

# gateway

to the world

**B1+**

Teacher's Book  
with Teacher's App

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# gateway to the world

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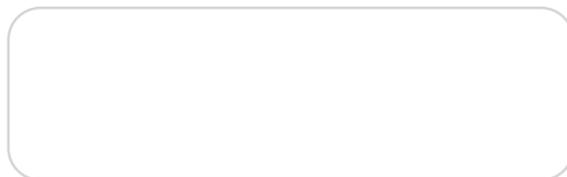
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RAM: 4GB (we recommend a minimum of 4GB RAM for optimal performance); Local storage: 4GB (please note that content size will depend on your course).

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# gateway **B1+** to the world

Teacher's Book  
with Teacher's App

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*Gateway to the World* retains many of the elements that have made *Gateway* so popular with teachers and students alike. It combines a balanced approach to grammar, vocabulary and skills with thorough exam preparation. The Student's Book has a clear, logical unit structure, which is easy to use for teachers and engaging for students. And, of course, *Gateway to the World* has been developed and written by best-selling author and teacher, David Spencer, who brings his knowledge and experience from years of teaching teenagers to the course.

*Gateway to the World* builds on the successful formula of the original course with new content and features, which not only help to motivate students and improve their language-learning potential, but also develop the skills and knowledge that they will need outside of the classroom in an ever more interconnected world.

## What makes a great learner?

Great thinkers become great learners. The ability to think in different ways and deal with problems and challenges using a range of skills helps us to learn more effectively and achieve our goals and aspirations. What kinds of skills do your students need to become great thinkers ... and great learners?



### EMOTIONAL INTELLIGENCE

The ability to identify and manage your own emotions, as well as other people's.



### CULTURAL AWARENESS

The ability to recognise and appreciate that there are both similarities and differences between cultures.



### CRITICAL THINKING

The ability to think carefully about a subject or idea in a rational and open-minded way.



### GLOBAL COMMUNICATION

The ability to interact successfully in the real world with people or through creating or understanding content such as videos or blog posts.



### DIGITAL LITERACY

The ability to group together a range of computer-related competencies that enable us to find, evaluate, create and communicate information on digital platforms.

The material in *Gateway to the World* has been specially developed to give your students regular practice of these core great-thinker skills.

## In the Student's Book ...

### Great Learners, Great Thinkers

This unique new section in each unit of the Student's Book combines a variety of beyond-the-classroom features which will help your students develop the skills they will need for life outside of the learning environment. The Great Learners, Great Thinkers pages have been specifically developed to help students improve their thinking skills and their understanding of their own emotional wellbeing. Thematically tied to the content of the unit, each double-page section features a **Visible Thinking Routine**. The routines help students develop alternative thinking strategies through scaffolded, step-by-step activities. Special **Social and Emotional Learning SEL** tasks encourage students to think about their own social and emotional wellbeing by exploring themes such as empathising, listening to others, and keeping an open mind.

At the end of the lesson, students consider how well they think they apply the aspect of Social and Emotional Learning to their own lives by grading themselves in the **Learner profile** at the back of the Student's Book.



### Documentary videos

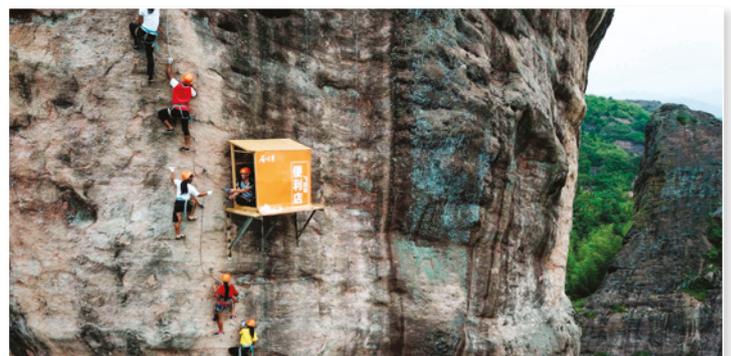
Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option.

The videos are further exploited with a range of comprehension tasks.



### Real-world content

The Student's Book is full of fascinating real-world content, which will resonate with teenage learners. Topics for texts and activities have been specifically selected with the interests of today's teenagers in mind. In particular, texts on the main Reading and Listening pages are always based on real people, places and events. This real-world content ensures that students are not only learning a language, they are also learning about the world outside the classroom.



## Projects and Virtual Classroom Exchange

The Student's Book contains five **Collaborative projects**: one project after every two units which links back thematically to one of two **Culture exchange** activities in the preceding two units. The projects practise a range of skills, such as academic and digital skills, and give students the opportunity to work collaboratively in groups to research and create a project on a cultural topic from their own country. Not only can students present their project to the rest of their class, they can also take part in a **Virtual Classroom Exchange**.

This unique feature allows students to connect online with other users of the course around the world, encouraging students to use English for a real communicative purpose in an authentic cultural exchange.



## Flipped classroom video

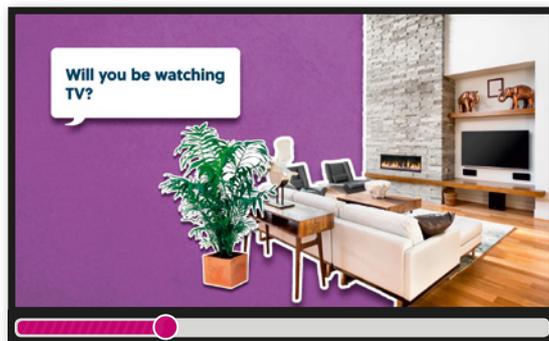
The Flipped classroom refers to students learning new content outside of the classroom and then practising in class with the teacher. This allows the teacher to give more personalised help and attention during the practice stage. It also means students can work at their own pace during the presentation stage. All-new **flipped classroom grammar presentation videos** feature in every unit of *Gateway to the World*. The videos explain grammar using a variety of approaches and contexts. Depending on your students' needs, the videos can be 'flipped' and used before, during or after class for self-study. There are four different types of flipped classroom video across the Student's Book.



The first features *Gateway to the World* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.



The second is a vlog presented by teenage 'Grammar Gurus' Oli and Meg. The Grammar Gurus love grammar and, by using examples from their own everyday lives, they explain why, how and when to use it. Each vlog ends with a fun quiz for the whole class.



The third type of flipped classroom video uses engaging animation to present and explore each grammar point – spot the cat in each video!



The fourth type of video uses a whiteboard animation approach, presenting each grammar point in a clear and logical way.

The variety of approaches in the flipped classroom videos help make learning grammar engaging and fun for teenage learners.

## Exam success

After every two units, the Exam success pages give students further practice of the B1 Preliminary for Schools-style exam tasks they have seen in the preceding two units. As well as revising these task types, the pages also offer useful exam tips so students can maximise their potential in both school and official exams. There is also a full set of exam tips, which offer more in-depth help and exam strategies, in the Student's and Teacher's Resource Centres.

## On-the-Go Practice

On-the-Go Practice provides students with gamified practice of the key grammar and vocabulary from the course for use on mobile devices.



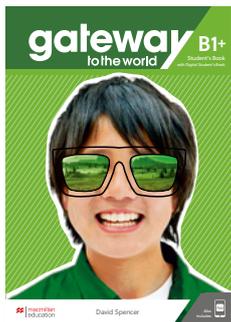
## In the Workbook ...

### Exam trainer

The Exam trainer offers full practice of B1 Preliminary for Schools exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

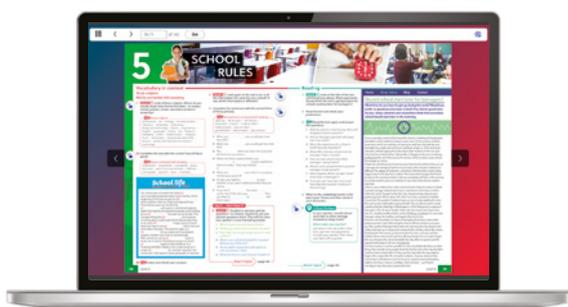
## For students ...

### Student's Book



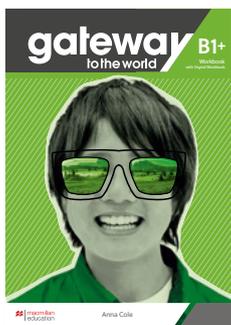
The B1+ *Gateway to the World* Student's Book contains ten units with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

### Digital Student's Book



The B1+ *Gateway to the World* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

### Workbook



The Workbook provides consolidation of the core grammar and vocabulary from the Student's Book, with extra reading, listening, speaking and writing practice. **Cumulative review** pages after every two units offer further revision, whilst **Great students' tips** give advice on study and exam techniques.

### Digital Workbook



The digital version of the Workbook features fully interactive activities, with audio and automated marking.

### On-the-Go Practice

On-the-Go Practice offers fun practice of the vocabulary and grammar from the Student's Book. Students complete interactive activities and collect rewards in Challenge Mode through course-aligned, bite-sized activities, all designed for use on mobile devices.



### Student's App

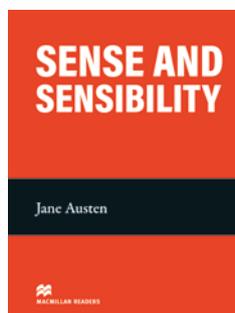
The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

### Student's Resource Centre (SRC)



The Student's Resource Centre contains materials accessible by your students, including **Tips for exam success** and audio for the Workbook.

### Reader



The digital version of the Graded Macmillan Reader, *Sense and Sensibility*, can be downloaded or viewed online by students.

## For teachers ...

A flexible approach to lesson delivery is more important than ever in today's world where every teaching context is different, with its own advantages and challenges. *Gateway to the World* offers simple solutions to challenging classroom conditions by catering to a range of learning environments through its array of digital components. From in-person teaching to hybrid learning, the digital offer in *Gateway to the World* is designed to make preparation and delivery of classes straightforward and stress-free.

### Classroom Presentation Kit



The Classroom Present Kit comprises the Digital Student's Book and Workbook with fully interactive activities. Enhanced Student's Book and Workbook pages are easy to navigate, and contain embedded audio, video and answer keys: perfect for setting up and correcting activities in all classroom contexts.

### eBook

The eBook for teachers is a digital version of the Teacher's Book, accessible via the Teacher's Resource Centre.



## Kahoot!\*

Test language and add an exciting and fast-paced competitive element to class revision with specially-designed *Kahoot!* quizzes.

Go to [www.macmillanenglish.com/kahoot](http://www.macmillanenglish.com/kahoot)

### Teacher's Resource Centre (TRC)



The Teacher's Resource Centre offers a wide range of easy-to-access supplementary resource materials and worksheets, including extra grammar and reading practice, end-of-unit, mid-year and end-of-year tests at two levels of challenge, and translated wordlists.

### Test Generator



Use the Test Generator to create and tailor tests to the individual needs of your students. You can also download existing end-of-unit, mid-year and end-of-year tests at two levels of challenge.

### Teacher's App

The dedicated Teacher's App contains all of the *Gateway to the World* digital components including the Student's Book and Workbook which can be projected onto an interactive whiteboard. Teachers can also access a **Learning Management System** where they can create classes, add students and track their progress. The Teacher's App can be downloaded or opened online in a browser.

### Homework Manager

Assign homework and set helpful reminder notifications for students who are using the Digital Student's Book, Digital Workbook or On-the-Go Practice to complete tasks in time for class. The Homework Manager is also a very useful channel of communication with your class when working remotely: you can send links to sharing platforms to all the class at once.

\*Kahoot! and the K! logo are trademarks of Kahoot! AS

## Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and information students see on a regular basis shape their view of the world, which in turn helps to form their beliefs and opinions. This affects their interactions and behaviour towards others both in and outside of the classroom. With this in mind, the content of *Gateway to the World* has been developed with the aim of portraying a range of diverse groups in order to reflect the world we live in, from an even balance of genders in non-stereotypical scenarios, to a range of people from a variety of cultures and backgrounds.

### Photos and artwork

Care has been taken to promote diversity through the visual aspect of the course, with a wide range of people from different backgrounds and cultures in photos and illustrations. Effort has also been made to portray a good balance of genders in images throughout the Student's Book and Workbook.



### Content and subject material

There is a strong international feel to the content of the course with human stories featuring protagonists from a variety of backgrounds, nationalities and ethnicities.

### Anti-gender stereotyping

Stereotyping and assigning specific roles and characteristics based on gender can have negative consequences for both boys and girls. This can affect educational choices and future career aspirations, as well as self-esteem. These stereotypes can be subconsciously reinforced through the subtle messages communicated in the things young people see and read. In *Gateway to the World*, students are exposed to positive role models from both sexes in non-stereotypical roles and contexts.



## Mixed-language-level classes

All classes contain students who require varying degrees of support, and mixed-language-level – more commonly known as mixed ability – classes present teachers with considerable challenges when preparing and delivering their classes. Aside from the materials we might use to cater to mixed-language-level classes, successful and inclusive mixed-language-level teaching is heavily dependent on teacher attitude and classroom culture. It's important to build a supportive classroom environment in which all learners are valued and treated as individuals. Ways in which this can be achieved might include:

- Having high expectations of all students in the classroom, and consciously and unconsciously communicating to students that you believe in them.
- Involving all students in all lessons, through interactive teaching, graded questioning and tasks, and personalisation of topics.
- Fostering within students a sense of responsibility, importance and trust from the teacher.
- Avoiding labels such as 'weaker' or 'stronger' students, or thinking of ability as a 'fixed', unmovable concept.
- Rotating groups regularly to avoid creating any 'fixed-ability' or 'fixed level' sub-groups within the class.

Below are some possible strategies and techniques that you can try in your mixed-language-level classes to ensure that every student, no matter their language level, gets the most out of the class.

### Group dynamics

Begin the whole class together with a lead-in activity to provide a sense of community and a foundation for the levelled tasks that will follow. Lead-in activities preview, present and practise language in a way that lends itself perfectly to whole-class, multi-level instruction. At the end of a lesson, always bring the class back together and assign a whole-class activity.

### Group, pair and individual work

- Vary the way students work in the class to address different levels and needs. Organise students to work in pairs, small groups and teams. It is less stressful for students who need more support to work with other classmates because they have more time to think about tasks, and students can help and learn from each other.
- Regardless of the level of a student's English, they all get better results through working collaboratively than they do by working on their own. Pairwork is usually successful in the mixed-language-level classroom because it is easy to control and there is greater student participation. Depending on the task, decide how to organise your students into pairs: students with a similar level can work together at their own pace, or a more confident student can pair with a student who needs more support. The latter option can be useful as the more confident student can help and support the other student in the pair. Remember to rotate pairs regularly so students get a chance to work with different partners.
- Individual work allows for variations in speed and level. By giving a time limit rather than a quantity-of-work limit (e.g. 'Do as much as you can in two minutes.' instead of, 'Do exercise 7.'), students are able to work at their own pace.

## How to increase the level of challenge

- Ask students to try to work out the meaning of new words from the context and to elicit grammar rules by looking at the language in context.
- When doing listening comprehension tasks, ask students to summarise what they heard after listening to the audio the first time (as a whole class or in pairs). Encourage students to write their own comprehension questions to ask the class.
- For reading texts, students could write their own comprehension questions to ask the class, select six new words from the reading text to write definitions for and learn, or create their own sentences using new vocabulary from the reading text.
- Indicate where something could be said in a more interesting or more complex way, and set creative and open-ended tasks that can be accessed at and taken to a higher level.

## How to increase the level of support

- Give clear instructions, ideally via more than one sense (e.g. spoken and visual), and check students have understood the task before they begin with concept-checking questions.
- Grade your questions in whole-class activities to ensure that all students are able to participate, and praise small successes.
- Simplify gap-fill tasks by introducing optional answers, so students can identify the correct answer rather than having to produce it.
- Be selective in your error correction and praise students for what they have managed to do, regardless of what others have produced.
- Pause the audio regularly to check understanding during listening activities and explain if anything remains unclear. For more difficult texts, provide audio scripts after the first two listenings.

## How *Gateway to the World* caters to mixed-language-level classes

The mixed-language-level materials in *Gateway to the World* have been divided into the three categories in the table below so that teachers can clearly identify which materials are intended to cater to individual students' needs, which can be used for whole-class mixed-language-level teaching, and those materials aimed at supporting the teacher with their mixed-language-level teaching.

Personalised support	Whole-class engagement	Teacher resources and development
<b>Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support.</b>	<b>Solutions for ensuring all students are involved and engaged in group work and whole-class teaching.</b>	<b>Simple and practical tips and tools to allow teachers to manage the class with confidence.</b>
<p><b>Flipped classroom videos</b> give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace.</p> <p><b>Reach higher</b> activities in the Student's Book cater to more confident students who are more likely to finish activities in the core units earlier.</p> <p>A <b>star-rating system</b> in the Workbook enables teachers to set suitable tasks according to the language level of their individual students.</p> <p><b>Unit, mid- and end-of-year progress tests</b> offer grammar, vocabulary and skills revision at two levels.</p> <p><b>Extra grammar practice</b> worksheets provide grammar revision at two levels of difficulty. The <b>Test Generator</b> allows teachers to custom-build their own tests according to their students' needs.</p>	<p><b>Collaborative projects</b> offer the opportunity for students to work at their own pace within mixed-language-level groups.</p> <p><b>Great Learners, Great Thinkers</b> pages move away from linguistic and comprehension skills practice to focus on elements such as Social and Emotional Learning, and creativity and critical thinking. This puts an emphasis on non-linguistic knowledge and personalisation.</p> <p><b>Documentary videos</b> can be watched with the whole class and have a subtitles option for extra support for students who need more support.</p> <p><b>Peer review, pair and group work</b> tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.</p>	<p><b>Mixed-ability teaching tips</b> appear throughout the Teacher's notes in the Teacher's Book, allowing teachers to easily adapt certain activities for their mixed-language-level classes.</p> <p><b>Professional development videos</b> offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes.</p> <p><b>Extra activities</b> in the Teacher's Book offer suggestions for how teachers can extend or increase or lower the level of challenge of activities in the Student's Book.</p> <p><b>Fast finisher</b> activities in the Teacher's Book provide extra activities teachers can use to occupy fast-finishing students while students who need more support complete the main activity.</p>

## Global citizenship and Sustainable Development Goals

Global citizenship refers to the development of the knowledge, attitudes and skills needed to be globally competent and to have a positive impact on the world in which we live. Understanding different cultures, identities and perspectives, as well as themes of global importance such as the environment, resources, health and well-being underpins the concept of global citizenship. The Sustainable Development Goals are a set of 17 interlinked objectives established to achieve a better and more sustainable future for everyone on the planet. *Gateway to the World* promotes global citizenship and the Sustainable Development Goals. The content of the Student's Book has been mapped to the Sustainable Development Goals and the innovative Macmillan Global Citizenship Education Framework. The course promotes and encourages many of the ideals of the Sustainable Development Goals, with a particular focus on good health and wellbeing, gender equality, sustainable cities and communities, and climate change.

Applying certain key strategies can help you to establish good learning practices to get the most out of the time you spend with your students so that they can maximise their potential as effective language learners. The following teaching tips can be used on a regular basis with your students to improve key areas such as classroom management, lesson planning and student training.

*Dave*



## 💡 Cutting down on teacher talking time

Teacher Talking Time (TTT) is the amount of time the teacher talks in the classroom. The teacher should be aware of the quality of their TTT and how it is used. A large amount of TTT can slow the pace and reduce student involvement leading to a loss of concentration and boredom. Strategies for reducing the amount of TTT include:

- Waiting for an answer when you ask a question. Students need 'processing' time.
- Correcting student responses, but not repeating them. If necessary, gesture to the first student to repeat.
- Asking open-ended questions (e.g. *Wh-* questions) which require longer answers, e.g. *What did you do yesterday?* instead of *Did you go to school yesterday?*
- Varying feedback: students can check activities in pairs. Feedback involving the teacher can be used for more problematic questions rather than every exercise.
- Eliciting explanations from students instead of explaining.
- Presenting students with clear examples and guided questions so that they do not need to be 'told'. Guided discovery leads to better understanding and learning.

A useful guideline is to limit TTT to 30% of class time and no more than ten minutes at a time.

## 💬 Organising pairwork activities

Pairwork means more speaking time for students. If 30 students speak in turn in a 60-minute class, students speak for an average of two minutes per class. Using pairwork activities, they can speak for 30 minutes. When students are working in pairs, it's a good time to talk to or listen to one student at a time without everyone observing.

If you ask your class to get into pairs, almost inevitably the students will pair up with their friends or the person closest. This is fine sometimes, however, it's good practice to vary the make-up of pair work partners so students have variation in their practice and in working with different personalities.

Certain speaking skills are necessary when working with another person so you should explicitly teach phrases which help students interrupt politely (*Yes, I agree, but..., May I...?, So you think ...?,* etc. and question tags).

You could play some quiet music in the background when students are doing a speaking activity to help students feel more relaxed about speaking in English.

## ✍ Writing tasks

Although the writing process may vary depending on the task, the basic steps it includes are the same.

Before beginning to write, students need to consider the purpose of the text and who they are writing to, which will affect the tone (formal or informal).

The first phase is when students brainstorm ideas (they can make lists, mind maps, or ask the questions *Why? What? Where? When? How? Who?*). It is important to spend time on this stage as it makes the next steps easier. They then select and order their ideas.

If students are writing a longer text, they may now need to carry out some research into their chosen topic.

Next, students write a first draft as quickly as they can, including all the main points from the brainstorming phase.

The next stage is the revision process when students should take a global look at their text and decide if the text flows in a clear, well-organised way.

The final stage is the editing process. Students should check their work closely for mistakes with things like spelling, punctuation and grammar.

