox Pop

8.7 Writing

A comparison

1 Read the comparison. According to the writer, how are the paintings similar and different?

A comparison of two paintings by Claude Monet

1 At the beginning of the twentieth century Monet created a series of paintings of the Houses of Parliament in London. Although all the paintings show the same view, Monet managed to make each painting different. I will compare the paintings *Sunset* and *Fog*.

2 Both paintings are oil paintings and are painted in the impressionist style. The first painting, *Sunset*, is far more colourful than the second painting, *Fog*. In it, you can see gold, yellow and red colours, which represent the sunset. You can also see the reflection of this light on the waves of the river.

3 The second painting, *Fog*, on the other hand, has got darker grey and blue colours, and a pale orange sun in the sky. It is not as bright as the first painting and the Houses of Parliament are less clear. Despite being a less colourful picture, I think the fog is beautifully painted in it.

4 I love both paintings, but on balance, I prefer *Sunset* because it has much more energy and colour compared to *Fog*.

2 Study the Writing box. Find similar phrases in the comparison.

WRITING A comparison

Introduction with background information
1 I am going to compare … with …
The song was first recorded by …

Making comparisons
2 The first photo is not as colourful as the second.
The film is as good as the book.
3 This landscape is much/far more interesting than …
This work is less famous than …
This is by far the best work by …
Of the two, the second is less attractive.

Conclusion and personal comment
4 My personal favourite is … because …
I prefer the original recording of the song because …





3 Study the Language box. Find examples of linkers of contrast in the comparison.

LANGUAGE Linkers of contrast

We use *despite* and *in spite of* with a noun or *-ing*.
In spite of *the rain, we went to the beach.*
We use *although* and *even though* with a clause.
Even though *he had a cold, he went to the beach.*

4 Choose the correct option.

1 *Although* / *Despite* it is an old painting, it looks very modern.
2 *In spite of* / *Even though* all the details, I find this image relaxing.
3 *Although* / *Despite* being one of his early works, it is brilliant.
4 *Despite* / *Even though* this is a great film, I prefer the book.

Exercise 1
Both paintings are oil paintings and painted in the same style. The paintings both show the same river and buildings, but the weather is different.
Sunset has bright colours, but *Fog* has dark colours and the buildings are less clear. *Sunset* has more energy and colour compared to *Fog*.

WRITING TIME

5 Write a comparison of two works of art (e.g. paintings, songs, photos, books).

1 **Find ideas**
Make notes for your comparison. Think about:
- information for your introduction.
- a description of the two works of art, including similarities and differences.
- your conclusion about which you prefer and why.

2 **Plan**
Organise your ideas into paragraphs. Use the comparison in Exercise 1 to help you.

3 **Write and share**
- Write a draft of your comparison. Use the Language box and the Writing box to help you.
- Share your comparison with another student for feedback.
- Write the final version of your comparison.

4 **Check**
- Check language: have you used linkers of contrast?
- Check grammar: have you used modal verbs for ability correctly?

I can write a comparison of two works of art.

For the teacher
- Teaching notes, page 220
- *Need support?* worksheet, page 239

On the Portal
- **Photocopiable activity:** *What do you think of the self-portrait?*

For the student
- Workbook, page 87

On the Portal
- **Workbook:** Lesson 8.7

Vocabulary Activator

WORDLIST 8.15

Visual arts
abstract art (n)
architecture (n)
art installation (n)
classic art (n)
design (n)
film-making (n)
impressionist art (n)
modern art (n)
photography (n)
pop art (n)
sculpture (n)

Word friends (describing art)
choose bright/clear colours
create an impressive/a memorable/a powerful work of art
design a colourful/an unusual building
have a mysterious/unique/warm atmosphere
paint a landscape/portrait/scene
perform a dance/piece of music
publish a book/a newspaper/poems
use bright/clear colours
visit an art exhibition

Literature and books
author (n)
autobiography (n)
biography (n)
chapter (n)
character (n)
cover (n)
fiction (n)
non-fiction (n)
novel (n)
novelist (n)
plot (n)
short story (n)
title (n)

Painting
art gallery (n)
block of colour (n)
canvas (n)
image (n)
on display
self-portrait (n)
simple line (n)
typical style (n)
work (n)

Journalism
advert (n)
celebrity gossip (n)
designer (n)
editor (n)
headline (n)
journalist (n)
local news (n)
magazine (n)
national news (n)
news app (n)
newspaper (n)
online news site (n)
paparazzi (n)
reporter (n)
weather forecast (n)

Extra words
comic (n)
craft (n)
criticism (n)
do an interview with
express emotions
graphic novel (n)
impressionism (n)
inspiration (n)
light show (n)
microphone (n)
oil painting (n)
piece of art (n)
poet (n)
process (v)
rap artist (n)
read aloud
represent (v)
rhyme (v)
shape (n)
skilled (adj)
sound effects (n)
true story (n)
visual information (n)

1 Answer the questions with words from the wordlist. Then write two more questions. In pairs, take it in turns to ask your partner your questions.

1 What uses text and images to make you want to buy something? *advert*
2 What is a room or building with paintings? *art gallery*
3 What is the part of a book you see before you open it? *cover*
4 Who writes a book? *author (writer)*
5 When someone writes a book about their life, what is this book called? *autobiography*
6 When someone paints themselves, what kind of painting is it? *self-portrait*
7 When someone paints a painting showing natural scenery, what kind of painting is it? *landscape*

2 Complete the questions with words from the wordlist. Then, in pairs, ask and answer the questions.

1 Do you like visiting art e*xhibitions* ?
2 What kind of fiction do you prefer to read: a n*ovel* or a s*hort* s*tory* ?
3 Which actor plays your favourite film c*haracter* ?
4 How often do you read or listen to the weather f*orecast* ?
5 Would you like to pose for a p*ortrait* ?
6 Do you prefer to read national n*ews* or c*elebrity* gossip?

3 Complete the news headlines with words from the wordlist.

Police arrest [1]p*aparazzi* for taking private photos of pop star

YOUNG FICTION AUTHOR WINS PRIZE FOR FIRST [2]N*ovel*

POPULAR NEW SCHOOL SUBJECT: [3]FILM-M*aking* !

Expensive painting missing from [4]a*rt* gallery

LOCAL ARTIST MAKES [5]N*ational* NEWS WITH LIFE-SIZE [6]S*culpture* OF FOOTBALLER

4 8.16 **PRONUNCIATION** Listen and repeat.

1 Oooo	2 oOoo	3 ooOo
criticism	unusual	exhibition

5 8.17 **PRONUNCIATION** Write the words below in the correct column in Exercise 4 according to the stress pattern. Listen and check.

architecture celebrity installation memorable mysterious paparazzi photography

Exercise 5
1 architecture, memorable
2 celebrity, mysterious, photography
3 installation, paparazzi

For the teacher
- Audioscript, page 254

On the Portal
- **Photocopiable activities:** *Collect your cards, Tell your group about...*
- **Tests:** Unit 8 Test, Unit 8 Writing Test

For the student
- Workbook, pages 88–89

On the Portal
- **Workbook:** Self-check
- **Wordlist**
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct option.

1 The artist has *chosen* / *created* bright colours for this painting.
2 We have just published a *canvas* / *book* about classic art.
3 My friend enjoys *typical* / *impressionist* art.
4 I love reading celebrity *gossip* / *fiction* and learning about stars' lives.
5 Has the *journalist* / *author* of this novel written any other books?
6 I like to listen *to national* / *classic* news.
7 The class has to perform a *dance* / *display*.
8 This artist painted *installations* / *landscapes* on paper.

2 Complete the course descriptions with the words below. Then, in pairs, take it in turns to tell your partner which course you would be interested in and why.

architecture character design editor image magazine news novelist photography plot ~~reporter~~ sculpture

Journalism
A [1] *reporter* writes the stories and the [2] *editor* checks them and usually makes some changes before they are published on [3] *news* sites. This course teaches you both jobs.

Fiction
A good story needs a [4] *plot* that keeps the reader interested. You'll learn to write one, and also create a [5] *character* exactly like a real person. You could be a famous [6] *novelist* one day!

[7] *Photography*
Forget paparazzi! In this course, you'll learn to provide a memorable [8] *image* for a quality [9] *magazine* article.

[10] *Architecture*
You'll [11] *design* useful and unusual buildings.

[12] *Sculpture*
Learn how to create models of people, animals or objects in 3D.

Grammar

3 Choose the correct option.

1 Last year my three-year-old sister *can't* / *couldn't* climb the stairs on her own, but now she can.
2 We *don't have to* / *mustn't* take lunch with us because there will be a café.
3 The sandwich was so big that I didn't *able* / *manage* to eat it all.
4 Before cars, people *must* / *had to* walk everywhere.
5 Joan *can't* / *isn't able* use the stairs. Can you call the lift?

4 Complete the questions with the correct form of the verbs in brackets. Then, in pairs, ask and answer the questions.

1 *Did you manage* (you/manage) to do all your homework yesterday?
2 What tasks *do you have to* (you/have to) help with at home?
3 How long *are you allowed* (you/be allowed) to play games on your computer?
4 *Did your family have to* (your family/have to) prepare their own food on your last holiday?
5 *Will you be able to* (you/be able to) run a business one day?

5 Complete the second sentence with the word in bold so that it means the same as the first one.

1 We mustn't go in until they call us. **HAVE**
We *have to* wait outside until they call us.
2 Could you ride a bike when you were five? **ABLE**
Were you able to ride a bike when you were five?
3 The homework was too hard for me to understand. **MANAGE**
I *didn't manage to* understand the homework.
4 Will it be OK to take photos in the gallery? **ALLOWED**
Will *we/I be allowed to* take photos in the gallery?
5 We'll need a larger flat next year. **HAVE**
Next year we *'ll have to* move to a larger flat.

Speaking

6 In pairs, do the speaking task. Go to page 137 and follow the instructions.

Dictation

7 8.18 Listen. Then listen again and write down what you hear during each pause.

Exercise 6
Sample answer:
A OK, what do you think would be best: some plants or a wall map of the world?
B On the one hand, plants are pretty and good for the air, but on the other hand, a map is useful.
A Yes, personally, I think a map is more interesting.
B I could be wrong, but I think the class would prefer the map.
A Yes, I think you're right.

EXAM
Exercise 7
audioscript page 254

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

SET FOR LIFE

Good thinking!



On days when people buy a lot of ice cream, they are more likely to get sunburnt.
Conclusion: I'm never going to eat ice cream again. It causes sunburn!



Fires with a lot of firefighters at them do more damage than fires with only a few firefighters.
Conclusion: The firefighters make the damage worse!



In the 2018 football World Cup only countries with six or seven letters in their name got into the quarter-finals.
Conclusion: Countries needed the right number of letters in their names to do well in that competition.



Physical inactivity causes serious health problems such as heart disease.
Conclusion: If I want a long, healthy life, I need to be more physically active.

1 Read sentences A–E. Then complete descriptions 1–4 with letters B–E.

A I woke up late this morning.
B I missed my bus to school.
C My friend Leah woke up late this morning.
D I couldn't turn on my bedroom light this morning.
E My alarm didn't work this morning.

1 *E* is a cause of A.
2 *B* is an effect of A.
3 *C* is probably a coincidence. It isn't a cause or an effect of A.
4 *D* and E are both effects of something else – a problem with the electricity.

2 In pairs, talk about photos A–D. Do you agree with the conclusions? Why?/Why not? Use the words *cause*, *effect*, *coincidence* and *something else* in your discussion.

3 8.19 Listen to a conversation. Match the conclusions in photos A–D with these sentences.

1 [B] The cause and effect are the wrong way round.
2 [C] There's no cause or effect. It's a coincidence.
3 [D] That's correct.
4 [A] Both things occur at the same time because they are both caused by something else.

Exercise 3
audioscript page 254

For the teacher
- Teaching notes, page 221
- Audioscript, page 254

On the Portal
- Photocopiable activity: *Good thinking!*

Think critically

4 8.20 In pairs, read the fact and discuss the questions. Then listen and compare the speakers' ideas with your own.

On days when people wear bright colours, they feel happier.

1 Is this a coincidence?
2 Are brightly coloured clothes a cause of happiness?
3 Are brightly coloured clothes an effect of happiness?
4 What else might explain this fact?

5 In pairs, read and discuss the facts below. Use the words *cause*, *effect*, *coincidence* and *another explanation* in your discussion. The words under each fact might help you with ideas.

1 Sportspeople who wear their 'lucky socks' are more likely to win a match or competition.
comfortable confident performance

2 People who learn musical instruments get better exam results at school than people who don't learn musical instruments.
changes in the brain money for private lessons personality

3 People with pet dogs live longer.
city/countryside exercise lonely

Some sports shoes improve people's performance. Maybe socks can do this too, so the socks are the cause of winning.

6 Read the Useful tips. In pairs, discuss the questions.

1 Have you ever believed something that you read online, but later found out wasn't accurate?
2 Can you think of any news stories about the causes of something? Do you think the stories were accurate? Why?/Why not?

SET FOR LIFE

7 In small groups, give a presentation. Follow the instructions.

1 **Choose a fact from Exercise 5.**
2 **Discuss possible ways to explain it and write down at least three ideas. Use expressions from the Useful phrases box.**
3 **Prepare a presentation to explain your ideas to the class. Make sure you explain your thinking clearly.**
4 **Give your presentation to the class.**

USEFUL TIPS

When you read information online, remember that it may not be accurate. If you read that one thing causes another, ask yourself these questions.

- Is it just a coincidence?
- Is the cause-and-effect relationship the right way round?
- Are both facts an effect of something else?
- Is there enough evidence to support the facts?

USEFUL PHRASES

Speculating

It may/might/could be …
It can't be …
There's another possibility.
Maybe both things are caused by …

Responding to suggestions

Good thinking!
Maybe!



Exercise 4

audioscript page 254

1 It might be a coincidence if only a few people were asked. But if thousands were asked and most of them said the same thing, it can't be a coincidence.
2 Maybe. It's possible that people feel happier because they're wearing bright clothes.
3 Maybe. It's possible that happy people choose to wear brighter clothes.
4 The bright clothes and the happiness could both be effects of a good night's sleep and feeling full of energy.
The bright clothes and the happiness may both be effects of sunshine. You wear bright clothes and feel happier on a sunny day.

Party time!

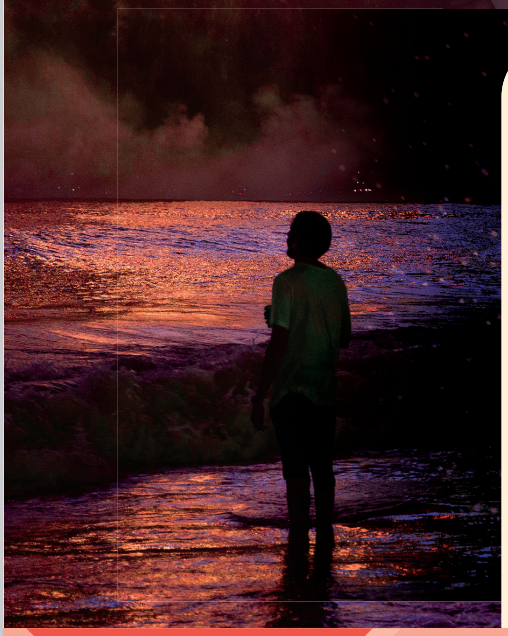
9

VOCABULARY
Celebrations | Special occasions | Types of celebrations | Phrases to express *likes* | Sense verbs

GRAMMAR
Defining and non-defining clauses | Direct and indirect questions



HAPPY NEW YEAR!



New Year is a special occasion around the world, but it isn't just about parades and firework displays. There are many other customs to bring good luck in the new year.

- The tradition in Denmark on New Year's Eve is for friends to break plates in front of your home. The more broken plates you get, the luckier you'll be in the year ahead!
- Brazilians have a fun New Year's Eve festival. People dressed in white and holding flowers walk into the sea and jump over seven waves.
- In Spain everyone starts the new year by speaking with their mouth full! As the clock strikes midnight, you have to eat twelve grapes – one for each month.
- Don't be scared if you see bears in Romania on 31 December. People dress up in bear costumes to be protected from bad things.
- In Japan the new year begins with a very loud ceremony. They ring bells 108 times. Ding-dong!

9.1 Vocabulary

Celebrations

1 How do you celebrate New Year's Eve in your country? What traditions are there?

2 Look at the photos and read the article. Which traditions do you find the most interesting? Why?

3 9.1 Study Vocabulary box A. Find the words in the article. How do you say them in your language?

VOCABULARY A Celebrations

ceremony costume custom festival
firework display parade special occasion tradition

For the teacher
- Teaching notes, page 222
- Audioscript, page 255
- Videoscript, page 255

On the Portal
- Vocabulary Memory Game
- **Photocopiable activity:** *Match up*
- **Test:** Vocabulary Check 9

For the student
- Workbook, pages 90–91

On the Portal
- **Workbook:** Lesson 9.1
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

4 9.2 Read the text and choose the correct option. Listen and check.

New Year is a special [1] *display* / *occasion* in China too. On New Year's Eve people get together with their families. They prepare a special meal, throw parties, let children stay up late, count down to midnight and enjoy firework [2] *ceremonies* / *displays*. Some people take part in religious [3] *ceremonies* / *costumes*. But how is Chinese New Year different?

Firstly, the date. The Chinese calendar is different, so New Year's Day can be from 21 January to 20 February, depending on the year.

Secondly, the [4] *customs* / *fireworks*. Many families follow the [5] *parade* / *tradition* of cleaning their house to remove bad luck. Some repaint their houses red. They also hand out money in red envelopes, put up red decorations and the traditional [6] *costume* / *custom* is a red dress. The colour red is said to bring good luck. It comes from a legend about the Nian, a monster that used to eat people. A man scared it away with red paper and fireworks.

Finally, in some communities, the [7] *festival* / *tradition* can last for fifteen days. On the final day people light candles and walk in a(n) [8] *occasion* / *parade* with animal-shaped lamps. Red, of course.



5 9.3 **WORD FRIENDS** Study the phrases and check you understand them. How many can you find in the text in Exercise 4?

bring good/bad luck
celebrate a birthday
follow the tradition of
get together with (friends/family)
light/blow out candles
light fireworks
organise/throw a (surprise) party
put up decorations
prepare a meal
stay up late
turn eighteen/a year older
wrap/unwrap presents

6 Complete the quiz with verbs from Exercise 5.

HAPPY BIRTHDAY!

It's normal on your birthday for your family or friends to [1] *throw* a party, [2] *prepare* your favourite meal and sing *Happy Birthday* before you [3] *blow out* the candles on your cake. But there are some other, unusual birthday traditions around the world. Can you tell which of these are true?

1 In Vietnam you don't [4] *celebrate* your birthday on the day you were born. You [5] *turn* a year older on 'Tet' (New Year's Day) no matter when you were born.
2 In Brazil, on a child's birthday, the parents often [6] *put up* brightly coloured paper flowers as decorations.
3 Many Jamaicans [7] *follow* the tradition of 'flouring', or covering the birthday boy or girl in flour.
4 In parts of Canada they rub your nose with butter on your birthday to [8] *bring* good luck.
5 In Japan and Korea they often [9] *wrap* birthday presents in cloth instead of paper. It's more ecological.
6 In Spain if you [10] *get together* with friends on your birthday, you have to pay for the drinks.

7 9.4 Which of the traditions in the quiz in Exercise 6 are true and which are false? Discuss in pairs. Listen and check. *They are all true.*

8 9.5 Study Vocabulary box B. In pairs, say what you like and dislike about these kinds of celebrations. *I think the carnival is great because I love dancing.*

VOCABULARY B Types of celebration

carnival fancy-dress party family get-together formal dinner school prom street party surprise party wedding reception

VIDEO **WIDER WORLD**

9 33 Watch four people talking about celebrations. What celebrations do they enjoy and why?

10 In pairs, talk about recent celebrations you enjoyed. Say why.
I had a great time on New Year's Eve.
I stayed up really late and …

Exercise 7
audioscript page 255

Exercise 9
videoscript page 255

Bahar: (school) prom; because you can invite anyone from other schools, you get to wear your favourite dress, look fancy and wear lots of make-up
Marne: the Fasnacht holiday in Basel, a version of carnival; because it changes the feeling of the city for one week
Peter: his children's, grandchildren's or wife's birthday; because he likes seeing everyone happy
Carol: birthdays; because 'when you're tired of birthdays, you're tired of life'

I can talk about celebrations and special occasions.

9.2 Grammar

Defining and non-defining relative clauses

1 9.6 Read the introduction to a podcast and answer the questions.

1 When and where do people celebrate Polar Bear Plunge Day? *on 1 January in cold countries like Canada*

2 Would you ever jump into freezing cold water? Why?/Why not? Do you know anyone who has done that? Why did they do it?



SPECIAL FESTIVAL DAYS

Tonight is New Year's Eve, which is always a lot of fun. But there are other special festivals that are not as well-known and there are some people whose idea of fun is a bit unusual. For example, the people who enjoy Polar Bear Plunge Day. This takes place every year on 1 January in countries where it's very cold, like Canada. In Vancouver, where this event started in 1920, about 10,000 people jump into the freezing cold Pacific Ocean. Brrr! On today's podcast, I'm joined by Zac, who has been finding out about some special festivals.

Exercise 2
Defining relative clauses: underlined in blue
Non-defining relative clauses: underlined in red

Exercise 3
audioscript page 255

2 Study the Grammar box. Then look at the underlined relative clauses in the text in Exercise 1. Are they defining or non-defining?

GRAMMAR Defining and non-defining relative clauses

Defining relative clauses explain which person, thing or place we are talking about. The sentence makes no sense without them.
There are some special festivals that/which are not as well-known.
This takes place in countries where it's very cold.
Non-defining relative clauses give extra information about the person, thing or place we are talking about. The sentence makes sense without them.
I'm joined by Zac, who has been finding out about some special festivals.
Mel, whose podcast is quite popular, has a lovely voice.

GRAMMAR TIME > PAGE 134

WATCH OUT!
The festival ***that/which*** *takes place in Canada is Polar Bear Plunge Day.* (defining relative clause)
Polar Bear Plunge Day, ***which*** *takes place in Canada, is a lot of fun.* (non-defining relative clause)

3 9.7 Complete the sentences with *who*, *which*, *that*, *whose* or *where*. Listen and check.

1 D I'm the kind of guy *who/that* prefers lying on a warm beach.
2 ND This is Zac, *whose* favourite hobby is lying down.
3 ND Lots of people enjoy the Festival of Sleep Day, *which* is on 3 January.
4 D The idea is to help people *that/who* stay up partying too long.
5 D I know a few people *who/that* would like to celebrate that day.
6 D This is the day *which/that* gives you the chance to be a pirate.
7 D Do you know anyone *whose* idea of fun is to talk like a pirate?
8 ND My friend Miguel, *who* lives in Costa Rica, is crazy about pirates.
9 D Is that the place *where* they filmed *Pirates of the Caribbean?*
10 ND It was filmed in Pinewood Studios, *where* a lot of British films are made.

4 Mark the relative clauses in Exercise 3 D (defining) or ND (non-defining).

5 In pairs, say which of the special festivals in the podcast you would like to take part in and why.

YOUR WORLD

6 Invent a special day to celebrate. Decide when it will take place and what you should/shouldn't do. Then, in pairs, take turns to tell your partner about your day. Use relative clauses.

10/10 Day, which is on 10 October, is a day for being excellent. Anything that you do on that day, you should do as well as you can, e.g. try to get ten out of ten if you do a test.

For the teacher
- Teaching notes, page 223
- *Need support?* worksheet, page 240
- Audioscript, page 255

On the Portal
- Grammar presentation
- **Photocopiable activity:** *Great/Terrible party!*
- **Test:** Grammar Check 9

For the student
- Workbook, page 92
- Grammar Time, Student's Book, page 134

On the Portal
- **Workbook:** Lesson 9.2
- **Extra Practice Activities:** Grammar

9.3 Reading and Vocabulary

Turning eighteen

1 9.8 Read the texts. Which idea would you choose for your birthday celebration? Why?



Ideas for celebrating turning eighteen

A Junction 2

Boston Manor Park is the venue for the Junction 2 music festival, which takes place from midday to 10 p.m. on 4–5 June. Many of the biggest names in house and techno are taking part this year. You must be eighteen or over to attend. Tickets cost £49.50 for Friday 4 June and £65.45 for Saturday 5 June.

B eZeeZee Zorbing

Do you fancy climbing inside a large transparent plastic ball and racing a friend down a hill at fifty kilometres per hour? If so, you should try zorbing at eZeeZee in the New Forest. It's an experience you'll never forget and it's totally safe. Price: £55 for two people. Special weekend offer: £43.

C Warwick Castle

Travel back in time at this impressive medieval castle. A 3D activity trail, scary games to learn about the past, fantastic shows with wild birds, actors and live concerts. It's a magical experience. A one-day ticket costs £22 (£17 if you book ahead). Or you can stay overnight and make a weekend of it.

D Tapas'n'Tacos

Located on the South Bank near the Tate Modern art gallery, Tapas'n'Tacos is London's coolest new restaurant. If you're fond of Spanish and Mexican food and keen on dancing, this is the place to go. There's live music every evening from 8 p.m. and at lunchtime on weekends. Prices are reasonable and there's a twenty percent discount this month. Open every day, from midday to midnight.

2 9.9 These people are about to turn eighteen. Match them with the most suitable ideas from the texts in Exercise 1 (A–D).

Andy B

I'm into art, music and outdoor activities. I want to celebrate my birthday this weekend with my friends. I've got some money, so I can afford to pay for something exciting. There's a music festival I'd love to go to, but my friends aren't old enough. We all love extreme sports.

Emily D

I have a passion for music and dancing. I'd like to go out for my birthday on Saturday with a few close friends. There's a family get-together planned for the evening, so it will have to be during the day. We'd like to get a good meal in a nice place, but nowhere too expensive.

Robin C

I'm a big fan of extreme sports. I'm also crazy about music and dancing. Unfortunately, I broke my arm last week, so I can't do anything too physical. My birthday's next week and I'd like to do something with my family. Recently, I've really got into English history and fantasy novels.

EXAM

Exercise 2

B1 Preliminary for Schools, Reading, Part 2, (multiple matching)

3 Find six phrases in the texts that mean *like*. Then, in pairs, use them to talk about things you like.

VIDEO

WIDER WORLD

4 34 Watch eight people talking about the last attraction they visited. Match the speakers with the attractions and say what they thought of them.

Speakers: Charlie, Carol, Martina and Alberto, Myriam, Monica, Marne, Rudy

Attractions: a church in Notting Hill, a hotel on Phuket Island, a town called Chefchaouen in Morocco, Edinburgh Castle, the London Dungeons, the London Eye, Victor Hugo's house on Guernsey

5 In pairs, talk about attractions, activities and events that you have enjoyed. Use the phrases in Exercise 3 to say why you enjoyed them.

I recently went to a water park. It was great because I'm really into swimming.

Exercise 4

videoscript page 255

Charlie: the London Dungeons; good fun
Carol: a church in Notting Hill (doesn't say what she thought of it)
Martina and Alberto: the London Eye; different, quite interesting, amazing view
Myriam: a hotel on Phuket Island; nice sea view, great hotel
Monica: a town called Chefchaouen in Morocco; a really good experience, life-changing, incredible
Marne: Victor Hugo's house on Guernsey; fascinating
Rudy: Edinburgh Castle; really beautiful, amazing

I can understand an article about celebrating a birthday.

For the teacher
- Teaching notes, page 224
- Videoscript, page 255

On the Portal
- Photocopiable activity: *Who will you plan your party with?*

For the student
- Workbook, page 93

On the Portal
- Workbook: Lesson 9.3
- Extra Practice Activities: Vocabulary, BBC Vox Pop

9.4 Grammar

Direct and indirect questions

1 Describe the photo. Have you ever been to a festival? What was it like?



2 9.10 Read the messages and answer the questions.

1 Where are Sophie and Meryl going?
2 Why are they going there?
3 What does Sophie want to do during her holiday?

Hi Sophie,

I'm really looking forward to the trip to New Orleans. I've got a few questions, though. I know our flight's on 24 Feb, but can you remind me which terminal we're leaving from? Have you any idea if there's a pool in the hotel? And I'd like to know how long the flight will be. I'm scared of flying. 😱

Oh, and by the way, 'Mardi Gras': do you know what it means? I've just found out.

Love,

Meryl

Hi Meryl,

We're leaving from Terminal 2. I didn't know you were scared of flying. I wonder why you kept it a secret. But don't worry, it's a short flight: just over two hours. 😊 The hotel has an outdoor pool, so bring your swimming costume. By the way, do you mind if I film you during the trip? It's for my YouTube channel.

See you soon,

Sophie

PS I do know what 'Mardi Gras' means. It's French for 'Fat Tuesday'.

3 Study the Grammar box. What is the word order in indirect questions? When do we use *if*?

GRAMMAR Direct and indirect questions

	Direct	Indirect
***Wh-* questions**	Which terminal are we leaving from?	Can/Could you remind me which terminal we're leaving from?
	How long will the flight be?	I'd like to know how long the flight will be.
Wh-* questions with *do/does/did	What does it mean?	Do you know what it means?
	Why did you keep it a secret?	I wonder why you kept it a secret.
***Yes/No* questions**	Is there a pool in the hotel?	Have you any idea if there is a pool in the hotel?
	Can I film you?	Do you mind if I film you?

GRAMMAR TIME > PAGE 134

4 9.11 Rewrite the direct questions as indirect questions. Use the words in brackets. Listen and check.

1 What's your name? (could)
Could you tell me what your name is?
2 Would you two like to hang out with us? (wondering)
3 Where is our hotel? (idea)
4 What street is it in? (remember)
5 Did you have a good time? (like)
6 When does Mardi Gras start next year? (know)
7 Can I take a photo of you? (mind)

YOUR WORLD

5 In pairs, ask and answer indirect questions. Use these ideas or your own.

- how long / film / last?
- how much / cinema ticket / cost?
- rain / tomorrow?
- use / your phone?
- what / do / weekend?
- when / holidays / begin?
- where / you / born?

Do you know what 'bonjour' means?

Exercise 2
1 They're going to New Orleans.
2 They want to see the Mardi Gras festival.
3 She's going to film things for her YouTube channel.

Exercise 3
In indirect questions the word order is the same as in affirmative sentences.
We use 'if' in *yes/no* questions.

Exercise 4
audioscript page 256

2 I was wondering if you two would like to hang out with us.
3 Have you any idea where our hotel is?
4 Do you remember what street it's in?
5 I'd like to know if you had a good time.
6 Do you know when Mardi Gras starts next year?
7 Do you mind if I take a photo of you?

For the teacher
- Teaching notes, page 225
- *Need support?* worksheet, page 240
- Audioscript, page 256

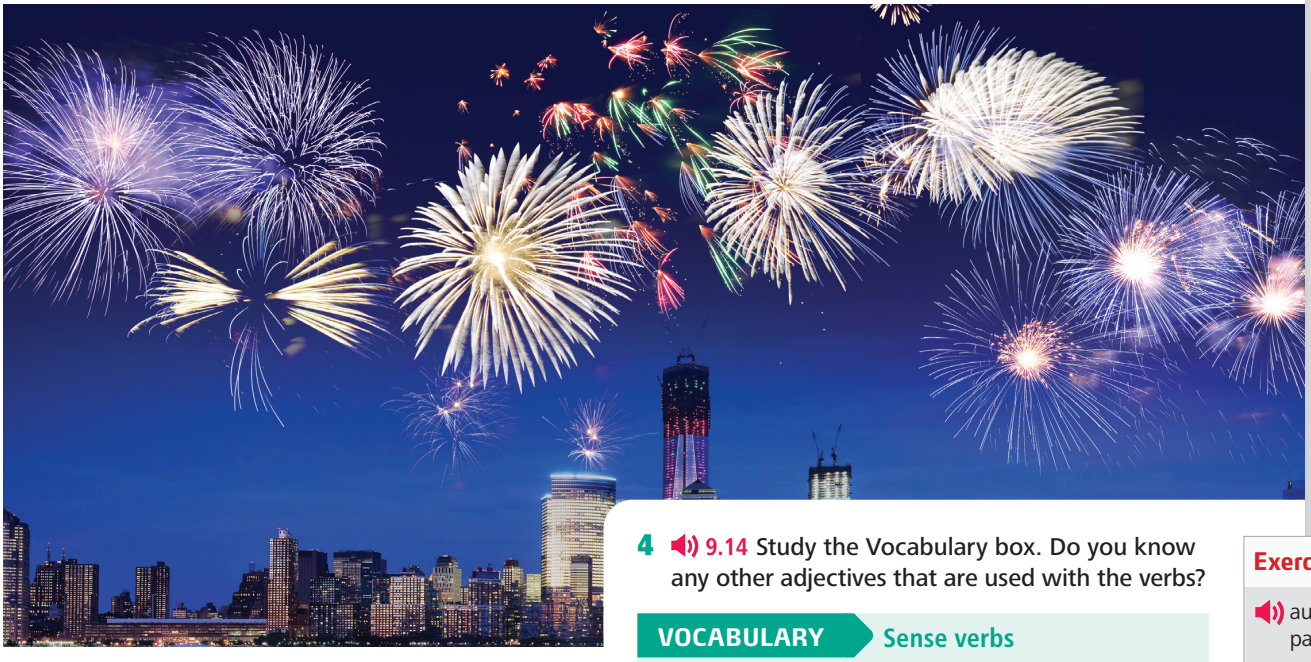
On the Portal
- Grammar presentation
- **Photocopiable activity:** *Be polite*
- **Test:** Grammar Check 9

For the student
- Workbook, page 94
- Grammar Time, Student's Book, page 134

On the Portal
- **Workbook:** Lesson 9.4
- **Extra Practice Activities:** Grammar

9.5 Listening and Vocabulary

Do you enjoy firework displays?



1 Do you enjoy firework displays? Why?/Why not?

2 9.12 Listen to the beginning of a radio interview. What is it going to be about? Who is the guest on the programme?
fireworks; An Li, a history teacher from China

3 9.13 Listen to the rest of the interview and choose the correct answer.

1 According to the presenter, China
- a has the most firework displays in the world.
- (b) makes the most fireworks in the world.
- c makes the largest fireworks in the world.

2 According to Professor Cook, the first fireworks came from
- (a) China. b India. c Syria.

3 When fireworks were made by putting powder inside bamboo, they were
- a hotter. b brighter. (c) louder.

4 Assistants at firework displays in England wore hats of leaves because
- a it made people laugh.
- (b) it protected their heads.
- c it was an English tradition.

5 Italians changed fireworks by
- (a) making them colourful.
- b making them bigger.
- c making displays safer.

6 The first firework display in the United States was in
- (a) 1608. b 1776. c 1777.

4 9.14 Study the Vocabulary box. Do you know any other adjectives that are used with the verbs?

VOCABULARY Sense verbs

feel terrified look incredible smell terrible sound noisy taste delicious

5 9.15 Complete the text with the correct form of the phrases in the Vocabulary box. Listen and check.

Early fireworks [1] *smelled terrible*, like rotten eggs, but they were quiet. They didn't [2] *sound noisy* like modern fireworks. Despite that, people often [3] *felt terrified* when they saw them. Today we make fireworks with different colours. People love to take photos of them because they [4] *look incredible*. On American Independence Day people celebrate with fireworks, barbecues and hot dogs that [5] *taste delicious*.

6 Use the adjectives below to write sentences with the verbs in the Vocabulary box. Then, in pairs, compare your sentences.

awful bitter bright clear disgusting loud mild peaceful quiet rough scared smooth soft solid strange strong sweet weak

When my father sings, it sounds awful.

YOUR WORLD

7 Think of the last time you saw a firework display. In pairs, take it in turns to describe the event.

Exercise 2
audioscript page 256

EXAM

Exercise 3
audioscript page 256

B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

Exercise 4
Possible answers:
feel fine/sick/happy/great
look amazing/great/tired/worried
smell good/nice/delicious/awful
sound strange/good/worried/funny
taste sweet/bitter/good/awful

I can understand a radio interview about fireworks.

For the teacher
- Teaching notes, page 226
- Audioscript, page 256

On the Portal
- Vocabulary Memory Game
- Photocopiable activity: *A class survey*

For the student
- Workbook, page 95

On the Portal
- **Workbook:** Lesson 9.5
- **Extra Practice Activities:** Vocabulary

9.6 Speaking

Being polite

VIDEO **SORRY TO BOTHER YOU**



Carla: Excuse me, do you mind if I sit here?
Ellie: Of course not. Go ahead.
Carla: Thanks … Sorry, could you pass me the sugar, please?
Ellie: Yes, of course. Here you are.
Carla: Thanks very much.
Ellie: It's quite all right.

Ellie is on the phone.

Ellie: Hi! Yeah, it's been a great tour so far. Do you know how many people are coming to the show tonight? Great. Bye.

Carla is texting Bea.

Bea, you'll never guess who's in the café with me! Jane McLane, the singer!

Carla: Sorry to bother you, but are there any tickets left for the show tonight? Are they very expensive?
Ellie: Of course. And they're free!
Carla: Really? Free tickets for your concert! I can't believe my luck!
Ellie: My concert?
Carla: Aren't you Jane McLane?
Ellie: No! People often say I look like her, but I'm not a singer. I work for an animal charity. We're giving a talk here tonight. Do you fancy coming? And I wonder if you could hand out these leaflets?
Carla: Er, sure …
Ellie: That's really kind of you. Thanks.

SOUNDS GOOD! Go ahead. • You'll never guess … ! • Do you fancy coming?

Exercise 2
Excuse me, do you mind if I …?
Thanks.
Sorry, could you … , please?
Thanks very much.
Sorry to bother you, but …

1 35 9.16 Look at the photo. Where is Carla? Do you think she knows the woman? Watch or listen and check.
She's in a café. She doesn't know the woman.

2 What polite expressions does Carla use in the dialogue?

SET FOR LIFE

3 Which of the expressions below would you use a) when having breakfast at home and b) during a formal dinner? What other expressions might you use in these situations?

Excuse me.*b* Hey!*a* I wonder if you could …*b*
Pleased to meet you.*b* What's up?*a*

4 Study the Speaking box. Find examples of the phrases in the dialogue.

SPEAKING Being polite

Attracting attention
Excuse me, … Sorry (to bother you), …

Making and responding to polite requests
A: I was wondering if … Do you mind if I … ?
B: No, go ahead./Sorry, but …
A: Would you mind passing the … ?
B: Of course not.
A: Could you pass me the … , please?
B: Yes, of course. Here you are.
A: Do you happen to know if … ?
B: I'm sorry, I don't know.
A: I wonder if you could do something for me.
B: Sure./Sorry, I can't.

Giving and responding to thanks
A: That's really kind of you. B: It's quite all right.
A: I really appreciate it. B: It's no problem.
A: Thanks (so/very much). B: You're welcome.

5 Complete the sentences with one word in each gap.
a [3] Do you *happen* to know where I should get off for Elm Street?
b [1] *Excuse* me. Sorry to *bother* you. I was *wondering* if I could ask you a question.
c [4] I'm *sorry*, I don't know. I'm not from here.
d [5] It's no *problem*. Thanks anyway.
e [2] Yes, of *course*. Go *ahead*.

6 9.17 Order sentences a–e in Exercise 5 to make a dialogue. Listen and check. Then, in pairs, practise the dialogue.

YOUR WORLD

7 In pairs, go to page 137 and follow the instructions.

For the teacher
- Teaching notes, page 227
- *Need support?* worksheet, page 240

On the Portal
- **Photocopiable activity:** *Make a polite request*

For the student
- Workbook, page 96

On the Portal
- **Workbook:** Lesson 9.6
- **Extra Practice Activities:** New Park video

9.7 Writing

An informal invitation

1 Which of the information below would you give a friend coming to your house for the first time for a party? What other information might you include?

advice on what to bring directions to your house
information about animals in your home
what you plan to do when it's planned to start/finish
who will be there

2 Read David's email. Why is his family having a party?

to welcome David's brother, Gavin, home

3 Study the Writing box. Complete gaps 1–5 with phrases from David's email.

WRITING An informal invitation

Starting your email
How are things?
How are your summer holidays going?
1 *What have you been up to?*

Offering an invitation
Would you like to come … ?
Do you want to meet up … ?
2 *Do you fancy coming?*

Explaining your plans
I'd like to show/take you …
I hope we can …
3 *… we're planning to …*

Before you finish
I hope you can come.
I'm really looking forward to seeing you (again).
4 *Let me know as soon as you can!*

Ending your email
Hope to see you soon.
5 *Speak soon,*

4 Study the Language box and match the phrases below with the underlined phrases in David's email.

can come see what something is like
spend time with start wear formal clothes
would find useful

LANGUAGE Informal writing

In informal writing, your language can be chatty. You can:
- ask questions.
- use exclamation marks and emojis (but not too many!).
- use contractions.
- use informal language (e.g. *What have you been up to? Do you fancy … ? By the way, …*).



Hi Mark,

How are your summer holidays going? What have you been up to?

My brother Gavin, who has been living in the USA, is coming back home next Saturday (19 August). We're throwing him a surprise party at our house to welcome him home. ☺ It should kick off at about 8 p.m. Do you fancy coming? Mum and Dad said you could stay with us for the weekend if you like.

On the Sunday after the party, we're planning to check out the Atlantis Water Park, which everyone says is an amazing place! So, if you come, you could do with some swimming trunks. We could hang out with my cousins. Remember them? They'll be at the party too.

By the way, you don't need to dress up for the party – you can wear whatever you want. I really hope you can make it. Let me know as soon as you can!

Speak soon,
David

WRITING TIME

5 Write an email inviting a friend to a celebration.

1 **Find ideas**
Make notes for your email. Think about:
- what kind of celebration you're planning.
- where and when it's taking place.
- some details that might persuade your friend to attend.

2 **Plan**
Organise your email into paragraphs. Use David's email to help you.

3 **Write and share**
- Write a draft of your email. Use the Language box and the Writing box to help you.
- Share your email with another student for feedback.
- Write the final version of your email.

4 **Check**
- Check language: have you used informal language?
- Check grammar: have you used relative clauses correctly?

Exercise 4
can come – can make it;
see what something is like – check out;
spend time with – hang out with;
start – kick off;
wear formal clothes – dress up;
would find useful – do with

I can write an email inviting a friend to a celebration.

For the teacher
- Teaching notes, page 228
- *Need support?* worksheet, page 240

On the Portal
- **Photocopiable activity:** *Hi Max, …*

For the student
- Workbook, page 97

On the Portal
- **Workbook:** Lesson 9.7

Vocabulary Activator

WORDLIST 9.18

Celebrations
ceremony (n)
costume (n)
custom (n)
festival (n)
firework display (n)
parade (n)
special occasion (n)
tradition (n)

Word friends (special occasions)
blow out candles
bring bad luck
bring good luck
celebrate a birthday
follow the tradition of
get together with
light candles
light fireworks
organise a party
prepare a meal
put up decorations
stay up late
throw a party
turn a year older
turn eighteen
unwrap presents
wrap presents

Types of celebrations
carnival (n)
family get-together (n)
fancy-dress party (n)
formal dinner (n)
school prom (n)
street party (n)
surprise party (n)
wedding reception (n)

Phrases to express likes
be a big fan of
be crazy about
be fond of
be into/get into
be keen on
have a passion for

Sense verbs
feel terrified
look incredible
smell terrible
sound noisy
taste delicious

Extra words
attend (v)
attraction (n)
barbecue (n)
brightly coloured (adj)
calendar (n)
close friend (n)
count down to (v)
dress up (v)
entertain (v)
event (n)
hang out (v)
Independence Day (n)
live concert/music (n)
masquerade ball
meet up (v)
midnight (n)
New Year's Eve (n)
outdoor activity (n)
party (v)
powder (n)
ring a bell
rotten (n)
rub (v)
show (n)
stay overnight
take part
take place
Thanksgiving (n)
traditional (adj)

1 Complete the questions with the correct form of words from the wordlist. Then, in pairs, ask and answer the questions.

1. How are you going to *celebrate* your birthday when you t*urn* eighteen?
2. What birthday c*ustoms* and traditions does your family f*ollow*?
3. Do you enjoy having candles on your birthday cake so you can b*low* them out?
4. Would you like someone to throw you a s*urprise* party?
5. Do you like to help put up d*ecorations*?
6. What kinds of party food t*aste* the most delicious to you?
7. What do you enjoy doing when you g*et* t*ogether* with friends?
8. Do you like fireworks or are you secretly t*errified* of them?

2 Choose the odd one out.

1	fireworks	customs	candles	decorations
2	surprise party	school prom	display	wedding reception
3	mask	costume	fancy-dress	present
4	sound	wrap	smell	look
5	fond	keen	crazy	noisy

3 These phrases about special occasions have got mixed up! Rearrange them.

blow out a party | follow eighteen | put up a tradition | stay up decorations | throw presents | turn candles | wrap late

blow out candles



4 9.19 **PRONUNCIATION** Listen to the chant and underline the two most stressed syllables in each line.

I'm fond of festivals
And I'm keen on customs.
I'm into fireworks
And I'm crazy about parties!

5 **PRONUNCIATION** In pairs, practise saying the chant in Exercise 4 in a rhythmic way. Stress the correct syllables. Then change some of the words in the chant to make it true for you.

Exercise 2
1 customs (People use the others to make celebrations look good.)
2 display (The others are kinds of party.)
3 present (You wear the others.)
4 wrap (The others are sense verbs.)
5 noisy (The other adjectives can be used in phrases to say you like something.)

Exercise 3
follow a tradition
put up decorations
stay up late
throw a party
turn eighteen
wrap presents

For the teacher
- Audioscript, page 256

On the Portal
- **Tests:** Unit 9 Test, Unit 9 Writing Test

For the student
- Workbook, page 99

On the Portal
- **Workbook:** Self-check
- Wordlist
- **Extra Practice Activities:** Self-check

Revision

Vocabulary

1 Choose the correct answer.

1 I think there's a party going on upstairs. It sounds ___.
(a) noisy b noisily c noise

2 My sister is really ___ Harry Potter. She has read all the books.
a for b about (c) into

3 Some people say that the number thirteen ___ bad luck.
(a) brings b prepares c gets

4 Jim doesn't like going to bed early. He prefers to ___ up late.
a put (b) stay c turn

5 My mum has always ___ a passion for rare garden plants.
a followed b lived (c) had

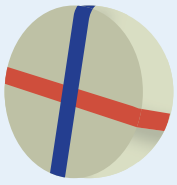
6 I can't wait to ___ my birthday presents!
(a) unwrap b unpack c undo

2 Write the correct word for each definition.

1 a kind of celebration where people play music and dance in the streets: c*arnival*
2 an end-of-year school party for high school students: school p*rom*
3 a set of clothes worn by an actor: c*ostume*
4 a party people have after a wedding: r*eception*
5 something you do to candles on your birthday: b*low* out
6 part of a celebration where people walk together along the street: p*arade*
7 a kind of party where people have to wear unusual clothes: f*ancy*-d*ress* party

Grammar

3 Complete the text with *who*, *which*, *that*, *whose* or *where*.



Every year people from Gloucester in England enjoy the Hill Cheese Rolling Festival, [1] *which* is a kind of race. On a hill near Gloucester, [2] *where* the festival happens, people meet at the top. Then they roll a wheel of cheese, [3] *which* weighs about three kilos, down the hill. Everybody runs after it and the person [4] *who/that* crosses the finish line first wins. The winner, [5] *whose* prize is the cheese, can feel happy that they are encouraging a tradition [6] *which/that* has been around a long time.

4 Complete the indirect questions about the Hill Cheese Rolling Festival. Use the verbs in brackets.

1 Where's the cheese festival? (remind)
Could *you remind me* where the cheese festival is?

2 What kind of cheese do they use? (know)
I'd *like to know* what kind of cheese they use.

3 Is it dangerous? (tell)
Could *you tell me if/whether it's* dangerous?

4 When is the festival? (remind)
Can *you remind me when* the festival is?

5 Can I attend the festival? (possible)
I wonder *if/whether it is/would be possible* for me to attend the festival.

6 Can I take photos there? (mind)
Do people *mind if I* take photos there?



Speaking

5 A new college has invited young people to an informal open day with food and music, to meet new students. Work in pairs. You don't know each other, but are sitting together at a table. Student A, go to page 137. Student B, go to page 142. Take turns to start the conversation.

Dictation

6 9.20 Listen. Then listen again and write down what you hear during each pause.

Exercise 5
Sample answers:
A Excuse me. Would you mind passing the water jug?
B Of course not, Here you are.
A Thanks very much.
B It's no problem.
B Sorry to bother you, but do you know what entertainment is planned for later?
A Of course. Here's a programme.
B Thank you very much.
A You're welcome.

EXAM

Exercise 6

audioscript page 256

International Certificate Level 2, Listening and Writing, Section 2, (dictation)

BBC CULTURE

Festivals for Generation Z



be glued to (phr) give something your full attention
indoors (adv) inside a building
isolated (adj) without much contact with other people
phenomenon (n) something that happens in society, culture, nature, etc.
renowned (adj) famous
tournament (n) a series of contests to win first prize

The UK's biggest gaming festival

When you think of festivals, do you think street parades, traditional events and colourful costumes? Well, think again. Nowadays it's fashionable to stay indoors with your screens. Why? It's to celebrate video gaming, which is one of the most popular hobbies around. There are lots of big gaming festivals in the world and the UK is one of the main centres because most gamers communicate in English.

Insomnia is the biggest gaming festival in the UK. It is held every year near Birmingham and attracts thousands of young people. It's an amazing get-together, where you can meet the world's most renowned players. Some of these celebrities are only eleven or twelve years old! There are tournaments of popular games, such as *Mortal Kombat*. *Minecraft* is also everywhere, which shows that it is a real cultural phenomenon.

Although the festival happens inside and everyone is glued to screens, these events have a lot in common with traditional festivals. There are many fans who form long queues to watch celebrity gamers on big stages. There are incredible light displays and giant screens everywhere. At first sight, it looks more like a rock concert!

We interviewed two teenagers at the Insomnia Festival in Coventry to see what they thought.

Stuart

'I love it here, but I would rather play video games at home. I'm into more traditional parties where people enjoy themselves together. Here everybody is watching the screen with their headphones on. They're isolated from each other. It would be better to watch it online than go to the event itself.'

Marcela

'This is the best party I've ever been to! I've travelled across the world to be here. There's a real sense of community. I've met a lot of people who I only knew from the internet. We share our love for video games and discuss how best to play them. It's great for my English because that's what everyone speaks online and here too!'

1 Look at the photo and the title of the article. In pairs, discuss the questions.

1 What kind of event is it? *a gaming event/festival*
2 Would you like to go to an event like this? Why?/Why not?

2 9.21 Read the article and mark the sentences T (true) or F (false).

1 T The article says that playing computer games at home is trendy.
2 T Gaming events are popular in the UK because English is the common language of gamers.
3 T Some of the famous gamers are children.
4 T Video game events are similar to traditional events.
5 F Fans watch celebrity gamers on screen.

3 Decide if each statement shows Stuart's (S) or Marcela's (M) opinion about Insomnia. Read their comments again and check.

1 M It's a good place to talk to other gamers.
2 S Parties without screens and headphones are better.
3 M It's a good opportunity to share game strategy.
4 S I prefer watching gaming events online.
5 M It's an opportunity to practise my English.

4 In pairs, discuss the questions.

1 Which statements from Exercise 3 do you agree with? Why?
2 Are events like Insomnia popular where you live?

For the teacher
- Teaching notes, page 229
- Videoscript, pages 256–257

On the Portal
- Photocopiable activity: *Project worksheet: design a leaflet*

BBC Two different festivals





5 VISIBLE THINKING In pairs, follow these steps.

SEE

1 Describe the actions of someone doing one of the activities in the photos to your partner. Be as accurate as you can.

THINK

2 Which activity looks more fun/challenging? Why?

WONDER

3 What else would you like to know about the activities in the photos?

6 36 Watch Part 1 of the video and complete the sentences.

1 Most of the people at the Insomnia Festival are there to *watch* computer games.
2 One of the teens interviewed thinks that gaming is a legitimate *sport* .
3 Last year the global audience was more than *70 milion* .
4 The reporter concludes that gaming is evolving and *growing* all the time.

7 37 Watch Part 2 of the video and mark the sentences T (true) or F (false). Correct the false sentences.

1 T BMXing and parkour are part of the Festival of Neighbourhood.
2 T Stick says that graffiti dates back to very ancient times.
3 F We see the dance troop Zoo Nation performing outdoors.
We see the dance troop Zoo Nation performing in a dance studio.
4 T The Festival of Neighbourhood celebrates both music and sport.

Exercise 6
videoscript page 256

Exercise 7
videoscript page 257

PROJECT TIME

8 In groups of four, create a digital leaflet for a festival of street art. Follow these steps.

1 **In your group, discuss how your leaflet could attract people to the festival. Then decide who will prepare information about four activites during the festival. The activities might include parkour, street dancing, street painting, BMX biking or your own ideas. Find answers to these questions.**
- When and where will each activity take place?
- What skills and techniques will the performers present?
- What are the attractions prepared for the participants?

2 **Individually, prepare your part of the leaflet.**
- Find the information and photos for your part of the leaflet.
- Write a short text about your activity and add photos.

3 **In your group, prepare your leaflet. You can use a leaflet maker app.**
- Put all the texts and photos together.
- Think of a catchy title for your leaflet.
- Decide on a layout.
- Check and edit your leaflet.

4 **Share your leaflet with the class.**
- Answer other students' questions.
- Ask questions and comment on the other leaflets.

Progress Check Units 1–9

Vocabulary and Grammar

1 Choose the correct answer.

1 My dad, ___ hobby is writing fiction, has won a prize in a short story competition!
(a) whose b which c that

2 I didn't want other people to hear what I was saying, so I ___ my voice.
a raised (b) lowered c reduced

3 Of course they lost the game. They played ___ !
a terrified b terrible (c) terribly

4 Do you know how long ___ ?
a will my appointment last
b will last my appointment
(c) my appointment will last

5 Paintings of classic art will be ___ display at the gallery until the end of July.
(a) on b in c at

6 Let's ___ a surprise party for Jeremy!
a bring b put (c) throw

7 Our local news stories will ___ after these headlines.
a show b shown (c) be shown

8 I ___ manage to finish my essay last night.
a couldn't (b) didn't c wasn't

2 Complete the second sentence with the word in bold so that it means the same as the first one. Use no more than five words.

1 Someone has put up the decorations. **HAVE**
The decorations *have been put* up.

2 'Do you like rap music?' I asked John. **INTO**
I asked John *if/whether he was into* rap music.

3 They don't make us play competitive sports at our school. **HAVE**
We *don't have to play* competitive sports at our school.

4 Companies can't leave leaflets in our building. **ALLOWED**
Companies *aren't allowed to* leave leaflets in our building.

5 We went to bed late last night. **STAYED**
We *stayed up* late last night.

6 It's a good idea to eat salad with your lunch. **SHOULD**
Salad *should be eaten* with your lunch.

3 Complete the text with one word in each gap.

When all my family [1]*get* together, we take a family photo. Our neighbour, [2]*who* is a wedding photographer, takes it. He tells us what to do: smile, stand [3]*up* straighter, etc. It's a great photo when we [4]*manage* to get it right. I'm very keen [5]*on* our family photo tradition. I know that we'll be [6]*able* to look at the photos in the future and remember good times. But my sister doesn't like it when her photo [7]*is* taken. I'm surprised because she always [8]*looks* incredible in them. I hope we'll have a photo next month because I'm [9]*turning* eighteen!

Speaking

4 Choose the correct option.

A: Can I help you?
B: That [1]*would* / *can* be great, thanks. I was [2]*asking* / *wondering* what book to buy for my mum's birthday.
A: In my [3]*idea* / *opinion*, this detective story is good. Do you [4]*happen* / *mean* to know if she likes crime?
B: I'm not [5]*know* / *sure*. She likes fiction, but she's more [6]*keen* / *interested* in art.
A: Oh great! This is the best biography of Vincent Van Gogh, as far as I'm [7]*appreciated* / *concerned*.
B: Sorry, what I [8]*meant* / *tried* was she would like a novel about art.
A: I understand. I don't know what to [9]*suggest* / *help*, I'm afraid.
B: It's no [10]*worries* / *problem*. Thank you for your help [11]*anyway* / *welcome*.

5 In pairs, plan an end-of-year party for your class. Follow these steps.

1 Add more ideas to each group.
- a gift for your teacher: flowers, …
- a picture on the card for your teacher: a class photo, …
- music for the party: disco, …
- party food: pizza, …

2 Compare the ideas in step 1. Give your opinion and make a decision for each item.
A: In my opinion, disco is better because …
B: I think so too.

3 Decide who will organise what.
A: I can organise the food.
B: Thanks, I appreciate it.

EXAM

Exercise 5
B1 Preliminary for Schools, Speaking, Part 3, (collaborative task)

For the teacher
- Audioscript, page 257

On the Portal
- **Photocopiable activities:** *Half a crossword, Grammar-go-round*
- **Tests:** Units 1–9 Progress Test,Units 1–9 Progress Writing Test, Units 1–9 Progress Speaking Test

For the student
- **Workbook:** Exam Time 3 Units 1–9, pages 108–110

On the Portal
- **Workbook:** Exam Time 3 Units 1–9
- **Extra Practice Activities:** Use of English

Listening

6 'Life drawing' means looking at real people and drawing them. What do you think might be difficult about it? Discuss in pairs.

7 PC1–9.1 Listen to an interview with an artist and choose the correct answer.

1 When Hannah describes life drawing, we learn
   a that she needs an art room.
   (b) that she can do it anywhere where there are people.
   c that festivals are the best places to do it.

2 Why did Hannah decide to draw the man on the train?
   (a) She was bored.
   b He didn't know she drew him.
   c Her mum asked her to do it.

3 What is true about the pictures Hannah gave to advertisers?
   a The people in her life had liked them.
   (b) They told her what kind of people they needed on them.
   c They were later shown in an art gallery.

4 What is true about how Hannah draws?
   a We can only see people in her pictures.
   b She only uses ideas from photographs when they show the right moment.
   (c) It is important how she feels about what she's drawing.

5 The people Hannah draws don't cause problems because
   a she always sends them a copy of the drawing later.
   (b) they often don't realise what's happening.
   c she only draws them when they're asleep.

Reading

8 PC1–9.2 Read the article. Complete the gaps with sentences a–g. There are two extra sentences. Listen and check.

a The people were already getting ready.
b There were flowers everywhere to show that.
c There are parades through their streets.
d People need to show their love and they need to laugh.
e People celebrate in their houses too.
f That's why not everyone is into celebrating special occasions.
g It isn't just about flowers – spring and summer is when our fruit and vegetables grow.

DON'T FORGET MAY DAY!

We all know and enjoy the biggest events of the year, like New Year, for example. People always remember April Fool's Day and Valentine's Day. The reason is that these days are connected to the strongest things we like to feel. [1] *d* So they are still as popular as ever. But I want to give some examples of less well-known holidays and explain why it's important to celebrate those too.

Some people disagree because they say we already have enough celebrations. Organising festivals and celebrations is an expensive business. Decorations and costumes need to be bought, and people have to take time off work. [2] *f* They prefer to stay at home, ignore tradition and not take part in the dancing and fun. But maybe they should try it!

That's what I did recently at a May Day celebration in Oxford, and I came away with a much more positive opinion. May Day celebrates the power of the sun to make things grow. [3] *b* The May Queen even wore some in her hair. The May Queen, dressed up in white, walked at the head of the parade. People were dancing and folk music was playing.

Another old traditional festival is St George's Day, which, in England, is connected to the story of how Saint George killed a terrible dragon. Since then, England has had wars and other problems – more real than dragons! St George's Day gives the nation hope in difficult times, and many towns and villages still celebrate it. [4] *c* Some people look forward to the atmosphere and the costumes. Unfortunately, many others don't even know the date: 23 April.

May Day, St George's Day and other less well-known celebrations should be more popular. They aren't just a reason for people to dance in the streets and have a good time. May Day reminds us how important nature is. [5] *g* And St George's Day reminds the country it can come out on top against problems. St George gave us hope and nature gives us food. Those are important things to remember too.

EXAM
Exercise 7
audioscript page 257
B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

EXAM
Exercise 8
B1 Preliminary for Schools, Reading, Part 4, (gapped text)

Writing

9 Write an email inviting a friend to join you and a small group of friends on a day out in the city. Include this information.

- Start your email in a friendly way.
- Invite your friend to join you.
- Explain two or three things you are planning.
- Say that you hope your friend can come.
- End the email in a friendly way.

Grammar Time

1.2

Present tenses

Present Simple and Present Continuous
She often takes the bus to school. (routine)
He lives in Madrid. (permanent situation)
He's talking to his friends right now. (present action)
She's from Brazil, but she's studying in the UK. (temporary situation)

State and dynamic verbs
State verbs don't normally have a continuous form. Here are some common state verbs: *be, believe, belong, cost, hate, know, like, love, mean, need, prefer, remember, seem, understand, want, wish.*
Some verbs can be state or dynamic, depending on the meaning.
I think he's right. (opinion)
What is he thinking about? (mental process)
I see her – she's round the corner. (sense)
I'm seeing Peter a lot these days. (action: meet up with)
I have a dog. (possession)
I'm having lunch. (action)
The soup tastes/smells lovely. (quality)
I'm tasting/smelling the soup. (action)
Some verbs work both in the simple and continuous forms, but with no change in meaning.
I feel tired./I'm feeling tired.

1 Choose the correct option. Which verb can be used in the Present Simple or Present Continuous?

Hi Sara,

How are you? I [1] *enjoy* / *'m enjoying* my new school. There are lots of after-school clubs and I [2] *belong* / *'m belonging* to the Drama Club now. We [3] *meet up* / *'re meeting* up every Friday. At the moment the club [4] *prepares* / *is preparing* for a show and they [5] *want* / *'re wanting* / me to be in it. I [6] *think* / *'m thinking* about it and I [7] *like* / *'m liking* the idea, but I [8] *feel* / *'m feeling* a bit anxious about it. What [9] *do you think* / *are you thinking* I should do?

Sam

2 Do you belong to a club or have a hobby? Write a few sentences using the Present Simple and Present Continuous and the phrases below.

- I belong to …
- My hobby is …
- I usually/often/always …
- At the moment I/we …

3 In pairs, share your sentences from Exercise 2. Tell the class about your partner.

1.4
Exercise 2
1 Have you ever won a competition?
2 What were you doing at 8 a.m. this morning?
3 Where did you go yesterday?
4 Was the sun shining when you got up this morning?

1.4

Past Simple, Past Continuous and Present Perfect

Past Simple
She arrived yesterday. (finished action)
They studied every day. (repeated action)
Watch out for spelling changes in regular verbs:
study – studied *drop – dropped*

Past Continuous
Last night/At six o'clock she was talking to her friend. (action in progress)

Past Simple and Past Continuous
I was climbing the mountain when I fell.
While I was sleeping, the phone rang.
(background action interrupted by another action)

Present Perfect
I've had lunch. I'm not hungry. (result in the present)
They've never been to India. (experience)
We often use adverbs such as *never, ever, just, yet, recently* and *already* with the Present Perfect.
I've just got up. I haven't had breakfast yet.

Present Perfect and Past Simple
I've been to this theatre before. I came here with my parents last year. (experience/recent event and a completed action in the past)

1 Choose the correct option.
1 It *rained* / *was raining* when I *woke up* / *was waking up*.
2 While I *swam* / *was swimming*, I *lost* / *was losing* my watch.
3 I *jogged* / *was jogging* in the park when I *met* / *was meeting* my friend.
4 He *broke* / *was breaking* his leg while he *learned* / *was learning* to ski.

2 Make questions. Use the Past Simple, Past Continuous or Present Perfect.
1 you / ever / win / a competition / ?
2 what / you / do / at 8 a.m. this morning / ?
3 where / you / go / yesterday / ?
4 the sun / shine / when you / get up / this morning / ?

3 In pairs, ask and answer the questions in Exercise 2. Tell the class about your partner.

4 Write an email to a friend you haven't seen for at least a month. Tell him/her any interesting things that have happened since you last met.

2.2

Past Perfect

We use the Past Perfect to talk about an action that happened before a particular time in the past. For this reason, we often use it with the Past Simple.

We had done our homework.
They hadn't seen our house.
Had he bought the present? Yes, he had./No, he hadn't.

8 p.m. 9 p.m. 9.30 p.m. 10 p.m.

Maria left. I arrived.

Maria had left the party when I arrived.

Time expressions

after, already, before, by the time, just, never, until

We had finished our lunch by the time they arrived.
Before she watched the documentary, Sally hadn't thought much about pollution.
I hadn't heard about Luke's news until Kelly told me.
He started recycling more after he had learned where his rubbish went.
They had never been to the café before.

1 Complete the text with the Past Perfect or Past Simple form of the verbs in brackets.

Until last year I [1] *had read* (read) about solar energy only in my school books and I [2] *had never seen* (never/see) a solar panel. Then last year my uncle [3] *filled* (fill) the fields on his farm with solar panels. Before that, he [4] *had grown* (grow) potatoes in the field. My uncle [5] *hadn't thought* (not think) of doing it before, but another local farmer gave him the idea. [6] *Had I ever imagined* (I/ever/imagine) that my uncle's fields [7] *could* (can) produce renewable energy? No, never!

2 Write a few sentences about things you had and hadn't done by the time you were five. Use the Past Perfect and the Past Simple, and a suitable time expression.

By the time I was five, I had learned to walk and talk. I hadn't learned to ride a bike – I learned that when I was about seven. I had never …

3 Write six true sentences about yourself. Use the Past Perfect and the Past Simple with six different time expressions.

4 In pairs, share your sentences from Exercise 3. Tell the class about your partner.

2.4

Used to and Past Simple

We use *used to* to talk about actions that happened regularly in the past, but that don't happen anymore or about things that were true in the past, but aren't true now.

We used to stay with my gran every summer holiday.
She used to have long hair.

In the negative and question form, we drop the *-d*:
I didn't use to play basketball when I was younger.
Did he use to live here? Yes, he did./No, he didn't.

We can't use *used to* to talk about things that happened once. We use the Past Simple.
~~*We used to go on holiday to Brazil last year.*~~
We went on holiday to Brazil last year.

We can use both the Past Simple and *used to* to describe regular actions in the past.
We used to go/went on holiday to Brazil every year.

1 Complete the dialogue with *used to* and the correct form of the verbs in brackets.

Mum: I [1] *used to go* (go) to this school.
Jo: Really? What [2] *did it use to be* (it/be) like?
Mum: It [3] *used to be* (be) much smaller. Not so many people [4] *used to live* (live) in the town. We all [5] *used to walk* (walk) to school every day. And there [6] *didn't use to be* (not be) so many cars on the roads.

2 Make questions with *used to*.

My country thirty years ago

1 many people / recycle / all their plastic and paper?
2 the countryside / be / more or less polluted?
3 people / waste / less energy?
4 people / throw away / more or less rubbish?

3 In pairs, ask and answer the questions in Exercise 2. Tell another pair about your answers.

A: Did many people use to recycle all their plastic and paper?
B: No, I don't think many people used to recycle thirty years ago.

4 Choose one of the questions from Exercise 2 and write a few sentences about your town. Use *used to* and the Past Simple.

2.4

Exercise 2

1 Did many people use to recycle all their plastic and paper?
2 Did the countryside use to be more or less polluted?
3 Did people use to waste less energy?
4 Did people use to throw away more or less rubbish?

Grammar Time

3.2

Present Perfect Continuous

We use the Present Perfect Continuous for:

- actions that started in the past and continue in the present.
  I've been waiting for two hours. (I'm still waiting.)
- actions that started in the past and have results in the present.
  She's been playing basketball all morning.
  (She's feeling tired now.)
  Have they been watching the fashion show?
  Yes, they have./No, they haven't.

Time expressions
all day/night, recently, How long … ?
since last Friday/October/Saturday/I woke up
for two hours/three years/a long time/ages

1 Complete the sentences with the Present Perfect Continuous form of the verbs below.

collect practise save wait ~~write~~

1 Anna *has been writing* her own fashion blog since January.
2 We *'ve been waiting* for Jack for half an hour – and he's still not ready!
3 My brother *'s been collecting* baseball caps since he was little. He's got over fifty!
4 They *'ve been practising* their dance for the show all morning.
5 I *'ve been saving* my money to buy a jacket.