It can also be useful to use a model text for writing practice. A model is a text that provides a good example of how texts of a particular kind can be written. You should draw their attention to features such as layout, structure and fixed phrases that they can make use of in their own written text. Model texts can also develop useful exam techniques such as planning and self-correction.

## 💻 Teaching online

In your first class take some time to familiarise your students with whatever platform you are using and any relevant tools that they will be required to use during the lesson. Highlight the chat box, the microphone and the mute button and any other tools they will need. Establish rules for students' participation and explain how you expect them to interact with you and the other students. Ask students to keep their microphones on mute while they are not speaking and encourage them to use the chat box if they have any questions or queries during the lesson. At the beginning of each lesson, set objectives using the chat box or presentation slides so students know what they will be doing during the session. Try to be lively and animated in your tone of voice and use gestures. Keep the class's attention by nominating students at regular intervals or ensuring whole-class participation by asking them to respond regularly using the chat feature.

## Visible Thinking Routines

Visible Thinking Routines are scaffolded techniques for approaching analysis and problem solving. They can be useful because they help to direct the way students think and can guide discussions and analysis in the classroom. Each routine highlights a different approach to thinking and they can be divided into three categories: 'Introducing and exploring ideas', 'Synthesising and exploring ideas', and 'Routines for digging deeper'. Examples of the thinking routines can be found on the Great Learners, Great Thinkers pages in the Student's Book. The routines, though, can be adapted to a range of tasks in which students are practising discussion, critical thinking or problem solving. Try to introduce them into your lessons, so they become a regular part of your class. The more students use them, the better they will become at incorporating the routines into their thinking. Make sure that the particular routine fits with the type of task students are doing, for example, 'Think, Puzzle, Explore' on page 126 of the Student's Book works well with pre-reading or listening tasks, and 'Headlines' on page 101 lends itself to the comprehension of texts. Encourage students to use their imagination and think creatively when practising the routines, this will help them to generate more expansive and interesting answers and solutions. For longer, more complex routines with various stages, go through each stage, giving an example so students gain a clearer idea of what's expected of them. Have a feedback session afterwards so students can reflect on how well they did the routines and whether they were helpful in carrying out the tasks.



## Accuracy versus fluency

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Fluency is the ability to read, speak or write easily, smoothly and expressively. The accuracy/fluency question depends on the purpose of the activity students are doing in the class. Controlled and semi-controlled speaking practice such as drills and information exchanges are working on accuracy. Freer speaking production should focus on fluency. In general, teachers should avoid correcting too much in a speaking class. This interrupts the student's train of thought and can frustrate the student. The emphasis is on getting students to talk and then keeping them talking, intervening mainly to encourage quiet students to add their point of view. Monitor the students and note down errors and take a few minutes at the end of class for a quick feedback session.



## Flipped classroom

The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Gateway to the World* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for the next lesson. Make it clear to students *why* they are watching the video for homework and point out the benefits of the flipped classroom approach: they can watch the video in their own time and at their own pace and as many times as they like, and there will be more time in class for practice. Encourage them to make a note of any queries they have while watching the videos and to bring them to the class. At the beginning of the class, address any questions students have and elicit answers in open class. Check students have a good understanding of the grammar and continue on to practice of the language point. If students seem to be struggling with the concept of the grammar, go through the grammar explanation in the Check it section in the Student's Book before students do the practice activities. Alternatively, show the flipped classroom video again in class, stopping at intervals to check understanding or to give further examples. The video could also be used solely as a presentation tool in class. Students watch the video and do the task as a whole class before asking any questions. Students can also be given the video as homework after the class for revision.



## Video in class

Video can be a great way to change the focus of a class, but try to make it an integral part of a lesson, rather than a one-off treat, as it works best when it forms part of a sequence of activities. Short video clips of between three to five minutes are advisable: longer excerpts can take up too much class time and students' attention may start to wander. Set pre-watching tasks so students have a reason to watch. Pause the video at regular intervals to ask questions or elicit clarifications. Give students activities to do whilst watching, such as note taking or comprehension questions. They should be questions that can be quickly and easily answered so students can write answers without missing what's on screen. You can also pause the video at intervals and ask students to predict what will happen or what someone will say next. Alternatively, play the clip without the sound and ask students to imagine what is happening or being said. Give students post watching tasks, such as questions, or elicit a discussion based on the content of the video.



## Personalisation

Personalisation is when students communicate ideas about themselves as opposed to acting out role-plays or imaginary dialogues when they will be taking on others' opinions and information. Personalisation is important in learning a second language as it makes language more meaningful and therefore memorable to learners. Where possible, extend and adapt activities to give students the opportunity to apply the lesson's language or theme to themselves.

		Vocabulary	Grammar	Reading	Listening
	<b>Personality profile</b> p6	Physical appearance Personality Synonyms and partial synonyms	1 Present simple and present continuous Adverbs of frequency 📺 2 State and action verbs 🌐 <b>Culture exchange:</b> Onomatopoeia	<b>The Colour Test / YouTube Cat Videos / Selfie Fans</b> Articles	<b>What your favourite font says about your personality</b> Monologues
	<b>Getting from 'A' to 'B'</b> p18	Types of transport Travel Accommodation Phrasal verbs connected with travel	1 Past simple, past continuous and past perfect 📺 2 <i>used to/would, be used to</i> 🌐 <b>Culture exchange:</b> A transport icon in the UK	<b>Intrepid travellers</b> A magazine article	<b>50 objects that improved the world</b> A podcast
	<b>Cityscapes</b> p32	Houses and homes Places in a city Adjectives describing cities Extreme adjectives 🌐 <b>Culture exchange:</b> Homes in the UK	1 Present perfect simple and past simple <i>ever, never, for, since, yet, already, just</i> 📺 2 Present perfect continuous	<b>A different way to visit London</b> An article	<b>Smart cities</b> A podcast
	<b>Feeding the planet</b> p44	Food and meals Describing food Prefixes 🌐 <b>Culture exchange:</b> School food in Australia	1 <i>will, be going to</i> , present continuous and present simple for future 📺 2 Future continuous and future perfect	<b>Save the planet. Eat less meat?</b> A scientific article	<b>Food and the planet</b> Monologues
	<b>School rules</b> p58	Study subjects Words connected with studying Noun suffixes	1 Modal verbs of obligation, prohibition, advice and permission 📺 2 Zero, first and second conditionals, <i>unless</i> 🌐 <b>Culture exchange:</b> Legal ages in Ireland	<b>Should school start later for teenagers?</b> An online article	<b>Unusual schools</b> Dialogues
	<b>Cool gadgets</b> p70	Everyday technology Describing technology Operating technology Prepositional phrases with adjectives	1 The passive 📺 2 <i>have something done</i> , Gerunds and infinitives 🌐 <b>Culture exchange:</b> A great British inventor	<b>Future Tech</b> An online article	<b>Artificial Intelligence (AI)</b> A podcast interview
	<b>In it to win it!</b> p84	Sports and sports equipment Things you can do with a ball/ Playing and scoring Sports venues Phrasal verbs connected with sport	📺 1 Defining relative clauses 2 Non-defining relative clauses, Quantifiers	<b>Football ... but not as you know it!</b> A magazine article	<b>Alex Honnold – free solo climber</b> A podcast interview
	<b>But is it art?!</b> p96	Artists The visual arts The performing arts Adjectives: <i>-ing</i> and <i>-ed</i> 🌐 <b>Culture exchange:</b> The National Gallery, London	1 Reported speech – Statements 📺 2 Reported speech – Questions, commands and suggestions	<b>An appetite for art</b> A magazine article	<b>Get out there and do something!</b> A teen podcast
	<b>National Treasures</b> p110	Countries and nations Governments Adjective suffixes 🌐 <b>Culture exchange:</b> An introduction to UK government	1 Modal verbs of speculation and deduction – Present Modal verbs of speculation and deduction – Past 📺 2 Third conditional	<b>Flying the flag</b> An article	<b>On this day in history – Pompeii</b> A radio programme
	<b>Shopping around</b> p122	Shops Shopping in store and online Collocations with <i>money</i> 🌐 <b>Culture exchange:</b> The UK high street	1 Indeterminate pronouns: <i>some-, any-, no-, every-</i> so and <i>such</i> 📺 2 <i>I wish</i> and <i>If only</i>	<b>Buy it. Wear it. Then what?</b> A blog post	<b>Shopping</b> Conversations

## Speaking

## Writing

### GREAT LEARNERS GREAT THINKERS

## Exam success

### Collaborative projects

**Asking for and giving personal information**  
A conversation

**Describing people**  
An informal email 1

**Confidence and Self-Esteem**  
▶ **Video:** Finding yourself through poetry  
**SEL:** Building confidence

#### Exam success 1–2

**Reading:** 3-option multiple choice p30  
**Speaking:** Questions p30  
**Listening:** Gap fill p144  
**Writing:** An email p144

**Asking for information**  
A dialogue

**Writing about a holiday**  
A blog post

**Better Public Transport**  
▶ **Video:** 'Flying' above Mexico City  
**SEL:** Managing group dynamics

#### Collaborative project 1

An icon of transport in your country p31



**Describing photos 1**  
A description

**Describing a place**  
An informal email 2

**Evolving Cities**  
▶ **Video:** How New York became New York  
**SEL:** Being curious

#### Exam success 3–4

**Reading:** Gapped text p56  
**Speaking:** General conversation p56  
**Reading: Use of English:** Multiple choice p145  
**Writing:** An email p145

**Negotiating**  
Organising a party

**Replying to informal invitations**  
Replying to an email

**Sustainable food solutions**  
▶ **Video:** A different kind of school lunch  
**SEL:** Making decisions

#### Collaborative project 2

School food in your country p57



**A presentation**  
Discussing aspects of schools

**Applying for a scholarship**  
A formal letter of application

**Time management**  
▶ **Video:** Please take my phone, teacher!  
**SEL:** Managing limits

#### Exam success 5–6

**Reading:** Matching p82  
**Listening:** 3-option multiple choice p146  
**Writing:** An article p146  
**Speaking:** Extended turn p146

**Comparing and contrasting photos**  
Virtual Reality

**The dangers of technology**  
A for-and-against essay

**Evaluating new inventions**  
▶ **Video:** Long-distance art  
**SEL:** Understanding effective communication

#### Collaborative project 3

A famous scientist or inventor from your country p83



**A debate**  
Competitive sport at school  
▶ **Culture exchange:** Sport in US High Schools

**You and your favourite free-time activity**  
A magazine article

**Healthy bodies and minds**  
▶ **Video:** Supporting new Olympic sports  
**SEL:** Managing mental stress and tiredness

#### Exam success 7–8

**Reading:** Open cloze p108  
**Speaking:** Discussion (pictures) p108  
**Listening:** 3-option multiple choice p147  
**Writing:** A story p147

**Describing a past event**  
A memorable school trip

**School film club**  
A film review

**Hobbies and inspiration**  
▶ **Video:** Venice through the eyes of a young artist  
**SEL:** Having courage

#### Collaborative project 4

School sport in your country p109



**Describing photos 2**  
Competitive events

**Writing from a given first sentence**  
A story

**Debates and public speaking**  
▶ **Video:** A debate team  
**SEL:** Managing nerves

#### Exam success 9–10

**Reading:** 4-option multiple choice p134  
**Listening:** 3-option multiple choice p148  
**Speaking:** General conversation p148  
**Writing:** An essay p148

**At a clothes shop**  
A role-play dialogue

**Following fashion**  
An opinion essay

**Ethical shopping**  
▶ **Video:** Buy it. Use it. Buy it again!  
**SEL:** Being considerate

#### Collaborative project 5

A basic introduction to institutions in your country p135



# 1 PERSONALITY PROFILE

## Vocabulary in context p6

### Using vocabulary to describe physical appearance and personality

#### Warmer

Write *personality test* on the board and give some examples of fun online tests, e.g. *What kind of animal/vegetable/Disney® character are you?* Elicit more examples from students.

Ask: *Do you ever do any of these tests? Why/Why not? What did the test tell you about your personality? Did you agree with the test?*

#### 1 SPEAKING 01

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask students to listen and repeat each word/phrase.
- Before students do the task, check understanding of *build* (n.) (*the size and shape of someone's body*).
- When checking answers, highlight the fact that *short* can be used to describe height and hair, but *tall* must be used to describe height and *long* to describe hair length. Elicit another word that can be used to describe the height of buildings and mountains (but not people): *high*.

#### Answers

*build* – stocky, strong, well-built

*height* – medium-height, tall

*hair (beard/moustache)* – bald, blonde, curly, dark, fair, long, medium-length, spiky, straight, wavy

*general* – cute, good-looking, gorgeous, plain, pretty

- Elicit other adjectives for describing physical appearance and ask students to categorise them according to the table, e.g. *Build: athletic, slim; Hair: red, black, brown, frizzy, grey; General: beautiful, handsome*.

#### 2 SPEAKING 01

- Elicit or provide example sentences. Remind students that they can use negative verbs, *isn't, hasn't got* (as well as other adjectives), and words like *looks, probably, very* and *quite* to vary their descriptions of the people.

#### Possible answers

**a** The man is well-built and he looks medium-height. He is probably strong. He's got short curly hair. He's quite good-looking.

**b** The woman is thin. She's got long straight blonde hair. She's very attractive.

#### 3 SPEAKING 01

- Discuss the second question as a class and note students' ideas on the board.

#### 4a 02

- Before students do the task, tell them that they won't need all the adjectives in the box as many are in the text already.
- Ask students if they think the adjectives in the box are mostly positive or negative (*mostly positive*). Elicit those that are usually considered negative (*arrogant, bossy, impatient, shy, talkative*) and discuss their meanings.

#### + Extra activity

If you can project the boxed adjectives onto the board, play the audio and ask volunteers to mark the stress on each word.

#### Answers

affectionate, arrogant, artistic, bossy, cheerful, clever, confident, determined, easy-going, energetic, generous, hard-working, impatient, likeable, lively, loyal, optimistic, outgoing, patient, reliable, sensible, sensitive, serious, shy, talkative, tidy, well-organised

Ask students where the main stress falls on most of the words (*the first syllable*).

#### 4b 03

- After students listen to check their answers, ask them to read out the phrases in the text which helped them to decide on the best adjective for each gap (**a** *enjoy meeting and talking to people* **b** *hate waiting* **c** *happy to give other people your time* **d** *ready to stay and help* **e** *show ... that you love them and care about them* **f** *like things to be in the right place* **g** *not laughing much* **h** *don't want to hurt* **i** *can depend on* **j** *always telling others what to do* **k** *think you are better than everyone* **l** *love being active* **m** *think that good things are going to happen* **n** *find it hard to chat to new people*).

#### Answers

**a** outgoing **b** impatient **c** generous **d** loyal **e** affectionate  
**f** tidy **g** serious **h** sensitive **i** reliable **j** bossy **k** arrogant  
**l** energetic **m** optimistic **n** shy

- Check understanding of *imaginative* (paragraph 7) and elicit a phrase like the ones in the text to define it, e.g. *you are good at thinking of new and original ideas*.
- Elicit alternative adjectives that could also fit in some of the gaps, e.g. **a** *friendly*, **c** *patient*, **d** *kind*, **g** *thoughtful*, **h** *kind, considerate*.
- Compare and discuss students' ideas for exercise 3 question 2 with the ideas in the text.

#### 5 SPEAKING 03

- After students discuss in pairs, ask them to share their opinions with the class, using appropriate personality adjectives if possible. Ask some follow-up questions, e.g. *Is the Colour Test right about you/your partner? Do you think there is any scientific basis for the Colour Test?*
- Ask students to vote on whether they think the Colour Test is a serious test of personality, then tell them they are going to read more about it on the next page.

#### Use it ... don't lose it!

#### 6 SPEAKING 03

- Before students discuss in pairs, tell them two or three adjectives you would choose for yourself, and why.
- Ask for volunteers to tell the class the adjectives they chose to describe themselves (remind them to give reasons).

## Reading p7

### Reading for specific information

#### Warmer

Play *Hot Seat*. Divide the class into two teams. A volunteer from Team A sits with their back to the board. Choose words from exercise 4 in the previous lesson and write them on the board one by one. Team A have one minute to define as many words as they can for the volunteer to guess. After one minute, it is Team B's turn to define as many words as they can. The team that successfully defines the most words in one minute wins the round.

#### 1 SPEAKING

- After students discuss in pairs, nominate individuals to say why they like/don't like doing these things.
- 2 Make sure students realise that for the question, they only need to find three names. They therefore need to scan the three texts as quickly as possible to find this information (you could set a time limit for this).
- For the second part of the task, students will need to read more slowly, although they still don't need to understand every word.

#### Possible answers

The University of California found out that you can predict a person's favourite colour from the objects they like or dislike.  
Indiana University's Media School found out about people's personalities by asking if they watch cat videos on YouTube™.  
The University of Toronto found out that people who often take selfies see themselves as more attractive and likeable than other people see them.

-  **Exam tip** To answer the question in the Exam tip box, make sure students cover these points:
  - Read the text first to get a general understanding of it, then read the true/false sentences.
  - Identify any key words (e.g. content words such as names, numbers, nouns, verbs, adjectives; negatives; quantifiers) in the true/false sentences which will help them to find the information they need.
  - Locate the relevant places in the text(s) where the information is and read these sections again very carefully. If they don't find information to say that a sentence is true, they should mark it as false.
  - Base answers on what the text actually says – not on their own assumptions.
  - Always choose an answer for each question, even if they are not sure, and don't leave any blank, as they may still earn marks.

#### 3 04

- Point out that as well as deciding whether the statements are true or false, students need to give the line numbers where they find any corresponding information. (Explain that they can write a number range, e.g. *lines 5–7*.)
- Make sure students use the key words in the True/False statements to locate each relevant section of text.
- Before students do the task, check understanding of *high opinion* (*good opinion*) in sentence 6.

#### Answers

- 1 False, lines 3–4 – *some people are changing their minds*
- 2 False, lines 7–9 – *From that information, they could predict*
- 3 True, lines 20–21 – *somewhere between answers 5 [two or three times a week] and 6 [once a day]*
- 4 False, lines 26–27 – *they are often more cheerful*
- 5 False, lines 39–41 – *They all took a selfie in a lab...*
- 6 False, lines 44–47 – *people who often take selfies generally gave themselves a higher mark*

- 4 Remind students (or elicit) that they should use clues given by the context surrounding each word to help them guess. They should also think about the overall sense of a sentence or phrase and whether the new word is a verb, a noun, an adjective, etc.
  - Elicit the adjective form related to *accuracy* (*accurate*) and the verb form of *assessor* (*to assess*). Point out that *survey* can be used as a noun or a verb.

#### Answers

*accuracy* – the ability to do something correctly or exactly  
*survey* – a set of questions that you ask a large number of people  
*conducted* – done in an organised way  
*average* – the amount, level, standard, etc. that is typical of a group of people or things  
*according to* – used for saying where information or ideas have come from  
*lab* – a laboratory; a place where people do scientific experiments or research  
*assessors* – people who make calculations to come to a judgement

#### 5 Critical thinkers

- Before students do Critical thinkers tasks, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit more ideas of daily activities and preferences that might give clues about personality, e.g. *watching other kinds of videos, following certain vloggers, doing lots of exercise*, etc.

# 1 PERSONALITY PROFILE

## Grammar in context 1 p8

### Using the present simple and present continuous; using adverbs of frequency

#### Warmer

Write the following verbs on the board: *learn, play, study, work, eat, use*. Draw two bubbles next to them, one containing *right now* and one containing *routine, habit*. Point to one of the bubbles and ask a student to provide a true sentence using either the present simple or the present continuous and one of the verbs on the board, e.g. *We're playing a game right now. We aren't eating right now. I play football every week*. Repeat with other volunteers or nominated students.

- 1 Before students do the task, focus on sentence **a** and ask them to locate it on page 7 of the Student's Book (first line in the third text, *Selfie Fans*). Ask: *Do you think the writer is happy or annoyed about people taking selfies all the time?* Check understanding of *annoyed* and *to annoy*.

#### Answers

1 c 2 b 3 f 4 d 5 g 6 a 7 e

- 2 **Answers**

1 do, rule 2 2 is playing, rule 4 3 watch, rule 1 4 is becoming, rule 7 5 produces, helps, rule 3 6 is doing, rule 5 7 is always showing, rule 6

- 3 If necessary, help students distinguish between the use of *do* as a main verb (sentences b and g) and as an auxiliary verb (sentence a) – see Language note below.

### Language notes

If you like, point out that adverbs of frequency normally go after auxiliary verbs (*be, have, do*) and modal verbs (*can, must, etc.*) and before a main verb, e.g. *I **don't usually** buy expensive clothes. You **must never use** your mobile phone in an exam. Be, have and do can also be used alone as main verbs.*

#### Answers

1 after 2 before 3 present simple 4 'always', present continuous

- Highlight the difference conveyed by the different tenses in *They're always watching videos instead of working!* (an expression of annoyance) and *They always give themselves high marks.* (a neutral statement about something generally true).
- 4 Encourage students to read the whole text before they decide which form of each verb to use.
- When checking answers, elicit the rules from exercises 1 and 3 which helped students decide which tense to use and where to place the adverb (second rule is from exercise 3 where appropriate – **a** rule 6 and rule 1, **b** rule 4, **c** rule 1 and rule 2, **d** rule 2 and rule 1, **e** rule 6 and rule 1, **f** rule 1, **g** rule 2, **h** rule 2 and rule 2, **i** rule 5, **j** rule 1 and rule 2, **k** rule 1, **l** rule 4, **m** rule 5).