2 Complete the questions with the Present Perfect Continuous form of the verbs in brackets.

1 There's chocolate all round your mouth! *Have you been eating* (you/eat) chocolate cake?
2 You've got lots of nice clothes. *Have you been shopping* (you/shop) recently?
3 Your jacket's really wet! *Has it been raining* (rain)?
4 Your jeans are really dirty. *Have you been playing* (you/play) outside?

3 Write three sentences about yourself. Use the Present Perfect Continuous and the verbs below.

collect learn practise read save

I've been reading a really good book about the fashion business.

3.4

Present Perfect Simple and Continuous

Present Perfect Simple
They've sold a lot of jewellery. (focus on the result)
She hasn't finished her homework. (focus on the result)

Present Perfect Continuous
She's been making her own jewellery for ages.
(focus on the duration of the activity)
We've been trying on lots of clothes today.
(focus on the fact that the activity is unfinished)

We can use *since* and *for* with both tenses.
Don't forget that with state verbs (*have, know, be*, etc.), we use the Present Perfect Simple.
They've been friends for a long time.

1 Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets.

1 I *haven't watched* (not watch) TV since Monday.
2 I *'ve been learning* (learn) English since I was six.
3 I *'ve never liked* (never/like) shopping.
4 I *'ve been sitting* (sit) here for half an hour.
5 I *'ve had* (have) my mobile phone for five years.

2 In pairs, say if the sentences in Exercise 1 are true for you.

3 Complete the text with the words below.

been ~~bought~~ continued for have making since wearing

Have you [1] *bought* any jeans recently? Did you know that people have been [2] *wearing* jeans [3] *for* more than 140 years? Over the years. jeans have [4] *been* both work clothes and fashion clothing. Their style has changed many times [5] *since* the start of their history as young people [6] *have* been setting new fashion trends for decades. But the original indigo blue colour has [7] *continued* to be a favourite over the many years companies have been [8] *making* jeans.

4 Write sentences about your style. What have you been wearing recently? What's your favourite item of clothing? How long have you had it?

I've been wearing skinny jeans and large T-shirts a lot recently. My favourite item of clothing is …

4.2

Talking about the future

We use *will* for:
- predictions, what we think will be true in the future.
  I think people will work less in the future.
- decisions made at the moment of speaking.
  I won't have any dessert, thanks.

We use *be going to* for:
- plans and intentions.
  Rachel's going to work in the café.
- predictions based on what we know now.
  I'm not going to have time to go out with my friends.

We use the Present Continuous for arrangements, often with time expressions like *this evening, next week, in the summer, at the weekend, on Wednesday*, etc.
Joe isn't helping at the shop this weekend.

We use the Present Simple for timetables, often with times or dates.
The bus arrives at half past two.

1 Make questions. Use the future form in brackets.

1 you / go out / later / ? (Present Continuous)
Are you going out later?
2 what / you / do / this evening / ? (Present Continuous)
3 you / buy / anything this weekend / ? (be going to)
4 what / the weather / be / like / tonight / ? (will)
5 when / this lesson / finish / ? (Present Simple)

2 In pairs, ask and answer the questions in Exercise 1.

3 Choose the correct option.

A: Hi, Adam. What [1] *are you doing* / *will you do* after school?
B: I [2] *'m helping* / *help* my uncle at his café. Maybe you can meet me afterwards.
A: Sounds good! I [3] *won't do* / *'m not doing* anything after school. I [4] *'ll meet* / *'m going to meet* you there. What time [5] *will you be* / *are you being* free?
B: My shift [6] *is finishing* / *finishes* at six.

4 You are planning to watch a film at the cinema tonight and want to invite your friend. Write a short email to your friend saying what you are going to see, what time the film starts and why you think your friend will like it.

4.4

Future Continuous

We use the Future Continuous to talk about an action that will be in progress at a certain time in the future.
In the summer Tim will be working on his uncle's farm.
She won't be relaxing on a beach.
Will you be flying over the Atlantic this time tomorrow?
Yes, I will. / No, I won't.
What will you be doing?

Time expressions
- *in ten minutes / a week / a month / a year / the future*
  In two years, I'll be finishing school.
- *at 6.45 this evening / midnight / 10 a.m. tomorrow*
  At eleven o'clock tonight I'll be sleeping.
- *next spring / month / year*
  Next winter I'll be teaching children how to ski.
- *soon*
  I'll be working on a new project soon!

1 Complete the dialogues with the Future Continuous form of the verbs in brackets.

1 A: *Will you be looking* (you/look) for a full-time job when you leave school?
  B: No, I *'ll be starting* (start) a beauty therapy course at college.
2 A: *Will you be working,* (you/work) this summer?
  B: Yes, I will. I *'ll be helping* (help) my aunt on her farm.
3 A: *Will you be studying,* (you/study) this afternoon?
  B: Yes, I *'ll be revising* (revise) for a test.

2 Complete the email with the Future Continuous form of the verbs in brackets.

Hi Lily,

I got the summer job at the beach café! So we [1] *'ll be working* (work) together this summer. I can't wait! I'm so pleased I [2] *won't be staying* (not stay) at home all summer. I hope we [3] *'ll be doing* (do) the same hours. I [4] *'ll be starting* (start) on 28 July. I [5] *'ll just be cleaning* (just/clean) tables in the beginning. I [6] *won't be taking* (not take) orders for the first week.

Anyway, speak soon!

Katy

4.2

Exercise 1
2 What are you doing this evening?
3 Are you going to buy anything this weekend?
4 What will the weather be like tonight?
5 When does this lesson finish?

Grammar Time

5.2

Zero, First and Second Conditionals

Zero Conditional
If you freeze water, it expands. (scientific fact)
Sarah starts to sneeze if she smells flowers. (always true)

First Conditional
We'll look at the NASA website later if we have time. (the result of another action)
Unless it's a clear night, we won't see many stars. (possibility in the future)

Second Conditional
If I was/were older, I'd train to be an astronaut. (unreal situation)
If my little sister offered to help me, I'd be amazed. (unlikely situation)

Be careful!
- When the *if* clause is at the beginning of the sentence, we put a comma after it.
- *Unless* means 'if not'.
- In the Second Conditional, we can use *was* or *were* with the first person singular.

1 Make Zero or First Conditional sentences.

1 water / freeze / if / you / cool / it to 0°C
2 you / burn / if / you / stay / in the sun any longer
3 Emma / always / call / when / she / need / help
4 we / get / better pictures for our school project / if / we / use / a drone

2 Complete the Second Conditional questions with the correct form of the verbs in brackets.

1 What *would you do* (you/do) if you *won* (win) a competition to go into space?
2 If you *discovered* (discover) a new planet, what *would you call* (you/call) it?
3 If you *could* (can) travel anywhere, where *would you go* (you/go)?
4 *Would you do* (you/do) a bungee jump if your best friend *asked* (ask) you to?

3 In pairs, ask and answer the questions in Exercise 2.

4 Write a few sentences to answer each question. Use the Zero, First and Second Conditionals.

1 What do you usually do if you have free time?
2 What will you do this weekend if you and your friends are free?
3 What would you do if you won the lottery?

5.4

Third Conditional

We use the Third Conditional to talk about an action in the past that did *not* happen.
If I had known you were coming, I wouldn't have gone out. (I didn't know you were coming, so I went out.)
You wouldn't have broken the camera if you had been more careful. (You weren't careful, so you broke it.)
Would you have done the parachute jump if it had been less windy? (You didn't do the parachute jump because it was very windy.)

1 Complete the Third Conditional sentences with the correct form of the verbs in brackets.

1 If she *hadn't studied* (not study) Science, she wouldn't have become an astronaut.
2 They *wouldn't have done* (not do) the mission if they had known about the dangers.
3 If they hadn't filmed the first landing on the moon, no one *would have believed* (believe) it!
4 We *would have missed* (miss) the comet if we had gone outside later.
5 If you *had come* (come) to the party, you would have really enjoyed it.
6 Peter would have won if he *had answered* (answer) all the questions correctly.

2 Make Third Conditional questions.

1 what / you / do / today / if / you / not go / to school / ?
What would you have done today if you hadn't gone to school?
2 where / you / go / on your last holiday / if / you / win / a lot of money / ?
3 if / you / arrive / late at school this morning / what / happen / ?
4 what / you / wear / today / if / the weather / be / different / ?
5 what / you / do / if / you / find / 1,000 euros in the street / this morning / ?

3 In pairs, ask and answer the questions in Exercise 2.

4 Write a few sentences to answer the question below. Use the Third Conditional.
If you had been born 100 years ago, how would your life have been different?

5.2

Exercise 1
1 Water freezes if you cool it to 0° C.
2 You'll burn if you stay in the sun any longer.
3 Emma always calls when she needs help.
4 We'll get better pictures for our school project if we use a drone.

5.4

Exercise 2
2 Where would you have gone on your last holiday if you had won a lot of money?
3 If you had arrived late at school this morning, what would have happened?
4 What would you have worn today if the weather had been different?
5 What would you have done if you had found 1,000 euros in the street this morning?

6.2

Reported statements and questions

Statements

Reported speech tells us what someone said earlier.
We usually use the verbs *said* (*to me*) or *told* (*her*).
The verb tenses change as follows:
'I feel sick.' → He told them (that) he felt sick.
'She's taking her medicine.' → They said (that) she was taking her medicine.
'Tim broke his arm.' → She said (that) Tim had broken his arm.
'They will be tired after school.' → We said (that) they would be tired after school.
'I can't get to sleep.' → She told him (that) she couldn't get to sleep.

Questions

In reported questions, the word order is the same as in statements. When we report a *yes*/*no* question, we use *if* or *whether*.
'Do you need to sit down?' → She asked me if/whether I needed to sit down.
When we report a *wh*- question, we use the question word. We do not use the auxiliary verb *do*/*does*/*did*.
'Where do you live?' → He asked where I lived.

Other changes

We often change pronouns, time and place expressions.
'Annabel is allergic to my cat.' → He told us (that) Annabel was allergic to his cat.
'I'll come back tomorrow.' → She said (that) she would come back the next day.
'You can wait here.' → The nurse said (that) that the girl could wait there.

1 Rewrite the sentences and questions in reported speech.

1 'You're allergic to cats.'
The doctor told me that *I was allergic to cats*.
2 'Where are you going?'
Jack asked me *where I was going*.
3 'I've lost my appetite.'
She told me that she *had lost her appetite*.
4 'Are you feeling dizzy, Emily?'
Mum asked Emily *if/whether she was feeling dizzy*.
5 'I'll get your prescription for you, Tom.'
She told Tom that she *would get his prescription for him*.

2 In pairs, take it in turns to ask and answer the questions. Tell another pair about your partner.

1 What do you usually take for a sore throat?
2 What can people do to sleep better at night?
3 Do you ever get travel sick?
4 Can you give five examples of healthy food?

6.4

Reported commands and requests

Requests

We usually use *ask* (*me*/*him*/etc.) to report requests (verb + person + *to*-infinitive).
'Can you read the information, please?' →
She asked him to read the information.
In negative requests, we use *not* before the *to*-infinitive.
'Please don't forget your appointment.' →
She asked us not to forget our appointment.

Commands

We usually use *tell* to report commands (verb + person + *to*-infinitive).
'Take the tablets with water.' →
The doctor told her to take the tablets with water.
In negative commands, we use *not* before the *to*-infinitive:
'Don't worry.' → She told us not to worry.

1 Rewrite the sentences in reported speech. Use the verbs in brackets.

1 'Can you lend me your surfboard?' Adam said to Jenny. (ask)
Adam asked Jenny to lend him her surfboard.
2 'Don't use your mobile phone now!' the teacher said to the student. (tell)
3 'Please help me with the shopping,' the man said to his children. (ask)
4 'Stand up,' the teacher said to the pupils. (tell)
5 'Can you follow me?' the nurse said to the visitor. (ask)
6 'Take a deep breath, please,' the doctor said to his patient. (ask)

2 Complete the reported commands and requests in the email.

Hi Theo,

Guess what I did with Matt last weekend? Bungee jumping! When Matt [1] *asked me to go* (ask/go) with him, I was a bit nervous because I'd never done it before. But he [2] *told me not to worry* (tell/not worry). He said I would love it! He was right! I [3] *told him to call* (tell/call) me next time he was going. He [4] *told me to bring* (tell/bring) you too next time, and I said that would be great. So what do you think?

Sophie

6.4

Exercise 1

2 The teacher told the student not to use his/her mobile phone (then).
3 The man asked his children to help him with the shopping.
4 The teacher told the pupils to stand up.
5 The nurse asked the visitor to follow him/her.
5 The doctor asked his/her patient to take a deep breath.

Grammar Time

7.2

The passive

We use the passive when the person doing the action is not known, not important or obvious.

Present Simple
Facial expressions are used to show emotions.

Past Simple
They weren't told about the party.
Was the message sent?

Present Perfect
The problem hasn't been discussed yet.
Has the activity been explained to you?

Modal verbs
Drinks cannot be taken into the theatre.
Tickets must be bought in advance.

If we want to say who did the action, we use *by* + the agent (the person or thing that does the action).
The speech was made by the head teacher.
She was contacted by an environmental organisation.

1 Make passive sentences. Use the tense in brackets and add *by* if necessary.

1 the letter / write / by you / ? (Past Simple)
Was the letter written by you?
2 we / not show / the film about communication (Present Perfect)
3 some hand gestures / consider / rude (can)
4 an email / send / after every meeting (Present Simple)
5 the school rules / follow / all students (must)

2 Complete the text with the words below.

annoyed are be been bought is ~~spent~~

Every year more than $500 billion is [1]*spent* on advertising worldwide. Television commercials [2]*are* still used by many companies, but the biggest growth has [3]*been* seen in online advertising. This is because an online advert can [4]*be* seen by a much larger number of people. Also, much less money [5]*is* spent on advertising a product online. You might be [6]*annoyed* by pop-up adverts on websites, but they are very effective. The products they advertise are [7]*bought* by many people!

3 In pairs, ask and answer questions about the text in Exercise 2. Use the passive.
How much money is spent … ?

7.4

The passive with *will*

We use *will* + *be* + past participle to talk about the future using the passive.
The information will be repeated later.
You won't be given any homework today.
Will the show be advertised on TV?

Be careful!
Sometimes you can form two different passive sentences from one active sentence.
Active: *They will teach French to students.*
Passive: *French will be taught to students.*
Students will be taught French.

1 Rewrite the sentences in the passive.

1 They won't understand his pronunciation.
His pronunciation *won't be understood*.
2 They will advertise their new product.
Their new product *will be advertised*.
3 We won't give out flyers this year.
Flyers *won't be given out this year*.
4 We will discuss good posture in the next lesson.
Good posture *will be discussed in the next lesson*.
5 They will build a bridge here.
A bridge *will be built here*.

2 Make questions. Use the passive with *will*.

1 when / the workshop / hold / ?
2 who / it / teach / by / ?
3 which / topics / cover / ?
4 what / each student / give / ?

3 Read the flyer. In pairs, ask and answer the questions in Exercise 2.

FREE WORKSHOP: IMPROVE YOUR BODY LANGUAGE!

Every Tuesday, from 4 to 5 p.m., in the sports hall, with Mr Baker

We will cover topics such as:

- making eye contact.
- improving posture.
- how to make the most of your voice.

We will give each student their own folder with information. A fun and useful workshop for everyone!

7.2

Exercise 1
2 We haven't been shown the film about communication.
3 Some hand gestures can be considered rude.
4 An email is sent after every meeting.
5 The school rules must be followed by all students.

7.4

Exercise 2
1 When will the workshop be held?
2 Who will it be taught by?
3 Which topics will be covered?
4 What will each student be given?

7.4

Exercise 3
1 The workshop will be held every Tuesday, from 4 to 5 p.m.
2 It will be taught by Mr Baker.
3 The topics that will be covered are: making eye contact, improving posture and making the most of your voice.
4 Each student will be given their own folder with information.

8.2

Modal verbs for ability

Present

We can/can't draw.
Can he sing? Yes, he can./No, he can't.
He is able to/isn't able to read books in Russian.
Are they able to come? Yes, they are./No, they aren't.

Past

She could/couldn't run very fast.
Could she paint? Yes, she could./No, she couldn't.
They were/weren't able to finish the book.
Were they able to help? Yes, they were./No, they weren't.

manage to

We use *manage to* to talk about specific achievements.
We managed to/didn't manage to go to the party.
Did Ann manage to complete her painting?
Yes, she did./No, she didn't.

Future

They'll be/won't be able to come to the meeting.
Will you be able to join us? Yes, I will./No, I won't.

1 Complete the sentences with the words below.

able could ~~couldn't~~ managed to will

1 I *couldn't* write my name until I started school.
2 After watching the play, the students were *able* to write about it.
3 Next year we'll be able *to* see the film version of this book.
4 We *managed* to get the book we wanted from the library.
5 The teacher *will* be able to help you.
6 He *could* paint very well when he was just five years old.

2 In pairs, ask and answer the questions.

1 What couldn't you do last year that you can do now?
2 Can you paint or draw?
3 Will you be able to meet up with your friends this weekend?
4 Did you manage to finish all your homework last night?

A: What couldn't you do last year that you can do now?
B: Last year I couldn't do handstands. Now I can do handstands and cartwheels.

8.4

Modal verbs for obligation and prohibition

Obligation

We use *must* or *have to* to talk about present obligation, but we only use *have to* for past or future obligation.
She had to/will have to help him.
You must be home before nine. / You have to be home before nine.

Lack of obligation

We use *not have to* to show lack of obligation in the present, past and future.
We don't/didn't/won't have to read the book.

Prohibition

We use *mustn't, can't* or (*not*) *be allowed to* for something that is prohibited.
We mustn't/aren't allowed to touch the sculptures.
We can only use *be allowed to* for the past or future and to form questions.
I wasn't/won't be allowed to touch the sculptures.
Are they allowed to touch the sculptures?
Yes, they are./No, they aren't.

1 Choose the correct option.

1 You *don't have to* / *mustn't* be good at art to enjoy it.
2 We *don't have to* / *aren't allowed to* leave until we have finished.
3 You *don't have to* / *mustn't* be late for class.
4 It was raining, so we *must* / *had to* finish our paintings inside.

2 Read what Ben says. In pairs, ask and answer questions about him.

1 At school we mustn't use mobile phones.
2 At weekends I'm allowed to stay up late.
3 At home I don't have to wash the dishes.
4 When I was younger, I wasn't allowed to play computer games.
5 Next year I'll be able to learn another foreign language.

A: Is Ben allowed to use a mobile phone at school?
B: No, he isn't.

3 Write sentences like Ben's that are true for you.

At school we mustn't take food into the classroom.

8.4

Exercise 2
Possible questions:
2 Is Ben allowed to stay up late at weekends?
3 Does Ben have to wash the dishes at home?
4 Was Ben allowed to play computer games when he was younger?
5 What will Ben be able to do next year?

Grammar Time

9.2

Defining and non-defining relative clauses

Defining relative clauses

We don't use commas in defining relative clauses.
That's the hotel where our prom will be held.
Tom's the boy whose birthday we're celebrating.

We can use *that* instead of *which* or *who*.
I'd like to find some shoes which/that go with this dress.
These are the boys who/that helped me.

When *that, which, who* or *where* is the object of a defining relative clause, we can leave it out.
I'm wearing the prom dress that I bought last month./
I'm wearing the prom dress I bought last month.

Non-defining relative clauses

We use commas in non-defining relative clauses.
Lee, who is my best friend, is a really good dancer.
Liam, whose sister is in my class, is a DJ.

We can't use *that* instead of *which* or *who*.
~~*This jacket, that was a present from my mum, is my favourite.*~~
This jacket, which was a present from my mum, is my favourite.

1 Complete the sentences with *who, which, whose* or *where*.

1 This is the house *where* we were living when I was ten.
2 Look at the ring *which* I bought.
3 My brother, *whose* wedding was last Saturday, is now in Bali with his wife.
4 These are the earrings *which* I bought my mum for Mother's Day.
5 This is the field *where* they'll let off the fireworks after the show.
6 Amanda, *who* made my costume, is an Art teacher at the local college.

2 Look at the sentences in Exercise 1 again. Which relative clauses are defining and which are non-defining? In which sentences can you leave out the relative pronoun?

3 Write down the name of a person, the name of a place and a possession which are special to you. In pairs, take it in turns to tell your partner why they are so important. Use relative clauses.

She/He is the person who …
This is the place where …
This is the watch/guitar that/which …

9.4

Direct and indirect questions

We often use indirect questions when we want to ask about something more politely. The word order in indirect questions is the same as in statements and we don't use the auxiliary verbs *do, does* or *did*.
We use different expressions like *could you tell me, I was wondering* and *do you know*.

***Wh-* questions**

Direct: *When does the festival take place?*
Indirect: *Do you have any idea when the festival takes place?*
Direct: *Who did you take to the prom?*
Indirect: *I was wondering who you took to the prom.*

***Yes/No* questions**

Direct: *Does the fireworks display start at 9 p.m.?*
Indirect: *Do you know if the fireworks display starts at 9 p.m.?*

1 Complete the indirect questions.

1 Where's Sam?
Do you have any idea *where Sam is*?
2 Did you hear that bang?
I was wondering *if/whether you heard that bang*.
3 What colour is the flag of your country?
Could you tell me *what colour the flag of your country is*?
4 What do I need to wear to the party?
Do you have any idea *what I need to wear to the party*?
5 Do you believe that black cats bring bad luck?
I'd like to know *if/whether you believe that black cats bring bad luck*.

2 In pairs, write one or two indirect questions for each situation.

1 I'm hungry – I hope dinner's soon!
I was wondering when dinner will be ready. Could you tell me what time dinner will be ready, please?
2 I've no idea what this food is!
3 I hope the parade finishes soon – I'm tired!
4 Is it the custom to make a toast? I don't know!
5 I don't know what's for homework.

9.2

Exercise 2
Defining: 1, 2, 4, 5
Non-defining: 3, 6
We can leave out the relative pronoun in 2 and 4.

9.4

Exercise 2
Possible answers:
2 I'd like to know what this food is.
Do you have any idea what this food is?
3 I was wondering what time the parade finishes.
Do you know what time the parade finishes?
4 I'd like to know if/whether it's the custom to make a toast.
Do you have any idea if/whether it's the custom to make a toast?
5 Could you tell me what's for homework?
Do you know what's for homework?

Irregular Verbs

10.1

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Infinitive	Past Simple	Past Participle
lay	laid	laid
lead	lead	lead
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelled/spelt	spelled/spelt
spend	spent	spent
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Student Activities

Unit 1 Lesson 1.6 Exercise 7

Student A

1 Ask Student B to help you with your homework.
2 Student B has lost his/her phone. Offer to help find it.

Student B

3 Ask Student A to help you do the dishes.
4 Student A isn't feeling well. Offer to help.

Unit 1 Revision Exercise 5

Student A

Situation 1

1 You have problems understanding your phone (think of a specific problem). Ask Student B for help.
2 Accept Student B's offer and listen to his/her advice.
3 Thank Student B.

Situation 2

You walk by while Student B is moving some heavy boxes. Offer to help.

Unit 2 Lesson 2.1 Exercise 7

The environment quiz

Answers

1 The easiest thing to recycle is aluminium cans.
2 It usually takes about eight hours to fully charge an empty battery.
3 Iceland gets ninety percent of its energy from hot water under the ground!
4 An electric shower uses the most energy in five minutes.
5 Trees take in the most carbon dioxide.

Unit 2 Revision Exercise 8

Student A

1 Say one of these sentences to Student B. He/She will agree, partially agree or disagree. Have a conversation.
   - Zoos are a good way to protect endangered animals.
   - Keeping pets is a great way to learn about animals.
   - It's better not to walk alone in forests because dangerous animals live there.
2 Listen to Student B's sentence and agree, partially agree or disagree.
3 Continue the conversation.

Unit 4 Lesson 4.7 Exercise 2

A

Summer staff needed at City Souvenirs

We are looking for shop assistants for our busy gift shop. You must be reliable, friendly and enjoy speaking to customers. A second language is preferred as many of our customers are tourists from other countries. The positions are part-time and you will work mostly at weekends. Visit our website for more info.

B

Star summer job!

Little Stars Summer Camp is looking for activity leaders to organise activities for children aged 5–8. You will work as part of a team, and activities will include arts and crafts and sports. Working hours are between 1 p.m. and 5 p.m., Monday to Friday. So, if you love working with children and have lots of energy, please write to: littlestars@pmail.com.uk.

C

Train on the job

Are you organised? Have you got good people skills? The South London Arts Centre is looking for a part-time receptionist for the months of July and August. An interest in art and some experience of working with the public is an advantage. You must be available at weekends. For more information, please email us at info.ccc@qmail.com or call 0786 5542 1342.

Unit 5 Revision Exercise 6

Student A

1 Give Student B instructions for drinking from a water bottle in zero gravity. Use words/phrases like *first, then, next, after that, you need to, it's important to … , try to*, etc.
   Begin: *I'm going to give you instructions for …*
   Give instructions following the prompts below.
   - hold bottle near face
   - squeeze out small amount of water
   - wait for water to form a ball in the air
   - move head forward, catch water in mouth

   Finish: *OK, now try it!*
2 Now listen to Student B's instructions and respond. Use words/phrases like *Of course., Sure., No worries., Now what?, I hope it works.*

Unit 6 Revision Exercise 5

Student A

1 Ask Student B for advice for each of the problems below.
   - My cat is at the top of a tree and can't come down.
   - I feel sick after eating fish in a restaurant.
   - My back aches when I work on my computer for a long time.
2 Now listen to Student B's problems. Give advice or explain that you cannot give advice.

Unit 7 Revision Exercise 4

coffee

Unit 8 Revision Exercise 6

Discuss the things below. Follow these steps for each one.

1 Compare both options. Use phrases like *on the one hand … , but on the other hand … ; personally, I think … is more … than …*
2 Take turns to give your opinion on each option. Use phrases like *in my opinion, … is …*
3 Together, decide which option is better.

two classroom decorations: some plants or a wall map of the world

two paintings for the main school hall: a landscape or a portrait

two sculptures for the school reception area: a rare animal or an athlete (not a famous one)

two themes for a school photography exhibition: unusual fashion or wildlife in the city

Unit 9 Lesson 9.6 Exercise 7

In pairs, write a dialogue for one of these situations. Use phrases from the Speaking box on page 118 to help you. Then act out your dialogue to another pair.

1 You meet a celebrity and want to take a selfie with him/her.
2 You tell your head teacher about why you missed an exam.
3 You meet a foreigner and want to find out where he/she is from.
4 On your first day at a new school, you can't find the gym.

Unit 9 Revision Exercise 5

Student A

When you start the conversation:

1 attract the attention of Student B politely.
2 ask (for) something politely. Choose one of these things.
   - You want Student B to pass the water jug.
   - You want to know if there are any games planned.
   - You want to know when guests can ask questions.
   - You are interested in what Student B might like to study at the college.
3 Listen to Student B's answers and thank him/her.

When you answer:

1 listen and respond to Student B's request/ question.
2 respond when he/she thanks you for your help.

Digital carbon footprints

Every time you send an email, a message, a photograph or post something on social media, you save paper. However, you leave behind a trail of your digital carbon footprint.

Why is this bad?

You may think that the internet has no impact on the physical world, but we store all the information on different websites, apps and social media on computer servers. These are big rooms with different equipment and computers. They all use a lot of electricity. These rooms need to be cool, so we use more equipment and more electricity to keep the temperature low. So electricity makes our lives easier and better, but its production increases our carbon footprint. These emissions heat up our planet.

All information, pictures and music on the internet travel in small packets called data. So when we do an online search, the question we have typed in the computer becomes data. The computer sends this data to the servers. They then process the question and send it back to our computers as data. The faster the search engine works, the bigger the use of electricity. We use the most electricity when we watch a video online. This is because a lot of data travels to and from the server, especially if the video is high resolution.

Different types of technology need different amounts of electricity to work – for example, mobile phones use electromagnetic waves. These waves need more energy to move through buildings, bad weather and even plants, so again, the use of electricity is bigger.

Cloud computing also uses a lot of energy because instead of saving your material on a memory stick or on your computer, you store it on the server. So again, more data travels back and forth between the servers and the computers, using large amounts of energy.

What can you do?

One way to stop this waste is to always update your apps or software to make sure they are more efficient. For example, an old word processing tool needs four times more energy to work than a new one. Another way is to think before we click on that button: do you really need to watch that video for the tenth time?

1 Look at the photos. What do they show? What's the connection between them?







2 10.2 What do you think a digital carbon footprint is? Discuss in pairs. Then read the article and check your ideas.

3 Read the article again and answer the questions.

1 What are servers?
2 Why do servers use a lot of energy?
3 How does information on the internet travel?
4 Why do high resolution videos use more energy?
5 Why do mobile phones do more damage than computers?
6 Why should our apps always be up-to-date?

4 Do you think you will use your computer and mobile phone differently after reading the article? How can you reduce your digital carbon footprint? Discuss in pairs.

5 GO ONLINE Use the internet to find out more about digital carbon footprints. Find how big the footprint is for:

- sending and receiving emails.
- using social apps.
- streaming music and videos.
- using search engines.

6 SHARE IT Create a short presentation. Write a paragraph about digital carbon footprints and add pictures or graphs and statistics. Share your presentation with the class.

Exercise 1
Possible answers:
Photo A: smoke, chimney
Photo B: server room
Photo C: young people using their digital device
Connection: They all create pollution.

Exercise 2
All computers use electricity and so create carbon dioxide emissions. Therefore, every computer user creates a digital carbon footprint – the impact their actions have on the amount of the carbon dioxide produced.

Exercise 3
1 These are big rooms with different equipment and computers.
2 They need to be cool.
3 In small packets of data.
4 Because they send more data.
5 Because they use electromagnetic waves. Magnetic waves need more energy to move through buildings, bad weather and even plants, so they use more electricity.
6 Because this way they are more efficient and they waste less electricity, and so leave a smaller carbon footprint.

For the teacher
• Teaching notes, page 230

Fashion

In historical terms, the idea of fashion design is quite new. Charles Worth, who was from England, is thought to be the first fashion designer. He set up his fashion house in Paris in 1858. Before Worth people usually asked dressmakers to create what they, the client, wanted. Charles Worth did the opposite – he told his customers what to wear! He set trends and established the job of a fashion designer. Design houses like his started to employ artists to sketch pictures of clothes to show their clients, instead of making complete garments, which was very expensive, especially if the client didn't like them! The clients made choices and orders from the drawings. The fashion houses started to earn a lot of money. Today fashion houses and top designers control what we all wear, from hats to shoes and everything in between. There are three types of clothes that designers and manufacturers produce today.

Haute couture

This is also called 'bespoke tailoring' and is the most expensive and exclusive clothing to buy. A garment is made specifically to fit one person only. The fabric that is used is very good quality and the garment is almost completely created and sewn by hand, which takes a long time. Because of the cost of creating the clothes, haute couture doesn't make a big profit, but it is excellent for the reputation of the designer and the fashion house.

Ready-to-wear

Ready-to-wear clothes are not as expensive as haute couture. They are produced using good quality fabrics and they are well-designed and made. However, these clothes are not created for individual people, but for the general public. They are sold in standard sizes, in shops. Usually, there are only a limited number of pieces of the same design, so this means that not everyone is wearing the same dress or jacket. The designers' collections of ready-to-wear clothes are shown during fashion weeks in cities around the world twice a year.

Mass market

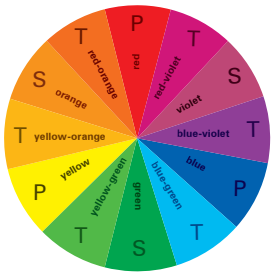
Most people buy this type of clothing. After top fashion designers show their collections in fashion weeks, the high street clothing companies wait to see which trends, styles and colours become popular. Then they make their own versions using cheaper materials and methods of production. These clothes don't always last very long and people throw them away regularly and replace them.

1 Label the photos (1–6) with the skills a fashion designer needs (a–f).

a sewing
b cutting a pattern
c using a tailor's dummy
d sketching designs
e knowing about textiles
f understanding colour theory



1 *d*



2 *f*



3 *e*



4 *b*



5 *c*



6 *a*

2 10.3 Read the article and answer the questions.

1 Who was Charles Worth?
2 How did he change the way people ordered clothes?
3 Why is haute couture expensive?
4 Where can people see new ready-to-wear trends?
5 Why can't people buy cheap versions of catwalk fashion soon after the shows?
6 Why might some people throw clothes away quite often?

3 GO ONLINE Use the internet to find out about a famous fashion house in your country. Make notes about its most famous designer(s), its history and its recent designs.

4 SHARE IT Create a fact file about the fashion house. Add pictures. Share your fact file with the class.

Exercise 2

1 a fashion designer
2 He told the customers what to wear. (Before him, customers used to ask dressmakers to create what they wanted.)
3 An haute couture garment is made specifically for one person only; the fabric is very good quality; the garment is created and sewn by hand.
4 They can see them during fashion weeks in cities around the world.
5 Because the high street clothing companies wait to see which trends, styles, colours, etc. become popular and then make their own, cheaper versions.

For the teacher
• Teaching notes, page 230

HEALTHY BRAINS

1 *d*

Our brains are very complicated organs. As they get older, the nerve cells die, connections between nerve cells are lost and the brain gets smaller and lighter. This affects all our brain functions – our memory, our thinking skills and our emotions. However, people's brains age at different speeds. Why is that? And can we protect the brain against ageing?

2 *b*

Scientists used to think that the speed of brain ageing was a result of genetics, that it ran in the family, but now they say only twenty-five percent of the differences are a result of genetics. Seventy-five percent are a result of our upbringing and lifestyle. So, it is possible for people to do things to keep their brains young.

3 *e*

Exercise plays an important role. Some exercise such as table tennis, which is fast and competitive, and where you have to think very quickly, can improve the connections between nerve cells and affects our ability to solve problems. It can also make us happier and less depressed. Exercise like fast walking can help our memory. This might be because aerobic exercise can create new neurons.

4 *a*

Food, of course, is also important. Scientists believe that a particular pigment, a natural plant colouring, helps the brain stay young. It can be found in vegetables and fruit that are blue, purple and red such as purple sweet potatoes, red cabbage, blackcurrants, blueberries and blackberries. It is also believed to help form new nerve connections.

5 *c*

Research has also shown that education plays a big part in protecting our brains as we get older. The more new things we learn when we're younger (and throughout our lives), the better for our brains. Some people believe that learning a second language is one of the best ways to keep our brains healthy.





1 In pairs, discuss the questions.

1 How do you think our brains change as we get older?
2 What things can people do to improve their memory as they get older?

2 Read the article quickly and check your ideas from Exercise 1.

3 10.4 Read the article again and match paragraphs 1–5 with headings a–e. Listen and check.

a Colours are important
b In the family?
c Keep learning
d Natural changes
e Challenge is good

4 Write one sentence to summarise each of the paragraphs in the article.

5 GO ONLINE Use the internet to find out more about research into brain function. Make notes about:

- what the research/experiment was.
- where it was carried out.
- what the results were.
- how it can help the brain.

6 SHARE IT Create a short presentation. Write a paragraph about the research. Add some pictures. Share your presentation with the class.

Exercise 2

1 The nerve cells die, connections between nerve cells are lost and the brain gets smaller and lighter. This affects all our brain functions – our memory, our thinking skills and our emotions.
2 Things that can help our brains 'stay young' include exercise, a diet rich in (certain) vegetables and fruit, and education (including learning a foreign language).

For the teacher

• Teaching notes, page 231

Guy Fawkes and the Gunpowder Plot

One of the most well-known national celebrations in the UK is 5 November. It is called Guy Fawkes Night or Bonfire Night. It commemorates an event from 1605, but not an event that happened – an event that didn't happen! If the event had taken place, English history would have been very different.

It was all about religion. At that time in England people were either Roman Catholic or Protestant (Church of England). Elizabeth I, who was a Protestant queen, treated the Catholics badly. When James I became king – although he was also a Protestant – Roman Catholics hoped he would be kinder to them. Unfortunately, this didn't happen and a group of Roman Catholic activists planned to blow up the Palace of Westminster when the King opened Parliament; this plan was called 'the Gunpowder Plot'. The leader of the group was Robert Catesby and he organised the smuggling of thirty-six barrels of gunpowder into the basement of the building. Guy Fawkes, who was the explosives expert, stayed to light the fuse. If all this gunpowder had exploded, it would have destroyed a huge area in the centre of London. Unfortunately for the plotters, Guy Fawkes and the gunpowder were discovered at the last minute and the plan failed. All the members of the gang were eventually found and punished.

After the plot, Parliament passed an act which made 5 November a national day of thanksgiving, and it has been celebrated ever since. On this day people build bonfires and make a type of doll, called the 'guy' which is put on the top of the bonfire to burn. It is a festive evening with lots of fireworks and parades in many towns. The 'guy' represents Guy Fawkes and the fireworks represent the explosion that didn't happen. Traditionally, children used to make the 'guy' and take it round the streets asking people for 'a penny for the guy'. However, this custom has almost disappeared. The celebrations on 5 November happen all round the country. However, there is one place where they don't burn a 'guy': St Peter's school in York, Guy Fawkes' old school.



1 Do you know anything about a national celebration in another country where people celebrate the life of an important person from the past?

2 10.5 Read the article quickly. How do people celebrate Guy Fawkes Night?

3 Read the article again and say why these names and numbers are important.

1 1605
2 Elizabeth I
3 James I
4 Palace of Westminster
5 Robert Catesby
6 36
7 St Peter's School

4 What new information did you learn from the article? What was the most interesting part? Why? Discuss in pairs.

5 Read two people's comments about Guy Fawkes Night. Which person do you agree with? Why? Discuss in pairs.

1 I think it's important to celebrate things like this. It's great fun to have a bonfire. In some places they make a 'guy' that looks like a politician and burn that! Great fun!

2 In my opinion, it's a horrible tradition! Burning something that represents a person – that's just old-fashioned and scary. Maybe we should just light a bonfire or maybe even forget about this custom altogether.

6 GO ONLINE Use the internet to find out more about a national celebration in your country. Make notes about:

- when it takes place.
- what happens.
- the history behind the event.
- how the celebration varies in different parts of the country.
- any other interesting information.

7 SHARE IT Create a short presentation. Write a paragraph and add some pictures. Share your presentation with the class.

Exercise 2
People build bonfires and make a type of doll, called the 'guy', which is put on the top of the bonfire to burn. There are fireworks and parades in many towns.

Exercise 3
1 the year of the event commemorated on Guy Fawkes Night
2 a protestant queen who treated the Catholics badly
3 a protestant king who also treated the Catholics badly
4 a palace which Roman Catholic activists planned to blow up when the King opened Parliament
5 the leader of the Roman Catholic activist group
6 the number of barrels of gunpowder that Robert Catesby smuggled into the basement of the Palace of Westminster
7 Guy Fawkes' old school

For the teacher
• Teaching notes, page 231

Student Activities

Unit 1 Revision Exercise 5

Student B

Situation 1

Listen to Student A's problem and offer to help.

Situation 2

1 Student A walks by while you are moving some heavy boxes. Greet him/her.
2 Accept Student A's offer.
3 Thank Student A.

Unit 2 Revision Exercise 8

Student B

1 Listen to Student A's sentence and agree, partially agree or disagree.
2 Continue the conversation.
3 Say one of these sentences to Student A. He/She will agree, partially agree or disagree. Have a conversation.
   - It's a good idea to introduce pet animals to very young children.
   - We can help endangered animals by saving forests.
   - We need more national parks to protect animals.

Unit 5 Revision Exercise 6

Student B

1 Listen to Student A's instructions and respond. Use words/phrases like *Of course., Sure., No worries., Now what?, I hope it works.*
2 Now give Student A instructions for washing your hair on the International Space Station. Use words/phrases like *first, then, next, after that, you need to, it's important to … , try to,* etc.
   Begin: *I'm going to give you instructions for …*
   Give instructions following the prompts below.
   - hold shampoo bottle next to hair (no water)
   - squeeze out small amount
   - rub shampoo all over your hair
   - take a towel and rub your hair dry
   - put wet towel near air flow from air conditioning

   Finish: *OK, now try it!*

Unit 6 Revision Exercise 5

Student B

1 Listen to Student A's problems. Give advice or explain that you cannot give advice.
2 Now ask Student A for advice for each of the problems below.
   - I've dropped my phone in a fish pond and it isn't working.
   - A cute dog follows me home from school every day.
   - I played football a lot yesterday and now my legs ache.

Unit 9 Revision Exercise 5

Student B

When you start the conversation:

1 attract the attention of Student A politely.
2 ask (for) something politely. Choose one of these things.
   - You want Student B to pass a paper plate.
   - You want to know if it is OK to start eating the snacks.
   - You want to know if guests can see the educational facilities.
   - You want to know what entertainment is planned for later.
3 Listen to Student A's responses and thank him/her.

When you answer:

1 listen and respond to Student A's request/question.
2 respond when he/she thanks you for your help.

Unit 3 Lesson 3.6 Exercise 2



WIDER WORLD

SECOND EDITION

4

Teaching Notes

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Unit contents

Vocabulary
- Relationships | School | Using everyday technology | Holidays and travel | Transport | Hobbies and free time activities

Grammar
- Present Simple | Adverbs of frequency | *Wh-* questions | Comparatives and superlatives | Present Continuous | Past Simple | Present Perfect | *For* and *since*

For Online Classroom, go to the Portal.

0.1 Catching up with Bea

Relationships | Present Simple | Adverbs of frequency | *Wh-* questions | School | Comparatives and superlatives

Lesson aims
- Students can talk about their family and friends, and talk about their school.
- Students can use the Present Simple, adverbs of frequency, *Wh-* questions and comparatives and superlatives.

For the teacher
- Vocabulary Memory Game

For the student
- Workbook, page 2

Lead-in

Introduce yourself to the class by saying your name, where you are from, where you live and briefly describe members of your family by saying their names and what their relationship is to you. Then, ask students to work in pairs to introduce themselves to each other, exchanging the same information.

- **Setting lesson goals:** Write the following on the board: *I watch TV in the evening. She always drives her car to school. Where do you live? The USA is bigger than the UK, but the biggest country in the world is Russia.* Explain that you will explore the underlined language points further in the lesson.

Exercises 1–11 ▶ 1 0.1–0.4

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write their comparative sentences from Exercise 11.
- **Reviewing lesson goals:** Before they leave the classroom, ask students to write the following on a piece of paper: two Relationships words, an example of a *Wh-* question, a sentence containing an adverb of frequency, three School words, a comparative sentence and a superlative sentence. Ask them to leave their pieces of paper on your desk as they leave the classroom. Check what they have written, and if there are any recurring errors, find time to review the language.

0.2 Catching up with Eren

Present Continuous | Using everyday technology

Lesson aims
- Students can use the Present Continuous.
- Students can talk about using everyday technology.

For the student
- Workbook, page 3

Lead-in

Mime different activities, such as swimming and talking on the phone, and ask: *What am I doing?* Elicit ideas and write on the board. Alternatively, show students a photo from a magazine of people doing an activity and elicit what they are doing. Then in pairs, students take turns to mime something for their partner to guess what they are doing.

- **Setting lesson goals:** Write on the board: *Eren is writing his blog and he is uploading some photos.* Highlight the verb forms and explain that in this lesson you are going to practise using the Present Continuous and talk about using everyday technology.

Exercises 1–7 0.5–0.7

- Follow the instructions in the Student's Book.

Extra activity

After students have completed Exercise 4, put them into two teams. Invite a member from Team A to come to the board. Whisper a sentence for them to draw on the board (examples of sentences can include: *They are swimming in the sea. He is eating a pizza. I am playing chess. Etc.).* When they have drawn their picture, invite Team B to describe what is happening using the Present Continuous. If they guess correctly, they earn a point. If not, Team A has the chance to answer. Repeat the procedure with a member from Team B, etc.

- FINISHED EARLY? Ask students to write sentences to describe what they discussed with their partner in Exercise 7.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about using the language from the lesson. Make a note to revise any problem areas in a later lesson.

0.3 Catching up with Carla

Holidays and travel | Past Simple | Transport

Lesson aims
- Students can describe holidays and travel.
- Students can use the Past Simple.

For the teacher
- Vocabulary Memory Game

For the student
- Workbook, page 4

Lead-in

Describe your previous holiday. Tell the class where you went, who you went with, what you did, and how you travelled. Then, put students into pairs to discuss a previous holiday with a partner. If necessary, allow students to use their imaginations. Then, invite students to share their ideas with the class.

- **Setting lesson goals:** Write on the board: *Carla went to Brazil for a month with her parents. They travelled by plane and drove a car all over the country.* Highlight the verb forms and explain that in this lesson you are going to practise using the Past Simple and talk about holidays, travel and transport.

Exercises 1–10 0.8–0.11 audioscript page 242

- Follow the instructions in the Student's Book.

Extra activity

After Exercise 8, elicit different questions that students could ask using, *When was the last time you …?* Write their ideas on the board. Ask them to choose one of the ideas, mingle and ask as many other students as possible their question. When they have finished, invite them to share the most interesting answers.

- FINISHED EARLY? Ask students to write their answers to the questions in Exercise 8 using full sentences.
- **Reviewing lesson goals:** Ask students to look through page 9, and for each exercise, give a mark 1–3 (1 – easy to do, 2 – could do it with help, 3 – difficult to do). Read out the exercise numbers and ask students to hold up the number of fingers for their mark for each one. Make a note to revise any difficult points.

0.4 Catching up with Abe

Hobbies and free time activities | Present Perfect | *For* and *since*

Lesson aims
- Students can talk about hobbies and activities.
- Students can use the Present Perfect with *for* and *since*.

For the student
- Workbook, page 5

Lead-in

Tell the class what you like doing in your free time. Put these hobbies and activities on the board and elicit more from the class. Then, put students into pairs to tell each other about their own hobbies and activities.

- **Setting lesson goals:** Write on the board: *Abe has done lots of exciting things this year. He's taken some awesome photos and he's taken up a new hobby.* Highlight the verb forms and explain that in this lesson you are going to practise using the Present Perfect and talk about hobbies and free time activities.

Exercises 1–8 0.12–0.13

- Follow the instructions in the Student's Book.

Extra activity

After students have finished Exercise 5, ask them to write four true sentences about themselves using the Present Perfect with *for* or *since*, e.g. *I have been at this school for four years.* Then, in groups of four, they take turns to read out their time expressions, e.g. *for four years.* The other students guess what the rest of the sentence is.

- FINISHED EARLY? Ask students to write down their answers for Exercise 8.
- **Reviewing lesson goals:** Ask students to use their Traffic Light cards to show how confident they are about using the Present Perfect with *for* and *since*, and about hobbies and activities. Make a note to revise any problem areas.

0.5 Revision

Lesson aims
- Students revise Unit 0.

For the student
- Workbook, page 6

Lead-in

Books closed. Read out the lesson headings from Lessons 0.1–0.4 at random, and elicit one or two examples from students for each heading (e.g. Holidays and travel: *activity camp*; *Wh-* questions: *What do you do in your free time?*).

- **Setting lesson goals:** Books closed. Elicit the names of the four main characters from the video story and one or two facts about each character. Then tell students that in this lesson they will revise what they have learned about them.

Exercises 1–5 0.14 audioscript page 242

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write down their answers to the quiz questions in Exercise 3.
- **Reviewing lesson goals:** Ask students to look back at Lessons 0.1–0.4, cover the texts and only look at the photo of each character, and try to recall one or two more facts (that weren't included in the quiz) about them.

Unit contents

Vocabulary
- Adjectives of emotion
- Verbs of success and failure
- Phrasal verbs for achieving goals
- Phrases for achieving goals
- Immigration
- Personality adjectives

Grammar
- Present tenses
- Past Simple, Past Continuous and Present Perfect

Speaking
- Asking for and offering help

Writing
- A blog post describing a personal challenge

Future skills
- Self-management: planning

Exam
- International Certificate Level 2, Reading, Section 7, (note completion)
- International Certificate Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)

For Online Classroom, go to the Portal.

1.1 VOCABULARY

Success, failure and goals

Lesson aims
- Students can talk about facing challenges, motivation and emotions.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 232
- **Photocopiable activity:** *It's true*
- **Test:** Vocabulary Check 1

For the student
- Workbook, pages 6–7
- **Extra Practice Activities:** Vocabulary

Lead-in

Write on the board: *My dream is to travel the world*. Elicit the meaning of *dream* in this context (something you really want to do). Elicit dreams that people may have and write these on the board. Then, set a time limit of 30 seconds for students to think about their own dreams before they discuss in pairs. Invite students to share their ideas with the class.

- **Setting lesson goals:** Ask students to look at pages 12 and 13 quickly and identify and make a note of three things they think they are going to learn in the lesson. Students compare in pairs.
- **Independent learning:** Ask students to keep a learning diary. During the lesson, encourage them to draw a smiley emoji next to the exercises they find easy and a sad emoji next to the ones they find difficult. Encourage them to show you their learning diary regularly and offer students any support they need.

Exercise 1

- If necessary, pre-teach *motivate* and *get up* before students complete the task. Then, ask them to compare their ideas in pairs.
- Elicit ideas from the class. Make a note on the board of how students motivate themselves. Have a class vote to find the most effective method.

Exercise 2

- Allow students time to read the blog post. Then, direct them to the three questions and ask them to discuss with a partner.
- When students have finished, encourage them to share their ideas with the class. You could have a class discussion to find out the most important tip in the blog post.

Exercise 3 1.1

- Read the adjectives in Vocabulary box A as a class. Check students understand the new words. Set a time limit for the task. Then, play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.
- NEED SUPPORT? Ask **less confident** students to translate the words into their own language. Explain that this will help them to understand and remember the words.

Exercise 4

- Allow students time to choose the correct options, then check answers. Put students into pairs to discuss the sentences.

Exercise 5

- Allow **less confident** students to refer back to the words in Vocabulary box A, but ask **more confident** students to say an adjective of emotion from memory. Encourage students to ask questions to get more information about their partner's answer (e.g. *When did you last fail a test?*).
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 232. This version of the task asks students to match sentence halves to help them understand the new vocabulary.

Extra activity

Put students into pairs. Give each an adjective of emotion on a piece of paper. Tell them not to show it to any other pair. Students make a short dialogue which shows that one of them is experiencing their emotion without mentioning what it is (e.g. A *Why are you so sad?* B *I failed my maths exam and now I have to study all summer.*). Students act out their dialogue while the others guess the adjective.

Exercise 6 1.2

- Read the information in Vocabulary box B as a class. Check students understand each word. Set a time limit for students to complete the task, then play the audio for them to listen and repeat. Pause after each word to check pronunciation.

Exercise 7

- Encourage students to say why they agree or disagree with each sentence.

Exercise 8 1.3

- Explain or elicit what a phrasal verb is and encourage students to give examples.
- Read the information in Vocabulary box C as a class and check students understand each phrasal verb. Set a time limit for students to complete the task, then play the audio for them to listen and repeat. Pause after each word to check pronunciation.
- Explain that *break down*, *get on with* and *work out* have more than one meaning. If there are dictionaries available, ask students to find out what else these phrasal verbs mean. Alternatively, this can be set as homework.

Exercise 9

- Students complete the task before they compare their sentences in pairs.

Exercise 10 1.4

- Students complete the Word Friends with the missing verbs. Allow **less confident** students to look at the blog post to help them. Then, play the audio for students to listen and check their answers.

Exercise 11 1.5

- Set a time limit for students to complete the task. Then, play the audio for students to listen and check their answers.
- Have a class discussion. Ask if students agree or disagree with Aidan's advice. If they disagree, what advice would they give?

Exercise 12

- Students read the three questions and think about their answers. Then, students take turns to ask and answer the questions with a partner. Encourage them to ask their partner further questions to get more information about their answers, e.g. *When was the last time you gave something up easily?*
- FINISHED EARLY? Ask students to write sentences with three of the phrasal verbs from the lesson.
- **Reviewing lesson goals:** Ask students to check their predictions about the three learning goals that they made at the start of the lesson. Ask them to decide whether the lesson has covered what they expected, or if there is anything they would still like to learn more about.

1.2 GRAMMAR

Present tenses

Lesson aims
- Students can use different tenses to talk about the present.

For the teacher
- *Need support?* worksheet, page 232
- Grammar presentation
- **Photocopiable activity:** *Your turn*
- **Test:** Grammar Check 1

For the student
- Grammar Time, Student's Book, page 126
- Workbook, page 8
- **Extra Practice Activities:** Grammar

Lead-in

Invite a volunteer to the front of class and ask them to mime an action. If necessary, whisper one to them, such as *You are speaking on the phone*. Elicit from the class what the student is doing, making sure students use the present continuous. Follow the same procedure with two more volunteers.

- **Setting lesson goals:** Write on the board a true sentence about yourself using the Present simple and Present continuous, such as *I am a teacher and at the moment I am teaching English*. Ask the class what they think the lesson is going to be about. Allow them to look at page 14 in their books if necessary. Elicit that it is about using present tenses.

Exercise 1

- Elicit or explain what a morning person is (someone who wakes up early). Then put students in pairs to discuss the question. Invite students to share their ideas with the class and explain why.

Exercise 2 1.6

- Play the audio while students read and listen to the introduction to the podcast. Elicit the answers to the questions.
- **Peer learning:** You could use the Think–Pair–Share technique. Give students half a minute to consider the questions on their own, then give them another minute to compare ideas in pairs. Elicit suggestions in open class, inviting comments from other students.

Exercise 3 1.7 audioscript page 242

- Pre-teach or elicit the following words and phrases: *sleepy, spend ages, pile, fresh ideas, get the most out of something.*
- Play the audio while students read and listen to the whole podcast. Encourage **more confident** students to close their books while they listen.
- In pairs, students discuss the questions. Ask if any of the statements in the podcast apply to them.

Exercise 4

- Discuss the Grammar box with the class. Elicit when we use the Present Simple (to talk about facts and routines) and when we use the Present Continuous (to describe things that are happening now or around now). Discuss state verbs and point out that *think* can act as both a state verb, when it refers to an opinion, or as a dynamic verb, when you are thinking about something specific.
- Allow students time to complete the task. Then elicit, encouraging students to explain their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 232. This version of the task tells students which verb tense to use in each sentence.

Exercise 5 1.8

- Elicit the answers, asking students to explain why they have used the specific tenses. Then play the audio for students to check their answers.

Extra activity

Dictate the following sentence stems: *At the moment, I'm thinking about … ; In English classes, we often … ; Our teacher encourages us to … ; I know that … ; I prefer … to … .* Allow students time to complete the sentences with true information about themselves. Put students into groups to compare their sentences.

Exercise 6

- Follow the instructions in the Student's Book.
- FINISHED EARLY? Ask students to write as many sentences as possible to describe their partner's morning routine.
- **Reviewing learning goals:** Ask students to write two sentences using the Present Simple and the Present Continuous on a piece of paper. Ask them to leave the piece of paper on your desk as they leave the classroom. Study the results and, if students are making mistakes, find the time to review the language.

1.3 READING AND VOCABULARY

A new life in Canada

Lesson aims
- Students can understand an article about immigrants and the problems they face.

For the teacher
- *Need support?* Worksheet, page 232
- **Photocopiable activity:** *Match up*

For the student
- Workbook, page 9
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

- Ask students to imagine they have moved to a different city. In pairs, tell them to discuss what problems they may have at first. If necessary, prompt by writing *friends*, *family*, *home*, *school* on the board. Elicit ideas. Then, ask them to imagine they have moved to a different country. With their partner, ask them to discuss what additional problems they may have.
- **Setting lesson goals:** Write *immigrant* on the board and explain or elicit what it means. Then, ask students to open their books on page 15. Ask: *What are the lesson aims today?* Elicit ideas. Then say: *Today you will read an article about immigrants and the problems they face.*

Exercise 1

- Direct students to the questions and allow them time to think about their answers. Then, students discuss in pairs.

Exercise 2 1.9

- Pre-teach or elicit the following words and phrases: *fresh start*, *welcoming*, *responsibility*. If necessary, tell students that one mile is 1.6 kilometres. Therefore, 12,000 miles is roughly 19,300 kilometres.
- Play the audio while students listen and read. Refer students to the title and ask: *What does New beginnings mean?* (the start of a new period in someone's life). Then, discuss the answers as a class.

Background note

Canada has the eighth largest immigration population in the world. Immigrants make up about 21% of the country's 38,000,000 population. In recent years, the majority of immigrants in Canada have come from India, China, the Philippines, the United Kingdom and the United States of America. People move to Canada to be with family, because of work, because it is unsafe for them to stay in their own country or because they are escaping conflict or a natural disaster.

Exercise 3

- EXAM **International Certificate Level 2, Reading, Section 7, (note completion)**
- Explain that students are going to read the article in more detail before completing sentences with missing information. Ask them to read the sentences carefully and think what information is needed. Ask them to identify the key words in each sentence. Explain that this will help them find the missing information in the text.
- Set a time limit and when students have finished, check answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 232 for **less confident** students. This is an exercise to help students better understand the reading text.

Exercise 4

- Direct students to the highlighted words and explain the task. Elicit how students can differentiate between verbs and nouns (nouns refer to people, places or things, etc. and verbs are action words).
- Ask students to draw a two-column table in their notebooks with *verbs* and *nouns* at the top of each column. Then, do the first (*arrivals*) as an example. Elicit

it is a noun because it refers to people, and ask students to write *arrivals* in the correct column in their notebooks.
- Check answers when students have finished.
- **Independent learning:** Ask students to write a definition of each word and to then contextualise each one by writing the word in an example sentence. This will help students to remember the vocabulary. This approach can be used after any Vocabulary activity.

Exercise 5

- When students have finished, ask them to work with another pair to share answers and ideas.

Exercise 6 2 videoscript page 242

- Pre-teach or elicit the following words from the video: *funding, training, the work ladder, a struggle, studious, pursue, creative, pressure, isolating.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about the problems that immigrants can face).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 7

- You could do this as a class discussion. Allow students time to think and make notes before you begin.
- **Monitor learning:** While students are talking, make a note of any mistakes you hear but don't correct while the discussion is taking place. This will help promote confidence and fluency. After the discussion has finished, write some of the mistakes on the board and get students to correct them.
- FINISHED EARLY? Ask students to make a list of some things that they wouldn't miss if they moved to another country.
- **Reviewing lesson goals:** Ask students to read the lesson aims again. Encourage them to write a number from 1–5 on a piece of paper to say how they feel about the lesson (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s, find time to review the lesson.

1.4 GRAMMAR

Past Simple, Past Continuous and Present Perfect

Lesson aims
- Students can use different tenses to talk about past events and experiences.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Find someone who...*
- *Need support?* Worksheet, page 232
- **Test:** Grammar Check 1

For the students
- Grammar Time, Student's Book, page 126
- Workbook, page 10
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Tell students to write a list of ten verbs. When they have finished, ask them to work in groups of three. Ask: *What is the Past Simple form of* be? and *What is the past participle of* be? In their groups, students take turns to ask the same question using one of the verbs on their list. The other two students race to give the correct answer. The first to do so gets a point. The winner is the student who has the most points at the end of the game.
- **Setting lesson goals:** Write some true sentences about you on the board, e.g. *I was born in 1990. I was watching a film at 8 o'clock last night. I haven't visited the USA*. Ask the class what they think the lesson is going to be about. Elicit that it is about using different tenses to talk about past events and experiences.

Exercise 1

- Make sure students understand *challenge*. Ask them to read the example, then brainstorm other challenges that young people can face. Write these on the board.
- Put students into pairs to complete the task. When they have finished, invite students to share their ideas. Have a vote to find out which student has faced the biggest challenge.

Exercise 2 1.10

- Set a time limit to ensure students skim read the text. Once you have elicited the answer, write the following questions on the board: *Where is Poorna from?* (India). *What is the coldest temperature she experienced?* (-35C). *How long did the climb last?* (52 days). Play the audio while students listen, read and answer the questions.

Exercise 3

- Discuss the Grammar box with the class. To check understanding, ask students to write a sentence to describe what they did yesterday, what they were doing at eight o'clock last night, and what things they have eaten today.
- When students have found examples of the tenses in the article, elicit why each of these tenses was used.

Extra activity

Ask students to work in pairs and imagine they are journalists interviewing Poorna. Ask them to think of questions to ask her about the climb or the training. When they have finished, they should join a second pair. One pair plays the part of Poorna (both students) and the other pair asks questions. The pair answering the questions has to use their imaginations to think of some answers. When students have finished, ask them to swap roles.

Exercise 4

- When you are checking answers, encourage students to explain why each tense is correct.

Exercise 5

- Look at the example with the class. Ask students why the Past continuous is being used (because the question is asking about what someone was doing at a specific time in the past).

- Set a time limit for students to write the questions before they ask and answer with a partner.
- When students have finished, invite them to share with the class anything interesting they found out about their partner.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 232 for **less confident** students. This is an exercise that requires students to choose the correct option to complete the questions.

Exercise 6 ▶ 3 videoscript page 242

- Pre-teach or elicit the following words from the video: *uni, wanna (want to), kids.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about being away from home).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Remind students that when they talk about a past experience, they should use the Present Perfect. When they ask and answer questions about that experience, they should use the Past Simple.
- Allow students time to think and make notes before they complete the task in pairs.
- FINISHED EARLY? Ask students to write as many sentences as they can to describe a time when they were away from home.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about using past tenses. Make a note to revise the language point in a later lesson if several students indicate concerns.

1.5 LISTENING AND VOCABULARY

Projection mapping

Lesson aims
- Students can understand a conversation about projection mapping.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *What are they like?*

For the student
- Workbook, page 11
- **Extra Practice Activities:** Vocabulary

Lead-in

Elicit personality adjectives and write these on the board. If necessary, ask students to explain any words their classmates don't know. Write the following on the board and ask students to complete it about someone they know: … *is* … (e.g. My best friend is outgoing.) Set a time limit and then invite students to read their completed sentences to the class.

- **Setting lesson goals:** Elicit or teach *workshop* (a meeting in which people discuss how to solve a problem or do an activity about a specific topic). Write the lesson aim on the board. Say: *Today you will listen to a conversation about a workshop.*

Exercise 1

- With books closed, ask the questions in the rubric. Follow up by asking students for examples of new things they have tried and whether or not they enjoyed them.

Exercise 2 1.11

- Read the information in the Vocabulary box as a class. Check students understand the new words. Then play the audio for students to listen and repeat. Pause after each word to check pronunciation.

Extra activity

Put students into two groups. Choose one from each group to sit at the front of the class, facing their group with their backs to the board. Write a personality adjective on the board and ask each group to take turns to define the word for the students at the front to guess. Teams cannot say, spell or translate the word. The team of the student who guesses correctly wins a point. Repeat with different students and a different personality adjective.

- **Independent learning:** Ask students to create a spidergram of the personality adjectives that they know. Encourage them to pair any adjective they add to their spidergram with its opposite. If they don't know the opposite, tell them to find it out in a dictionary or online. Ask them to keep their spidergram and add to it whenever they learn a new personality adjective.

Exercise 3

- Allow students to complete the task in pairs.
- NEED SUPPORT? In classes with **less confident** students, write the following adjectives on the board and ask students to choose the correct word to complete each sentence: *competitive, active, curious, reliable.*

Exercise 4

- Again, allow students to work in pairs to complete the activity. When they have finished, ask them to read out a definition while the rest of the class guesses the word.

Exercise 5

- Set a time limit for students to think of someone they know and write a sentence to describe their personality. You could also ask **more confident** students to give further information about the person they are writing about (e.g. My brother is creative because he is always making things.).
- In pairs, students read their sentence to their partner.

Exercise 6

- Write *projection mapping* on the board and direct students to the photo in their Student's Book. Put them into pairs or small groups to discuss what this is.

- Invite students to share their ideas with the class. If necessary, tell them what projection mapping involves: *creating videos on a computer which are then projected onto buildings. These can show stories, adverts or simple images.*
- Ask students if they have ever seen projection mapping. If so, where was it and what was the image.

Exercise 7 1.12 audioscript page 242

- Before you play the audio, ask students what sort of person might enjoy a workshop about projection mapping. After listening, elicit the correct option and how they know option b is incorrect (because Alex bought the tickets).

Exercise 8 1.12 audioscript page 242

- EXAM **International Certificate Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)**
- Tell students that they are going to listen to the conversation again in more detail. Direct them to the advert and ask them to think what type of information they will need in each gap (2 *place,* 3 *noun,* 4 *age,* 5 *time,* 6 *food,* 7 *cost*). Play the audio while students listen and complete the advert. Play it again while students check their answers.
- NEED SUPPORT? In exercises such as this, pair mixed ability students together. This way, the **more confident** partner can explain the task, answer any queries and help the **less confident** student with the correct answers.

Exercise 9 1.12 audioscript page 242

- Ask students to close their books and choose a partner to work with. Read the questions from Exercise 9 and tell students to raise their hands if they think they know the answer. Choose the first student who raises their hand and award a point if it is correct. The winner is the pair with the most correct answers.
- Play the audio for students to listen to the conversation again.

Exercise 10

- Before students complete the task in pairs, ask them what free-time activities they do after school or at the weekend. Choose one or two which aren't mentioned in the task and ask students why they do them, whether they enjoy doing them and what type of person you need to be to do that activity.
- When students have finished, invite them to share their ideas with the class.
- FINISHED EARLY? Ask students to write true sentences about themselves using the personality adjectives in the Vocabulary box.
- **Reviewing lesson goals:** Ask students to use their Traffic Light cards to show how confident they feel about Exercises 7, 8 and 9. Make a note to practise similar listening tasks if several students appear to have problems.

1.6 SPEAKING

Asking for and offering help

Lesson aims
- Students can ask for and offer help.

For the teacher
- **Photocopiable activity:** *Can you help me?*

For the student
- Workbook, page 12
- **Extra Practice Activities:** New Park video

Lead-in

Ask students to think about the last problem they had that required the assistance of another person. Ask them to consider what the problem was and how the other person helped them. Invite students to share their ideas with the class.

- **Setting lesson goals:** Write *asking a person for help* on the board. Check that students understand. Then, ask students to use their Emoji response cards to show how confident they feel about doing this, first in their own language, then in English. Tell them they are going to learn how to do this in English.

Exercise 1

- Put students into pairs to ask and answer the questions. Then, invite students to tell the class about their partner.

Exercise 2 4 1.13

- Ask students if they remember the names of the course characters from Unit 0 (Abe, Eren, Bea and Carla). Elicit what students remember about them.
- Pre-teach or elicit the following words from the video: *brownie, need a hand, flour, apron.*
- Ask students to close their books and write the questions in Exercise 2 on the board. Then play the video or audio all the way through for students to answer the questions.
- Direct students to the *Sounds good!* box. Elicit or teach that *I'm impressed!* is something we say when somebody does something that we like. Ask students to work with a partner to discuss what the other phrases mean and in what situations they could be used. Check answers with the class.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask comprehension questions, e.g. *Who is Abe making the chocolate brownie for and why?* (his dad because it is his birthday). *Why is this a challenge for Abe?* (Because he has never made a chocolate brownie before.) *What does Eren suggest that Abe wear?* (an apron). Elicit answers before continuing the video or audio.

Exercise 3

- Encourage students to answer the question from memory.

Exercise 4

Self-management: planning

This exercise focuses on the effective planning of tasks and anticipating any problems that may arise and how best to deal with them. It also focuses on the need to involve others when completing a difficult task. This is a valuable skill that will help students to work better within a team at school or in the workplace.

- Put students into pairs and ask them to discuss the questions. Encourage them to think about if they have ever had to plan something carefully. If so, ask them to tell their partner if anything went wrong and if they needed to ask for help. When students have finished, invite them to share their ideas with the class.

Exercise 5

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Then, when they have found the examples, draw their attention to *Would you mind …?* Write a request on the board using this structure, such as *Would you mind opening the window?* Elicit the correct response if the person you are asking is happy to do it (*No, I wouldn't.*).

Extra activity

Tell students to think about a problem they may have for which they need to ask for help, such as not understanding homework. Put them into pairs and ask them to take turns to mime their problem, watch and offer to help using one of the phrases in the Speaking box. The first student responds appropriately before they swap roles.