#### Answers

**a** are always posting **b** are eating **c** often writes **d** are usually  
**e** are always talking **f** creates **g** is not **h** usually shows  
**i** is studying **j** doesn't usually post **k** shares **l** am reading  
**m** is living



#### Mixed ability

Give less confident students two verbs (choose from *talk about, borrow, play, watch, make [a noise/a mess]*) and ask them to write two sentences about a friend or family member's annoying habits. Tell them to use the present continuous and *always*, e.g. *My sister's always borrowing my best trainers.*

Ask more confident students to make up their own sentences about three famous people who annoy them using the present continuous and *always*, e.g. *He's always talking about how much money he earns.*

## 5a and b **SPEAKING**

- When they write, remind students to think about the difference between something that is generally true or a routine and something that is happening right now.

## 6 **SPEAKING**

- Students may need help thinking of appropriate things for question 4, so give examples if necessary, e.g. *My friends and I are growing up. My little sister is becoming more confident. My brother is getting better at football.*
- Ask students to make brief notes of their partner's answers so that volunteers can tell the class something about their partner.

### Use it ... don't lose it!

## 7 **SPEAKING**

- Draw attention to the fact that the three example questions match three different rules from exercise 1. One asks about a temporary action/routine, one about something that is always/generally true and one about a habit/routine. Encourage students to try and write questions that also ask about different types of activity.

### + Extra activity

Ask students to use the present continuous to write two sentences about members of their family and their temporary routine. One sentence should be false and one true. They challenge their partner to identify which is which, e.g. *My brother is learning Japanese at the moment. My cousin is working in San Francisco.*

## Developing vocabulary p9

### Using synonyms and partial synonyms

#### Warmer

Write these letters on the board: A, C, L and S. Give students two minutes to write down as many adjectives to describe physical appearance or personality for each letter as they can. Students award themselves 1 point for every correct adjective and 2 for every correct adjective that no one else has.

#### Possible answers

**A** attractive, affectionate, arrogant, artistic, **C** curly, cute, cheerful, clever, confident, **L** long, likeable, lively, loyal, **S** short, spiky, stocky, straight, strong, sensible, sensitive, serious, shy

- Elicit what students already know about the different meanings and uses of the words and discuss as a class. Provide phrases to help: *... means the same as ..., ... has a similar meaning to ..., You use ... to describe ..., ... is normally used for ..., ... is more positive than ...*
- Give examples and elicit phrases/sentences that use the words in appropriate ways.
  - attractive** – used for describing men and women who are pleasant to look at
  - beautiful** – extremely attractive (normally used of women)
  - cute** – used to describe an attractive young man or woman (normally by younger speakers or speakers

of American English), or to describe a sweet little child/animal

**good-looking** – used for describing adults of both sexes and older children who are nice to look at

**gorgeous** – very attractive (normally used of women)

**handsome** – normally used for a man or boy (= good-looking)

**pretty** – normally used for young women and girls who have nice faces

- If necessary, model the pronunciation of any new words here.

- Students can work in pairs, then discuss the answers with the whole class. They will practise their understanding of these words more in the next exercise.

#### Answers

calm – easy-going – relaxed  
cheerful – glad – happy  
childish – immature  
difficult – hard  
elderly – old  
energetic – lively  
friendly – outgoing – sociable  
generous – kind  
slim – thin

- When checking answers, discuss the differences between the two alternatives for sentences 2, 3 and 6 (see Language note). Use the phrases you provided for exercise 1 to help students with this.

#### Answers

1 attractive/good-looking 2 cheerful 3 thin 4 hard/difficult  
5 clever/bright 6 elderly

### Language notes

Some adjectives are close synonyms (meaning roughly the same); other adjectives are only partial synonyms and may have different uses.

Note the differences in these partial synonyms:

**glad/cheerful:** *glad* (not usually before a noun) is normally used after the verb *to be* to describe being happy about something: *I'm really glad to see you. I'm glad he got the job.* *Cheerful* is used as an adjective to describe someone's general personality or mood, e.g. *Jake is a cheerful person.*

**slim/thin:** *slim* is more positive than *thin* and is normally used to describe someone who is thin in an attractive way; *thin* is more likely to be used to describe someone who is underweight or even unhealthy.

**elderly/old:** *old* can be used to describe many things: *An old house, an old car, etc.* *Elderly* is used mainly for describing people and is a politer word than *old*. *Elderly* is often used to talk about policies and conditions that affect older people.

**generous/kind:** *generous* implies the giving of money or time to other people, while *kind* has a more general sense of being nice, gentle and considerate in many different ways.

### Use it ... don't lose it!

## 4 **SPEAKING**

- Model the example exchange with a student and try to stress the adverbs and adjectives to show admiration or criticism.



# 1 PERSONALITY PROFILE

## GREAT LEARNERS GREAT THINKERS p10

### Thinking about different ways to improve your confidence and self-esteem

#### Warmer

Ask students to think of a recent occasion when they made a positive comment about a friend or gave them a compliment, or received a positive comment/compliment themselves, either on social media or in everyday life. Ask volunteers to share these with the class and say how the comment made them feel, or how they think their friend felt.

#### 1 SPEAKING

- If helpful for your class, tell students about, or quote from, a favourite poem that gives you encouragement and confidence.

#### 2 VIDEO

- Read out the video title (*Finding yourself through poetry*) and ask students what they think it means, e.g. *knowing what you are like, understanding your character and personality*.
- Students don't need to provide formal answers here, but the following may help them answer the question:

#### Possible answers

Writing poetry helps Lucrecia to feel better, to say things she can't say to other people, to express herself and her feelings. Writing and performing poetry is exciting and makes her feel good; she wants to share poetry with other people to help them, she helps to run a charity that uses poetry to help people.

#### 3 VIDEO

- Before students watch again, encourage them to read the gapped sentences and try to guess what the missing words are. Tell them that the sentences do not always contain exact quotes from the video; they need to add words that complete the meaning in a logical way.
- Check understanding of the adjective *caring* (*kind, helpful, sympathetic*) and elicit the verb/noun form (*care*). Compare these to *share* and *sharing*.
- Elicit the meaning of *SOS* /ˌes əʊ 'es/ (*an urgent request for help – originally the initial letters of Save Our Souls used in radio signals*).

#### Answers

1 of the night 2 who is she? 3 a pen, her phone 4 didn't speak/say much 5 not easy 6 (very) caring 7 feel less alone 8 through the art

- 4 After students read the suggestions, explain that *perfect* in sentence 2 is normally an adjective but is used here as a noun to mean the same as *being perfect* (or *perfection*).

#### Possible answers

5, 7, 8, 9

## GREAT THINKERS



#### 5 SPEAKING

- Advice on health and well-being is often given as a list of suggestions like those in exercise 4. Using a diamond diagram to rank these ideas will help students to think more deeply about why they like or prefer certain suggestions, and to decide which suggestions are most useful and appropriate for them as individuals. (Point out that none of the ideas is necessarily better than any of the others; students should think about their own opinions here.)
- Encourage students to copy the diagram and write the phrases in bold in each section.
- Remind students to use *-ing* forms of any verbs as the subjects of sentences, e.g. *Thinking positively really helps me. Having realistic goals is the best thing to do.*
- Encourage students to give reasons for their choices and to ask each other questions to elicit more information.

- 6a Give some answers that are true for you and write one or two examples on the board. Include, or elicit, examples of small, modest achievements to show that these are just as important as big ones, e.g. *I'm good at remembering names. Last week, I did the shopping for my neighbour because she was ill.*

#### 6b SPEAKING

## GREAT LEARNERS SEL



- Some students may be reluctant to share their lists with the whole class. If so, allow them to share with one partner. Alternatively, ask them to work in small groups, appointing a more confident student to start things off.
- Encourage students to give examples of times when positive thinking in a difficult situation helped them personally, e.g. *before a sports match against a very strong team or during a particularly difficult exam*. Ask: *How might thinking negatively stop you from doing well? How can you help yourself to think positively? (First, accept that there is a difficult situation or problem, then focus on any good aspects of the situation, remember your strengths and abilities, remember all the times when you did well, say positive things to yourself, etc.)*

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile on page 142, then grade themselves from 1 to 5. Explain that here 1 means *not a very positive thinker* and 5 means *a very positive thinker*.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for increasing positive thinking strategies. Alternatively, ask students to think individually of ways to become more positive thinkers.

## Listening p12

### Listening for gist and specific information

#### Warmer

Ask students to look at their Student's Book and think about its design. Ask what they think of the layout, the size of the type and the fonts used for headings and text, the photos and coloured backgrounds, e.g. *I like the unit headings and I like the different colours for different sections. I think the fonts could be more interesting.*

#### 1 SPEAKING

- After students discuss in pairs, elicit votes for each font and some reasons for their choice from individual students. Write any adjectives they use on the board, e.g. *exciting, boring, modern, colourful*, etc.

#### 3 05

- Make sure students understand that they must write the letter of the speaker's favourite font from exercise 1 followed by *agree, partly agree* or *disagree* next to each speaker. Point out that some of the speakers mention more than one font but only their favourite is needed. Point out also that some speakers may agree with some things but disagree with others, so should be described as *partly agree*.

#### Answers

1 a, agree 2 c, partly agree 3 e, partly agree 4 d, disagree  
5 b, partly agree

- Exam tip** To answer the question in the Exam tip box, make sure students cover these points:
  - Always read any questions/statements before they listen, notice (note down or underline if possible) any key words in the questions/statements and think of relevant vocabulary.
  - Speakers may say what is in the written statements/questions using different words or expressions. Thinking of synonyms for these words and expressions will help students to identify the answers.
  - Be absolutely sure what information they have to give; a name, a number or a correct word or phrase.

#### 4 05

- Make sure students know what information they have to provide (*the number of each speaker*). Elicit the kinds of words they need to listen out for (*words for giving opinions, agreeing/disagreeing and adjectives for describing personality*).

#### Answers

1 2 2 4 3 4 4 1 5 3 6 5 7 2 8 1

- Before students listen again, check understanding of *official* (*expressed, used or done by people in authority*) and *personal* (*expressed, used or done by one person*). Remind students of the use of the prefix *un-* to change an adjective to its opposite.
- When checking answers, ask students to give or summarise in their own words the phrases on the audio that helped them identify the answers, e.g.
  - 1 Speaker 2: *looks a bit ... personal touch*
  - 2 Speaker 4: *I'm exactly the opposite*
  - 3 Speaker 4: *didn't really choose it, I just don't believe ... important*
  - 4 Speaker 1: *I don't know ... boring!*
  - 5 Speaker 3: *I just chose ... Isabel*

6 Speaker 5: *Bossy sounds really negative* 7 Speaker 2: *I don't think ... font they like!* 8 Speaker 1: *I use ... lighter stuff, I use it for school work ... official.*

#### 5 Critical thinkers

- Ask students to try and remember words and phrases the speakers in the audio used and to use similar expressions when they talk to a partner.



Homework

Workbook page 7

## Grammar in context 2 p12

### Using state and action verbs

#### Warmer

Write the following phrases on the board and get students to complete them so that they are true for them:

*I like / don't like ...*

*Today I feel ...*

*I think ... is the best singer in the world.*

*... taste/tastes delicious.*

*... smell/smells horrible!*

Share your own completed sentences with the class.

Get students to compare their sentences with a partner and see how many are the same.

- 1a-d** You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Elicit another way of using *have* to talk about possession by asking students to give alternative versions of *I have curly hair*. (1a) (*I've got curly hair.*) and *He has a bike*. (1d) (*He's got a bike.*)

#### Answers

**1a** They describe states and situations. **1b** They are in the present simple because they describe states and not actions.

**1c** 1 love, like 2 believe, know, think 3 look, sound 4 have

**1d** Because they describe a state in 1 and an action in 2.

- Use the Language notes on TN18 to explain the different uses and meanings of the verbs in exercise 1d.

- When checking answers, point out that all the verbs are in the present simple. Elicit another possible verb for sentence 3 (*You look really serious.*); note that *You're looking really serious* is also possible here (see Language notes on TN18).

#### Answers

1 tastes 2 feel 3 seem 4 look 5 smells 6 sounds

# 1 PERSONALITY PROFILE

## Language notes

If helpful for your class, explain that some state verbs (*look, feel*) referring to people's temporary physical states and feelings can be used in continuous forms, e.g. *How are you feeling today? / How do you feel today?* Verbs of the senses like *taste* and *smell* are normally not used in continuous forms when they mean *have a flavour, give a smell*, e.g. *This milk tastes bad. These flowers smell wonderful.*

Some verbs can be both state verbs and action verbs, e.g. *have, look, think*, with different meanings. For example: *I have a car. have = state verb / I am having a bath. have = an action verb*  
*I'm thinking about going home. / I think this font is ugly.*  
*He's looking at the text. / My sister looks like me.*

**3a** If necessary, remind students to use phrases with *look* and *sound*, e.g. *It looks/sounds ...*. After students discuss their answers in pairs or groups, elicit reasons for their choice (there are no right or wrong answers here).

**3b** Remind students to think carefully about state verbs and their meanings while they do the task (looking back on page 12 of the Student's Book if necessary). If appropriate for your students, work through this task together as a class.

### Answers

**a** Are, looking **b** do, think **c** isn't/is not **d** believe **e** sounds  
**f** looks **g** are thinking **h** Do, have **i** sounds **j** are **k** think  
**l** belongs **m** seems **n** 'm/am having **o** feels

- When checking answers, elicit students' reasons for each choice (*present continuous for action going on right now: a, b, c; present simple for things that are always or generally true: d, e, h; present simple with state verbs: f and g*).

### Answers

**a** am sitting **b** am writing **c** is it making **d** make  
**e** Do dogs go **f** sounds **g** do you think **h** makes

- Check understanding of *go* (*make a sound, say*) in *Do dogs go woof*.
- Discuss students' ideas for what makes each noise and compare the equivalent noises in their language.

### Possible answers

**atishoo** – someone sneezing  
**beep beep** – a car horn, a microwave, a timer, an alarm  
**buzz** – a bee, a drone  
**cock-a-doodle-doo** – a cockerel  
**ding dong** – a door bell  
**fizz** – a fizzy drink, something dissolving  
**screech** – a bird, especially an owl, or a monkey; a person who is scared or very angry  
**splash** – something falling in water, waves  
**tick-tock** – a clock

- Crash* and *bang* are the usual verbs and nouns for (*to make*) *a loud noise or striking action*; *kerblam* is an onomatopoeic way of showing a loud noise or the sound of a striking action in writing.

## Culture notes

The German psychologist Wolfgang Köhler carried out the first experiment. He showed people drawings of two different shapes (like the ones in the Student's Book) and asked them to label the pictures either *takete* or *baluba* (*maluma* in later experiments). Most people chose *takete* for the spiky shape and *baluba* for the curved one. He published his findings in 1929 but did not try to explain the reasons.

In 2001 V.S. Ramachandran and Edward Hubbard, at the University of California, used similar shapes to Köhler's but with different words. This time 95 per cent of people labelled the spiky object *kiki* and the curved one *bouba*.

- When checking answers, discuss the reasons for each verb form. Students can also use the categories on page 8 of the Student's Book to explain the use of the present continuous or present simple (*present continuous for actions happening right now: a, g, n; present simple with state verbs: b, e, f, h, i, k, l, m, o; present simple for things that are always or generally true: c, j; present simple for scientific facts: d*).
- Compare the meanings of the different forms of *think* in **b** (*have the opinion*), **g** (*have thoughts, wonder, consider*) and **k** (*have the opinion*). Do the same for *look* in **a** (*direct eyes*) and **f** (*appear*) and *have* in **h** (*possess*) and **n** (*take*).

## Culture exchange

- Before students do the task, read out the title and the three words at the bottom and elicit what students know about onomatopoeia. Ask for examples in their own language.
- Encourage students to try to complete the task without looking back on pages 8 and 12 of the Student's Book for help.

## + Extra activity

Ask students to choose five of the words in the text and write sentences saying which animal/thing makes the sound and comparing it with the word in their own language, e.g. *In English, dogs go 'woof', but in [my language] they go ...*

- Remind students about their work on synonyms on page 9 of the Student's Book and encourage them to use other adjectives as much as they can, e.g. *sweet, cute, dangerous, hot, refreshing, beautiful, lovely, ugly, scary, tasty, terrible*.

## Developing speaking p14

### Asking for and giving personal information

#### Warmer

Ask students to look at the photo and use the adjectives they have learned during the unit to describe the people. They can describe the two girls' physical appearance and also try to guess what each one's personality is like. Encourage them to use *look* with its state verb meaning, e.g. *She looks shy and sensitive. She looks confident and outgoing.* Ask them to guess what the girls' free-time activities might be.

- 1 Tell students to read the whole of the gapped conversation and all the missing sentences before they complete the task. Elicit another word that means the same as *sort* in *all sorts* in sentence E (*kind* or *type*).

#### 2 06

- Ask follow-up questions after students check their answers, e.g. *Who is the new girl at the school? (Ellie)*  
*What sports does Ellie like doing? (swimming and tennis)*  
*What's her favourite type of music? (rock).*

#### Answers

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

#### 3 SPEAKING

- Remind students to swap roles when they practise.

### Fast finishers >>

Ask fast finishers to close their books and try to practise the conversation from memory. They can write short notes as prompts first if they wish.

- 4 After students have done the task, elicit some positive and negative statements about different sports and types of music from volunteers.

#### Answers

(not) be mad about, enjoy, be (quite) keen on, love, my favourite is

- 5 If necessary for your class, check understanding of the words and phrases used in the rules, particularly the difference between *main verb* and *auxiliary verb*, before students choose the correct options. Point out that a modal such as *can/can't* is also used in a question tag.
- When checking answers, make sure students understand the key point: if the first statement is affirmative, the question tag will be negative and vice versa.

#### Answers

1 subject pronouns 2 auxiliary verbs and 'to be'  
3 negative, affirmative

### Language notes

Question tags are often used to ask for confirmation of something we think we know, or to ask for agreement. Most of the question tags in the dialogue and on this page are of this kind.

A speaker can change the meaning of a question tag by using different intonation. To ask for confirmation, a speaker uses falling intonation (with the voice getting lower) on the tag.

*You've got a sister, haven't you?* ↘ falling intonation

If a speaker uses rising intonation ↗ (with the voice getting higher), a question tag sounds like a genuine question.

*You don't know where my phone is, do you?* ↗ rising intonation

- 6 If necessary, go through the sentences eliciting the correct verb (*be*, auxiliary or modal *can*) for each question tag first. Students may need extra help with the answer to 5, where the auxiliary verb used in question tags with *have got* is *have*, *haven't* (*has*, *hasn't*).

#### Answers

1 isn't she 2 doesn't he/she 3 does he 4 can't you  
5 haven't you 6 can they 7 doesn't she

#### 7 07

- Tell students that they will hear a short silence on the audio track before the speaker completes their question, during which they can supply the correct question tag. (Pause the audio if necessary.) Encourage them to use the correct falling intonation.

#### Answers

1 isn't she 2 do they 3 can't they 4 hasn't she 5 is he  
6 can we 7 doesn't he 8 does she

### Practice makes perfect

#### 8a-c SPEAKING

- Tell students just to write short notes rather than full sentences for 8a.
- Start off 8b by modelling some examples using information you already know about students, e.g. Q: *You play in a football team, don't you?*, and encouraging students to add more information in their answers, e.g. A: *Yes, I do. I play every weekend.* Q: *Your brother plays as well, doesn't he?* A: *Yes, he does, but he plays for a different team.*
- If necessary, revise the use of short answers (*Yes, I/he/she do/does*, etc.) and point out that students may need to say *No, I don't*, etc. and add the correct information, e.g. *No, he doesn't. He plays basketball.*

# 1 PERSONALITY PROFILE

## Developing writing p15

### An informal email 1

#### Warmer

Start by asking a student a question tag seeking agreement about famous people's personalities, e.g. *Greta Thunberg is serious, isn't she? Ariana Grande is generous, isn't she?* The student responds by agreeing or not using a short answer: *Yes, she is/No, she isn't.* The student then asks another student a similar question, e.g. *Ed Sheeran is hard-working, isn't he? CNCO are really energetic, aren't they?* Students continue round the class.

#### 1 SPEAKING

- Remind students to use the state verb *look* to make guesses about personality in this task. Write their ideas (e.g. *Person a looks friendly/lively/cheerful*) on the board for comparing in the next task.
- When students have read the email, check they know who Eric is in the photo (c) and ask who the other people are (*his mum, sister and dad*).
- Elicit any differences students found between their guesses for exercise 1 and what they have just read in the email (e.g. *person a/the woman/mother/Sandra looks cheerful/lively in the photo but is usually quite serious*).
- If helpful for your class, check students know who each person in the photo is first (**a** = *Eric's mum, Sandra*; **b** = *Eric's sister, Emma*; **c** = *Eric*; **d** = *Eric's dad, Mike*).

#### Answers

	Name	Physical Appearance	Personality
a	Sandra	blonde hair	serious
b	Emma	long, blonde hair	cheerful, talkative, annoying, funny
c	Eric	wavy hair	lively
d	Mike	dark hair	calm, relaxed

- Before students do the task, explain that *interjection* here means a word that is used to introduce a new section or new idea.
- When checking answers, draw attention to the way the email is divided into paragraphs and discuss the reasons for this (*to make it easier and clearer to read, to organise the different subjects in a sensible way: one paragraph per topic/person/ group of people*).

#### Answers

Hi, name; your (last) email, to hear from you; it's/hair's/he's/she's/ don't; Thanks; Oh; !; Anyway; the best

#### + Extra activity

Ask students to find examples of the following kinds of verbs in the email:

- present tense state verbs (not *be*), e.g. *I look, I think, she looks, she loves*
  - one present simple verb for a habit/routine: *she makes us laugh*
  - two present continuous verbs describing something happening now (and 'happening now' in the photo): *Today, I'm sending you; my parents are having a great time*
- Point out that present tenses are often used to describe what is happening/how people are/look in a photo, even though it was taken in the past.

#### Culture notes

Students may want to find an English-speaking friend to write to from one of the many pen-friend websites. Students often prefer to use email (this kind of pen friend is also called an *e-pal*). There are lots of online organisations that students can join to find a suitable e-pal. As always, students should be reminded about the dangers of online friendships and should use reputable sites.

#### Practice makes perfect

##### 5a and b

- Remind students to divide their own emails into paragraphs.

##### 5c SPEAKING

- Make sure students read the question in 5c before they start to write (*Can they identify the people in your photo correctly?*) so that they make sure their physical descriptions are clear and accurate.

## Test yourself p17

### Grammar test

- 1** **Answers**  
 a are, wearing b don't normally wear c 'm/am going  
 d 'm/am starting e work f 're/are saving

- 2** **Answers**  
 1 I don't usually go to school by bus.  
 2 correct  
 3 My friends and I sometimes play football after school.  
 4 Adam is often late.  
 5 correct  
 6 My friend is a vegetarian. He never eats meat.

- 3** **Answers**  
 1 need 2 Do you know 3 Are you having 4 owns  
 5 don't seem 6 prefer 7 are you looking 8 belongs

### Vocabulary test

- 1** **Answers**  
 1 gorgeous, general 2 well-built, build 3 medium-height, height  
 4 straight, hair 5 cute, general 6 curly, hair 7 bald, hair

- 2** **Possible answers**  
 1 reasonable and practical  
 2 pleasant, friendly and easy to like  
 3 someone who keeps telling other people what to do, in a way that annoys them  
 4 nervous and embarrassed in the company of other people  
 5 not willing to let anything prevent you from doing what you have decided to do  
 6 someone who thinks they are better or more important than other people  
 7 willing to support, work for or be a friend to someone

- 3** **Answers**  
 1 relaxed 2 lively 3 hard 4 childish 5 sociable 6 elderly

## Vocabulary in context p18

### Using vocabulary to describe types of transport, travel and accommodation

#### Warmer

Ask students to look at the photo at the top of the page and describe the woman's appearance and make guesses about her personality. Remind them to use *She looks ...* and the personality adjectives from the last unit. Ask: *Where do you think she's going? How do you think she's going to travel? What is she holding?*

#### 1 SPEAKING 08

- Before students do the task in pairs, ask them for an example for each of the columns. Tell them to add other words they know to each column, e.g. *Land: car, bicycle/bike, bus, train; Air: glider, microlight; Water: boat, ship, rowing boat, motorboat*, etc.

#### Answers

**Land:** coach, lorry/truck, motorbike, scooter, skateboard, tram, underground/subway, van  
**Air:** cable car, helicopter, hot-air balloon, plane, spacecraft  
**Water:** cruise ship, ferry, jet-ski, yacht

#### + Extra activity

Students work in pairs and find out what types of transport their partner usually uses and one type of transport he or she never uses. If necessary, give them the form of one or two simple questions, e.g. *What types of transport do you usually/often use? Do you ever travel by train/ride a bike?* etc. Revise the relevant prepositions if necessary: *by bus, by car, by bike, by train; on the bus, on a bike, on foot*.

#### 2 SPEAKING

- If necessary, provide a sentence beginning for describing what each place is, e.g. *A bus stop is a place where ...*, or *You can ... in/at a ...*. See Language note for the correct prepositions to use with the places in this task.

#### Answers

bus stop, car park, coach/train station, service station, taxi rank, ticket office, lost property office, waiting room

#### Language note: prepositions

*at* – a bus stop, a coach/train/service (petrol) station, a taxi rank, a ticket/lost property office  
*in* – a car park, a waiting room

#### 3a 09 and 3b 10

- After students complete the text and listen to check their answers, ask some follow-up questions, e.g. *What kind of ticket do you buy if you just want to go one way? (a single) What kind of ticket do you buy if you want to go somewhere and then come back again? (a return) What happens if you don't get to the station on time? (You [might] miss your train.)*

#### Answers

a catch b single c return d fare e luggage f platform  
 g miss h delay i cancel j information screens k arrivals  
 l departures

#### 4a 11

- Before students do the task, check their understanding of *accommodation* and elicit examples students already know, e.g. *house, hotel, flat*. Explain that the text is about different types of holiday accommodation.

#### 4b 12

- When checking answers, ask students to give the words/phrases in the text that helped them decide on the correct words for each gap.

#### Answers

**a** motel – *for you when you're driving around* (Explain that the clue here is that motel is accommodation usually aimed at motorists and the word is a combination of the words *hotel* and *motor*; elicit another option that would also be possible here: *bed and breakfast*.)  
**b** homestay – *share a local family's home, eat with them, and really get to know [them]*  
**c** hostel – *You're young; without spending too much*  
**d** bed and breakfast – *sleep ... for the night, eat ... in the morning*  
**e** holiday home/apartment – *cook your own meals; more space; come and go as you like*  
**f** campsite – *driving around with a caravan; carrying your own tent; open areas*  
**g** caravan – *driving around; open areas where you can stop*  
**h** tent – *carrying your own; open areas*

#### Use it ... don't lose it!

#### 5 SPEAKING

- Before students do the task in pairs, elicit some of the advantages or disadvantages of different types of transport and different types of accommodation. Provide phrases for this if necessary, e.g. *It's cheaper/more expensive/slower/faster/greener/more environmentally friendly. Staying in ... is more comfortable/more interesting/quieter*, etc.
- Encourage students to use relevant phrases from the text in exercise 4a to explain their choices for question 2 as well as their own ideas, e.g. *I prefer to stay/staying in a holiday home because I like to have a bit more space*.
- Nominate students to tell the class some of their partner's preferences.

## Reading p19

### Reading for specific information

#### Warmer

Play *Snowman* with the words from exercise 1 on page 18 of the Student's Book.

Divide the class into two teams. Team A chooses a word from the previous lesson and a student from that team writes the correct number of spaces for the word on the board. Team B guesses the letters that are in the word, and Team A writes in every letter they guess correctly.

For every incorrect guess, Team A draws part of the snowman. If the drawing of the snowman is completed before the word is guessed, the guessing team loses.

#### 1 SPEAKING

- After students discuss in pairs, elicit their ideas and discuss as a class, e.g. *Perhaps the woman in the first photo is famous because she cycled a long way/across a desert. The woman in the other photo looks like a traveller.*
- Note students' ideas on the board so they can compare them with what they read in the text in exercise 2.
- 2 After students read the text, compare and discuss their ideas from exercise 1. Ask what each woman did and elicit anything students found surprising.

#### 3 13

- Before students do the task, check understanding of the eight sentences. Elicit/Explain the meaning of *incident* (serious or dangerous event) in sentence 5 and *changed their mind about* (changed their opinion of) in sentence 8.
- When checking answers, ask students to explain their reasons and elicit the paragraphs where the answers can be found.

#### Answers

- 1 L – Lexie was 21 when she finished (paragraph 1), whereas Annie was 24 when she started (paragraph 1) and ... *her journey had taken exactly 15 months* (paragraph 3), so she would have been over 25.
- 2 A – ... *her journey had taken exactly 15 months* (paragraph 3) but Lexie began *when she was just a child* (paragraph 1) and finished when she was 21, *a 21-year-old woman ... world* (paragraph 1).
- 3 A – *One said ... accepted the challenge* (paragraph 1)
- 4 L – *she was careful ... didn't waste money* (paragraph 2)
- 5 A – *In her talks ... Japan* (paragraph 2)
- 6 B – *Annie began writing about them* (paragraph 3) and Lexie, *writing articles* (paragraph 2)
- 7 A – *to use Londonderry as her last name* (paragraph 2)
- 8 L – *She was surprised ... dangerous* (paragraph 3)

#### 4 SPEAKING

- Give students time to look at the texts again if necessary, then ask volunteers for their ideas.

#### Possible answers

they both sold photos; they both advertised things, they both had to pay for their trips

- 5 After students do the task, elicit the infinitive of *fought* (*fight*), and ask which of the words can be both nouns and verbs (*bet*, *challenge* and *budget*).

#### Answers

*bet* – an amount of money that you risk by saying what you think will happen  
*challenge* – something that needs skill, energy and determination to achieve  
*fought* – used guns and weapons  
*term* – a word or phrase for something  
*travel agents* – someone whose job is to plan holidays and make travel arrangements  
*applied* – made an official request for something  
*budget* – the amount of money you have to spend on something  
*portrayed* – showed someone or something in a particular way  
*incredible* – something amazing and extremely good

#### 6 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Elicit the meaning of *inspirational* (*giving you the enthusiasm to do something*) and ask students to name some inspirational famous people. Ask: *Has ... inspired you to do anything?*
- If students need more support, write these prompts on the board:

*On the one hand ..., but on the other hand ...*

*In addition, ..., Also, ...*

*... was more difficult/dangerous*

*For me/In my opinion ... is more inspirational than ... because ...*

*... inspires me to ...*

#### Possible answer

On the one hand, I think Annie's journey was more difficult because she travelled at a time when it was very hard for women to do anything on their own, especially something dangerous. On the other hand, I'm not sure all her stories were true! In addition, it's still hard for women to travel to some countries, so Lexie's journey is more inspirational for me. I think she's right that the media sometimes make the world sound more scary than it is.

## 2 GETTING FROM 'A' TO 'B'

### Grammar in context 1 p20

#### Using the past simple, past continuous and past perfect

##### Warmer

Write these questions on the board and ask students to find the answers in the text on page 19 of the Student's Book:

True or false?

- 1 Annie had ridden a bike before she started her journey.
- 2 Annie was wearing a long skirt when she started her journey.
- 3 Lexie had visited 90 countries by the time she was 18.

##### Answers

1 F 2 T 3 F

##### 1a Answers

- a past simple, past perfect
- b past simple, past simple
- c past simple, past continuous

- If you still have the sentences from the Warmer on the board, ask students to identify the tenses in these as well (1 *past perfect, past simple* 2 *past continuous, past simple* 3 *past perfect, past simple*).

##### 1b Answers

1 past simple, b 2 past perfect, a 3 past continuous, c

- After students do the task, ask them to find four more examples of past perfect verbs in the text on page 19 of the Student's Book (*had hunted* – Annie, second paragraph; *had taken* – Annie, third paragraph; *had travelled* – Lexie, first paragraph; *hadn't expected* – Lexie, third paragraph).

##### Language notes

The past simple may be used for more than one verb describing a sequence of actions at *approximately* the same time in the past, even if one happened before another, e.g. exercise 1a *She **applied** once and then she **tried** again and again.*

The past perfect is normally used to describe an 'earlier' past time, when we are already talking about the past using the past simple, e.g. exercise 1a *When she **began** the journey, she **hadn't ridden** a bike before.*

(Some students may remember that the past perfect is also used for reported speech after past simple verbs like *said*, *told*, etc., e.g. *He said he **had** seen them.*)

##### 1c Answers

- 1 She didn't sit down. / Did she sit down?
- 2 She wasn't riding her bike. / Was she riding her bike?
- 3 She hadn't travelled around the world. / Had she travelled around the world?

- 2a When checking answers, ask students which part of rule 1 or 3 in exercise 1b the verb matches (1 and 7 – rule 1, to say that one thing happened after another 2, 4 and 6 – rule 3, to talk about activities in progress at a moment in the past

3 – rule 3, to describe scenes in a story or description 5 – rule 1, to describe finished actions in the past 8 – rule 3, to talk about an activity in progress in the past that is interrupted by another action).

##### Answers

1 picked up 2 was riding 3 was shining 4 was raining  
5 caught 6 was waiting 7 bought 8 heard

- Highlight and practise the correct spellings of *caught* and *bought* if necessary.

##### 2b Answer

the past continuous

- 3 After checking answers, highlight the examples of the past perfect in sentences 3 and 7 and ask why the past perfect is the correct form. (*The sentences are already talking about the past, using past simple verbs, and both past perfect verbs refer to an earlier past time: I **realised** I **had met** her; I **realised** I **had forgotten**.*)

##### Answers

1 was looking 2 met 3 had met 4 were watching  
5 was leaving 6 heard 7 had forgotten 8 were doing

- 4 Note that sentence 1 contains two mistakes (*got, had left*), but the other sentences each contain one mistake. All the mistakes are verbs except in sentence 3, which has an incorrect conjunction (*while*).

- When checking answers, project the exercise onto the board and nominate students to come up and make the corrections.

##### Answers

- 1 When everybody had got ~~got~~ on the train, it left ~~had left~~ the station.
- 2 I was having breakfast when my friend called ~~was calling~~ me.
- 3 She was running in the park when ~~while~~ she saw her friend.
- 4 When Harry received her message, he read ~~had read~~ it.
- 5 When we were small, we went ~~were going~~ everywhere by bus.
- 6 When Rachel had switched ~~was switching~~ the light off, she left the room.
- 7 He was making a sandwich when he cut ~~was cutting~~ his finger.
- 8 When Jack had put ~~was putting~~ his pyjamas on, he got into bed.

##### 5 Answers

1 were 2 Had 3 did

##### Possible answers

4 reading 5 study

##### + Extra activity

Ask students to write three questions to ask a partner, one using the past simple, one using the past perfect and one using the past continuous. Supply ideas if necessary.

##### Use it ... don't lose it!

##### 6 SPEAKING

- Before they do the task, nominate a few students to ask you the questions they completed for exercise 5.

## Developing vocabulary p21

### Using phrasal verbs connected with travel

#### Warmer

Play *Memory Game*. Draw a grid of ten squares (two rows of five) on the board. Number each square 1–10. Draw the same grid on a sheet of paper (for your reference only) and write these words in the squares: *bus, room, ticket, car, waiting, taxi, office, rank, park, stop*.

Ask a student to say the numbers of two squares, then write the corresponding words in those squares on the board. Ask the student if the words go together – if they do, leave the words in the grid, if not, erase them and ask another student for two more numbers.

Continue until all the correct combinations have been found: *bus stop, waiting room, ticket office, car park, taxi rank*.

- Before students do the task, revise the meaning of *phrasal verb* if necessary.

#### Language notes

Remind students that a phrasal verb is a two-word verb (or sometimes a three-word verb), made up of a verb plus an adverb or preposition. Point out that sometimes the meaning of a phrasal verb is different from the meaning of the verb on its own (e.g. *set* and *set off*, *take* and *take off* in this task).

- Explain that *get* is often used to mean *move* or *go* in the context of travel. Encourage students to think about the meanings of the different prepositions to help them do this task.

#### Answers

a set off b got on/got off c get away d go on  
e gets in f checked in g break down h got into/got out of  
i take off j got back

- Encourage students to look at the words that precede each bold item as well as thinking about the meaning, e.g. *to*, a noun (*the plane*) and *didn't* before verbs and *the, is* and *a* before nouns.
- If necessary, highlight the fact that in the noun forms, the verb and preposition are either joined into one word or linked by a hyphen.

#### Answers

Verbs: 1, 3, 5  
Nouns: 2, 4, 6

#### 2b PRONUNCIATION 14

- If possible, project the sentences in exercise 2a onto the board, play the audio and nominate individuals to come to the front and underline the stressed part.

#### Answers

In phrasal verbs, we usually stress the second part (or the preposition); in nouns, we usually stress the first part (or the verb).

#### 2c 14

- For extra practice, call out a sentence number from exercise 2a and nominate a student to read the sentence aloud, using the correct stress on the phrasal verb or noun.
- Ask students to look at the title and the photo and say what they think the text is about.

#### Mixed ability

Allow students who are less confident to look at the sentences in exercise 1 to help them decide on the correct words.

Ask students who are more confident to try and do the exercise without looking at exercise 1.

#### Answers

a off b into c out of d on e in f off g down h on i back

- After students do the task, check understanding of *rented* (*used by someone who pays money to the owner*).
- Ask follow-up questions, e.g. *How many countries did the three men visit? (19) What was a problem with one of their rented cars? (It almost broke down.) Why didn't they go on to Italy? (because the weather wasn't good/was bad).*

#### Culture notes

Gunnar Garfors, Oyvind Djupvik and Tay-yong Pak made the trip in September 2014 and visited Greece, Bulgaria, Macedonia, Kosovo, Serbia, Croatia, Bosnia, Slovenia, Austria, Hungary, Slovakia, the Czech Republic, Germany, the Netherlands, Belgium, Luxembourg, France, Switzerland and Liechtenstein. One man, Djupvik, did all the driving.

- Before students do the task, check understanding of *destination* (from question 5).
- Tell students that they can invent a journey if they prefer. Remind them to make short notes (not full sentences) as prompts to prepare for exercise 5.

#### Use it ... don't lose it!

#### 5 SPEAKING

- Before students do the task, remind them to listen closely to what the members of their group say and to respond with relevant questions. If helpful for your class, revise past simple, past continuous and past perfect question forms.
- Provide some more example question beginnings on the board if necessary: *What did you do next/then? Had you brought ...? Were you waiting ...?*

## 2 GETTING FROM 'A' TO 'B'

### GREAT LEARNERS GREAT THINKERS p22

#### Thinking about how to improve transport in cities and towns

##### Warmer

Ask students about their journeys to school this morning: *Which parts of the journey went slowly/badly/well? Were there any problems, e.g. traffic jams, roadworks, traffic lights? Was the bus/train/metro late or very crowded?*

##### 1 SPEAKING

- Ask if any students have ever travelled on a cable car in a town or city. Encourage volunteers to tell the class about their experience.

##### 2 VIDEO

- Make sure students understand that *quite positive* here means *fairly/moderately positive*.
- When checking the answer, elicit positive words or phrases students can remember from the video, e.g. *amazing and colourful views, success, cheap, convenient, better connection, simple, easy, fast, brighter, optimistic*.

##### Answer

The video is very positive.

##### 3 VIDEO

- Remind students to read the statements before they watch again. Check understanding of *suburb* in 3 (*area of a large city away from its centre where there are many houses*) and *operator* in 8 (*someone whose job is to operate a machine*).

##### Answers

- 1 True – *Every day, 22 million people need to travel in and out of Mexico City.*
- 2 False – *the 30,000 people who use the Mexicable system every day*
- 3 False – *the roads from Ecatepec into the city centre are not very good*
- 4 False – *with cable cars there's no traffic, and no traffic lights*
- 5 False – *they completed the system in 2016*
- 6 True – *Just one big red engine moves all the cable cars across four different stations.*
- 7 False – *These stations help to connect a large number of people who live in some of the poorer parts of the city.*
- 8 True – *In these control rooms, they can make the cable cars go slower if they need to*
- 9 True – *Thanks to this new transport system, the future of this suburb of Mexico City is looking brighter and more optimistic!*

- 4a** Check understanding of *limit* (v.) (*to prevent a number from increasing past a particular point*).

- 4b** Tell students to think about the advantages or disadvantages of each idea and decide on which are stronger in each case.

### GREAT THINKERS



- 5** This routine helps students to think carefully about why they hold an opinion by teaching them to evaluate, support and justify these opinions. Anticipating questions or doubts from other people will help them to think of counter-arguments and supporting reasons to make their views stronger. Remind them to think about the disadvantages/negative aspects of their choice of idea and then to think of ways of disagreeing with these negative aspects or ways of solving any potential problems.
- They should start by thinking of statements which express their opinion about the idea they chose.
  - If necessary, provide examples, e.g. *... is the best idea/ would be cheaper/more practical than ... because ...*, etc.
  - Remind them to think about the negative aspects of the other ideas in 4a as well to prepare for the group discussion.
- 6** SPEAKING 
- Explain that students should take turns to make and support their claims (steps 1 and 2 in the thinking routine in exercise 5), then answer and discuss questions and doubts (step 3) from the other members of the group.
  - Encourage students to read the SEL tip before they discuss.
  - Ask students if any members of their group have changed their minds as a result of their discussion. Then take a vote and compare with another group.

### GREAT LEARNERS SEL



- Elicit reasons why students may not feel able to participate (e.g. *lack of confidence, feeling other people's opinions are stronger/better*, etc.) and any suggestions for tackling these.
- Elicit ways in which students were able to make sure everyone participated actively in the discussion for exercise 6. Ask: *How can you encourage others to speak? (Give everyone a turn, divide up the time fairly between all participants, ask one person to lead the discussion and invite everyone to speak, encourage others to pay attention to every speaker, listen with respect, etc.)*

### LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile, then grade themselves from 1 to 5. Explain that here 1 means *not participating very actively*, and 5 means *participating very actively*.
- If appropriate, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage partners to help each other with suggestions for increasing their own participation or other people's. Alternatively, ask students to think individually of ways to participate more actively or help others to do so.

## Listening p24

## Listening for gist and specific information

## Warmer

Ask students to look at the photo. Ask questions such as:

- *What sort of bicycles are these? (public bikes for people to rent/hire for a short time in a city)*
- *Have you ever used one? What did you think of it?*

## 2 SPEAKING

- After students do the task, ask volunteers for their ideas and write these on the board for comparing in the next task. Ask students which key words they could listen out for and elicit any synonyms or alternative ways of saying the same thing.

## 3 15

- Pre-teach *horse*, *repair* (to fix, mend something that is broken) and *aircraft* (a vehicle that flies, e.g. plane, helicopter).
- When they have listened, compare the ideas on the board with what students remember from the recording. Ask: *What does the word coach mean in this recording? (an old-fashioned vehicle pulled by horses)*

## 4 15

- Before students do the task, remind them to use the strategies for listening that they have learned.
- When checking answers, elicit phrases and facts students remember to support their choices. Help students with question 2 where they may miss the fact that *Bicycle clubs started appearing globally* supports c as the answer.

## Answers

- 1 a incorrect – There were horses, coaches and trains.  
b incorrect – Early bicycles were dangerous.  
c correct – ... prices went down, Almost anybody could buy one ...
- 2 a incorrect – ... men ... and women ... were cycling.  
b incorrect – just in Britain refers to the number of cyclists in 1890.  
c correct – globally
- 3 a incorrect – This happened before people started driving.  
b correct – When the car started to become popular ... thanks to cyclists  
c incorrect – This is not stated.
- 4 a correct – they would study them ... first plane  
b incorrect – light, fast design for their first plane  
c incorrect – ... used a lot of the money they made from selling bikes to build ...