Exercise 6 1.14

- Play the audio for students to check their answers.
- When students have finished practising the dialogue, ask them to change roles so that each member of the group plays the part of a different speaker. Encourage **more confident** students to change some of the phrases (e.g. in the first line of dialogue, they could change the problem).

Exercise 7

- When pairs have prepared and practised their situation, invite them to the front of the class to act it out.
- FINISHED EARLY? Ask students to write out one of their role-play dialogues from Exercise 7.
- **Reviewing lesson goals:** Ask students to think about the lesson and reflect on their learning. Ask them to answer the following question with either *yes* or *no* on a piece of paper: *Can you ask for and offer help?* Ask them to leave the piece of paper on your desk as they leave the classroom. If they have written *no* more than *yes*, then find time to review the language.

1.7 WRITING

A blog post describing a personal challenge

Lesson aims
- Students can write a description of a personal challenge.

For the teacher
- **Photocopiable activity:** *Another challenge*

For the student
- Workbook, page 13

Lead-in

Elicit or teach: *afraid of*. Then, brainstorm the typical things that people are afraid of, such as spiders, snakes, etc. Then, write the question on the board: *What are you afraid of?* and elicit the answer: *I'm afraid of …* . Put students into pairs and get them to ask and answer the question. Invite students to tell the class what they and their partner are afraid of.

- **Setting lesson goals:** Tell students that they are going to write about a personal challenge they have done. Ask them to predict what verb tenses they will need to use and what useful words they might need. Get them to make a note of their predictions so they can refer back to this at the end of the lesson.

Exercise 1

- Pre-teach or elicit the following words from the blog post: *shake, sweat, give something a go, shiver, make the most of something.*
- When students have read the post and completed the task, ask them to compare answers in pairs.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding.
- When students have found examples of the phrases in the blog post, write on the board: *I've always loved English.* Say: *The problem is …* and elicit an ending, such as *I'm not very confident at speaking.* Then say: *I first realised this when …* and elicit another ending. Continue with: *Soon after that, I heard about …, I decided to …, At the beginning … but gradually I felt …, The experience has made me …, Now I …*

Exercise 3

- Go through the Language box together and make sure students understand the verbs. You could do this by giving a little scream or shivering and eliciting the correct verb.

Exercise 4

- Allow students time to complete the task before you invite them to share their ideas with the class.

Exercise 5

- **Peer learning:** Use the Think–Pair–Share technique. Give students half a minute to consider the questions on their own, then give them another minute to compare ideas in pairs. Elicit suggestions in open class, inviting comments from other students.

Exercise 6

- Explain that students will write a description of a personal challenge on their own in their notebooks. Explain that they can write about a real personal challenge that they have experienced or use the ideas from Exercise 5.
- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their description. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- When students have written their first draft, ask them to swap with a partner and give each other feedback. Then students write their final draft in their notebooks, or you can set the task for homework.
- FINISHED EARLY? Ask students to write questions that they would like to ask Marco about his personal challenge.
- **Reviewing lesson goals:** Ask students to check the predictions they made at the start of the lesson. Ask if students predicted correctly. Then, tell them to think back to the writing task, and decide what, if anything, they found most challenging about it. Ask them to consider what they might try to do differently the next time they do a similar writing task.

BBC CULTURE

Tough journeys

Lesson aims
- Students learn about endurance sports.

For the teacher
- **Photocopiable activity:** *Project worksheet: a digital poster*

Lead-in

Put students into pairs or small groups and ask them to discuss together how far they have walked, run, swum and cycled in a single day. Encourage them to tell each other how they felt while and after doing this.

- **Setting lesson goals:** Allow students a few moments to study pages 22 and 23 before you ask them to close their books. Ask: *What are we going to learn today?* Elicit some ideas and write on the board. Then read out the lesson aims and check if any students guessed correctly.

Exercise 1

- With books closed, write *triathlon* on the board and invite students to explain what this is (a sporting event that consists of a swim, a cycle and then a run). Ask students if they know anyone who has done a triathlon.
- Follow the instructions in the Student's book.

Exercise 2 1.19

- Direct students to the glossary box. Go through the words together and check for understanding.
- Play the audio while students read and listen. When they have completed the task, check answers.
- NEED SUPPORT? Put **less confident** students into pairs. Ask Student A to focus on sentences 1, 3, 5 and 7; Student B focuses on 2, 4 and 6. You could ask **more confident** students to correct the false sentences.

Exercises 3–4

- Follow the instructions in the Student's Book.

Background note

The Ironman triathlon was devised by Judy and John Collins and the first one took place in Hawaii in 1978. The husband and wife were both triathletes and they wanted to create a triathlon that appealed more to endurance athletes (those who prefer long swims, bike rides and runs). In an Olympic triathlon, the combined distance of the three events is 51.5 km (swim – 1.5 km, bike – 40 km, run – 10 km). In the Ironman, it is 226 km.

Exercises 5–6 5 videoscript page 243

- Elicit or pre-teach the following words and expressions: *in the footsteps of, legendary, goal, friendship, dehydration, sandstorms, unpredictable*.
- **With video:** Play Part 1 of the video for students to check their answers to Exercise 4, then complete Exercise 6.
- **Without video:** Print out copies of the videoscript for students to read and check their answers to Exercise 4, then complete Exercise 6.

Exercise 7 6 videoscript page 243

- Elicit or pre-teach the words and expressions: *quicksand, dates, flat bread, water well, trusted, oasis, hug*.
- **With video:** Play Part 2 of the video. Students discuss the questions in pairs. Then elicit the answers.
- **Without video:** Students read the script before they discuss the questions in pairs. Then elicit the answers from the class.

Exercise 8

- Direct students to the discussion question and ask them to think about it individually. Remind them that they need to explain their answers. Tell them that there is no right or wrong answer, and the most important thing is the students' own opinions. Allow them time to think about the question before they discuss with a partner. Then, invite students to share their ideas with the class. If necessary, prompt them to explain themselves by asking: *Why do you say that?*
- Then, follow the instructions in the Student's Book for parts 2 and 3.
- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to think back to the lesson and write down three things they learned about endurance sports. Ask them to tell each other in small groups.

Unit contents

Vocabulary
- Talking about the environment
- Compound nouns: the environment
- Protecting and damaging the environment
- Environmental issues
- Elections and campaigns

Grammar
- Past Perfect
- *Used to* and Past Simple

Speaking
- Agreeing and disagreeing

Writing
- A survey report

Future skills
- Social responsibility: environmental competence
- Self-management: growth mindset/persistence

Exam
- B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)
- B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)

For Online Classroom, go to the Portal.

2.1 VOCABULARY

Protecting the environment

Lesson aims
- Students can talk about pollution and the environment.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Get the words*
- *Need support?* worksheet, page 233
- **Test:** Vocabulary Check 2

For the student
- Workbook, pages 16–17
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Before the lesson, find several images online or in magazines that represent global warming and climate change. These can be images of dried riverbeds, polar bears in the Arctic, a busy city with lots of cars and a flooded area, for example. Books closed. Write *global warming* on the board. Allow students a few moments to discuss with a partner what the expression means. Elicit some ideas and write on the board. Then, show the students each image (either display on the whiteboard or hold it up so the class can see it) and brainstorm as a class the problems that are associated with it.

- **Setting lesson goals:** With books still closed, write the following words on the board: *recycle, protect, reuse, the environment*. Teach or elicit what they mean and ask students what they think the lesson is going to be about. Then, ask them to look at pages 24–25 to check their ideas.

Exercise 1

- Direct students to the diagram and elicit what environmental problems they can see. Write on the board. Then, ask students to think individually which is the most serious. Invite them to share their ideas.
- **Peer learning:** Use the Think–Pair–Share technique.

Exercise 2 2.1 audioscript page 243

- Allow students time to complete the task before they compare answers with a partner.
- Then, play the audio for them to check their answers.
- Ask students if they, or anyone in their family, do the things in the box. Then, ask what other things people can do to help protect the environment, such as using public transport more, reusing and/or repairing clothes and electrical items instead of buying new things, etc.

Background note

The average household in the UK uses their tumble dryer 20 times a month. This emits 432 kilograms of carbon dioxide, which is a greenhouse gas that contributes to climate change. Tumble dryers are also a contributor to the plastic pollution that is found in the atmosphere.

Car sharing is different from carpooling. Car sharing is when people decide not to own a car. Instead, they borrow one from a car sharing company to use as and when they need it. Studies show that one car share vehicle can replace between seven and thirteen privately owned cars. Carpooling is when multiple people who are going to the same destination, such as a place of work, travel in the same car.

Exercise 3 2.2

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation.

- NEED SUPPORT? Encourage **less confident** students to create a bilingual wordlist in their notebook of all the new words in the unit. Tell them to write the English with the translation next to it.

Exercise 4

- Alternatively, invite volunteers to read out a completed sentence. If a classmate thinks it is incorrect, ask them for the right answer.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 233. This version of the task gives students possible options to complete the sentences with.

Exercise 5 2.3

- When students have completed the task, play the audio for them to listen, repeat and check their answers. Pause after each word to check students' pronunciation. Then elicit the meanings of the compound nouns, e.g. *An electric car is a car that doesn't use petrol or diesel. It uses electricity.*

Exercise 6

- Elicit or pre-teach: *recharge, empty, under the ground, take in*.
- Set a time limit for students to read and complete the quiz. Tell them to ignore the words in italics for the time being. Check answers with the class.

Exercise 7

- Encourage students to take turns to read out each quiz question to their partner. Tell them to make a note of their partner's answers so they can check them on page 136. The winner is the student in each pair with the most correct answers.

Exercise 8 2.4

- When students have checked their answers, go through the Word Friends box and ask how we can do some of these actions, such as *How can we reuse plastic bags? How can we protect the environment? How can we save water? Etc.*

Exercise 9 2.5

- Pre-teach or elicit *food waste*. Then, ask students to read the text, ignoring the words in italics for the time being. Check understanding by asking: *How much food do we throw away?* (one third). *What can we do with food that we don't eat?* (put it in the fridge and make another meal of it).
- Students read again and choose the correct words to complete the text. Then, play the audio for them to check their answers.
- When students have finished, write the following on the board: *milk, potatoes, bread, meals, fizzy drinks.* Tell them that these are the five most wasted food items in the UK, but they are in the wrong order. Put students into pairs and tell them to order the foods (potatoes, bread, milk, meals, fizzy drinks). You could ask them to find out what food items are wasted the most in their own country.

Exercise 10 7 videoscript page 243

- Pre-teach or elicit the following words from the video: *to be big on, film set, an advocate, 'cos, militant, to be green, to compost.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about being green).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 11

- Say or write on the board: *To save water, I take a quick shower and I never take a bath. My town's got a recycling centre and they collect rubbish from your house. At school we recycle paper.*
- Allow students time to think how they, their town and their school are green. Put them into small groups to discuss before you have a class discussion. You could also encourage students to think what other things they could do to become 'more green'.
- FINISHED EARLY? Students write definitions of some of the new words and phrases that they have learnt in the lesson.
- **Reviewing lesson goals:** Ask students to think back to the lesson goals and use their Traffic Light cards to show how confident they feel about the newly learned language (students show 'green' if they understand the topic, 'orange' when they need some help and 'red' when they feel they need re-teaching the language point).

2.2 GRAMMAR

Past Perfect

Lesson aims
- Students can use the Past Perfect to talk about past events.

For the teacher
- Grammar presentation
- *Need support?* worksheet, page 233
- **Photocopiable activity:** *By the time I arrived, ...*
- **Test:** Grammar Check 2

For the student
- Grammar Time, Student's Book, page 127
- Workbook, page 18
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to write a list in their notebooks of all the things they did the previous night in chronological order. Encourage them to write full sentences using the Past Simple (e.g. *I arrived home from school. I did my homework. I ate dinner with my family. I went to bed.* Etc.). In pairs, students tell their partner what they did., Encourage them to ask questions to get more information, such as *What did you eat for dinner?* Tell students to keep their lists to refer to later in the lesson.

- **Setting lesson goals**: Say and write the following on the board: *When I arrived home, I ate a cake that my mother had made.* Highlight the past verb forms, and elicit what students think might be the focus of the lesson. Ask them to look briefly through page 26 to check their ideas. Leave this sentence on the board.

Exercise 1

- Students discuss their ideas in pairs. Elicit guesses from each pair then give the answer. Tell students that jellyfish produce a protein that can help provide solar power.

Exercise 2 2.6

- Play the audio while students listen and read the blog post. When they have found the answers, ask if they have heard of any other uses for animal waste (e.g. *to power cars for electricity*). Discuss what biogas can be produced from (e.g. *agricultural waste, manure, plant material, sewage, food waste*).

Exercise 3

- Discuss the Grammar box with the class. Check that students understand that we use the Past Perfect to describe an action that happened before another past event. If necessary, illustrate the sentence on the board from earlier in the lesson with a timeline. Also, explain that we don't normally use the Past Perfect when we mention the activities in the same order that they happened (e.g. *I left my house and then I met my friend.*) or when we use a time phrase to show the order of activities (e.g. *After leaving my house, I met my friend.)*
- After students have completed the task, ask them to look at the sentences they wrote in the Lead-In activity. Ask them to combine sentences using the Past Perfect, the Past Simple and the time expressions from the Grammar box (e.g. *I had arrived home before I did my homework. By the time I ate dinner with my family, I had done my homework.*)

Exercises 4

- Go through the example with the class to check students know how to complete the activity.
- When they have finished, check answers with the class.

Exercise 5

- Students could complete the task as described. For feedback, elicit some sentences from volunteers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 233. This version of the task requires students to identify the correct past participle of the verb in each sentence.

Extra activity

Write each word of these sentences on a separate piece of paper in large letters: *I played my new computer game after I had finished my homework.* (12) *I was really hungry all morning because I hadn't eaten breakfast.* (11) *By the time I got to the party, my friends had eaten all the cake.* (15) For the first sentence, give twelve students one random paper each. Ask this group to come to the front of the class. They must not look at their classmates' words. Students must hold up their words so that the rest of the class can see them. The class tells the students with the papers where to stand, so that their words form a sentence. Students say their words in order, so that they can find out what the sentence is that they have formed. Repeat with the other two sentences and different sets of students (11 and 15).

Exercise 6

- Alternatively, ask students to complete two of the sentences with true information about themselves and one with false information. Students have to guess which of their partner's sentences contain the false information.
- **Monitoring learning:** Move around the classroom, listening to each pair as you go. Make a note of any mistakes with the Past Perfect that you hear. When students have finished, write the errors on the board and get the class to correct them.
- FINISHED EARLY? Ask students to underline the action that happened first in the sentences in Exercise 5.
- **Reviewing lesson goals:** Ask students to refer back to the sentence from the Setting lesson goals task and write a sentence to describe why we use the Past Perfect. When they have finished, ask them to check their ideas in Grammar Time on page 127.

2.3 READING AND VOCABULARY

A hike in the countryside

Lesson aims
- Students can understand a story about the environment.

For the teacher
- **Photocopiable activity:** *A countryside quiz*
- *Need support?* Worksheet, page 233

For the student
- Workbook, page 19
- **Extra Practice Activities:** Vocabulary

Lead-in

Make sure students understand what a national park is. Ask them what national parks there are in their own country and if students have ever visited them. If so, encourage them to tell the class what they did there.

- **Setting lesson goals:** Write the lesson aim on the board and direct students to the photo on page 27. In pairs, students discuss then write a sentence to describe what they think the story is about. Elicit and accept all reasonable ideas.

Exercise 1

- Before students open their books, ask the questions from the rubric and allow students time to think about their answers. Invite students to share their ideas with the rest of the class.

Exercise 2 2.7

- Play the audio while students listen and read and complete the task. Check answers and elicit what *leave no trace* means.
- **Independent learning:** Encourage students to try to work out the meaning of: *queue, mountain stream, litter, walking pole, no point (in doing something), aim, campfire* from the text – and explain any of the more challenging words.

Background note

The Brecon Beacons is a range of mountains in southern Wales, the highest of which is Pen Y Fan at 886 metres above sea level. It became a national park in 1957. The park is a popular destination for hiking and other outdoor activities.

Exercise 3

- EXAM **B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)**
- Explain that the students are now going to read the story in more detail. Direct them to Exercise 3 and explain the task. Give them time to read the questions and possible answers and allow them to ask any questions about difficult vocabulary.
- Tell them that in exam tasks such as this, most of the questions follow the order of information in the text. However, the final question usually refers to the text as a whole. Ask them to look at each question and find the relevant part of the text. Tell them to study it carefully and eliminate the more obviously incorrect options first, then choose the final answer.
- When students have finished, check answers with the class, asking students to refer to the text to justify their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 233. This version of the task has fewer answer options.

Extra activity

If you have the technology in the classroom, ask students to go online to find an image of people queuing to get to the top of Mount Everest. Alternatively, set this task as homework and ask students to write a sentence to describe how the image makes them feel.

Exercise 4

- Direct students to the highlighted words and ask them to read the text to try to understand their meaning from the context. If necessary, allow them to use a dictionary.
- Put students into small groups and elicit what 'a leaflet' is.
- Ask groups to identify the issues in the story (littering, overcrowding, being respectful to others and to wildlife in the countryside). Explain the task. Encourage them to be creative and visual with their leaflets and to use as many of the highlighted words as possible.
- When they have finished, display the leaflets around the classroom. Ask students to look at each one before you have a vote to find the most creative and visual leaflet.
- **Peer learning:** Ask groups to swap their leaflets to check each other's work. Ask them to tell the other group two things they really like about their leaflet, and, if appropriate, one thing they think could be improved – suggesting a way to make this improvement.

Exercise 5

- Alternatively, you could have a class discussion. Encourage students to be honest if they consider littering a problem or not. If a student doesn't see littering as a problem, ask them to explain why.
- During the discussion of question 2, write students' suggestions on the board. At the end, have a class vote to find the best solution to littering and overcrowding in the countryside.
- FINISHED EARLY? Ask students to make a list of all the activities you can do in places like the Brecon Beacons National Park, such as hiking, running, mountain-biking, etc.
- **Reviewing lesson goals**: Ask students to check the predictions they made at the start of the lesson. Were their predictions right? What turned out differently? Ask students to discuss this briefly with a partner, then ask a few volunteers to report back to the class.

2.4 GRAMMAR

Used to and Past Simple

Lesson aims
- Students can use *used to* and the Past Simple to talk about past habits and states.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Spot the changes*
- **Test:** Grammar Check 2

For the student
- Grammar Time, Student's Book, page 127
- Workbook, page 20
- **Extra Practice Activities:** Grammar

Lead-in

Tell students to think of five things that were true about themselves five years ago, but which aren't true now. They should use the Past Simple to form their sentences, e.g. *I had short hair. I liked One Direction. I rode a BMX. I went swimming every Saturday. I shared a bedroom with my sister.* When students have finished, ask them to mingle to try to find other students for whom the sentences are also true. Set a time limit. When they have finished, invite them to say sentences which are true about themselves and other people. Tell students to make a note of those sentences as they will need them later in the lesson.

- **Setting lesson goals**: Write on the board: *I used to live in Mexico.* Highlight the target structure and ask students if you live in Mexico now or if you lived there in the past. Elicit *the past* and tell students what they are going to learn in the lesson.

Exercise 1

- Put students into pairs and ask them to keep their books closed. Ask the question and allow them to discuss ideas for two minutes. Invite each pair to share ideas with the class and discuss the park(s) in the students' town and what they think of them.
- You could brainstorm the activities people typically do in parks.

Exercise 2 2.8

- Play the audio while students read and complete the task. Check answers.

Exercise 3

- Discuss the Grammar box with the class. Explain that *used to* is used to talk about repeated, regular actions in the past or past states and situations that are no longer true. It's not used to talk about single past actions.
- Draw students' attention to the negative and interrogative forms (*didn't use to* and *Did you use to…?*) as well as the difference in pronunciation between it and the past form of the verb *use* (/ju:st/ and /ju:zd/).
- When students have found examples in the blog post, elicit if the sentences refer to the present or the past.
- Ask students to rewrite their sentences from the Lead-In activity using *used to*.

Exercise 4

- Check answers when students have finished.
- NEED SUPPORT? Allow **less confident** students to complete sentences 1, 2 and 3 only.

Extra activity

Write on the board: *She didn't use to be famous. She used to go to school. She didn't use to talk to politicians about climate change and global warming. She used to be a typical girl.*

- Ask students if they know who the person is. If not, tell them it is Greta Thunberg. Now, students work in groups of four. They think of a famous person and write sentences about them using *used to/didn't use to*. Invite groups to read out their sentences and ask the class to guess who it is.

Exercise 5

- Before they ask and answer in pairs, elicit the correct questions.
- When students have asked their questions, invite them to tell the class about their partner.

Exercise 6 2.9

- When students have finished, play the audio for them to check their answers. Pause after each item and elicit why *used to* or the Past Simple is being used.

Exercise 7

- Remind students that when they are comparing present habits with the past, they should use *didn't use to*.
- When students have finished, invite them to share their ideas with the class.
- **Setting success criteria:** Ask students what they found the most interesting about their partner's present and past habits. Encourage them to explain why they found these details particularly interesting.
- FINISHED EARLY? Ask students to write as many sentences as they can about their partner's answers to Exercise 7.
- **Reviewing lesson goals:** Ask students to think back to the lesson and indicate how confident they are about the grammar points (1. when we use *used to*, 2. when we use the Past Simple) by holding their thumb up for 'quite confident', and thumb down for 'not so confident'. Make a note to check the work of the less confident students.

2.5 LISTENING AND VOCABULARY

Elections, campaigns and the environment

Lesson aims
- Students can understand conversations about elections and campaigns.

For the teacher
- *Need support?* Worksheet, page 233
- **Photocopiable activity:** *Campaigns*

For the student
- Workbook, page 21
- **Extra Practice Activities:** Vocabulary

Lead-in

Books closed. Create a spidergram on the board with *politics* in the central circle. As a class brainstorm as many words associated with politics as you can in a set time limit. If necessary, prompt *election* and *campaign*. Write all the words on the board and ask students to put them into categories. If time allows, ask students to copy the spidergram in their notebooks and add to it as they go through the lesson.

- **Setting lesson goals:** Write the lesson aim on the board and ask students if there have been any elections in their region and/or country recently. If so, do they remember if the politicians talked about the environment during the campaign? Elicit if the politicians made any promises.

Exercise 1

- Tell students to keep their books closed. Ask students if their school has a school council. If so, ask them what it does. If it doesn't, ask students to discuss in pairs what a school council does (it's a group with one student from each class who discuss school matters with teachers/the headteacher).
- Follow up by asking the questions in Exercise 1.

Exercise 2 2.10 audioscript page 244

- Check that students understand *to vote for (someone)* and *a vote*.
- Go through the questions and ask what information students need to answer each one. Play the audio while students listen and answer the questions. Ask them to compare in pairs before you check the answers.
- NEED SUPPORT? With **less confident** students, pause the audio at the relevant place and elicit the answer.

Exercise 3 2.11

- Go through the Word Friends box and check students understand the phrases. Allow them time to complete the sentences, then play the audio for them to check their answers.
- Ask students the following questions:
  What groups can you become a member of?
  When was the last election in your country?
  What campaigns can you join?
  What do you do when you join a campaign?
  Have you ever organised an event? What was it?
  Have you ever signed a petition? What petition was it?

Exercise 4 2.12 audioscript page 244

- EXAM **B1 Preliminary for Schools, Listening, Part 1, (visual multiple choice)**
- Explain that students are going to hear four dialogues and answer a question about each one. Ask them to study the set of pictures for each question and, in pairs, discuss what each picture shows. Tell them that studying options before a listening task begins is a good way to prepare for what kind of clues they should expect to hear in the audio.
- Play the audio for the first question and elicit the correct answer. Ask students why the other answers are incorrect.
- Play the rest of the audio for students to listen and complete the task.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 233. This version of the task reduces the number of options for each question to two.

Exercise 5

- Look at the example with the class and ask why it uses *would* rather than *will* (because it is the Second Conditional to talk about hypothetical future events. If the writer used *will*, it would sound as if they are too sure of winning. It might make voters think they are too confident so they would be less likely to vote for them).
- Put students into pairs and ask them to think why they are good candidates for school councillor. Ask them to consider how they would improve the school experience for all students. To prompt them, ask them to think about the environment, the school day, after-school clubs, etc.
- When they are ready, tell students to use bullet points and headings to make their leaflet more visually interesting and easier to read.
- **Giving feedback:** While students are presenting their leaflets to the class, ask the others to make a note of two things they like about the leaflet. Then, when every student has presented, have a feedback session. Focus on the good points about each leaflet so as not to demotivate students.
- FINISHED EARLY? Students cover the page and try to make a list of the new Word Friends from the lesson. How many can they remember?
- **Reviewing lesson goals:** Ask students to look back at the exam task in Exercise 4. Ask them to use their Traffic Light cards to show how confident they feel about it. If there are lots of oranges or reds, find the time to do similar exam tasks with the class.

2.6 SPEAKING

Agreeing and disagreeing

Lesson aims
- Students can agree and disagree with other people.

For the teacher
- **Photocopiable activity:** *Get rid of your cards*

For the student
- Workbook, page 22
- **Extra Practice Activities:** New Park video, BBC Vox Pop

Lead-in

Write the following on the board: *Go sightseeing, Go to museums, Go shopping, Go to the cinema, Hang out with friends at the local park*. Tell the class that these are possible plans for the weekend and that students must put them in order of preference. When they have done that, ask them to mingle to find classmates who have put the activities in the same order. When they have finished, ask students how many classmates ordered the activities the same.

- **Setting lesson goals:** Write the following on the board: *I think that walking is better for the environment than using a car.* Add: *I agree* and *I disagree*. Elicit what students think the lesson will be about, then write the lesson aim on the board. Ask students how confident they feel about agreeing and disagreeing in English.

Exercise 1

- Ask students to close their books, put them into groups of three and ask the questions in the rubric. Set a time limit for students to discuss their ideas and then invite students to share their ideas with the class.

Exercise 2 8 2.13

- Ask students to study the photo and elicit who they can see in the scene (Abe and Eren) and where they are (in a garden) and what they are doing (repairing a bike). Give them a minute or two to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Then play the video or the audio for students to check.

- When you have elicited the answers to the questions, draw students' attention to the Sounds Good! box. Ask them to find the expressions in the dialogue and work out the meaning of each from the context. Invite students to explain the meaning of each in their own words.

Exercise 3

- Use the Think–Pair–Share technique. When you elicit ideas in open class, accept all logical ideas but make sure that students give reasons for their opinion.

Exercise 4

Social responsibility: environmental competence

This task helps students to apply reasoning to solve common environmental problems. It will get them to consider different solutions and encourage them to actively practise sustainability.

- Make sure students understand the following: *encourage, bike lane, bike hiring system, on-street parking*.
- Ask students if they often use a bike. If so, where do they use it and do they feel safe using it on the road. Then, ask if many people use bikes to get around their town or city.
- Allow students to think about the question individually before you put them in pairs to share their ideas. Encourage them to consider other ideas that would encourage more people to use bikes more often.
- Invite students to share their ideas.

Exercise 5

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class.
- Students work in pairs to find examples of the phrases in the dialogue. When they have done this, put them into pairs to practise the dialogue. Encourage them to use the correct intonation to show agreement or disagreement. Invite a pair to act out the dialogue in front of the class.

Exercise 6 2.14 audioscript page 244

- Play the audio once for students to listen and to think how they are going to respond. Play the audio again and pause after each statement. Ask a volunteer to tell the class whether they agree or disagree and why. Then, ask the class if anybody else wants to respond differently. Repeat the process with the other statements.
- NEED SUPPORT? Give the audioscript to **less confident** students so that they can read while they are listening.

Exercise 7 9 videoscript page 244

- Pre-teach or elicit the following words from the video: *neglected, go towards, transform, on the whole.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about protecting animals and public transport).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 8

- Remind students to explain why they agree or disagree with a statement.
- If students both agree/disagree with a statement, encourage one in each pair to use their imagination to disagree/agree.
- When students have discussed one of the statements, tell them to discuss the other statement.
- **Giving feedback:** Go around the class, listening to students as they discuss the statements. If/When you hear a student using a particularly good expression or language structure, write this on a piece of paper with a positive emoji and leave it on the student's desk.
- FINISHED EARLY? Ask students to write sentences to explain why they agree or disagree with the students in Exercise 7.
- **Reviewing lesson goals:** Use the Traffic Light cards to find out how confident students now feel about agreeing and disagreeing. Make a note of any problem areas to review in the next lesson.

2.7 WRITING

A survey report

Lesson aims
- Students can write a report with an objective, results and conclusions.

For the teacher
- **Photocopiable activity:** *Do a survey!*

For the student
- Workbook, page 23

Lead-in

Write *environmentally friendly* on the board and elicit or explain what this means. Put students into pairs to discuss what people can do to be this. When they have finished, invite students to share their ideas with the class. Put some suggestions on the board and then go through each one, asking students to raise their hand if they do it.

- **Setting lesson goals:** Ask students to open their books on page 31 and direct them to the text in Exercise 1. Explain that it is a survey report. Elicit what a *survey* is (questions to find out what people think about a certain topic) and what a *report* is (something that gives information about a certain topic). Then, explain that in this lesson students are going to learn to write a survey report.

Exercise 1

- Pre-teach or elicit the following words and phrases: *take part, second-hand, sum up*.
- When students have read the report and completed the task, put students into small groups to ask and answer the questions in the report. Nominate a student in each group

to make a note of everyone's answers and have them tell the class how their group responded to each question.

Exercise 2

- Go through the phrases in the Writing box together and check for understanding. Give students time to complete the task, then check answers.

Exercise 3

- Discuss the Language box as a class. When students have found examples of quantifiers in the survey report, ask them what percentage you would use instead of *all*, *three quarters*, *two thirds*, *half*, *a third*, *a quarter* and *none* (100%, 75%, 66%, 50%, 33%, 25%, 0%).

Exercise 4

- Explain the task to the class, then brainstorm ideas for the questionnaire topic and write on the board. Put students into groups and ask them to choose one of the topics on the board. Encourage each group to write at least five questions. If necessary, allow **less confident** groups to use the questions in the survey report.
- When they have finished, students go around the classroom asking their questions to their classmates. Remind them to make a note of the answers.

Exercise 5

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their survey report.
- NEED SUPPORT? Allow **less confident** students to include only the objective and the summary conclusions in their survey report.
- FINISHED EARLY? Ask students to write sentences using quantifiers to describe the students in the classroom, e.g. *Half of the class has black hair. A few students wear glasses*. Etc.
- **Reviewing lesson goals:** Use the Emoji response cards to find out how confident students feel about writing a survey report and using quantifiers. Make a note to revise any problematic areas again in a later class.

SET FOR LIFE

Open your mind!

Lesson aims
- Students can develop a growth mindset.

Future skills
- **Self-management:** growth mindset/persistence

For the teacher
- **Photocopiable activity:** *How can you achieve your goals?*

Lead-in

Pre-teach or elicit *growth mindset*. Tell the class about a situation where you demonstrated a growth mindset, such as when you trained to become a teacher or when you learned English. Ask students to brainstorm some further ideas for situations which require a growth mindset, then elicit some suggestions.

- **Setting lesson goals:** Write the lesson aim on the board and read it out with students.

Self-management: growth mindset/ persistence

Persistence is the ability to continue working on a task despite any obstacle and difficulty in order to achieve a goal. Having a growth mindset can help students be more persistent in the face of obstacles. This lesson asks students to consider how they can develop persistence and a growth mindset.

Exercises 1–4 2.18 audioscript page 244

- Follow the instructions in the Student's Book.

Exercise 5

- Encourage students to explain to their partner why they think the tip is the best. If students agree or disagree with their partner, encourage them to use the phrases from lesson 2.6 on page 30.

Exercise 6

- Go through the Useful Phrases with the class and check for understanding.
- In pairs, students complete the task. When they have finished, ask students to share their ideas with the rest of the class. Invite the others to comment on what they hear from their classmates.
- NEED SUPPORT? To prepare **less confident** students for the role play in Exercise 8, ask them to brainstorm positive tips for each situation. Elicit these and write them up on the board. Accept all relevant suggestions.

Exercise 7

- Go through the Useful Tips with the class and have a class vote to find the most useful one.
- Put students in pairs to discuss the questions. Then invite students to share their ideas.

Exercise 8

- Put students in pairs and read through the steps together. Allow them time to choose which problem they want to role play. Alternatively, they may decide to create a new problem.
- Ask for a few volunteering pairs to act out their role play for the class.
- SELF-REFLECTION Ask students to think about the way they worked together in Exercise 8, and to discuss these questions: *How did you feel when you practised the role play? Did you find it easy to suggest solutions that involve a growth mindset?* Elicit ideas and write the best ones on the board.
- **Peer learning:** Ask students to read the lesson aim again. Then, elicit any Useful Tips that they remember. Then, ask students: *Which tip will you try to use in the future?* Ask students to share their ideas in pairs or small groups.

Unit contents

Vocabulary
- Clothes and accessories
- Adjectives to describe clothes and accessories
- Appearance
- Fashion
- Parts of clothes and shoes

Grammar
- Present Perfect Continuous
- Present Perfect Simple and Continuous

Speaking
- Giving and responding to compliments

Writing
- An email describing appearance

Future skills
- Communication: understanding the context

Exam
- B1 Preliminary for Schools, Reading, Part 4, (gapped text)
- B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

For Online Classroom, go to the Portal.

3.1 VOCABULARY

Clothes and appearance

Lesson aims
- Students can describe clothes, accessories and appearance.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 234
- **Photocopiable activity:** *Draw them*
- **Test:** Vocabulary Check 3

For the student
- Workbook, pages 26–27
- **Extra Practice Activities:** Vocabulary

Lead-in

Put students into pairs and set a time limit for them to make a list of the clothes that their partner is wearing. Allow them to use their own language for any words they don't know. When the time is up, elicit and write on the board. Be prepared to translate any unknown words into English.

- **Setting lesson goals:** Write the lesson heading: *Clothes and appearance*, and the following three additional headings on the board: *clothes and accessories*, *describing clothes and accessories*, *appearance*. Elicit some words for each heading that students are already familiar with. Then, tell the class that in this lesson, you are going to expand these themes with some new vocabulary.

Exercise 1

- You could ask students to describe their favourite character without mentioning their name. Partners have to guess who the character is.
- Elicit some ideas from the class, encouraging students to explain why they like that particular character.

Exercise 2

- Pre-teach or elicit the following words and expressions: *online gaming, creation, a skin, hair tied up, loose.*
- Check the answer, asking students to identify what information in the text helped them.

Exercise 3 3.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for students to complete the task. Play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.
- NEED SUPPORT? Encourage **less confident** students to draw and label the clothes and accessories in their notebooks. If you did the Lead-in activity, they can add those words, too.

Exercise 4 3.2 audioscript page 245

- Before students complete the task, put them in pairs and ask them to take turns to describe the characters in the pictures. Explain that thinking about what words and phrases they might hear will help them complete the activity.
- Play the audio for students to listen and complete the task.
- NEED SUPPORT? Pause the audio after each description and elicit the answer. Ask students to identify what words helped them.

Exercise 5 3.3

- Read the information in Vocabulary box B as a class. Check students understand the new words. Do this by asking them to find an example of each word in the classroom except for the negative adjectives *old-fashioned* and *scruffy*.
- Direct students to the table and, if necessary, elicit examples for Size/Fit, Colour, Pattern and Material. Set a time limit for students to complete the task. Play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.

Exercise 6

- Read the Watch Out! box. Make sure students understand that adjectives go before a noun in English.
- Write the following words on six different pieces of paper: *flowery, coat, black, scruffy, loose, leather.* Invite six students to come to the front of the class and give each one of them one of the pieces of paper. Ask them to hold them up so the rest of the class can see.

The others then tell the students at the front where to stand so that the words are in the correct order.
- Before students complete the task, allow them a few moments to make notes about their chosen character.
- FINISHED EARLY? If any pair finishes early, ask them to take turns to describe another character from page 36.

Exercise 7 3.4
- When students have completed the Word Friends box and listened to the audio, elicit the meaning of the different phrases and ask students if anyone in the class has pale skin, pierced ears, etc.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234. This version of the task requires students to complete the expressions with the verbs *have*, *be* and *wear*.

Exercise 8
- Put students into groups of three. Set a time limit for students to discuss ideas. One student from each group writes down ideas with *have*, one with *be* and one with *wear*.
- When they have finished, change groups so that students who wrote down ideas with *have* are together, those with *be* are together and those with *wear* are together. They compare notes and add ideas to their lists. Students then go back to their original groups and tell each other about the new ideas they heard.

Exercise 9
- Before students complete the activity, elicit Marvel film characters and write them on the board.
- Students complete the task individually before they compare answers in pairs.
- Ask students to choose another of the characters on the board and write a short description of them using the words and phrases in Exercise 7.

Exercise 10
- Allow students to use the same character as in Exercise 1 if necessary.

Extra activity
Put students into two groups. One student from each group goes outside while the rest of the class chooses one student in the class to describe. The two students come back and sit at the front of the class, facing away from the students. They cannot turn round to look at the other students and the other students mustn't say the person's name or give clues that aren't related to appearance. The two groups take turns to describe what the person is wearing. They only say one sentence, e.g. *She's wearing a long, blue skirt*. The two students at the front try to guess who it is. They can only guess once. If one is correct, they win a point. If neither is correct, a person from the other group says another sentence about the person. Repeat with different students.

Exercise 11 3.5
- Set a time limit for students to complete the text, then play the audio for them to check their answers.

Exercise 12
- Encourage students to use as much vocabulary from the lesson as possible and to give extra information about their favourite item of clothing, such as how long they have owned it, etc.
- **Setting success criteria:** Elicit the most interesting details that students heard from their partners. Ask students to say what they think makes these details particularly enjoyable.
- FINISHED EARLY? Ask students to write as many descriptions of their classmates as they can.
- **Independent learning:** With books closed, set a time limit for students to list as many words as they can remember from the lesson for the three vocabulary topics: *clothes and accessories*, *describing clothes and accessories*, *appearance*. Then ask them to look back at pages 36–37 to check their answers.

3.2 GRAMMAR

Present Perfect Continuous

Lesson aims
- Students can use the Present Perfect Continuous to talk about things that started in the past and have continued until now.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *I've been thinking about the summer holidays...*
- **Test:** Grammar Check 3

For the student
- Grammar Time, Student's Book, page 128
- Workbook, page 28
- **Extra Practice Activities:** Grammar

Lead-in
Teach or elicit *annoying*. Set a time limit of two minutes for students to make a list of all the things they find annoying. Then, ask students to compare in pairs. Invite some ideas and write on the board. Then, have a class vote to find the most annoying thing.
- **Setting lesson goals:** Write the following on the board and highlight the Present Perfect Continuous: *I have been working at* [name of your school] *for* [length of time]. Explain that this is an example of the Present Perfect Continuous and students will learn more about it in this lesson.

Exercise 1
- Tell students not to open their books yet. Ask the questions and allow students to discuss their ideas in pairs before sharing them with the rest of the class.

Exercise 2 3.6
- Write *influencer* on the board and ask students to write a sentence to describe what an influencer does. Play the audio while students listen and read to check their answers.
- Discuss as a class if influencers are honest.

Exercise 3 3.7 audioscript page 245
- Play the audio while students listen, then play it again while they answer the questions. Check answers with the class.
- NEED SUPPORT? Pair **less confident** students with **more confident** partners and allow them to discuss and decide on the answers together.

Exercise 4
- Discuss the Grammar box with the class. Check that students understand that we use the Present Perfect Continuous to talk about things that started in the past and are still happening.
- When students have found the examples, draw their attention to *Have you noticed all the adverts on social media?* in the text in Exercise 2. Explain that we don't normally use the Present Perfect Continuous with state verbs, such as *notice*, *know* and *like*, etc.

Exercise 5
- When students have completed the task, ask them to compare in pairs before checking answers with the class.

Exercise 6
- Ask students to read the advert quickly first to get a general sense, then read it again, and fill in the gaps.

Exercise 7
- Remind students that we use *for* with a length of time and *since* with a point in time.
- Elicit the answers, then ask students to tell the class something they have been doing *for ages*, *for a long time*, *since October* and *since something else happened*.

Extra activity
Tell students to think of an activity they have been doing and are still doing now. They write a sentence on a piece of paper, making sure they include how long they have been doing this with either *for* or *since*. E.g. *I have been learning English for five years.* Or *I have been learning English since I was twelve*. Students mingle, saying only the *for* or *since* part of their sentence to their classmates (e.g. *for five years*). Students have to guess what the activity is. If it is correct, they take the piece of paper from their classmate, who sits down. At the end of the game, the winner is the student who has collected the most pieces of paper.

Exercise 8
- When students have discussed the questions in pairs, have a wider class discussion. Encourage students to listen to what their classmates are saying before they ask questions to get further information.
- **Giving feedback:** Monitor the pairwork and check correct use of the Present Perfect Continuous. Make a note of any recurring errors and go over them at the end of the activity with the class, ensuring anonymity.
- FINISHED EARLY? Ask fast finishers to make a list of time expressions that are used with *for* and *since*.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about using the Present Perfect Continuous. Make a note to revise the language if there are lots of sad emojis.

3.3 READING AND VOCABULARY

Trends in fashion

Lesson aims
- Students can understand an article about new trends in fashion.

For the teacher
- *Need support?* worksheet, page 234
- **Photocopiable activity:** *Fashionable young people*

For the student
- Workbook, page 29
- **Extra Practice Activities:** Vocabulary

Lead-in
Make sure students understand *in fashion* and *trendy* (they both mean *popular* and *up-to-date* and can be used to refer to clothes, ideas, films, etc.). Ask students what clothes are in fashion/trendy with teenagers. Allow them a few minutes to discuss before you elicit ideas. Encourage them to use as many words from lesson 3.1 as possible.
- **Setting lesson goals:** Books closed. Write *fresh trends* on the board. Elicit or explain what this means (new fashion) and elicit ideas for what they would expect to read about in an article on the topic. Accept all reasonable suggestions. Read the lesson aim as a class.

Exercise 1
- Books closed. Ask the class the questions and have a discussion. Encourage those who are interested in fashion to explain why. You could expand by asking how often they buy clothes and how they decide what to buy.

Exercise 2
- With books still closed, write the following on the board: *slow fashion, DIY fashion, rental, 3D printing, ethical materials*. Explain that these are fashion trends in the article that students are going to read. Put students into groups of five. Ask them to choose one of the fashion trends and predict what it is. Invite suggestions.
- Ask students to open their books to page 39 and quickly read the fashion trend from their predictions in Exercise 2.

Exercise 3 3.8

- EXAM B1 Preliminary for Schools, Reading, Part 4, (gapped text)
- Explain to students that in a gapped text task, they should look for logical and grammatical clues in the sentences before and after each gap. The sentence before the gap usually introduces the topic of the missing sentence in some way. The sentence after the gap often has linking words or pronouns referring back to the missing sentence. Finding these clues is the key to solving the task.
- Do the first gap together as a class to demonstrate how the exam technique works (the sentence before the gap talks about clothes that were made quickly and cheaply. Sentence e refers to *these items* and the fact that people wore them for a short time before they were thrown away. The sentence after the gap uses the contrasting linker *on the other hand* before talking about slow fashion).
- Suggest that students first complete the gaps they are most confident about, which reduces the number of possibilities for the more difficult gaps. When they have chosen the answer for every gap, they should re-check that the extra sentences don't fit any of the gaps, and that the completed text is both logical and grammatically correct.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234. This task reduces the number of missing sentences.

Exercise 4

- Ask students to read the statements before they match them to the fashion trends. Play the audio for them to check answers.
- Allow students time to think which statement best matches their own opinion. Encourage them to think why. Students mingle to find classmates with the same opinion. Students discuss in their groups.

Exercise 5

- Encourage students to use context to work out the meanings of the words and expressions. Then, ask them to write definitions. In pairs, students take turns to read a definition for their partner to guess the word.
- NEED SUPPORT? Allow **less confident** students to use a dictionary to help them.

Exercise 6

- You could use the Think-Pair-Share technique. After students have thought about their own answers and discussed in pairs, have a class discussion.
- FINISHED EARLY? Ask students to think of as many uses for an old pair of jeans as possible. Ask them to write sentences.
- **Reviewing lesson goals:** Books closed. Ask students how confident they feel discussing fashion trends by raising their hand with a thumbs up for 'confident' and a thumbs down for 'not really sure'. Make a note to include more practice if students indicate concern.

3.4 GRAMMAR

Present Perfect Simple and Continuous

Lesson aims
- Students can understand the difference between the Present Perfect Simple and Continuous.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *What has he been doing?*
- **Test:** Grammar Check 3

For the student
- Grammar Time, Student's Book, page 128
- Workbook, page 30
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Write on the board: *What have you been doing recently?*
I / read a good book. I / run. I / shop for clothes.
Students think about which of these they have been doing and write affirmative or negative sentences using the Present Perfect Continuous. Ask them to add one more idea of their own. Students then work in groups of four and share their ideas. Invite students to share some of their sentences with the class.

- **Setting lesson goals:** Books closed. Write on the board: *I've noticed that lots of people are wearing cool trainers. I've been looking in the shops for the same trainers, but I can't find them anywhere.* Highlight the verb forms and elicit what students think the difference is between the examples. Tell them that this will be the focus of Lesson 3.4.

Exercise 1

- Put students into small groups and ask them to discuss the questions. Then, invite each group to share ideas with the class. Ask if anyone has got anything they have made with them that they can show to the class.
- **Monitor learning:** Choose a few students to observe during the lesson. While students are doing heads down activities, pairwork or group work, spend time observing those students and making notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 2 3.9

- Make sure students understand *case* before they read the blog and answer the questions.
- Put them into groups of three to discuss something else homemade that would be popular among their classmates. Invite students to share ideas and explain why their object would be useful.

Exercise 3

- Discuss the Grammar box with the class. When students have found examples in the blog post, discuss why the Present Perfect Simple or the Continuous are being used in each case.

Exercise 4
- Ask students to complete the task, then compare answers in pairs. When you check answers as a class, ask students to say why they chose each verb tense.

Exercise 5
- Remind students that if there is a state verb, they should use the Present Perfect Simple. Elicit answers using both *for* and *since* from students.
- NEED SUPPORT? Go through each of the question prompts and if students are **less confident**, elicit if they should use the Present Perfect Simple or Continuous.

Extra activity
Put the following on the board: *I have never … . I've been …ing recently. I haven't … yet.* Ask students to complete two of the sentences with true information and one with false information. Put students into small groups and ask them to read out their sentences to the rest of the group. Students have to ask additional questions in an attempt to guess which sentence is false.

Exercise 6 10 videoscript page 245
- Pre-teach or elicit the following words from the video: *cookery course, sari, veil, bridesmaid.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about what their family members can make).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Background note
A **sari** is a traditional woman's dress from India, Pakistan, Bangladesh, Sri Lanka and Nepal. It is long and often covers the entire body and sometimes the head, too. Saris are very colourful and with decorative patterns. They are not only worn for special occasions, such as weddings and other important ceremonies, but for everyday occasions, such as work. In fact, the uniform for air hostesses on Air India is a sari.

Exercise 7
- Students discuss the questions in pairs. Monitor to make sure students are using the grammar correctly. If you hear any mistakes, make a note for peer correction after students have finished the activity.
- Encourage students to bring in something a family member has made.
- FINISHED EARLY? Ask students to write their answers to the questions in Exercise 5.
- **Reviewing lesson goals:** Write an example each of the Present Perfect Simple and Continuous on the board (you can use examples from the lesson). Ask students to identify the tense and use their Traffic Light cards to show how confident they feel about using each one. Make a note to review the grammar if a number of students indicate problems.

3.5 LISTENING AND VOCABULARY

The National Museum of Fashion

Lesson aims
- Students can understand a conversation about unusual clothes.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Spot the differences*
- *Need support?* worksheet, page 234

For the student
- Workbook, page 31
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in
Write the alphabet on the board and play a game. In pairs, set a time limit for students to write as many words related to clothes and accessories as they can. Explain that each word doesn't have to begin with the letter of the alphabet, but most contain the corresponding letter. For example, with *A* students can write ankle boots, cap or mask. With *B* they can write boots or fashionable. When the time is up, ask students to compare with another pair.
- **Setting lesson goals:** Write the lesson aim on the board and ask students to look at the title of the lesson (The National Museum of Fashion). Put them into pairs to predict what items of clothing might be in this museum. Tell them to make notes in their notebooks to refer back to at the end of the lesson.

Exercise 1
- Allow students to think about the questions individually before they discuss in pairs. Invite them to share their ideas with the class. It might be necessary to help students with vocabulary. Either provide English translations or write the words on the board for the students to find in a bilingual dictionary.

Exercise 2 3.10
- Read the words in the Vocabulary box as a class and check students understand the new words. Set a time limit for students to complete the task. Then play the audio for them to listen, repeat and check their answers. Pause after each word to check pronunciation.
- Explain that you are going to say a word from the Vocabulary box. If a student has that item somewhere on their clothes, they stand up. If not, they remain seated. Go through each of the words in the box.
- **Independent learning:** An effective way of practising and remembering vocabulary is with word cards. Ask students to create them on a piece of card or paper. On one side, they can draw a picture of one of the vocabulary items; on the other side, they write the word. To practise, students hold the deck of word cards so they can look at the prompt side to try to recall the word. If they answer correctly, they can set that card aside. If not, the card should go back at the bottom of the deck. They should keep going until they have got all the cards right.

Exercise 3

- Students work alone and then compare in pairs. Check answers with the class.
- Ask questions about the various items, e.g. *What have you got in your pockets? Can you sew on a button? How old were you when you learned to tie your laces?*

Exercise 4

- In pairs, set a time limit for students to discuss the three objects. Elicit ideas, but don't tell them if they are right or wrong yet.

Exercise 5 3.11 audioscript page 245

- Ask students how they are going to order the three items if they don't know what they are called. Elicit that they will listen for descriptions of the items.
- Tell students to work in pairs and think how they would describe the items if they were talking about them to a friend. Elicit ideas and note key words on the board, e.g. A: *colourful, button;* B: *white, neck, collar;* C: *red, laces, high.*
- Play the audio for students to listen and complete the task.

Exercise 6 3.11 audioscript page 245

- EXAM **B1 Preliminary for Schools, Listening, Part 4, (3-option multiple multiple choice)**
- Tell students that in exam tasks such as this, the order of questions follows the order of information in the audio. Suggest that they use the questions to guide them. If they can't answer a question, they should move on to the next one. When they listen for the second time, they should focus more closely on the difficult questions. At the end, if there are any questions they really couldn't decide on, they should eliminate the option that's most likely wrong, and then just guess. In a multiple-choice task, they should never leave a question unanswered.
- Play the audio twice for students to complete the task. Check answers as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234. This version of the exercise requires students to choose between two options to complete each sentence.

Exercise 7 11 videoscript page 246

- Pre-teach or elicit the following words from the video: *costume, feather, be made up, gross, teddy bear.* Explain that ASOS is an online fashion shop.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about unusual items of clothing they have seen).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 8

- When pairs have discussed the questions, they attempt to draw the item of clothing. They then join with a second pair and show them their pictures. The second pair try to guess what the item is. Invite groups to talk about their unusual items with the class.
- FINISHED EARLY? Students write their answers to the questions in Exercise 8.
- **Reviewing lesson goals:** Ask students to look back at and review the predictions they made at the start of the lesson. Ask students if they predicted the lesson correctly.

3.6 SPEAKING

Giving and responding to compliments

Lesson aims
- Students can give and respond to compliments.

For the teacher
- **Photocopiable activity:** *You look great!*
- *Need support?* worksheet, page 234

For the student
- Workbook, page 32
- **Extra Practice Activities:** New Park video

Lead-in

Refresh students' memories of New Park by asking them what they remember about the video story so far. Allow them to flick through the previous Speaking lessons to remind them. Elicit details.

- **Setting lesson goals:** With books closed, ask students: *Do you normally say something when a friend is wearing new clothes or has a different hairstyle?* Elicit answers and, if so, elicit what things students typically say. Explain that in this lesson you are going to practise ways of giving and responding to compliments. (You may need to pre-teach the word *compliment*.)

Exercise 1 12 3.12

- Make sure students understand *fancy-dress party.* Check understanding by asking if they have ever been to one. If so, who or what did they dress up as.
- Students look at the photo. Elicit who they can see (Bea and Abe) and what they are doing (Bea is trying on a hat and Abe is holding a mask.). Give them a minute to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Play the video or the audio for students to check.
- When you have elicited the answers to the questions, draw students' attention to the Sounds Good! box. Ask them to find the expressions in the dialogue and work out the meaning of each from the context. Invite students to explain the meaning of each in their own words.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *How long is it to the fancy-dress party?* (one week). *What does Abe have in his box?* (some masks). *Does Abe have a green shirt or a green sweater?* (a green sweater). Elicit answers before continuing the video or audio.

Exercise 2
- Put students into pairs to discuss ideas for costumes Then, they can turn to page 142 to see what Abe decided to wear.

Exercise 3
- Ask students to find the phrases in the dialogue that Bea and Abe use to compliment each other. Then, elicit answers.

Exercise 4

Communication: understanding the context

The task raises students' awareness of the importance of identifying the purpose of what someone says. It will get them to analyse the intended message of what someone is saying. This is a valuable skill wherever communication is important – at school, in the workplace or in society.

- Put students into pairs to brainstorm ideas. Then, put them together with another pair to compare ideas in groups of four. Encourage them to give reasons for their answers. Then, invite students to share their ideas with the class.
- Write the following compliments from the video on the board: *You look good. It suits you.* Ask students if anyone has ever said anything like that to them. If so, encourage them to say how it made them feel and if they think the person was being honest.

Exercise 5
- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Students work in pairs to find examples in the dialogue.

Exercise 6 3.13
- Students work in pairs and practise the two dialogues together before they listen. One student starts the first dialogue and the other student starts the second so that they both have a chance to give the compliment. When students have listened to the recording, invite pairs to act out one of the dialogues in front of the class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 234. This version of the exercise requires students to complete the dialogues with missing sentences.

Exercise 7
- Alternatively, tell students to write their names on a piece of paper. Collect the pieces of paper and redistribute them, making sure you don't give any students their own names. Tell students not to show anyone whose name they have got.
- Students now write a compliment on the piece of paper for the person on it. Collect the papers in again and read out the compliments, encouraging the students to respond to them appropriately.
- FINISHED EARLY? Ask students to write a short dialogue between two people. One is complimenting the other on something.
- **Reviewing lesson goals:** Ask students how confident they feel about giving and responding to compliments in English by giving a thumbs up or a thumbs down. Make a note to review the language if there are lots of thumbs down.

3.7 WRITING

An email describing appearance

Lesson aims
- Students can write an email describing people's clothes and appearance.

For the teacher
- **Photocopiable activity:** *The fashion show*

For the student
- Workbook, page 33

Lead-in

Set a time limit for students to write a short description of someone in the classroom without mentioning their name. Encourage them to use as much language from the unit as possible. When the time is up, ask students to swap descriptions with any other student in the classroom, making sure they don't swap with the person they have written about. Students read the description and guess who the person is.

- **Setting lesson goals:** Elicit what students know about writing emails. Ask: *What words can you use to start an email? What kind of language do you use when you write to a friend? How do you finish your email?* Once you have elicited answers, ask students to look at the email on page 43 to check their ideas. Explain that in this lesson they will practise writing an email to describe someone's appearance.

Exercise 1
- Brainstorm events (e.g. a birthday party, a school show, a graduation, a special meal out with family) and explain that *costume* can refer to fancy dress, a uniform or even smart clothes that the students wouldn't ordinarily wear.
- When students have discussed in pairs, invite them to share their ideas with the class.

Exercise 2
- Make sure students understand the following words: *musical, rehearse, flat cap, stage, stunning.*
- Set a time limit for students to read the email and answer the questions.

Exercise 3
- Read the phrases in the Writing box as a class and check students understand them. Then, set a time limit for students to find the examples in Nick's email. Check answers as a class.

- Then say: *In the first paragraph, Nick tells his grandparents about his brilliant news.* Ask students to give similar summaries of paragraphs 2, 3 and 4. Elicit.

Exercise 4

- Read the information in the Language box as a class, and check understanding. Elicit more opinion adjectives and ask students if they remember where these words go when we are using more than one adjective (first). Ask students to add an opinion adjective to the following sentences, making any necessary changes: *My dad has got a new car. It is a leather bag. It was a sunny day.*

Exercise 5

- When students have finished and you have checked the answers, you could ask them to write five similar sentences with a partner. Students swap sentences and choose the correct adjective.

Exercise 6

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their email.
- **Peer learning:** When students check each other's first draft, ask them to mention at least one thing they like about their partner's email. Then, ask a few volunteers to share what they like the most about their partner's email with the class.
- NEED SUPPORT? **Less confident** students could write a shorter email. They could do this by reducing the number of sentences in the first three paragraphs.
- FINISHED EARLY? Ask students to write a short response from the relative or friend to the email they wrote.
- **Reviewing lesson goals:** Ask students to study the Writing box and the Language box, and to use the Emoji response cards to indicate how confident they feel about each learning point. Make a note to revise any problem areas if several students appear to be unhappy.

BBC CULTURE

A closer look at fashion

Lesson aims
- Students learn about the fashion industry.

For the teacher
- **Photocopiable activity:** *Project worksheet: design an infographic*

Lead-in

Put students into pairs and ask them to think of five different items of clothing or accessories and how they would describe them without mentioning the name (e.g. *You wear it around your neck.*). Then, put pairs together and ask them to take turns to describe one of their words for the other pair to guess.

- **Setting lesson goals:** Give students no more than a minute to look through pages 46–47, then ask them to close their books. Write the following on the board and ask students to complete it: *Today we are going to learn …* in as many different ways as they can. Ask them to compare ideas in pairs before you elicit some suggestions in open class.

Exercises 1–2 3.18

- Follow the instructions in the Student's Book.

Background note

Queen Elizabeth II is the monarch of 15 countries. These include the United Kingdom, Canada, Australia and the other 12 nations that make up the Commonwealth. This was the collective name given to all the countries that were part of the British Empire.

Exercise 3

- Students consider the questions in step 1 individually. Encourage them to think what positive fashion habits celebrities can encourage. Allow students to refer back to the reading text on page 39 to help them.
- Then, ask students to work with a partner to discuss step 1 together. Remind them to give reasons for their opinions.
- Now, invite students to share their ideas with the rest of the class. Invite others to comment on what each student says.

Exercise 4

- You could repeat the Think-Pair-Share technique from the previous exercise. Allow any reasonable answers.

Exercise 5 13 videoscript page 246

- Elicit or pre-teach: *garments, fibres, sustain, waste.*
- **With video:** Play the video, then ask students to check their ideas from Exercise 4.
- **Without video:** Hand out copies of the videoscript. Ask students to check their ideas from Exercise 4.

Exercise 6 14 videoscript page 246

- Make sure students understand *cotton* and *catastrophe*.
- Ask students what they think Part 2 is going to be about.
- **With video:** Play the video for them to check their predictions and complete the task.
- **Without video:** Hand out copies of the videoscript and ask students to check their predictions and complete the task.

Exercise 7

- Give students three minutes to discuss the questions in pairs. For feedback, elicit some ideas from the class.

Exercise 8

- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Books closed. Ask students to work in pairs to write four questions about the content of the lesson. Then, ask them to work with another pair to ask and answer the questions. For feedback, ask students to hold up the appropriate number of fingers for each question out of four they answered correctly.

Unit contents

Vocabulary
- Jobs
- Work
- Working conditions
- Job training
- Success at work

Grammar
- Talking about the future
- Future Continuous

Speaking
- Warnings, recommendations and prohibition

Writing
- A job application letter

Future skills
- Self-management: planning
- Communication: composing messages

Exam
- International Certificate Level 2, Reading, Section 6, (open-ended question)
- B1, Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

For Online Classroom, go to the Portal.

4.1 VOCABULARY

Work and jobs

Lesson aims
- Students can talk about jobs and work

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Find your job*
- **Test:** Vocabulary Check 4

For the student
- Workbook, pages 38–39
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Write *Jobs* on the board and elicit jobs students know. Ask students to explain any unknown words to their classmates. Then, ask them to work in pairs. Students take turns to mime a job on the board for the other to guess.

- **Setting lesson goals:** Books closed. Remind students of the activity you have just done and explain that you're going to explore the topic of work and jobs in more detail.

Exercise 1
- Make sure students understand *working from home*. Ask if they know anyone who does this. If so, invite them to tell the class what job the person does and if they like working from home or not.
- Allow students time to discuss the question in pairs. Then, on the board write *advantages* and *disadvantages*. Elicit and write the students' ideas in the correct column. You could get the class to discuss and agree on the biggest advantage and disadvantage. Leave on the board.

Exercise 2
- When students have read, check to see if the text mentions any of the ideas on the board.
- Focus students' attention on the following words: *flexibly, productive, a chat, separation, end up, overtime, fed-up, put off*. In pairs, ask them to work out the meaning of the words. Encourage them to use the context of the text.

Exercise 3 4.1
- Read the information in Vocabulary box A as a class. Check students understand the new words. Play the audio for students to listen and repeat the words. Pause after each word to check pronunciation.
- After students have discussed which can be done at home, ask them if they know anyone who does one of the jobs in the box. If so, encourage them to tell the class everything they know about it.

Exercise 4
- Set a time limit of two minutes. When students have finished, put them into groups of four to add any jobs the other pair thought of that they didn't. Then, elicit ideas from the class.
- **Peer learning:** To increase students' vocabulary, ask them to choose one of the jobs in either Exercise 3 or 4. Tell them to make a spidergram of all the words and expressions associated with this job, for example, *accountant: money, to count, tax, capital, cash, profit*, etc. When they have finished, ask them to swap with a partner. Students add words to their partner's spidergram. Encourage them to explain any unknown words to each other.

Exercise 5
- Alternatively, ask a volunteer to come to the front of the class and ask them to think of a job. The others have to ask questions to identify what the job is, but the volunteer can only answer *Yes* or *No*. Students therefore ask questions about the job, such as *Do you work in an office?* or *Do you work on your own or as part of a team?* When they think they know, they guess the job by asking the question, *Are you [an engineer]?*
- Students repeat the activity in groups of four. Students take turns to choose a job and answer the questions.

Exercise 6
- Students may have queries about difficult vocabulary in the emails, such as *feel part of*, etc. Allow them to ask questions, but be aware that many of these are covered in Exercise 7.

- NEED SUPPORT? When students have finished, pair **less confident** students with **more confident** ones and tell them to work together to write a few sentences to summarise the emails. This will help the **less confident** students understand the overall meaning.

Exercise 7 4.2

- When students have completed the task and listened to the answers, go through all the Word Friends and elicit the meaning of each. Ask questions to check understanding, e.g. *What information do you write on a CV?* (qualifications, experience, etc.). *What else might you have to send when you apply for a job?* (a letter of application, an application form, etc.). *What sorts of questions do people ask when you have a job interview?* (questions about why you want the job, what your skills are, etc.).

Exercise 8

- Before students discuss the questions in pairs, allow them time to think about their answers. If necessary, tell them to write notes to help them.
- Go through the questions with the class, inviting students to share their ideas. Encourage others to comment if they agree or disagree.

Exercise 9

- Elicit what students remember about Jenny from Exercise 6. If necessary, prompt by asking: *What job did she have? Why did she leave that job?*, etc.
- Direct students to the job advert. Allow them time to read it before they discuss in pairs.

Exercise 10 4.3

- Read the information in Vocabulary box B as a class. Check understanding by asking students to explain the difference between a *temporary contract* and a *permanent* one or to explain the difference between being *well-paid* and *badly-paid*. Play the audio for students to listen and repeat the words. Pause after each word to check pronunciation.

Exercise 11

- Tell students to read the email first and ignore the options. Then, invite a student to tell the class what the email is about.
- When students have completed the task, check answers.

Exercise 12

- Go through the words in the box and check understanding. Then, use the Think-Pair-Share technique.

Exercise 13 15 videoscript page 246

- Go through the words in the box and pre-teach or elicit the following words from the video: *value, mankind, feasible, underappreciate, stipend, troubles, wreck, a no-no, confine.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (which of the jobs should be better-paid).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 14

- After pairs have discussed their ideas, invite them to share their ideas with the class and have a class vote on the best and worst jobs to have.
- FINISHED EARLY? Ask students to order the jobs in Vocabulary box A from most to least interesting.
- **Reviewing lesson goals:** Ask students to reflect on Lesson 4.1 and use their Emoji response cards to show how confident they feel about using the language in each Vocabulary box. Make a note to yourself about revising any challenging vocabulary if there are several unhappy emojis around the class.

4.2 GRAMMAR

Talking about the future

Lesson aims
- Students can use different tenses to talk about future events.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *My plans*
- *Need support?* worksheet, page 235
- **Test:** Grammar Check 4

For the student
- Grammar Time, Student's Book, page 129
- Workbook, page 40
- **Extra Practice Activities:** Grammar

Lead-in

Ask students how often they go to the cinema and who they usually go with. Then, ask them to think of the last film they watched, either at the cinema or at home. Tell them to write a very short summary of the film without mentioning the title. Students read their summary for a partner to guess the film.

- **Setting lesson goals:** Write the following sentences on the board, and highlight the future forms: *I'm meeting my friend at the cinema at 7 o'clock on Saturday. We're going to watch a film. It starts at 7.30.* Explain that these are future forms, and that students will learn more about them in the lesson.

Exercise 1

- Tell students to cover the instructions and look at the photograph (alternatively, display the photo on the interactive whiteboard if you have the technology). Ask what they think the people are doing. Accept any reasonable answer then, if necessary, tell them it is at an open-air cinema. Ask students if they have ever been to one.
- Students uncover the instructions and complete the task in pairs. Invite students to share their ideas, encouraging them to give reasons.

- As an additional task, you could ask students to find out the names of jobs in a cinema. They could use a dictionary or the internet to do this. Alternatively, set this task for homework.

Exercise 2 4.4

- Play the audio while students read and listen. Then, check answers. Ask students how they would feel if someone offered them the chance to do what Paolo is doing.
- Ask students the following questions to check their understanding of the email: *What country is Paolo visiting in the summer*? (Italy). *What is his uncle's new business?* (an open-air cinema). *Where does his uncle live?* (next to the sea). *When does Paolo fly back to the UK?* (30 August).
- NEED SUPPORT? Ask **less confident** students to make a note of any unknown words. They can then either ask a partner what they mean or look them up in a dictionary.

Exercise 3

- Study the Grammar box together as a class. Check understanding of the different future tenses by asking students to work in pairs to write a prediction, a plan, an arrangement and a schedule. Elicit, making sure students use the correct tense.
- When students have found the examples in the email, ask them to match them to the rules in the Grammar box.

Exercise 4

- When students have completed the task, discuss any different answers students may have written and ask them to give reasons for their choices.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235. This version of the task explains the function of each initial sentence. It also gives students options to complete the second sentence correctly.

Exercise 5 4.5

- When students have finished, play the audio for them to check their answers. Then, go through each answer as a class, eliciting why the other choice is wrong.

Exercise 6

- Give students an example: *I'm going to Australia in the summer. I'm staying with my cousins in Sydney. We're going to travel all over the country in their car.*
- Elicit questions students could ask and tell them that they can use other structures in their questions: e.g. *How are you going to travel to Australia? How long are you going to stay there? How much was the ticket? What part of Sydney do your cousins live in? Have you ever met them before? What places are you going to visit?*
- When students have finished, invite students to report to the class on their partner's plans and arrangements.
- **Monitoring learning:** Listen to students' discussions. Make a note of the most interesting ideas and the best use of language for feedback at the end of the activity.
- FINISHED EARLY? Ask students to write sentences to describe their plans for this evening, next weekend and the summer holidays.
- **Reviewing lesson goals:** Read out the four headings from the Grammar box and ask students to raise their hand with the thumb up if they understand when that tense is used, and the thumb down if they are not sure. Make a note to review any language students express concerns about.

4.3 READING AND VOCABULARY

Virtual reality training

Lesson aims
- Students can understand an article about virtual reality.

For the teacher
- *Need support?* worksheet, page 235
- **Photocopiable activity:** *Training to be a vet*

For the student
- Workbook, page 41
- **Extra Practice Activities:** Vocabulary

Lead-in

Write *virtual reality* on the board and check students know what this is. Ask them to discuss in pairs where you can find virtual reality in use (in video games, museums, job training, etc.).