## 6 15

## Answers

**Changed the world in the past:** safe, cheap, bicycle clubs helped people to meet up more often, gave women more freedom and mobility, changed women's fashion (women started to wear trousers, which were more practical), improved road conditions, the Wright brothers used funds from their bicycle shop to build their first plane.

**Continue to have a positive impact:** good for health, good for the environment, reduces traffic

## Grammar in context 2 p24

## Using would/used to and be used to

## Warmer

Write these sentences on the board and ask students to correct the mistakes in the phrasal verbs:

- 1 My car broke off yesterday.
- 2 I'm really tired of studying – I need to get in for a week.
- 3 They checked off their luggage at the airport.
- 4 His plane was delayed – it didn't go off until 11 pm.

## Answers

1 broke down 2 get away 3 checked in 4 take off

- 1 You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section. Make sure students realise that the paired sentences are almost the same except for different verbs or verb phrases.
- When checking answers, ask students to say which sentences 1a–5b each rule matches (rule a: 1a and 2a, rule b: 2b, rule c: 1b, rule d: 3a, rule e: 3b, rule f: 4b, rule g: 5b).

## Answers

a can b can c can't d can e can't f can't g can't

- Make sure students understand the key point that these verbs talk about *habitual* actions or states in the past. Check also that they know that *used to* can go before *be* and other state verbs or action verbs, e.g. *He used to be a teacher/ She used to visit me every day*, while *would* can only be used with action verbs, e.g. *We would go to the park every day*.
- 2a Before students do the task, if helpful for your class, demonstrate the formation of questions with *used to* on the board: Highlight the spelling of *use to* in questions and in the negative example 3a in exercise 1. Note that *would* isn't normally used in questions about habitual action in the past.
- When checking answers, elicit which rule from exercise 1 matches all these sentences (rule a) and ask students to say whether each sentence is about a habitual *action* in the past (1, 2, 4, 7) or a habitual *situation* (3, 5, 6). Note that *have* in sentence 3 is a state verb meaning possession.

## Answers

1 used to 2 didn't use to 3 Did, use to 4 used to 5 used to  
6 used to 7 used to

## 2b Answers

*Would* is possible in 1, 4 and 7 because they are about habitual actions. Although sentence 2 is also about a habitual action, *would* is not possible because a negative verb is needed here (see rule e).

## 2 GETTING FROM 'A' TO 'B'

- 3 When checking answers, ask students to give the matching rule from exercise 1 on page 24 of the Student's Book (1 rule f 2 rule a 3 rule g 4 rule d 5 rule a 6 rule d).
- Make sure students understand that sentence 1 is about a single action in the past, not a habit, and that the first part of sentence 3 is about a present habit, not a past habit.

### Answers

1 went 2 used to go 3 cycles 4 didn't use to like 5 used to play  
6 didn't use to go

### Culture exchange

- 4 Ask students to look at the photo and say what they can see (a London Underground station). Elicit the meaning of *icon* in the title (a very famous, important example). Find out if any students have used the London Underground and what they thought of it.
- When checking answers, elicit the rules from exercise 1 which helped students identify them (a rule f b rule a c a present simple state verb for present situation d rule b e rule g f rule f g rule e h rule f i rule g (like use to, would can't be used to talk about present habits) j rule b).

### Answers

a opened b used to c has d would e usually f became  
g didn't use to h started i usually j would

- Check understanding of *nickname* (an informal name), *steam* (hot water vapour) and the usual meaning of *ghost* (the spirit of a dead person) and ask some follow-up questions, e.g. *What is the common nickname for the London Underground? (the Tube) What happened in the Second World War? (Many people slept in Underground stations to stay safe.) What are ghost stations? (stations that are empty, aren't used any more).*

### + Extra activity

Ask students to close their books. Read out these dates and numbers one by one:

1863, 49, 11, 270, 1890, 177,000

Ask students to try to remember what fact from the text each date or number refers to and write these down. They open their books to check their answers.

### Answers

1890: year electricity was first used  
177,000: people who slept in the Underground during the war  
49: number of ghost stations  
270: number of Underground stations today  
1863: year the Tube opened  
11: number of lines today

### Culture notes

The London Underground is nicknamed the Tube because many of the deep underground lines were built inside roughly circular tunnels, like tubes. Although it is called the Underground, about half of the lines and stations are not under the ground at all.

- 5 Before students do the task, elicit other words that mean the same thing as *common* (frequent, ordinary) and *familiar* (well-known, normal).

- When checking answers to rules d and e, ask students to find examples in the sentences of three gerund (-ing) forms (sentence 1 – *seeing*, sentence 2 – *riding*, sentence 4 – *living*; and one noun: sentence 3 – *this bike*).
- If appropriate for your class, explain that they may also frequently hear *get used to* (become used to), which follows the same pattern as *be used to*.

### Answers

a are b are not c never d gerund (-ing) e can

- 6 When checking the answer to sentence 3, focus on the different pronunciation of the letter s in *used to* /'ju:st tu:/ and *using* /ju:zɪŋ/.

### Possible answers

- 2 We're used to/We aren't/We're not used to doing exams at least once a week.  
3 We're used to/We aren't/We're not used to using computers, tablets or smartphones in class.  
4 I'm used to/I'm not used to hot weather.  
5 My parents are used to/aren't used to working at the weekend.  
6 I'm used to/I'm not used to doing physical exercise every day.  
7 I'm used to/I'm not used to walking to school every day.

- 7 Remind students to be careful about the different uses for *used to* and *would* here, as well as the structure *be used to* which they practised in exercise 6. (They can look at the rules on page 24 of the Student's Book again if necessary).
- If it will help your students, give some example sentences that are true for you, e.g. *When I was five, I used to help my grandfather feed his chickens. I didn't use to like spicy food, but now I eat it all the time. Nowadays I'm used to not eating meat or fish.*

### Use it ... don't lose it!

### 8 SPEAKING

- Ask for volunteers to tell the class about any surprising answers.

## Developing speaking p26

### Asking for information

#### Warmer

Ask students to look at the photo and write down as many words associated with this place (not just the things they can see) as they can. Students swap lists with a partner. Each student awards one mark for each correct word and two for each correct word that no one else has.

#### Possible answers

bus, train, coach, ticket, luggage, ticket office, bus station, train station, waiting room, lost property office, arrivals, departures, cancel, catch, delay, fare, information screens, miss, platform, return, single

#### 1 SPEAKING

- Give an example that is true for you, e.g. *I prefer travelling by train because I often feel ill on coaches. It's also easier to walk around on a train. Coaches get really hot and stuffy and there's only one toilet!*

#### 2

- Check students understand the words in the table, in particular *direct* (the coach or train goes directly to your destination) or *change* (you need to change to a different train/coach to continue your journey to a destination) and *bay* (here = bus stop in a bus station).

#### Answers

1 16:05 2 direct 3 single 4 39 minutes 5 £8.80 6 8  
7 ten past six 8 direct 9 single 10 (usually) 45 minutes  
11 £10.40 12 6

### Fast finishers

For students who complete the table after listening once, write these questions on the board for them to answer:

*Which train is more expensive than the others? (the 16.28)*

*Does the girl use a student railcard? (No, she doesn't.)*

*What time does the previous coach to Brighton leave? (ten past four)*

- Ask follow-up questions, e.g. *Where do both the students want to go? (Brighton) Who is going to arrive in Brighton first? (the girl).*

#### 3

- After checking answers, drill and practise all the sentences.

#### Answers

Can/Could you tell me (the times of trains to ...)?

Can/Could you tell me (which platform it is)?

Can/Could you tell me (how long it takes)?

Pardon?

Sorry, I didn't catch that.

Can I help you?

How can I help?

Could I have/buy (a ticket)?

I'd like (a ticket).

- With less confident classes, allow students to write the correct versions of these sentences first.

- Focus on the example and ask students to notice the change in word order between the direct and the polite indirect question here. Point out that the verb (sometimes an auxiliary verb) comes before the noun in the direct question (*How much is a return?*) but the verb comes after the noun in the polite question (*... how much a return is?*), as it would in a statement.
- Ask students to look again at the examples in the Speaking bank and draw their attention to the polite question: *Can you tell me if the train leaves now?* Highlight the use of *if* to change Yes/No questions into polite (indirect) questions. Elicit the more direct version of this question: *Does the train leave now?*
- Point out that, with polite forms of *What is/are* questions, there is no need to repeat *What* and use the verb *to be* (although this is still correct). See the first example in the Speaking bank (*Can/Could you tell me the times of trains to ...*) and sentence 3 (*Can you tell me the cheapest fare/ what the cheapest fare is?*).

#### Possible answers

2 Can/Could you tell me if it is/it's possible to go direct?

3 Can/Could you tell me the cheapest fare? / Can/Could you tell me what the cheapest fare is?

4 Can/Could you tell me where I change trains? / Can/Could you tell me where to change trains?

5 Can/Could you tell me what time it is? / Can/Could you tell me the time?

6 Can/Could you tell me what time the train arrives?

#### 5 SPEAKING

- After students do the task with a partner, ask for volunteers to perform their dialogue for the class.

### Practice makes perfect

#### 6a SPEAKING

- Students B have more information to look at and so may need more time here.

#### 6b SPEAKING

- Remind students to use the polite question forms in the Speaking bank and, if they don't understand anything their partner says, the phrases asking for clarification.
- Exam tip** Ask students to think about the question in the Exam tip box in relation to the Practice makes perfect activity they have just done. Make sure they understand that the most important thing was asking for and giving clear and accurate information about the journey destination, the times and days of the journey and the type of ticket required. Students need to do this in order to earn marks in an exam.
- Remind students that listening carefully to what the other speaker says is essential to success in this kind of task.

## 2 GETTING FROM 'A' TO 'B'

### Developing writing p27

#### Writing a blog post

##### Warmer

Books closed. Play *Holiday Activities Bingo*. Ask students to write down six outdoor holiday activities (these will be mostly words ending in *-ing*). Read out items randomly from the list below (and others if appropriate), crossing them off as you do so. Students listen and cross off an activity in their lists when they hear it. The first student to cross off all their activities shouts *Bingo!* Continue until you have a second and third winner.

Activities (adapt for your class): *camping, swimming, bungee-jumping, (horse-)riding, skiing, water-skiing, hiking/walking, mountain-climbing, sky-diving, cycling, skateboarding, kayaking, go-karting, playing tennis/football*

##### 1 SPEAKING

- Elicit/Explain the meaning of *break* in the context of *holiday break* (a [usually] short period of time when you stop working or studying).
  - Before students do the task, check they know the words for the activities in the photos (**a** *having a fire on the beach* **b** *kayaking* **c** *go-karting*).
- 2 If you want students to practise scanning a text quickly to find key information, set a time limit and ask them to read the questions and find the relevant information as quickly as they can.

##### Answers

- 1 Aberafon
- 2 by car
- 3 a tent at a campsite
- 4 kayaking, going on a train/a trip on a train, go-karting, swimming in the sea, a fire on the beach
- 5 It was good fun and exciting. The train trip and go-karting were special.

##### Culture notes

Aberafon is located in North Wales on the northern coast of the Llyn peninsula, south of the island of Anglesey and not far from the mountains of Snowdonia. Many people in this part of Wales speak Welsh as their first language.

- 3 Check students understand the meaning of *emphasis* (*extra importance or stress*). Elicit words and expressions in their own language that are used in similar ways.

##### Answers

beautiful, brilliant; good fun, exciting; do want

- Point out that *so* goes before an adjective, e.g. *so exciting*, but *such* must be used before a noun, usually one with an adjective in front of it, e.g. *such a wonderful day*.
- Explain that using an auxiliary verb like *do* or *did* in an affirmative sentence makes the meaning much stronger: *I want*; *I really want* (stronger); *I really do want* (much stronger).

-  **Exam tip** To answer the question in the Exam tip box, ask students:
  - *How do the expressions in the Writing bank make the text sound?* (*enthusiastic, positive*)
  - *Why does a writer want to make a blog post like this sound positive?* (*to entertain blog followers, to tell friends and family about recent activities, to give followers ideas for great holidays, to inspire followers to travel more, to encourage people to book up similar holidays*)
- 4 Some of these sentences just require the addition of the word in the correct position (e.g. 3 and 4) but make students aware that some sentences will need to be reworded, especially 2 which also needs *It ...* as the subject. (Note that *It* as a subject has already been supplied in 8). Watch out also for any students who add *such* before *great*, e.g. *The trip was such great*.

##### Answers

- 1 What an amazing place!
- 2 It was such a great trip.
- 3 We were so tired when we arrived.
- 4 I do love the sea.
- 5 We did have a good time.
- 6 We were so happy to get back.
- 7 What a great holiday!
- 8 It's such a fantastic place for relaxing.

##### Fast finishers >>

Ask students to find examples of three past perfect verbs and one past continuous verb in the blog post and to think about the reasons these tenses are used.

##### Answers

Past perfect: *we had booked, we had arrived, my dad had brought* (all used to talk about a time that was further back in the past)

Past continuous: *we were staying* (used with *while* to talk about an activity that was in progress in the past when other past actions happened – *my brother and I made lots of friends*)

- 5a Remind students to write short notes only to answer these questions – they will expand them into a blog post in exercise 6a.

##### 5b SPEAKING

- Encourage students to ask each other questions when they talk about their holiday breaks. Answering these will help them to add more detail to their account and to fill in any gaps in their notes.

##### Practice makes perfect

- 6a–b Remind students to use the expressions from the Writing bank to add emphasis and make their break and their blog posts sound really fun and exciting.

## Test yourself p29

## Grammar test

**1** **Answers**  
 1 stopped 2 was waiting 3 put 4 got 5 were crying  
 6 were watching 7 dropped

**2** **Answers**  
 1 She started driving when she had got into the car.  
 2 When he had finished using the computer, he switched it off.  
 3 They went into the cinema when they had bought their tickets.  
 4 As soon as she had done her homework, she went to bed.  
 5 When we had eaten our meal, we paid the bill.  
 6 They went into the house when they had unlocked the door

**3** **Answers**  
 1 use 2 didn't use to 3 usually 4 won 5 used to 6 riding  
 7 'm used

## Vocabulary test

**1** **Possible answers**  
 1 *service station* – a place that sells petrol or fuel and other things for vehicles  
 2 *platform* – the area next to a railway line where passengers get on and off a train  
 3 *delay* – when a train/bus/plane arrives or departs late  
 4 *fare* – the money that you pay for a journey  
 5 *taxi rank* – a place where taxis wait for customers  
 6 *a return ticket* – a ticket you can use to travel to a place and return from it  
 7 *to miss (the bus)* – to be too late (for a bus/train/etc.)  
 8 *lost property office* – a room where possessions that people have accidentally left in a public place are kept until the owners come to get them

**2** **Answers**  
 1 motel 2 bed and breakfast 3 holiday home/apartment  
 4 tent 5 homestay 6 hostel

**3** **Answers**  
 1 in 2 off 3 in 4 into 5 down 6 away

## Reading

1 SPEAKING 

## Possible answers

- 1 1 on a school noticeboard/website
- 2 at a bus stop, on a bus service/timetable website
- 3 in an email
- 4 in a message on a mobile phone
- 5 text message on a phone
- 2 1 To invite students to apply for a job/post/position as class president
- 2 To tell passengers about a change to the bus service
- 3 To tell a friend some news and invite them to do something
- 4 To tell a friend about a holiday
- 5 To give passengers travel information

## 2 Answers

- 1 **A** incorrect – The text asks if students are confident but it doesn't say they must be confident.  
**B** incorrect – *you need three names to support your application*  
**C** correct – You have to *apply today at the latest*.
- 2 **A** incorrect – This is not stated in the text.  
**B** correct – *Please check the website before you travel*.  
**C** incorrect – *Buses 49 and 612 are no longer stopping at Green Lane*; different buses are not mentioned in the text.
- 3 **A** incorrect – Sam's new friend was *on the other team* playing in a match against Sam.  
**B** incorrect – This is not stated in the text.  
**C** correct – Sam invites Lucia to go skateboarding with her new friend: *Tell me when you're free and we can go together*.
- 4 **A** incorrect – This is not stated in the text.  
**B** correct – *... we went in a cable car. What a view!*  
**C** incorrect – *Dan's dad wanted to go on a hot-air balloon*, but Dan thought *it's quite scary*.
- 5 **A** correct – The train leaves at 13.05, and passengers need to *be on the platform at least five minutes before your train leaves*.  
**B** incorrect – This is not stated in the text.  
**C** incorrect – *... doors close 30 seconds before departure*.

## Speaking

5 SPEAKING 

Make sure that what you say is relevant to the question(s) that the examiner asks you.

If you don't understand the examiner's questions or instructions, ask them to repeat.

Make sure you speak. If you are too nervous or shy, the examiner won't be able to give you a good mark.

Speak loudly and clearly so that the examiner can hear you. Listen carefully to what the examiner or your partner(s) are saying, and react to it.

Practise speaking as much as you can before the exam.

## An icon of transport in your country

1 SPEAKING 

- Students work in groups of three to four.
- Next, ask the class if they can think of any very famous, iconic transport systems in their country.

2 SPEAKING 

- Elicit more general suggestions of different icons of transport in your country from the whole class, then write up a shortlist of the best six ideas. Organise the class into groups. You could allocate students to each group in order to include a range of abilities. Groups can discuss which topic they want to work on.
- Tell students that they will need to prepare or gather some visual items, e.g. maps, photos, videos, realia, digital slides, depending on the type of project they do.
- 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.
- In the Collaboration section, make sure students understand that the Useful language contains phrases to help them work together and complete the task in English, not phrases that they should use in their finished project.

4 SPEAKING 

- Discuss a final deadline for presenting the project, as well as any interim dates when students should have completed particular stages. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.
- Point out that, when working on the project, as much discussion as possible should be in English, both in and out of class. Remind students to use the Useful language from the collaboration tip.
- Internet use: if necessary, provide a list of relevant and reliable websites for students to choose from for their research.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- 5 If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.


**Virtual Classroom Exchange**

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

## Vocabulary in context p32

### Using vocabulary to describe types of houses and homes and places in a city

#### Warmer

Write *City* and *Countryside* on the board. Ask students to give you adjectives to describe each of these places and write them under the correct headings (e.g. *quiet, noisy, exciting, boring, beautiful, ugly, empty*, etc.) Ask students to identify pairs of opposites where possible.

Ask:

- Where do you live – in a city/town or in the country/a village?
- Which do you prefer? Why?

#### Culture exchange



#### 1 17

- Before students do the task, check understanding of *common*. If necessary, explain that the word has two meanings in this text: 1 'existing in large numbers' (first line of second paragraph) and 2 'used/shared by two or more people' (third line of second paragraph).

#### 2 18

- Check understanding of *detached* in this context (*not joined, not sharing a wall*). Drill pronunciation of *detached* /dɪ'tætʃt/, *bungalow* /'bʌŋɡələʊ/, *terraced* /'terəst/ and *cottage* /'kɒtɪdʒ/.

#### Answers

**a** flat **b** block of flats **c** semi-detached house **d** detached house **e** mansion **f** terraced house **g** cottage **h** bungalow **i** houseboat

#### + Extra activity

Ask students to cover the text about homes in the UK. Read out, or write on the board, the phrases below (taken from the text). Ask students to say, or write, which type of home in the box in exercise 1 each one describes.

- 1 *part of a line of houses*
- 2 *on rivers or canals*
- 3 *a tall building divided into many homes*
- 4 *completely separate*
- 5 *connected by a common wall*
- 6 *old and traditional*
- 7 *no stairs*

#### Answers

1 terraced house 2 houseboat 3 block of flats 4 detached house 5 semi-detached house 6 cottage 7 bungalow

#### 3 SPEAKING

- For question 2, ask volunteers to name types of home that are different in your country.

#### 4 SPEAKING 19

- Discuss the meanings of *outskirts* (*areas of a town or city that are furthest away from the centre*) and *suburbs* (*areas of a town or city where there are a lot of houses/flats that*

*are not in the centre*). Explain that the *suburbs* are usually densely populated areas, with *housing estates*, and that they may be located in the *outskirts* of a city.

- Remind students to give reasons for their choices here. Supply an example sentence to help them if necessary, e.g. *I would be interested in visiting the market because I love food markets. I wouldn't be interested in visiting the outskirts because there's probably nothing interesting to see there.*
- 5 SPEAKING 20
- Nominate pairs to give their answers and elicit agreement/disagreement from the class. Ask students to give reasons for how they categorise the words. With less confident classes, give some example sentences using *depend on*, e.g. *I think it depends on your personality. It depends on whether you like quiet places or noisy places. Some people prefer cities that are lively and busy with lots going on.*

#### Possible answers

**Positive:** charming, clean, impressive, peaceful, popular

**Negative:** crowded, dirty, noisy, run-down

**It depends:** busy, historic, lively, modern, quiet

- Focus on *run-down* and elicit that this is an adjective made from a phrasal verb (compare with nouns made from phrasal verbs in Unit 2 on page 21 of the Student's Book). Explain that *run-down* is often used to describe areas of cities which used to have successful industries and businesses that have now closed. If appropriate for your class, note that there are other meanings for *to run down*, such as 'to injure someone with a car' or 'to criticise a person harshly'.

#### Use it ... don't lose it!

#### 6 SPEAKING

- If time is short, put students into groups to read out and vote on the most complete and accurate description. Ask the student with the best description in each group to read it out to the rest of the class.



## Reading p33

### Understanding coherence and sequence

#### Warmer

Play *Hot Seat* with places in a city from page 32 of the Student's Book. (See the Warmer in Unit 1, TN13 for instructions.)