- **Setting lesson goals:** Write *virtual reality training* on the board and ask students to write a sentence describing what they think this is. Elicit, allowing any reasonable answers. Explain that students are going to read an article about virtual reality training. Tell them to refer back to their sentence at the end of the lesson.

Exercise 1

- Before students read the introduction to the article, discuss the advantages of virtual reality training. Put some students' ideas on the board. Then, students read to check their answers.

Exercise 2 4.6

- EXAM **International Certificate Level 2, Reading, Section 6, (open-ended question)**
- Pre-teach or elicit the following words and expressions from the article: *trainee, a valuable tool, a patient*. Students may have queries about the highlighted phrases, but explain that these are the focus of the following exercise.
- Explain that in exam tasks such as this, students have to find specific information in the text. Do the first three questions together. Read them and elicit what kind of information each is looking for (Fearne – 1 *type of surgeon,* 2 *a person,* 3 *an opinion,* etc.). Tell them to scan that section of text to find the information, then read it more carefully to decide on the answers. Check, then play the audio while students read, listen and complete the rest of the task.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235. This version of the task provides students with partial answers.

Exercise 3 4.7

- Direct students to the highlighted phrases in the article. Explain that each contains a key word(s) or at least one word students know. This will help them understand what the complete phrase means. For example, the key words in the first phrase are *professional* and *skills* while students should know *improve*. Elicit what *improving their professional skills* means.
- Put students into pairs and ask them to repeat this procedure for all the highlighted phrases. Then, check what each one means.
- Students complete the text individually before they compare with a partner. Play the audio for them to check their answers.

Exercise 4

- You could also ask students if they think VR will be used in schools in the future, and if so, how.
- When students have discussed the questions in pairs, invite them to share their ideas with the class.
- If there is time, you could ask students to look at the jobs in lesson 4.1 and discuss in pairs which of them potentially uses virtual reality and how.
- FINISHED EARLY? Ask students to write a list of advantages and disadvantages of using virtual reality in a job.
- **Reviewing lesson goals:** Ask students to check their sentences about virtual reality training against what they now know. Then, ask them to use the Traffic Light cards to show how confident they feel about understanding an article about virtual reality training.

4.4 GRAMMAR

Future Continuous

Lesson aims
- Students can use the Future Continuous to talk about actions in progress in the future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *What will you be doing?*
- **Test:** Grammar Check 4

For the student
- Grammar Time, Student's Book, page 129
- Workbook, page 42
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Elicit what tense we use to make predictions (*will, won't*). Put students into pairs and ask them to make predictions about what school will be like and what jobs people will be doing in ten years' time. Set a time limit and, when this is up, invite students to share their ideas with the rest of the class.

- **Setting lesson goals:** Write the following on the board: *This time on Saturday, I'll be sunbathing on the beach.* Ask students where you will be on Saturday and what you will be doing. Explain that the structure in the sentence on the board will be the focus of this lesson.

Exercise 1

- Ask students to study the photo but cover the blog. Elicit ideas about the photo. Then, ask the question and allow students to discuss it in pairs. Encourage them to think how robots will perform these jobs. Elicit ideas.
- You could ask students to find out what jobs currently use robots. Set this task as homework if necessary.

Exercise 2 4.8

- Pre-teach or elicit the following words: *accent, fortune*.
- Play the audio while students read and listen to the blog. Allow them time to complete the task before you check answers.
- Ask students to correct the false sentences.

Background note

Edinburgh is the capital of Scotland.

The accent of **Scottish English** is very different from an English accent. Many words are said differently and there are many lexical and grammatical differences. For example, *greeting* means *crying* in Scottish (i.e., *Why are you greeting?* instead of *Why are you crying?*) and many stative verbs are used with continuous tenses (i.e., *I'm wanting to go to the cinema tonight* instead of *I want to go to the cinema tonight*).

Bedford is a town in southern England. It's about 46 miles (74 kilometres) from London.

Exercise 3

- Discuss the Grammar box as a class. Elicit or explain that we use the Future Continuous with a specific future time expression to show that an activity will be in progress at that time. Check understanding by asking students to complete the following: *At 8 o'clock tonight, I…* . Invite students to read their sentences to the class, making sure they are forming the Future Continuous correctly.
- Set a time limit for students to find more examples in the blog post.

Exercise 4

- If necessary, do a second example together before students complete the task individually. Students compare their answers in pairs. Elicit answers as a class.
- NEED SUPPORT? Allow **less confident** students to work with a **more confident** partner who can help them complete the task.

Exercise 5

- When students have asked and answered the questions in pairs, elicit the correct questions and some possible answers from the class. Where applicable, make sure they form short answers correctly with just the auxiliary verb *will/won't*.

- Follow up by asking students to think of a question they can ask other students in the class using *Will you be … -ing* + time expression? Students ask and answer in groups of three or four. Invite students to tell the class what they found out.
- **Giving feedback:** Use the Basketball technique. Ask a student a question using the Future Continuous and throw them a ball, e.g. *What will you be doing at midday on Sunday?* The student answers the question and then asks a question and throws the ball to another student to answer. Once several students have asked and answered questions, stop the game and give feedback to the class on any general mistakes.

Exercise 6 16 videoscript page 247

- Go through the words in the box and pre-teach or elicit the following words from the video: *board (a plane), approach, PhD, a sad old middle-aged festival goer, mud.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people describing what they'll be doing in the future).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 7

- Alternatively, tell students to write four sentences on a piece of paper. When they are done, collect the pieces of paper, choose one randomly and read the sentences. Students have to guess who wrote them. Repeat the procedure.
- FINISHED EARLY? Ask students to write Future Continuous sentences with the time expressions in Exercise 6.
- **Reviewing lesson goals:** Ask students to read the lesson aim. Then, encourage students to write a number from 1–5 on a piece of paper to say how they feel about the Future Continuous (1 – easy to 5 – difficult). Elicit their reasons for their answers. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s with similar reasons, find time to review the new language from the lesson.

4.5 LISTENING AND VOCABULARY

Success at work

Lesson aims
- Students can understand a conversation about success at work.

For the teacher
- **Photocopiable activity:** *Tell the group*
- *Need support?* worksheet, page 235

For the student
- Workbook, page 43
- **Extra Practice Activities:** Vocabulary

Lead-in

Choose words from Lessons 4.1–4.4 to revise and write each one on a slip of paper. Put students into groups of four and say a definition of one of the words. The first group to raise a hand and say the correct word wins the slip of paper. The group with the most slips is the winner.

- **Setting lesson goals:** Ask students what *success at school* means for them (e.g. getting good marks, passing exams, etc.). Then, ask them what *success at work* could mean. Allow them time to discuss in pairs and elicit ideas. Explain that in this lesson students will listen to people talking about success at work.

Exercise 1

- In pairs, students discuss the questions. When they have finished, invite students to share their experiences.

Exercise 2 4.10

- When students have checked the answers, ask questions to check the vocabulary, e.g. *What awards have you or anyone you know won? What career would be the most interesting to have? Have you ever given a speech to a large group of people? What diplomas do you think you will have by the time you are thirty? How can employers decide which candidate to choose for a vacancy?*

Exercise 3

- Tell students to award themselves one point for every correctly guessed word. The student in each pair with the most points at the end of the game is the winner. Then, invite students to describe a word for the class to guess.

Exercise 4 4.11 audioscript page 247

- Direct students to the questions and ask them to think about what information they need to answer each question. Play the audio while students listen and complete the task.

Exercise 5

- **Peer learning:** Use the Think-Pair-Share technique with this activity.

Exercise 6 4.12 audioscript page 247

- After students have listened to the audio, put them into pairs to discuss what they heard.

Exercise 7 4.12 audioscript page 247

- EXAM **B1 Preliminary for schools, Listening, Part 4, (3-option multiple choice)**
- Tell students that they did a similar exam task type in Unit 3. Elicit that the order of questions follows the order of information in the audio.
- Play the audio twice for students to complete the task. During the first listen, they should answer as many questions as possible. When they listen for a second time, they should check their answers and complete the remaining questions.

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235. This version of the task reduces the number of options in each sentence from three to two.

Exercise 8

- Play track 4.12 again if necessary to refresh students' memory.
- Alternatively, put students into groups of three. Half of the groups discuss Claire and the other half Stuart. Set a time limit and then invite groups to tell the class what they remember about each character.

Extra activity

Elicit what happens at the end of the audio (Stuart wins the Young Business Award and he has to make a speech). In groups of three, students write a short 'thank you' speech for Stuart. When they are ready, invite one person from each group to make their speech.

Exercise 9

- Set a time limit for the discussion. When students have presented their ideas, have a vote on the best idea.
- FINISHED EARLY? Ask students to think of a name for the new business in Exercise 9. Then, ask them to draw a simple logo for their new business and to write a short description of what the business is.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Can I understand people talking about success at work? Can I use words to describe success at work? Can I describe a new business?*

4.6 SPEAKING

Warnings, recommendations and prohibition

Lesson aims
- Students can give warnings, make recommendations and express prohibition.

Future skills
- **Self-management:** planning

For the teacher
- **Photocopiable activity:** *Instructions and reminders*
- *Need support?* worksheet, page 235

For the student
- Workbook, page 44
- **Extra Practice Activities:** New Park video

Lead-in

Ask if students listen to the radio or podcasts. If so, encourage them to tell the class where they listen, how often they listen and what radio shows or podcasts they listen to. Then, make sure students understand *recommend*. Ask if they would recommend the radio show or podcast to their friends and why.

- **Setting lesson goals:** Books closed. Write *warnings, recommendations* and *prohibition* on the board, and check comprehension. Elicit different ways that people can do this in the students' own language. Then, tell them that they are going to learn how to do this in English.

Exercise 1

- Ask students to study the photo but cover the dialogue. Ask them to say who's in the photo, where she is and what she is doing. Elicit, accepting all reasonable answers.

Exercise 2 17 4.13

- Pre-teach or elicit the following words: *work experience, crash, back up (files), newsreader, bulletin.*
- Play the video or audio while students check their ideas from Exercise 1. Then, ask the questions and elicit the answers. If necessary, play the video or audio again for students to answer the questions.
- Draw students' attention to the Sounds Good! box. Explain that *keep an eye on it* means to watch something carefully. Tell them that it is used in situations in which something bad is likely to happen if you don't watch something carefully. Put students into pairs to discuss what the other two expressions mean and in what situations students are likely to use them.
- NEED SUPPORT? Ask comprehension questions to check students' understanding of the dialogue, e.g. *What happens to the computer?* (It crashes a lot.) *What should Bea do in case the computer crashes?* (back up her files). *When is the news bulletin?* (in half an hour). *What does Bea have to keep an eye on?* (a light). Elicit the answers.

Exercise 3

- Read the Speaking box together and check for understanding. Direct students to the first five phrases in the Warning section. Elicit that they are imperatives. Then ask what construction is being used in the final phrase (first conditional). If necessary, remind students how it is formed (*if* + present simple, *will* + infinitive without *to*). Repeat with the phrases in the Recommending section (all imperatives) before you ask them to identify the modal verbs in the Prohibiting section (*can't/mustn't*). Explain that these mean the same as *not allowed to*.
- Set a time limit for finding the examples in the dialogue.

Extra activity

Put students in pairs and ask them what they would say in the following situations: *someone isn't looking as they cross the road; someone is using their phone in class; someone is leaving the house in winter without a coat; someone isn't being careful while they are using some scissors; you want someone to listen to a cool podcast.* When students have finished, invite them to share their ideas for each situation.

Exercise 4

Allow students time to think before they discuss with a partner. Encourage them to give reasons for their answer.

Exercise 5

Self-management: planning

Planning is the ability to set realistic goals and plan how to complete activities ahead of time. This task asks students to think about their future goals and how work experience could help them achieve those goals.

- Have a brief discussion about work experience. Ask students if this is something they would like to do, if it is something that young people do in their country, and if they know anyone who has done it, such as an older brother or sister.
- Put students into groups of three to discuss the question. Encourage them to think of more benefits of work experience.
- Have a class discussion. List all the benefits of work experience on the board that the students mention. Then, in their groups, tell students to put the benefits in order of importance.

Exercise 6 4.14

- Encourage **more confident** students to not refer to the Speaking box while they are completing the texts. Ask students to compare their answers in pairs before you play the audio of them to check their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 235. This version of the task requires students to select words from a box to complete each text.

Exercise 7

- When students have finished, elicit what kind of work experience each person is doing in Exercise 6.
- Put students into pairs. Ask them to choose a job and create a similar work experience text.

Exercise 8

- When students have finished, ask them to practise their dialogue before they act it out in front of the class.
- **Peer learning:** Before students act out their dialogues, choose two or three students in the class to act as observers and make notes. Ask them to make a note of each phrase the pair uses from the Speaking box and to note both any errors and any good use of language. When the dialogue is finished, ask the observers to comment.
- FINISHED EARLY? With books closed, ask students to think back to the video story and write a quick summary of it.
- **Independent learning:** Ask students to close their books. On a piece of paper, ask them to write as many of the phrases from the Speaking box that they remember. Set a time limit. When it is up, ask students how many phrases they have written. Then, ask them to categorise them into warnings, recommendations and prohibition.

4.7 WRITING

A job application letter

Lesson aims
- Students can write a job application letter.

For the teacher
- **Photocopiable activity:** *Improve the letter! Get the job!*

For the student
- Workbook, page 45

Lead-in

Elicit some jobs and write them on the board. Choose one of them and brainstorm with the class the personal qualities and any professional qualifications that are needed to do it (e.g. teacher – professional teaching qualifications, knowledge of the subject matter, patience, etc.). In pairs, students choose another of the jobs and do the same. Invite pairs to share their ideas with the class.

- **Setting lesson goals:** Once you have completed the Lead-in activity, tell students to keep their books closed. Ask: *What kind of text do you think we're going to learn to write today?* Elicit ideas and write on the board. Then, explain that students are going to learn to write a job application letter.

Exercise 1

- Make sure students understand *summer job*. Discuss the questions as a class.

Exercise 2

- Ask students to read the job adverts and skim the application letter quickly to find out which Rohan is applying for. Check, then put students into pairs to discuss why they think he is a good candidate or not. Elicit ideas and build up a list of the arguments on the board.
- NEED SUPPORT? To check students' understanding of the letter, ask them to answer the following questions: *Where is Rohan going in September?* (to study Art at college). *How did he get experience in dealing with customers?* (He worked in a local shop.) *Why does he think he is a good candidate for the job?* (because he is a good speaker and he's very sociable).

Exercise 3

- Read the phrases in the Writing box together and check that students understand the words and phrases. Then, set a time limit for students to find similar phrases in the letter. Check answers as a class.

Exercise 4

- Read the information in the Language box together, and check understanding. Make sure students understand when to use *faithfully* (when you address the letter to Sir or Madam) and *sincerely* (when you begin the letter with Mr or Mrs Collins, for example) to end a letter.
- To contrast the difference between formal and informal style, you could ask students to compare the job application letter with the email in lesson 3.7.
- Set a time limit for students to complete the task, then check answers.

Exercise 5

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their job application letters. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT? **Less confident** students could be allowed to write a shorter letter. They can do this by reducing the number of sentences in each paragraph.
- FINISHED EARLY? Ask students to look again at the job ads on page 136, then make notes on what experience and personal qualities would be useful for each job and why. If more than one student has finished early, then get them to discuss in pairs.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about writing a job application letter. Make a note to practise writing job application letters again if a number of students need this.

SET FOR LIFE

A job interview

Lesson aims
- Students can make a good first impression.

Future skills
- Communication: composing messages

For the teacher
- **Photocopiable activity:** *Make a good first impression*

Lead-in

Write *first impressions last* on the board. Allow students time to discuss what it means in pairs before you elicit its meaning (people remember the way you appear or act the first time they meet you). Quickly discuss if the expression is true.

- **Setting lesson goals:** Ask students to quickly look at pages 60–61 of their Student's Books and elicit ideas as to what the lesson is about. Ask students in what situations it is important to make a good first impression and how you can do this.

Communication: composing messages

In this lesson students will learn that effective communication is not only what is said verbally, but also non-verbally. They will learn how to behave in a job interview.

Exercises 1–5 4.19–4.20 audioscripts page 247

- Make sure students understand *smart*, *messy* and *nervously* before they complete the tasks.
- Follow the instructions in the Student's Book.

Exercise 6

- Read the Useful Phrases box as a class, and check comprehension.
- Then, go through the five questions and ask students which of the Useful Phrases can be used in the answers.
- Before students complete the task in pairs, do one of the workplaces as an example with the class.
- When they have finished, invite students to share their ideas with the class.

Exercise 7

- You could make this a group-work task. If so, make sure you put students into groups without the partner they worked with in the previous exercise. Allow them time to think individually before they discuss.

Exercise 8

- Read the Useful Tips together as a class. Ask students to suggest any similar tips of their own. Then, ask students to think about the questions before they discuss them in pairs.

Exercise 9

- Put students in pairs, then ask them to read the steps carefully. Ask each pair to choose one of the workplaces in the box or their own ideas.
- Next, ask students to make a list of their strengths, weaknesses, skills and experience individually. Ask them to then compare in pairs.
- Then, students use the questions in Exercise 6 and the list they made in step 2 to role play a job interview. When they have finished, ask them to swap roles.
- Invite students to the front to act out their interview. Encourage the class to make notes about things they like and what could be improved in each interview.
- SELF-REFLECTION Ask students to think about the way they worked together in pairs in Exercise 9 and discuss these questions: *Did you enjoy this task? Why?/Why not? Did you work together well with your partner? How could you work better next time?* Elicit ideas and write the best ones on the board.
- **Reviewing lesson goals:** Ask students to show whether they would be comfortable in a job interview by giving the thumbs up, and thumbs down if they don't feel comfortable.

5 To the stars and beyond Student's Book pages 62–73

Unit contents

Vocabulary
- Space
- Dimensions and distance
- Large numbers
- Space travel
- Space science

Grammar
- Zero, First and Second Conditionals
- Third Conditional

Speaking
- Instructions

Writing
- A for and against essay

Future skills
- Self-management: progress monitoring

Exam
- B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)
- International Certificate Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)

For Online Classroom, go to the Portal.

5.1 VOCABULARY

Space

Lesson aims
- Students can talk about space and use large numbers

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Hear it, say it!*
- *Need support?* worksheet, page 236
- **Test:** Vocabulary Check 5

For the student
- Workbook, pages 48–49
- **Extra Practice Activities:** Vocabulary

Lead-in

Play a game of snowman to elicit the word *space*. Put five short lines on the board to represent each letter of the target word. Invite students to take turns to say a letter of the alphabet. If they say one that is present in the word *space*, add it to the board in the correct position. If their letter isn't in the word, draw a part of a snowman and continue with the next student, who can either say a letter or guess the word. The game is over if you manage to draw a complete snowman, or if students guess the word first.

- **Setting lesson goals:** With books closed, tell the class that they are going to learn about space and large numbers. Ask them to predict in their notebooks what language or topics they expect to cover in the lesson. Elicit suggestions, and accept any reasonable answers.

Exercise 1

- With books closed, ask and discuss the questions with the class. If necessary, encourage students to ask their classmates further questions to get more information.

Exercise 2

- Pre-teach or elicit the following words: *data*, *seeds*, *light pollution*.
- Ask students to read the introduction to the text to find out what citizen science is. Elicit and ask if they know of any citizen science projects in their own country.
- Then, tell them to read the rest of the text and discuss with a partner which project they find the most interesting and why.

Background note

The notion of **citizen science** has been around for more than one hundred years, but it only received its official name in the mid-1990s. Citizen Science, or CS as it is sometimes known, is the practice of getting members of the public to help with scientific experiments. It covers the entire field of science, from astronomy to ornithology (the study of birds in their natural environment). One of the biggest CS projects in the world is the Big Butterfly Count in the UK. Every summer for three weeks, millions of people keep a record of the type and number of butterflies they see in their garden. This helps scientists to understand if the number of butterflies in the UK is increasing or decreasing.

Exercise 3 5.1

- Read the information in Vocabulary box A as a class. Check understanding by asking the following questions: *What was the name of the first astronaut to walk on the moon?* (Neil Armstrong). *What does an astronomer study?* (space). *What is the name of the comet that flies past Earth every 75 years?* (Halley's Comet). *What is the name of our galaxy?* (the Milky Way). *What other planets are there in the solar system?* (Mars, Venus, etc.). *What is the name of the space station that orbits the Earth?* (the International Space Station). *What is the name of our nearest star?* (the Sun). *What do you use a telescope to look at?* (the night sky). Alternatively, ask them to find the answers to the questions for homework.
- Allow students time to complete the task. Play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.

Exercise 4

- Make sure students understand *curved* and *dust* before they complete the exercise.

Exercise 5 5.2

- When students have looked at the Word Friends box and completed the exercise, play the audio for them to check their answers.
- Direct students to *high*, *long*, *wide* in sentence 1 and *height*, *length*, *width* in sentence 2. Elicit which group is the noun form (sentence 2) and which is the adjective form (sentence 1). Check understanding by asking students to complete the following: *How … is Mount Everest?* (*high*). *What is the … of the Great Wall of China?* (*length* or *height*). *What is the … of an Olympic swimming pool?* (*length* or *width*).

Exercise 6

- Allow students time to complete the task, then check answers.

Exercise 7 5.3

- Discuss Vocabulary box B with the class. Play the audio while students listen and repeat.
- Then, go through the Watch Out! box together. Check understanding by writing the following on the board and choosing a student to read out the number: *5,400; 9,200; 3,500,000; 7,800,000; 1,502; 6,609; 8.9 million; 2.2 billion.*

Exercise 8 5.4

- Students write the numbers, then play the audio for them to check their answers. Pause after each number for them to repeat.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236. This version of the task asks students to match the numbers and the words.

Exercise 9

- Follow the instructions in the Student's Book.

Exercise 10 5.5

- When students have finished and they have listened to the audio to check their answers, ask them which fact surprised them the most.
- If you have the technology available in the classroom, ask students to go online to find another space fact. Ask them to then write a similar sentence for a partner to choose the correct word.

Exercise 11

- Allow students time to choose their facts. Remind them they need to change one to make it incorrect. In pairs, students read their partner's facts and correct the wrong one.
- FINISHED EARLY? Students write sentences with the words in Vocabulary box A.
- **Reviewing lesson goals:** Ask students to compare their predictions at the start of the lesson with what they have learned. Ask how close their predictions were. Then, ask students to use their Emoji response cards to show how confident they feel about the language in each Vocabulary box. Make a note to review anything that students feel less happy about.

5.2 GRAMMAR

Zero, First and Second Conditionals

Lesson aims
- Students can use the Zero, First and Second Conditionals

For the teacher
- Grammar presentation
- **Photocopiable activity:** *If…*
- *Need support?* worksheet, page 236
- **Test:** Grammar Check 5

For the student
- Grammar Time, Student's Book, page 130
- Workbook, page 50
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Ask students to think what life is like on the International Space Station. Ask them to consider what the astronauts do each day, what they eat and how they spend any free time. When they have finished, put them into pairs to quickly share ideas. Then, invite students to tell the class.

- **Setting lesson goals:** Write the following sentences on the board: *If the weather is good in summer, I always go to the beach. If the weather is good tomorrow, I will go to the beach. If the weather was good today, I would go to the beach.* Ask students to copy them into their notebooks so that they can refer back to them at the end of the lesson. Tell them that they are all conditional sentences and this is what students are going to learn in the lesson.

Exercise 1

- Make sure students understand *skills* before they discuss in pairs. Then, invite students to share their ideas with the class. Write the skills on the board.

Exercise 2 5.6

- Play the audio while students read, listen and check their predictions on the board. Elicit the skills and qualifications needed.

Exercise 3 5.7 audioscript page 248

- Play the audio twice if necessary for students to listen and answer the question. Elicit, and ask them if any of the facts are similar to what they discussed in the Lead-in activity.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript for them to read while they are listening. Ask them to underline the facts about life in space.

Exercise 4

- Discuss the Grammar box together as a class. Point out that *when* can be used in zero conditionals and it means 'every time'; *unless* can be used in first and second conditionals and it means 'if… not'. Then, explain that the result part of a conditional (the part that contains the Present Simple, *will* or *would*) can go at the start of a sentence. If so, we don't use a comma.

- When students have found the examples in the introduction to the podcast, elicit what type of conditionals they are.
- Put students in pairs. Write the following question stems on the board and ask pairs to identify which conditional it is and then to complete with their own ideas: *What do you do if … ? What will you do if … ? What would you do if … ?* Monitor to check if students are completing the questions correctly. When they have finished, put them into groups of four to ask and answer each other's questions.
- **Giving feedback:** Use the Basketball technique. Throw a ball to a student, who then reads out one of their questions before throwing the ball to another student. This student answers the question, reads out one of their own, and then throws the ball to another student. Once several students have taken a turn, stop the game and give feedback to the class on any general mistakes.

Exercise 5 5.8

- Set a time limit for students to complete the activity, then play the audio for them to check their answers.

Exercise 6

- If necessary, complete the first sentence as an example. Elicit the verb form in the first part of the sentence (Past Simple), then ask what is needed to complete the sentence: Present Simple, *will* or *would*? (*would*).
- When students have finished, check answers with the class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236. The version of the task requires students to choose the correct words to complete the sentences.

Exercise 7 18 videoscript page 248

- Pre-teach or elicit the following words from the video: *capacity, inhabitable, wander about, civilization, the sake of something, to bear, inclination, doubt.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about space travel).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 8

- When students have discussed their sentences, invite them to share their ideas with the class.
- FINISHED EARLY? Ask students to write as many facts about the podcast in Exercises 2 and 3 as they can remember.
- **Reviewing lesson goals:** Direct students back to the sentences that they copied into their notebooks at the start of the lesson. Elicit which conditional each sentence is and how they are different from each other.

5.3 READING AND VOCABULARY

Tourists in space

Lesson aims
- Students can understand an article about space travel.

For the teacher
- **Photocopiable activity:** *In space*
- *Need support?* worksheet, page 236

For the student
- Workbook, page 51
- **Extra Practice Activities:** Vocabulary

Lead-in

Tell students to imagine that they are going on a journey to space. They are allowed to take with them five items. Ask them to think about what items they would to take with them and why. Put them into pairs to discuss their items before you have a brief class discussion.

- **Setting lesson goals:** Ask students to look through page 65 quickly and identify three new things they think they are going to learn or practise. Tell them to make a note of this to check at the end of the lesson.

Exercise 1

- **Peer learning:** Use the Think–Pair-Share technique.

Exercise 2

- Explain that *to have stars in your eyes* is an idiom that means you are excited or hopeful about something. Direct students to the photo and ask what the people might be excited about. Discuss the questions as a class and ask what students think they are travelling in.

Exercise 3 5.9

- Play the audio while students listen, read and check their predictions from Exercise 2.

Exercise 4

- EXAM **B1 Preliminary for Schools, Reading, Part 3, (4-option multiple choice)**
- Pre-teach or elicit the following words: *wonder, waiting list, atmosphere.*
- Explain that in this type of reading task the questions follow the order of information in the text. Ask students to find where the information about each answer can be found (for each question 1–3 in a separate paragraph). Also, point out that there may often be a final question for which they need to study the whole text again (question 4).
- Remind students that only one answer for each question is true. They should study each relevant section closely and decide which statements are supported by the article, and which aren't. They should eliminate the most obviously incorrect answers first, then read again to choose from the remaining options.

- Ask students to check their answers in pairs before you check as a class. For each answer, ask a different student to quote the evidence from the text that supports it.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236. This version of the task reduces the number of options that students choose from.

Exercise 5

- Put students into pairs to discuss the meaning of the highlighted words. Encourage them to use the context to help them. If necessary, do the first as an example (*space traveller – someone, such as an astronaut, who has travelled in space*).
- When they have finished, make groups of four. Ask them to take turns to say a definition for the other pair of students to say the word.

Exercise 6

- When they have finished discussing the questions, ask each pair to give their summary. Ask the class if there was any essential information in the text that should have been included in the summary.

Exercise 7

- Students write and discuss the questions in pairs, then join another pair and ask each other their questions.

Exercise 8

- Allow students time to think about the answers to the questions before you have a class discussion. Have a vote to find out the most popular space experience.
- FINISHED EARLY? Ask students to write their own sentences with the highlighted words from the article.
- **Reviewing lesson goals:** Ask students to check their predictions they made at the start of the lesson. Ask them to decide whether the lesson has covered what they expected, or if there is anything they would still like to learn about space tourism.

5.4 GRAMMAR

Third Conditional

Lesson aims
- Students can use the Third Conditional to talk about unreal situations in the past.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Kelly's trip to the moon*
- **Test:** Grammar Check 5

For the student
- Grammar Time, Student's Book, page 130
- Workbook, page 52
- **Extra Practice Activities:** Grammar, BBC Vox Pop

Lead-in

Dictate these sentence stems and ask students to complete them so that they are true for them: *I finished my homework yesterday at … I went to bed at … My alarm went off at … I came to school by/on …*

Ask students compare their sentences in pairs. Tell them they will need these sentences later in the lesson.

- **Setting lesson goals:** Write the following on the board: *If I had won the lottery last week, I would have bought an expensive sports car.* Highlight the verb forms and tell students that this is the Third Conditional. Ask if the sentence refers to the past, present or the future (*the past*). Then, tell them you didn't win the lottery, so you didn't buy an expensive sports car. Explain that students will learn how to use the Third Conditional in this lesson to talk about unreal situations in the past.

Exercise 1 5.10

- Pre-teach or elicit the following words from the interview: *close-up photo, analysis, lander, icy, solar panels, shadow.*
- Tell students to stop reading and put their hands up as soon as they find the answer. Ask the student who found the answer first whether they read everything up to the information they needed or whether they scanned the article to find the information they needed.

Exercise 2

- Ask students to read the text more carefully to find the answers to the questions. Elicit, encouraging students to identify the exact quotes from the interview.

Exercise 3

- Discuss the Grammar box together. Check understanding by writing the following sentence on the board: *If the weather had been good yesterday, I would have gone to the beach.* Ask: *Did I go to the beach?* (no). *Why not?* (because the weather was bad). If necessary, repeat the procedure with the following sentences: *If John had studied, he would have passed the exam.* (He didn't pass the exam because he didn't study.) *She would have gone to the cinema if she had had some money.* (She didn't go to the cinema because she didn't have any money.)
- When students have found the examples, go through each one and discuss what the real situation and result was, e.g. *If the mission hadn't been successful, we wouldn't have had these incredible close-up photos.* (The mission was successful and they had the incredible close-up photos.)

Exercise 4

- When students have finished, discuss the beginning to Sentence 1. Remind students that in the Past Perfect we sometimes have the verb form *had had*. This may look strange, but it is necessary when the main verb is *to have*.

Extra activity

Remind students about the sentences they wrote at the start of the lesson. Elicit one sentence about homework and write it on the board, e.g. *I finished my homework yesterday at ten o'clock.*

Dictate only the sentence endings below, and ask students how they could start Third Conditional sentences with these endings (suggested answers in brackets):

(If the homework had been easier,) … I would have finished it earlier.

(If our teachers had told us we could hand in our homework next week,) … I wouldn't have done any homework.

Students now work in pairs and write similar Third Conditional sentences about their other sentences from the Lead-in activity.

Exercise 5 5.11

- Pre-teach or elicit the following words: *wave, traces.*
- Explain that students are going to read about moon landings. Start by asking them what they know about missions to the moon. Prompt by asking: *How many moon landings have there been?* (six). *What year was the first moon landing?* (1969). *When was the last moon landing?* (1972). Then, tell students that some people don't believe that moon landings ever happened. Discuss why with the class. Accept any reasonable answers.
- When students have completed the exercise, play the audio for them to check their answers.

Exercise 6 5.12 audioscript page 248

- When students have finished, tell them that the Third Conditional is often used to describe conspiracy theories, such as this one.

Exercise 7 19 videoscript page 248

- Pre-teach or elicit the following expression from the video: *entry-level job.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about past experiences).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 8

- Remind students that we don't want the present result, but how the past would have been different.
- When students have finished, invite some students to tell the class about their partner.
- FINISHED EARLY? Ask students to complete the following questions: *What would you have done if…? Where would you have gone if…?* and *What would you have bought if…?* If more than one student has finished early, then get them to ask and answer the questions in pairs.
- **Reviewing lesson goals:** Ask students how they feel about the Third Conditional. Tell them to give the thumbs up if they think they understand how to use it, and thumbs down if they are not sure. Make a note to revise the language if there are lots of hands with thumbs down.

5.5 LISTENING AND VOCABULARY

A record-breaking adventure

Lesson aims
- Students can understand a radio programme about a scientific achievement.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Space science*

For the student
- Workbook, page 53
- **Extra Practice Activities:** Vocabulary

Lead-in

Write the question on the board: *What is the most dangerous thing you have ever done?* Allow students time to discuss it in pairs. Encourage them to ask questions to get more information from their partner, such as *When did you do this?* and *How did you feel?,* etc. Invite students to share their experiences with the class. Write them on the board and then have a vote to find out the most dangerous one.

- **Setting lesson goals:** Write on the board: *I can understand a radio programme about a scientific achievement*. Ask students to make a note of what language they expect to learn, to refer to at the end of the lesson.

Exercise 1

- Ask the class the questions, making sure they give reasons for their answers. Then, explain BASE jumping (jumping from a building, bridge or mountain with a parachute). Ask if students would ever do this.

Exercise 2 5.13

- Read the information in the Vocabulary box as a class. Check students understand the new words.
- Play the audio for students to listen and repeat. Pause after each word to check pronunciation.
- **Independent learning:** Write the following on the board: *Ooo, oO, Oo*. Ask students to copy this into their notebooks and explain that they are the syllable patterns for the words in the Vocabulary box. Say *balloon* and elicit which syllable pattern it belongs to (*oO*). Students do the same for the other words in the box.

Exercise 3

- In pairs, students describe what they can see in the infographic using the words in the Vocabulary box.

Exercise 4

- When students have finished, check the answers as a class.
- Ask students to work in pairs to write similar sentences to practise *balloon* and *capsule*. Tell them to swap sentences with another pair and choose the correct words.

Exercise 5

- Set a time limit for students to discuss their ideas. Ask the class if they have ever heard of Felix Baumgartner. If

so, elicit ideas from students who haven't heard of him first. Encourage them to use the words they have learned to describe what they think happened. Then, ask those who do know of him to tell the class what they know.

Background note

Felix Baumgartner is a daredevil from Austria. A daredevil is someone who does incredibly dangerous stunts. He is perhaps best known for jumping 39 kilometres to Earth from a helium balloon in 2012. While doing this, he reached speeds of almost 1,400 km per hour! At this speed, he became the first person to break the sound barrier without being in a vehicle. He has also completed some dangerous BASE jumps, including from the Millau Viaduct in France in 2004. At 343 metres, this is the tallest bridge in the world.

Exercise 6 5.14 audioscript page 248

- Before students complete the task, elicit what words we use to describe a sequence of events (sequencers – *first, next, then, after that, finally*). Write these on the board and ask students to describe their morning routine to a partner using these words.
- Play the audio while students listen and check their ideas from Exercise 5. Then, play it again while they listen and complete the task.
- NEED SUPPORT? Allow **less confident** students to work in pairs. Pause the audio at relevant places while they complete their answers. Before you move on, elicit the correct answer.

Exercise 7 5.15 audioscript page 249

- EXAM **International Certificate, Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)**
- Elicit or pre-teach the following words: *skydiver, a jump, free fall*.
- Play the audio for the first time. Remind students that the information is heard in the same order as it appears in the notes. Ask students to complete the gaps they are sure about. When they listen for the second time, tell them to check the answers they have already written, and listen more closely to work out the more difficult items.
- When students have discussed answers in pairs, check as a class. Play the audio again and pause at the relevant pieces of information.

Exercise 8

- Put students into pairs and ask each pair to think of three adjectives to describe the achievement and three to describe Felix. Students can look up adjectives that they think of in L1 if they don't know the English equivalent. Elicit ideas from students and, where necessary, definitions or translations.

Exercise 9

- Elicit what structure they need to use to discuss the situations (Second Conditional). Invite students to share their ideas with the class.
- FINISHED EARLY? Ask students to complete the following sentence with their own ideas: *If I was a daredevil, I would… .*
- **Reviewing lesson goals:** Ask students to look back at the predictions they made at the start of the lesson and ask them how correct their predictions were. Then, ask them to make a list of all the new words that they learned on a piece of paper. Ask them to leave the piece of paper on your desk as they leave the classroom. Analyse each one. If there are lots of pieces with not many words on, find the time to review the language.

5.6 SPEAKING

Instructions

Lesson aims
- Students can give and respond to instructions.

For the teacher
- **Photocopiable activity:** *What do I do next?*
- *Need support?* worksheet, page 236

For the student
- Workbook, page 54
- **Extra Practice Activities:** New Park video

Lead-in

Ask students to discuss with a partner how robots are used in space (to explore distant planets, etc.). Elicit ideas and then brainstorm as a class the different ways we use robots on earth, such as in factories to make cars and in medicine, etc.

- **Setting lesson goals:** Ask students to work in pairs and think of a simple task that they both do every day, such as brushing their teeth or buying something from a shop, for example. Tell them to think of the instructions in their own language that they would need to give another person for them to complete that task. Now, ask them how they would give the same instructions in English. Allow them time to think, then invite a pair to share their ideas with the class. Then say: *Today we are going to learn how to give and respond to instructions in English.*

Exercise 1

- Books closed. Ask students the questions and allow them time to discuss in pairs. Then, invite students to share their ideas with the class. If a student has ever won a competition, ask them what their prize was and how they felt when they won.

Exercise 2

- Ask students to open their books to page 68 and direct them to the photo at the top of the page. Elicit ideas about the type of competition Carla and Bea have entered. Write some ideas on the board.

Exercise 3 20 5.16

- Play the video or audio while students watch or listen and check their predictions for Exercise 2.
- Then, pre-teach or elicit the following words: *obstacle course, ramp*.

- Play the video or audio again while students work in pairs to answer the questions. Check answers as a class.
- Draw students' attention to the Sounds Good! box. Ask them to find the expressions in the dialogue and work out the meaning of each from the context. Invite students to explain the meaning of each in their own words. You could also ask them in what situations they might use each expression.

Exercise 4

- **Peer learning:** Use the Think–Pair–Share technique.

Exercise 5

Self-management: progress monitoring

This task highlights the value of reflecting on one's own abilities when it comes to completing a task as part of a team. It will get students to consider whether it is better to do a task that they can already do well or do something completely new to learn a different skill. This will enable students to be better prepared when delegating tasks when they are part of a team.

- Put students in pairs to brainstorm ideas. Encourage them to think of past occasions when they were working in a team. Tell them to explain how they delegated tasks between the team members. Then, put pairs together to form groups of four to discuss the questions. If students disagree with each other, encourage them to explain why. Either elicit ideas from each group or have a class discussion.

Exercise 6

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. If necessary, explain the correct order for using sequencers (*First, …* is always the first sequencer used. *Second, …* is the second, and *The last thing you need to do is …* and *Finally, …* are the last ones you use. *After a few minutes, After that, Then* and *Next* can be used in any order.) Elicit other adjectives that students can use in the phrase, *That seems fun/easy* (simple, hard, interesting, difficult, etc.).
- Students work in pairs to find examples in the dialogue.

Exercise 7 5.17

- When students have completed the dialogue, play the audio for them to check answers.
- Put students into pairs for them to role-play the dialogue. When they have finished, ask them to swap roles.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 236. This version of the task asks students to choose the correct options to complete the dialogue.

Exercise 8

- Allow students time to think of their instructions individually before they take turns to tell their partner what to do. Invite a pair to the front of the class to perform their role play in front of the others.
- **Monitoring learning:** Monitor the pairwork and make a note of any recurring errors. At the end of the activity, put these up on the board, ensuring anonymity, and ask the class to correct the mistakes.
- FINISHED EARLY? Ask students to write instructions for the task from the Setting lesson goals activity.
- **Reviewing lesson goals:** Ask students to use their Traffic Light cards to show how confident they feel about giving and responding to instructions. Make a note to revise any language that proves challenging for students.

5.7 WRITING

A for and against essay

Lesson aims
- Students can write an essay discussing advantages and disadvantages

For the teacher
- **Photocopiable activity:** *Should we try to make contact with life forms on other planets?*

For the student
- Workbook, page 55

Lead-in

Make sure students understand *advantages and disadvantages*. Then, ask them to imagine they are astronauts, working on the International Space Station. Give them two minutes to write a list of the advantages and disadvantages of this, such as the excitement of being in space and the disappointment of missing friends and family. Elicit suggestions from around the class and write them on the board.

- **Setting lesson goals:** Focus attention on the opinions on the board and explain that in this lesson students are going to learn how to write up their opinions about an issue in a formal essay.

Exercise 1

- Ask students to do this individually before they compare lists in pairs. Encourage them to decide on the single biggest advantage and disadvantage, and why, before you invite students to share ideas with the class.

Exercise 2

- First, ask students to scan Taylor's essay quickly to find one advantage and one disadvantage of space travel. Then, direct their attention to the numbered paragraphs and ask students to match them with the sections. Check answers as a class.

Exercise 3

- Read the phrases in the Writing box together and check that students understand them. Then, set a time limit for students to find the examples in the essay and add them to the box. Check answers as a class.

Exercise 4

- Read the phrases in the Language box together and check that students understand them. If necessary, allow them to translate the phrases into their own language. Then, ask them to find examples in the essay.
- Direct students' attention to *not only…, but also…* . Ask students to find this in the essay and elicit what type of word follows it (an adjective).

Exercise 5

- When students have finished, you could ask them if they agree with Taylor's advantages and disadvantages.

Exercise 6

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their for and against essay. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT? **Less confident** students could write a shorter essay by only writing one advantage and one disadvantage.
- FINISHED EARLY? Ask students to write sentences using some of the Linkers of addition in the Language box.
- **Giving feedback:** Ask students to work in pairs and to look at each other's essays. Ask them to tell their partner one thing they like about their essay and one thing they would change and why.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about writing for and against essays. Make a note to practise writing them again if a number of students need this.

BBC CULTURE

Pushing the limits

Lesson aims
- Students learn about exploration and adventure.

For the teacher
- **Photocopiable activity:** *Project worksheet: an online advert*

Lead-in

Put the following on the board: *climb the highest mountain in the country, run a marathon in less than three hours, spend four days camping in the desert, hike to the North Pole, learn a new language in two months.* Put students into pairs or small groups and ask them to put the activities in order from most to least difficult. When they have finished, elicit ideas and ask students why they have put the activities in that particular order.

- **Setting lesson goals:** Write *pushing the limits* on the board. Elicit ideas for what the phrase might mean (doing something with more effort than you would normally do so). If necessary, write an example sentence on the board to help the students, such as *He didn't know if he could climb to the top of the mountain, but he pushed his limits and he reached the top.* Ask students if they have ever pushed their limits. Then, explain that in this lesson you are going to explore this topic further.

Exercises 1–5 5.21

- Read the Glossary together. Then, pre-teach or elicit the following words: *to challenge, running belt, depths, tabletop mountain.*
- Follow the instructions in the Student's Book.

Exercise 6 21 videoscript page 249

- **With video:** Play the video for students to check their ideas.
- **Without video:** Give students photocopies of the videoscript to check their ideas.

Exercise 7 22 videoscript page 249

- **With video:** When students have watched and completed the task, ask them to correct the false sentences. Play the video again for them to check their answers.
- **Without video:** Students read the videoscript to complete the task. Then, ask them to correct the false sentences.

Exercise 8 22 videoscript page 249

- Give students some time to discuss the questions in pairs. Invite students to share their ideas with the class.
- **With video:** Play the video for students to check their answers.
- **Without video:** Students read the videoscript to check their answers.

Exercise 9

- **Peer learning:** Use the Think–Pair–Share technique.

Exercise 10

- This type of task promotes empathy and the consideration of different points of view. It is best done in groups, but you may decide to ask students to work individually.
- Put students into groups of four. Explain the task and ask each group member to choose one of the people in the list. Allow them time to think about their chosen person's viewpoint individually. Encourage them to consider any advantages and disadvantages.
- When they are ready, students discuss their viewpoints in their groups. Then, have a wider class discussion.

Exercise 11

- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to think back to the lesson and write down the most interesting or surprising thing they learned. Ask them to tell each other in pairs.

Unit contents

Vocabulary
- Health problems
- First aid kit
- Word building: health and illness
- Health improvement
- Extreme sports

Grammar
- Reported statements and questions
- Reported commands and requests

Speaking
- Asking for and giving advice

Writing
- A forum post about an experience

Future skills
- Creativity: creative problem-solving
- Social responsibility: civic competence

Exam
- International Certificate Level 2, Reading, Section 7, (sentence completion)
- International Certificate Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)

For Online Classroom, go to the Portal.

6.1 VOCABULARY

Sickness and health

Lesson aims
- Students can talk about health problems.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Health and sickness*
- **Test:** Vocabulary Check 6

For the student
- Workbook, pages 58–59
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Make sure students understand *healthy* and *unhealthy*. Then, ask them to discuss in pairs or small groups what people can do to stay healthy, such as do exercise, get sufficient sleep, eat well, etc. Then, invite students to share their ideas with the class.

- **Setting lesson goals:** Tell the class they are going to learn about sickness and health. Elicit some suggestions for what language or topics students might expect to cover in the lesson, then ask them to check their ideas on pages 74–75.

Exercise 1
- Go through the list of phrases together and check for understanding. Then, choose a student and ask: *How do you feel today?* Write the question on the board. Encourage the use of one of the phrases in the response.
- Students mingle to ask and answer the question on the board. When they have finished and are back at their desks, ask them how the girl in the photo feels.

Exercise 2
- Before students read and answer the questions, write *ill* and *injury* on the board. Put students into pairs to discuss what the difference is between the two words. (*Ill* is when you have a disease or virus, and *injury* is when you hurt yourself after an accident.)
- Students may have vocabulary queries while they are reading the text. Tell them to make a note of these words and to check them after you have completed the vocabulary tasks in this lesson.

Exercise 3 6.1
- Read the information in Vocabulary box A as a class. Check students understand the new words. Play the audio for students to listen and repeat. Pause after each word to check pronunciation. Ask which of the words can be applied to the girl in the photo (*chest infection*, *fever*, *migraine*, *virus*).
- Set a time limit for students to discuss in pairs which are the three most serious problems. Elicit ideas, asking students to explain why.

Exercise 4
- Set a time limit of two minutes. When students have finished, elicit ideas from the class and write the words on the board. Make sure students understand what the words mean (you could get students to explain any unknown words) and ask them to copy the words into their notebooks.

Exercise 5
- Go through the verbs in bold and check understanding before students complete the task.

Extra activity

Tell students to think of a health problem. Then, in pairs they mime what's wrong with them. The other student has to guess what the problem is.

Exercise 6 6.2
- Elicit what a *first aid kit* is before you read the information in Vocabulary box B. Play the audio for students to listen and repeat. Pause after each word to check pronunciation.
- When students have completed the task, you could ask them which of the items could be used with the health problems in Vocabulary box A.

Exercise 7 6.3

- When students have completed the task and listened to the answers, go through all the Word Friends and elicit the meaning of each.

Exercise 8 6.4 audioscript page 249

- Read the questions together and ask students to think of what information they need to answer each one. Play the audio twice if necessary for students to complete the task.
- NEED SUPPORT? Pause the audio after each extract so **less confident** students have time to record their answers.

Exercise 9

- Be aware that some students may find this task sensitive. If so, tell students they can invent a health problem that they have had.
- You could make this a mingle activity. First, review Present Perfect questions with *ever*. Choose one of the illnesses and accidents from Exercise 7 or Vocabulary box A and ask a student a question to demonstrate the task, e.g. *Have you ever broken a bone?* Depending on their answer, ask Past Simple questions to get more information, e.g. *When did you break a bone?* Students then choose an illness or accident and go around the classroom to find someone who has had it, and ask Past Simple questions to get more information.

Exercise 10 6.5

- Explain that knowing the parts of speech for words is an effective way of building vocabulary. As an example, write *hot* on the board and elicit what type of word it is (adjective). Ask students for the noun and verb forms (*heat*, *to heat*). In pairs, ask them to write a sentence including each of the three forms.
- Read the information in Vocabulary box C as a class. Play the audio for students to listen and repeat. Pause after each word to check pronunciation.
- Put students into pairs and ask them to choose three pairs of words from the box and write sentences with them. Monitor to ensure they are using the adjectives, nouns or verbs correctly.
- NEED SUPPORT? To consolidate the vocabulary, play a game. Say sentences with the words in the Vocabulary box. However, sometimes use the words incorrectly (e.g. *My mum had an operate last week.*) If students think the sentence is correct, they remain seated. If they think it is incorrect, they stand up. Ask a standing student for the correct sentence. Allow **less confident** students to refer to the box while they are playing the game, but encourage **more confident** students to close their books.

Exercise 11 6.6

- When students have finished and you have played the audio for them to check their answers, ask them which fact surprised them the most.

Exercise 12 23 videoscript page 249

- Pre-teach or elicit the following words from the video: *remedy, vitamin C, garlic, honey, lime, hospitalised, cinnamon.* Tell students that *Vicks* is something you can buy from the chemist's. It is a cream that you rub on your chest to help you breathe when you have a cold.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about having a cold).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.
- Ask students if they think any of the remedies in the video are effective.

Exercise 13

- Before students discuss in pairs, tell them that car sickness is the same as travel sickness.
- When they have finished, invite students to share their ideas with the class. Put the remedies on the board and have a vote to find the most effective remedy for a cold, an allergy and car sickness.
- FINISHED EARLY? Ask students to write sentences about their family using the vocabulary from Exercises 3 and 7, (e.g. *My little brother broke his arm while he was on his skateboard.* Etc.).
- **Independent learning:** With books closed, set a time limit for students to list as many words as they can remember from the lesson. Then, ask them to look back at pages 74–75 to check their answers. Students can then compare their lists in pairs.

6.2 GRAMMAR

Reported statements and questions

Lesson aims
- Students can report what somebody else has said.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Interviews*
- *Need support?* worksheet, page 237
- **Test:** Grammar Check 6

For the student
- Grammar Time, Student's Book, page 131
- Workbook, page 60
- **Extra Practice Activities:** Grammar

Lead-in

Review the vocabulary from Lesson 6.1 by playing vocabulary tennis. Put students into pairs and tell them to take turns to say a word from the previous lesson. If either of them hesitates for longer than five seconds, or repeats a word already mentioned, their partner scores a point. Continue playing for a couple of minutes or until the pairs run out of words.

- **Setting lesson goals:** Write the following sentences on the board, and highlight the reported speech: *She asked me what I was doing and I said I was going* to the doctor's. Explain that this is reported speech, and that students will learn more about it in the lesson.

Exercise 1
- Before students discuss the questions in pairs, make sure they know *optician*. When they have discussed the questions, elicit ideas from the class.

Exercise 2 6.7
- Direct students to the photo and ask them to study it carefully. Elicit suggestions before you play the audio while students read. Check the answer to the question.
- Ask the class if anyone, or anyone they know, is colour blind. If so, what colours do they have difficulty distinguishing between and what problems – if any – they have in everyday life.

Background note
The most common form of **colour blindness** is that which makes it difficult to see, or distinguish between, red and green. There are an estimated 300 million suffers of colour blindness around the world, around 95% of whom are male. This is because it is very unlikely for females to inherit the genes from their parents that cause this condition.

Exercise 3
- Study the Grammar box together as a class. Check understanding by writing the following sentences on the board: *I live here. It is snowing now. She watched a film yesterday.* Ask students to identify the verb tense before you ask them to work in pairs to put the sentences into reported speech. Remind them that pronouns, time phrases and place adverbials might also need to change.
- When students have found the examples in the text, you could ask them to work in pairs to put the reported speech into direct speech (e.g. George said that he was getting headaches at school. – 'I am getting headaches at school.')

Exercise 4
- Before students complete the task, remind them that the word order in reported questions changes and we use the verb *ask*. If necessary, draw their attention back to the Grammar box. You could do a few example questions on the board if necessary (e.g. '*What time is it?' – She asked what time it was. 'Where did you eat?' He asked where I had eaten.* Etc.).
- When students have completed the task, check answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237. This version of the task requires students to choose the correct word to complete the sentences.

Exercise 5
- Give students a minute to think of ideas on their own. When pairs have discussed their ideas, invite students to tell the class one of the things someone told them.
- **Monitoring learning:** Listen to students' discussions. Make a note of the best use of language and any recurring errors for feedback at the end of the activity.
- FINISHED EARLY? Ask students to write sentences about what their partner told them in Exercise 5. Remind them to use reported speech.
- **Reviewing lesson goals:** Read out the lesson aim and ask students to use the Traffic Light cards to show how confident they feel about it. Make a note to revise the language point in a later lesson if several students indicate concern.

6.3 READING AND VOCABULARY

Health apps

Lesson aims
- Students can understand an article about health apps.

For the teacher
- *Need support?* worksheet, page 237
- **Photocopiable activity:** *Remedies*

For the student
- Workbook, page 61
- **Extra Practice Activities:** Vocabulary

Lead-in

Ask students to make a list of all the apps they know and/or use regularly. Then, put them into pairs to tell their partner what the app does.
- **Setting lesson goals:** Books closed. Write *health apps* on the board, and elicit ideas for what they would expect to read about in an article on the topic. Accept all reasonable suggestions. Read the lesson aim as a class.

Exercise 1
- Discuss the questions as a class. If students use an app for any of the activities in the box, ask if they would recommend it to a friend. If so, why?

Exercise 2
- When students have finished, ask them what other information you can find on fitness apps (speed of a run, bike ride, or swim; how long the activity was; heart rate, etc.).

Exercise 3 6.8
- Pre-teach or elicit the following words and expressions from the article: *condition, input, match*. If students have queries about the highlighted phrases, explain that they will deal with these later in the lesson.
- Play the audio while students listen, read and complete the task. Check answers, asking students what information in the text helped them.

Exercise 4
- EXAM **International Certificate Level 2, Reading, Section 7, (sentence completion)**
- Explain that in exam tasks such as this, students have to complete sentences with one, two or three words. Tell

students that the order of the sentences in the task is usually the same as the order of information in the text. Do the first as an example. Tell them that the information they need to complete this sentence can be found in the intro (*young people*).

- Allow students time to complete the task, then check answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237. This version of the task asks students to complete the sentences with one or two words.

Exercise 5

- Direct students to the highlighted phrases in the article. Explain that each contains a key word(s) that students should know. This will help them understand what the complete phrase means. For example, the key words in the first phrase are *control, health* and *fitness*. Elicit what the full highlighted phrase means (to manage your health and fitness yourself).
- Put students into pairs and ask them to repeat this procedure for all the highlighted phrases. Then, check what each one means.

Exercise 6

- **Peer learning:** Use the Think-Pair-Share technique. When you have discussed the questions as a class, have a vote to find out the best suggestion for a new app.
- FINISHED EARLY? Ask students to write a summary of their partner's ideas in Exercise 6.
- **Independent learning:** Books closed. Write *Bella, Nathan* and *Luke* on the board. Put students into pairs and ask them to summarise in their own words why each of the three people on the board uses a health app. When they have finished, ask them to look back at the article to check how accurate their summaries were.

6.4 GRAMMAR

Reported commands and requests

Lesson aims
- Students can report commands and requests.

For the teacher
- Grammar presentation
- *Need support?* worksheet, page 237
- **Photocopiable activity:** *Smile, please!*
- **Test:** Grammar Check 6

For the student
- Grammar Time, Student's Book, page 131
- Workbook, page 62
- **Extra Practice Activities:** Grammar

Lead-in

Make sure students understand what commands and requests are (something that somebody has told you to do; something that somebody asks you to do). Put students into pairs and ask them to make a list of all the commands and requests that a teacher or a parent gives them. Allow them two minutes to make their lists. When the time is up, ask them to make a group of four to compare ideas. Elicit.

- **Setting lesson goals:** Write the following on the board: *The teacher told me to …* and *The teacher asked me to …* Ask students to work in pairs to discuss ways that the sentences can be completed. Invite ideas and accept any reasonable answers. If a student offers a correct ending (e.g. *do my homework, stop talking* or *open the window,* etc.), write it on the board to complete the sentence. If not, complete it yourself and explain that today students are going to learn how to report commands and requests.

Exercise 1

- Ask students to study the cartoon and the caption. Encourage them to think about what they can see happening and if they think it is funny. If so, why? Invite students to share their ideas.

Exercise 2 6.9

- Play the audio while students read and listen to the blog. Allow them time to complete the task.
- Discuss as a class the importance of knowing good first aid (i.e. what to do when someone has an accident or feels unwell, etc.). Ask if students have done a first aid course and if they know what to do if someone faints. You could ask them to find out for homework.
- You could further exploit the blog post by asking students to work in pairs to write five true or false sentences (e.g. *Sandra was making dinner at Carol's house.)* When they have finished, ask them to swap with another pair. Students now mark the sentences true or false and correct the incorrect ones.

Exercise 3

- Discuss the Grammar box as a class. When students have found the examples, elicit which are commands and which are requests. Then, discuss how we form reported commands and requests (subject + *told/asked* + object + (*not*) *to* + verb).

Extra activity

Tell students to work in pairs. They think of a job and then think of as many requests or commands a person in this job might make, e.g. a teacher: *Sit down. Look at the board. Get your books out. Give this letter to your parents.* Etc. Students then report these to the class who guess what the job is, e.g. *I told them to sit down. I asked them to look at the board. I told them to get their books out.* Etc.

Exercise 4

- If necessary, do a second example together before students complete the task individually. Students compare their answers in pairs.
- NEED SUPPORT? Allow **less confident** students to work with a **more confident** partner who can help them complete the task.

Exercise 5 6.10 audioscript page 250

- Alternatively, play the audio first. Students listen then complete the task. If you choose to use this procedure, you can pause the audio at the relevant place for students to report the command or request.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237. This task requires **less confident** students to order the words to make reported statements and questions.
- **Monitoring learning:** After Exercises 4 and 5, ask students to decide which was easier and invite a show of hands to find out. Elicit students' ideas about why one exercise might be easier than the other.

Exercise 6

- When students have thought of their ideas alone, they work in pairs and tell each other what someone else told them to do.
- FINISHED EARLY? Ask students to write sentences to describe what they would do in the following situations: *a friend has cut their finger*, *someone has fainted* and *someone feels unwell*.
- **Reviewing lesson goals:** Write a command and request on the board in direct speech, such as *Stand up!* and *Can you open the door, please?* Ask students to rewrite them on a piece of paper using reported speech. They can put it on your desk as they leave the classroom. Study their sentences and if there are many mistakes, find time to review the language from the lesson.

6.5 LISTENING AND VOCABULARY

Extreme sports

Lesson aims
- Students can understand a talk about extreme sports.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 237
- **Photocopiable activity:** *Extreme sports*

For the student
- Workbook, page 63
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Books closed. Brainstorm sports and write them on the board. Ask the class if they do any of the sports on the board. If so, ask them questions to get more information, such as *When do you do this sport? Why do you do it?* Etc.

- **Setting lesson goals:** With books still closed, write *Extreme sports* on the board. Ask students to brainstorm what they think they are and any examples of sports that might be considered extreme. Elicit a few ideas and accept all reasonable answers. Then tell the class they are going to learn more about extreme sports in the lesson.

Exercise 1

- Ask students to open their books on page 79 and cover the Vocabulary box in Exercise 2 before they discuss the four photos. Then, invite students to share their ideas with the rest of the class and encourage them to explain why. Ask students if they know the names of the sports in the photos and if they, or anyone they know, has tried them.

Exercise 2 6.11

- Read the information in the Vocabulary box as a class. Check students understand the new words. Play the audio for students to listen and repeat. Pause after each word to check pronunciation.
- When students have completed the task, put them into pairs. Ask each pair to choose one of the sports and write a short description of it. Invite them to share their description with the class and ask other students to guess the sport.

Exercise 3

- When students have finished, check answers.

Extra activity

Put students into groups of three. Each group chooses three sports from the Vocabulary box and the students imagine they have tried them. They report a command that their instructor used while training them, e.g. *He told us not to look down.* Invite groups to share their ideas with the class and ask other students to guess which sports the commands go with (e.g. *abseiling*).

Exercise 4

- Explain that students should identify the key words in each sentence. This will help them complete the task. For example, in sentence 1, the key word is *bike*. Therefore, the sentence is completed with a sport that involves a bike. Students work individually to complete the task before they compare in pairs. Then, check answers.
- NEED SUPPORT? With **less confident** students, you could repeat the above procedure with all the sentences. Elicit the key word(s) and allow them a few moments to find the correct sport in the Vocabulary box.

Exercise 5 6.12 audioscript page 250

- Go through the parts of the body and check that students understand them. Ask how these may be affected or how they may be important when doing an extreme sport (e.g. *The heart beats more quickly because of adrenaline, fear and excitement.* Etc.).
- Play the audio while students listen and complete the task.

Exercise 6 6.12 audioscript page 250

- As well as listening for the answers to the questions in the exercise, ask students to listen to how extreme sports affect the different body parts from Exercise 5. Elicit the answers and what the boy says about each body part (*muscles* – you exercise a lot of different muscles; *lungs* – you get lots of fresh air; *blood* – gets

your blood pumping quickly because of adrenaline; *heart* – good for the heart and circulation; *brain* – positive effects, improves mood and confidence, reduces stress).

Exercise 7 6.13 audioscript page 250

- Ask students to guess which sport Zara might do at a party. Play the audio for students to listen and answer the question. Then, ask if they have ever been to a party in which they did something unusual.

Exercise 8 6.13 audioscript page 250

- EXAM **International Certificate Level 2, Listening, Section 3, (note completion)/B1 Preliminary for Schools, Listening, Part 3, (gap fill)**
- Tell students that they completed a similar exam task in Unit 5. Elicit the strategy for completing tasks such as this. If necessary, remind them (see page 67).
- When students have completed the task, elicit the answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 237. This version of the task presents **less confident** students with the first letter of each missing word.

Exercise 9 24 videoscript page 250

- Pre-teach or elicit the following words from the video: *peak, free will.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about extreme sports).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Background note

Rugby is a sport that is played throughout the world, but it is very popular in the UK, France, Italy, Australia, New Zealand, South Africa and Argentina. It's a contact sport between two teams. Each team has to earn points by scoring tries, penalties or drop goals. There are two types of rugby: rugby league and rugby union. The two sports look the same, but they have slightly different rules. Rugby league is more popular in the north of England and Australia.

Parasailing is an activity in which someone is towed behind a vehicle – usually a boat – while attached to something that looks like a parachute.

Exercise 10

- Set a time limit for the discussion. Invite students to share their experiences or ideas with the class and have a vote about which is or would be the most exciting extreme sport to try.
- FINISHED EARLY? Ask students to use reported speech to write sentences to describe what their partner said to them in Exercise 10.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Can I understand people talking about extreme sports? Can I use words to describe some extreme sports?*

6.6 SPEAKING

Asking for and giving advice

Lesson aims
- Students can ask for and give advice.

For the teacher
- **Photocopiable activity:** *What do you suggest?*

For the student
- Workbook, page 64
- **Extra Practice Activities:** New Park video

Lead-in

Elicit the modal verb we use to ask for and give advice (*should*). Ask students in pairs to brainstorm situations in which people ask for or give advice. Elicit and write some of these situations on the board. Invite students to give advice in each.

- **Setting lesson goals:** Books closed. Ask students how confident they feel asking for and giving advice in their own language. Then, ask them how confident they would feel doing this in English. Ask them to write a number between 1 and 5, in which 1 is not very confident and 5 is very confident. Explain that in this lesson students are going to learn more ways to ask for and give advice in English.

Exercise 1

- Ask students to study the photo but cover the dialogue. Ask them to say who's in the photo (Eren, Abe and Carla), where they are and what is happening. Elicit, accepting all reasonable answers.

Exercise 2 25 6.14

- Pre-teach or elicit the following words: *revise, practical, frisbee, lean forward, nasty, bee sting.*
- Play the video or audio while students check their ideas from Exercise 1. Then, ask the questions and elicit the answers. If necessary, play the video or audio again for students to answer the questions.
- Draw students' attention to the Sounds Good! box. Explain that *carry on* means to continue. Put students into pairs to discuss what the other two expressions mean. Then, elicit in what situations the expressions can be used.
- NEED SUPPORT? Ask comprehension questions to check students' understanding of the dialogue, e.g. *Who has got a First Aid test tomorrow?* (Carla). *What hits Bea on the nose?* (a frisbee). *What body part does Abe hurt?* (his ankle). *What stings Eran?* (a bee). Elicit the answers.

Exercise 3

- Allow students time to think before they discuss with a partner.

Exercise 4

Creativity: creative problem-solving

This task helps students to develop their problem-solving skills. It will get them to consider and evaluate potential solutions and choose the best one. It will also make them aware that it is sometimes better to be creative to solve a problem. This is especially so when there is no obvious solution to a problem. This is a valuable skill that will help students deal with issues at home, at school and in the workplace.

- You could ask students to also discuss in their pairs how they normally revise for an exam (e.g. in the library, at home in a quiet room, reading notes from lessons, etc.).
- When they have finished their discussion, elicit some ideas. Put students' suggestions for creative ways to revise on the board. Have a vote to find the best one. Encourage students to use these new methods when they revise for their next test.

Exercise 5

- Read the Speaking box together and check for understanding. Direct students to the second phrase in the 'Asking for advice' section and the first in the 'Giving advice' section. Elicit that this is the second conditional, and we often use it with *If I were you …* for advice.
- Set a time limit for finding the examples in the dialogue.

Exercise 6 6.15 audioscript page 250

- Put students into pairs and pause the audio for them to take turns to give their advice. Elicit and write some of the advice on the board. Repeat this procedure for speakers 2 and 3.
- **Setting success criteria:** Before students complete the task, ask what a successful completion of the exercise would be for them (e.g. a **less confident** student may only use one construction to give advice, but a **more confident** one may use three different constructions). When they have finished, ask them how many different constructions they used.

Exercise 7 6.16 audioscript page 250

- Ask students if they prefer their own advice or that on the audio.

Exercise 8

- When students have finished, ask them to mingle and ask three other people for advice for their problem. Then, invite students to say who gave them the best advice and what it was.
- FINISHED EARLY? With books closed, ask students to think back to the video story and make a list of all the advice that was given in it.
- **Reviewing lesson goals:** Ask students to close their books. On a piece of paper, ask them to write as many of the phrases from the Speaking box that they remember. Set a time limit. When it is up, ask students how many phrases they have written. Then, ask them to categorise them into asking for advice, giving advice and being unable to give advice.

6.7 WRITING

A forum post about an experience

Lesson aims
- Students can write a post about a learning experience.

For the teacher
- **Photocopiable activity:** *Who said what?*

For the student
- Workbook, page 65

Lead-in

Write the following question on the board: *What is the best experience you have ever had?* Set a time limit for students discuss the question in pairs. Encourage them to ask further questions to get more information from their partner. When the time is up, invite students to tell the class what they found out about their partner.

- **Setting lesson goals:** Books closed. Explain to students that the task at the end of the lesson will be to write a forum post about a learning experience. Ask them to say what they expect to be the most challenging thing about this task. Get students to make a note of their predictions so they can refer to this at the end of the lesson.

Exercise 1

- Allow students time to think about the question before you discuss it as a class. Encourage students to ask their classmates questions to find out more information about each other's experiences on the course.

Exercise 2

- When students have read the forum post and answered the questions, check answers. Then, direct them to the nouns *safety* and *comfort*. Remind them of the Word building task in lesson 6.1 and elicit the adjective form of both words (*safe, comfortable*).
- Ask the class if they have ever been whitewater rafting or if they would like to try it.
- **Independent learning:** Ask students to find out the meaning of the following words: *wetsuit, lifejacket, paddle, panic, outdoors*. When they know the meanings of the words, ask them to use them in sentences. Contextualising vocabulary in this way helps students to better remember the words.

Exercise 3

- Read the phrases in the Writing box together and check that students understand them. Then, set a time limit for them to find similar phrases in the forum post. Check answers as a class.

Exercise 4

- Read the information in the Language box together, and check understanding. Put students into pairs and ask them to find examples of the reporting verbs in the forum post. Then, tell them to think of situations when each of the reporting verbs can be used.