#### 1 SPEAKING

Elicit students' ideas about what is happening in the photo but don't confirm at this stage. To help them guess, draw attention to the red curtains around the blue plaque. Ask what they already know about the person named on the blue circle.

2 Set a time limit to make sure students read quickly to just find information that helps them to check their predictions. (*The photo shows two people who have just pulled back the curtains from a new blue circle/plaque about Freddie Mercury, the famous rock musician. The man at the window is Brian May, who was a member of the rock band Queen, with Freddie Mercury. The woman is Kashmiri Cooke, Mercury's sister.*)

Elicit the correct name for the blue circles – *blue plaques*. Ask them what kind of house Freddie Mercury lived in (*a terraced house*).

-  **Exam tip** Check students understand the aim of a missing sentences task. Explain that the missing sentences can come from anywhere in a paragraph or text, and sometimes there may be more sentences than there are gaps.
- Remind students that they should read the whole text first to get an idea of its overall meaning. They do not need to understand every word.
- Next, students should read the missing sentences and identify the key words and information. If they find anything connected with something in the text, they should look again at the relevant part of the text in more detail, then try out the missing sentence in the most probable gap.
- Discuss answers to the Exam tip question as a class. Students should use these strategies to check their answers:
  - Read each sentence with the surrounding text to make sure the meaning is clear.
  - Make sure that the words that link the sentence and the text such as a repeated noun or name, or words like *this, these*, and pronouns such as *it, them, he, she* are logical. Check that words and phrases that introduce a contrast, such as *but, however*, or that add extra information, e.g. *in addition, also, as well, too*, or that introduce a consequence, such as *so*, all make sense.
  - Finally, check that they have matched every sentence to a different gap.

3 Check understanding of *cosmopolitan* in sentence a (*showing the influence of many different countries and cultures*).

When checking answers, elicit the key words/meanings that help to identify them (note that these reference words are often in the main text, not just the missing sentence).

- Ask students which word is missing in the sentence following gap 1 *If you have (visited)* and why; it has been omitted to avoid repetition (ellipsis) as the meaning is clear without it.

#### Answers

- c – *If you have* refers back to *Have you ever visited*. (See note about ellipsis above.)
- b – *But the organisation that awards them ... them* refers back to *plaques* in the preceding paragraph and *plaque* in the missing sentence; also *But* introduces an idea that develops or contrasts with the missing sentence.
- e – *However* introduces a contrasting idea; *luxury* links back to *palaces or huge mansions*.
- f – *Nearly everybody knows Freddie Mercury* follows on from paragraph 3; *But ... heroes who are less well-known* is a comparison which contrasts with it.
- a – *So* introduces a consequence; *foreigners* refers back to *cosmopolitan* in a.
- d – *London* links back to *how much I love London* in the preceding paragraph; *They* links back to *blue plaques*.

#### 4 21

- After students do the task, check understanding of *joke* (*something funny*) and elicit the meaning of *time travel* (*travel into the past or the future*).

#### Answers

- Mary Seacole has a blue plaque for saving lives in a war in the 19<sup>th</sup> century.
- Van Gogh lived in London for a year when he was 20.
- Luke Howard was the first person to describe cloud shapes using words like *cumulus, stratus*, etc.
- Jacob Von Hogflume has a joke blue plaque for inventing time travel.

- 5 When checking answers, elicit the singular form of *remedies* (*remedy*) and point out that *link* and *award* can be either verbs or nouns.

#### Answers

- link* – a connection between two or more people or things  
*awards* – gives a prize or reward to someone  
*central heating* – a system for heating a whole building  
*herbal remedies* – a cure for an illness made from herbs  
*close to his heart* – very important or interesting to someone

#### 6 Critical thinkers

- Elicit examples of celebrities. Contrast these with other kinds of famous people, such as politicians or historical figures.

## Grammar in context 1 p34

### Using the present perfect simple and the past simple; using *ever, never, for, since, yet, already and just*

#### Warmer

Write two headings on the board: *Cities I have visited* and *Cities I haven't visited*.

Students take turns to ask you questions to find out which cities you've visited: *Have you (ever) visited/been to ...?* Encourage questions with both verbs.

Answer using short answers: *Yes, I have/No, I haven't*. Give more information using the past simple, e.g. *Yes, I have. I went there last year*. When students guess a city correctly, write the name under the correct heading. For every correct guess, the class gets a point; for every incorrect guess, you get a point.

- 1a** Before students do the task, check they understand *specific moment* and *unspecified moment*. Clarify the explanations if necessary.

#### Answers

- past simple, a and d
- present perfect, b and c

- Ask students to find other examples of present perfect simple verbs in the text on page 33 of the Student's Book (*Have you ever visited London?* – missing sentence c, and *have lived* – first paragraph.) Ask them to match these examples to the correct part of rule 2 (*experiences which happened at an unspecified moment in the past*).
- Remind students of, or draw their attention to, the example with the omitted past participle in exercise 2 on page 33 of the Student's Book: *If you have*, first paragraph, where *visited* is missing.

- 1b** Ask students which of the past participles in the sentences in 1a are irregular (*taken, seen*) and elicit more examples of irregular past participles (e.g. *begun, broken, bought, read* – see page 159 of the Student's Book).

#### Answer

past participle

- 2** When checking answers, ask students which part of rule 1 or 2 in exercise 1a each verb matches.

#### Answers

- has sunk – rule 2 *present perfect for past actions which have a result in the present*
- has grown – rule 2 *present perfect for actions which started in the past and continue to the present*
- was – rule 1 *past simple for a specific moment in the past*
- has got – rule 2 *present perfect for actions which started in the past and continue to the present*
- finished – rule 1 *past simple for actions which started and finished in the past*
- have studied – rule 2 *present perfect for actions or experiences which happened at an unspecified moment in the past*
- became – rule 1 *past simple for a specific moment in the past*
- has helped – rule 2 *present perfect for actions which started in the past and continue to the present*

- 3a** Remind students to include the missing sentences when they look for these words in the text on page 33 of the Student's Book. Ask them to identify the present perfect verbs used with most of these words and think about the meanings. Elicit that *for* is also used with a past simple verb – *Van Gogh lived in London for a year*, and *yet* is also used with a past perfect verb – *He hadn't started painting yet*.

- Write, or ask a student to write, the examples of the phrases on the board, as this will help them complete the next exercise (*you've **already** seen* – paragraph 1, *Have you **ever** visited London?* – sentence c, *somebody who has been dead **for** at least 20 years* – paragraph 2, *the plaque that has **just** appeared* – paragraph 6, *somebody you've **never** heard of before* – paragraph 6, *A plaque has been there **since** 2016* – paragraph 3, *if you haven't been to London **yet*** – sentence d, *He hadn't started painting **yet*** – paragraph 5).

#### Answers

- 1 ever 2 just 3 already 4 never 5 for, since, for, since 6 yet

- 3b** Ask students to look at the examples on the board from exercise 3a if necessary.

#### Answers

- already, ever, just, never
- for, since
- yet

#### Use it ... don't lose it!

#### 4 Answers

- has had, for
- has already visited
- Have, just had
- have never lived
- haven't finished, yet
- have loved, since
- Have, ever lived

#### + Extra activity

Ask students to use the word and verb combinations in the box a second time to write personalised sentences that are true for them. Encourage them to try and memorise these to help them remember the correct use and sentence positions.



# 3 CITYSCAPES

- **Exam tip** Tell students to look briefly at exercise 5 to remind themselves what this kind of activity is like. When they have thought about the question in the Exam tip box, elicit ideas, making sure the following strategies are covered:
  - Read the whole text to get an idea of the overall meaning without worrying about the gaps, then read it again and try to predict what word is missing from each gap.
  - Look at the different options to see if one of them is the same as the word they predicted.
  - Look again at the words before and after each gap for clues.
  - Eliminate (cross out) any words that are definitely wrong.
  - Always give an answer for each question, even if they aren't sure.

**5** **Answers**  
1 b 2 a 3 d 4 b 5 d 6 d 7 b 8 c 9 d 10 a

## Fast finishers >>

Fast finishers close their books and write down as many facts about the giga-mansion as they can remember.

- Ask follow-up questions, e.g. *How much does the giga-mansion cost? (\$500 million) How many bedrooms has it got? (20) Would you like to live there? Why/Why not?*

## Culture notes

Bel Air is situated to the west of Los Angeles near the foothills of the Santa Monica Mountains. It is very popular with celebrities and people working in the entertainment industry.

# Developing vocabulary p35

## Using extreme adjectives

### Warmer

Play *First to Five*. Give the class a different category (see below); the first student to write down five suitable items for that category puts up their hand and, if all their words are correct, wins the round.

Categories: Places in a city, Houses and homes, Adjectives describing cities, Adjectives describing people, etc.

### 1 **SPEAKING**

- When checking answers, elicit other extreme adjectives that are synonyms for some of these, e.g. *bad – terrible/awful, big – gigantic*.

### Answers

ancient – old, boiling – hot, dreadful/horrible – bad, enormous/huge – big, filthy – dirty, freezing – cold, hideous – ugly, hilarious – funny, packed – crowded, silent – quiet, spotless – clean, stunning – beautiful, terrifying – frightening, tiny – small

- 2** When checking answers, elicit other words that could also go in some of the gaps, e.g. **b** *fantastic/wonderful/amazing* (changing the preceding article to *an*), **c** *gigantic*.

### Answers

**a** freezing **b** stunning **c** enormous/huge **d** silent **e** ancient  
**f** packed **g** tiny

## Fast finishers >>

Ask students to think of cities in their country and make up a sentence about each of them using an extreme adjective.

- 3** If it helps your class, give some examples to start them off, e.g. *Antarctica – freezing, the beach in summer – packed, my kitchen floor – spotless*.

## Use it ... don't lose it!

### 4 **SPEAKING**

- If necessary, provide some phrases for making and confirming/correcting guesses, e.g. *Is it ...? Do you mean ...? Yes, it is/No, it isn't. That's right*.
- Ask students to make a note of all the adjectives they guess correctly and share these with the class at the end.

## GREAT LEARNERS GREAT THINKERS p36

### Thinking about how and why cities develop, change and grow

#### Warmer

Ask students if they have made any recent visits to another city in their country or abroad. Ask: *How did you plan your visit? Did you find out information online or in books or leaflets before going? How would you plan a future visit to a city? What sort of information (local food, historic buildings, museums, activities) would you want to find out beforehand?*

#### 1 SPEAKING

- Ask if any students have ever visited New York and, if so, to briefly tell the class what they remember about their visit.
- To answer question 2, encourage students to think about what they know of the history of the US.

#### 2 VIDEO

- Remind students to read the statements before they watch again. Check understanding of *harbour* in 1 (*an area of water near the land where it is safe for boats to stay*) and *ideal* in 2 (*of the best and most suitable type*). Discuss what students understand by *the Industrial Revolution* (*period when machines began to be used for producing goods*) and when it took place (*in the 18<sup>th</sup> and 19<sup>th</sup> centuries*).

#### Answers

1, 3, 4, 5, 7

#### 3 VIDEO

#### Answers

- 1 For over 400 years, New York has been the bridge between Europe and North America.
- 2 The Hudson River is the gateway to North America. The link between the new world and the old.
- 3 The Irish were the first to arrive in New York in great numbers.
- 4 More than 650,000 Irish people arrived in the 1840s to escape hunger.
- 5 New York took the place of London and became the world's wealthiest city.

## GREAT THINKERS

#### 4 SPEAKING

- This thinking routine helps students to activate their existing knowledge about a topic (as in exercise 1) so that the new information they learn connects with and extends it. The routine also encourages them to think about any aspects of the new information that they find unclear or that raise more questions.
- Tell students to look back at any notes they made in exercise 1.

- If helpful for your class, give an example of how the information extended your own existing knowledge, e.g. *I knew the Irish migrated to America, but I didn't realise it was so many people.*
- Students may not feel confident about disagreeing with any of the information in the video, but they will probably have questions they would like answered. Provide language to help them frame questions to find out, e.g. more information/details about famous buildings shown in the video, the date when New York first became a town/city, why the Irish were hungry, reasons for migration and other countries migrants came from.

#### 5

#### Possible answer

We should learn about the history of the place where we live in order to understand it and be able to plan its future.

#### 6 SPEAKING

- Remind students to think about the text in exercise 5 while they do this task and to try to include facts from the past that have shaped the way their city/town has developed or changed.
- Advise students to begin by pooling what they already know (or think they know) about their city/town and make a note of it, then highlight anything they need to check and add any extra questions to which they want to find the answers. They can research during the lesson or at home, then select and prepare the poster for display in the classroom.

## GREAT LEARNERS



- When students have thought about the SEL, discuss the importance of curiosity in learning as a class, bringing out these points:
  - Wanting to know is a strong impetus to finding out information.
  - Texts and videos often include only partial information; students can research information to complete it.
  - Texts and videos will often mention things/concepts we have never heard of or don't understand fully; students can research these.
  - Information in texts or videos may not match what students already know or may seem illogical or extreme; students can check this by asking questions and looking at other sources.

## LEARNER PROFILE

- Ask students to read the statement and the question, then grade themselves from 1 to 5. Explain that here 1 means *not very curious*, and 5 means *very curious*.
- Encourage partners to help each other with ways to stimulate their own curiosity, e.g. by connecting something new to what they are already interested in, tips on how to think of questions, etc. Alternatively, ask students to think individually of ways to become more curious.

## Listening p38

### Listening for gist and specific information

#### Warmer

Write *smart technology* on the board and ask:

- Do you use a virtual assistant/smart speaker at home?
- Is the smart technology connected to the heating/lights in your house?
- What do you think about smart technology?

#### 1 SPEAKING

- Focus on the photo and ask students if any of them have used a bus stop like this before they discuss in pairs.

#### 2

- If you want to make sure your students have understood the podcast, check the answers with them.
- Ask students which city the podcast is about (*Barcelona*).

#### Possible answers

- 1 A smart city is a city which uses information and communication technologies to improve the lives of the people who live in the city.
- 2 You can get information about the next buses with maps and times, use USB charging stations, get free wi-fi and access to special apps about the city.

#### 3

- Ask students to read the gapped text before they listen again. Check understanding of *access* /'ækses/ (*the opportunity to have or use something*), *sensor* /'sensə(r)/ (*equipment that reacts to physical changes such as the amount of light*) and *resident* /'rezɪd(ə)nt/ (*someone who lives in a particular place*) and drill pronunciation.

#### Answers

- a interactive b wi-fi c city d LED e square f noise  
g collect h dangerous

### Mixed ability

Pause the audio after each relevant section to help less confident students complete the text.

More confident students may be able to complete the text without listening again. Give them extra questions to listen and find the answers for:

1 *Apart from the weather and noise, which other three things can the streetlights detect? (the number of people nearby/whether the streets are empty, pollution and temperature)*

2 *How do the sensors help to save water? (They automatically control the park watering systems.)*

#### 4 Critical thinkers

- If useful for your class, help students understand the meaning of *sensible* (*reasonable, practical*).

#### Possible answer

I think it's a fairly sensible use of money to create smart cities, especially if they can really save water and electricity, for example. And I really like using free wi-fi and getting information about buses.

## Grammar in context 2 p38

### Using the present perfect continuous

#### Warmer

Write these words on the board: *yet, just, already*.

Underneath write the names of new things/places/people in your area.

Divide the class into two teams. A student in Team A asks Team B a question using the words on the board and the present perfect, e.g. *Have you seen/been to/visited/read, etc. ... yet?* A student in Team B answers truthfully, e.g. *Yes, I've just/already seen/met, etc. it/him/her/them, etc.*

- 1a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

#### Answers

**Present perfect continuous:** 1 and 4

**Present perfect simple:** 2 and 3

- 1b Before students do the task, check understanding of *process, duration* and *temporary*.

#### Answers

a simple b continuous c simple d continuous

- Ask students to match each example in 1a to the correct statement in 1b (1 b 2 c 3 a 4 d).

#### 1c Answer

*been* (past participle of *to be*), verb with *-ing*

- 2 When checking answers, ask students to match the best statement from 1b to each sentence (1 a 2 a 3 b 4 b 5 d 6 c 7 d 8 c).

#### Answers

1 written 2 lost 3 been waiting 4 been singing  
5 been crying 6 written 7 been standing 8 played

- 3 When checking answers, elicit suitable matching statements (a–d) from 1b (1 c 2 a 3 d 4 c 5 b 6 b 7 a 8 d).

#### Answers

1 In total, I've seen two documentaries about smart cities.

2 I've lost my keys! Where can they be?

3 correct

4 Emma's read this book three times.

5 correct

6 My brother has been doing his homework for over an hour, but he hasn't finished yet.

7 Oh no! I've broken the window.

8 correct

- Ask students if they know another reason why *I've been seeing* is incorrect in 1. (See is a state verb – see page 12 in Unit 1 of the Student's Book – and state verbs are not normally used in continuous forms.)

- 4 Ask students to look at the title and the photo and say what they can see (*cable cars*). Ask: *Have you ever travelled in one of these? Where? What did you think of it?*
- Before students do the task, make sure they realise that there are more words in the box than spaces in the text.
  - Some of your students may be able to complete the text without looking at the boxed words at all; if they do, accept the alternative past participles *made* in gap a and *begun* in gap h.

**Answers**

a taken b been c have d become e using f has  
g travelling h started

**Mixed ability**

Ask less confident students to look again at the last four answers (e–h) and change the present perfect simple verbs into continuous forms and the present perfect continuous ones into simple forms (**e** *have used* **f** *has been reducing* **g** *have travelled* **h** *have been starting*).

Ask more confident students to use the past simple, present perfect simple and present perfect continuous to write some true/false statements about the text to give to a partner/the class to solve, e.g.

*Cable cars have created a lot of pollution. True or false? (False)*

*Cable cars have been making travel easier in places with mountains. True or false? (True)*

- 5 When checking answers, explain or elicit that most of the verb forms in this conversation are continuous because Elena has been living in Chester **temporarily** as a student. Compare the answers for a *have you been living* and h *We have been living* which are about Elena (and friends) with i *I have lived here all my life* which is said by Kate, who is a permanent resident.

**Answers**

a have, been living b have been studying c haven't finished  
d have, been studying e have been working f have, been living  
g have made h have been living i have lived

- Elicit the reasons for present perfect simple verbs for c and g. (*They describe 'completed' actions, even though one is a negative.*)
- Ask volunteer pairs to act out the dialogue for the class.

**Use it ... don't lose it!****6 SPEAKING**

- Ask volunteer pairs to perform their dialogues for the class. Get the rest of the class to vote for the most imaginative conversations.



# 3 CITYSCAPES

## Developing speaking p40

### Describing photos 1

#### Warmer

Play *Chain Memory* game. Start by saying *When I went to New York, I visited a stunning art gallery*. Nominate another student who continues by repeating your sentence and adding another city venue with a different extreme adjective, e.g. *When I went to New York, I visited a stunning art gallery and an enormous skyscraper*, then pointing to the next player who says, *When I went to New York, I visited a stunning art gallery, an enormous skyscraper and a ...*

If a student can't remember the sequence, their turn goes to someone else. If students can't think of a different extreme adjective, they can use an ordinary one.

#### 1 SPEAKING

- Encourage students to look at page 35 of the Student's Book if they need more ideas for suitable adjectives.

##### Possible answers

**photo a:** enormous, impressive, lively, busy, packed  
**photo b:** beautiful, historic, packed, crowded, stunning

#### Culture notes

In exercise 1, Photo a shows a view down the Grand Canal in Venice, looking west past the Dogana di Mare (the old customs house) on the right, towards the San Marco canal where a cruise ship is moored.

Photo b shows the Trevi Fountain in Rome. It was built in the 18<sup>th</sup> century and shows the Roman god of the sea and rivers, Oceanus.

In exercise 6a, Photo a shows a canal in Amsterdam, Holland. On the left is a houseboat.

Photo b shows an aerial view of Central Park in New York.

#### 2

- Elicit the words and phrases that helped students to decide how the speaker felt about the place in the photo. Ask if they are negative or positive.
- Elicit any phrases the speaker uses to give their opinion (*I think, It looks, I'd love to ..., I really like ..., In my opinion, etc.*) and write these on the board so that students can use them for exercises 5 and 6.
- Ask: *Do you agree with the speaker's opinion? Why/Why not?*

##### Possible answers

2 The speaker talks about photo a (Venice); the speaker would like to visit Venice because it is ancient, historic and beautiful, but he thinks that the large number of tourists and the huge cruise ships are a problem.

#### Language notes

Remind students they can use *I think ...* and *I don't think ...* to make their personal opinions sound more polite and natural. For example, *I don't think it's very attractive* sounds more polite than just *It isn't very attractive*.

#### 3

- Before students do the task, check understanding of *foreground* and *background*. To test understanding of the phrases for areas of a photograph, draw a rectangle or project one of the photos onto the board, say a phrase describing position and ask individuals to point to the correct area of the rectangle/photo.
- After checking answers, drill and practise all the expressions.

##### Answers

In the photo I can see ...  
It looks (+adjective).  
In the foreground ...  
In the background ...  
In the middle of the photo ...  
On the right ...  
On the left ...  
In the top/bottom right/left corner ...

- #### 4
- Tell students that they may need to use one, two or several words from the phrases in the Speaking bank to complete each gap.

##### Answers

1 In the photo/On the right I can 2 left 3 middle/foreground  
4 bottom right 5 top, middle

#### + Extra activity

Students work in pairs. Both students draw a simple sketch with different things (e.g. people, animals, buildings) in different areas of it (*foreground, background, at the top, in the bottom left corner, etc.*) but they don't show the sketch to their partner.

They take turns to describe what's in their picture and their partner tries to draw a copy. They compare sketches at the end. Find out which pairs have the most accurate copies.