Exercise 5

- When students have finished, put them into small groups to share their sentences with each other.
- **Giving feedback:** During the group stage, monitor and when you hear a student using reported speech and the verbs particularly well, write this on a piece of paper with a positive emoji and leave it on the student's desk. At the end, ask students who received your feedback to read out their examples.

Exercise 6

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their forum post. Suggest that they tick off each stage as they complete it, then move on to the next one on the list.
- NEED SUPPORT? **Less confident** students could be allowed to write a shorter post. They can do this by reducing the number of sentences in each paragraph.
- FINISHED EARLY? Ask students to write sentences describing what family members or friends said to them the previous week using as many of the reporting verbs as possible.
- **Reviewing lesson goals:** Ask students to check the predictions they made at the start of the lesson. Ask them if they were correct or if something else was the most challenging thing about the task. Then, ask them to use their Emoji response cards to show how confident they feel about writing a forum post. Make a note to practise it again if a number of students need this.

SET FOR LIFE

Take action!

Lesson aims
- Students can make a difference.

Future skills
- Social responsibility: civic competence

For the teacher
- **Photocopiable activity:** *Take action!*

Lead-in

Ask students to look at the photos on page 84 in pairs and discuss what the problem is in each one. Elicit.

- **Setting lesson goals:** Ask students to quickly look at pages 84–85 of their Student's Books and elicit ideas for what the lesson is about. If necessary, write the lesson aim on the board and elicit what making a difference means (doing something positive that helps other people).

Social responsibility: civic competence

In this lesson students will learn the importance of being an active citizen. They will learn to participate in civic responsibilities.

Exercises 1–5 6.20 audioscript page 251

- Follow the instructions in the Student's Book.

Exercise 6

- Direct students to the Useful phrases. Read together and check understanding.
- Put students into pairs to complete the task. Remind them to use the ideas in Exercise 5 and the Useful phrases to help them. Invite students to share their ideas with the class.

Exercise 7

- Read the Useful Tips together. Then, ask students to think about the questions before they discuss them in pairs.

Exercise 8

- Put students in small groups, then ask them to read the steps carefully. Ask each group to choose one of the problems in Exercise 1.
- Next, ask students to make a list of how they can make a difference to their chosen problem. Remind them to include at least three ideas. While they are discussing, monitor to make sure they are using the Useful Phrases.
- Then, students plan their presentation using the list they made in step 2. Remind them to include the information in the bullet points. When they have finished, ask them to practise their presentation.
- Invite groups to the front of the class to give their presentation. Encourage the class to make notes about things they like and what could be improved in each presentation.
- SELF-REFLECTION Ask students to think about the way they worked together in pairs in Exercise 8 and discuss these questions: *Did you enjoy this task? Why?/Why not? Did you work together well in your groups? How could you work better next time?* Elicit ideas and write the best ones on the board.
- **Reviewing lesson goals:** With books closed, elicit ideas about how students can make a difference in their community. Ask the class to vote on the best idea from the lesson.

Unit contents

Vocabulary
- Effective communication and body language
- Word building: communication
- The media
- Advertising

Grammar
- The passive: Present Simple, Past Simple, Present Perfect, modal verbs
- The passive with *will*

Speaking
- Clarifying and rephrasing

Writing
- A review

Future skills
- Communication: composing messages

Exam
- B1 Preliminary for Schools, Reading, Part 4, (gapped text)
- B1 Preliminary for Schools, Listening, Part 2, (3-option multiple choice)

For Online Classroom, go to the Portal.

7.1 VOCABULARY

Communication and body language

Lesson aims
- Students can talk about effective communication and body language.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Communicate*
- **Test:** Vocabulary Check 7

For the student
- Workbook, pages 70–71
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Put students into pairs and ask them to write a definition of *communication*. Then, put them into groups of four to share definitions. Elicit a few ideas from the class. Then, ask students to make a list of all the ways they communicate with friends and family.

- **Setting lesson goals:** Books closed. Remind students of the activity you have just done and explain that you're going to explore the topic of communication in more detail.

Exercise 1
- Make sure students understand that a 'communicator' is someone who communicates.
- Allow students time to discuss the questions in pairs. Encourage them to explain their answers to their partner.

Exercise 2
- Before students read, write *body language* on the board. Make sure students understand what it means and ask if they think it is an effective form of communication. Ask what forms of body language they know, what these gestures mean and what body language they use when chatting with friends.
- Then, have them read the text to check their ideas from Exercise 1. Ask if they do or don't do any of the things mentioned in the text.

Exercise 3 7.1
- Once students have found the phrases, check their meaning by asking students to demonstrate the more physical phrases, such as *fold your arms, look someone in the eye* and *raise an eyebrow,* etc.
- Play the audio for students to listen and repeat the phrases. Pause after each to check pronunciation.
- For homework, you could ask students to research the gestures to check what they mean. There are many websites that explain body language.

Exercise 4
- When students have finished, elicit the correct answers. Then, use the Think-Pair-Share technique.

Exercise 5
- You could expand this into a class discussion activity, with you asking the questions and students answering them with their own ideas.
- Another technique to use is the fishbowl discussion method. In the centre of the classroom put two tables facing each other. Around these tables have a big circle of chairs. Ask for two volunteers to sit at the tables while the rest of the class sit on the chairs. Choose one of the questions for the volunteers to discuss while the others listen and make notes. When the volunteers have finished answering the questions, invite a student (or students) to give a summary of what was discussed. Repeat the procedure with different volunteers and a different question.

Exercise 6 7.2
- Read the verbs in the first column in the Vocabulary box as a class. Then, ask students to work in pairs to find the noun forms for each one. Encourage them to write the nouns that they know, then to go around the class asking their classmates for the nouns that they don't know.
- Play the audio for students to listen and repeat the phrases. Pause after each to check pronunciation.

Extra activity

Tell students to look at the list of verbs in Exercise 6. Ask them which one you are demonstrating. Act as two characters and say:

A: *There was an interesting documentary on language learning last night.*
B: *Yes, I saw it. I learned quite a lot.*
A: *Me too. I loved the section when the presenter went to France.*
B: *Yes, the way he managed to communicate with the shop keeper was great.*

- Elicit *discuss.* Students work in pairs to think of a short dialogue which will illustrate one of the other verbs. Invite students to act out their dialogues and for the other students to guess the verb.

Exercise 7

- Before students write the words, ask them to read each sentence and say whether the missing word is a noun or a verb and how they know.

Exercise 8 7.3

- Direct students to the heading of the blog post and elicit the meaning of *face time* and *screen time* in this context (face time – face-to-face communication; screen time – communicating with a device such as a phone or a tablet).
- When students have finished, play the audio for them to check their answers. Then, ask if they prefer to communicate face-to-face or via a screen. Encourage them to explain why.
- NEED SUPPORT? Ask **less confident** students to work in pairs and tell them to think whether the missing word is a noun or a verb.

Exercise 9 26 videoscript page 251

- Pre-teach or elicit the following words from the video: *crowded, make a connection, tough, coaching, killer questions.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about communication).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 10

- Go through the words in the box and check for understanding. When students have discussed in pairs, ask how they can overcome any problems they have while communicating in the given situations.
- FINISHED EARLY? Ask students to look at the phrases in Exercise 3 and write in their notebooks if they are positive or negative gestures.
- **Reviewing lesson goals:** Ask students to think about the new words from the lesson. Tell them to write a number from 1–5 on a piece of paper to say how confident they feel about using these words (1 – least confident to 5 – most confident). Ask them to put the pieces of paper on your desk as they leave the classroom. Analyze them and if there are several 1s or 2s, find time to review the language.

7.2 GRAMMAR

The passive

Lesson aims
- Students can use verbs in the passive.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Twitter and tweets*
- *Need support?* worksheet, page 238
- **Test:** Grammar Check 7

For the student
- Grammar Time, Student's Book, page 132
- Workbook, page 72
- **Extra Practice Activities:** Grammar

Lead-in

Ask students to think of the activities in which communication is very important. Set a time limit for them to discuss in pairs. Then, elicit a few ideas and write them on the board. Choose one and discuss as a class what communication is necessary for the successful completion of the activity and what could go wrong if there is little/no communication.

- **Setting lesson goals:** Write the following sentences on the board, and highlight the passive forms: *The meal was cooked by my mum and it was eaten by me!* Explain that these are passive forms, and that students will learn more about them in the lesson.

Exercise 1

- Make sure students know what an escape room is. Ask them if they have ever been to one or if they would like to.
- Discuss the questions as a class. Encourage students to explain what type of communication they think they would need in an escape room.

Background note

An **escape room** is a team game in which players must work together to solve a series of puzzles within a time limit to leave different rooms. The first one opened in the USA in 2003 and today there are believed to be more than 50,000 escape rooms around the world.

Exercise 2 7.4

- Play the audio while students read, listen and answer the questions. Have them compare in pairs before you check answers with the class.
- NEED SUPPORT? Read the questions with **less confident** students and elicit what information is needed to answer each one (1 *date/time;* 2 *a number of players;* 3 *something you have to do to win the game;* 4 *an amount of time*). Ask students to then find this information in the text.

Exercise 3

- Study the Grammar box together as a class. Check understanding by eliciting the rules for forming the passive. You could do this by writing an active sentence on the board and eliciting how it is formed (e.g. *My parents took away my mobile phone* – subject + verb + object). Then, elicit the passive version and repeat the procedure (*My mobile phone was taken away by my parents* – object of the active sentence + correct form of *be* + past participle + *by* + the subject of the active sentence).
- When students have found the examples in the podcast, elicit the active equivalents.

Exercise 4

- Put students into groups of three. Students take turns to choose one of the verbs and see which of the other two students can give the past participle the fastest. Elicit which verbs have the same Past Simple and past participle form *(find, hear, keep, lose, make, say, teach, tell, won*).

Exercise 5 7.5 audioscript page 251

- Explain that students should identify the verb tense of each sentence before they write the passive version. You could say a tense and elicit the form of *be* that is needed in the passive, e.g. Present Perfect – *been*, Present Simple – *am, is, are*, etc.
- When they have finished, ask them to compare in pairs before you play the audio for them to check their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238. This version of the task requires students to complete the sentences with the correct form of *be*.
- **Giving feedback:** Instead of playing the audio, you could use the Basketball technique to check answers. Throw a ball to a student and ask them to read out the answer to sentence 2. Accept any answer, but do not correct if it is wrong. Instead, make a note. Ask them to throw the ball to another student and repeat the process for sentence 3, etc. At the end, put any incorrect sentences on the board for class correction.

Extra activity

Tell students to work in groups of three and give each group a passive sentence, e.g. *It can't be done! It's been stolen! I've been robbed! We were beaten. This is where it is made. It was found in the attic.* Ask them to think of a situation in which their sentence could be said, then mingle saying their sentence to the other groups. Each group has 30 seconds to think of the situation to get one point. The winner is the group with the most points.

- FINISHED EARLY? Ask students to write as many passive sentences as they can with the verbs in Exercise 4.
- **Reviewing lesson goals:** Ask students to use the Emoji response cards to show how confident they feel about the language from Lesson 7.2. Make a note to revise any language they seem to have issues with.

7.3 READING AND VOCABULARY

April Fool's jokes

Lesson aims
- Students can understand an article about April Fool's jokes in the media.

For the teacher
- *Need support?* worksheet, page 238
- **Photocopiable activity:** *What was the April Fool's joke?*

For the student
- Workbook, page 73
- **Extra Practice Activities:** Vocabulary

Lead-in

Make sure students understand *play a trick (on someone).* Put them into pairs to tell each other if they have ever done this, or if someone has ever played a trick on them. Encourage them to tell their partner what the trick was and how they or the other person felt after it. Ask students to share their stories with the class.

- **Setting lesson goals:** Write *April Fool's Day* on the board and ask students to discuss with a partner what they think this is. Elicit suggestions, allowing any reasonable answers. Then, explain (see below) before telling the class that they are going to read an article about it.

Exercise 1

- Ask the class if they have anything similar to April Fool's Day in their own country. If so, discuss the questions as a class.

Background note

April Fool's Day is on 1 April every year and it is celebrated in many countries, such as the UK, Ireland, France, Canada and Poland. On this day, it is traditional to play a prank or a trick on someone. In the UK, newspapers and TV news bulletins often feature a silly story that it is untrue. One of the most famous examples is the 'spaghetti growing on trees' hoax, which featured on the BBC current affairs programme, *Panorama* in 1957.

Exercise 2

- When students have answered the questions, ask them to compare with a partner before you check the answers with the class.

Exercise 3 7.6

- EXAM **B1 Preliminary for Schools, Reading, Part 4, (gapped text)**
- Students did a similar exam task in Lesson 3.3. Elicit the technique for tasks such as this. If necessary, remind them that they should look for logical and grammatical clues in the sentences before and after each gap.

- Do the first as an example. The article begins by stating that newspapers, radio stations and TV channels are reliable sources of news. Sentence h contrasts this and states that there is one day when false news stories appear in the media. The sentence after the gap continues by listing the dates of this one day.
- Suggest that students first complete the gaps they are most confident about, which reduces the number of possibilities for the more difficult gaps. When they have chosen the answer for every gap, they should re-check that the extra sentences don't fit any of the gaps, and that the completed text is both logical and grammatically correct.
- **Monitoring learning:** While you are checking answers, ask students to write the letter for each gap on a piece of paper and hold it up, everyone at the same time. This way you can check everyone, not just those students who volunteer to give an answer.

Exercise 4

- Direct students to the highlighted words and phrases. Put them into pairs and ask them to discuss what each means. Check understanding by saying a definition at random and eliciting the correct words or phrases.
- Put students into small groups to write their questions. When they have finished, put students into different groups to ask and answer their questions. Alternatively, invite students to read a question to discuss as a class.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238. This contains questions that **less confident** students can use.

Exercise 5 7.7 audioscript page 252

- Pre-teach or elicit the following words: *annoying, drawer, heart attack, left-handed, pretty.*
- If necessary, play the audio twice for students to complete the task. Then, elicit the tricks.
- NEED SUPPORT? Give **less confident** students a copy of the audioscript so that they can read while they listen.

Exercise 6

- Have a vote to find out the class's favourite trick from the audio. Ask if they have ever played similar tricks on someone.

Exercise 7

- When students have discussed in pairs, expand this into a class discussion. You could also ask the class if playing a trick on someone can ever be unkind.
- FINISHED EARLY? Ask students to write a newspaper headline of an imaginary April Fool's trick.
- **Peer learning:** Ask students to think back to the lesson and write two true sentences and one false sentence about the April Fool's tricks in the article. Students swap their sentences with a partner to identify and correct the false sentence.

7.4 GRAMMAR

The passive with *will*

Lesson aims
- Students can use the future form of the passive.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Predictions*
- **Test:** Grammar Check 7

For the student
- Grammar Time, Student's Book, page 132
- Workbook, page 74
- **Extra Practice Activities:** Grammar

Lead-in

Put students into pairs and ask them to make two predictions with *will* or *won't* about the future. If necessary, put the following topics on the board to prompt the students: *cities, free-time, transport, holidays.* Set a time limit and, when this is up, invite students to share their predictions with the class.

- **Setting lesson goals:** Write the following on the board: *In 2035, children will be taught by robots. In 2035, robots will teach children.* Ask students to identify which is the passive sentence. Tell them that this is the future passive and tell them that this is the focus of this lesson.

Exercise 1

- Make sure students know what *sign language* is. Ask them who uses it and if they know sign language. If so, ask them to give a demonstration to the class.
- Discuss the questions as a class.

Extra activity

You could ask students to learn one or two words in sign language. Set this task as homework if the technology is unavailable in the classroom. Then, they teach their word to the class. Students then test each other on the different words they have learned to see how much they remember.

Exercise 2 7.8

- Play the audio while students read and listen to the leaflet. Allow them time to complete the task before you check answers.

Exercise 3

- Discuss the Grammar box as a class. Check understanding by writing on the board: *I will finish my homework later on.* Elicit the passive form (*My homework will be finished later on.*). If you did the Lead-in activity, ask students to rewrite their predictions in the passive.

Exercise 4

- When students have finished, look at the first sentence with the class and elicit a passive question that this could be the answer to (*What will be offered for free?*). Students work in pairs to think of passive questions for sentences 1–4 and 6.

- NEED SUPPORT? Allow **less confident** students to work with a **more confident** partner who can help them complete the task.

Exercise 5

- Read the Watch out! box together then, if necessary, do the second sentence as an example on the board. Ask students to identify the two objects (more information and you) and the past participle of the verb (send – sent). Ask them to follow this procedure to complete the task.

Exercise 6 7.9

- When students have read the text, elicit that it uses active sentences. They have to transform these into passive forms. Elicit again that they need *will* + *be* + past participle. Tell students to only add *by* + subject where it is necessary.

Exercise 7

- Allow students time to make questions before they ask and answer in pairs. When they have finished, put them into groups of four to compare. Encourage them to give reasons for their answers.
- FINISHED EARLY? Ask students to transform the passive sentences in the leaflet into active ones.
- **Reviewing lesson goals:** Ask students to use their Traffic Light cards to show how confident they feel about using future forms of the passive. If there are lots of oranges and reds, find time to review the language.

7.5 LISTENING AND VOCABULARY

Advertising

Lesson aims
- Students can understand short TV commercials.

For the teacher
- Vocabulary Memory Game
- *Need support?* worksheet, page 238
- **Photocopiable activity:** *Advertising campaign*

For the student
- Workbook, page 75
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Before the class, find enough newspaper and magazine adverts so that each pair of students has one. Put students into pairs and give each pair one of the adverts. Set a time limit for them to remember as many details as they can about their advert. When the time is up, collect the adverts and elicit what students remember about theirs, such as the product being advertised, etc.

- **Setting lesson goals:** Write on the board: *I can understand short TV commercials*. Elicit what a TV commercial is (advertising on TV) and tell students that they are going to learn words related to advertising.

Exercise 1

- When students have answered the question, ask them what elements make a good TV commercial (e.g. the music or any special effects, etc).

Exercise 2 7.10

- Read the information in the Vocabulary box as a class. Check students understand the new words. Play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation. Set a time limit for students to complete the task.

Exercise 3

- Set a time limit for students to complete the task, then ask them to compare in pairs. Check answers with the class.

Exercise 4 7.11 audioscript page 252

- Put students into eight groups. Tell each group to look at a different product a–h. Each group should suggest three key words for other students to listen out for in the advert for their product. Give an example, e.g. an advert for a car might say *fast, comfortable, safe*.
- Before they listen, remind students that they won't hear all the products mentioned (there are three extra products). When students have finished the task, ask the five groups whose products were advertised, if they heard any of their words and what other key words they heard.

Exercise 5 7.11 audioscript page 252

- You could pause the audio after each advert for students to think about what they have just heard.
- When they are ready, ask them to discuss with a partner. Encourage them to explain why they prefer a certain commercial. Invite students to share their ideas with the class.

Extra activity

Divide the class into three groups. Ask them to choose one of the eight products from Exercise 4. Now, divide these groups into pairs or groups of three. They work together to create a short advert similar to the ones they heard in the recording, but without mentioning the product they are advertising. When they are ready, invite each group to read out their advert as if it was on the radio (i.e. sounding enthusiastic, not just reading out loud). The other students have to guess the product and then vote for the advert they like best.

Exercise 6 7.12 audioscript page 252

- EXAM **B1 Preliminary for schools, Listening, Part 2, (3-option multiple choice)**
- Explain that students are going to hear four dialogues. Before they listen, ask students to read through the questions and each of the possible answers. Tell them that each dialogue will mention words and phrases that appear in the three possible answers. They should listen carefully because only one option is obviously correct. If they can't work out the answer to a particular question, they should at least try to eliminate an option they think is incorrect and move on so they don't miss the next question. The second time they listen, they should listen more carefully to the skipped items and make their choice. Point out that in an exam, they should never

leave a multiple-choice question unanswered. If they don't know the answer after they've heard the dialogue twice, then (and only then) they should guess.

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238. This version of the task reduces the number of options in each sentence from three to two.

Exercise 7 ▶ 27 videoscript page 252

- Go through the adjectives in the box and check for understanding. Then, pre-teach or elicit the following words from the video: *eclipse, aisle, toffee, eyebrows.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about their favourite TV commercial).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Background note

John Lewis is a chain of department stores in the UK. Their Christmas TV commercials are popular because they have a narrative and are usually very sentimental. **Cadburys** is the second largest chocolate manufacturer in the world after Mars. Its brands include Dairy Milk and Milk Tray. **Chanel** is a French perfume manufacturer. Its most famous brand is No 5.

Exercise 8

- Set a time limit for the discussion. When students have finished, invite them to share their ideas with the class.
- **Setting success criteria:** Monitor as students talk in their pairs, and make a note of particularly good use of language. Encourage those pairs to ask and answer their questions again, this time for the class.
- FINISHED EARLY? Ask students to imagine they are creating an advert for a new brand of chocolate bar. Ask them to write a slogan for it.
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Can I understand TV commercials? Can I use words related to adverts? Can I describe a TV commercial?*

7.6 SPEAKING

Clarifying and rephrasing

Lesson aims
- Students can ask for and give clarification and rephrase what they say.

For the teacher
- **Photocopiable activity:** *Who do you think it is?*
- *Need support?* worksheet, page 238

For the student
- Workbook, page 76
- **Extra Practice Activities:** New Park video

Lead-in

Put students into pairs or small groups and ask them to discuss everything that they remember about New Park video. Encourage them to think of the characters' names and any details about them, and what has happened in each episode. Then, put students into different groups to compare.

- **Setting lesson goals:** Ask students what they do when someone says something that they don't understand. Elicit ideas (e.g. ask another student if they have understood it better). Then, ask them what they do when someone doesn't understand something that they have said. Elicit ideas (e.g. repeat using simpler language). Then, explain that in this lesson they are going to practise ways of asking for and giving clarification as well as rephrasing. (You may need to pre-teach *rephrase*.)

Exercise 1 ▶ 28 🔊 7.13

- Ask students to study the photo but cover the dialogue. Ask them to say who's in the photo (Eren, Carla and Bea) and what they think is happening. Elicit, accepting all reasonable answers.
- Pre-teach or elicit the following words: *not just (do something), memorable.*
- Play the video or audio while students watch or listen and check their answers to the first part of the task. Then, direct them to the three questions. Have them work in pairs to answer the questions. Play the video or audio again if necessary to help students.
- Draw students' attention to the Sounds Good! box. Put them into pairs to discuss what the two expressions mean and in what situations students are likely to use them. Encourage them to use the context to help them.

Exercise 2

Communication: composing messages

This task raises students' awareness of the importance of communicating correctly. It promotes the importance of planning and structuring a message correctly to ensure that it is engaging and informative. It also focuses on the importance of nonverbal communication, such as maintaining eye contact. This is a valuable skill that will enable students to be better communicators.

- Before students begin the task, ask them if they have ever given a speech in public. If so, ask them how they prepared for it and how they felt during it. Also ask if they received any advice beforehand.
- Put students into groups of three to discuss the best advice for speaking in public. Encourage them to think of more ideas than the four listed in the Student's Book.
- Have a class discussion. List all the advice on the board that the students mention. Then, in their groups, tell students to put the advice in order of importance.

Exercise 3
- Read the Speaking box together and check for understanding. Direct students to *meant* in the Giving clarification section. Explain that this is the Past Simple form of *mean*.
- Ask students for situations in which they may need to ask for clarification, such as when there are lots of objects near each other and you are unsure which one is being referred to.
- Check answers when students have found the phrases in the dialogue.

Exercise 4 7.14
- Encourage students to cover the Speaking box before they complete the task. Play the audio for them to check their answers.

Exercise 5 7.15 audioscript page 253
- Read the information in the Language box together. Elicit when we use question tags (to ask for clarification) and tell students that if a modal/auxiliary verb appears in the main body of the sentence, it is repeated in the tag. If no modal/auxiliary verb appears, then we use the correct form of *do* or *did*.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 238. This gives **less confident** students more practice of question tags.

Exercise 6 7.16 audioscript page 253
- When students have listened to check their answers, put them in pairs. Then, ask them to complete the following sentences with information that they think is true about their partner: *You …, aren't you? You …, don't you? You …, do you? You …, can't you?* and *You …, have you?* (e.g. *You are from Istanbul, aren't you? You like football, don't you?* Etc.).
- Students take turns to read their sentences to each other, with partners answering truthfully.
- FINISHED EARLY? Ask students to imagine a friend is about to give a speech. Ask them to write pieces of advice that they would give them.
- **Reviewing lesson goals:** Ask students to read the lesson aim. Then, encourage them to write a number from 1–5 on a piece of paper to say how they feel about the phrases in the Speaking box (1 – easy to 5 – difficult). They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s, find time to review the language from the lesson.

7.7 WRITING

A review

Lesson aims
- Students can write a review and offer opinions and points of view.

For the teacher
- **Photocopiable activity:** *Reviews*

For the student
- Workbook, page 77

Lead-in
Check students understand the meaning of *review*. Ask students what kinds of reviews they have read, e.g. for games, films, books, music, hotels, etc. Put students into groups of four and ask them to make a list of things a review should include.
- **Setting lesson goals:** Once you have completed the Lead-in activity, elicit what a review should include (what is being reviewed, the writer's opinion, etc.), then explain that students are going to learn to write a review.

Exercise 1
- Before students open their books, elicit any language learning aids that they use or that they can think of. They then open their books and complete the task in pairs. Invite students to share their ideas with the class.

Exercise 2
- Elicit the answers and then ask students if they would use the app after reading the review. Elicit reasons for their answers.
- NEED SUPPORT? To check students' understanding of the review, ask them to answer the following questions: *Why does Jamie like the design of the app?* (it's attractive and easy to use). *What fun activities does the app have?* (quizzes and games). *What is the problem with the sound quality?* (it's poor). *How much pronunciation practice is there?* (none).

Exercise 3
- When students have ordered the sections, tell them to cover the text. Ask what Jamie wrote in each section: 1 *What is he reviewing? (Wordfit).* 2 *What are the advantages?* (looks attractive, easy to use, variety of activities, fun things to do, chat to other learners). *What are the disadvantages?* (very little listening practice, no pronunciation practice). 3 *What is his recommendation?* (good, but not for people who only want listening and speaking practice).

Exercise 4
- Read the information in the Writing box together and check understanding. Direct students to *It looks…* in the Advantages and Disadvantages section and elicit that *looks* is a synonym for *is*.
- Set a time limit for students to complete the task, then check answers.
- Write the three section headings on the board and ask students to close their books. Read out a phrase at random and ask students to raise a hand to say which section it belongs to.

Exercise 5
- Direct students to the Language box and read it together. Elicit what a prepositional phrase is (a group of words that always includes a preposition) and when we use them (like an adverb to describe how we do something or like an adjective to describe a noun).

- Ask students to work in pairs and choose three of the phrases. Tell them to find out what they mean, then put them into groups of four with another pair to explain their prepositional phrases.
- Go through each phrase, eliciting what it means from the class.

Extra activity

Ask students to write *at*, *by*, *in* and *on* on individual pieces of paper. Say one of the phrases from the Language box at random without the preposition and ask students to hold up the correct word.

Exercise 6

- Write an example sentence on the board to highlight the possible positions of a prepositional phrase within a sentence, such as *At first, he couldn't complete the exercise.* and *He couldn't complete the exercise at first*. Elicit or teach that if we use one of these phrases at the start of a sentence, we normally follow it with a comma. This comma is not necessary when we use the phrase in the end position.
- When students have finished, put them into pairs and ask them to take turns to read out their sentences. They could say *mmm* instead of the prepositional phrase for their partner to guess.
- **Independent learning:** Prepositional phrases are normally fixed expressions and the most effective way of learning them is by studying them and using them as often as possible. Tell students to make a list of the phrases in their notebooks and to write a brief definition next to each one along with an example sentence. If it helps the students, encourage them to also write a translation into their own language.

Exercise 7

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their reviews. Suggest that they tick off each stage as they complete it, then move on to the next one on the list.
- NEED SUPPORT? **Less confident** students could be allowed to write a shorter review. They can do this by reducing the number of sentences in each paragraph.
- FINISHED EARLY? Ask students to write more sentences with different prepositional phrases from the Language box.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about writing a review and using prepositional phrases. Make a note to practise writing reviews again if a number of students need this.

BBC CULTURE

How languages evolve

Lesson aims
- Students learn how languages evolve.

For the teacher
- **Photocopiable activity:** *Project worksheet: a digital presentation*

Lead-in

Write the following on the board: *awful, girl, meat, nice, pretty.* Elicit what they mean before telling students that these words meant something different in the past. Write the old definitions on the board for the students to match: *clever* (pretty), *a young child* (girl), *very good* (awful), *silly* (nice), *food* (meat). Elicit the answers and ask students if they know of any words in their own language that have changed meaning over time.

- **Setting lesson goals:** Explain that you're going to explore how languages evolve in more detail.

Exercise 1

- Encourage students to be as open-minded as possible while they are thinking about the photo in step 1 before you discuss the question as a class. Tell them to give reasons for their opinions and ask the rest of the class to listen. If they agree or disagree with anything that has been said, let them give their opinion when the other speaker has finished.
- Allow students time to think about the questions in step 2 before they discuss with a partner. Then, invite students to share ideas. Prompt them into explaining or giving examples by asking: *What makes you say that?*
- Repeat the procedure for step 2, remembering to prompt the students during the class discussion with the same question as above.

Exercises 2–4 7.21

- Read the glossary box and pre-teach: *in flux*, *globalisation*, *slang*.
- Follow the instructions in the Student's Book.

Exercises 5–6 29 videoscript page 253

- **With video:** Play the video, then ask students to answer the questions. Then, students choose the correct options and watch again.
- **Without video:** Hand out copies of the videoscript. Ask students to read and complete the task. Then, students choose the correct options, and re-read the script.

Exercise 7

- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Ask students to think back to the lesson and write down three things they learned about the evolution of languages. Ask them to tell each other in small groups.

Unit contents

Vocabulary
- Visual arts
- Describing art
- Literature and books
- Painting
- Journalism

Grammar
- Modal verbs for ability
- Modal verbs for obligation and prohibition

Speaking
- Comparing ideas and expressing opinions

Writing
- A comparison

Future skills
- Self-management: self-control
- Critical thinking: accumulate and interpret

Exam
- International Certificate Level 2, Reading, Section 6, (open-ended question)
- B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

For Online Classroom, go to the Portal.

8.1 VOCABULARY

Art and literature

Lesson aims
- Students can talk about works of art and books.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Art and literature*
- *Need support?* worksheet, page 239
- Test: Vocabulary Check 8

For the student
- **Workbook**, pages 80–81
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Tell students to think about a painting (or even a book or CD cover) they like. Tell them they are going to describe this to other students without saying the name of the painting or artist (or book or CD). Give students one minute to think and then put them into groups of four. Each student describes their picture to the others who try to guess what it is. Invite each group to choose one of their descriptions to share with the class.

- **Setting lesson goals:** Write the lesson heading: *Art and literature*, and the following categories on the board: *visual arts* and *literature and books*. Check that students know these words and elicit some words for each category that students are already familiar with, such as *painting* and *writer*, etc. Then, tell the class that they are going to expand these categories with some new vocabulary.

Exercise 1

- Direct students to the painting. Ask if they know who painted it and what it is called (Vincent Van Gogh, *The Starry Night*). Elicit some adjectives to describe the painting. Then, direct them to the book cover. Ask them what the book is called and who it was written by (*The Picture of Dorian Gray* by Oscar Wilde). Invite students to say if they have read this or anything else by the same author.
- Allow them time to read the blog post and answer the questions in pairs. Then, invite students to share their ideas with the rest of the class.

Background note

Vincent Van Gogh (1853–1890) was a Dutch painter. His most famous works include *Bedroom in Arles* (1888), *The Potato Eaters* (1885) and *Self Portrait* (1889). *The Starry Night* was painted while he was being treated in hospital after cutting off his own ear.

Oscar Wilde (1854–1900) was an Irish author, playwright and poet. His most famous works include *The Importance of Being Earnest* (1895) and *The Canterville Ghost* (1887). He wrote *The Picture of Dorian Gray* in 1890.

Exercise 2 8.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Set a time limit for students to complete the task. Play the audio for students to listen and repeat. Pause after each word to check pronunciation.
- **Independent learning:** Ask students to find examples of each style of painting to help them remember the words. You could also ask them to find examples of other styles of painting, such as still life and cubism. They can find examples of these styles, famous examples and famous painters who worked within them. They can build up a visual dictionary and explain anything new they found out to their classmates.

Exercise 3 8.2

- Follow the instructions in the Student's Book.
- Play the audio for students to check their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239. This version of the task requires students to choose the correct word to complete each sentence.

Exercise 4 8.3

- Play the audio for students to listen and repeat. Ask questions to check students' understanding, such as: *Which artist has created a powerful work of art? Which artist uses bright colours? Is there an unusual building in your town? Have you ever painted a portrait of someone? Have you ever visited an art exhibition?* Etc.

Exercise 5

- When students have finished and you have checked answers, ask them if there are any unusual sculptures in cities in the students' own country. If so, ask them what they know about them. If they don't know anything, you could ask them to find out about the sculptures for homework. Another homework option is to put students into pairs. Ask one to find out more information about Antoni Gaudí and the other to find out about Edwin Landseer.

Background note

Antoni Gaudí (1852–1926) was a Spanish architect who designed the Sagrada Familia church in Barcelona, which is still under construction. Gaudí was the pioneer of a style of architecture called Catalan Modernism. The majority of his work is in the city of Barcelona and around the region of Catalunya.

Sir Edwin Landseer (1802–1873) was an English painter and sculptor. His work primarily focused on animals, such as his 1851 painting *The Monarch of the Glen*, which features a stag in the highlands of Scotland.

Exercise 6 8.4

- Read the information in Vocabulary box B as a class. Check students understand the new words. Set a time limit for students to complete the task. Play the audio for students to listen, repeat and check their answers. Pause after each word to check pronunciation.
- **Monitoring learning:** As students pronounce each word, ask them to show how many syllables they hear by raising the appropriate number of fingers. Also, ask them on which syllable each word is stressed.

Extra activity

Ask students to think of the last book they read. Ask them to make a note of its title, the author's name, and what it was about/the plot. Put students into pairs or small groups to tell their partner(s) about the book.

Exercise 7 8.5

- Play the audio for students to check answers. Then, when they are discussing in pairs, encourage them to give reasons for their opinions.
- Invite students to share their ideas with the class, and ask the others to comment on what they hear.

Exercise 8 8.6

- When students have finished and you have played the audio for them to check their answers, ask if they have read anything by the two young authors.

Exercise 9 30 videoscript page 253

- Pre-teach or elicit the following words from the video: *come to mind, stick in one's mind, portrayal, virtually, ending.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about famous artists).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 10

- Allow students time to think of their favourite novelist/artist and why. Encourage them to make notes, using as many of the words and phrases from the lesson as possible.
- When they have discussed in their pairs, ask students to tell the class about their partner's favourite.
- FINISHED EARLY? Ask students to write sentences to explain their opinions in Exercise 7.
- **Independent learning:** With books closed, set a time limit for students to list as many words as they can remember from the lesson. Then ask them to look back at pages 100–101 to check their answers.

8.2 GRAMMAR

Modal verbs for ability

Lesson aims
- Students can talk about ability in the past, present and future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Abilities*
- **Test:** Grammar Check 8

For the student
- Grammar Time, Student's Book, page 133
- **Workbook**, page 82
- **Extra Practice Activities:** Grammar

Lead-in

Choose words from the previous lesson and dictate them, letter by letter as anagrams. Students work in groups of three and, as soon as they think they know what the word is, they put their hands up and stop the activity. If they are correct, they win a point. If they are wrong, they can't guess again until at least one other group has guessed. Ideas for words to use and order of letters:

C H A R C T T I U E R (architecture), I T A R T O R P (portrait), O U R H A T (author), P A T H C E R (chapter), L I V E N O S T (novelist), T O P L (plot).

- **Setting lesson goals:** Write the following on the board and highlight the modal verbs for ability: *I can speak English. They will be able to speak French next year. She could speak Japanese when she was eight.* Ask students to identify which refers to the past, the present, and the future. Explain that students will learn more about expressing ability in this lesson.

Exercise 1
- If necessary, explain that a graphic novel is similar to a comic, but it is normally longer and the plot is more detailed.
- Tell students to discuss the questions in pairs and then have a vote on the most popular comics when students were younger and now.

Exercise 2 8.7
- Before students read, elicit ideas of what the writer might say. Tell students to read the text quickly, check their predictions and answer the question. Ask students if they agree or disagree, and why.

Exercise 3
- Discuss the Grammar box with the class. Check that students understand that we use the infinitive of a verb (without *to*) after *can* and *could* for present and past ability. Explain that we use *will/won't be able to* to talk about future ability. Tell them that we use *manage to* to talk about a specific achievement that was, perhaps, difficult to do.
- Explain that it is possible to use the correct form of *be + able to* to express present and past ability, but this is more formal than *can/could*.
- When students have found the examples in the blog, go through them as a class and elicit what other words could be used (e.g. *I couldn't do them very well. – I wasn't able to do them very well.*).

Exercise 4 8.8
- Explain that sometimes more than one word is possible in each gap. Elicit what else is possible in the example *(I wasn't able to sleep last night.)*.
- When they have finished, play the audio for students to check their answers. If they have a different answer to the one in the audio, elicit whether their choice is also possible or not.

Exercise 5
- Before students look at the exercise, elicit the short responses needed to answer different questions:
  Can you …? Yes, I can./No, I can't. Are you able to…? Yes, I am./No, I'm not. Could you …? Yes, I could./No, I couldn't. Did you manage to…? Yes, I did./No, I didn't. Were you able to…? Yes, I was./No, I wasn't. Will you be able to…? Yes, I will./No, I won't.
- Look at the example with the class and point out that, as well as the short answer, they should try to give some extra information.

Exercise 6
- Elicit which of the activities it would be most natural to use *manage to* with (take great photos).
- When students have finished, invite pairs to ask and answer their questions in front of the class.
- **Giving feedback:** Monitor and check correct use of the modal verbs. Make a note of any recurring errors and go over them at the end of the activity with the class, ensuring anonymity.
- FINISHED EARLY? Ask fast finishers to write sentences to describe their partner's abilities in Exercise 6.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel talking about ability in the present, past and future. Make a note to revise the language if there are lots of sad emojis.

8.3 READING AND VOCABULARY

A young artist

Lesson aims
- Students can understand an article about an artist.

For the teacher
- *Need support?* worksheet, page 239
- **Photocopiable activity:** *Ask and answer*

For the student
- **Workbook**, page 83
- **Extra Practice Activities:** Vocabulary

Lead-in
Remind students of the styles of painting that they learned in Lesson 8.1 (*abstract art, classic art, impressionist art, modern art* and *pop art*). Put them into pairs and ask them to take turns to describe a style for their partner to guess.
- **Setting lesson goals:** Ask students to open their books on page 103. Direct them to the title of the lesson and the article along with the photo of Tyler Gordon. In pairs, ask them to discuss what they expect to find out about him when they read the article. Set a time limit, then elicit ideas and write on the board.

Exercise 1
- Ask the class the questions and have a discussion. Then, ask if students have been to an exhibition recently. If so, ask them to tell the class where it was, who the artist(s) was/were and if they enjoyed it.

Exercise 2 8.9
- Pre-teach or elicit the following words from the article: *kid, spare, deaf, speech problem, cheerleader, bullying*. Explain that *mom* is American English for *mum*.
- Play the audio while students read, listen and answer the question.

Exercise 3
- EXAM **International Certificate Level 2, Reading, Section 6, (open-ended question)**
- Explain to students that in an exam task like this, the questions normally follow the order of information in the text. Go through each question and elicit the type of information each one is looking for (1 *a person,* 2 *a specific health problem,* 3 *an age,* etc.). Do the first as an example. Ask them to scan the text to find the information, then study that section more carefully to decide which part of it answers the question.
- Allow students time to read the text again and answer the questions. Then, check answers.

- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239. This version of the task requires students to match the questions to the answers.

Exercise 4

- Encourage students to use context to work out the meanings of the words and phrases. Then, ask them to write sentences with the words and phrases.
- NEED SUPPORT? Allow **less confident** students to use a dictionary to help them.

Exercise 5

- Check before students ask and answer the questions in pairs.

Exercise 6

- Alternatively, allow students to imagine they are an artist that they know well before they ask and answer the questions in pairs. If you follow this approach, encourage students not to mention which artist they are so that their partner has to guess.

Extra activity

Tell students to take a blank piece of paper. Set a strict time limit for them to produce a piece of modern art. When they are ready, display them around the room. Ask half the students to stand next to their pictures while the others mingle. The students who are mingling should ask the artists what their picture represents. The 'artists' explain their ideas. Set a time limit for students to talk to as many artists as possible, then students swap roles and repeat the process with the other half of the class acting as 'artists'.

- FINISHED EARLY? Ask students to write a short profile of Tyler Gordon.
- **Reviewing lesson goals:** Ask students to refer back to the Setting lesson goals activity and ask them to check their predictions. Ask: *Was understanding the article easy or difficult?* Elicit ideas. If many students found it difficult, find the time to review the lesson.

8.4 GRAMMAR

Modal verbs for obligation and prohibition

Lesson aims
- Students can talk about obligation and prohibition in the past, present and future.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Our Facebook group*
- **Test:** Grammar Check 8

For the student
- Grammar Time, Student's Book, page 133
- Workbook, page 84
- **Extra Practice Activities:** Grammar

Lead-in

Make sure students understand 'obligation' and 'prohibition' and remind them of the use of *have to*, *must/mustn't* and *can't* to talk about rules. Put students into pairs or groups of three and ask them to create the rules for the perfect school. Set a time limit and invite students to share their rules with the class. Write some of these on the board for reference in the next step.

- **Setting lesson goals:** Direct students to the rules on the board. Ask them what they think the lesson is going to be about. Accept all reasonable answers then, if necessary, say: *Today, you are going to learn about obligation and prohibition in the past, present and future.*

Exercise 1

- Before students open their books, write *poem* on the board. Elicit what this word means and ask students if they know any. If so, ask if they can recite one to the class. Then, elicit *poet* and *poetry* (a person who writes poems; poems in general). Ask the questions and discuss as a class.
- **Monitor learning:** Choose a few students to observe during the lesson. While students are doing heads down activities, pairwork or group work, spend time observing those students and making notes on their strengths and weaknesses. Find the right time to give feedback and rotate students every lesson to ensure you observe every student.

Exercise 2 8.10

- Make sure students understand *rhyme* before they read the blog. Explain that this is an important feature of many poems.
- Play the audio while students read and listen. Elicit the answer to the question.
- If you have time, put students into small groups. Give each group a simple word, such as *cat, hot, day, all,* etc. Set a time limit for each group to write as many rhyming words as possible. Elicit.

Exercise 3

- Discuss the Grammar box with the class. Ask students what they can say about *must* in the past or future (it doesn't exist for obligation/prohibition). Ask also what they notice about *allow* (it is used in the passive. Point out that *let* is more natural in active sentences – *My parents won't let me go out.* instead of *My parents won't allow me to go out.*).
- Allow students time to find the examples in the blog post.

Exercise 4

- Elicit the answers and, if there are any problems with the question forms or short answers, (the word order for passive questions, the use of the auxiliary *do/did* with *have to*, the formation of the short answers using just the auxiliary verb), discuss students' errors with them and elicit why their questions or answers are wrong.
- NEED SUPPORT? Pair **less confident** students with **more confident** ones to help them understand and complete the task.

Exercise 5
- When students have finished, check the answers with the class.

Extra activity
Write on the board: *Can you come out tonight?* Then, elicit possible answers using a variety of forms (e.g. *I don't know. I wasn't allowed out last night./No, I have to study tonight./Yes, but I'll have to do my homework first./Yes, I don't have to do any homework tonight.*) Put students into groups of four. One student asks a simple question. The other three answer, but each uses a different form. Then, the other students take turns to ask a question, while the others answer.

Exercise 6
- If students haven't been to a performance, allow them to use their imaginations to complete the task. Then, invite them to share their ideas with the class.
- FINISHED EARLY? Ask students to write a summary of what they discussed in Exercise 6.
- **Reviewing lesson goals:** Write example sentences of the lesson's grammar on the board. Ask students to identify which is obligation, lack of obligation and prohibition. Also, ask them to identify if the sentences refer to the past, present and/or the future. Then, tell them to use their Traffic Light cards to show how confident they feel about using each one. Make a note to review the grammar if a number of students indicate problems.

8.5 LISTENING AND VOCABULARY

A day as a newspaper journalist

Lesson aims
- Students can understand a conversation about the press.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Journalism*
- *Need support?* worksheet, page 239

For the student
- **Workbook**, page 85
- **Extra Practice Activities:** Vocabulary

Lead-in
Have a quick class discussion. Ask students how they find out about what is happening a) at school, b) in their community, and c) in their country and around the world.
- **Setting lesson goals:** Write the lesson aim on the board. Explain that *the press* is used to refer to newspapers and news magazines collectively. Ask students to look at the title of the lesson and predict what they might learn in this lesson. Tell them to make notes in their notebooks to refer to at the end of the lesson.

Exercise 1
- Books closed. Ask the question. Follow up by asking which TV channel, radio station, website or newspaper they use to access the news.

Exercise 2 8.11
- Read the words in the Vocabulary box as a class and check students understand the new words. Set a time limit for students to complete the task. Then, play the audio for them to listen, repeat and check their answers. Pause after each word to check pronunciation.
- Explain that *paparazzi* is an Italian word. It is a plural and should be used with a plural verb (e.g. The paparazzi always follow famous people.).
- **Independent learning:** To help students expand their vocabulary, ask them to research the following words: *tabloid, broadsheet, reporter, byline, editorial*. Ask them to write sentences explaining how tabloid and broadsheet newspapers are different, how a Berliner and broadsheet are different, and how editorials and news stories are different.

Exercise 3
- Students work alone and then compare in pairs. Check answers.

Exercise 4
- **Peer learning:** Use the Think–Pair-Share technique.

Exercise 5
- Put students into pairs. Ask them to focus on one of the photos at the bottom of the page and discuss what the news story could be. Encourage them to be as inventive as possible.
- Then, ask students to work in groups of three with students who discussed the other two photos. Tell them to share ideas and make notes.

Exercise 6 8.12 audioscript page 254
- When students have listened to the audio, ask them to share if their predictions were correct.

Exercise 7 8.12 audioscript page 254
- EXAM **B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)**
- Tell students that they did a similar exam task type in Units 3 and 4. Elicit that the order of questions follows the order of information in the audio.
- Play the audio twice for students to complete the task. During the first listen, they should answer as many questions as possible. When they listen for a second time, they should check their answers and complete the remaining questions.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239. This version of the task reduces the number of options in each sentence.

Exercise 8
- When students have discussed the story in pairs, invite one student to say the first sentence of the story. That student then invites another student to continue the story. This continues until the story has finished. Tell students not to ask someone who has already spoken to speak again.

Exercise 9

- Allow students time to think and make notes about their story. While they are discussing it in their pairs, encourage them to say why they think the story is funny or interesting.
- Invite students to share ideas with the class, then have a vote to find the funniest and/or most interesting story.
- FINISHED EARLY? Students write a news story for the photo they discussed in Exercise 5.
- **Reviewing lesson goals:** Ask students to look back at and review the predictions they made at the start of the lesson. Ask students if they predicted the lesson correctly.

8.6 SPEAKING

Comparing ideas and expressing opinions

Lesson aims
- Students can compare ideas and express opinions.

For the teacher
- **Photocopiable activity:** *Different opinions*

For the student
- **Workbook**, page 86
- **Extra Practice Activities:** New Park video, BBC Vox Pop

Lead-in

Ask students to choose one of the following categories and discuss which they prefer and why: *newspapers or TV news bulletins, non-fiction books or novels, abstract art or classic art* and *films or photography.* When they have finished, ask them to find a partner who chose the same categories. Tell them to compare their ideas, then ask if they had a similar or different opinion.

- **Setting lesson goals:** Elicit ways that students already know to compare ideas and express opinions, such as *I agree/disagree, I think…* or *In my opinion,* etc. Explain that in this lesson you are going to practise other ways of comparing ideas and expressing opinions.

Exercise 1

- Ask students if they study art at school. If so, ask about what they create in this subject, if they like what they do and if the school ever organises exhibitions to show the students' artwork.
- Ask students to discuss the questions in pairs.

Exercise 2 31 8.13

- Make sure students understand *unwrap.* Check understanding by asking what things they can unwrap (birthday gifts, etc.).
- Students look at the photo and elicit who they can see (Carla and Abe). Give them a minute to brainstorm ideas about the questions before you elicit suggestions. Accept all reasonable ideas. Play the video or the audio for students to check.
- When you have elicited the answers to the questions, draw students' attention to the Sounds Good! Box. Ask them to find the expressions in the dialogue and work out the meaning of each from the context. Invite students to explain the meaning of each in their own words and in what situations they can say each one.
- NEED SUPPORT? Play the video or audio again and pause after key moments to ask **less confident** students comprehension questions, e.g. *Why does Carla think that this picture is the best?* (it looks brighter). *What three adjectives does Abe use to describe the picture?* (original, amazing and interesting). *Who wins the Best Portrait prize?* (Carla). Elicit answers before continuing the video or audio.

Exercise 3

- Put students into pairs to discuss the question, then elicit. Ask if students think that Abe is being helpful or not. Encourage them to give reasons for their answers. You could also ask **more confident** students what they would do in a similar situation.

Exercise 4

Self-management: self-control

Self-control is the ability to manage one's behaviour and emotions to achieve a task or to find a solution to a problem. This task asks students to not only consider their own emotions, but also those of another person in order to achieve a set outcome.

- Put students into pairs to brainstorm ideas. Then, put them together with another pair to compare ideas in groups of four. Encourage them to give reasons for their answers and to tell the others if they have ever had to do something similar in their own lives. Then, invite students to share their ideas with the class.

Exercise 5

- Ask students to study the Speaking box and discuss the meaning of the phrases as a class. Explain that there is little difference in meaning between all the phrases in the Expressing opinions section.
- Students work in pairs to find examples in the dialogue.

Exercise 6 8.14 audioscript page 254

- Pause after the first dialogue. Ask students what it is about and what the people decide to do. Repeat the procedure after the second dialogue.

Exercise 7 8.14 audioscript page 254

- Allow students to compare ideas before listening again. Tell them there are four phrases in total, two in each conversation.
- You could repeat the Lead-in activity and tell students to use as many phrases from the Speaking box as possible.

Exercise 8 ▶ 32 videoscript page 254

- Pre-teach or elicit the following words from the video: *hit me in a place, right up there*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (a man talking about his favourite songs).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class and ask if they agree with the man in the video.

Exercise 9

- Ask students how they might respond if someone told them about the most interesting piece of art they had ever seen, e.g. *Why did you think it was interesting? Where did you see it?*
- Tell students that they should try to talk about each topic for two minutes. When students have finished, discuss their ideas with the class.
- **Setting success criteria:** Before students complete the task, ask them how many of the phrases in the Speaking box they would expect to use. For **less confident** students, this may only be one from each section. **More confident** students may expect to use more. While they are speaking in pairs, ask them to make a note of the phrases their partner uses. At the end, students compare.
- FINISHED EARLY? Ask students to write a summary of the video in Exercise 2.
- **Reviewing lesson goals:** Ask students how confident they feel about comparing ideas and expressing opinions by giving a thumbs up or a thumbs down. Make a note to review the language if there are lots of thumbs down.

8.7 WRITING

A comparison

Lesson aims
- Students can write a comparison of two works of art.

For the teacher
- **Photocopiable activity:** *What do you think of the self-portrait?*
- *Need support?* worksheet, page 239

For the student
- Workbook, page 87

Lead-in

Elicit some examples of films and write on the board. In pairs, students choose two they have both seen and make a list of how they are similar and different. Invite students to share their ideas with the class.

- **Setting lesson goals:** Once you have completed the Lead-in activity, tell students to keep their books closed. Ask: *What kind of text do you think we're going to learn to write today?* Elicit ideas and write on the board. Then, explain that students are going to learn to write a comparison.

Exercise 1

- Ask what students know about Claude Monet. Elicit that he was a French impressionist painter, famous for works such as *Poppies* (1873). Direct them to the two paintings and elicit which building it is (the Houses of Parliament in London). Then, ask how the two paintings are similar and different.
- Make sure students understand the following words: *oil painting, far more, reflection*.
- When students have read the comparison and answered the question, ask how many of the same similarities and differences the author mentioned.

Exercise 2

- Read the phrases in the Writing box as a class and check students understand them. Then, set a time limit for students to find the examples in the comparison.

Exercise 3

- Read the information in the Language box as a class, and check understanding. Explain that *despite* and *in spite of* mean the same thing as do *although* and *even though*. The clause that contains these words can go at the start of a sentence or in the middle. If it goes at the start, we need a comma (e.g. *In spite of/Despite the rain, we went to the beach.* and *We went to the beach in spite of/despite the rain.*).

Exercise 4

- When students have finished and you have checked the answers, you could ask them to write five similar sentences with a partner. Students swap sentences and choose the correct linker of contrast.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 239. This gives students more practise with linkers of contrast.

Exercise 5

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their comparison.
- **Peer learning:** When students check each other's first draft, ask them to mention at least one thing they like about their partner's comparison and one thing that they would change.
- NEED SUPPORT? **Less confident** students could write a shorter comparison. They could do this by only mentioning one thing that is similar and one thing that is different.
- FINISHED EARLY? Ask students to write another comparison, using different works of art to what they used in Exercise 5.
- **Reviewing lesson goals:** Ask students to study the Writing box and the Language box, and to use the Emoji response cards to indicate how confident they feel about each learning point. Make a note to revise any problem areas if several students appear to be unhappy.

SET FOR LIFE

Good thinking!

Lesson aims
- Students can think critically.

Future skills
- Critical thinking: accumulate and interpret

For the teacher
- **Photocopiable activity:** *Good thinking!*

Lead-in

Pre-teach or elicit *coincidence*. Tell the class about a time when you experienced a coincidence, such as thinking about someone you haven't seen for many years only to meet them the following day, or meeting someone for the first time who shares your name and birth date. Ask students to discuss coincidences they have experienced or other coincidental situations they know of. Discuss as a class.

- **Setting lesson goals:** Ask students to quickly look at pages 110–111 of their Student's Books and elicit what the lesson is about. If necessary, write the lesson aim on the board and elicit what *thinking critically* means (considering and analysing evidence as to why something has happened/will happen).

Critical thinking: accumulate and interpret

In this lesson students will learn that in order to reach a logical conclusion about something, they have to identify and make sense of any evidence available.

Exercise 1

- Pre-teach or elicit *cause* and *effect*. Demonstrate by describing a situation, such as *I was hungry because I hadn't eaten all day.* and asking students to identify the cause (I hadn't eaten all day) and the effect (I was hungry).
- Give students time to complete the task individually before they compare in pairs. Elicit, asking students which of actions A, B and E happened first and in what order the actions occurred (E, A, B).

Extra activity

Write the following effects on the board: *she was tired*, *I was hungry*, *he was cold*, *my parents were angry*, *the teacher was happy* and *we were hot*. Put students into small groups and ask them to brainstorm different causes for each effect. Discuss as a class.

Exercises 2

- **Peer learning:** Use the Think-Pair-Share technique.

Exercises 3 8.19 audioscript page 254

- You could do this as a class. Pause the audio at the relevant place and ask which of the sentences 1–4 describes each conclusion A–D. Ask what causes the conclusion in A (the sun and the fact that it is hot) and why the conclusion in B was reached (because fires with lots of firefighters are more severe than ones with only a few firefighters).

Exercises 4 8.20 audioscript page 254

- Direct students to the fact and have them discuss the questions in pairs. Encourage them to agree on a question that best represents how they both feel about the fact. If students think that something else might explain the fact, ask them what it might be.
- Play the audio for students to listen. Do any of the ideas mentioned match the students' own?

Exercise 5

- Do the first one together. Elicit that it is a coincidence and discuss the reasons why, using the prompts in the box.
- Students discuss the other two facts in pairs. Remind them to explain why, using the prompts in the box. Have a class discussion, inviting students to comment if they hear something they don't agree with.

Exercise 6

- Read the Useful Tips together as a class. Then, ask students to think about the questions before they discuss them in pairs.
- You could have a class discussion about fake news. What can students do to make sure the news that they are reading is accurate? Elicit ideas (check that it is from a trusted source, that it appears in different newspapers and on TV/the radio, etc.).

Exercise 7

- Go through the Useful Phrases together and check understanding.
- Put students in small groups, then ask them to read the steps carefully. Ask each group to choose one of the facts in Exercise 5.
- Next, ask students to make a list of how they can explain the fact, using at least three ideas. While they are discussing, monitor to make sure they are using the Useful Phrases.
- Then, students plan their presentation using the list they made in step 2. When they have finished, ask them to practise their presentation.
- Invite groups to the front of the class to give their presentation. Encourage the class to make notes about things they like and what could be improved in each presentation.
- SELF-REFLECTION: Ask students to think about the way they worked together in pairs in Exercise 7 and discuss these questions: *Did you enjoy this task? Why?/Why not? Did you work together well in your groups? How could you work better next time?* Elicit ideas and write the best ones on the board.
- **Reviewing lesson goals:** Ask students to show whether they feel more comfortable about thinking critically than at the start of the lesson by holding up their hands with thumbs up, and with thumbs down if they don't feel more comfortable.

Unit contents

Vocabulary
- Celebrations
- Special occasions
- Types of celebrations
- Phrases to express *likes*
- Sense verbs

Grammar
- Defining and non-defining clauses
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Speaking
- Being polite

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Exam
- B1 Preliminary for Schools, Reading, Part 2, (multiple matching)
- B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)

For Online Classroom, go to the Portal.

9.1 VOCABULARY

Celebrations

Lesson aims
- Students can talk about celebrations and special occasions.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *Match up*
- **Test:** Vocabulary Check 9

For the student
- Workbook, pages 90–91
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Write *birthday* on the board and set a time limit for students to write as many words as possible that they associate with it, such as party, cake, presents, etc. Elicit ideas and add these to the board. Then, put students in pairs and ask them to tell their partner about their last birthday or a previous birthday party that they went to.

- **Setting lesson goals:** Books closed. Remind students of the activity you have just done and explain that you're going to explore the topic of celebrations and parties in more detail. If necessary, teach the word *celebration*.

Exercise 1

- Make sure students understand when New Year's Eve is (31 December) before they discuss the questions in pairs. Invite students to share their ideas with the class. If you have any students originally from another country, ask them how New Year's Eve is celebrated there.
- Explain *New Year's resolution* (a change that people want to make in their life for the coming year) and what things people typically want to change (e.g. eat less chocolate, exercise more, keep in contact with people, etc.). Ask students to discuss with a partner if they have ever made any resolutions or what resolutions they would like to make.

Exercise 2

- Pre-teach or elicit the following words: *strike*, *bear*. Explain that *ding-dong* is onomatopoeia for the sound that a bell makes. Students may have queries about other difficult words, but be aware that many of them are studied in Exercise 3.
- Direct students to the photos and ask them to quickly read the article to find which section they refer to (fireworks – introduction, the grapes in the glass – Spain, the broken plates – Denmark).
- Then, students discuss the questions in pairs.

Exercise 3 9.1

- Read the information in Vocabulary box A as a class. Check students understand the new words. Play the audio for students to listen and repeat the words. Pause after each word to check pronunciation.
- If available, allow students to use a bilingual dictionary to find out the words in their own language or do the activity as a class. Then, say one of the words from the box and the student who raises their hand first gets the chance to say the word in their own language.
- **Independent learning:** An effective way for students to increase – or consolidate their vocabulary is by doing word association. This is what was done in the Lead-in activity. Elicit celebrations from the class that they celebrate with their family or are popular in their country. Students work in pairs, choose one of the celebrations and brainstorm all the words they associate with it. Encourage them to explain any unknown words to each other before you elicit as a class.

Exercise 4 9.2

- Ask what students know about the Chinese New Year. Encourage them to think when it is, how people celebrate it and if they think it is different to new year in their own country. Direct them to the text and ask them to read to check their ideas. Tell them to ignore the options for the time being.
- Then, students read the text again and choose the correct option. Play the audio for them to check their answers.

Exercise 5 9.3

- Go through all the Word Friends and elicit the meaning of each. Play the audio for students to listen and repeat the phrases. Pause after each word to check pronunciation.
- When students have completed the task, talk about different traditions in the students' own country: *On what occasions do you wrap and unwrap presents? When do you normally get together with family? Do you prepare and eat a special meal when you get together with family? Do you do anything special when you turn eighteen? Have you ever organised a surprise party?*

Exercise 6

- Ask the class about birthday traditions in the students' own country. Encourage them to use this lesson's new words and phrases when they answer.
- Then, allow students time to read and complete the quiz.

Exercise 7 9.4 audioscript page 255

- Explain that not all of the traditions in the quiz in Exercise 6 are true. Have a vote on each sentence and note down how many people think each is true and false. After students have listened, ask them how many they guessed correctly. Ask students which traditions they would like to have in their country.

Exercise 8 9.5

- Read the information in Vocabulary box B as a class. Play the audio for students to listen and repeat the words. Pause after each word to check pronunciation.
- When students have discussed the celebrations, elicit and build up a list on the board of the good and bad things about each celebration. If students disagree with a classmate, encourage them to explain why.

Exercise 9 33 videoscript page 255

- Pre-teach or elicit the following words from the video: *make-up, a fife (a small flute-like instrument), beforehand, motto.* Explain that when the first speaker says *fancy*, they mean elegant and not *fancy dress*.
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about celebrations).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class. Ask students which of the celebrations they like.

Exercise 10

- Encourage students to ask their partner questions to get more information. Then, invite them to share their ideas with the class.
- FINISHED EARLY? Ask students to write a brief description of what their ideal party would be like.
- **Reviewing lesson goals:** Ask students to reflect on Lesson 9.1 and use their Emoji response cards to show how confident they feel about using the language in each Vocabulary box. Make a note to yourself about revising any challenging vocabulary if there are several unhappy emojis around the class.

9.2 GRAMMAR

Defining and non-defining relative clauses

Lesson aims
- Students can be specific about people, things and places.

For the teacher
- Grammar presentation
- **Photocopiable activity:** *Great/Terrible party!*
- *Need support?* worksheet, page 240
- **Test:** Grammar Check 9

For the student
- Grammar Time, Student's Book, page 134
- Workbook, page 92
- **Extra Practice Activities:** Grammar

Lead-in

- Write on the board: *Would you ever … ?* Elicit when this question form is used (to ask if someone would do something dangerous, challenging or stupid). Give an example by asking the class: *Would you ever jump into very cold water?* Elicit a few responses. Then, put students into pairs to brainstorm ways in which the question can be completed. Make sure that an infinitive without *to* follows *ever*. Then, ask students to work with a different partner to ask and answer their questions.
- **Setting lesson goals:** Write the following sentences on the board, and highlight the relative clauses: *Canada is a country that is in North America. My birthday, which is in May, is always a good time.* Ask students to copy them into their notebooks. Explain that these are relative clauses, and that students will learn more about them in the lesson.

Exercise 1 9.6

- Ask students what they think Polar Bear Plunge Day is. Play the audio while they listen, read and check their ideas. Then, elicit the answer to the first question before you discuss the second as a class.
- If necessary, talk about the Ice Bucket Challenge. Ask if students know anyone who has done this and why they did it. Ask if they would ever do this challenge.

Background note

The **Ice Bucket Challenge** was the idea of Patrick Quinn and Peter Frates to raise awareness of a disease called amyotrophic lateral sclerosis (ALS), which eventually kills its sufferers. The challenge involved people pouring a bucket of very cold water over their head on social media before nominating others to do the same. People donated money to ALS charities before doing the challenge. Patrick Quinn, who had ALS, died in 2019.

Exercise 2

- Study the Grammar box together as a class. Check for understanding by referring students to the sentences they copied from the board at the start of the lesson. Ask which sentence contains the defining relative clause (*My brother …*) and which the non-defining (*My birthday …*).
- Point out the use of commas, which begin and end non-defining relative clauses.

Exercise 3 9.7 audioscript page 255

- Explain that in defining relative clauses we use *which* or *that* for things, *who* or *that* for people, *where* for places and *whose* for possession. Tell students that non-defining relative clauses follow similar rules, but we never use *that*.
- Allow them time to complete the task before they listen to check their answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240. This version of the task requires students to choose the correct relative pronouns to complete the sentences.

Exercise 4

- Tell students to read the sentences up to the gap. If they make sense, the relative clause is non-defining, i.e. just adding information. If it sounds strange or incomplete, the relative clause is defining and necessary. Look at the first sentence together. Explain that if someone said: *I'm the kind of guy,* it would sound incomplete. The rest of the sentence defines what kind of guy the speaker is. Look at the second sentence and elicit that *This is Zac* sounds complete and the rest of the sentence just gives extra information.

Extra activity

Students will need three slips of paper and three different coloured pens or pencils. Write on the board in three different sections: *Matt Damon, who starred in the Bourne films, is my favourite actor.* If possible, put each section in a different colour. Tell students to write their own sentences and do the same. Put them into groups of four and tell them to put all their pieces of paper together, mixed up so that they aren't in order. Students work together in their groups to create as many sentences as possible that make sense. Then, ask each group to swap pieces of paper with another group and repeat the task.

Exercise 5

- If necessary, play audio track 9.7 again before students discuss in pairs.

Exercise 6

- Go through the example with the class. Ask them to identify the relative clauses and what type they are (*which is on 10 October* – non-defining; *that you do* – defining).
- Allow students time to think about their celebration. Remind them to say when it is, why it is taking place and what things people do. Encourage them to use as many relative clauses as possible.
- When students have finished, elicit ideas. Then, have a vote to find the best one.
- **Monitoring learning:** Listen to students' discussions. Make a note of the best use of language for feedback at the end of the activity.
- FINISHED EARLY? Ask students to write definitions of some of the celebrations in Vocabulary box B in Lesson 9.1. Encourage them to use as many relative clauses as possible.
- **Reviewing lesson goals:** Read out the two headings from the Grammar box and ask students to give a thumbs up if they understand when that type of relative clause is used, and the thumbs down if they are not sure. Make a note to review any language that students express concerns about.

9.3 READING AND VOCABULARY

Turning eighteen

Lesson aims
- Students can understand an article about celebrating a birthday.

For the teacher
- **Photocopiable activity:** *Who will you plan your party with?*

For the student
- Workbook, page 93
- **Extra Practice Activities:** Vocabulary, BBC Vox Pop

Lead-in

Write *16, 18, 21* on the board. Allow students to think how the numbers are related to each other. Elicit or explain they are landmark birthdays in some English-speaking countries (see note below). Ask students what the landmark birthdays are in their own country.

Background note

The **16th birthday** is a landmark birthday for girls in the USA and Canada, when they are considered to then be adults (coming of age). It is typically celebrated with a party and presents. Despite this, 16-year-olds in these countries are still legally children until they are either 18 or 21.

The **18th birthday** is when children come of age in the UK. At this age, they are legally considered adults and can do things such as join the army, vote in elections and get married without their parents' permission.

The importance of the **21st birthday** is historical. It was the age that men could become a knight (a soldier who protects the king or queen). These days, it is the age that people can legally buy alcohol and enter casinos in the USA.

- **Setting lesson goals:** Ask: *How do you traditionally celebrate birthdays in this country?* Elicit some ideas and put them on the board. Then, say: *Today you will read and understand an article about celebrating a birthday.*

Exercise 1 9.8

- Refer students to their ideas on the board from the Setting lesson goals activity. Ask them to work in pairs to put them in order from the most to the least favourite way of celebrating birthdays. Elicit, asking students to explain why.
- Before students read, pre-teach or elicit the following words: *venue, house* and *techno* (two types of electronic dance music), *transparent.*
- When students have read the texts, have them discuss the questions. Then, have a vote to find the most preferred celebration.