#### 5 SPEAKING

- Elicit or provide one or two examples to start this off, e.g. Photo a: *In the background I can see a big ship*. Photo b: *On the right there is a statue of a man. In the top left corner, there is a lamp*.
- Remind students to use the phrases for giving opinions on the board from exercise 2. They should also try to use suitable adjectives from the unit where possible.

#### Practice makes perfect

##### 6a-b SPEAKING

- If appropriate for your class, elicit/supply useful vocabulary for each photo before students begin, e.g. *canal, trees, boats, houseboats, lamps, next to, alongside, bank; park, buildings, skyscrapers, lake, ponds, clouds, straight, streets*.
- Remind students to give opinions about each place and their reasons.

## Developing writing p41

### An informal email 2

#### Warmer

Play *Spot the Mistake*. Divide the class into groups of four or five. Write the sentences below on the board, one at a time. Students discuss in their groups whether or not each sentence is grammatically correct, then put their hand up and tell the class, giving the correction if necessary. If they are right, they win a point for their team.

- 1 *They have done their homework for over an hour and they haven't finished yet.*
- 2 *I've been playing football all afternoon.*
- 3 *The city has been starting to use cable cars in 2018.*
- 4 *He's just been losing his phone – he can't text you.*
- 5 *Has she ever lived in London?*
- 6 *We're tired – we are playing video games since five o'clock.*

#### Answers

- 1 incorrect: have been doing 2 correct 3 incorrect: started  
4 incorrect: He's just lost 5 correct 6 incorrect: we've been playing

#### 1 SPEAKING

- Focus on the diagram and check students understand what is meant by *basic facts* by eliciting some examples, e.g. where the town is located, size, population, geography (e.g. flat, hilly, near the sea), etc.
- Point out that *special places/things* could include what the town is famous for.
- Remind students to think about any changes in their town, e.g. new buildings, changes in size/population, etc.

#### 2 SPEAKING

- Students can make brief notes as they read to help them discuss the similarities and differences.
- Ask follow-up questions, e.g. *Which famous pop group came from Liverpool? (The Beatles) What's the name of the new shopping centre? (Liverpool One) Name the two football teams in the city. (Liverpool FC and Everton).*

- 3 Ask students to read through the Writing bank and check their understanding of *to modify* here (*to add to the meaning*).

#### Answers

normal; extreme; softer

- Elicit other examples of extreme adjectives students know (they can look again at page 35 of the Student's Book if necessary).
  - Point out that *really* can be used with normal and extreme adjectives.
  - Elicit the examples of adjectives used with *quite* and *a bit* in the email (*quite run-down, a bit dirty*).
- 4 If necessary, students can look at page 35 of the Student's Book to check whether an adjective is normal or extreme.

#### Answers

- 1 extremely 2 totally 3 absolutely 4 extremely 5 a very  
6 totally

### Fast finishers

Ask fast finishers to read the email again and find:

- four examples of phrases containing superlative adjectives
- three present perfect simple verbs.

Ask them to share what they find with the rest of the class.

#### Answers

**Superlative adjective phrases:** *one of the biggest cities in the UK, one of the most popular, the most famous pop group ever, most famous for*

**Present perfect simple verbs:** *has changed, it's (it has) changed, they've built*

### Practice makes perfect

**5a-b** Before students do the task, focus on the paragraphs in Ella's email and ask students to sum up what each one is about (*paragraph 1: opening greeting and thanks; paragraph 2: general information about Liverpool, its history and what the city is famous for; paragraph 3: information about recent changes; paragraph 4: information about football in Liverpool; paragraph 5: ending the email and a closing greeting*). Remind them to organise their own writing in a similar way, using separate paragraphs to describe different aspects of their town.



## Test yourself p43

### Grammar test

**1** **Answers**  
a have lived b for c has changed d has got e have built  
f started g haven't finished h yet i just j wanted

**2** **Answers**  
1 Have, switched 2 have been studying 3 have been fixing  
4 has broken 5 has been studying 6 have been building  
7 has made 8 Have, been waiting 9 have been walking  
10 have finished

### Vocabulary test

**1** **Answers**  
1 c houseboat 2 d skyscraper 3 e town hall 4 f outskirts  
5 g housing estate 6 a art gallery 7 b semi-detached house

**2** **Answers**  
1 crowded 2 run-down 3 historic 4 charming 5 lively 6 busy

**3** **Answers**  
1 terrifying 2 boiling 3 filthy 4 dreadful 5 hideous  
6 spotless 7 huge

## Vocabulary in context p44

### Using vocabulary to describe food and meals

#### Warmer

Play *Chain Sentences*. Nominate a student and ask: *Have you ever eaten (... name of a national, regional or foreign dish, e.g. chicken madras/paella)?* They answer with a truthful reply, e.g. *No, I've never eaten chicken madras/paella, but I've eaten kimchee*, or *Yes, I have, and I've eaten kimchee*. They then select another student and ask: *Have you ever eaten kimchee?* The student replies in the same way and then asks the next student. Encourage students to add relevant information, e.g. *No, I don't like beef. Of course, I haven't. I'm a vegetarian*, etc.

#### 1 SPEAKING 24

- If necessary, help students to decide on suitable categories as they work. Some students may want to put some items in two categories, e.g. *chips, crisps*.
- When checking answers, elicit more examples for each category, e.g. *Fruit: apple, banana; Vegetables: potatoes, peppers, tomatoes; Meat: chicken, beef; Fish: sardine, plaice; Seafood: lobster, crab; Dairy products: cheese, yoghurt; Bakery products: bread, cake, biscuit; Other: eggs*.

#### Answers

**Fruit:** avocado, cherry, peach, plum

**Vegetables:** carrot, lettuce, olive, peas, spinach, sweetcorn

**Meat/Fish/Seafood:** cod, lamb, prawn, tuna, turkey

**Dairy products:** butter, cream, semi-skimmed milk

**Sweets/Bakery products:** muffin, pancake, pie

**Other:** chips, crisps, oil, rice

#### 2 SPEAKING 25

- After students do the task, ask them to sort the words according to whether they are neutral (*baked, boiled, fried, frozen, raw, roast, salty, spicy*), positive (*fresh, juicy, tasty*) or negative (*fattening, greasy, rotten, stale*). Ask which word may be considered negative by some people (*processed*).

#### 3 SPEAKING

- Elicit the item from exercise 1 that matches the description in the speech bubble (*turkey*).
- Remind students to use the words in the box in exercise 2.
- Ask volunteers to share a description and the class to guess what it is.

#### Culture exchange

#### 4a 26 and 4b 27

- Remind students to think about whether the words in the text need to be singular or plural. If helpful for your class, tell them that only one item in the box is not used.
- Explain that *dish* here means food cooked in a particular way; *dish* can also mean a deep type of plate for serving or cooking food. Focus on the plural spelling *dishes*, and elicit other similar plural nouns, e.g. *wish – wishes, bush – bushes*. Elicit the other noun endings which need to add *-es* in the plural: *-ch (matches), -s (buses), -ss (kisses)* and *-x (boxes)*.

#### Answers

**a** canteen **b** main course **c** dishes **d** fast food **e** snack  
**f** desserts **g** starter **h** packed lunch **i** vending machines

- Ask follow-up questions, e.g. *What food is popular in Australia? (meat) Name three kinds of dessert in school canteens? (fruit salad, cake or ice cream) Why do a lot of students eat outside? (because of the good weather).*

#### + Extra activity

Ask students to find all the words for food in the text (*meat pie, vegetables, lasagne, meat, lamb, barbecued sausages, burgers, pizzas, kebabs, nachos, sandwich, fruit salad, cakes, ice cream*). Ask them to choose one or two dishes from the list, decide what type(s) of food each dish is/contains (as in exercise 1) and choose two or three adjectives from exercise 2 to describe them, e.g. *lasagne: type – meat, dairy, vegetables, pasta; adjectives – baked, fattening, salty, tasty*.

#### Use it ... don't lose it!

#### 5 SPEAKING

- Ask volunteers to tell the class about their partner's answers to questions 1 and 3. Discuss question 2 as a class, and elicit the words students know for any ingredients in national dishes.



Homework

Workbook page 30

# 4 FEEDING THE PLANET

## Reading p45

### Predicting the content of a text and reading to find specific information

#### Warmer

Ask students to draw three columns with one heading per column: 1 Vegetable, 2 Fruit, 3 Meat or fish. Give them a letter of the alphabet (use the letters: B, C, P, T, S). Students try to be the first to write down a food beginning with that letter under all the headings. Repeat with a different letter.

#### 1 SPEAKING

- If it will help your class, put some useful verbs on the board for this speaking task, e.g. *take, cost, consume, feed, grow, use, create, produce, reduce, increase*.
  - After students discuss in pairs, elicit their ideas and note them on the board for comparing in the next task.
- 2 If helpful for your class, pre-teach *consume* and the noun form *consumption* (found in the first and second paragraphs of the text).
- After students do the task, ask them if anything in the text surprised them.

#### 3

- Elicit the strategies students should use when checking true/false statements (see Unit 1) or revise these if necessary.
- Tell students they can write a range of line numbers, e.g. 12–13, if necessary.

#### Answers

- 1 True, line 10   2 True, lines 13, 14   3 False, lines 20, 21, 22  
4 True, line 29   5 False, lines 31, 32   6 False, line 35  
7 True, lines 42, 43, 44

- When checking answers, point out that although the first part of statement 3 is correct (*In the future, there will be a lot more people living on Earth*), the second part is not correct, so this is therefore a false statement.
- Ask follow-up questions, e.g. *Why do you think Americans must cut their consumption of red meat more than Europeans?* (Possible answer: *Americans currently eat more meat than Europeans.*) *Which two things according to the text speed up global warming?* (*cutting down rainforests, and methane and nitrous oxide emissions from cows*).

#### Culture notes

EAT is a global, non-profit organisation which aims to transform the world's food system. The EAT-Lancet Commission asked 37 leading scientists to think about how to feed 10 billion people in the future.

Water Footprint Network is a global network which brings together experts and organisations to try to solve the world's water crises by encouraging fair and responsible use of water resources.

The Soil Association is a UK charity which campaigns for healthy, humane and sustainable food, farming and land use.

#### Mixed ability

Give students a list of jumbled numbers and percentages from the text (see below). Ask less confident students to find the matching facts in the text and make a note of them. Ask more confident students to close their books, try to remember and summarise briefly the fact each figure refers to, then check.

- 1 \$330,000   2 26%   3 over 15,000 litres   4 60%   5 10 billion

#### Answers

- 1 the cost of the world's first lab-grown hamburger   2 the percentage of millennials in the UK who are now vegetarian or vegan   3 the amount of water it takes to produce one kilo of beef   4 the percentage of meat that will be lab-grown or plant-based in future/by 2040   5 the population of the world in 2050

- 4 Remind students (or elicit from them) that they should use clues provided by the context surrounding each word to help them guess. They should also think about the overall sense of a sentence or phrase and whether the underlined word is a verb, a noun, an adjective, etc.
- When checking answers, elicit the infinitive form of *banned* (*to ban*) and the words that are used to form the adjective *lab-grown* (*laboratory* and the past participle of *grow*).

#### Answers

- speeds up* – makes something move or happen faster  
*land mass* – a large area of land surrounded by sea  
*lab-grown* – created in a laboratory  
*millennials* – people born between the early 1980s and mid-1990s  
*tax* – an amount of money you have to pay the government  
*banned* – said officially that people must not do something

#### 5 Critical thinkers

- Before students do the task, check they understand the meaning of *convincing arguments* (*ideas, information and reasons that make you think something is true*) and *statistics* (*groups of numbers that describe a situation, such as percentages*).

#### Possible answers

I think the text is very persuasive and it has some very convincing arguments about the need for more food when the world population increases. However, I would still like more information. For example, the text says we need to reduce our consumption of *red* meat, but does that mean it's still alright to eat chicken? A lot of the meat in my country comes from animals that eat grass, not cereals. They are also reared on land that isn't suitable for growing crops or vegetables.

## Grammar in context 1 p46

### Using *will*, *be going to*, present continuous and present simple for future

#### Warmer

Write these sentence frames on the board:

- Yesterday I had ... for dinner.
- Tonight I'm having ...
- On my birthday I'm going to have ...

Give some examples that are true for you, e.g. *Yesterday I had fish and chips for dinner.*

Ask volunteers to say complete sentences that are true for them. Students can say *I don't know what I'm having for dinner tonight* (or invent something if they wish).

#### 1a

##### Answers

1 b 2 a 3 c 4 d

- Ask students to find other phrases containing *will* and *be going to* future forms in the text on page 45 of the Student's Book (*we will need to reduce*, lines 3–4, *lab-grown beef will be a real option*, lines 31–32, *60% of our meat will be lab-grown*, line 33; *global warming is going to get out of control*, lines 6–7, *going to grow*, line 21).
- Focus on sentence 2 and highlight the fact that two different verb forms are used here: present simple after *when* in the first part and *will* in the second part. Explain that both refer to a future time (*be going to* would also be possible in the second part). See also the Language notes.

#### Language notes

Explain that when time expressions are used to join two clauses/parts in a sentence about the future, the verb that comes *after* these words is in the present simple even though the meaning is future; the verb in the other part can be *will*. Point out also that the *when* clause may not always come first in a sentence (see also exercise 2 below).

Other time expressions used in the same way as *when* include *after*, *until*, *as soon as*, *by the time*.

If appropriate for your class, make sure students understand that *when* is not being used as a question word here. Questions with *When* and *will* are possible: *When will dinner be ready?*

- 1b** When checking answers, elicit the correct rule a–d for each sentence 1–4 (1 c 2 d 3 b 4 a).

##### Answers

a *will* b *will* c the present simple d *be going to*

- Make sure students understand that sentence 4 is part of a conversation. Explain that this use of *will* future usually shows a spontaneous decision made in response to something someone else has said, e.g. to make an offer or to volunteer. Elicit examples of this use of *will*, e.g. A: *I'm hot!* B: *I'll open the window.* A: *I'm hungry!* B: *I'll make you a sandwich.*
- 2** Before students do the task, remind them that the verb that comes in the part of a sentence after the time expression (*when*, etc.) should be in the present simple.
- Revise the negative form *won't* if necessary.

- If it will help your students, point out before they start that all these sentences follow rule **a** in exercise 1. Alternatively, elicit this fact after students do the task.

##### Answers

1 won't start, arrive 2 starts, 'll add 3 will have, finishes  
4 'll get, calls 5 see, will, give 6 'll make, bring

#### 3 SPEAKING

- Before students do the task, make sure they understand all the phrases in the box.
- Ask students which kind of future meaning is being expressed here (*predictions based on evidence*, exercise 1a rule **d**). If necessary, elicit the correct negative forms of *be going to*: *isn't going to*, *aren't going to*.
- If helpful for your class, provide one or two examples to help students get started, e.g. *The cat is going to attack the mouse.* *The dog isn't going to ...*, etc.

#### + Extra activity

Ask students to write sentences like those in exercise 2 about the photographs in exercise 3, this time using time expressions like *when*, *as soon as*, etc., followed by the present simple. E.g. *As soon as the cat attacks the mouse, it will/is going to run away.* *When the ice cream falls on the floor, the boy will/is going to cry.*

# 4 FEEDING THE PLANET

- 4 Ask students to read the poster quickly to get a general idea of it and ask: *Who is going to be interested in this event? (people who want to become flexitarians) Would you be interested in it? Why/Why not? What sort of snacks do you think they are going to eat?* (Possible answer: *vegan or vegetarian*).
- Tell students to use *they* as the subject of their sentences if necessary.

## Possible answers

They're having the event next Saturday.  
They're introducing the speakers at 4 pm. / The speakers are being introduced at 4 pm.  
The first speaker/Emma Arnold is explaining Flexitarianism at 4.30 pm.  
They're watching a documentary about food and global warming at 5.30 pm.  
They're having/eating/serving snacks at 6.30 pm. / Snacks are being served at 6.30 pm.  
The second speaker/Roy Morris is suggesting alternatives to meat at 7.15 pm.  
They're having a prize-giving ceremony at 8.30 pm.  
They're making a TV programme about the event.

## 5 SPEAKING

- Remind students to look at the rules in exercises 1a and b to find the explanations of the different uses. Tell them that they need to explain the form of the verbs in bold.

## Answers

1 present continuous for fixed, confirmed future arrangement, 1a rule b  
2 present simple after *when* to talk about the future, 1a rule a  
3 *be going to* for plans or intentions, 1b rule d  
4 *will* for an objective truth or fact, 1b rule b  
5 *will* to make a general prediction with *think*, 1a rule c  
6 present simple to talk about a future event that is part of a timetable, 1b rule c  
7 *will* for a decision made at the moment of speaking, 1b rule a  
8 *be going to* for a prediction based on some sort of evidence, 1a rule d

## Use it ... don't lose it!

## 6 SPEAKING

- Remind students to read their partner's answers and ask questions requesting more relevant information, e.g. *Where do your grandparents live? Why do you want to study art?* etc.
- Encourage students to memorise their sentences to help them remember the different uses of future forms.

## Developing vocabulary p47

### Using prefixes

#### Warmer

Play *Twenty Questions*. One student thinks of an item of food from page 44 of the Student's Book. The rest of the class have to ask a maximum of twenty Yes/No questions to help them guess what it is, e.g. *Is it salty/sweet? Do you eat it every day? Do they serve it in the school canteen? Can you buy it from a vending machine?*

- 1 Elicit the meanings of the words (they were used in the text on page 45 of the Student's Book so students can look there for a context if necessary): *rethink* (*think again, possibly change your plans*), *overpriced* (*costs too much*), *disappear* (*stop existing*).

#### Answers

The meaning.

- 2 **Answers**

1 e 2 f 3 d 4 h 5 c 6 g 7 a 8 b

- 3 Encourage students to write down their answers as this will help them to do the next two exercises.

#### Answers

**advantage:** dis **agree:** dis **cooked:** over, pre, re, under  
**design:** re **do:** re, over **estimate:** over, under **national:** inter  
**operate:** co **understand:** mis **weight:** over, under

- 4 Pre-teach/check understanding of *packaging* and *obese*.

#### Answers

a over b under c inter d co e re f dis g mis

- After checking answers, ask some follow-up questions: *What do politicians want food companies to do? (Redesign the packaging/make the packaging less colourful/attractive.) Why do some people disagree with politicians? (because they think children will eat unhealthy food with or without attractive packaging)*

## Fast finishers

Ask students to choose three different words with prefixes from *rethink*, *overpriced*, *disappear*, *overcooked*, *overestimate*, *redo* and write sentences using them.

- 5 **Answers**

1 disadvantages 2 precooked 3 international

## Use it ... don't lose it!

## 6 SPEAKING

- Elicit and discuss the disadvantages of eating out in restaurants as a whole class (e.g. *expensive, need to travel there, may have to wait a long time, the food might be badly cooked/make you ill*).

## GREAT LEARNERS GREAT THINKERS p48

### Thinking about ways we can feed the planet in a sustainable way

#### Warmer

Ask students to tell the class about the worst/best thing they've ever eaten. Ask if they are happy to try new and unusual dishes, e.g. from different countries and cultures, or if they feel nervous about this and prefer to eat familiar foods and dishes.

#### 1 SPEAKING

- Use the photo at the top of the page and students' prior knowledge to elicit words for insects, e.g. *ant* (mentioned in the video), *fly*, *bee*, *cicada*, *beetle*, *mosquito*, also *spider* or *scorpion* (arachnids, not insects).

#### 2a SPEAKING

##### Possible answers

**Before trying the insects:** I don't think they will taste good/nice. I'll try them but ..., I really want to know what insects taste like.

**After trying the insects:** I thought they tasted horrible/disgusting/ quite good. They tasted better than I expected. I really didn't enjoy eating them.

#### 3 VIDEO

- Make sure students understand that the statements are not direct quotes from the video.
- Check understanding of *texture* (the way that something feels when you touch it) and *morally* (according to what is right or wrong).
- Review strategies for matching statements to speakers or other texts, e.g. check they understand the overall meaning of each statement, identify any key words, think of different words and phrases that could express the same information.

##### Answers

- e – I've heard it's more like ethical, but I'm also a bit like ... ugh.
- f – It's disgusting, but let's see, yeah?
- a – It was alright, but I wouldn't try it again.
- g – challenging their mindsets about cultures and what they can eat.
- c – It's a bit scratchy, but it tastes like a normal burger.
- d – At first I was scared, but now I'm a bit more calm about it, but I still wouldn't eat it in the future.
- b – I'm kind of afraid of insects, but now they're actually kind of good.

- 4 Elicit another way of saying *went* in line 5 (*were used*).

##### Answer

Both ideas will help us feed the world in the future.

## GREAT THINKERS



#### 5 SPEAKING

- When students are asked to think of solutions to a challenging problem, they often think of a lot of different ideas. This thinking routine trains them to use mind maps to organise their ideas by sorting them into categories,

making connections between the categories and then adding to the initial ideas.

- Ask groups to think of as many ideas as possible, then work through the stages in the thinking routine. If necessary, explain the meaning of *elaborate* (to give more details or information). They can start to prepare their own mind map, using the one in exercise 6 as an example.
- Encourage students to notice links between their different categories, e.g. a *Buying* sub-category such as *buying less food* could be connected (with a line) to a *Cooking* sub-category such as *planning menus carefully*. Ask them to add notes to their diagram to explain these links if possible.
- To elaborate their mind maps, students could add practical tips and suggestions or think about how government legislation or global cooperation might tackle the problem of food waste.

#### 6 SPEAKING

- Ask students to prepare a final version of their mind map suitable for display in the classroom; alternatively, they can make a digital mind map using free online resources.
- Ask groups to present their mind maps and say which ideas they personally are going to put into practice.