Exercise 2 9.9

- EXAM **B1 Preliminary for Schools, Reading, Part 2, (multiple matching)**
- There may be phrases that the students don't know in these texts. These are covered in Exercise 3. These phrases shouldn't prevent students from completing this exam task, however.
- Explain that in exam tasks such as this, students have to match the description of a person to the place that is perfect for them. However, there are always more place options than there are people. Also, each place option contains distracting information. Do the first as an example. Ask students to read about Andy and identify the key information in the text (he likes art, music, outdoor activities, he wants to do something exciting, he would love to go to a music festival, his friends aren't old enough for this, they all love extreme sports). Then, ask them to read the celebration ideas carefully and eliminate the ones that are obviously not right for Andy (A *because his friends aren't old enough,* C *because he doesn't mention history,* D *because he doesn't mention food*). Elicit the correct answer and why (B *because Andy and his friends love extreme sports*). Students complete the rest of the task.

Exercise 3

- Write on the board: *I'm crazy about eating in restaurants and football.* Highlight *be crazy about* and explain or elicit that this means that you like something a lot and that it is followed by either verb + *ing* or a noun. Get students to tell each other what they are crazy about and elicit.
- Explain the task and encourage students to use the context of each text to help them. If necessary, tell them that *would like* doesn't mean the same as *like*. It means *want* or *prefer.*
- Elicit the answers and what each construction is followed by (verb + *ing* or noun).
- You could ask students to mingle, telling each other what they like doing in their free time. When they have found someone who likes the same thing(s), they sit down.

Exercise 4 34 videoscript page 255

- Pre-teach or elicit the following words from the video: *dental nurse, life-changing, statement, nausea.*
- Ask students to close their books and play the video all the way through. Then ask: *What's the video about?* (people talking about the last attraction they visited).
- Play the video again and ask students to complete the task. Pause the video between each person. Elicit answers as a class.

Exercise 5

- Allow students to think individually. They then work in pairs to share their ideas and then in groups of four. When they have discussed their ideas in groups, invite each group to choose one person to share their experiences with the class.
- FINISHED EARLY? Ask students to write sentences to describe what they like, using the phrases from Exercise 3.
- **Reviewing lesson goals:** Ask students to use their Traffic Light cards to show how confident they feel about the exam task in Exercise 2. If there are lots of oranges and reds, find the time to practise this task type.

9.4 GRAMMAR

Direct and indirect questions

Lesson aims
- Students can ask questions politely.

For the teacher
- *Need support?* worksheet, page 240
- Grammar presentation
- **Photocopiable activity:** *Be polite*
- **Test:** Grammar Check 9

For the student
- Grammar Time, Student's Book, page 134
- Workbook, page 94
- **Extra Practice Activities:** Grammar

Lead-in

- Allow students a few moments to look at page 76 of their Student's Book, then elicit how we form reported questions. Then, ask students to write a question in direct speech on a piece of paper, such as *Where are you going?* with their name. Collect the questions and re-distribute them to different students in pairs, i.e. each pair gets two questions which they didn't write. Invite pairs to report the questions to the class. Ask other students what the direct question was. Tell students to keep the questions for later.
- **Setting lesson goals:** Write the following on the board: *Could you tell me what your name is?* Explain that this is an indirect question and this is the focus of the lesson.

Exercise 1

- Ask students to study the photo and discuss the questions in pairs. Elicit ideas.

Exercise 2 9.10

- Play the audio while students read and listen to the messages. Allow them time to complete the task before you check answers.

Exercise 3
- Discuss the Grammar box as a class. Tell students that we don't use a question mark in indirect questions that begin *I'd like to know…* and *I wonder … .* It is also normal to use 'please' at the end of indirect questions with *Can/Could you … ?*

Exercise 4 9.11 audioscript page 256
- If necessary, do a second example together before students complete the task individually. Students compare their answers in pairs. Elicit answers as a class.
- NEED SUPPORT? Allow **less confident** students to work with a **more confident** partner who can help them complete the task.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240. This version of the exercise requires students to complete sentences with missing words.

Extra activity
If the Lead-in activity was used, give each student their question. Tell students they are going to mingle and ask as many people as possible their question, but that this time they should use an indirect form.

Exercise 5
- Encourage students to use a variety of ways of introducing the indirect question each time.
- **Giving feedback:** Use the Basketball technique. Throw a student a ball and ask them to say one of the indirect questions from Exercise 5. They then throw the ball to another student to repeat the procedure. Once several students have said indirect questions, stop the game and give feedback to the class on any general mistakes.
- FINISHED EARLY? Ask students to write indirect questions to ask someone's name, to ask what is on a restaurant menu and directions to the bus station.
- **Reviewing lesson goals:** Ask students to re-read the lesson aim. Then, encourage students to write a number from 1–5 on a piece of paper to say how they feel about indirect questions (1 – confident to 5 – not confident). Elicit their reasons for their answers. They can put it on your desk as they leave the classroom. Study the results and if there are lots of 4s and 5s with similar reasons, find time to review the new language from the lesson.

9.5 LISTENING AND VOCABULARY

Do you enjoy firework displays?

Lesson aims
- Students can understand a radio interview about fireworks.

For the teacher
- Vocabulary Memory Game
- **Photocopiable activity:** *A class survey*

For the student
- Workbook, page 95
- **Extra Practice Activities:** Vocabulary

Lead-in
Write the following topics on the board: *an action film, a rollercoaster, a favourite meal, old trainers, perfume.* Put students into pairs and ask them to make a list of the adjectives they would associate with each thing. Set a time limit and when it is up, elicit some ideas. Ask them to keep their list for later in the lesson.
- **Setting lesson goals:** Ask students to open their books to page 117 and direct them to the photo. Allow them a few moments to look at it, then ask them to close their eyes and imagine that they are at the firework display. Ask them how it sounds, how it makes them feel and what things they might smell. Elicit ideas and explain that in this lesson students will listen to people describing how things feel, look, smell, sound and taste.

Exercise 1
- In pairs, students discuss the questions. You could also ask them on what occasions you can see firework displays in their own country, such as on New Year's Eve.

Exercise 2 9.12 audioscript page 256
- Play the audio for students to listen and answer the questions. You could play the audio again and ask them what celebrations they hear.

Background note
Thanksgiving is celebrated in the USA and Canada, but on different days of the year. In the USA, it is on the fourth Thursday in November. In Canada, it is on the second Monday in October. Both celebrate the annual harvest.
Independence Day is on 4 July. It is celebrated in the USA to commemorate independence from the Commonwealth. The Commonwealth is a collection of countries that has the monarchy of the UK as their head of state.

Exercise 3 9.13 audioscript page 256
- EXAM **B1 Preliminary for Schools, Listening, Part 4, (3-option multiple choice)**
- Before they listen, ask students to read through the questions and start thinking about what kind of information or key words they should be listening for. Remind them that the questions follow the order in which information is heard in the audio. If they can't work out the answer to a particular question, they should at least try to eliminate the option they think is incorrect and move on so they don't miss the next question. The second time they listen, they should listen more carefully to the skipped items and make their choice. Point out that in an exam, they should never leave a multiple-choice question unanswered. If they don't know the answer after they've heard the dialogue twice, then (and only then) they should guess.
- When students have finished, check the answers.

Exercise 4 9.14

- Read the information in the Vocabulary box as a class. Explain that *feel, look, smell, sound* and *taste* are sense verbs and they are always followed by an adjective not an adverb. Play the audio for students to listen and repeat the words. Pause after each word to check pronunciation.
- Put students into pairs to list other adjectives they could use with each verb. As further practice, direct students to the topics and the list of adjectives from the Lead-in activity. Ask them which of the sense verbs you can use with each topic and an adjective (e.g. old trainers – smell horrible).

Exercise 5 9.15

- Alternatively, play the audio while students listen and complete the task.

Exercise 6

- If students need prompting, go through the adjectives together and elicit what each could describe (e.g. *bitter* – the taste of some food, *soft* – a cushion, *strong* – the smell of some cheese). Then, do another example on the board, e.g. *The cheese smells strong.* or *The cushion feels soft*.
- Set a time limit for students to write as many sentences as they can.
- **Monitoring learning:** Go around the class while students are writing their sentences and make a note of any mistakes. At the end of the activity, and before you do the Extra activity, write them on the board for the class to correct.

Extra activity

When students have finished, put them into small groups. Ask them to take turns to read out a sentence from Exercise 6 but replacing the adjective with *mmm*. The others have to guess the missing adjective.

Exercise 7

- Invite students to share their stories with the class and ask them if they prefer watching fireworks from the safety of their home or outside.
- FINISHED EARLY? Ask students to complete the following sentence in as many ways as they can: ____ makes me feel ___. (E.g. *Homework makes me feel sad.* Etc.).
- **Independent learning:** Ask students to think about the lesson and reflect on their learning. Give them questions to answer in their notebooks, e.g. *Can you understand people talking about senses? Do you know sense verbs? Can you write sentences to describe how someone or something feels, looks, smells, sounds or tastes?*

9.6 SPEAKING

Being polite

Lesson aims
- Students can use polite phrases in conversation.

For the teacher
- **Photocopiable activity:** *Make a polite request*
- *Need support?* worksheet, page 240

For the student
- Workbook, page 96
- **Extra Practice Activities:** New Park video

Lead-in

Ask students to work in pairs to write a mini-dialogue between a teenager who is in a strange city and an adult. Explain that the teenager wants to go to the bus station. When they have finished, invite volunteers to the front of the class to act out their dialogue.

- **Setting lesson goals:** Make sure students know *polite.* Then, write the following on the board: *Where's the bus station?* and *Could you tell me where the bus station is, please?* Elicit which is more polite and which you would use if you were speaking to an adult who you didn't know. Explain that being polite is the focus of the lesson.

Exercise 1 35 9.16

- Ask students to study the photo but cover the dialogue. Ask them to discuss the questions in pairs. Elicit, accepting all reasonable answers. Play the video or audio while students check their ideas.
- Draw students' attention to the Sounds Good! box. Explain that *Go ahead* is something you say when somebody asks you if they can do something and you have no problems with this (e.g. *'Can I open a window?' 'Go ahead!'*). Put students into pairs to discuss what the other two expressions mean and in what situations they are likely to use them.
- If there are any vocabulary questions, encourage students to use the context to work out what the unknown words mean. Alternatively, allow them to use a dictionary.
- NEED SUPPORT? Ask comprehension questions to check students' understanding of the dialogue, e.g. *What does Carla want the woman to pass her?* (the sugar). *Who does Carla think the woman is?* (Jane McLane). *Who is Jane McLane?* (a famous singer). *Who does the woman work for?* (an animal charity). Elicit the answers.

Exercise 2

- Students may not be able to identify all the polite expressions at this moment (e.g. *Sorry to bother you…),* but they should recognise all the instances of indirect questions.

Exercise 3

Communication: composing messages

This task raises students' awareness of the importance of communicating correctly. It asks them to consider the correct degree of formality that is appropriate for the person/people they are communicating with and the situation they find themselves in. This is an important skill that will benefit students at school, at home and in the workplace.

- Allow students to work in pairs to discuss the questions. You could extend this task so that they consider what expressions they could use in these situations: 1a) asking a teacher to explain a difficult activity; 1b) asking a classmate to explain a difficult activity; 2a) asking a stranger for the time; 2b) asking a friend for the time.

Exercise 4

- Read the Speaking box together and check for understanding. Direct students to what is being said by A in the 'Making and responding to polite requests' section. Elicit that they are indirect questions. If students need reminding of these, allow them to review them on page 116.
- Set a time limit for finding the examples in the dialogue.

Exercise 5

- Encourage **more confident** students to not refer to the Speaking box while they are completing the sentences. Ask students to compare their answers in pairs before you check answers.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240. This version of the task requires students to choose the correct word to complete each gap.

Exercise 6 9.17

- When students have finished, you could ask them to change the dialogue by using different phrases from the Speaking box and altering other details of the dialogue.

Exercise 7

- Direct students to page 137. Ask them to choose a situation and write a dialogue for it. When they have acted it out, they can choose a second situation if there is time.
- **Peer learning:** Before the first pair of students acts out their dialogue, choose two or three students in the class to act as observers and make notes. Ask them to make a note of each phrase the pair uses from the Speaking box and to note both any errors and any good use of language. When the dialogue is finished, ask the observers to comment.
- FINISHED EARLY? With books closed, ask students to think back to the video story and write a quick summary of it.
- **Independent learning:** Ask students to close their books. On a piece of paper, ask them to write as many of the phrases from the Speaking box that they remember. Set a time limit. When it is up, ask students how many phrases they have written. Then, ask them to categorise them into attracting attention, making and responding to polite requests, and giving and responding to thanks.

9.7 WRITING

An informal invitation

Lesson aims
- Students can write an email inviting a friend to a celebration.

For the teacher
- **Photocopiable activity:** *Hi Max, …*
- *Need support?* worksheet, page 240

For the student
- Workbook, page 97

Lead-in

Ask students to think what they would ideally love to do next weekend, such as visit a foreign city or eat in the most expensive restaurant in the country, etc. Then, write your ideal plan on the board (go shopping in New York, for example), choose a student at random and make the following invitation: *Would you like to go shopping in New York with me at the weekend?* If necessary, write this question on the board. Put students into small groups and ask them to invite their partners to do their plan with them. Students then decide within their groups the best weekend plan.

- **Setting lesson goals:** Tell students that they are going to learn to write an email inviting a friend to a celebration. Put them into pairs and ask them to discuss together what information they expect to include in their emails. Elicit, accepting any reasonable answers.

Exercise 1

- Students discuss in pairs. If students offer any other information that they might include, ask them to explain why.

Exercise 2

- Allow students time to read the email before they answer the question.
- NEED SUPPORT? To check students' understanding of the email, ask them to answer the following questions: *Who is writing the email?* (David). *Who is he inviting to the party?* (Mark). *What's the name of David's brother?* (Gavin). *Where has Gavin been living?* (in the USA). *Where is the surprise party?* (at David's house).

Exercise 3

- Read the phrases in the Writing box together and check that students understand the words and phrases. Then, set a time limit for students to find the missing phrases in the email. Check answers as a class.
- Direct students to the three phrases in the Starting your email section. Elicit ways in which they can be answered (*How are things? – Fine, thanks!/Good./Not too bad. Etc.*

How are your summer holidays going? – OK/They're fine./Really good, thanks. Etc. What have you been up to? – Not much./I've been on holiday. Etc.)

Exercise 4

- Read the Language box together and explain *chatty* if necessary. Ask students to find examples of questions, exclamation marks, emojis, contractions, and informal language in the email.
- Then, direct students to the definitions in the box and ask them to match them with the underlined phrases. Check answers.
- To help consolidate students' understanding of these underlined phrases, ask them to use them in sentences.
- NEED SUPPORT? Prepare copies of the photocopiable worksheet on page 240. This task gives **less confident** students more practice of the underlined phrases.

Exercise 5

- Ask students to read the Writing Time box and check comprehension. Remind them to follow the instructions step-by-step to write their emails. Suggest that they tick off each stage as they complete it, then move on to the next one in the list.
- NEED SUPPORT? **Less confident** students could be allowed to write a shorter email. They can do this by reducing the number of sentences in each paragraph or by using only one example phrase from each section in the Writing box.
- FINISHED EARLY? Ask students to write a short response to David, either accepting or rejecting the party invitation.
- **Reviewing lesson goals:** Ask students to use their Emoji response cards to show how confident they feel about writing informal invitations. Make a note to practise writing informal invitations again if a number of students need this.

BBC CULTURE

Festivals for Generation Z

Lesson aims
- Students learn about different festivals for young people.

For the teacher
- **Photocopiable activity:** *Project worksheet: design a leaflet*

Lead-in

Write the title of the lesson on the board. Make sure students know what *festivals* means in this context (an organised event of different music or theatre performances, various films, etc.). Ask what festivals the students know in their own country. Then, ask them to discuss in pairs what *Generation Z* is (the collective name given to people born in the late 1990s or early 21st century). Discuss as a class what types of festival are popular with Generation Z.

- **Setting lesson goals:** Remind students of the activity you have just done and explain that you're going to explore the topic of festivals for young people in more detail.

Exercise 1

- After students have looked at the title of the article and the photo, and before they answer the questions, ask them what *gaming* is (the activity of playing video games).
- Discuss the questions as a class and then ask if any of the students is a gamer (someone who plays video games). If so, what video games do they play?

Exercises 2–4 9.21

- Follow the instructions in the Student's Book.

Exercise 5

- Put students into pairs. Ask them to choose one of the photos on page 123. Allow them a few moments to look at their chosen photo before they close their books and describe it to their partner. Encourage them to tell their partner only what the people are doing.
- Next, ask students to discuss which activity looks the most fun and the most challenging, giving reasons for their choices.
- For the final step, encourage students to make a note of anything else they would like to find out about the photos. Invite students to share their ideas with the rest of the class.

Exercise 6 36 videoscript page 256

- **With video:** Play the video, then ask students to complete the sentences.
- **Without video:** Hand out copies of the videoscript. Ask students to read and complete the task.

Exercise 7 37 videoscript page 257

- **With video:** Play the video while students watch and complete the task.
- **Without video:** Students read the videoscript and complete the task.

Exercise 8

- PROJECT TIME The project worksheets include step-by-step support for students. They also include teacher's notes on how to set up the projects with and without technology.
- **Peer learning:** Books closed. Ask students to work in pairs to test each other to see what their partner remembers about the festivals covered in this lesson. They take turns to ask their partner two questions. Remind them they can only ask questions they would be able to answer themselves. Give them a couple of minutes to think of their questions before they begin testing each other. For feedback, ask students to hold up the appropriate number of fingers for each question they answered correctly.

CLIL

CLIL 1 Environment page 138

Digital carbon footprints

Lesson aims
- Students learn about digital carbon footprints.

Lead-in

Write CO_2 on the board, and elicit that it refers to the gas carbon dioxide. Teach or elicit that carbon dioxide is a gas that contributes to climate change. Quickly discuss this by asking what it is, what causes it, and what the effects are and may possibly be.

- **Setting lesson goals:** Write *carbon footprint* on the board. Elicit what this might be. Accept any reasonable suggestions before telling the class that it is the amount of carbon dioxide that a person or a company produces with their everyday activities. Tell them that they are going to learn more about this in the lesson.

Background note

The idea behind a **carbon footprint** is that everybody's actions have a direct impact on the climate. This is because a lot of the things that we do create greenhouse gases (greenhouse gases, such as carbon dioxide, are those that are widely believed to cause accelerated climate change).
A **digital carbon footprint** is that caused by the sending of emails and using the internet, for example.

Exercises 1–3 10.2

- Follow the instructions in the Student's Book.
- Before playing the audio, elicit or pre-teach: *trail, impact, to store, emissions, memory stick*. Play the audio while students read the text. Elicit what a digital carbon footprint is and check against the ideas on the board.

Exercise 4

- **Peer learning:** Use the Think–Pair–Share technique.

Exercises 5–6

- There are many online calculators for working out your carbon footprint. While students are researching Exercise 5, encourage them to calculate their own carbon footprint. Then, you can compare in class and discuss ways in which it can be reduced.
- Allow students to work in pairs to create the short presentation. Encourage them to practise it, making sure that each student has something to say. Then, invite students to give their presentation to the class. Students listen and ask any questions when each presentation is over.
- **Peer learning:** Ask students to think of three things they learned about digital carbon footprints. Put them together in small groups to compare ideas.

CLIL 2 Art and design page 139

Fashion

Lesson aims
- Students learn about fashion.

Lead-in

Before students open their books, ask them to think of any fashion designers they have heard of. Encourage them to tell the class what they know about them. Then, discuss whether they have ever been influenced by fashion magazines when buying clothes.

- **Setting lesson goals:** After the Lead-in activity and before students open their books, ask them what they think the lesson is going to be about. Elicit ideas, then ask them to look at page 139 to check.

Exercise 1

- When students have completed the matching task, ask them to compare their answers in pairs before you check with the class.

Exercise 2 10.3

- Elicit or pre-teach: *fashion house, dressmaker, trend, garment*. Play the audio as students read the text. Then they answer the questions. Check as a class.
- Put students into groups of four and ask them to discuss the best shops for buying mass-market clothes. When they are ready, invite each group to recommend one shop that everyone should use, giving reasons for their choice.

Background note

Charles Frederick Worth (1825–1895) was an English fashion designer who founded the House of Worth in Paris, France, in 1858. This is considered to be the world's first fashion house. He pioneered many styles that were popular at that time and he counted members of royalty from around Europe as regular customers. You can see some of the clothes that the fashion house designed on permanent display in museums in London and New York.

Exercises 3–4

- Brainstorm some examples of famous fashion houses/designers in the students' country as a class. Ask each student to choose one and then research and prepare a fact file. Remind them to make notes about each point in Exercise 3 and to follow the steps in Exercise 4.
- **Peer learning:** Ask students to test each other in pairs about what they remember from the lesson. They take turns to ask and answer their partner's questions.

CLIL 3 Science page 140

Healthy Brains

Lesson aims
- Students learn about the brain and how we can keep it healthy.

Lead-in

Elicit or teach *brainteaser* (a fun problem or puzzle to solve). Write the following brainteaser on the board and put students into pairs to solve it: *In a year, there are 12 months. Seven months have 31 days. How many months have 28 days?* Elicit the answer (they all do), then ask if students know any other brainteasers.

- **Setting lesson goals:** Make sure students understand *organ* in relation to the body. Then, ask them which organ is associated with intelligence and knowledge (the brain). Tell them that they are going to learn more about the brain in the lesson.

Exercise 1

- **Peer learning:** Use the Think–Pair–Share technique.

Exercise 2

- Before students read to check their answers to Exercise 1, pre-teach or elicit: *nerve cells, neuron, pigment*.

Exercise 3 10.4

- Allow students time to read the text and complete the task. Then listen and check answers.

Exercise 4

- If necessary, demonstrate by summarising the first paragraph. Say: *As we get older our brains get smaller and lighter, but this happens at different speeds for different people. There are things that we can do to slow this process down.*
- Allow students to work in pairs to complete the task, then elicit.

Exercises 5–6

- Allow students to go online and research further one of the ideas mentioned in the article. Then, ask each student to prepare a three-minute presentation. Remind them to make notes about each point in Exercise 5 and to follow the steps in Exercise 6.
- **Reviewing lesson goals:** Books closed. Write *exercise*, *food*, *education* on the board. Ask students to take turns to tell each other how each one can help the brain. They then check their ideas on page 140.

CLIL 4 History page 141

Guy Fawkes and the Gunpowder Plot

Lesson aims
- Students learn about a national celebration for a historic person.

Lead-in

Write *anti-hero* on the board. Elicit what this might mean (a character who some people may see as the hero of a story, but who doesn't demonstrate the usual behaviour and character of a hero). Elicit examples from films and then put students into groups of four to think of real-life anti-heroes. Elicit ideas and reasons for students' choices.

- **Setting lesson goals:** Write *Guy Fawkes* on the board and elicit ideas from students for who this person is. Accept all suggestions, then tell them they are going to learn more about him in the lesson.

Background note

Guy Fawkes Night/Bonfire Night is not just celebrated in the UK. It is celebrated in many countries of the Commonwealth (the Commonwealth is the collection of countries that were once a part of the British Empire, such as Jamaica, Canada and New Zealand, etc.).

Exercises 1–2 10.5

- Follow the instructions in the Student's Book.
- After reading, ask students to use the context of the article to write a definition for these words: *commemorate, activist, smuggle*.

Exercise 3

- You could make this a game. Put students into pairs and ask them to race to find the importance of the names and numbers. The student who finishes first is the winner.

Exercises 4–5

- **Peer learning:** Use the Think–Pair–Share technique with both of these exercises.

Exercises 6–7

- Ask students to research and prepare a three-minute presentation of a national celebration in their own country. Remind them to make notes about the points in Exercise 6 and to follow the steps in Exercise 7.
- **Peer learning:** Ask students to think of three things they learned about the Gunpowder Plot, Guy Fawkes and 5 November. Put them together in small groups to compare ideas.

1.1 Vocabulary Exercise 5

Match 1–6 with a–f to make sentences. There may be more than one correct answer.

1 I feel cheerful every time…
2 I feel disappointed every time…
3 I feel exhausted every time…
4 I feel stressed every time…
5 I feel surprised every time…
6 I feel upset every time…

a I run fast.
b I receive a gift.
c I am with my friends.
d I fail a test.
e I have lots of homework.
f I watch a sad film.

1.2 Grammar Exercise 4

Complete the sentences with the correct form of the verbs in brackets. Use the given verb tense.

1 _____ (you/have) lunch now? (Present Continuous)
2 When I _____ (listen) to my playlist, I never _____ (feel) stressed. (Present Simple, Present Simple)
3 _____ (you/have) any advice to help us? (Present Simple)
4 I _____ (live) near the school, so I _____ (usually/not get up) early. (Present Simple, Present Simple)
5 My marks at school _____ (get) better all the time! (Present Continuous)

1.3 Reading and Vocabulary Exercise 3

Read the article again and complete the sentences with one word.

1 The distance between Mumbai and Toronto is about _____ miles.
2 People who move to Canada can find a lot of help and _____ .
3 Arjun recommends joining a club or starting a new _____ .
4 Arjan likes living in Canada, but he dislikes some certain _____ .
5 Martina feels like her mother's parent when she has to _____ in the shops.
6 Martina and her family are trying to keep a _____ attitude to the challenges.

1.4 Grammar Exercise 5

Choose the correct answer.

1 What *were you doing / did you do* at 8 p.m. last night?
2 How many mountains *are you climbing / have you climbed*?
3 *Have you ever eaten / Did you ever eat* packaged food?
4 Where *have you gone / did you go* for your summer holiday last year?
5 *Was it raining / Has it rained* when you *got / were getting* up this morning?

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2.1 Vocabulary Exercise 4

Choose the correct answer.

1 One large tree can provide enough *food waste* / *oxygen* for 3–4 people.

2 Many creatures live in forests, so cutting down trees leads to more *pollution* / *endangered animals*.

3 Sunny areas like the Sahara Desert may be good places for *solar power* **/** *factory* farms.

4 Using *oxygen* / *petrol* in cars and other vehicles is very bad for the atmosphere.

5 A lot of *pollution* **/** *oil* in the sea and rivers comes from plastic.

6 *Wind power* **/** *Atmosphere* creates energy from the movement of the air.

2.2 Grammar Exercise 5

Complete the sentences with the correct past participle.

1 The monkeys were sick because a visitor had *given* **/** *gave* them the wrong food.

2 Maria showed me some photos she had *took* **/** *taken* at the zoo.

3 We hadn't *realise* **/** *realised* how useful animal waste was until we read that article.

4 They had already *fed* **/** *feed* the animals when I got there.

5 Had you *hear* **/** *heard* about biogas before you visited the zoo?

2.3 Reading and Vocabulary Exercise 3

Read the article again and choose the correct answer.

1 What problem did Evan and his friends find on their trip?
   a rubbish in a lovely place
   b a traffic jam on the way to the country
2 Who suggested cleaning up the litter?
   a everyone in the group
   b Amy
3 What is the objective of Leave No Trace?
   a to take care of the countryside
   b to persuade people not to go camping
4 What did Evan and Amy disagree about?
   a banning cyclists from hiking paths
   b reducing the number of visitors to the countryside
5 What is the main purpose of the story?
   a to compare hiking in Wales with hiking on Mount Everest
   b to raise a serious environmental issue

2.5 Listening and Vocabulary Exercise 4

2.12 Listen to four dialogues. Choose the correct answer.

1 What is the date of the student election?
   a 

   b 

2 What is the boy going to do?
   a 
   b 
3 What did Mark's dad use to recycle when he was a boy?
   a 

   b 

4 What kind of campaign has Sarah joined?
   a 
   b 

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3.1 Vocabulary Exercise 7

Complete the table with *be, have* or *wear*.

1 _____	2 _____	3 _____
pale / dark skin	good-looking	a costume
painted nails	in your thirties	jewellery
pierced ears	slim	
freckles	well-built	
dyed / curly / straight hair	average size / height	

3.3 Reading and Vocabulary Exercise 3

Read the article. For each gap (1–5), choose the correct sentence (a–e).

a Reusing clothes like this means we don't throw things away.

b However, the machines are expensive and it's easier to make shoes than clothes.

c People wore these items for a short time and then threw them away.

d Others have made plant leather from pineapples and mushrooms.

e Alternatively, you can rent a few clothes every month.

3.5 Listening and Vocabulary Exercise 6

3.11 Listen again and choose the correct answer.

1 Sylvia says the museum
   a shows only clothes from the past.
   b has both old and modern clothes.
2 'Chopines' were
   a fifteen centimetres high.
   b in fashion between the fifteenth and seventeenth centuries.
3 Who wore very tall chopines?
   a both men and women
   b women who wanted to show their social status
4 A 'ruff' is a type of collar that was popular
   a in the sixteenth and seventeenth centuries.
   b for men but not for women.
5 Napoleon's soldiers had buttons on their sleeves
   a to help keep their uniforms cleaner.
   b to make the uniforms more comfortable.

3.6 Speaking Exercise 6

3.13 Complete the dialogues with the missing sentences.

You look really smart. Have you had a haircut?
Yes, I got it yesterday, but I'm not too sure about the colour.
Yes, it suits you.
Thank you. I'm glad you like it.

A

That jacket is awesome. Is it new?

1 _____

You look good in blue.

Do you think so?

2 _____

B

3 _____

Yes, I went to the hairdresser's at the weekend.

Honestly, I really like the style. It's cool.

4 _____

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4.2 Grammar Exercise 4

Choose the correct answer.

1 They've arranged to visit their friend at the weekend. (arrangement)

They *are visiting* / *visit* their friend at the weekend.

2 They're expecting to be well-paid. (prediction)

They think they *are being* / *will be* well-paid.

3 The boat is scheduled to leave at 4 p.m. (schedule)

The boat *leaves* / *will leave* at 4 p.m.

4 I'm planning to quit my job. (plan)

I *will* / *'m going to* quit my job.

4.3 Reading and Vocabulary Exercise 2

4.6 Answer the questions with one or two words.

Fearne

1 What kind of surgeon does Fearne want to be? *a specialist in* _____

2 Who gave her help during a virtual operation? *a* _____

3 Which type of training gives better results? _____ *training*

Sean

4 According to Sean, what improves trainees' results? _____ *yourself*

5 What has he been learning to avoid recently? _____*situations*

6 What will the VR training allow him to do? *get a*_____

Answer questions 7–9 about Dylan in your Student's Book.

4.5 Listening and Vocabulary Exercise 7

4.12 Listen again and choose the correct answer.

1 When she was on TV, Claire appeared

a embarrassed. b calm.

2 Claire got her diploma when she was

a seventeen. b eighteen.

3 Where was Stuart when he designed his app?

a in the mountains b at home

4 Stuart's dad

a owns a sports shop.

b works in a sports shop.

5 What does Claire consider her mum to be?

a a friend b a colleague

6 How long will Stuart be working with a famous app developer in New York?

a a week b a month

4.6 Speaking Exercise 6

4.14 Choose the correct phrase to complete the texts. Listen and check.

pay attention be careful Watch out!
Remember not allowed Make sure

1 _____ to wash your hands. _____ your knives are sharp. And _____ you don't burn yourself. It's hot.

2 _____ That camera is worth a fortune! Now _____. You're _____ to speak while we're filming.

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5.1 Vocabulary Exercise 8

Match the numbers (1–6) to the words (a–f).

1	745	a	five point eight billion
2	9,862	b	seven hundred and forty-five
3	3,600,000	c	eight hundred million
4	5.8 billion	d	nine thousand, eight hundred and sixty-two
5	24,222,394	e	twenty four million, two hundred and twenty-two thousand, three hundred and ninety-four
6	800,000,000	f	three million, six hundred thousand

5.2 Grammar Exercise 6

Choose the correct answer.

1 If I were you, I *will* / *would* study another language.

2 I *don't* / *wouldn't* look at the sun unless I *have* / *had* special glasses.

3 What *would* / *will* you do if you *would win* / *won* a trip to space?

4 If I *have* / *had* enough time, I *would* / *will* show you how to use the telescope.

5 She *wouldn't* / *didn't* go into space unless somebody *would pay* / *paid* her.

5.3 Reading and Vocabulary Exercise 4

Read the article again and choose the correct answer.

1 What does the article say about people who have been into space?
   a There have been fewer than 500 of them.
   b The majority prepared for many years.

2 Who can become a space tourist?
   a people who can afford it
   b people who work for certain companies

3 How far above the Earth would a space plane go?
   a 4,000 kilometres
   b 100 kilometres

4 The author believes that
   a the only way to experience space is to become an astronaut.
   b there are lots of affordable alternatives to enjoy space.

5.6 Speaking Exercise 7

5.17 Choose the correct answer. Listen and check.

Ben: I want to build one of the robots from this kit.

Ivy: [1]*First* / *Second*, decide which model you want to build.

Ben: Of course. Then [2]*next* / *what* do I do?

Ivy: After [3]*next* / *that*, check you have all the pieces.

Ben: OK, I'll check them. That [4]*seems* / *works* easy.

Ivy: Oh, and you [5]*important* / *have* to put the batteries in.

Ben: No problem. I [6]*hope* / *get* it works.

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6.2 Grammar Exercise 4

Read, then choose the correct words to complete the reported speech sentences.

had were ~~finished~~ hurt if

1 a 'What time does the doctor finish?'
  b I asked what time the doctor *finished*.
2 a 'When are they leaving?' Rachel asked.
  b Rachel asked when they _____ leaving.
3 a 'It hurts,' he told the nurse.
  b He told the nurse that it _____.
4 a 'I took the medicine this morning,' she said.
  b She said that she _____ taken the medicine that morning.
5 a 'Did Emma see the doctor?' I asked.
  b I asked _____ Emma had seen the doctor.

Answer questions 6–8 in your Student's Book.

6.3 Reading and Vocabulary Exercise 4

Read the article again and complete the sentences. Use one word.

1 The article states that health-related apps are popular with _____ people.
2 Lack of sleep, certain foods or _____ can cause migraines.
3 Nathan didn't have enough money to go to the _____.
4 Exercising to music can result in much better _____.
5 Luke's family are now eating much healthier _____.
6 It's a good idea to ask other people before you choose an _____.

6.4 Grammar Exercise 5

Order the words to make reported statements and questions.

2 'Take a seat.'
asked / She / him / take / to / a seat
_____.
3 'Please don't be nervous.'
not / nervous / him / asked / be / She / to
_____.
4 'Relax.'
relax / told / him / She / to
_____.
5 'Can you tell me what the problem is?'
tell / asked / what / the problem / him / was / to / She / her
_____.

Answer questions 6–7 in your Student's Book.

6.5 Listening and Vocabulary Exercise 8

6.13 Listen again and complete the notes with words or numbers.

Zara's extreme party!

Where: [1]*The Climbing Wall* opposite the [2]l_____ and next to the leisure centre.

When: Saturday, [3]11. _____ a.m.

Tell Zara's mum about any [4]f_____ allergies.

Must wear: [5]l_____ sleeves and trousers

Phone Katy's mum about lift (mobile no: 079 6473 82 [6] _____).

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7.2 Grammar Exercise 5

Complete the second sentence using the correct form of *be*.

1 Bad weather delayed my train.
My train _____ delayed by bad weather.
2 They give out some instructions.
Some instructions _____ given out.
3 You must complete the game in an hour.
The game must _____ completed in an hour.
4 You can't do it if you don't share ideas.
It can't _____ done if you don't share ideas.
5 Someone invited you to an escape room.
I _____ invited to an escape room.
6 My cousin Mike took me there.
I _____ taken there by my cousin Mike.

Answer questions 7–8 in your Student's Book.

7.3 Reading and Vocabulary Exercise 4

Ask and answer the questions in pairs.

1 What are reliable sources of news in your country?
2 What radio stations do you often listen to?
3 What TV channels do you watch at the weekend?
4 What news stories were in the press yesterday?
5 Do you know any famous journalists in your country?
6 What TV channel gets the biggest audience?

7.5 Listening and Vocabulary Exercise 6

7.12 Listen to four short dialogues. Choose the correct answer.

1 You will hear a girl telling her mother about a pair of jeans she wants to buy. What does she say about them?
a She had a pair like that when she was younger.
b She likes the TV commercial for them.
2 You will hear two friends talking about a restaurant. What does the girl like about it?
a You can drink as much as you like for free.
b There's a good choice of salads.
3 You will hear two friends talking about a poster for a music festival. Where do they think is the best place to put it up?
a in a supermarket b at the school
4 You will hear a boy talking to his father. Why can't his father take him to football training?
a He's working that day.
b He won't be able to use the car at that time.

7.6 Speaking Exercise 5

Complete the sentences with the question tags in the box.

don't we? are you? isn't he? haven't they?
can he? does she? can't you?

1 He is from the USA, _____
2 She doesn't like pasta, _____
3 You can swim, _____
4 He can't speak German, _____
5 You aren't from Brazil, _____
6 They have got two brothers, _____
7 We live in a big house, _____

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8.1 Vocabulary Exercise 3

8.2 Choose the correct word to complete each sentence. Listen and check.

1 *Sculpture* / *Architecture* is the art of creating objects out of stone, wood, metal, clay, etc.

2 *Film-making* / *Photography* is the art of producing pictures using a camera.

3 *Classic* / *Pop art* is a style of painting that uses objects from ordinary life. It was very popular in the 1960s.

4 *Abstract* / *Classic* art is a style of painting that uses mainly shapes and lines and does not show people or things in a realistic way.

5 *Design* / *Architecture* is the art of designing buildings.

6 *An art installation* / *Impressionist art* is a piece of art that is made using light, sound, etc. as well as objects.

8.3 Reading and Vocabulary Exercise 3

Match the questions and the answers.

1	Who was in Tyler's first painting?	a	at 12
2	What health problems did Tyler have as a baby?	b	on social media
3	At what age did Tyler first paint a famous basketball player?	c	his head teacher
4	Where did other celebrities see Tyler's work?	d	large
5	What size artwork does Tyler like to paint?	e	He was deaf.
6	What does Tyler do after a bad day at school?	f	He creates self-portraits.
7	How does Tyler share his art?	g	in the news

8.5 Listening and Vocabulary Exercise 7

8.12 Listen again and choose the correct answer.

1 Freddie won second prize in
   a a photography competition.
   b a story competition.

2 The first-prize winner was
   a unwell. b friendly.

3 In the office, Freddie
   a met some journalists.
   b watched TV programmes.

4 What was Freddie's headline about?
   a a new brand of crisps
   b bad habits of birds

Answer questions 5–6 in your Student's Book.

8.7 Writing Exercise 4

Complete the sentences with the missing linkers of contrast.

1 A_ _ _ _ _ _ _ it is an old painting, it looks very modern.

2 I_ s _ _ _ _ o _ all the details, I find this image relaxing.

3 D_ _ _ _ _ _ being one of his early works, it is brilliant.

4 E_ _ _ t_ _ _ _ _ this is a great film, I prefer the book.

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9.2 Grammar Exercise 3

Choose the correct answer.

1 I'm the kind of guy *who* / *where* prefers lying on a warm beach.
2 This is Zac, *who* / *whose* favourite hobby is lying down.
3 Lots of people enjoy the Festival of Sleep Day, *which* / *who* is on 3 January.
4 The idea is to help people *that* / *which* stay up partying too long.
5 I know a few people *who* / *which* would like to celebrate that day.
6 This is the day *that* / *who* gives you the chance to be a pirate.
7 Do you know anyone *who* / *whose* idea of fun is to talk like a pirate?
8 My friend Miguel, *who* / *whose* lives in Costa Rica, is crazy about pirates.

Answer questions 9–10 in your Student's Book.

9.4 Grammar Exercise 4

Rewrite the questions as indirect questions. Use the words in brackets.

1 Would you two like to hang out with us? (wondering)
I was _____ if you two _____ .
2 Where is our hotel? (idea)
Have you any _____ where our hotel _____?
3 What street is it in? (remember)
Do you _____ what street it _____?
4 Did you have a good time? (like)
I'd _____ to know if you _____ .
5 When does Mardi Gras start next year? (know)
Do you _____ when Mardi Gras _____?
6 Can I take a photo of you? (mind)
Do you _____ if I _____?

9.6 Speaking Exercise 5

Choose the correct answer.

a Do you *happen* / *appreciate* to know where I should get off for Elm Street?
b *Thanks* / *Excuse* me. Sorry to *bother* / *problem* you. I was *passing* / *wondering* if I could ask you a question.
c I'm *sorry* / *welcome* I don't know. I'm not from here.
d It's no *alright* / *problem*. It was nice meeting you. Bye.
e Yes, of *wonder* / *course*. Go *ahead* / sorry.

9.7 Writing Exercise 4

Complete the sentences with the phrases in the box.

can make it	check out	do with	dress up
hang out with	~~kick off~~		

1 What time does the surprise birthday party *kick off*?
2 I _____ my friends at the weekend.
3 My brother can't come to the party, but my best friend _____ .
4 It's a formal dinner, so you should _____ and wear your best clothes.
5 You should _____ this book. It's very interesting.
6 I could _____ a new coat. This one is very old.

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Need support? worksheets answer key

UNIT 1

1.1 Vocabulary
Exercise 5
1 b/c 2 d 3 a 4 e 5 b 6 d/f

1.2 Grammar
Exercise 4
1 Are you having
2 listen; feel
3 Do you have
4 live; don't usually get up
5 are getting

1.3 Reading and Vocabulary
Exercise 3
1 12,000
2 support
3 sport
4 stereotypes
5 translate
6 positive

1.4 Grammar
Exercise 5
1 were you doing
2 have you climbed
3 Have you ever eaten
4 did you go
5 Was it raining; got up

UNIT 2

2.1 Vocabulary
Exercise 4
1 oxygen 2 endangered animals
3 solar power 4 petrol 5 pollution
6 Wind power

2.2 Grammar
Exercise 5
1 given 2 taken 3 realised 4 fed 5 heard

2.3 Reading and Vocabulary
Exercise 3
1 a 2 b 3 a 4 b 5 b

2.5 Listening and Vocabulary
Exercise 4
1 b 2 b 3 a 4 b

UNIT 3

3.1 Vocabulary
Exercise 7
1 have 2 be 3 wear

3.3 Reading and Vocabulary
Exercise 3
1 c 2 a 3 e 4 b 5 d

3.5 Listening and Vocabulary
Exercise 6
1 a 2 b 3 b 4 a 5 a

3.6 Speaking
Exercise 6
1 Yes, I got it yesterday, but I'm not too sure about the colour.
2 Yes, it suits you.
3 You look really smart. Have you had a haircut?
4 Thank you. I'm glad you like it.

UNIT 4

4.2 Grammar
Exercise 4
1 are visiting 2 will be 3 leaves
4 'm going to

4.3 Reading and Vocabulary
Exercise 2
1 sporting injuries 2 professor 3 VR
4 enjoying 5 dangerous 6 good job

4.5 Listening and Vocabulary
Exercise 7
1 b 2 a 3 b 4 b 5 a 6 a

4.6 Speaking
Exercise 6
1 Remember; Make sure; be careful
2 Watch out!; pay attention; not allowed

UNIT 5

5.1 Vocabulary
Exercise 8
1 b 2 d 3 f 4 a 5 e 6 c

5.2 Grammar
Exercise 6
1 would 2 wouldn't; had 3 would; won
4 had; would 5 wouldn't; paid

5.3 Reading and Vocabulary
Exercise 4
1 b 2 a 3 b 4 b

5.6 Speaking
Exercise 7
1 First 2 what 3 that 4 seems
5 have 6 hope

UNIT 6

6.2 Grammar
Exercise 4
1 finished 2 were 3 hurt 4 had 5 if

6.3 Reading and Vocabulary
Exercise 4
1 young 2 stress 3 gym
4 performance 5 meals 6 app

6.4 Grammar
Exercise 5
2 She asked him to take a seat.
3 She asked him not to be nervous.
4 She told him to relax.
5 She asked him to tell her what the problem was.

6.5 Listening and Vocabulary
Exercise 8
2 library 3 .30 4 food 5 long 6 76

UNIT 7

7.2 Grammar
Exercise 5
1 was 2 are 3 be 4 be 5 was
6 was

7.3 Reading and Vocabulary
Exercise 4
Students' own answers

7.5 Listening and Vocabulary
Exercise 6
1 b 2 b 3 a 4 b

7.6 Speaking
Exercise 5
1 isn't he? 2 does she? 3 can't you?
4 can he? 5 are you? 6 haven't they?
7 don't we?

UNIT 8

8.1 Vocabulary
Exercise 3
1 Sculpture 2 Photography
3 Pop art 4 Abstract 5 Architecture
6 An art installation

8.3 Reading and Vocabulary
Exercise 3
1 c 2 e 3 a 4 g 5 d 6 f 7 b

8.5 Listening and Vocabulary
Exercise 7
1 b 2 a 3 a 4 b

8.7 Writing
Exercise 4
1 Although 2 In spite of 3 Despite
4 Even though

UNIT 9

9.2 Grammar
Exercise 3
1 who 2 whose 3 which 4 that 5 who
6 that 7 whose 8 who

9.4 Grammar
Exercise 4
1 wondering; would like to hang out with us
2 idea; is 3 remember; is in 4 like; had a good time 5 know; starts next year
6 mind; take a photo

9.6 Speaking
Exercise 5
a happen b Excuse; bother; wondering
c sorry d problem e course; ahead

9.7 Writing
Exercise 4
1 kick off 2 hang out with 3 can make it
4 dress up 5 check out 6 do with

Student's Book audioscripts and videoscripts

UNIT 0

0.10 Unit 0, 0.3, Exercise 6

1 Why did Carla's dad come to England?
2 When did Carla's mum's parents move to England?
3 How did Carla and her parents travel to Brazil last summer?
4 How did they get around the country?
5 Did Carla enjoy her holiday?

0.14 Unit 0, 0.5, Exercise 2

M = Mum C = Carla

M: Where are you, darling?
C: I'm in the park with my friends, Mum.
M: Oh. I thought you were at Bea's.
C: We were. We played a video game and had some lunch. Then we came to the park to meet Abe and Eren. Where are you?
M: Your dad and I are having a coffee in the shopping centre.
C: Oh. Have you bought anything interesting?
M: Yes, we've bought some new curtains for the living room.
C: Oh, that's really interesting.
M: And some of those cakes you like so much.
C: Oh, great! Thanks, Mum. … Oh no!
M: What is it?
C: It's started to rain. It's raining a lot.
M: Oh dear!
C: Mum? Can you come and pick us up in the car?
M: Yes, no problem. The park's on the way home from the shopping centre.
C: Thanks.

UNIT 1

1.7 Unit 1, 1.2, Exercise 3

M = Mel Z = Zac J = Joe

M: Good morning! I know lots of people are listening to this podcast. Are you getting ready for school right now? For some of us that's a difficult time of day!
Z: I agree! I hate getting up early.
M: But I hear you're changing your morning routine, Zac?
Z: Yes. I'm not often late for school, but I'm usually in a rush! So, this term I'm trying to change. I set my alarm ten minutes earlier than usual. Then I have a wake-up playlist on my phone. It starts with some gentle tracks and ends with two lively songs.
M: How's it going? Is it helping?
Z: Yes, it is. When I listen to my playlist, I never feel stressed and I'm happy to start the day. It's a simple idea, but I think it's working.
M: Well, you arrive at school on time now, so things are definitely getting better! I might make a morning playlist myself.
Z: You should, Mel.
M: Now, Joe, I know you're always at school early. How do you do that?
J: Easy! There's only one bus from my village in the morning. I have to catch it, so I can't be late!
M: That's true! I live near the school, so I don't have to get up early. Do you have any advice to help us?
J: Sure. Well, first, I always put my phone on the other side of the room at bedtime so when the alarm goes off in the morning, I have to get out of bed to switch it off.
M: Oh, I couldn't do that!
J: It's easy! And I put my phone in my school bag as soon as I get up, so I don't check my messages until I'm on the bus. It saves me about ten minutes every morning!
Z: Clever!
M: What great ideas, Joe. Thanks so much. Now it's time for our …

2 Wider World, Unit 1, 1.3, Exercise 6

P = Presenter R = Rob V = Vnisha

P: In these videos we talk to people in the streets of London and ask them about their opinions on different topics. London is a huge and exciting city. Lots of people live here. And even more visit it every year from all over the world. Let's see who we're meeting today and what they tell us. What problems do immigrants face in your country?
R: I think when immigrants come to this country they face a real problem trying to find a really good job or a well-paid job. And maybe the government should perhaps provide funding or training for them to get up the sort of work ladder and find a good job.
V: A struggle that I believe immigrants face in this country is stereotyping. I can speak on behalf of the Asian community and myself is that, we have a very sort of studious, educational background where you're supposed to be a lawyer or an engineer or a doctor but for me myself, pursuing a career in the creative industry can be quite difficult, a lot of pressure is put on us, and it can be incredibly isolating within the society.

3 Wider World, Unit 1, 1.4, Exercise 6

P = Presenter C = Charlie T = Tom J = Jiaying S = Sandra M = Martina A = Alberto

P: Describe a past experience when you were away from home.
C: Recently I went to Croatia to Outlook Festival with my friend from uni. It was amazing! I definitely wanna go next year, highly recommend.
T: Something … Well, recently I went to the South of France and it was just the most beautiful part of the world in Provence up above the Med, Côte d'Azur, where all the beautiful people are, and it was nice to experience it for two days.
J: Four years ago, I went to Ukraine to volunteer at a local school. There were people from many countries and we taught students at the local school how to speak English. I really loved it because I love to be with kids and I've learned a lot from them.
S: I went to Italy. I went to Milan to see my friends and I really loved it there because everyone was really friendly and warm, and very Italian.
M: So a past experience that I had was when I went to America and it was a very different place from the country I was born in. And it was also really nice to see so many different cultures all together and to understand how the population lives and the inhabitants, all of their let's say … times and ways of living in the cities. So yeah. And the food was really interesting too, very different from what we're used to. So yeah, that was interesting.
A: My interesting time was when I went to Croatia, to see how they are living. People are completely different from my country. And I really enjoyed that time because you can learn from the people and you can use, English, for example, like an international language to try to speak to the other people and to understand the other in a better way as possible.

1.12 Unit 1, 1.5, Exercises 7, 8 and 9

A = Alex M = Mia

A: Hi, Mia. Have you seen the poster about that event on Saturday?
M: At the Science Museum on River Road?
A: Yeah. It's called *Bringing the World to Life*.
M: Mmm, I saw it was for anybody between fourteen and seventeen, but I didn't take much notice.
A: It's a workshop about projection mapping.

M: Projection mapping? That doesn't sound much fun! Is it about making maps?
A: Not really. You learn to create videos on a computer that you then show on buildings.
M: Oh, I know what you mean. Last year the theatre had a big picture on the side of it of a pair of hands. The hands moved as if they were coming out of the building. Mmm, that *is* quite cool.
A: Exactly. It says it's for people who are creative – that's you! And people who are curious – well, that's me.
M: OK, but I'm not confident enough to go on my own.
A: No, but we can go together. Anyway, this is the sort of thing that can help with your confidence, and you can meet new people.
M: I don't think I'd normally do something like that. What time is it?
A: It's from ten until four. Come to my house and my dad can take us.
M: Hah! You've already planned it. You're so organised, Alex. Do we need to take anything?
A: Just your lunch and a drink. You get a forty-five-minute break and it usually costs twenty-five pounds.
M: You're joking! That's fifty pounds for the two of us!
A: Ah yes. But I said 'usually'. We're lucky because it's only five pounds for this event because it's for young people and … er … I've bought your ticket already.
M: Mmm, you're very generous, Alex … Or are you too shy to go on your own?

1.18 Unit 1, Revision, Exercise 6

Welcome once again to our school meeting for the end of the year. I'm pleased to see so many parents here. The students have achieved a lot. You can see some of their work on the walls of the classrooms.

5 BBC Culture, Exercises 5 and 6

The adventure begins
Olympian James Cracknell and adventurer Ben Fogel are entering the largest sand desert in the world – The Empty Quarter in the Middle East – for their next big challenge. They are travelling in the footsteps of legendary British explorer, Wilfred Thesiger. Their goal? To recover their lost friendship. Now, in the most hostile desert on the planet, they will face extreme heat and dehydration … violent sandstorm …. And unpredictable camels. And they will have terrible arguments. Can James and Ben find what they are looking for in the most remote place on earth? They have been on lots of expeditions but this one is the hardest of all.

6 BBC Culture, Exercise 7

An almost impossible journey
This is James and Ben's third expedition in the last decade. They have already crossed the Atlantic Ocean and raced to the South Pole. This is the Empty Quarter.

They start the journey in Mandar and travel through the country of Oman close to the border with Saudi Arabia. Their destination? The quicksands at Umm as Sammim, which Thesiger saw in the 1940s. They have eight days to travel the 250 kilometres. In those eight days they have to survive on dried camel meat, dates and flat bread. And plenty of water – temperatures can reach 47° C out in the desert at this time of year. They need to drink ten litres per day and water wells are not easy to find. Luckily, their trusted camels can carry it all.

They find the way only with a map and compasses. Unfortunately, they got lost. They took eleven days to make the trip but finally they arrived at the quicksands. It's not an oasis – there are no trees or even water here, but it was their goal, their challenge. They are so relieved to be here at last. In the end, they hug each other … and the camels who helped them.

They have completed an almost impossible journey – to one of the most remote places on earth and they are still friends at the end of it!

UNIT 2

2.1 Unit 2, 2.1, Exercise 2

Global warming: Problems and solutions
Global warming is definitely one of the biggest problems facing the world today. It began many, many years ago, and it is mainly due to human activity. Different things we do cause different problems, which all have one thing in common: they make global warming worse. But there are things we can do to help. Today we're looking at some of them.

The left-hand side of this diagram shows four main problems that cause global warming and climate change. On the right-hand side we can see possible solutions.

1
One of the main problems relates to traffic, travel and transport. Planes and petrol cars produce high levels of pollution. Some everyday solutions include using public transport or sharing cars and car journeys.
2
Another problem is that humans are cutting down trees. Trees remove carbon dioxide from the air and change it to oxygen, so they help to clean the atmosphere. Possible solutions to the problem include planting more trees and recycling more paper and cardboard.
3
Humans produce and use a lot of energy. We use too much 'dirty' energy from oil, gas and coal. This creates pollution, especially from factories. We also waste a lot of energy in homes. We can all help – for example, by switching off lights and TVs when we aren't using them and by drying washing outside instead of using a dryer!
4
Farm animals are another problem, especially cows. They create a lot of gas, which makes global warming worse. We can help by eating less meat and trying some non-meat products.

7 Wider World, Unit 2, 2.1, Exercise 10

Pr = Presenter C = Carol P = Peter K = K.C. S = Souren
Pr: How green are you?
C: I recycle and I'm quite amazed at how much recycling goes into my recycling bin.
P: I switch off all the lights when the kids leave them on. I follow the recycling instructions with the various bins that we've got. And I suppose that's about all I do from an active point of view.
K: I'm big on recycling. We are at home, the kids are. Plastic, glass, paper. And I work on film sets and I'm a big advocate of doing that on film sets 'cos we're so wasteful. And so I'm quite militant about the need to recycle because the thousands of bottles of water that are consumed are just going into the bin so I try to make it go to the recycling centre.
S: I try to conserve energy. So if I leave a room, I'll turn the light off. I feel that I'm relatively green in terms of the environment by composting, recycling, encouraging other people to do so. I'm a gardener. I encourage my clients to do so. I plant lots of plants which helps the carbon situation. That's about it, I think.

2.10 Unit 2, 2.5, Exercise 2

G = Girl B = Boy

G: Jill Cooper, forty votes, Miguel Rios, eighty-three votes … And this year's new student council president is … Romesh Patel, with one hundred and twenty-nine votes! Congratulations, Romesh! Now, tell us: what are your future plans as president of the student council?

B: Well, I want to organise a clean-up of the school playing fields and I'd also like to plant some more trees. And, of course, I'm going to …

2.12 Unit 2, 2.5, Exercise 4

1

B = Boy G = Girl

B: Who are you going to vote for in the student election?

G: Jenny Allen – definitely! She's the best candidate. She works hard and she's got great ideas about recycling at school. Is the election on the tenth of October?

B: Actually, it was the day after, but now it's on the twelfth because there's a school basketball match on the eleventh. I still don't know who to vote for.

2

B = Boy G = Girl

B: Why don't you join our eco-group?

G: What kind of things do you do?

B: We do things to help the environment. We meet up every month after school. Last month we planted some trees in the park and now we're going back there to clean it up.

G: That's a good idea. Our local river was in a terrible state, so a group of us from school got people to sign a petition to ask the local council to do something about it. And it worked. They cleaned the river up last month.

3

B = Boy D = Dad

B: Dad, I've got to do a project for school on the history of recycling. When did you start recycling stuff?

D: Oh, I'm not sure when, Mark. I started recycling paper probably about ten, fifteen years ago. As a child, I used to recycle glass bottles at the local shop and get money back!

B: Really? For plastic bottles too?

D: I only started recycling those a short time ago. It's hard to believe now that we used to throw so much stuff in the bin!

4

W = Woman G = Girl

W: Is that you, Sarah? Where have you been?

G: I was at a meeting at school. I've joined a campaign with some friends. It's to help protect forests. Sorry I'm late. There was a huge traffic jam, so my bus was late.

W: Yes, the traffic's awful. So how was the meeting?

G: Good! We're going to organise a recycling event. Everyone brings in things they don't want and sells them – and then all the money will go to the campaign.

2.14 Unit 2, 2.6, Exercise 6

1

It's better to cycle to school than to go by car.

2

They should stop showing car adverts and Formula One races on television.

3

The climate in our country isn't great for cycling.

4

Electric cars are just as good for the environment as bikes.

5

Cyclists should never ride on pavements. It's too dangerous for pedestrians.

9 Wider World, Unit 2, 2.6, Exercise 7

P = Presenter Sa = Sandra B = Brandon Z = Zeca So = Souren

P: People spend too much money on protecting animals. They should spend it on helping people instead. Do you agree?

Sa: So I partially agree with it. I think there are people out there who are being neglected but I don't think it's because all the money goes towards the animals.

B: I disagree with that statement because I think that animals should be protected and maybe we aren't even doing enough for them. And maybe we could even do more.

P: Everyone should use public transport. Do you agree?

Sa: I believe that everyone should be able to use public transport because why not?

Z: I agree with this statement because I mean it's such an obvious thing that our traffic is a real bad problem in big cities so… And traffic, public transport, actually, makes things easier. I mean, OK, sometimes it's not very practical. I mean, especially the Tube in London is a little bit confusing for people who don't live here, but still. I mean it's a great way to move around. I mean, even in Brazil, my country, I wish we could have more ways and more facilities in public transport so this would really transform life of cities in, like, São Paulo or Rio even Belo Horizonte.

So: On the whole I agree that everyone should use public transport because it's good for the environment. There are too many cars in this world and we … more of us should use public transportation.

2.17 Unit 2, Revision, Exercise 9

I think everybody would like a world with fewer environmental problems. We need cleaner air. We'd like to clean up our rivers and oceans. We want to protect our forests and the endangered animals there. But this means we all need to think about what we do and change the way we live.

2.18 Unit 2, Set for Life, Exercises 2 and 3

T = Teacher J = Josh

T: Well done, Josh! I can see you're trying really hard.

J: I'm trying, but look at all the mistakes that I've made! Mistakes mean that I'm doing badly.

T: No, they don't, Josh. They're a sign that you're challenging yourself.

J: I don't like challenges. I prefer doing things that I can get right.

T: With easier work you'll get everything right, but you won't learn as much.

J: Mmm … I hate it when I get negative feedback on my work.

T: Come on! Let's look at the feedback together. It'll help you to improve.

J: I'll never learn how to do it. I just don't have the right brain for it.

T: Your brain can change! When your brain does something new, you create a connection between different parts of the brain. And that connection gets stronger when you use it a lot.

J: Really?

T: Yes! When your brain is working hard, it builds more connections and it gets better at solving problems.

J: So your brain can get stronger from exercise, like your arms and legs?

T: That's right! You can become more intelligent and better at anything you want.

J: So with hard work, I can change.

T: Yes, you can change lots of things about yourself. You just need to have a growth mindset.

J: A growth mindset? What's that?

T: People with a growth mindset believe that they can change their brain over time. The opposite is a fixed mindset. People with a fixed mindset don't think their brain can change and because of that, they usually don't try as hard at things.
J: OK, so … if I want to have a growth mindset, what should I do?
T: Believe that hard work brings results.
J: But if I'm working hard and I still can't do it, then what?
T: Try doing it a different way. And be confident that you can work it out in the end.
J: OK … I guess that makes sense. So if something doesn't work, I need to try another way. I can't do it *yet*. But I'll work it out in the end.
T: That's the attitude!

UNIT 3

3.2 Unit 3, 3.1, Exercise 4

1
This character is wearing something like a sports kit. He's wearing white leggings and blue shorts. He's got large blue shoulder pads, as well as knee pads and ankle boots. He's wearing sports gloves and he's got a striped, black and orange mask which looks like a tiger's head. His name's Titan.
2
This character has got a cowboy outfit. She's wearing brown trousers with a big leather belt. She's got a large cowboy hat, a long coat and big black boots. She's wearing a yellow and orange shirt and she's carrying an orange and yellow leather bag. Her name's Jazz.
3
This character is wearing a strange, bright outfit. She's got silver wings and a silver helmet. She's wearing a red and yellow striped dress with yellow tights. She's got high silver boots and a strange silver ring on one finger. Her name's Firefly.
4
This character is wearing a smart black and white suit. The jacket looks loose, but the trousers are quite tight. He's got a plain, red shirt and a big gold chain. He's wearing a black hat and he's got cool, modern sunglasses. His name's Argon.

3.7 Unit 3, 3.2, Exercise 3

M = Mel N = Nina
M: So, Nina is with me today. She has been working as an influencer for ages. Nina, welcome.
N: Hi.
M: I know you're an online influencer for a small jewellery company. How long have you been working for this company?
N: Well, I've been doing this for about a year, but I haven't been working exactly. I don't get any money.
M: I see. What happens then?
N: The company sends me new jewellery every month – sometimes rings or earrings or bracelets – you know. I take photos or make videos of myself wearing the jewellery and upload them to my social media.
M: Now I haven't been following any influencers for long, but you've been sharing some videos with me lately. So do you think all of these videos are like adverts?
N: Yes, I think a lot of these posts are really adverts because they're trying to sell something to you. For example, some influencers say positive things about a product even if it's not very good. Other influencers don't make it clear that a company gave them the product, so it looks like a personal choice.
M: So what's your approach?
N: Well, firstly, I always label my jewellery photos with the company name and, of course, I explain that I didn't buy the product, I'm just doing a review. I think that's important.
M: That's true. I agree we need to know what's real online and what's fake. Now, could you tell us a bit more about … ?

10 Wider World, Unit 3, 3.4, Exercise 6

P = Presenter R = Rob V = Vnisha
P: Do you know anybody who's good at making things?
R: My sister is really good at making cakes. She's been making them for about ten years, since she went on a cookery course. Makes fantastic cakes. I remember her making a chocolate cake for my birthday. It was the best thing you'll have ever tasted. I hope she makes it again some time.
V: My grandma is incredibly good at making saris. She's been making saris pretty much since the day she was born. Something she's been doing, you know, her whole life. She's made my auntie's wedding dress. Incredibly detailed all the way down to the bottom of the sari, the veil. She even did the sort of like the bridesmaids' and she did my sari for the wedding as well.

3.11 Unit 3, 3.5, Exercises 5 and 6

R = Ryan S = Sylvia
R: Hi! I'm Ryan Gilmore and today on *Teen Radio* I'm at the National Museum of Fashion talking to our arts reporter, Sylvia Tan. So, Sylvia, you've been looking round the museum all afternoon. Would you recommend it to our listeners?
S: Hi, Ryan. Yes, definitely! Crazy fashion trends are definitely not a modern thing. This museum shows how people have been creating weird and wonderful styles since the beginning of history. You won't see the kinds of clothes people wear nowadays, but you can see what our grandparents and great-grandparents wore. I promise you there's something here to entertain everyone!
R: Well, we've started at the footwear section. What are those?
S: I love these! They're called 'chopines'. They're basically one of the first high-heeled shoes, but in this case, the whole sole of the shoe is high. They were really popular in Venice in the fifteenth, sixteenth and seventeenth centuries and also in Spain. Some heels were fifty centimetres high!
R: Wow! That seems awful to wear! I guess only women who were really into fashion wore them.
S: Not really. First of all, it's true that only women wore them, but they didn't really wear them because they wanted to be fashionable, but to show they were important. Sometimes servants had to help them to walk because the shoes were so high! So, you see, the fashion for extremely high heels has been around for a long time!
R: Wow, yeah! Now these dresses are impressive! And what are those enormous collars?
S: They're called 'ruffs'. They were popular in the sixteenth and seventeenth centuries in Western Europe – although people have been wearing collars of different styles since the fourteenth century. Men wore these collars, or ruffs, as well as women. They're thirty centimetres wide – not very comfortable around the neck!
R: OK, so we're walking into the next room now and I can see lots of old French soldiers' uniforms. Now I've heard a funny story about the famous French leader Napoleon and buttons. They look fashionable, but what is the reason the buttons are there?
S: Yes, well, they say that Napoleon didn't like his soldiers wiping their dirty noses or mouths on the sleeves of their uniform. So he put buttons on his soldiers' sleeves to stop them doing it. It isn't comfortable to have metal buttons in your face! I don't know if that's true, but it's a good story. Now if we go through to this next room …

11 Wider World, Unit 3, 3.5, Exercise 7

P = Presenter S = Souren Z = Zharif My = Myriam Mo = Monica B = Brandon

P: Describe the most unusual item of clothing you've ever seen.

S: The most unusual piece of clothing that I can think of that I've ever seen is probably Lady Gaga's meat dress.

Z: When I went to the Lion King theatre … was it the Lyceum Theatre …? They had this giraffe costume and I'm not sure maybe … I think three people was in it like what quite … They are quite like the same height as a real giraffe. I don't know how they make it.

My: The most unusual clothes I've ever seen is with all of the … with the feathers all around the body and it's made up from the material which I have never seen and it's quite large to wear and it's full of colours and I think that's about it.

Mo: The unusual item of clothing is on Asos. They have these like sandals but they're just hair, it's really gross. It looks disgusting. Kind of like that creature from Star Wars. The one that doesn't speak, I don't what his name is, he's like [screech] that one. That, yeah, those are the shoes they're just weird, wouldn't wear them myself, yeah.

B: The most unusual item that I've ever seen would probably be a teddy bear. And I'd seen it in Piccadilly Circus. And it was on a guy's head. And he was dancing with it and he was walking around with it like it was just normal and, I did like it, it put a smile on my face.

3.17 Unit 3, Revision, Exercise 7

I know we have to leave soon, but I haven't decided what to wear yet. I've been trying to choose between these light blue leggings and this green skirt with silver stars. What do you think? Have I got time to try them both on so you can see?

13 BBC Culture, Exercise 5

The price of fashion, Part 1

These days the fashion industry is big business. Fashion designers bring out new clothes collections every week. And everybody wants to have the latest styles. That means a lot of shopping. Fashion bloggers on social media and clothes shops on the High Street want us to buy, buy, buy. But what is the environmental price of all these clothes?

Stacey Dooley is meeting Lucy Siegle – a journalist who's been investigating the problem.

'What we're doing is we are producing over a hundred billion new garments from new fibres every single year and the planet cannot sustain that.'

The idea of fast fashion means that people throw a lot of clothes away. In fact, six out of ten of all new clothes become rubbish like this in less than a year. The fashion industry causes a lot of pollution. Clothes factories use a lot of chemicals and they produce a lot of waste. That waste can pollute the air and the water, and cause health problems for the local people. But do we actually know about this?

14 BBC Culture, Exercise 6

The price of fashion, Part 2

Cotton is one of the world's favourite materials. It feels natural and eco-friendly, but the truth is very different. People have been producing cotton for thousands of years. These days we produce around 25 million tons of it every year. Growing and producing cotton uses a lot of water. It's difficult to believe how much as this survey in the city centre shows. To make just one pair of jeans you need … how many litres?

'One thousand, two thousand, three thousand, four thousand, five thousand, fifteen thousand five hundred and twenty three.'

'No way!'

And for a pair of jeans and a shirt you need …

'Nineteen, twenty, twenty thousand five hundred litres.'

'What?'

We all love to shop, but how often do we think of fashion's effect on the environment?

'How many pairs of jeans do you have?'

'Probably about six or eight.'

'Six or eight. You know, to put it frankly, cotton is responsible for one of the biggest environmental catastrophes that we've seen today on planet earth.'

This is the catastrophe that Lucy is talking about. This area was once the Aral Sea on the border of Kazakhstan and Uzbekistan. Sixty-eight thousand square kilometres of water. The Aral Sea had an important fishing industry and was popular with tourists too, but in the 1960s people began growing cotton in this region. They changed the direction of some rivers so that the water went to the cotton farms and not into the sea. Ninety per cent of the Aral Sea gradually disappeared and became desert like this. Cotton farming and the clothes industry have caused the problems of this region.

Perhaps it's time for all of us to change our shopping habits. We need to stop and think about what fast fashion is doing to the planet.

PC1–3.1 Progress Check Units 1–3, Exercise 7

Yesterday, at a coffee shop, I saw my old school friend Maya. I hadn't seen her for a very long time. But recently, we've been writing to each other on social media. We decided to meet in the town centre, at a café.

I hadn't seen Maya for seven years. I didn't recognise her at first because she had changed so much. I was very surprised when this young woman introduced herself as Maya! She was older and looked very different too. These days, she has black painted nails and hair dyed purple. She was also wearing a colourful outfit. Later, I learned it was made from ethical materials.

We talked and talked and forgot about the time. Maya had been a good friend and we often used to sit next to each other at school. Then she left because her family moved to another part of the country. I was very upset at the time. We wrote to each other a few times, but then stopped. We didn't communicate again until we reconnected on social media recently.

But it was even better to see each other in person and catch up on what we've both been doing recently. I'm studying biology at university. At the moment I'm doing a project on climate change. Maya was pleased to hear that because she works for an environmental organisation. She organises events for them, and she now wants me to speak about my project at one of them! I'm delighted! The more people know about it, the better.

Because we're interested in similar things in our lives, we have a lot to talk about. We're meeting again next week!

UNIT 4

15 Wider World, Unit 4, 4.1, Exercise 13

Pr = Presenter P = Peter Sz = Szilvia K = K.C. So = Souren Z = Zeca

Pr: In your opinion, which jobs should be better paid? Why?

P: The jobs that provide value for mankind are the ones that should be well-paid, but obviously most of those, like street sweeping or bin collection, it wouldn't be feasible to pay them.

Sz: I often think about street sweepers when I walk in London streets, some streets can be really dirty. And I thought if the

street sweepers, the people who actually clean the street would stop for a week or a month, it would be a massive disaster. And we really underappreciate that job. And I think they should be paid much more.

K: I think anybody in the armed services deserves more than the stipend they receive for all the troubles that they go through and their family goes through. Those are the first ones that come to mind.

So: It's a good question, which job should be better paid. Presumably one factor would be the amount of time you spent getting educated, the … another factor would be how valuable you are to society. Those are two pretty good ones and I'm not thinking that necessarily that's what happens at the moment but yeah that would be my brief answer.

Pr: What job wouldn't you want to do? Why?

Sz: What job I would hate to do is sitting in an office from nine to five and wreck my back and wreck my whole health just to sit in there all day and staring at a screen of a computer, that would definitely be a no-no.

Z: I don't think I would be happy with jobs that would confine me to an office, you see, and would force me to be at the same place all the time. I'm a journalist so I really love to be on the street and travel around and see things and talk to people.

16 Wider World, Unit 4, 4.4, Exercise 6

P = Presenter Z = Zeca Ma = Martina My = Myriam B = Brandon C = Charlie T = Tom

P: What will you be doing at 11 p.m. tonight?

Z: OK, today at 11 o'clock p.m. I'll be flying back to Brazil. I board actually at 9.30, so I'll be like approaching the Atlantic by 11, and hopefully getting home tomorrow morning.

Ma: I will be going out with my parents 'cos they're gonna come to visit, and we will be going to the restaurant and probably to the cinema 'cos there are a few interesting movies around.

P: What will you be doing this weekend?

My: I will be visiting my friend in Oxford 'cos he's doing a PhD programme over there and, ah, we're gonna have lunch and walk around, um, that's about it.

P: What will you be doing next summer?

B: What I'll be doing next summer? I will be away on holiday, hopefully in a foreign country relaxing in the sun and spending time with my family and loved ones.

C: Next summer I will be … probably travelling. If I get enough money go around Europe, the capital cities. That would be great.

T: I, next summer, I will be hopefully at Glastonbury as a sad old middle-aged festival goer, standing in the mud with lots of the youth.

P: What will you be doing in five years?

B: What I'll be doing in five years? Hopefully working in a post house as an assisting editor. I may be an editor if I'm lucky.

4.11 Unit 4, 4.5, Exercise 4

P = Presenter

P: Good evening, everybody, and welcome to this year's Young Business Award. We've had more candidates than ever and later this evening we'll be announcing the winner. We've got some great prizes to give away.

4.12 Unit 4, 4.5, Exercises 6 and 7

S = Stuart C = Claire P = Presenter

S: Hi, you're Claire Marshall, aren't you? I saw you on TV last night.

C: Hi, you must be Stuart. Oh, that was so embarrassing. I was really nervous in front of the cameras.

S: You didn't look it. I thought you were very calm! So, how old were you when you started your business?

C: Sixteen. I used to go to the gym with my mum and her friends. They wanted to get fit, but they couldn't do it on their own. I was into sport and I started to help them.

S: Did you do a course?

C: Yes, I wanted to make a career of it, so I did a course and got a diploma. It arrived on my seventeenth birthday and now I'm eighteen and I'm a successful personal trainer.

S: Awesome! So we're both into sport.

C: Really? What do you do?

S: Well, I'm only fifteen, but I love the mountains. Last year I was walking with friends when the weather suddenly changed. We got lost and couldn't follow the route on our map. At home, I designed an app with different routes and updates about the weather. My friend from next door helped me.

C: Cool idea. Do you work alone?

S: Not exactly. My dad has a job in a sports shop and showed it to his boss. He liked it, so he helped my dad persuade a bank to put money into my idea. Now my dad's working with me in his free time to develop an app for skiers.

C: It's good to share your ideas with others. My mum helps me, but she's more of a friend than a colleague. And I don't pay her!

S: Oh, hang on … they're announcing the winner.

P: And the winner is … Stuart McLean! Stuart, you're off to New York next month for a week and … you'll be working with famous app developer Ellie Jones!

C: Well done, Stuart! I hope you're ready to make a speech!

S Oh wow! I don't know what to say. A weekend in New York! With Ellie Jones!

C: No! It's not a weekend; it's a week!

4.18 Unit 4, Revision, Exercise 7

At the 'careers day' tomorrow different specialists will be talking about their work. There will be a film director, a journalist, an app designer, an accountant, a flight attendant, a lab assistant and others. You'll be able to ask them questions too.

4.19 Unit 4, Set for Life, Exercises 3 and 4

So you've applied for a part-time job and you've got an interview. Congratulations! But what should you do to make a good impression at the interview?

First, think about your appearance. You should wear nice, smart clothes – maybe something that your grandmother would like you to wear. An interview is a formal situation. You want the interviewer to think that you are making an effort. So the casual clothes you wear when you're with your friends may not be the best choice. Think about your hair too. It shouldn't be messy and it shouldn't hide your face. The interviewer wants to see you properly. Remember to smile. That will make you look friendly. And look into the interviewer's eyes when you're talking to them. If you look away all the time, the interviewer might think that you are hiding something or not telling the truth.

When people are nervous, it's difficult to stay still. They keep moving their leg up and down or playing with a coin or pen in their hand, or with their hair. Try not to do this in an interview. The interviewer needs to focus on your words, not on how you are moving. Instead, put your hands on your knees and your feet on the floor. And sit with a straight back. That will help you to look more confident.

4.20 Unit 4, Set for Life, Exercise 5

But, of course, success in a job interview isn't only about your appearance. You will also have to say the right things, so make sure you do some work before the interview to get ready. Do some research so you know a bit about the business. Then think about the skills that are needed for the job. Which of your past experiences and hobbies show that you already have some of these skills? Make a list.

Next, find some examples of questions that are often asked in interviews. Plan the answers you might give. One typical question is 'What are your weaknesses?' When you answer, you should also tell the interviewer how you're trying to change so that you won't have those weaknesses forever.

On the day of the interview, make sure you don't arrive late. And turn off your mobile before the interview starts so that it doesn't make a noise at the wrong moment. During the interview, try to relax, and show three main things. First, that you really want the job. Second, that you're ready to learn how to do it – you don't know already, so don't pretend that you do. And third, that you have the personality and skills that they're looking for.

UNIT 5

5.7 Unit 5, 5.2, Exercise 3

Z = Zac E = Emilia J = Jay

Z: So, my friends Jay and Emilia are with me today. Jay isn't keen to be an astronaut, but Emilia would think about it. Why is that, Emilia?

E: Well, it depends, actually. If I went to the International Space Station, I'd love it. But if I went to Mars, I would hate it because the journey to Mars can take between six and eight months!

J: Oh, that sounds terrible! I wouldn't go there unless I had to.

E: Most astronauts go to the Space Station. It travels around the Earth in an orbit, so if you go to the Space Station, you can come home after a few months.

J: Wherever you go – to Mars or the Space Station – an astronaut's life is still very strange. I read that it's very quiet because sound waves can't travel in space. So astronauts wouldn't hear the other people on the spaceship if they didn't wear radio headphones!

Z: And, of course, there's no gravity. Can you imagine?

J: Yeah. If astronauts drop something in space, it doesn't fall; it just floats away!

E: And bedtime must be crazy in a spaceship – you can't lie down and you can't sleep unless you attach yourself to the 'bed'!

Z: There's one good thing about floating in space: your back 'stretches' about five or six centimetres because there's no gravity.

J: Cool! So I'll grow taller if I travel in space!

E: Yes, but when you get back to Earth, you'll be your normal height again after about a week or so!

Z: Interesting! And what about the …

18 Wider World, Unit 5, 5.2, Exercise 7

P = Presenter Sa = Salim R = Rudy Z = Zeca K = K.C. S = Souren

P: Would you like to go to Mars?

Sa: I would love to go to Mars! I would love to discover a new planet and just go around but the only problem is I don't think we have the capacity to go and live there now, so … I would love to go to Mars, though.

R: Yeah, I'd agree with that. I mean, I think planet Earth is … it won't be inhabitable in a couple of years so I'd love to go to Mars actually. It would be a great adventure, wander about, create a new civilisation. Yeah, it would be fun.

Z: If I'd like to go to Mars? Come on, I'm a traveller so I already know 104 countries in this world. I mean, why not start to explore a little bit further? So yeah just for the sake of it? I'm not troubled if I'm going to find something very exciting to do there, but just the fact of like pushing these limits. I mean, this Earth is really small for us so let's go forward.

K: I'm not … I travel a lot in my profession and it's hard enough to be away from my wife and kids for three weeks at a time, let alone however long that would take. I just couldn't bear to be away from my family that long and I'll leave it to people who … have more scientific inclination than I do. I just couldn't bear it.

So: I would definitely not like to go to Mars. Definitely not. I'd rather stay here because I like it here, I can breathe and I think it would take a long, long time. So that one I don't have much doubt about.

5.12 Unit 5, 5.4, Exercise 6

However, people who disagree with the conspiracy theory can explain all these mysteries. The astronauts kept the flag in a thin tube, so when they took it out, it seemed to wave. Why are there no stars visible in the photos? The landings happened in the morning and the stars were not bright enough to appear. The surface of the moon is covered by dust. When the module landed on the moon, the engines blew the dust away and it didn't leave any traces. And they add that if landing on the moon had been a fake story, astronauts from other countries would have discovered the truth long ago! Moreover, about forty thousand people worked on the mission. It wouldn't have been possible for all these people to keep the secret!

19 Wider World, Unit 5, 5.4, Exercise 7

P = Presenter R = Rob S = Sandra V = Vnisha C = Cebo

P: Finish the sentence: If I hadn't met my best friend, …

R: If I hadn't met my best friend, I wouldn't have travelled the world and seen amazing things.

S: If I hadn't have met my best friends, I would've become a very different person. She showed me the way how to be more normal.

V: If I hadn't met my best friend, I wouldn't have joined the TV industry.

C: So if I hadn't met my best friend, I don't think I would have worked as nearly as hard in university.

P: Finish the sentence: If I had learned, …

C: If I had learned properly how to use grammar the first time, I wouldn't have spent so much time in university focusing on it.

R: If I'd learned how to speak French, I would have lived in France.

S: If I hadn't learned English, I would have not come to UK and coming to UK was one of the best experiences that happened to me.

V: If I hadn't learned how to drive, I wouldn't have got any entry-level jobs

5.14 Unit 5, 5.5, Exercise 6

Good afternoon and welcome to *Fantastic Firsts*, the programme where we look at record-breaking scientific achievements of the twenty-first century. Today we remember Felix Baumgartner from Austria, the famous 'fearless Felix'. In October 2012 Felix jumped from a balloon high above the Earth in New Mexico, USA. He was falling so fast that he became the first human to break the sound barrier without using an engine.

We're going to hear about that record-breaking jump. And as usual, we'll have a prize for the first person to phone in with the answers to five questions, so listen carefully!

So what actually happened on the big day? Well, if you look on our website, you can get an idea from the pictures there. First of all, Felix put on a special space suit, like the one astronauts wear. If he hadn't worn this suit, he wouldn't have survived the jump. Then he got into a small metal capsule under a giant balloon. The balloon was filled with helium, which is a really light gas. It took Felix up into the sky, right to the edge of space. The journey upwards took more than two hours. He had oxygen in his parachute pack to help him breathe. At one point, Felix couldn't see through his helmet, but he carried on. Once he reached the right height, he jumped out of the capsule. At first, he fell towards the Earth without using his parachute, pulled by the force of gravity. This is called 'free fall'.

Then, finally, he opened his parachute before he landed safely on the ground as a record breaker.

5.15 Unit 5, 5.5, Exercise 7

So here's some more information about Felix Baumgartner's amazing jump, which he made on the fourteenth of October 2012 in New Mexico in the United States.

The famous Austrian skydiver, then aged forty-two, had already performed over two thousand five hundred skydiving jumps before this particular jump.

Now, in the 2012 jump, Baumgartner flew upwards about thirty-nine kilometres into the skies over New Mexico. He broke the unofficial record for the highest manned balloon flight, which was thirty-seven thousand six hundred and forty metres.

Baumgartner's total jump, from leaving the capsule to landing on the ground, lasted less than ten minutes. During the free fall, he was travelling at incredible speeds of up to one thousand three hundred and fifty-seven kilometres per hour. That's faster than the speed of sound – a new record at that time!

Before he jumped, Baumgartner expected the free fall – the part without using the parachute – to last about five or six minutes. In fact, he opened his parachute after roughly four minutes and twenty seconds. If he had waited a bit longer, he would have broken the record for the longest time for a free fall. However, his jump was still the highest.

The whole event was extremely expensive. His space suit alone cost two hundred thousand dollars. The total cost was not just thousands, but *millions* of US dollars.

So now, if you want to win a prize, just send us a text or email about this amazing jump. We need to know the place, Baumgartner's nationality, the height, the speed and the length of time he was in free fall. Oh, and the total cost. Good luck!

5.20 Unit 5, Revision, Exercise 7

Welcome, everybody, to the space museum. In this room you can see a model of our solar system, and on the wall a map of our own galaxy. The red arrow shows the planet Earth. But if you look, you won't see it. It's too small!

21 BBC Culture, Exercise 6

Exploring the unknown, Part 1

These dramatic mountains are in Venezuela, in the middle of the rainforest. They are called 'Table-Top Mountains' because of their flat tops. The smallest Table-Top mountain is a thousand metres high, and the tallest is over three thousand metres. If you want to reach the top of the tallest mountains, you have to climb the sides … or go by helicopter.

Steve Backshall and his team have been exploring the top of one of the mountains. It's like a different planet.

They've also been inside the mountain, in this system of caves. The caves are millions of years old, and over 20 kilometres long.

Now it's time to come down again. If the team used the helicopter, they'd be down in the valley in a few minutes. But there's a more exciting way … If they use ropes, they'll have a much better view of this amazing waterfall.

This is the Angel Falls. It's the tallest waterfall in the world. Will the team come down?

22 BBC Culture, Exercises 7 and 8

Exploring the unknown, Part 2

Steve is getting ready to go.

'OK. Last few checks. Everything good to go. … Woo! … A very, very long way up.'

'Whooahh! That is out of this world!'

The height of Angel Falls is nine hundred and seventy-nine metres.

'I have the huge forest valley below me and the world's biggest waterfall off to the side of me. This is awesome!'

The team have to repeat this move thirty more times to get to the bottom.

They have finally reached the jungle. It took hours to get here from the top of the mountain. The journey is over. It's been a fantastic adventure, but there are other places in this landscape where no human has ever been. The mountains still have a lot of secrets.

UNIT 6

6.4 Unit 6, 6.1, Exercise 8

A

P = Presenter S = Sadie

P: I'm with Sadie Black. Sadie's the local postwoman and her husband Malcolm isn't feeling too well. There's no GP on the island, so Malcolm asked for an online appointment with his doctor. How did it go?

S: Fantastic. Malcolm got through to the doctor straight away and he described his symptoms. He's got a sore throat, he's coughing a lot and he's lost his appetite. The doctor said he might have this new virus that's going around right now.

P: Did he get a prescription?

S: Yes, he did. The doctor's sending some medicine with the drone. It's a lot faster that way. Here it comes now! Look!

B

P = Presenter C = Claire

P: Claire Fraser is a young mother with two small children: Cameron and Heather. So, Claire, what's it like to look after your kids' health while living on the island?

C: My kids are the healthiest kids on the planet. They never fall ill, but they're always playing outside, so they've had a few accidents. Last week Cameron hurt his back when he fell out of a tree, and last night Heather wasn't looking where she was going and she ran into a wall and hit her head. And when she woke up this morning, she said she felt a bit dizzy. She seems OK now, but I've phoned up and made an appointment with the doctor just to be sure. We're going to take her over in the boat first thing this afternoon.

C

P = Presenter A = Alex

P: Alex Munro is a keen runner, but last month he had an accident. Alex, how did it happen? What did you do?

A: I was running down to the beach when I fell and hurt my leg. I felt sure I'd broken a bone. I felt terrible. It was really painful. I almost fainted with the pain, to be honest. I called the emergency services for help and they were amazing. They sent a helicopter to pick me up and take me to the hospital. I got emergency treatment in the helicopter. They also took my temperature and gave me painkillers, and just a few hours later I had an operation. I was very annoyed with myself because I'm usually very careful when I run. I've had aching muscles, of course, many times, but this was the first time I'd ever had a serious injury. I hope it's the last time too.

23 Wider World, Unit 6, 6.1, Exercise 12

P = Presenter C = Carol M = Myriam B = Brandon
S = Szilvia A = Allister

P: What do you think are the best remedies for a cold?

C: The best remedies for a cold are garlic, lots of garlic in your food. In fact, if you take enough garlic, you don't get a cold.

M: Best remedy for a cold … you drink lots of water and you have a great sleep and have a rest. And don't think too much and just keep thinking that the cold will go away and you'll be fine.
B: Maybe honey and lime in a cup, and maybe some Vicks 'cos us Jamaicans we love our Vicks on our chest when we get a cold.
P: What do you do when you have a cold?
S: When I have a cold I try to rest a lot. Of course it depends on how busy I am.
B: When I have a cold I try and carry on with my life as best as I can until I can't anymore and I'm just basically hospitalised.
M: I go to bed straightforward, like, I go to bed and drink lots of water. I take plenty of those before I got to bed but then I go to bed.
A: See I would go back to my mum, my mum used to when I had a cold my mum used to give me … she boiled up hot water, put honey in it and then a little bit of cinnamon in there and that would probably cure me for the next day, I think.

6.10 Unit 6, 6.4, Exercise 5

My mum's a doctor. Yesterday, her first patient was a young guy who seemed really shy and nervous. She told him to come in and asked him to take a seat. She asked him not to be nervous and told him to relax. She asked him to tell her what the problem was, and he said he'd hurt himself while he was shopping. She told him to explain where he had been hurt. He said it had happened in the frozen foods section of the supermarket. She tried not to laugh and said that that wasn't what she'd meant. Then she asked him to show her which part of his body hurt. He said it was his back.

6.12 Unit 6, 6.5, Exercises 5 and 6

Why do extreme sports? Well, they provide great exercise for your body. In many extreme sports you use your whole body, so you exercise lots of different muscles. As most extreme sports are done outdoors, you also get lots of fresh air into your lungs. The adrenaline rush you get from doing an extreme sport really gets your blood pumping, so it's also good for your heart.

But it's not only good for your physical health. Extreme sports can have a positive effect on your brain, too. Research shows that doing extreme sports can improve your mood and your confidence, and reduce stress. Of course, we should also remember that extreme sports are risky and are not for everybody. If you're not fit, you are at greater risk of injury and, certainly, if you have any serious medical problems, you should always check with your doctor first.

6.13 Unit 6, 6.5, Exercises 7 and 8

Oh … hi … umm … it's Zara here. I'm just phoning about my birthday party on Saturday. I'm really glad you can come. Anyway, I've got some more details about it now. It's at a place called The Climbing Wall, opposite the library and next to the leisure centre. The party was at 10 a.m. on Saturday morning, but now it's at 11.30 instead – I hope that's OK. We'll do climbing and abseiling for an hour and a half, and then we'll have food at the place. We're going to have some pizzas and stuff … Oh, yeah, my mum just told me to ask if you have any food allergies. So let my mum know if you do. Right … what else? Oh, yes – the man at The Climbing Wall told me to make sure everyone wears long sleeves and trousers. Oh and Katy's mum said she'll give you a lift to the party if you want, but can you call her to let her know? Her number's 079 6473 8276. I think that's everything. I can't wait! Bye!

24 Wider World, Unit 6, 6.5, Exercise 9

P = Presenter R = Rudy S = Salim C = Carol M = Marne K = K.C.

P: Have you ever tried an extreme sport?
R: Have you done any extreme sports?
S: I tried rugby.
R: I don't think rugby counts as an extreme sport, it's just like a team sport.
S: Oh, skate boarding.
R: I don't think that counts as an extreme sport.
S: Snowboarding.
R: Oh yeah, maybe snowboarding is quite extreme, you could die.
C: And not exactly an extreme sport but I did try hang-gliding on holiday once. It was quite exciting.
M: I've never tried an extreme sport, I'm not that brave but if I were to try one, it would be anything involving a horse, 'cos I have a great confidence on a horse and not so much without it.
K: In New Zealand years ago I parasailed. I'm not sure that that qualifies 'cos I was strapped to somebody else and … off we went. I've always wanted to jump out of an airplane and I even had a chance to do it with the Golden Knights of the US Army and my wife wouldn't let me so that … but I've witnessed extreme sports up close and I'm sure gonna leave that to others, but those guys that jump out off peaks and all of a sudden they're sailing of their own free will, I would love to do that but I could never do that, I'm too afraid.

6.15 Unit 6, 6.6, Exercise 6

1
My ear really hurts. It started last night, and I couldn't sleep very well.
2
I cut my finger on a piece of metal on my bike. It's only a very small cut, but it won't stop bleeding.
3
I've got a really bad stomach ache, but I don't want to miss my swimming lesson. If you were me, what would you do?

6.16 Unit 6, 6.6, Exercise 7

1
B = Boy G = Girl
B: My ear really hurts. It started last night, and I couldn't sleep very well.
G: You'd better go to the doctor's. It sounds like you've got an infection.
2
G = Girl B = Boy
G: I cut my finger on a piece of metal on my bike. It's only a very small cut, but it won't stop bleeding.
B: Have you tried putting a plaster on it? That should stop the bleeding.
3
B = Boy G = Girl
B: I've got a really bad stomach ache, but I don't want to miss my swimming lesson. If you were me, what would you do?
G: Go home! You shouldn't go swimming with a stomach ache – it could be dangerous.

6.19 Unit 6, Revision, Exercise 6

I work as a school nurse. Most problems are not too serious. Students sometimes have a nosebleed or painful bruises. Or they might want some pills for a headache, or need a plaster for a cut on their hand. But I have to be ready for serious injuries too.

6.20 Unit 6, Set for Life, Exercises 3 and 4

I = Interviewer A = Ash

I: Today I'm talking to teenage campaigner Ash Akrabati. Ash, thanks for joining us today.
A: No problem. It's great to be on the show.
I: So Ash, tell us about your campaign.
A: Well, I was talking to my grandmother and she said that a lot of older people in our town were very lonely. So I decided to start a campaign to help.
I: What did you do?
A: First, I talked to some of my grandmother's friends, and their friends, to find out why they didn't have enough company.
I: And what were the reasons?
A: There were two main ones. The first was that their families lived far away, so they couldn't visit very often. And the second was that it wasn't easy to go to their friends' houses because they couldn't walk very far and there weren't enough buses.
I: What did you do next?
A: I started a petition. It asks for more buses so that older people can travel around town to visit their friends more easily.
I: Did a lot of people sign your petition?
A: Yes, more than ten thousand people signed it. And I also did a social media campaign to raise some money for an 'Old and Young' club.
I: What's an 'Old and Young' club?
A: It's a club that brings older people and teenagers together. We meet every week in a local hall. The teenagers go to the old people's houses and help them to get to the hall. Then we chat and play games together. It's a lot of fun.
I: Was it easy to find teenage volunteers?
A: No, it wasn't – not at first, anyway. I put up posters at school, but no one showed any interest. Two of my friends were the first volunteers and, luckily, they enjoyed it. They helped me to find more volunteers. We also took leaflets about the club to doctors, and the doctors gave the leaflets to their older patients. Now we have ten volunteers and twenty older people at the club every week. I think we really make a difference!
I: Great work, Ash!

PC1-6.1 Progress Check Units 1–6, Exercise 6

Welcome, everybody, to your tour of the space museum. Please follow my instructions as we move from room to room. I will also give you some interesting facts and information. Please follow the blue line. It will lead to the planet room.

Here we are. On the wall in front of you, you can see our solar system. I'll give you some time to read the information about each planet or listen to the audio commentary if you prefer.

Working in space is not so easy! So our second room is about the life and tasks of an astronaut. Follow the blue line and I'll meet you there.

Here is a real astronaut's suit, helmet and gloves. You can try them on if you want. The gloves are really important. Sometimes an astronaut has to do a space walk outside the space station to be a mechanic. If they need to fix something, they have to be able to move their fingers. When you put on the gloves, you can feel the heat inside. They are keeping your fingers warm. It's very cold in space!

And the astronauts have to stay healthy too. If they have a health problem, they can describe their symptoms on a special app for space health. It's right here on this computer. Go ahead, imagine you have an illness. Try it and see what it says. There are real medical officers on the space station, of course – the app is only there to help. It can also measure heart rate, take a blood test and get other bio-data. It shares this data by satellite with doctors on Earth.

So now we are in room number three. We're going to learn some space science! Please listen and read the information when you look at the equipment. And we have an experiment you can try for yourself. Helium gas is very useful to astronauts: let's see why. If you press this button it will fill the balloon. Now watch the balloon. That's right, it goes up! This shows that helium is lighter than air.

Please go through these double doors and look up. It's amazing, isn't it?! What you see on the whole ceiling of this enormous room is our galaxy. Go ahead, count the stars to see how many there are. No, that's a joke! It would take you a very long time. There are about a hundred thousand million of them!

UNIT 7

26 Wider World, Unit 7, 7.1, Exercise 9

P = Presenter J = Jiaying Mar = Marne Mart = Martina Alb = Alberto All = Allister My = Myriam Z = Zharif

P: In what kind of situations do you find communicating difficult?
J: I would find communicating difficult at a party where there are lots of people.
Mar: I find communicating difficult when I'm in a large crowded place and it's quite loud, because I really enjoy hearing the person and starting a conversation where you can feel like you make a connection.
Mart: Probably the toughest situations here in London is when you find people that are not English and they come from different countries, and they have different accents, and that can sometime be a bit tough to understand what they're saying and try to reply.
Alb: Yeah, this is why it's important to keep learning and to make yourself better to really be able to speak with the other people.
All: I don't know the exact answer to this but when I'm … well especially when I'm doing my coaching, my football coaching, so the thing that I find really difficult is trying to explain to players or a group of students. Basically, if they don't understand English, it's a bit complicated so that's when you have to use hand gestures and movements, and it's a bit difficult at that time. So, yeah that would … I would say probably the worst … not worst but very difficult to explain to them.
My: At work when you have a conflict with your colleagues and especially you are the team leader, you find it very difficult to communicate.
Z: Situations where you have an interview during your work 'cos you will be like a bit nervous, like all these somewhat killer questions coming asking at you, so, yeah this interview so like we say we have to prepare for the interview to make sure we have like confidence and know what we want to present.

7.5 Unit 7, 7.2, Exercise 5

Z = Zac M = Mel

M: So, today on the podcast I am joined by Zac and we're going to talk about escape rooms. Hi, Zac.
Z: Hi, Mel. Sorry I'm late. I was in London and my train was delayed by bad weather on the way back.
M: No problem. OK, what can we say about escape rooms? Well, first of all, they're very popular. Did you know there are at least one thousand five hundred escape rooms in the country? And that three escape rooms have opened in our area since last year?
Z: No, I didn't know that.
M: What happens in an escape room?
Z: Well, firstly, they describe a situation or a story, then some rules and some instructions are given out and you use logic and observational skills to find clues and to work out the answers to lots of puzzles. There's a time limit – the game

must be completed in an hour. And you've got to work as a team. It can't be done if you don't share ideas – you've got to work together.

M: I see. So, you were invited to an escape room recently.

Z: Yes, I was taken there by my cousin Mike for his birthday – with four of his friends.

M: Lucky you! I have never been invited to do something like that for a birthday. It's a good idea, though. So how did you get on? Did you have any arguments?

Z: Well, yes. Maybe our voices were raised once or twice, but we didn't fight.

M: Did you win?

Z: Yes, we completed the game with thirty-two seconds to spare!

M: Well done! OK, tell me more about …

7.7 Unit 7, 7.3, Exercise 5

My brother loves April Fool's Day and every year he plays a different trick. Sometimes they're funny and other times they're just annoying. For example, this year he changed the language on the TV so that everything was in Spanish. Nobody speaks Spanish in our house. Last year he put my little sister's socks in my drawer. When I took out a pair of socks in the morning and tried to put them on, I thought my feet had grown. Hey! I'm not at my best in the mornings! Another year he stuck a huge black plastic spider on the inside of a lamp in the living room. My mom almost had a heart attack. And a few years ago, when we were in a burger restaurant, he went up to the counter and asked for a left-handed burger. The guy behind the counter just looked at him. My brother explained that he was left-handed, so he needed a burger for left-handed people. The guy didn't say anything. He just nodded. Then he took a pen and wrote something on the box that the burger was in. He gave it to my brother. We looked at the box. The guy had written 'Burger for left-handed people' on it. We all started laughing. It was pretty funny.

7.11 Unit 7, 7.5, Exercises 4 and 5

1

For our tenth anniversary we've got something different for you. So, if you're looking for great taste, try our new Giant. With fresh lettuce and a special mustard sauce, not only will your hunger be satisfied, but …

2

Speed, safety and style – all three are delivered with our new exciting design. So put on your trainers and your cycle helmet, and get ready for the ride of your life. Now available in …

3

Only one brand has been tested and shown to offer long-lasting protection against the daily attack of food and drink. From chocolate to coffee, White Stripe offers excellent cleaning power and will leave your breath fresh and …

4

Oh, no! Cheesy pasta sauce, roast chicken … That's no problem for Cinderella. Removing tough food from dishes has never been easier. And it's kind on your hands and nails too!

5

Close your eyes and enjoy the beautiful rich smell that is released when you open a bar of Pure Velvet. Relax and let each square melt in your mouth and enjoy the creamy flavour while your mind is taken wherever …

7.12 Unit 7, 7.5, Exercise 6

1

M = Mum G = Girl

M: These are the jeans you like, aren't they? The ones with the butterfly logo.

G: I used to wear those when I was about ten, Mum! I'm looking for some B.B. jeans – they've got stars on the logo. You know, the ones that have that cool advert on TV.

M: Here you are – these have got a silver star.

G: The logo for B.B. jeans have stars on a kind of crown, not just one star. And they're gold, not silver. Let's try another shop.

2

B = Boy G = Girl

B: Oh … thanks.

G: What's that?

B: It's a leaflet for that new pizza restaurant on Bold Street.

G: Oh, I went there for my birthday.

B: What's it like?

G: Not bad. You get a free soft drink, which is alright, and you get a free salad with every meal – and I've got to say, the salad bar is amazing! The pizzas were pretty good for the price, but I've had better ones.

3

B1 = Boy 1 B2 = Boy 2

B1: Hey, Sam. What's that?

B2: It's a poster for my band. We've been asked to play at a youth music festival at the weekend. Where do you think I should put it up?

B1: There's a place in the supermarket where you can put up posters.

B2: The supermarket … I'm not sure that's the best place. I was thinking about the music shop.

B1: Yeah, I see what you mean, but it'll be seen by a lot more people at the supermarket.

B2: Hmm … you're right.

B1: What about the school? That would be a good place.

B2: Yeah, I know. But I'm sure I won't be allowed to put it up there.

4

B = Boy D = Dad

You're listening to *Radio Crossways* – number one for …

B: Dad, did you hear that?

D: What's that, Joe?

B: The advert on the radio for the new football academy. Can I go, Dad?

D: Sorry, son, I'm at the office all day Saturday.

B: It isn't on Saturday. It's on Sunday.

D: But that's when I take your sister to swimming lessons.

B: She starts at half past twelve. The football training starts at half past nine, so it'll be finished by half past eleven. Please, Dad?

D: I'd love to help, but your mum needs the car on Sunday morning and she won't get back until twelve.

27 Wider World, Unit 7, 7.5, Exercise 7

P = Presenter Ma = Martina Alb = Alberto Mo = Monica All = Allister S = Salim R = Rudy B = Brandon

P: What's your favourite TV commercial?

Ma: So last year there was a really cool advert from John Lewis, technically they always do pretty interesting adverts and it was about a man on the moon and …

Alb: Very emotional and …

Ma: Yeah.

Alb: It was fantastic.

Ma: Yeah, a girl looking through a lens and looking at this man on the moon so, it was quite nice.

Alb: And he … she sent a balloon to the man.

Ma: Yeah.

Mo: My favourite advert was the Dairy Milk eyebrows one where they're like … and it's not on any more but the Dairy Milk adverts are the best adverts I think they're hilarious. So yeah, that one.

All: I think Chanel one where there's a lady. I think she's with this guy and she goes surfing, and by the time she comes back the guy has left already, and it's about, I think it's about her trying to work and have the social life at the same time, I think that's probably my favourite advert.

S: Ah, I would say the best advert I've ever seen was a car advert there was a car that was just passing by, you know, the normal advert that they have, and there was like an eclipse and we didn't see it. And then there was a question that asked 'Did you see the eclipse?', and then, they replayed the car, you know, moving and we had to watch, and then, then you notice the eclipse and they were like, 'This car is so good you didn't even notice the eclipse.' That was fantastic.

R: It's very smart that, mine's not that complex. It's like a lady walking down the aisle trying to buy toffee, and there's like two monkeys on top of the aisle trying to get the lady to buy their flavour. So one, one monkey goes like, 'Toffee! Toffee!' And the other monkey goes like, 'Jammy! Jammy!' And then there's one monkey, the last one, he's a bit aggressive, he's like, 'Chocolate! Chocolate!' So that's quite funny, I think, I watch it all the time on YouTube …

S: You watch every kind of weird things on YouTube.

R: Yeah, that's my favourite advert, I think it's a Cadbury advert … Yeah I think it was brilliant, yeah.

B: My favourite advert would have to be the Cadbury one with the gorilla, 'cos, they're selling chocolate and they have a gorilla! What's there not to love? And there's music in the background 'I can feel it coming.' I just love everything about it.

7.15 Unit 7, 7.6, Exercise 5

1
There aren't many people here, … ?
2
She's a fantastic speaker, … ?
3
We haven't got much time, … ?
4
His voice is lovely, … ?
5
He doesn't like speaking in public, … ?
6
She looks good, … ?
7
I can't talk about that, … ?
8
It went well, … ?
9
You didn't like it, … ?
10
You've made a lot of speeches, … ?

7.16 Unit 7, 7.6, Exercise 6

1
Man: There aren't many people here, are there?
2
Woman: She's a fantastic speaker, isn't she?
3
Man: We haven't got much time, have we?
4
Woman: His voice is lovely, isn't it?
5
Man: He doesn't like speaking in public, does he?
6
Woman: She looks good, doesn't she?
7
Man: I can't talk about that, can I?
8
Woman: It went well, didn't it?
9
Man: You didn't like it, did you?
10
Woman: You've made a lot of speeches, haven't you?

7.20 Unit 7, Revision, Exercise 8

Can you both pay attention, please? This photograph will be on posters all around the city. Boy on the left, point at the breakfast cereal, but make eye contact with the girl too. Girl on the right, fold your arms but look at the cereal and raise an eyebrow.

29 BBC Culture, Exercises 5 and 6

Keeping languages alive

There are thousands of different languages in the world today. Some, like English, are spoken by millions of people. English is now studied as a second language by around one and a half billion learners. It is often seen as a kind of 'world language', but there're lots of smaller, regional languages around the world too. Can they continue to exist now that English is so popular?

This is the west coast of Ireland. English is the most common language in Ireland, but in this part of the country people use the ancient Irish language, too.

Stephen Fry has come on this fishing boat to meet some Irish speakers.

'About 80,000 people still speak this language. It's taught in school, and they have very proud Irish speakers all around us. I mean in Donegal and in Cork. But it's here in Connemara Galway that we find probably the majority of Irish speakers.'

'Irish speaking is a very old language. Yah. It doesn't have as many words as the English language, but its descriptions are very, very good.'

[teacher speaking Irish in the classroom]
Thirty-five thousand children in Ireland go to Irish-language primary schools. There are also some secondary schools where all the subjects are taught in Irish. These children can all speak and use English too, but the Irish language is part of their culture and their identity. People feel connected to their local languages. They use them to pass on traditions from generation to generation.

In other countries, many languages are used every day. In Kenya, for example, English and Swahili are the official languages, but there are over 60 local languages, too.

The Turkana people use three different languages in their daily lives: their own Turkana language …,

English for the older children at school and … Swahili in the towns. But in their own community, the Turkana language is their first choice.

In our globalised world, English is becoming more and more important for education, communication and work. But keeping local languages alive is important if we want local communities and their traditions to survive too.

UNIT 8

30 Wider World, Unit 8, 8.1, Exercise 9

Pr = Presenter M = Martina Alb = Alberto T = Tom All = Allister J = Jiaying Ma = Marne P = Peter

Pr: Tell us about a famous artist or novelist.

M: A famous one that comes to my mind is Verdi, who is a songwriter, let's say he was from the …

Alb: From Le Roncole di Busseto near Parma.

M: Yeah. And he was a piano player and he did many interesting and famous plays and opera writings.

T: And I love the sculpture of Rodin so I've seen some of his art in Paris. And again I could go and look at it over and over again.

All: Roald Dahl, probably, 'cos I don't know and it just sticks in my mind that's about it. And I mean I grew up reading his books, especially the BFG, can't forget that, can you?

J: The famous novelist is Charles Dickens. He is famous for his great portrayal of the city of London.

Ma: A novelist I'm quite interested in is George Orwell. I found 1984 to be just a fascinating book and I lived through it and fortunately what he wrote didn't happen but, you never know. So I'd like to know how he came up with those ideas.

P: I suppose Dickens would be the obvious famous novelist. I've read virtually everything he wrote several times. And I quite often get annoyed that he didn't write more. I've read the unfinished book *Edwin Drood* in three different versions where different writers have added their own take on the ending and I haven't agreed with any of them but, yeah, I very much enjoy Dickens.

8.12 Unit 8, 8.5, Exercises 6 and 7

A = Ava F = Freddie

A: Hi, Freddie. What are you doing here?

F: Oh, hi, Ava. I've just spent the day in the newspaper office round the corner. I won second prize in that competition.

A: What? The photography one?

F: No, that was ages ago. I wrote a short story for the local newspaper. They published my story and I won some cinema tickets. The first prize winner and I were also invited to spend a day at the newspaper office, learning about journalism.

A: So, how did it go?

F: The first prize winner was ill, so I had to go on my own.

A: I hope you weren't late?

F: I was *just* on time! I met the editor when I arrived, and she was really friendly. She introduced me to all the journalists.

A: What was it like in the office?

F: Well, there weren't any big stories, so it was quite quiet. There are lots of TV screens that show the news all day.

A: How do the journalists write if they're watching TV?

F: Well, they aren't exactly watching TV. They're trying to discover new stories.

A: Did anything exciting happen?

F: Hah, not really. For example, one story was about a problem with birds in the town. They keep pinching food off the tables at local cafés.

A: That's actually quite funny.

F: Yeah! … And I managed to write the headline: 'Cheeky birds steal crisps!'

A: Well done, Freddie. Did you meet any local celebrities?

F: Actually, yes. A reporter took me to a sports stadium to do an interview with a football player. He signed a football shirt for me.

A: Lucky you! So, were the paparazzi there?

F: No. Actually, the photographer couldn't get there, so the reporter took a photo on his phone after the interview. The footballer didn't look happy. I think he was disappointed.

A: So was that the best part of the day?

F: Yes, it was definitely the best thing that happened, but it wasn't the strangest. When I got back to the office, there was a real pony in the reception!

A: A pony?! What was that about? Was it lost?

F: A man brought it in because he wanted the newspaper to publish a story about it.

A: So what happened?

F: The pony got very angry and started making strange noises. It looks like you never know what's going to happen when you work as a journalist!

8.14 Unit 8, 8.6, Exercises 6 and 7

1

M = Man G = Girl

M: I'm not sure I want to go to a graffiti exhibition.

G: Personally, Dad, I think it's more interesting than normal, boring art.

M: Well, it is totally different from other art – you're right there! OK, let's get tickets.

G: Brilliant!

2

T = Teacher B = Boy

T: I don't understand why you don't want to be in the school play, Leo. On the one hand, it's a lot of work, yes, but on the other hand, it's a fantastic experience.

B: As I see it, the audience is really scary! Everyone will be watching.

T: OK, but will you think about it?

B: I really can't!

32 Wider World, Unit 8, 8.6, Exercise 8

P = Presenter K = K.C.

P: What's your favourite song?

K: One of my favourite songs is *All Along The Watchtower* by … it's the Bob Dylan song but I like the Jimi Hendrix version of it. It just, it hit me in a place in my teen years and I've always loved it. It's like always top ten. U2's *I Still Haven't Found What I'm Looking For*. I must have played that a thousand times, and that's right up there at the top … They just, it hit a place in my heart, and never left.

8.18 Unit 8, Revision, Exercise 7

If you see an unusual sculpture or a piece of modern art, you might not like it at first. But think about what the artist was trying to show and you might like it better. If not, there are still landscape or portrait paintings for you to enjoy.

8.19 Unit 8, Set for Life, Exercise 3

R = Rose D = Dylan

R: So … photo A. That's definitely not right! It's the sun that causes sunburn. And when it's hot, people eat more ice cream too.

D: So sunburn and eating ice cream happen on the same days because something else – hot, sunny weather – causes both of them.

R: Yes. What about the second fact, about the firefighters?

D: That's wrong too. They've got the cause and the effect the wrong way round.

R: What do you mean?

D: Well, the firefighters aren't the cause of the damage; they're there because they're trying to stop it. A little fire that doesn't cause much damage doesn't need many firefighters; there are more firefighters at a bigger fire because it's more dangerous.

R: And look at the third example, about the football World Cup. The number of letters in a country's name isn't the reason they won the competition. It's just a coincidence!

D: A very interesting coincidence.

R: Yes, but only a coincidence.

D: But the conclusion for the last one is right. It's not a coincidence that people who don't exercise are often *not* healthy. Physical inactivity can cause a lot of health problems.

R: Absolutely!

8.20 Unit 8, Set for Life, Exercise 4

R = Rose D = Dylan

R: So … do you think it's just a coincidence that people feel happier when they wear brighter colours?

D: It depends how many people were asked. If you only ask a few people and they say they feel happier, that might be a coincidence. If you ask thousands of people and most of them say the same thing, it can't be a coincidence.

R: OK. So if this fact comes from research into thousands of people, how can we explain it? Are the brightly coloured clothes the cause of the happiness?

D: Maybe. Bright colours might make you feel more cheerful.

R: Or the bright clothes could be an effect of the happiness. If you feel happy when you wake up, you choose brightly coloured clothes.

D: Or what else might explain it?
R: Well, a third thing might be the cause of the bright clothes and the happiness. For example, wearing bright clothes and feeling happy may both be effects of a good night's sleep and feeling full of energy.
D: Good thinking! Or the clothes and the happiness might be effects of sunshine.
R: Yes, maybe you wear bright clothes and feel happier when it's a sunny day.

UNIT 9

9.4 Unit 9, 9.1, Exercise 7

B = Brad J = Janet

B: Hey, Janet, listen to this. 'Happy birthday! It's normal on your birthday for your family or friends to throw a party, prepare your favourite meal and sing *Happy Birthday* before you blow out the candles on your cake. But there are some other unusual birthday traditions around the world. Can you tell which of these are true?'
J: Cool, go on then.
B: OK, number one. 'In Vietnam, you don't celebrate your birthday on the day you were born. You turn a year older on "Tet" (New Year's Day) no matter when you were born.'
J: No, that can't be true.
B: That's what I thought, but no, it's true! OK, number two. 'In Brazil, on a child's birthday, the parents often put up brightly coloured paper flowers as decorations.'
J: True.
B: Yep, it's true. Three. 'Many Jamaicans follow the tradition of "flouring", or covering the birthday boy or girl in flour.'
J: Flour? On your birthday? No, I don't think so. It's too messy.
B: I'm not sure, let's see … Oh! It's true! Four. 'In parts of Canada they rub your nose with butter on your birthday to bring good luck.'
J: Yeah, I know that's true.
B: Yes, you're right, it's true … Five. 'In Japan and Korea they often wrap birthday presents in cloth instead of paper. It's more ecological.'
J: Oh, I hope it's true.
B: I think it is … Yes, true.
J: They're all true so far.
B: Yeah … So, last one: six. 'In Spain if you get together with friends on your birthday, you have to pay for the drinks.'
J: That doesn't sound very fair.
B: No, but it's true.

33 Wider World, Unit 9, 9.1, Exercise 9

Pr = Presenter B = Bahar Ma = Marne P = Peter C = Carol

Pr: What celebrations do you enjoy**?**
B: Yeah my favourite celebration is prom and it's good because you can invite anyone from other schools and then, you just celebrate and you get to wear your favourite dress and look all fancy. I think it's a reason to wear so much make-up and everything, so you can put so much on, and it's just good.
Ma: My favourite celebration of all is the *Fasnacht* holiday in Basel where I live. It happens in late February, early March and it's our version of carnival. People are dressed in a very unique style of costume and they play fife and drum. For a solid week it completely changes the feeling of this very correct city for one week. It's great.
P: My favourite celebration is any of my children's or grandchildren's birthdays or in fact my wife's birthday, apart from the worry that we have beforehand as to what to get them. But I just like seeing everyone happy.
C: I think … celebrations, birthdays because Johnson said, 'When a man is tired of London he is tired of life.' And my personal motto is, 'When a person is tired of their birthdays, they're tired of life.'

9.7 Unit 9, 9.2, Exercise 3

M = Mel Z = Zac

M: Aaand … we're back for Part 2. Hello again, everyone! So, Polar Bear Plunge Day. Zac, would you take part in it?
Z: No, way! I can't stand cold water. I'm the kind of guy who prefers lying on a warm beach.
M: I know. Listen up, everyone! This is Zac, whose favourite hobby is lying down.
Z: I'm not the only one.
M: What do you mean?
Z: Well, lots of people enjoy the Festival of Sleep Day, which is on the third of January. The idea is to help people that stay up partying too long over New Year. So on this day they can sleep as much as they like.
M: I know a few people who would like to celebrate that day.
Z: OK, next one. The nineteenth of September is International Talk Like a Pirate Day. This is the day which gives you the chance to be a pirate in public without feeling strange. Do you know anyone whose idea of fun is to talk like a pirate – and dress up as one?
M: My friend Miguel, who lives in Costa Rica, is crazy about pirates, so yes.
Z: Costa Rica? Is that the place where they filmed *Pirates of the Caribbean*?
M: No, I don't think so. Let's check … No, it was filmed mainly in Puerto Rico and in Pinewood studios, where a lot of British films are made.
Z: Right, well, the next festival is Backwards Day, which is on the thirty-first of January. On that day you have do everything backwards – you know, walk, talk, write …
M: Crazy is that!
Z: Good very oh!

34 Wider World, Unit 9, 9.3, Exercise 4

P = Presenter Ch = Charlie Ca = Carol M = Martina
A = Alberto My = Myriam Mo = Monica Ma = Marne
R = Rudy S = Salim

P: Tell us about the last attraction you visited.
Ch: I went to see London Dungeons. It was good fun, really good fun, and I would definitely recommend it, and I'd probably go again.
Ca: The last attraction I went to was a very small church in Notting Hill.
M: The last attraction we visited was the London Eye. It was very different from what we have in Italy and it's quite interesting 'cos you can see a bit of London from another perspective so, yeah. And I would definitely …
A: And it was – and it was amazing view, so.
M: Yeah, definitely suggest it.
A: Absolutely.
My: Well, last attraction I visited was in Phuket Island. And it's a hotel called Sri Panwa and there is a really nice sea view over there at the top of the mountain and it's a great hotel as well. And I was staying there for my friend's wedding.
Mo: I went to Chefchaouen in Morocco. It's called The Blue Pearl because all the walls and the houses are painted blue. I went there to volunteer as a nurse, a dental nurse there to treat children and women there who haven't seen a dentist before. I would recommend it. It was a really good experience. Life-changing and incredible.
Ma: The last attraction I visited was Victor Hugo's house on Guernsey. And it was fascinating to see how he'd turned the entire house into a communication statement. And I'd definitely recommend people go see it. It's worth the ferry ride and the nausea on the ferry.
R: I went to the Edinburgh Castle actually recently.
S: Oh.

R: It was really beautiful up there I mean I knew the castle was in Edinburgh but I didn't know that when you actually go up to the Edinburgh Castle it's like overlooking the city. So it was really amazing. Yeah, that was the last place I went to and I highly recommend that you should go and visit the Edinburgh Castle, yeah.

9.11 Unit 9, 9.4, Exercise 4

S = Sophie D = Donna M = Meryl

S: I love the Masquerade Ball. It's so much fun. Hey, could you tell me what your name is?
D: Yeah, sure. I'm Donna.
S: And I'm Sophie.
D: Good to meet you, Sophie. Um, I was wondering if you two would like to hang out with us.
S: We'd love to.
M: Oh! It's really late. I need to go to bed. Where are we?
S: Donna? Have you any idea where our hotel is? We're lost.
D: Do you remember what street it's in?
S: Bourbon Street.
D: It's just around the corner.
D: Well, here we are. Um, Sophie, I'd like to know if you had a good time.
S: Yes, definitely. Do you know when Mardi Gras starts next year?
D: The first of March.
S: We'll be here! Oh, before you go, I've got one more question for you.
D: Yeah?
S: Do you mind if I take a photo of you?
D: Of course not.

9.12 Unit 9, 9.5, Exercise 2

P = Presenter PC = Professor Cook

P: I think the best way to make a celebration really special – it doesn't matter if we're talking about Thanksgiving, New Year's Eve or like today, US Independence Day – is to have a firework display. So with us in the studio we have Professor Diane Cook, an expert in Chinese history, who is going to tell us all about fireworks.
PC: Hello, delighted to be here.

9.13 Unit 9, 9.5, Exercise 3

P = Presenter PC = Professor Cook

P: So, Professor, China makes a huge number of fireworks – more than any other country in the world, but did the Chinese invent fireworks?
PC: Well, most historians agree that fireworks were invented in China over two thousand years ago. Although they've also been used in countries such as India and Syria for a very long time.
P: What were the first fireworks like?
PC: Not the same as they are today. They made a lot of heat and light, and they smelled terrible – like rotten eggs. But they didn't sound as noisy as they do today.
P: They didn't make much noise?
PC: No, they weren't very loud at all. But then somebody thought of putting a special powder inside a piece of bamboo wood and lighting it. This made a much louder noise! And after that it became more popular to use fireworks to celebrate special events.
P: Could you tell me what early firework displays were like?
PC: They were quite dangerous, actually. People were often scared when they saw them.
P: Some people still are – and dogs and cats feel terrified.
PC: Yes, and birds too. In the early days in England firework experts, who were known as 'firemasters', traditionally had assistants called 'green men' whose job was to entertain the crowds with jokes and funny stories. They were called 'green men' because they wore caps of leaves to protect their heads from fire! It was a dangerous job because early fireworks often went wrong.
P: What about other European countries?
PC: Fireworks were very popular in Italy, which became famous for its huge displays. In the 1800s the Italians had a great idea. They found that by adding metals and other powders, they could make fireworks with lots of beautiful colours. But although the new fireworks looked incredible, they were still not very safe.
P: How about in the USA?
PC: Well, Europeans brought fireworks to the USA very early on. The first known firework display in America dates back to 1608. While the first Independence Day was, of course, in 1776, fireworks were not used until the following year, 1777. Since that year firework displays have always been part of the Independence Day celebrations, along with barbecues and hot dogs and … other things that taste delicious!
P: Yes. So, what are your plans for this evening …

9.20 Unit 9, Revision, Exercise 6

Celebrations are very important in our family. We follow all our country's main traditions and customs. We get together before the event so we can help each other prepare meals, put up decorations, wear costumes and so on. The hard work is always worth it in the end!

36 BBC Culture, Exercise 6

P = Presenter G1 = Gamer G2 = Gamer 2 G3 = Gamer 3
A = Alex J = Josh's mum S = Siv
The Insomnia Festival

P: They have come in their thousands: some to play computer games but most to watch. I know you're thinking: sitting in front of a computer all day playing games is one thing but sitting watching other people playing computer games all day … really?
G1: If you play the game, if you know the game, you can appreciate the level of skill and the technical ability that goes into it.
G2: It's really funny to watch some of the stuff they can pull off – and just think wow, they must really have put so much practice into this and it does inspire you in some way to keep on going.
G3: It's enough of a sport to be sort of sit inside and sort of, you know, hone your skills that way instead of with a football or a rugby ball.
P: You think it's a legitimate sport?
G3: Yeah … a legitimate sport.
P: This is a hi-tech professional set-up. Two teams play for thousands of pounds in prize money, you can see the tension. The game is streamed live online. There are even commentators.
P: The global audience online and at live events last year was more than seventy million. Lost in a world of *Minecraft*, we met eleven-year-old Alex.
A: *Minecraft* is some sort of game that is built by the perfect people.
P: Why do you like watching other people playing?
A: Well, it makes me feel like I want to do what they are going to do.
P: This is Josh and his mum, Michelle. Josh watches videos of gaming all the time. His mum doesn't get it.
J: I thought it really weird, and I was watching it earlier, watching people commenting on other people's playing. And I've never seen anything like it. And obviously that's where the following is, which I hadn't really clocked, I thought it was just the gaming itself … so I do find that's slightly strange.

P: On stage, some living legends – gamers who record themselves playing *League of Legends* and then upload it on to YouTube. Siv has more than a million followers.
S: I make my living out of it and I have two employees who I am coaching to become second and third versions of me. And it's just a really nice … I'm really happy it's a sustainable job for now. Yeah.
P: This event, Insomnia, is taking place at Coventry's football ground. So, is the national sport being overtaken by so called e-sport? Not yet. Some here can't even stay awake. But gaming is evolving and growing all the time.

37 BBC Culture, Exercise 7

P = Presenter S = Stick Dt = Dance teacher D1 = Dancer 1 D2 = Dancer 2 D3 = Dancer 3 F = Festival organiser
The Festival of Neighbourhood

P: Spinning BMX acrobatics and parkour experts braving the concrete walls: just some of the urban art on show at the South Bank Centre Festival of Neighbourhood this weekend. Alongside them, street artists, like Stick who will be giving workshops and explaining the heritage of his trade.
S: People have always left their marks on walls from the periods when we were living in caves. It's a continuation of that very old tradition, which is older than galleries, certainly older than the Southbank. It's nice for the Southbank to be involved with such an established art form.
P: There will also be a pop-up performance by youth dance troop, Zoo Nation, seen here rehearsing ahead of their new show "Groove on down the road" which starts at the Southbank centre next Friday.
Dt: They are unfortunately some of the most ridiculously talented kids that I've ever come across. And I only say unfortunately because for us adults, who are old, we are like watching our backs saying: 'Where have they come from? They're so good!'
P: And that takes real dedication … Do you literally dance wherever you go?
D1: Pretty much, yeah … yeah … trains, at home, buses.
D2: I like it because like you can like express how you feel.
D3: Like we're always on our hands like all the time. We don't walk with our feet, we walk with our hands.
P: Putting breakdance on a stage, taking art out of galleries and rolling BMX into the ballroom. The point of this festival is to mash up cultures and show them to a wider audience.
F: Many of the artists that we spoke to said: "I've always dreamt about BMXing on the ballroom floor or coming out on to the terraces or coming out on to the roof gardens." And they really relish the opportunity to be coming into those more public and open spaces.
P: The Southbank Centre has long been an unofficial playground where urban art forms are practised and honed, this weekend – a chance to see the next generation!

PC1-9.1 Progress Check Units 1–9, Exercise 7

I = Interviewer H = Hannah

I: I'm talking to Hannah Mitchell, who describes her art as 'drawing from life'. Welcome, Hannah. Could you tell listeners how you draw from life?
H: Certainly, thank you. It's very simple. I go outside and look at people. I sometimes choose quiet places like waiting rooms, on a train, or big events like festivals. I sit there quietly with my paper and pencil and draw. Many people think that life drawing only means drawing live models inside an art room. But that isn't how it works for me.
I: How did you start drawing from life?
H: I remember I was on a long train trip and I couldn't think of anything to do. Fortunately, I had some paper with me. A man was asleep opposite me and his arms were folded. I started to draw him. I chose him because I liked how calm he looked in his sleep. I used my mum's pen which she was doing magazine quizzes with. He was quite easy to draw because he wasn't moving.
I: Why did you decide to become a professional artist?
H: My family and friends were really keen on my drawings. I shared some of them on the internet and advertisers contacted me. They needed pictures which could get the attention of target audiences for their brands. I drew the people how they wanted them to look. My work has been on display in exhibitions too. I was earning money and I love doing it. So why not?
I: Tell me more about the pictures. Do you draw from photographs too?
H: No, because they always change how things really look a little bit. I draw people the way I see them in the moment. I'm interested in the atmosphere they create around them and what's happening inside me when I see that. They're only portraits. I never draw landscapes, but I include the objects and features of the place next to the person, to give some context.
I: And what do the people you draw think about it? Are they OK with it?
H: Well a lot of the time they don't even know. Some of them are even asleep. I look up quickly and then look down again and draw what I remember, so it isn't that obvious. I've never had a problem. One time a man was very pleased when he came over to look at my drawing of him. I sent him a copy later.
I: Thank you very much, Hannah!

Workbook audioscripts

UNIT 1

1.1 Unit 1, 1.5, Exercises 2 and 3

I = Interviewer M = Miles

I: I'm here with Miles Baker, a projection-mapping artist, on the first night of his new show. Good evening, Miles.

M: Good evening.

I: I'd never heard of projection mapping before this evening. What is it exactly?

M: Projection mapping is when we project images onto something. It might be onto the outside of a building or a smaller projection inside a building – for example, in a theatre. There's often sound too, and together, the images and sound tell a story.

I: Interesting. And is this quite a new thing?

M: No, not at all. Many people think projection mapping is a very modern art form, but it's actually been around since the 1960s. In fact, one of the first displays was in Disneyland in 1969.

I: Really? That's a long time ago. Your pieces in the show are beautiful. Are there practical uses for projection mapping other than art?

M: Yes, absolutely. There are lots of different uses for projection mapping, from advertising to concerts. Some restaurants use it, so you can order from a 3D menu at your table. You can even find it in some modern homes, to allow people to control smart devices such as cookers. It's incredible the things you can do with projection mapping.

I: Wow! It sounds as if you really enjoy what you do.

M: I do. It's such an exciting art form, and I love my work. I really get a buzz out of the fact that I can be creative every day.

I: Thanks very much for your time, Miles.

M: Thank you.

UNIT 2

2.1 Unit 2, 2.5, Exercises 3 and 4

1

B = Boy G = Girl

B: What did you do in the holidays, Tara?

G: Oh, I went to a green camp.

B: You went where?!

G: Haven't you ever heard of it? It's great fun. We stayed in the countryside and learned about endangered plants and animals and how we can help the environment.

B: Oh, that sounds fun. I had a really boring holiday. I failed my History exam last term, so I had to spend the whole time in the library, studying.

2

G = Girl B = Boy

G: Hey, have you heard? Tyler James is going to stand in the student election, as a 'green' candidate'! He gave a speech in our class the other day about how we need to save water.

B: What? But he's never cared about those issues. Also, I've seen him throw away litter in the street!

G: I know. What a joke! I certainly won't vote for him.

3

D = Dad K = Kerry

D: How was school today, Kerry?

K: It was good, Dad. I joined an environmental group. They're really into recycling and reducing waste.

D: Yes, I heard about the project from Kate's mum. Are you going to ask people to sign a petition?

K: No, that was last month. This month we're going to the beach to clean it up!

D: Well done. I'm very proud of you.

4

G = Girl B = Boy

G: So, Paul, what do you think? How can we reduce pollution?

B: Well, I think there are too many petrol cars in cities. There's a lot of traffic and this makes the air dirty. In my opinion, we need to create more cheap, electric cars. This will mean cleaner air and less air pollution from car engines.

G: Yes, I think that's a great idea.

UNIT 3

3.1 Unit 3, 3.5, Exercises 3 and 4

I = Interviewer D = Dawson

I: Hi! I'm Sherena Tate and I'm here at the Eco-Fashion Show in Paris. With me is Dawson Kane, one of the most innovative young fashion designers. He's here to talk to me about sustainable fashion. So, Dawson, what is sustainable fashion?

D: Hi, Sherena. Sustainable fashion has two aims: firstly, to protect the environment and secondly, social justice. In other words, to make sure that people are treated fairly at every stage of the production process.

I: I see. And how do you hope to achieve these aims?

D: Well, first of all, we need to reduce the amount of waste we produce so it doesn't damage the environment. We also need to make more use of organic and recycled materials. And finally – because it's fashion, after all – we need to design and make clothes which are unique and fashionable.

I: I see. So we have some of your new designs here. Can you tell us a bit about them?

D: Of course! So, you see this shoe here? The sole and heel are made from plant material, bamboo, and the top is made from recycled plastic. We've avoided using leather and any other animal products.

I: Wow, it looks great!

D: Thank you!

I: What about this shirt?

D: Well, the shirt is made from 100 percent organic cotton. We start the sustainable process right from the very beginning, where the material is made, you see. We also make sure the farmers who grow it receive a fair wage.

I: I see. And is that for all parts of the shirt, even the buttons?

D: Oh yes, every single part of the shirt follows sustainable practices. The buttons are all made from recycled tin cans.

I: And the collar is quite unique. It's very long.

D: Yes, that's part of our design across all our range. We wanted to create something that is easy to recognise but fashionable at the same time. We want people to see our clothes and know instantly that they're sustainable.

I: Very interesting, Dawson, thank you. Good luck with the rest of the fashion show.

D: Thank you!

UNIT 4

4.1 Unit 4, 4.5, Exercises 2 and 3

H = Harry M = Maisie

H: What do you want to do when you're older, Maisie?

M: What, you mean for a career? I have no idea! I hope I'll be doing something interesting. Maybe working with animals? Or children? I'm not that bothered about earning a huge salary or anything, but I'd like to have enough money to be able to do the things I want and go away on holiday every year. What about you, Harry?

H: Oh, I want to be as successful as possible. In ten years, I hope I'll be earning lots of money! But I'd also like to retire early and spend my days relaxing on a beach.

M: Wow! You're ambitious, aren't you? So, how are you going to do that?

H: As it happens, I already have my own business.

M: Do you? What's that?

H: Well, last year I started walking people's dogs for them. Then I advertised in the local newspaper and soon I had lots of people who wanted me to walk their dogs. But it soon became too much work for me to do by myself, so I started employing my friends to do it! Now I have five people working for me.

M: Wow! That's amazing!

H: Thanks. When I finish school, I'm going to study for a diploma in Business, then start my own company. I'm not sure what yet and I know it will be a lot of hard work, but I'm ready for that.

M: I'm really impressed, Harry. I think you'll become a billionaire when you're older! I don't think you should work too hard, though. Remember there are other things which are important in life, like your family, your friends and your health.

UNIT 5

5.1 Unit 5, 5.5, Exercise 3

Good afternoon and welcome to *In Orbit*, the weekly podcast of what's new in the world of space travel. This week I'm at the European Space Agency's centre for research and I'm looking at space debris. 'What is space debris?' you're probably asking. Well, it's all the bits of metal and rubbish which are in orbit in space. Space debris consists of, for example, old spacecraft and satellites which have exploded or caught fire. In fact, it's become such a big problem that there have been several films made about it, such as *Gravity*.

5.2 Unit 5, 5.5, Exercises 4 and 5

Scientists estimate that there are over 170 million pieces of space debris, each smaller than one centimetre, in orbit around Earth. Now that might not sound very big, but just one of these pieces can damage a spacecraft or satellite.

The International Space Station deals with space debris using special machines called Whipple shields. These Whipple shields are designed to break space debris into smaller pieces. However, there are nearly 30,000 pieces of debris larger than 10 cm and the Whipple shields can't cope with debris this size. That means the Space Station often has to change its position so that these bigger pieces of debris don't hit the station.

The debris closest to Earth is the most dangerous. The gravity is higher here, so the objects move much faster. Sometimes some larger pieces of space debris actually fall to Earth. Most debris is very small and it disappears in the heat of the atmosphere, but some larger pieces survive these high temperatures. In fact, over the last sixty years, on average one large piece a day has fallen to Earth.

So, what can we do to clean up all this space debris? Well, the answer is we can do quite a lot, but because it's so expensive, we don't do very much. There are no international laws to clean up the debris in the Earth's orbit at the moment, but it's becoming more and more important.

That's all for this week's podcast. Thank you for listening, and happy star-gazing!

UNIT 6

6.1 Unit 6, 6.5, Exercises 3 and 4

Hi, everyone! My name's Kieran and I'm a senior organiser at SSC, which stands for 'Summer Sports Camp'. Here at SSC, we want you to escape your daily lives and have a great time with us.

SSC takes place in the first and second weeks of July, but it will feel much shorter than a fortnight because you'll have so much fun while you're here! At the camp, you'll spend a few days at a time doing different sports.

The first sport you'll do is BMXing – we provide the bicycle and all the equipment you need. We'll show you how to go really fast, even up those hills! On the second day, you all have a race and the winner will receive a very special prize.

The next sport you'll do is sandboarding. It's great fun, but we only do it if the weather is good.

The third sport you'll do is abseiling. First, you'll practise on our indoor wall, then we'll take you outside to go down a high rock.

And the last sport you'll do? Whitewater rafting! We'll spend a day training you for it, then we'll take you out to the river to practise. It's scary at first, but really, really exciting.

We'll need to check you're fit and healthy first, so we'll give you a short interview and ask you if you have any health problems. You'll also need your parents' permission. But don't worry, everything is safe, we have all the latest safety equipment and we're all trained first-aiders.

If you're interested, then you'll need to book your place before the first of June. But hurry – spaces go quickly! It costs £450 for the camp and that includes all your meals, accommodation and use of the equipment.

We really hope to see you this summer!

UNIT 7

7.1 Unit 7, 7.5, Exercise 3

1

Introducing our new triple topper. With pepperoni, peppers and tomatoes – it's our tastiest yet. All topped with a rich tomato sauce. A taste of Italy in your own home!

2

I like my hair to shine and when I'm washing it with new Floral Sensations, I can feel it come to life! It gives me that all-day shine that makes me feel and look so alive!

3

Finally! Clearer sound. Powerful beats. Rocking rhythm. Everything you need to get the best out of your music and take listening pleasure to the next level!

4

I've tried other brands, but they just don't get clothes as clean without making the colours fade. Now I can wear my clothes with pride. And they smell great too!

5

Are you ready for the celebration of a lifetime? Here at Good Times we've got everything covered. With a range of affordable packages and hundreds of options for any occasion, we can organise everything, leaving you free to relax and enjoy the occasion!

7.2 Unit 7, 7.5, Exercise 4

1

J = Jen H = Henry

J: What's that you're putting up, Henry?
H: It's a poster for a garage sale I'm having.
J: Are you OK? You seem a bit stressed.
H: Yes, well, the sale is on Saturday, so I want to put up as many as I can today and I've got tennis practice at six o'clock.
J: Oh no. Well, I can help you if you want.
H: Really? That would be great. Thanks, Jen.
J: Why are you writing on it?
H: Ah, the printer made a mistake. They put it as 12 p.m. when it should be 2 p.m.

2

M = Molly N = Noah

M: Hey, Noah, you're into football. Have you seen that billboard in the High Street for the new football academy?
N: Yes! I'm starting there in the summer. My mum's already bought me some new football boots. They're really nice and comfortable.
M: New boots? Really? The billboard said that if you sign up before June, you get a free T-shirt.
N: Oh no! That wasn't offered when I signed up!
M: Well, why don't you ask them about it when you start? They might still give it to you.
N: Yes, good idea. I think I will.

3

M = Mum A = Amy

M: There's a special offer on melons today, Amy. These ones look nice!
A: Yes, they do! But these ones aren't on offer, Mum – it's those ones over there.
M: Those ones? But they're tiny! What's the offer – buy one and get one free?
A: No – if you buy two of them, you get a free plate.
M: Oh. Well, that doesn't seem like a very good offer, really. What do you think? Shall we get them?
A: Mum, I don't even like melons!

4

W = Woman M = Man

W: Excuse me sir, can I interest you in lunch at our new vegan restaurant?
M: A new restaurant? Where's that?
W: It's just off the High Street, on Green Lane. Not far from here.
M: That sounds interesting.

W: Why not try it out today? Here, take one of these vouchers and you can have a free tea or coffee with your meal.

M: I will, thank you!

UNIT 8

8.1 Unit 8, 8.5, Exercises 3 and 4

P = Presenter N = Naomi

P: I'm here today at the office of *The Rosedale Record*, the student newspaper which last week won the prestigious Nigel Thompson Award for best new journalism. In case you haven't heard of *The Rosedale Record*, it's a newspaper produced by teenagers, for teenagers, and it's very popular. It started out as a school newspaper covering news in the school and has gone from strength to strength. Now it's a national newspaper, popular with teenagers all over the country. I'm here today with Naomi Smith, editor of the newspaper. So, Naomi, what's the secret of your success?

N: Well, I think it's that we're not afraid to publish the truth, and that's what people want to read about, really.

P: How do you mean?

N: For example, when we first started out, the school had lots of rules about what we could publish in the newspaper. We could only write about things that happened in the school and we weren't allowed to write anything negative about anyone, for example.

P: Right.

N: But one day, one of our journalists, Miguel, came to me with a story about a local company which was polluting a river with industrial waste. I thought about it and I decided to publish the story.

P: And what happened?

N: Well, at first, the head teacher wasn't happy and she even closed us down for a week. That was because we had broken the rules about what we could put in the newspaper. But then she realised the topic was important for the students and she agreed we could publish one more article about the same story.

P: Wow!

N: Yes, it was huge! We had both tabloid and broadsheet newspapers visit us, and even some paparazzi! In the end, we reopened and that's when we decided to sell the paper to the public, outside the school. The editor of a national newspaper gave us advice and some money and … here we are!

P: A truly amazing story, Naomi! Thanks for speaking to me and I wish you every success for the future.

N: Thanks.

UNIT 9

9.1 Unit 9, 9.5, Exercises 2 and 3

P = Presenter S = Scott

P: *Happy Birthday to You …* We all know this as the song we sing to people on their birthday, but where did it come from? And why is it so popular? With me in the studio today is Professor of Music Scott Hurley. What can you tell us about it, Scott?

S: Good afternoon. Well, first of all, you're right in saying it's a popular song. In fact, it is in the *Guinness Book of World Records* as one of the best-known songs in the world! It's difficult to find a place in the world where people won't sing along!

P: And who wrote it, do we know?

S: The first *written* record of the song dates back to 1893 and was made by sisters Patty and Mildred Hill, in Kentucky, USA. Patty was a kindergarten teacher and her sister was a pianist. They wanted a song that they could sing to the children and came up with this. It was then called: *Good Morning to All*.

P: Fascinating! And do you know if it's sung in the same way around the world?

S: More or less, yes. In most English-speaking countries, such as the UK, New Zealand and Ireland, it's traditional to sing the song when you bring out a birthday cake for the person whose birthday it is. The person then blows out the candles on the birthday cake and makes a wish. But in Canada, people usually follow up by singing, 'How old are you now?' Then they chant, 'Are you one? Are you two?' and so on, until they reach the person's age. At that point, the person shouts, 'Yes!' and everyone claps and cheers.

P: That sounds fun. Though I think it would take a long time on my birthday! And do you know if it's sung in any other languages?

S: Oh yes, it's been translated into at least eighteen languages that we know of. In Brazil, for example, they sing it in Portuguese, then follow up with a chant which includes the name of an indigenous children's character, 'Timbum'.

P: Do you know if it's been sung in any interesting situations?

S: Well, yes. I think everyone knows of the time Marilyn Monroe sang it to President John F Kennedy in 1962. But did you know the Mars rover *Curiosity*, a vehicle designed to explore the planet Mars, also sang it to itself on Mars when it had been on the planet for one year?

P: I had no idea – I didn't even know a rover could sing! Well, thanks very much for coming in today, Scott. And before you go, someone has told me it's actually your birthday today, so … happy birthday to you!

S: Thank you!

EXAM TIME 1

ET1–3.1 Exam Time 1 Units 1–3, Exercise 1

1

G = Girl B = Boy

G: Do you like your city?

B: Yes, I do. It's quite clean. There are plenty of litter bins everywhere, so there isn't much litter on the streets.

G: That's good. I hate it when there's rubbish everywhere. What about air pollution?

B: Well, there used to be a lot of factories that produced really dirty smoke. Most of those had closed before we moved here. But there's a lot of traffic. There are always traffic jams.

G: That's bad. I think they should ban traffic from city centres. It's much worse than the problem of litter, because it's so unhealthy.

2

At Park Hill School we are committed to doing our bit to help the environment. We've stopped selling bottled water in our school shop and we now encourage all our students to bring their own water bottles to school, which they can refill each day. We're trying to use computers more and more, so we reduce the amount of paper that we use. And we have recycling bins for paper in the school playground. There's also a recycling bin for clothes and next month we're hoping to introduce a new recycling bin for aluminium cans, too.

3

Hello, everyone, and welcome. Thank you all very much for joining our Clean Town campaign and signing up to help with our clean-up day. You probably know that last month we concentrated on the beach and by the time we had finished, it looked amazing. So today we're going to walk down through the main square to the park. Once we're there, we'll spread out and work in groups of three or four to pick up as much rubbish as we can. We'll then meet up again back in the main square for something to eat. Good luck, everyone!

4

G = Girl B = Boy

G: Hi, Dan. Have you been shopping?

B: Yeah. I needed to get some things for the school trip.

G: Me too. Have you bought wellies? Mrs Edwards said we'd need some.

B: No, I've already got some at home. I've been looking for some gloves, but I can't find any that I like.

G: So what's in your bag?

B: Oh, that's my new hoodie. I've wanted one for ages and I found this one in the sports shop on the High Street. They've reduced all their prices this week.

G: Cool. Maybe I'll go and have a look.

B: Yeah, you should. And I'll keep trying to find some gloves.

G: Good luck!

5

A = Assistant G = Girl

A: How did you get on? Have you tried all the boots on?
G: Yes. I really like the ones with the zip on the back.
A: Mm … They're very fashionable this year.
G: Yes. The only problem is that the heel's a bit high for me.
A: What about the ones with laces?
G: I'm not sure. They fit well and they're comfortable, but I think they look a bit old-fashioned.
A: Well, they're very popular at the moment. And what about the ones with no heel?
G: Umm … they're very comfortable, but I'm not sure about the zip on the side.
A: OK, so you think the first pair ...
G: Er ... no. I'll choose the comfortable ones, and go for the ones with no heel.
A: OK. Great

ET1–3.2 Exam Time 1 Units 1–3, Exercise 2

I = Interviewer J = Jake

I: Jake, you've just finished school for the summer holidays. Are you planning to have a rest?
J: Not really. Most of my friends are going to spend the summer relaxing. It would be nice to do that, or to go away on holiday with my parents, but I'm taking part in a big fashion show in London in six weeks, so I've got to get everything ready for that. I think I'll be really busy!
I: How did your interest in fashion start?
J: When I was younger, it was my sister who loved fashion and she wanted to be a fashion designer. I wasn't interested at the time. Then, when I was about fifteen, I started wearing a lot of hoodies, and I found it annoying that I could never find exactly what I was looking for in the shops – the right colour, the right shape … I was talking to my aunt one day and she said, 'Why don't you design your own?' So I started working on some designs and I loved it. My parents were quite surprised, but they supported me.
I: And now you're a successful young designer! What qualities do you think you need to do well as a designer?
J: A lot of people think the most important thing is to be really creative. Of course you need that, and it's also really important to be organised so you can deal with your customers. They won't be happy if you're not reliable. But the most important thing is to really want to succeed. You have to be determined – even when things go wrong. You just pick yourself up and carry on.
I: Tell us about your clothes. What's different about them?
J: Well, everything's online and the idea is that you create the clothes you want. So if you want a T-shirt, first you choose the basic shape, then the colour and the pattern. Then you can add more details, like a pocket or buttons. You basically 'build' your own clothes. I think teenagers love that. My clothes aren't as cheap as clothes in the High Street shops, but with mine you get exactly what you want.
I: You leave school next year. What are your plans?
J: I'll continue working on my own business, but I don't want to spend all my time doing that. My parents think I should go to college immediately, to study Fashion Design, but I'm not sure. I think it's better to get some experience first, so I'd like to get a job with one of the big fashion companies for a year or two.
I: And what about your ambitions for the future?
J: I used to think that all I wanted was to make money and not have to work once I'm thirty. But now I love my work and I don't want to stop. I'm not really interested in becoming a famous fashion 'name'. I'd like to show other young people that you can do whatever you want to do if you're determined and you work hard.
I: Thank you, Jake.

ET1–3.3 Exam Time 1 Units 1–3, Exercise 3

Many people now have smart meters installed in their homes. These allow you to see how much gas and electricity you are using in real time. They help manage energy use and are better for the environment.

EXAM TIME 2

ET1–6.1 Exam Time 2 Units 1–6, Exercise 1

1

B = Boy G = Girl

B: Did you see that programme about space last night? It was exciting, wasn't it?
G: Yes. I loved watching the astronauts doing a space walk.
B: Yes, it looks amazing! It must be so much fun moving around like that with no gravity. I'd love to do it if I had the chance and I'd love to go to Mars.
G: I'm not sure. I guess it would be exciting to walk on another planet, but I don't think I'd like being so far away from home.
B: Are you scared of heights?
G: No, not at all. In fact, one of my ambitions is to go hang-gliding.
B: Wow! Rather you than me!

2

G = Girl B = Boy

G: So, is your interview at the cinema today?
B: Yes, and I'm really nervous. I hope it goes well because I really want this job for the summer.
G: Have you prepared for it?
B: Yes, I've read all about the job and planned what I'm going to say.
G: What time do you need to leave?
B: Well, I need to get the bus at about one thirty. That means I'll get to the cinema by two o'clock, which leaves half an hour before the interview starts.
G: Well, good luck!
B: Thanks. I'll give you a call afterwards – at about half past three – to let you know how it went.

3

B = Boy G = Girl

B: I hear you've got a really good job for this summer.
G: Yes, I'm starting next week. I'll be working at a holiday camp, looking after young children. It's great because I'll be working outdoors and I love working with kids.
B: What's the pay like?
G: Well, I've been really lucky. Their standard hourly rate is ten pounds fifty, but they've offered me an extra pound an hour because I've already got some experience of this kind of work.
B: That's good.
G: Yeah, and if I go back and work for them again next year, the pay will go up to twelve pounds per hour.
B: Well, you can buy me an ice cream, then!

4

D = Doctor B = Boy

D: Right, I think you've got a chest infection. It's probably just a virus, so I don't think it's very serious.
B: Oh, good. Can I go to school then?
D: No, you need to stay at home and rest for a few days.
B: Should I stay in bed?
D: No, you can get up, but just take it easy and don't do too much. Are you taking any medicines at the moment?
B: No.
D: OK, so I'll just write a prescription for you. Take one tablet three times a day, with meals. And come back and see me in a week.
B: OK. Thank you.

5

B = Boy G = Girl

B: What's wrong?
G: Oh, I feel awful.
B: Why? Is it a headache?

G: No, I haven't had one of those for a while, thank goodness. I only get them when I'm really stressed – like at exam times.

B: That's good. So what's the problem?

G: It's the flu. It's making me feel really tired all the time. I went to the doctor, but he said it wasn't a good idea to take tablets unless I really have to. He told me to go and see him again next week if it's no better.

B: Oh dear! And do you still have that allergy, too?

G: No, luckily I don't get that now. I'd feel even worse if I had that at the same time!

ET1–6.2 Exam Time 2 Units 1–6, Exercise 2

A = Announcer

A: I'm pleased to announce that our new Space Museum will finally open next week, after three years of careful planning. Advance tickets will go on sale on the twentieth of February, and the doors open to the public on the twenty-third of February. We're expecting a lot of visitors over the first two weeks, so you might prefer to wait and visit in March, when it will be a bit quieter.

There will be plenty in the museum to interest everyone. There are nine permanent exhibition rooms, plus two extra rooms for temporary exhibitions, making a total of eleven. The museum will cover everything to do with space, from the history of our solar system to understanding galaxies and the future of space travel.

We're very keen to encourage young people to visit the museum, so we've kept the price low for them and also for the adults who come with them. Adults will pay six pounds to visit the museum, but for under-sixteens it's only two pounds. We hope that in this way we can encourage a lot of families to come along. There is no time limit on the ticket, so you can stay at the museum all day if you want. Also included in the ticket price is entry to our planetarium, where you can enjoy the feeling of travelling millions of miles out into distant space.

The final room in the exhibition features a full-size model of part of the International Space Station, so you can climb on board and imagine how it would feel to be orbiting the Earth and looking down on our planet.

So, you can find all the details about the museum, opening hours and special activities on our website: www.spacemuseum.com.

Thank you for listening, and we look forward to welcoming you to the Museum.

ET1–6.3 Exam Time 2 Units 1–6, Exercise 3

I = Interviewer K = Kizzie

I: Kizzie, you've just got a place on an astronaut training programme, and after that you'll be going to the International Space Station. Congratulations – it's a great achievement! How are you feeling?

K: Oh, I'm so excited! Yesterday I met the three other people who will be training with me and I'm sure we'll get on well. I thought I might feel worried about everything there is to learn but, in fact, I just feel that I want to get started. I can't wait!

I: So, when did your interest in space begin? Was it when you were at school?

K: Not really. At school I knew I wanted to be a scientist, but I hadn't thought about space particularly. Then, when I was at university, I watched a documentary on TV about the International Space Station and that's when my passion began. Then a friend suggested that I should apply for the training programme when I left university. So I did!

I: Mhm … So, tell us about the training programme.

K: Well, first there's the basic training, which takes sixteen months. There's a lot of physical training and also learning about the history of space flight, like the early American space programmes. Then there's another year of learning about the International Space Station. After I've finished my training, I'll be ready for my first space flight – a short trip first, then six months on the Space Station.

I: That's great. You mentioned the physical training and I know you have to be very fit. What health problems do astronauts suffer from?

K: The biggest health problems come at the beginning and end of the trip, when you're leaving the Earth and returning to it. The speed of the spacecraft and the effects of changes in gravity can make you quite ill. It's like really bad travel sickness. Once you're up in space, people don't generally have many problems, especially if they're there for a short time – say three to six months. When you get home, the doctors continue to check your health, but most people don't have any more problems.

I: That's interesting. Is there anything that you're not looking forward to about going into space?

K: Well, everyone says the food is awful, but that doesn't really bother me. I'll just be so excited to be up there. I'll be really busy, too, most of the time, which is good. I'm quite close to my two sisters and not seeing them for six months will be hard.

I: And what is your biggest ambition?

K: I'm really interested in science and a lot of the experiments they do on the station are really exciting. It would be great to learn something new that could make a difference to people's lives. A lot of people ask me if I want to travel to other planets, like Mars, but there are lots of other young people who are interested in space travel, so I'll leave that to them!

I: Well, good luck with the training!

ET1–6.4 Exam Time 2 Units 1–6, Exercise 4

There are eight planets in our solar system. All of them orbit the sun, which is one of billions of stars in the universe. Our solar system is part of our galaxy, which is called the Milky Way.

EXAM TIME 3

ET1–9.1 Exam Time 3 Units 1–9, Exercise 1

1

B = Boy G = Girl

B: Mm. … I like your perfume. Is it new?

G: Yes, I bought it last Saturday. It's called *Divine*.

B: Oh, it's a new one, isn't it? I think it was advertised on TV last night.

G: Really? I didn't see that.

B: Yeah, and there are posters up in the shopping centre. They're obviously trying very hard to sell it.

G: Really? I hadn't heard of it at all, but a shop assistant in a department store gave me a leaflet, so I decided to buy some. It was on special offer.

2

A = Announcer

A: This is a special announcement. As you know, the gallery usually closes at half past six on weekdays, but because our exhibition of modern art has been so popular, we have decided to keep the gallery open for an extra hour this evening, so it will remain open until half past seven. As tomorrow is the final day of the exhibition and we are expecting a large number of visitors, the gallery will remain open until half past eight tomorrow to allow as many as possible to enjoy these amazing works of art. Thank you.

3

G = Girl B = Boy

G: What are you looking at?

B: Oh, just a news website. I hate all this celebrity gossip they have. Look, it's so boring! Who cares if an actress has had an argument with her husband?

G: I agree. I never read those kinds of articles. I love the horoscopes. That's what I usually look at first. Then the national news.

B: Oh, I never read the horoscopes. I don't believe them. I'm most interested in whether it's going to rain or not, so I know if I'll be able to play football after school. So I always check the weather forecast first.

4

G1 = Girl 1 G2 = Girl 2

G1: Are you looking forward to the school prom?

G2: Yes, of course. Only about three weeks to go! Have you got your dress yet?

G1: No, I haven't, but my mum's taking me shopping in London on the twenty-first of June to get my dress and shoes.

G2: The twenty-first? But that's only two days before the prom!

G1: I know, but there are loads of great shops in London, so I'm sure I'll find something nice.

G2: Well, good luck. I can't wait for the prom. And then I'm going on holiday on the twenty-fifth of June, so I've got lots to look forward to!

5

B = Boy G = Girl

B: Only one more week of school and then it's the summer holidays!

G: I know! And I love all the things that happen in the town over the summer.

B: Me too. Are you coming to the street party in July? I think that will be great fun.

G: I can't come to the street party, unfortunately. I have to go to my aunt's wedding, which is on the same day. But I'll be here for the parade in August. I can't wait for that. I've already started making my costume!

ET1–9.2 Exam Time 3 Units 1–9, Exercise 2

T = Teacher

T: OK, listen carefully, everyone. As you know, the summer parade takes place this Saturday in the town centre and about fifty students from our school will be taking part. We're not meeting at the school, as we usually do, but in the park, and we need to meet there at half past twelve, please. That will allow us plenty of time to get ourselves ready and practise our dance routines. I hope you've all been practising at home!

The parade starts at two o'clock and it will go through the town centre, past the railway station and then back to the park. We should arrive back at the park at about half past four.

I've checked the weather forecast and it's going to be a very hot day, so don't forget to bring some water with you to drink while you're walking along. This is very important. If anyone forgets, I'll have a few extra bottles with me, so you can come and see me if you're thirsty.

Now, some of you are going to carry flags and Mr Kean will bring those with him on the day. They're quite heavy, so you might want to share with a partner and take turns, so you're not carrying one all the time.

Our theme this year is 'Pirates' and I know you've all been really busy working on what you're going to wear. Mrs Denton will be there on Saturday to help with your costumes if anyone has any last-minute problems. I'm sure you're all going to look amazing!

When we get back to the park after the parade, there will be plenty of things to do. I know there are food stalls and there will be music and dancing. Then, at nine o'clock, there will be a firework display to end the day. It's going to be a great day and there'll be lots of fun for everyone!

ET1–9.3 Exam Time 3 Units 1–9, Exercise 3

J = Jack T = Tess

J: What are you reading, Tess?

T: It's a book about animal communication and language. It's really interesting. This chapter is about birds.

J: Well, I know that birds sing to each other, but you can't really call it a language. I mean, they can't communicate many different things, can they?

T: I'm not sure I agree with you. For example, some birds have different calls to warn other birds about different kinds of dangers. So, there may be one kind of call to say there's a cat around and a different call to warn others that there's a dangerous bird above them.

J: Really? I didn't know that. What about whales and dolphins? They make sounds to communicate, too, don't they?

T: That's right. Scientists have been studying the language of whales for years. The sounds they make aren't very loud, but under water the sound can travel up to 3,000 kilometres.

J: That's amazing!

T: Yes, I know.

J: I know that dogs and cats can communicate because I've got two dogs and they definitely know how to let me know that they're hungry!

T: Yes, dogs can communicate with humans and they can also learn to understand human language, like the words for 'walk' and 'food', for example.

J: Yes. They're really clever, aren't they?

T: Yes, and animals can also communicate between species.

J: So, you mean like between a dog and a cat? That sounds a bit strange.

T: Well, they don't use sounds for that, but they can communicate in non-verbal ways. So, for example, a dog can show other animals whether it is angry or friendly by the way it stands and whether it makes eye-contact. And other kinds of animals understand these signs.

J: That's really interesting. And do other animals use non-verbal communication?

T: Yes. Animals like monkeys and especially chimpanzees use gestures in very similar ways to humans. For example, they wave their arms around to tell other animals to go away or they use body contact to show that they like each other, just like we do.

J: I find that really fascinating.

T: Me too. There's so much to learn, isn't there? Anyway, you should read this book when I've finished it.

J: Yeah, good idea. Will you lend it to me?

T: Of course.

ET1–9.4 Exam Time 3 Units 1–9, Exercise 4

Film-makers develop, make and lead film productions. They spend a long time making sure the film is shot in the right way and shows the best parts of the acting.

Workbook answer key

Starter unit

0.1

Exercise 1
1 classmate 2 relative 3 grandmother
4 aunt 5 neighbour 6 half-sister

Exercise 2
1 Do you go 2 love 3 studies
4 does not/doesn't always walk
5 do you live 6 usually walk
7 sometimes ride 8 do you hang out
9 always arrive

Exercise 3
1 Physics 2 project 3 revise 4 canteen
5 learn

Exercise 4
1 best 2 most difficult 3 bigger
4 the latest 5 more exciting

0.2

Exercise 1
1 Are … I'm not 2 right … I'm not
3 studying … We're 4 Are … talking

Exercise 2
1 am/'m having
2 are Jo and Ian watching
3 is not/isn't looking forward to
4 are/'re studying
5 are you calling
6 Is your sister enjoying

Exercise 3
1 make a video 2 write a blog
3 text someone 4 chat with people
5 post on social media 6 download an app

Exercise 4
1 write 2 messaging 3 go 4 film
5 download 6 upload

0.3

Exercise 1
1 H, city break 2 T, ferry 3 Ac, hiking
4 T, coach 5 A, campsite

Exercise 2
1 came 2 left 3 hired 4 went
5 had 6 spent 7 stayed 8 met
9 travelled 10 made

Exercise 3
1 went 2 stayed 3 did not/didn't do
4 read 5 was 6 made 7 hung out
8 did not/didn't meet
9 did not/didn't come
10 did you go 11 told
12 were not/weren't 13 drew

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

0.4

Exercise 1
1 ran 2 take 3 took 4 discover
5 directed 6 take 7 hang out

Exercise 2
1 since 2 for 3 since 4 for
5 since 6 for

Exercise 3
1 Have you ever studied abroad?
2 Fiona has not/hasn't done her homework yet.
3 My parents have already met my new friend from school.
4 Has Mark fed the cat yet?
5 We have not/haven't been camping for two years.
6 The programme has/'s just started.

Exercise 4
1 have lived here
2 have/'ve never been
3 not/n't started yet
4 have/'ve always liked
5 for six months
6 you ever had 7 haven't/have not seen

UNIT 1

1.1 Vocabulary

Exercise 1
1 confused 2 upset 3 cheerful
4 calm 5 exhausted 6 delighted

Exercise 2
1 confused 2 delighted 3 calm
4 anxious 5 stressed
6 surprised 7 pleased 8 exhausted

Exercise 3
1 a 2 c 3 a 4 b 5 c 6 b

Exercise 4
1 take 2 make 3 do 4 get 5 give
6 make 7 make 8 take 9 make
10 get

Exercise 5
1 achieve … take 2 mistakes … improve
3 succeed … go 4 made … managed
5 making … reach 6 aims … take

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

Exercise 7
1 aiming 2 upset 3 take 4 give
5 anxious 6 fail 7 do 8 decision
9 got 10 pleased

1.2 Grammar

Exercise 1
1 c 2 b 3 e 4 a 5 d

Exercise 3
1 have … go
2 don't agree … do you think
3 'm not watching … 'm doing
4 're staying … usually stay
5 never ask … doesn't know

Exercise 4
1 hear … are/'re learning
2 wait … am/'m getting
3 does Mia's train arrive … is/'s coming
4 is/'s starting … are/'re missing
5 like … encourages

Exercise 5
1 don't know 2 am/'m staying
3 am/'m enjoying 4 sells 5 have
6 closes 7 have 8 love
9 am/'m practising 10 are you doing
11 Do you want 12 don't work

1.3 Reading and Vocabulary

Exercise 1
1 new arrival 2 population
3 immigrant 4 face a challenge
5 translate 6 explore 7 migrant
8 stereotype 9 miss 10 support

Exercise 2
Spain, Mexico, China, USA

Exercise 3
1 away from home 2 bar or restaurant
3 350 4 English teacher
5 (public) transport 6 eat junk food

1.4 Grammar

Exercise 1
1 was having … PC
2 got up … PS
3 Have you ever had … PP
4 was raining … PC
5 became … PS

Exercise 3
1 I got home half an hour ago.
2 My sister started school last year.
3 Have you ever played baseball?
4 We were talking about Maisie when she walked in.
5 It was snowing when I woke up this morning.
6 When I was little, I didn't like broccoli.

Exercise 4
1 've/have known Tom since
2 was watching a film
3 's/has gone
4 was having a shower
5 hasn't/has not eaten

Exercise 5
1 climbed
2 've/have (ever) done
3 've/have (never) been
4 was staying
5 've/have read
6 've/have (never actually) visited
7 were walking
8 fell
9 's/has recovered
10 visited

1.5 Listening and Vocabulary

Exercise 1
Across
4 gentle 5 reliable 8 competitive
9 sensible 10 curious
Down
1 active 2 creative 3 organised
6 patient 7 generous

Exercise 2
1 d 2 b 3 a 4 c

Exercise 3
1 image 2 outside 3 theatre
4 story 5 1960s 6 1969 7 concerts
8 cookers

1.6 Speaking

Exercise 2
1 Can you give me a hand?
2 Do you need anything else?
3 Can I get you anything?
4 Do you need a hand?
5 Could you help me?
6 Can I give you a hand?
7 May I help you?
8 What can I do for you?
9 Could you give me a hand with my homework?
10 Would you mind helping me?

Exercise 3
1 b 2 f 3 c 4 a 5 g 6 e 7 d

Exercise 4
1 hand 2 Sure 3 minute 4 mind
5 give 6 nice 7 help 8 helping
9 else 10 fine

1.7 Writing

Exercise 1
1 cry 2 sweat 3 shake, shiver
4 scream 5 shout

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

Exercise 3
1 c 2 d 3 b 4 a

Exercise 4
1 a 2 c 3 d 4 b

UNIT 1 Self-check

Exercise 1
1 surprised 2 anxious 3 make
4 curious 5 generous 6 succeed 7 go
8 done

Exercise 2
1 up 2 out 3 off 4 on 5 with
6 down

Exercise 3
1 population 2 immigrants 3 support
4 explore 5 face 6 miss

Exercise 4
1 are/'re staying 2 gets up
3 am/'m having 4 is not/isn't enjoying
5 Does your mum like

Exercise 5
1 have not/haven't been 2 decided
3 have/'ve ever had 4 was 5 saw
6 talked 7 was not/wasn't
8 were walking 9 were waiting 10 met

Exercise 6
1 mind 2 get 3 give 4 minute 5 can

UNIT 2

2.1 Vocabulary

Exercise 1
1 wind power 2 food waste
3 factory 4 pollution 5 atmosphere

Exercise 2
1 oxygen 2 Solar 3 factory 4 oil
5 petrol 6 endangered

Exercise 3
1 d 2 c 3 a 4 b 5 e

Exercise 4
1 b 2 e 3 f 4 a 5 g 6 d 7 c

Exercise 5
1 solar ... pollution 2 oil ... change
3 dioxide ... oxygen 4 recycling ... source
5 factories ... endangered

Exercise 6
1 b 2 a 3 a 4 c 5 a 6 b

Exercise 7
1 centre 2 up 3 damages 4 change
5 pollution 6 endangered

Exercise 8
1 protect 2 change 3 electric
4 petrol 5 damage 6 waste
7 throw 8 recycle/reuse 9 renewable
10 oil 11 clean

2.2 Grammar

Exercise 1
1 had travelled
2 hadn't/had not eaten
3 Had you finished
4 had/'d seen
5 Had you tried
6 hadn't/had not been

Exercise 2
1 had closed
2 hadn't/had not realised
3 had already left
4 had/'d forgotten
5 hadn't/had not bought
6 had never seen

Exercise 3
1 had gone 2 went 3 had waited
4 had already read

Exercise 4
1 Angela hadn't/had not studied English before she visited London.
2 By the time I finished school yesterday, it had got dark outside.
3 How long had you had your bike when somebody stole it?
4 I had/'d just arrived at the party when it finished.
5 Kayla was tired because she hadn't/had not slept well.

Exercise 5
1 before 2 After 3 just
4 by the time 5 already

2.3 Reading and Vocabulary

Exercise 1
1 environmental 2 respect
3 a national 4 mess 5 trace 6 dump

Exercise 2
c

Exercise 3
1 b 2 a 3 c 4 b 5 b

2.4 Grammar

Exercise 1
1 d 2 e 3 b 4 a 5 c

Exercise 2
1 used to play
2 did you use to live
3 didn't/did not use to watch
4 didn't/did not use to have
5 used to travel
6 Did there use to be

Exercise 3
1 When I was little, I used to play with toys every day.
2 My grandparents' generation didn't/did not use to recycle rubbish.
3 Did you use to play video games every day when you were younger?
4 When he was my age, my dad used to work in a shop at the weekend.
5 My aunt used to live on a boat when she was a teenager.

Exercise 4
1 used to recycle 2 discovered
3 recycled 4 didn't/did not use to throw
5 used to melt 6 became
7 used to recycle

2.5 Listening and Vocabulary

Exercise 1
1 vote 2 organise 3 hold
4 sign (a) petition 5 join 6 become

Exercise 2

P	E	T	I	T	I	O	N	N	D	E	M
M	D	R	K	C	T	K	O	G	S	V	E
C	J	C	A	N	D	I	D	A	T	E	M
A	Z	V	N	V	T	W	V	J	V	N	B
M	G	L	O	C	M	O	P	O	Y	T	E
P	G	I	E	V	K	R	L	R	T	P	R
A	X	L	N	X	L	G	E	K	N	E	G
I	E	Y	Q	N	Q	A	V	S	G	T	N
G	S	G	Q	X	M	N	K	Z	U	I	I
N	D	I	X	N	Q	I	H	I	O	N	H
K	J	P	G	M	A	S	K	J	G	V	T
W	Y	X	Z	N	J	E	G	D	B	A	V

Exercise 3
1 A 2 B 3 C 4 A

Exercise 4
1 T 2 T 3 F 4 T 5 F

2.6 Speaking

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

Exercise 3
1 I think so too.
2 I don't think we should do that.
3 I totally disagree.
4 You can say that again!
5 I suppose so.
6 I don't think so.

Exercise 4
1 sure 2 think 3 right 4 point
5 should 6 is/'s 7 agree 8 again

2.7 Writing

Exercise 1
1 aim 2 participated 3 Half 4 class
5 have 6 Almost 7 quarters 8 found
9 Surprisingly 10 few

Exercise 2
1 35% 2 10% 3 50% 4 0%
5 80% 6 100% 7 98% 8 75%

Exercise 3
1 Half 2 A few 3 Some 4 Nobody
5 Three quarters 6 Most of
7 Almost all 8 All

UNIT 2 Self-check

Exercise 1
1 factory 2 waste 3 pollute
4 damaged 5 recycling centre
6 atmosphere

Exercise 2
1 away 2 animals 3 climate
4 carbon 5 waste 6 energy

Exercise 3
1 electric 2 bags 3 sources
4 centre 5 up 6 reduce 7 sign 8 hold

Exercise 4
1 had/'d got up
2 had organised
3 had/'d agreed
4 had/'d been
5 had done
6 had/'d dropped
7 had/'d collected

Exercise 5
1 won
2 did not/didn't use to care
3 used to recycle
4 Did Jo help
5 didn't/did not use to have
6 Did Luke use to be
7 did not/didn't learn
8 Did you use to leave the lights on?

Exercise 6
1 totally 2 say 3 agree 4 not 5 think

UNIT 3

3.1 Vocabulary

Exercise 1
Hands/Arms: bracelet, elbow pads, ring, shoulder pads
Legs: knee pads, leggings, tights
Feet: ankle boots, sandals
Head/Neck: cap, chain, mask
Whole body: suit

Exercise 2
1 sandals 2 cap 3 ring 4 bracelet
5 leggings 6 chain

Exercise 3
1 leather (The others show opinion.)
2 loose (The others describe colour.)
3 checked (The others are materials.)
4 cotton (The others show opinion.)
5 scruffy (The others are patterns.)
6 silver (The others are styles.)

Exercise 4
1 smart suit 2 denim cap 3 colourful bracelet 4 leather ankle boots
5 striped leggings 6 gold chain

Exercise 5
1 old-fashioned, plain, leather
2 smart, blue, striped
3 scruffy, loose, green
4 tight, striped, cotton
5 fashionable, silver, checked

Exercise 6
1 has 2 is/'s 3 wear 4 wear
5 have 6 is/'s 7 am/'m

Exercise 7
1 has ... gold and silver, checked
2 thirties ... is/'s
3 suit ... wears
4 have ... dyed ... wear ... fashionable
5 checked, leather ... wear

Exercise 8
1 casual 2 flowery 3 knee pads
4 scruffy 5 average height 6 slim
7 suit 8 leather 9 pale 10 freckles
11 good-looking 12 fashionable
13 dyed 14 jewellery 15 checked
16 sandals

3.2 Grammar

Exercise 1
1 has/'s been revising
2 hasn't/has not been writing
3 have/'ve been reading
4 have they been collecting
5 has/'s been listening

Exercise 2
for: a long time, ages, four months
since: I got home, last Tuesday, two o'clock
all: afternoon, morning, night

Exercise 3
1 have/'ve been wearing
2 has not/hasn't been practising
3 has Lucy been looking
4 have/'ve been walking
5 have you been making

Exercise 4
1 been writing this review for
2 has/'s been living here since
3 have you been doing
4 hasn't/has not been posting
5 trying on clothes for ages

Exercise 5
1 wearing 2 for 3 have/'ve 4 since
5 been 6 have/'ve 7 for 8 been
9 long 10 all

3.3 Reading and Vocabulary

Exercise 1
1 b 2 f 3 a 4 g 5 c 6 d 7 h 8 e

Exercise 2
c

Exercise 3
1 f 2 b 3 d 4 a 5 g
c, e and h are the extra sentences.

3.4 Grammar

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

Exercise 2
1 have you been dyeing
2 has/'s been looking for
3 have you had
4 have been talking
5 haven't posted
6 has/'s been wearing

Exercise 3
1 I've sent three emails today.
2 How long have you had dyed hair?
3 Jia has/'s been wearing glasses since January.
4 How long have you been studying fashion?
5 Mark and Jill have liked heavy metal music for years.

Exercise 4
1 have/'ve bought
2 have/'ve been wearing
3 have/has been recycling
4 have/'ve made
5 have/'ve used
6 has/'s been
7 have been sending

3.5 Listening and Vocabulary

Exercise 1
Across
3 pocket 4 hood 6 sole 7 laces
Down
1 zip 2 button 4 heel 5 collar
6 sleeve

Exercise 2
1 heels 2 hood 3 sole 4 zip
5 sleeves 6 pocket

Exercise 3
1 B 2 D 3 A 4 C

Exercise 4
1 b 2 b 3 c 4 c 5 a

3.6 Speaking

Exercise 2
1 R 2 G 3 G 4 R 5 G 6 R 7 G
8 G

Exercise 3
1 look 2 so 3 That 4 really 5 suits
6 taste 7 day 8 style

Exercise 4
1 nice 2 made 3 so 4 glad 5 Really

Exercise 5
1 look 2 think 3 suits 4 of
5 are/'re 6 in 7 taste 8 day

3.7 Writing

Exercise 1
Suggested answers:
Positive: attractive, brilliant, impressive, incredible, stunning
Negative: horrible
Neutral: average, original, strange

Exercise 2
1 fantastic 2 average 3 strange
4 stunning 5 original 6 horrible

Exercise 3
1 g 2 b 3 d 4 a 5 f 6 c 7 e

Exercise 4
1 b 2 d 3 a 4 e 5 c

Exercise 5
1 invite 2 message 3 musical
4 character 5 striped 6 chain 7 songs
8 to come and see

UNIT 3 Self-check

Exercise 1
1 pocket 2 flowery 3 pads
4 button 5 freckles 6 sandals
7 mask 8 twenties 9 sleeves 10 heels

Exercise 2
1 d 2 f 3 a 4 e 5 c 6 i 7 h
8 b 9 g 10 j

Exercise 3
1 have/'ve been working
2 has/'s been studying
3 all
4 have not/haven't been waiting
5 for 6 since 7 all

Exercise 4
1 have/'ve been tidying
2 have/'ve found / have/'ve been finding
3 have/'ve had
4 have/'ve grown
5 have/'ve been thinking / have/'ve thought
6 have/'ve found

7 have/'ve been doing
8 have not/haven't finished

Exercise 5
1 think 2 of 3 suit 4 day 5 look

READING TIME 1

Exercise 1
1 argue with
2 return to normal
3 seemed little chance
4 had a piece of luck
5 ran a business

Exercise 2
1 c 2 g 3 a 4 e 5 f 6 b 7 h
8 d

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

Exercise 4
1 keep her busy
2 become successful
3 go into business
4 was the obvious choice
5 going badly

Exercise 5
1 traditional 2 bored 3 real
4 successful 5 wonderful

Exercise 6
Hanae Mori
Biography
Hanae Mori
Suggested answer: clothes

UNIT 4

4.1 Vocabulary

Exercise 1
1 plumber 2 mechanic 3 personal trainer 4 cleaner 5 flight attendant 6 influencer 7 librarian 8 shop assistant 9 film director

Exercise 2
1 travel agent 2 blogger 3 fashion designer 4 app developer 5 freelance journalist 6 music critic 7 lab assistant 8 engineer 9 psychologist 10 interpreter

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

Exercise 4
1 write 2 apply 3 have 4 sign
5 meet 6 get

Exercise 5
1 c 2 b 3 b 4 a 5 b 6 a

Exercise 6
1 electrician ... rate
2 programmer ... contract
3 quit ... freelance
4 flight ... overtime
5 has ... trainer

Exercise 7
1 programmer 2 well-paid 3 earns
4 flexible 5 paid 6 promotion 7 rise
8 overtime 9 up 10 critic 11 fired
12 for

4.2 Grammar

Exercise 1
1 's going to get 2 starts 3 Will
4 'm meeting 5 'm going to look

Exercise 2
1 will/'ll get
2 am/'m meeting / is going to meet
3 will/'ll get

Exercise 3
1 a 2 a 3 c 4 b 5 c 6 a 7 c
8 b 9 b 10 a

4.3 Reading and Vocabulary

Exercise 1
1 gain work experience
2 get feedback
3 training course
4 get an opportunity
5 professional skills
6 training workshop / training course
7 virtual training
8 practical experience
9 be a specialist

Exercise 2
b

Exercise 3
1 win tournaments
2 understanding and skill (in the game)
3 deliveries
4 air traffic controller
5 the elderly
6 an app/a special app and headphones

4.4 Grammar

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

Exercise 2
1 will/'ll be working
2 will you be doing
3 will/'ll be starting
4 will not/won't be going
5 will/'ll be staying
6 Will you be writing
7 will/'ll be posting

Exercise 3
1 in 2 be 3 at 4 won't 5 Next
6 doing

Exercise 5
1 will be studying
2 will/'ll be applying
3 will/'ll be designing
4 will/'ll be having
5 will/'ll be gaining
6 will/'ll be starting
7 will/'ll be earning
8 will/'ll be relaxing

4.5 Listening and Vocabulary

Exercise 1
Across
4 diploma 5 award 6 career
Down
1 employer 2 candidates 3 speech

Exercise 2
Harry

Exercise 3
1 c 2 b 3 c 4 a 5 b 6 a

Exercise 4
1 no 2 bothered 3 happens
4 impressed 5 billionaire
a 3 b 5 c 1 d 4 e 2

4.6 Speaking

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

Exercise 3
1 Look 2 forget 3 out 4 sure
5 Remember

Exercise 4
1 head 2 forget 3 sure 4 allowed
5 out 6 pay 7 careful 8 to 9 do

4.7 Writing

Exercise 1
1 response 2 applying 3 currently
4 gain 5 Regarding 6 addition
7 taking 8 available 9 forward

Exercise 2
1 c 2 g 3 a 4 b 5 h 6 d 7 e 8 f

UNIT 4 Self-check

Exercise 1
1 psychologist 2 cleaner 3 travel agent 4 mechanic 5 fashion designer 6 influencer 7 film director 8 interpreter

Exercise 2
1 flexible working hours
2 salary 3 well-paid 4 pay rise
5 temporary contract 6 member of staff

Exercise 3
1 career 2 blogger 3 employer
4 holidays 5 awards 6 interview

Exercise 4
1 am/'m going to watch
2 will/'ll make
3 will pass
4 leaves
5 is/'s going to rain
6 are you going to do/are you doing
7 stops
8 am/'m staying / am going to stay

Exercise 5
1 will/'ll be living
2 will/'ll be working
3 will not/won't be doing
4 will/'ll be moving
5 will/'ll be going
6 will/'ll be applying
7 will/'ll be studying

Exercise 6
1 out 2 to sit 3 to listen 4 to feed
5 Make

UNIT 5

5.1 Vocabulary

Exercise 1
1 comet 2 astronaut 3 Space Station
4 star 5 planet 6 Earth 7 orbit
8 moon 9 telescope

Exercise 2
1 astronomer 2 telescope 3 satellite
4 astronaut 5 solar system 6 galaxy

Exercise 3
1 S 2 D 3 D 4 S 5 S 6 D

Exercise 4
1 long 2 length 3 wide 4 width
5 hour 6 from 7 takes

Exercise 5
1 658
2 8,300,000
3 3,769
4 4,000,872,000
5 9.3 million

Exercise 6
1 satellites … thousand
2 galaxy … hundred thousand
3 long … width
4 star … four point two
5 astronauts … station
6 from … takes
7 planets … solar system
8 telescope … comet

Exercise 7
1 six thousand four hundred and ninety-nine
2 six point eight billion
3 seven billion three hundred thousand
4 a/one hundred and twenty-three
5 four hundred and seventy-six thousand
6 twelve billion four hundred and thirteen million three hundred and eighty-nine thousand six hundred and seventy-two

Exercise 8
1 planet 2 away 3 system
4 from 5 moons 6 astronaut
7 orbit 8 wide 9 and 10 per

5.2 Grammar

Exercise 1
1 launches 2 unless 3 it's 4 paid
5 had 6 won't

Exercise 2
1 had, would 2 doesn't, will 3 would, had 4 gets, switch 5 won't, don't

Exercise 3
1 is 2 will reach 3 would 4 failed
5 want 6 won't 7 check

Exercise 4
1 want 2 wanted 3 can 4 use
5 won't/will not be able 6 is/'s 7 need
8 use 9 didn't/did not have

5.3 Reading and Vocabulary

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

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

Exercise 3
1 b 2 b 3 c 4 a 5 b

5.4 Grammar

Exercise 1
1 have 2 left 3 If 4 hadn't
5 wouldn't 6 would

Exercise 2
1 wouldn't 2 'd taken
3 have become 4 hadn't come

Exercise 3
1 d, had/'d known
2 c, would have been able
3 e, had not/hadn't been
4 a, would not/wouldn't have let
5 b, would/'d have worn

Exercise 4
1 c 2 a 3 c 4 b 5 a 6 a 7 b

5.5 Listening and Vocabulary

Exercise 1
1 oxygen 2 parachute 3 balloon
4 capsule 5 force 6 helium 7 engine
Mystery word: sound barrier

Exercise 2
1 parachute 2 force 3 capsule
4 oxygen 5 engine 6 sound barrier

Exercise 3
b

Exercise 4
1, 2, 4, 5, 7

Exercise 5
1 170 2 spacecraft 3 smaller
4 10/ten 5 high 6 60/sixty 7 expensive

5.6 Speaking

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

Exercise 3
1 Second 2 need 3 important
4 hope 5 always

Exercise 4
1 first 2 seems 3 that 4 do
5 always 6 Of

Exercise 5
1 First 2 Second/Then/Next 3 seems
4 No 5 need/have 6 Then/Now
7 to 8 never/don't

5.7 Writing

Exercise 1
a

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

Exercise 3
7 d 8 c 9 e 10 a 11 b

Exercise 4
advantages 2
conclusion 4
disadvantages 3
introduction 1

Exercise 5
1 c 2 d 3 e 4 a 5 b

Exercise 6
1 to save 2 new forms 3 population
4 expensive 5 problems 6 dangerous

UNIT 5 Self-check

Exercise 1
1 engine 2 satellite 3 galaxy 4 orbit
5 star 6 Gravity

Exercise 2
1 million 2 astronomer
3 comet 4 solar system 5 width
6 telescope 7 height 8 planet

Exercise 3
1 from 2 long 3 an 4 and 5 eight
6 high

Exercise 4
1 had 2 go 3 have met
4 won't come 5 were 6 wins
7 had left 8 travel

Exercise 5
1 will/'ll achieve
2 study
3 won
4 would/'d travel
5 will not/won't be
6 play
7 would you do

Exercise 6
1 a 2 b 3 c 4 a 5 c

UNIT 6

6.1 Vocabulary

Exercise 1
1 ear infection 2 cut 3 fever
4 asthma 5 rash 6 migraine 7 virus
8 broken bone

Exercise 2
1 broken bone 2 bruise 3 virus
4 insect bites 5 chest infection 6 fever

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

Exercise 4
1 fall ill
2 lost (my) appetite
3 describe (your) symptoms
4 get (a) prescription
5 hurt (my) leg
6 emergency treatment
7 getting (a) blood test

Exercise 5
1 antibacterial 2 pills 3 medicine
4 thermometer 5 plaster 6 painkillers

Exercise 6
1 cough medicine 2 bandage
3 thermometer 4 painkillers
5 sticking plaster 6 antiseptic cream

Exercise 7
1 allergic 2 infection 3 infect
4 illness 5 painful 6 operation

Exercise 8
1 infection 2 operation 3 blindness
4 painful 5 allergic 6 injury

Exercise 9
1 lost 2 took 3 had 4 infection
5 ask 6 describe 7 painful
8 allergy 9 allergic 10 prescription

6.2 Grammar

Exercise 1
1 c 2 d 3 a 4 e 5 b

Exercise 2
1 my appointment was 2 the day before 3 I had got 4 couldn't

Exercise 3
1 who we thought would win the World Cup
2 (that) he wanted to be a scientist
3 (that) she had been/gone to the doctor the day before/the previous day
4 what we/they could do to help Liam pass his exams
5 (that) she was having a party that weekend
6 if/whether I studied Biology at school

Exercise 4
1 c 2 c 3 b 4 a 5 c 6 a 7 b 8 a

6.3 Reading and Vocabulary

Exercise 1
1 have 2 Stay 3 take 4 shows
5 counts 6 measures 7 manage
8 gives / will give 9 avoid 10 make

Exercise 2
2, 3, 5, 6

Exercise 3
1 mental health 2 heart rate
3 patient 4 nutrients 5 (unnecessary) stress 6 breathing techniques

6.4 Grammar

Exercise 1
1 told 2 asked 3 us 4 not 5 me
6 to

Exercise 2
1 not to be … asked me … not to
2 asked … to do

Exercise 3
1 The teacher asked us to listen carefully.
2 Freya told us not to leave rubbish in her car.
3 I asked them to sit over there.
4 The doctor told me not to play sport for two weeks.
5 Sarah asked Kate to meet her after school.

Exercise 5
1 asked me to call
2 asked me to describe
3 asked me to tell
4 told me to make
5 told him to sit down
6 told me not to panic
7 asked them to let
8 asked me to phone

6.5 Listening and Vocabulary

Exercise 1
1 BMXing 2 paddleboarding
3 hang-gliding 4 sandboarding
5 kitesurfing 6 abseiling 7 free running
8 parachuting 9 whitewater rafting
10 ziplining

Exercise 2
1 sandboarding 2 Parachuting
3 BMXing 4 abseiling 5 Kitesurfing
6 ziplining

Exercise 3
1 d 2 e 3 a 4 c
b is the extra sport

Exercise 4
1 Camp 2 two/2 3 (really) fast
4 indoor 5 river 6 interview
7 (the) first/1st/1 8 450
9 accommodation

6.6 Speaking

Exercise 2
Suggested answers:
1 d 2 c 3 e 4 b 5 a

Exercise 3
1 taking 2 do 3 to do 4 to call
5 taking 6 resting

Exercise 4
1 ought 2 would 3 could 4 about
5 think 6 afraid 7 might 8 better

Exercise 5
1 ideas 2 afraid 3 thought 4 think
5 should 6 idea 7 were 8 would/'d

6.7 Writing

Exercise 1
1 how to make pasta
2 Liam's Food Technology teacher
3 no
4 yes
5 anyone who thinks cooking is difficult

Exercise 2
1 c 2 b 3 d 4 f 5 e
The extra verb is *asked*.

Exercise 3
1 The teacher reminded us to check our writing.
2 The waiter warned me not to touch the hot plate.
3 The chef explained (to us) how to mix the things together.
4 The trainer advised them to make notes as they watched the video.
5 The tutor encouraged Anna to show her work to her friends.

Exercise 4
1 d 2 a 3 e 4 c 5 b

UNIT 6 Self-check

Exercise 1
1 blood test 2 injury 3 muscles
4 bones 5 virus 6 bite 7 symptoms
8 plasters 9 medicine 10 spray

Exercise 2
1 running 2 parachuting 3 rafting
4 sandboarding 5 paddleboarding

Exercise 3
1 operation 2 painful 3 treatment
4 illness 5 allergic

Exercise 4
1 had 2 was 3 was 4 that
5 would 6 was 7 did 8 would
9 him 10 did

Exercise 5
1 The doctor told me to stay in bed and get some rest.
2 I asked my friend to help me change my bandage.
3 The nurse told him to take the medicine twice a day.
4 Sally asked us to be quiet.
5 Kevin's mum told him not to touch that.

Exercise 6
1 any … you 2 should … help … good

READING TIME 2

Exercise 1
1 b 2 d 3 a 4 c

Exercise 3
1 an old man 2 is looking
3 The old man 4 place to live

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

Exercise 5
1 advertisement 2 addition 3 kind
4 natural

Exercise 6
1 into 2 from 3 into 4 about
5 with 6 to

Exercise 7
Nicholas Nickleby
adventure story
Nicholas, Uncle Ralph, Charles Cheeryble, Ned Cheeryble, Tim Linkinwater

UNIT 7

7.1 Vocabulary

Exercise 1
1 nod 2 raise 3 shrug 4 fold
5 stand 6 point 7 make 8 lower

Exercise 2
1 follow 2 look 3 pay 4 raise
5 have 6 folded

Exercise 3
1 head 2 Look 3 contact
4 eyebrow 5 voice 6 attention
7 shrug 8 point

Exercise 4
1 communication 2 expressions
3 discussion 4 description
5 pronunciation 6 definition
7 suggestions 8 explanation
9 information

Exercise 5
1 a 2 c 3 d 4 b 5 a 6 d 7 b
8 c 9 b 10 d

7.2 Grammar

Exercise 1
1 are sent 2 have been used
3 wasn't written 4 must be turned off
5 can't be played 6 hasn't been found

Exercise 2
1 was sent 2 by 3 have been designed 4 be played 5 were asked
6 are given

Exercise 3
1 English is spoken in India.
2 Many mobile phones are made in China.
3 Latin hasn't been taught in our school for years.
4 Your pictures can be shown on the big screen.
5 Your answers must be written on this form.
6 No good films have been made this year.

Exercise 4
1 can be done 2 has been answered
3 must be taught 4 are shown
5 were lost 6 have been designed
7 are given 8 are recorded
9 are swapped

7.3 Reading and Vocabulary

Exercise 1
1 d 2 k 3 a 4 h 5 e 6 b 7 g
8 c 9 f 10 l 11 j 12 i

Exercise 2
1 c 2 a 3 d 4 b

Exercise 3
1 c 2 d 3 e 4 a 5 f
b and g are the extra sentences.

7.4 Grammar

Exercise 1
1 will be sent
2 will be given
3 will/'ll be taught
4 will not/won't be allowed
5 will be held
6 will not/won't be tested

Exercise 2
1 will be shown
2 will be won
3 will not/won't be offered
4 will/'ll be sent
5 will not/won't be used
6 will be given

Exercise 4
1 will be chosen
2 will be read
3 will/'ll be published
4 will be given
5 will be asked

Exercise 5
1 The shop will be closed tomorrow.
2 New courses/A range of new courses will be offered for the next school year.
3 A party will be held on Friday 8 July to celebrate the end of the school year.
4 Three things will be discussed at/in/during the class meeting.
5 The FX900 smartphone will be sold (in shops) from 3 September.

7.5 Listening and Vocabulary

Exercise 1
1 commercials 2 leaflets 3 audience
4 brand 5 logo

Exercise 2
Across
1 brand 2 leaflet 5 slogan
Down
1 billboard 3 poster 4 logo

Exercise 3
1 C 2 H 3 F 4 A 5 E

Exercise 4
1 c 2 a 3 a 4 b

7.6 Speaking

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

Exercise 3
1 Did you mean left?
2 When I said green, I meant blue!
3 Are you suggesting we don't do it?
4 That's not what I meant.
5 Sorry, I meant to say right.

Exercise 4
1 wasn't it 2 do you 3 have you
4 didn't you 5 does he

Exercise 5
1 not 2 trying 3 Like 4 What
5 saying 6 mean 7 put 8 other

7.7 Writing

Exercise 1
1 by 2 on 3 at 4 in 5 in

Exercise 2
positive

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

Exercise 4
1 c 2 a 3 b

Exercise 5
1 vocabulary 2 design 3 useful
4 remembering 5 confusing 6 sounds

UNIT 7 Self-check

Exercise 1
1 billboard 2 eye 3 follow 4 leaflet
5 commercials 6 voice

Exercise 2
1 pronunciation 2 definition
3 information 4 description
5 discussion 6 suggestion
7 communication 8 explanation

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

Exercise 4
1 were given lots of homework by our Maths teacher
2 is played in Brazil
3 has been advertised on billboards
4 must be followed at all times
5 cannot/can't be taken in here
6 has been announced by Flyby
7 was told it was OK
8 has been created

Exercise 5
1 will be opened 2 will be offered
3 will be taught 4 will be included
5 will be built 6 will be located
7 will be improved

Exercise 6
1 When … say 2 Are … what … say

UNIT 8

8.1 Vocabulary

Exercise 1
Styles of painting: abstract art, classic art, impressionist art, modern art, pop art
Art forms: architecture, art installation, design, film-making, photography, sculpture
A art installation B impressionist art
C architecture D sculpture
E film-making F photography

Exercise 2
1 design 2 impressionist
3 installations 4 photography 5 modern

Exercise 3
1 non-fiction 2 autobiography 3 plot
4 character 5 chapter 6 novelist
7 title 8 author
Extra word: cover

Exercise 4
1 plot 2 non-fiction … fiction
3 cover 4 author 5 novel
6 short story 7 biography 8 title

Exercise 5
Suggested answers:
1 b 2 f 3 h 4 c 5 d 6 e 7 a 8 g

Exercise 6
1 landscape 2 atmosphere 3 dance
4 work 5 poems 6 exhibition

Exercise 7
1 exhibition 2 installations 3 sculpture
4 atmosphere 5 author 6 fiction

8.2 Grammar

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

Exercise 2
1 Were 2 be able 3 write
4 to read 5 couldn't 6 manage to

Exercise 3
1 c 2 b 3 a 4 c 5 a

Exercise 4
1 able 2 could 3 Can 4 was
5 manage 6 'm/am 7 be

8.3 Reading and Vocabulary

Exercise 1
1 typical 2 image 3 simple
4 self 5 display 6 canvas 7 gallery
8 blocks

Exercise 2
from nature: trees, animals and space
1 nine months old
2 amazing and very beautiful
3 to put her work on displays
4 seven days
5 real toys
6 People come to see her in action.

8.4 Grammar

Exercise 1
1 S 2 D 3 S 4 S

Exercise 2
1 don't 2 allowed 3 aren't 4 must
5 mustn't

Exercise 3
1 won't be allowed
2 must ask
3 were allowed to
4 aren't allowed to talk
5 Did you have to

Exercise 4
1 allowed 2 not/n't 3 have 4 had
5 must 6 have 7 are 8 to 9 to
10 have 11 be

8.5 Listening and Vocabulary

Exercise 1
1 newspaper 2 celebrity gossip
3 magazine 4 editor 5 headline
6 paparazzi 7 news app 8 advert

Exercise 2
1 designer 2 local 3 headlines
4 on an online news site 5 editor
6 weather forecast

Exercise 3
1 T 2 F 3 F 4 T 5 F

Exercise 4
1 c 2 b 3 a 4 b 5 c 6 c

8.6 Speaking

Exercise 2
1 ask 2 opinion 3 Personally, 4 sure
5 as

Exercise 3
1 concerned 2 wrong 3 from
4 seems 5 one … other

Exercise 4
1 b 2 a 3 c 4 a 5 b

Exercise 5
1 my 2 hand 3 on 4 me 5 as
6 think 7 sure 8 ask 9 right

8.7 Writing

Exercise 1
1 They both show London Bridge.
2 the reflection of the bridge and the sunrise
3 a ship 4 B

Exercise 2
1 In spite of 2 Although
3 Even though 4 Despite

UNIT 8 Self-check

Exercise 1
1 photography 2 portrait 3 app
4 author 5 designer 6 weather forecast 7 headlines 8 plot

Exercise 2
1 cover 2 biography 3 non-fiction
4 author 5 novel 6 chapter

Exercise 3
1 perform 2 create 3 published
4 design 5 visit 6 has

Exercise 4
1 was not/wasn't able to call
2 Will you be able to return
3 could not/couldn't swim
4 Did you manage to finish
5 will not/won't be able to go

Exercise 5
1 have to ... have to
2 Were ... had
3 to leave ... won't
4 Is ... is allowed to
5 must ... don't have to

Exercise 6
1 On 2 other 3 In 4 see 5 concerned

UNIT 9

9.1 Vocabulary

Exercise 1
1 costume 2 firework display
3 parade 4 ceremony 5 festival

Exercise 2
1 costume 2 tradition 3 occasion
4 parade 5 festival

Exercise 3
Suggested answers:
1 e 2 c 3 g 4 i 5 a/c 6 f 7 h
8 j 9 d 10 b

Exercise 4
1 tradition ... fireworks
2 decorations ... throw
3 up
4 together ... turning
5 celebrate ... prepare
6 unwrapped ... candles

Exercise 5
1 surprise party 2 fancy-dress party
3 school prom 4 wedding reception
5 formal dinner 6 family get-together
7 carnival

Exercise 6
1 reception 2 fancy 3 prom
4 get-together 5 street

Exercise 7
1 follow 2 get-together 3 turning
4 special 5 decorations 6 blows
7 unwraps 8 formal 9 display 10 bring

9.2 Grammar

Exercise 1
1 where … D 2 whose … D
3 which … ND 4 whose … ND
5 where … D 6 who … ND

Exercise 2
1 which/that 2 who 3 which
4 where 5 whose

Exercise 3
1 which we hired for the prom
2 who/that give lots of homework for the weekend
3 who is an engineer
4 which was to celebrate my aunt's birthday
5 whose birthday it is today
6 where they're having the party

Exercise 4
1 That's the man who took our photo.
2 The party, which was at my friend's house, was great.
3 The leaving party, where we ate lots of nice food, went on for a long time.
4 My uncle, who's/who is a doctor, is coming to our dinner party.
5 A house-warming party is a celebration which you have when you move into a new home.
6 Sheila is the girl whose mother bought her a concert ticket for her birthday.
7 This is the place where we had our prom.
8 Tom, whose team won the school championship, is my cousin.

9.3 Reading and Vocabulary

Exercise 1
1 about 2 of 3 of 4 for 5 into 6 on

Exercise 2
A 2 B 4 C 1 D 3

Exercise 3
Christophe B, Sara A, Shaun D

9.4 Grammar

Exercise 1
1 c/D 2 e/I 3 a/D 4 f/I
5 d/D 6 b/I

Exercise 2
1 the film starts 2 the parade is
3 if Stanley is 4 Amber turns
5 if there is 6 if

Exercise 3
1 where the bathroom is
2 if it's expensive
3 what time the bus leaves
4 if the parcel has arrived
5 how old you are

Exercise 4
1 where the party is
2 what you are doing for your birthday
3 if James has a sister
4 how much the tickets are
5 where you went to school

Exercise 5
1 if I could ask you a few questions
2 if this is your first visit to the festival
3 if you are/you're enjoying it
4 what you are/you're going to do after it finishes

9.5 Listening and Vocabulary

Exercise 1
1 smell 2 tastes 3 felt 4 sounds
5 look

Exercise 2
c

Exercise 3
1 c 2 b 3 a 4 b 5 c

9.6 Speaking

Exercise 2
1 Excuse 2 pass 3 happen
4 wonder 5 bother 6 appreciate
7 Thank 8 mind

Exercise 3
1 Thank 2 wondering 3 turn
4 sitting 5 Here 6 it 7 to

Exercise 4
1 if 2 Here 3 of 4 if … go 5 quite
6 happen 7 much

Exercise 5
1 me 2 mind 3 No 4 wonder
5 happen 6 sorry 7 of 8 welcome

9.7 Writing

Exercise 1
c

Exercise 2
1 things 2 like 3 show
4 planning 5 hope 6 Speak

Exercise 3
a 3 b 1 c 5 d 2 e 4
1 a 2 b 3 c 4 d 5 e 6 e 7 d 8 b

Exercise 4
1 to email 2 house 3 last weekend
4 visit 5 festival 6 display

UNIT 9 Self-check

Exercise 1
1 prom 2 ceremony 3 festival
4 get-together 5 threw 6 prepared
7 dinner 8 put 9 turn 10 stay

Exercise 2
1 special 2 reception 3 costume
4 carnival 5 surprise 6 unwrap
7 celebrate 8 together 9 light
10 parade

Exercise 3
1 whose 2 which 3 who 4 where
5 where 6 whose 7 who 8 whose

Exercise 4
1 what time the parade starts
2 where I can/could catch a bus
3 if Mark went to the party
4 how old you are
5 if they have/'ve sold many tickets
6 where the concert will be
7 what it means

Exercise 5
1 Sorry 2 mind 3 ahead 4 pass
5 Here

READING TIME 3

Exercise 1
A 2 B 4 C 1 D 3

Exercise 2
1 excellent 2 work 3 cheerful
4 shows the men

Exercise 3
a 3 b 6 c 7 d 1 e 4 f 2 g 5

Exercise 4
1 put/to put 2 moving 3 try
4 come 5 agreed

Exercise 5
1 He was hit by a horse.
2 Yes.
3 She meets the man's wife and her sister.

Exercise 7
The Garden Party
short story
Laura and Laura's mother
Possible answers: the marquee, the flowers, the sandwiches, the cream cakes

EXAM TIME 1 UNITS 1–3

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

Exercise 2
1 b 2 b 3 c 4 b 5 c 6 a

Exercise 3
Many people now have smart meters installed in their homes. These allow you to see how much gas and electricity you are using in real time. They help manage energy use and are better for the environment.

Exercise 4
1 B 2 D 3 F 4 E 5 C

Exercise 5
1 b 2 a 3 c 4 c 5 b

Exercise 6
a, c, d, f

Sample answer:
Hi Tim,
Thanks for your email. I'm missing all of you too!
I've already made a few friends here. One of them is a boy in my class called Ethan – he's really nice.
You're right, the weather here is great – it's hot and sunny almost every day. And we can wear shorts to school!
Not everything has been easy, of course. I've found it difficult to get used to school here. We start and finish earlier – I have to get up at 5 a.m.!
Let's keep in touch. I'd love to hear your news.
Bye for now,

EXAM TIME 2 UNITS 1–6

Exercise 1
1 a 2 b 3 b 4 c 5 c

Exercise 2
1 23/23rd February
2 11/eleven
3 2/two
4 planetarium
5 International Space Station
6 www.spacemuseum.com

Exercise 3
1 a 2 c 3 b 4 a 5 b 6 c

Exercise 4
There are eight planets in our solar system. All of them orbit the sun, which is one of billions of stars in the universe. Our solar system is part of our galaxy, which is called the Milky Way.

Exercise 5
1 b 2 c 3 a 4 d

Exercise 6
1 c 2 f 3 g 4 d 5 h

Exercise 7
1 a nurse
2 at all times
3 any allergies you have
4 your/the doctor
5 new medicines

Exercise 8
Sample answer:
This summer I wanted to earn some money, so I decided to look for a summer job. I've always loved animals, especially dogs, so I decided to become a dog-walker.
At first I was a bit nervous. What if one of the dogs escaped and ran off? But I soon realised that wasn't going to happen, and all the dogs were lovely.
I feel like I've learned that it's easy to create opportunities for yourself, and I feel much more confident in my abilities.

EXAM TIME 3 UNITS 1–9

Exercise 1
1 C 2 B 3 C 4 B 5 C

Exercise 2
1 (the) park
2 2 / two / 2 o'clock / two o'clock
3 (some) water
4 (the) flags
5 (the) costumes
6 firework display

Exercise 3
1 b 2 a 3 c 4 c 5 a 6 b

Exercise 4
Film-makers develop, make and lead film productions. They spend a long time making sure the film is shot in the right way and shows the best parts of the acting.

Exercise 5
1 e 2 a 3 g 4 f 5 b

Exercise 6
1 twelve weeks 2 beginners 3 drawing (techniques) 4 watch / listen to the recording 5 a certificate

Exercise 7
1 an art gallery 2 local artists
3 a train signal 4 Hackney Council
5 make a donation/pay for the posters

Exercise 8
1 Los Angeles 2 two / 2
3 watch much TV 4 her teacher
5 say certain words 6 their writing skills
7 (presidential) ceremony/ceremony for Joe Biden

Exercise 9
Sample answer:
Social media is very popular with teenagers. However, in my opinion this isn't always a good thing.
On the one hand, there are some benefits. For example, you can use it to make new friends. Another reason to use it is for education and research.
On the other hand, it can be addictive. Spending too much time on social media means less time with friends in real life. Moreover, it can create cyberbullying, which can harm teenagers.
To sum up, the arguments against social media are stronger. Parents should therefore limit the amount of time their teenagers spend on it.

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