## GREAT LEARNERS

SEL



- Point out that *active* means someone who takes practical action, not just someone who *thinks* of themselves as a global citizen. Ask students what they think an *active global citizen* is, e.g. *someone who tries to act responsibly for the whole planet*. Elicit practical suggestions for how to be an active global citizen, e.g. *reducing personal consumption of things like clothes or technology, recycling, reusing, clearing up litter, using public transport, etc.*
- Elicit students' answers to the question, helping with these ideas if necessary:
  - Bigger populations/greater consumption lead to more industry/intensive farming which increase pollution/damage to the environment, which lead to climate change which affects the whole planet.
  - Migration from poorer to richer countries increases.
  - Faster international travel and communication makes us aware of the whole world.
  - Moral/ethical reasons: to make the world fairer.

## LEARNER PROFILE



- Ask students to read the statement and the question, then grade themselves from 1 to 5. Explain that 1 means *not a very active global citizen* and 5 means a *very active global citizen*. Remind them that *active* means actually *doing* practical things, not just *thinking* globally.
- Encourage partners to help each other with suggestions for becoming more active or helping others to become more active. Alternatively, ask students to think individually of ways to be more active or persuade others to be more active.

# 4 FEEDING THE PLANET

## Listening p50

### Listening for gist and specific information

#### Warmer

Elicit all the prefixes students can remember and write them on the board. Students play *Word Tennis* in teams. Team A 'serves' a prefix and Team B must provide a correct word with the prefix to win a point. Then they serve a prefix back to Team A. The team with the most points wins the game.

Prefixes: *pre-, over-, mis-, inter-, dis-, co-, re-, under-*.

#### 1 SPEAKING

- If necessary, model and drill pronunciation of *genetically modified* /dʒəˈnetɪkli ˈmɒdɪfəd/ and explain that students can also use the acronym *GM* /dʒi: ˈem/.
- If helpful for your class, elicit or supply useful words and phrases and put these on the board, e.g. *biodegradable, environment, environmentally friendly, green, genetic engineering, genes, consume, feed the world, reduce waste*.

#### 2

- Pre-teach *survive* (to continue to exist, especially in a difficult or dangerous situation), *resistant* (not harmed or affected by something) and *decompose* (to decay by a slow, natural process).

#### Answers

Speaker 1: b Speaker 2: c Speaker 3: a

#### 3

- Remind students of the strategies they should use for listening tasks that involve matching speakers and information (see Exam tip Unit 1).
- Point out that the sentences are not exact quotations from the recording – they summarise the points the speakers make, so students should think carefully about the sense rather than expecting to hear exactly the same wording. If necessary, say that the sentences are not in the same order as in the audio.
- Check understanding of *seaweed* (plant that grows in the sea) and *to last* (to continue existing for a long time).
- When checking answers, ask students to give the supporting information from the audio. If possible, project the audioscript onto the board and ask individual students to locate the relevant parts of the text.

#### Answers

- a 3 *Ooho bottles are made from plants and seaweed*
- b 1 *I'm not so sure we need complicated food like that; humans could survive on just water and potatoes for about a year; the potato will help us to survive here when other food stops growing*
- c 1 *NASA are doing experiments ... on Mars*
- d 2 *In some parts of the world ... people are hungry*
- e 2 *all of this will make food cheaper, ... able to eat more*
- f 3 *an Ooho bottle will have decomposed ... piece of fruit*
- g 2 *a lot of people are not happy about "changing" nature*
- h 3 *people don't think enough about ... plastic packaging*

can be grown with a specific quality, e.g. resistance to pests and diseases. The DNA of plants and animals can also be changed.

*Ooho* bottles are made by *Notpla* (short for *Not Plastic*), a group of designers, chemists, engineers and entrepreneurs. The company is currently also developing non-plastic sealable films, sachets and nets. The bottles were handed out to runners at the 2019 London Marathon.

*NASA* is the National Aeronautics and Space Administration, an independent agency of the United States government, which has led American space exploration since 1958.

#### Critical thinkers

- Check understanding of *invest in* (to pay money to a business to help it develop its products and to share in any profits).



Homework

Workbook page 33

## Grammar in context 2 p50

### Using the future continuous and future perfect

#### Warmer

Write a few ideas for possible situations in the year 2050 on the board, e.g. *no cars, live on Mars, only eat potatoes/insects, no more plastic*, etc.

Divide the class into two teams. A student from each team has to make a prediction using *I think, predict*, etc. and *will*. They can use ideas from the board or a prediction of their own. Encourage negative sentences with *won't*. Award one point for every correct sentence.

- 1a You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.

#### Answers

future continuous: 2 and 3  
future perfect: 1 and 4

- Elicit the fact that continuous verb forms always contain an *-ing* form and perfect forms always contain a past participle.

#### 1b Answers

1 future continuous 2 future perfect 3 by

- For sentence 3, elicit the time expressions used in the examples in exercise 1a (*2050, then*).

#### 1c Answers

1 continuous, verb + *-ing* 2 perfect, past participle

#### Culture notes

Genetically modifying food involves inserting one gene or a small number of genes from one plant or animal into a different plant or animal. Adding genes means that plants

## 2a Answers

- 1 will be eating 2 will be using 3 will be working  
4 will be speaking 5 will be doing 6 won't be studying  
7 will be spending

## 3a and 3b SPEAKING

- When checking answers to 3a, nominate a student to give their answer and ask how many of the class agree/disagree with each opinion. Put the results on the board as a basis for class discussion in 3b. Ask volunteers whose opinions differ from the majority to give their reasons.

### Answers

- 1 will/won't have found 2 will/won't have changed 3 will/won't have become  
4 will/won't have disappeared 5 will/won't have landed 6 will/won't have invented 7 will/won't have stopped

- 4a-b** After students read the diary, check their understanding of *nutritionist*, *Minister of Health* and *campaign*. Also make sure that students are confident with converting the 24-hour clock into the forms used in exercise 4b.

- If necessary, warn students that not all the sentences in 4b that require the future perfect contain expressions with *by* (sentence 4). Tell them they have to look at the times carefully here and think about whether each action will be completed or still in progress.

### Answers

- 1 will be getting up 2 will be running 3 will be having  
4 will have had 5 will be going 6 will have given  
7 will have eaten 8 will be talking

- 4c** Encourage students to write the time in the style used in exercise 4b, but tell them they can use the 24-hour times used in the diary in exercise 4a if they prefer. Ask volunteers to read their sentence to the rest of the class and the class to say whether or not it's correct.
- Elicit some sensible negative sentences as well as affirmative ones, e.g. *At half past four, she won't be talking to the Minister of Health. At four o'clock she won't have gone home.*

### Possible answers

- At four o'clock/five past four she will be driving to the hospital.  
By half past four she will have driven to the hospital.  
At half past four/quarter to five/five o'clock she will be designing new hospital menus.  
By half past five she will have designed new hospital menus  
At half past five/twenty-five to six she will be driving home.

## 5 SPEAKING

- Before students do the task, elicit the correct question form with the future perfect: *What will you have done by [time] next Monday afternoon/evening?*
- Remind students to think about whether the phrases in the box describe a continuous action or a completed action (some of the phrases can be used for either – see possible answers).
- Encourage students to use their own ideas for life achievements and situations if they wish.

### Possible answers

- I will/won't have become famous/bought a house/got married/lived in a different country/made a lot of money.  
I will/won't be living at home/living in a different country/making a lot of money/studying/working.

## Use it ... don't lose it!

### 7 SPEAKING

- Remind students to also use the phrase **by the time I'm/you're 30 ...** as well as **when you're/I'm 30** in their questions and sentences. Elicit or provide an example question with the future perfect, e.g. *By the time you're 30, do you think you'll have made a lot of money?*

## Language notes

Remind students that we usually use the contracted form 'll in spoken English. Contractions are the reductions in word sounds made by dropping a letter or letters in a word. 'll is pronounced with the dark /ɫ/ sound, i.e. it sounds like the *ull* in *full* rather than the /l/ in *light*. Ask students to note and drill the weak form of *will*.

## + Extra activity

Ask students to write four predictions for their life when they are 21, two using the future continuous and two using the future perfect with *by*. Ask them to memorise these predictions.

# 4 FEEDING THE PLANET

## Developing speaking p52

### Negotiating

#### Warmer

Build up a spidergram giving information on different places to eat in your area on the board with the whole class. Put *Eating out in [name of your town/area]* in a central circle. Invite ideas from the whole class for headings for different sections branching off the central circle, e.g. *Fast food, Cafes, Pizzerias, Expensive restaurants, Street/Market food*, etc.

Add or ask volunteers to add smaller branches off these sections giving the names of different places, the kinds of food each serves, etc. Add emojis or stars to each place depending on the students' opinion of them.

#### 1 SPEAKING

- Before students do the task, check understanding of *exclusive* in this context (*very expensive*).

#### 2 30

- Tell students to concentrate on finding just the two specific answers required by the task at this stage.

#### Answers

Which of the five places is the best for the end-of-term meal?  
Outdoor picnic (on the beach)

#### 3a 30

- Remind students to make brief notes only here and not to write full sentences.

#### Possible answers

**School canteen:** this is a bit boring to celebrate a special event, students eat there every day

**Picnic:** nice because students could have it somewhere nice for example in a park or at the beach, it isn't very expensive

**Exclusive restaurant:** food and service are good, but it's expensive

**Classmate's house:** cheap, quite comfortable, you can have music and move about, but too small for all the class, not very special

#### 3b SPEAKING

- After students do the task, ask volunteers to share their opinions and hold a class vote on the final decision.

#### Mixed ability

Ask less confident students to imagine they are writing a message to a friend about the decision to have a picnic for the end-of-term meal. Tell them to use their notes for exercise 3a to write one or two sentences summing up the decision and the reasons.

Ask students who are more confident to write a longer message to a friend, this time giving more details about the other places that were considered, the reasons they weren't chosen and giving the final decision.

- 4 After students do the task, focus on the phrases used to disagree with other people's opinions and highlight the use of polite phrases to introduce disagreement, *I see what you mean but ...*, *Yes/Maybe, but ...*

#### Answers

1 D 2 B 3 C 4 A

-  **Exam tip** In a negotiating task, students work with another person to come to a decision. Point out that there isn't usually a right or a wrong answer. In this type of task, the examiner wants to hear both participants speaking English as much as possible.
- To answer the question in the Exam tip box, make sure students cover these points:
  - Neither speaker should dominate the conversation and neither should be silent; both should take turns and help each other to speak where possible. Above all they should listen carefully to what their partner or the examiner says.
  - If students can't think of anything to say, they can ask a question, e.g. *What do you think?* or use a filler like *Well, Hmm, Let me think/see*. They shouldn't be afraid to say something that they think is obvious.
  - Students should give reasons and explanations for their ideas.
  - If they don't understand something, they should ask the examiner/their partner to repeat or speak more slowly, and use expressions like *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*

### Practice makes perfect

#### 5a-c SPEAKING

- Tell students to discuss the advantages and disadvantages of all the different types of food. They may decide to have a combination of two or three kinds of food, but remind them to make a final decision.

## Developing writing p53

### Replying to an email

#### Warmer

Play *Past Participles Bingo*. Write these verbs on the board: *do, eat, have, live, drive, grow, speak, work, find, use, become, disappear, land, invent, get, change, get up, run, have, talk, meet*.

Ask students to choose six of the verbs and write down the past participle of each one. Read out the verbs in random order (ticking them off on your own list) and students cross off each past participle on their list as they hear it. When they have crossed off all the past participles on their list, they shout *Bingo!* Ask them to read out their participles to check they are correct.

- 1 If you want your students to practise scanning a text for key information, give them a time limit to find the two answers to the question. Tell them to ignore the notes inside bubbles at this stage.

#### Answers

A party; Friday evening, 7.30 pm

- 2 If you want students to practise reading quickly to find specific details, ask them to read the bubbles next to Ella's email (and the relevant email sections) in exercise 1 and then to locate each item of information in Tom's reply. Ask students to raise their hands when they think they have found all the information.
- If possible, project Tom's email onto the board, read out the bubbles on Ella's email and ask volunteers to point out where each piece of information is included.

#### Answer

Yes

- 3 When checking answers, elicit the full form of *it'd* (*it would*) in *It'd be great to see you* and drill pronunciation /'ɪtəd/. Check understanding of *to look forward to* (*to feel happy and excited about something that is going to happen*).

#### Answers

to see you; back; Thanks; sorry; Would; looking

### Fast finishers

Ask fast finishers to use the future continuous to write as many questions (*Wh-* questions and Yes/No questions) as they can to ask what Ella, Elena and Tom will be doing on Friday. They can then put these questions to the rest of the class.

#### Possible answers

*What will Ella be doing on Friday evening? What will Elena be doing next week? What will Ella be doing at 7.30 on Friday? Will Ella be visiting Elena next week? What will Tom be doing after school on Friday? Will Tom be practising his Spanish at seven o'clock on Friday?*

-  **Exam tip** To answer the question in the Exam tip box, discuss the key points to remember for this kind of task:
  - The instructions for a transactional task like this one will tell students who they are writing to and what information to include; the task could be to write an email, letter, message or note.
  - If the instructions ask them to include specific information, students will lose marks if they do not include it.
  - Students should use the correct style: informal if the email/letter/message is to a friend; formal if the letter/email is to someone they don't know or to someone in an official position. They will lose marks if they use the wrong style even if their writing is grammatically correct.
- 4 Check students understand what the expression *Of course!* means here (*Yes, definitely*).

### Practice makes perfect

- 5a-b Encourage students to use paragraphs like those used in the other emails. Tell them to carefully check that they have included all the information from the notes in their replies.



# 4 FEEDING THE PLANET

## Test yourself p55

### Grammar test

**1** **Answers**  
a does, leave b arrive c 'll look d Will, remember e get f 'll call

**2** **Answers**  
1 'm having, 'll call 2 going to rain 3 will get 4 will be  
5 will win 6 'm going

**3** **Answers**  
1 I'll have done my homework 2 she'll be studying English  
3 I'll be sleeping 4 I'll have left the dentist 5 we'll have paid him  
6 I'll be running 7 he'll have finished the book

### Vocabulary test

**1** **Answers**  
1 lettuce ✓ 2 turkey ✓ 3 starter 4 pancake ✓ 5 prawn ✓  
6 dessert 7 sweetcorn ✓ 8 muffin ✓

**2** **Answers**  
1 spicy 2 tasty 3 raw 4 fried 5 frozen 6 fattening

**3** **Answers**  
1 *pre-* before 2 *re-* again 3 *co-* with/together 4 *under-* not enough  
5 *over-* too much 6 *mis-* incorrectly/wrongly

## Reading

### 1 SPEAKING

#### Possible answers

- 1 I think it depends on the restaurant. Some serve food which is very expensive and very fancy, which isn't at all like home-cooked food. Some serve food from different countries and cultures, and some serve simple local dishes that are more like food cooked at home by my mum.
- 2 I prefer food cooked at home by me and my dad. We're both vegetarians so we cook lots of dishes with the wonderful fresh vegetables that he grows in the garden.

### 2

#### Answers

- 1 **G** – *It was spaghetti with meatballs* refers back to and explains a really delicious dish that is famous in Italy.
- 2 **B** – *So ... tried to taste all the different ingredients* connects to the meaning of *asked the waiter for the recipe but ... it was a secret*.
- 3 **E** – *I decided ... fried these first in some olive oil* connects with *Then ... I also fried them* in the following sentence.
- 4 **H** – *eating more vegetables will be ... environment* links back to *eat less meat*.
- 5 **C** – *They were really delicious* refers back to *the vegetable balls and they* in the preceding sentence.

## Speaking

### 3

- Before doing the task, make sure students read the instructions and Speaking exam tip carefully. This task is similar to a common speaking exam task, where students will be asked general questions. In the exam, students must listen very carefully to the questions they are asked and give relevant answers.
- Go through the bullet points in exercise 3 with students. Ask students to write notes for each bullet point about different things they could talk about related to that topic. Encourage students to include interesting or unusual information where possible. Students should think about ways that they can include a range of vocabulary and language to answer these simple questions.

## School food in your country

### 1 SPEAKING

- Students work in groups of three to four. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative project.

### 2 SPEAKING

- Elicit suggestions for the kinds of information students could research, e.g. different percentages of students who eat school lunches, take packed lunches, buy local street food or takeaways, or eat at home (for nursery, primary, secondary schools), information about typical dishes and where the food is normally prepared and cooked, campaigns to make school food better or healthier, blogs about school food, etc.
- Tell students that they will need to prepare or gather some visual items, e.g. photos, videos, realia (e.g. sample menus), digital slides, depending on the type of project they do.
- 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.
- Intercultural awareness: ask students who have experience of school food in other countries, or of food from other cultures, to share what they think about differences or similarities.

### 4 SPEAKING

- Discuss a final deadline for presenting the project, as well as any interim dates when students should have completed particular stages. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.
- When groups discuss, remind them to use the Useful language from the collaboration tip.
- Internet use: provide a list of relevant and reliable websites for students to choose from for their research, if necessary.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- 5 If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.

## Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

## Vocabulary in context p58

### Using vocabulary for study subjects and words connected with studying

#### Warmer

Write *School* (or your school name) inside a circle in the middle of the board. Ask students to help you build up a mind map of things, places and words associated with school, e.g. departments, subjects, members of staff, buildings, students' feelings about school, etc.

#### 1 SPEAKING 31

- Before students do the task, make sure they understand the words for different levels of school and further education; compare these with different schools, etc. in your country and elicit words for other places, e.g. *college*. Make sure they understand that the question asks about the first time people in their country (*you* = people in general) usually study these subjects, not about the first time they individually did.
- Elicit one or two examples for each category to start this off. Students can also add subjects to each category, e.g. their own language and other foreign languages, etc.
- When checking, there will probably be different answers for some of these subjects, so nominate individuals to give their answer for each subject and ask the rest of the class if they agree or disagree.
- If possible, project the words in the box onto the board, play the audio and nominate volunteers to mark the word stress on each item.

#### 2a 32

- Pre-teach/Elicit the meaning of *evaluate* (*to think carefully before making a judgement about*) before students complete the text.

#### 2b 33

- After students check their answers, elicit the verb forms of *assessment* (*to assess*) and *assignment* (*to assign*).

#### Answers

a terms b timetable c assessment d coursework e essays  
f assignments g research h mark/grade i extra-curricular activities j excursion k field trip

#### 3 SPEAKING

- Elicit comparisons from individual students. If necessary, provide framework phrases to help, e.g. *We don't get/do/have to do ... in my school, but we ...; We never ...*
- Ask students follow-up questions, e.g. *Do you ever go on excursions or field trips? Where have you been and what did you do there? If not, where would you like to go and what would you like to do?*

#### 4 34

- Before students do the task, elicit/explain the meaning of *on purpose* (*deliberately*) in sentence 5.
- Ask students to identify the phrasal verbs in the box: *catch up, fall behind, hand back/in*. If appropriate for your class, draw attention to the position of the direct object pronoun *it* in sentence 4 (see Language notes).

#### Answers

1 pass an exam 2 fail an exam 3 resit an exam 4 hand, in, hands, back 5 skip a lesson 6 pay attention 7 make, progress, fall behind, make an effort, catch up

#### Language notes

Explain that the verbs in phrasal verbs can be transitive (followed by a direct object) or intransitive (not followed by a direct object). If a phrasal verb has a direct object, the two parts of the verb can be together or separated:

*You hand in a piece of work./You hand a piece of work in.*

*Your teacher hands back a piece of work./Your teacher hands a piece of work back.*

However, if the direct object is a pronoun, this must come between the verb and the adverb:

*You hand it in to your teacher. Your teacher hands it back.*

A phrasal verb such as *fall behind* can be both transitive/intransitive:

*The student fell behind the rest of the class. / The student fell behind.*

Here *fall* is always followed by the adverb/preposition (*behind*), not a direct object, so *fall* and *behind* cannot be separated. The preposition *with* is often used after *catch up* to make a three-word phrasal verb *to catch up with* (as in sentence 7). In this case, the object of *catch* comes after an adverb and a preposition so the elements cannot be separated.

#### Fast finishers

Ask fast finishers to choose three verbs they want to practise from the box and use these to write personalised sentences that they can memorise.

#### Use it ... don't lose it!

#### 5 SPEAKING

- If time allows, get students to swap roles and ask each other the other set of questions. Nominate students to tell the class about their partner. Ask the whole class to vote on whether they prefer assessment with exams or coursework. Nominate students to explain their opinion.

## Reading p59

### Predicting content and reading for general and specific information

#### Warmer

Play *Memory game* with phrases from the box in exercise 4 on page 58 of the Student's Book.

Draw a grid of ten squares (two rows of five) on the board. Number each square 1–10 but leave space to write in them. Draw the same grid on a sheet of paper (for your reference only) and write these words in the squares: *catch, in, a lesson, hand, behind, up, an exam, skip, fall, fail*.

Ask a student to say the numbers of two squares; then write the corresponding words in those squares on the board. Ask the student if the words go together; if they do, leave the words in the grid, if not, erase them and ask another student for two more numbers. Continue until all the correct combinations have been found: *catch up, hand in, skip a lesson, fall behind, fail an exam*.

#### 1 SPEAKING

- If helpful for your class, supply some useful vocabulary and phrases, e.g. *It's hard/difficult for ... to ..., wake up/get up early, need more sleep, busy lives, growing up, adolescence*, etc.
  - After students discuss in pairs, elicit their ideas and discuss as a class.
- 2 After students read the text and compare their ideas from exercise 1, ask: *What general reason does the text give for starting school later for teenagers? (Their biological rhythms are different from other people's; they don't wake up completely early in the morning/until later in the day.)*
- 3  35
- After students read the questions, check understanding of the phrase *to have in common (to have something the same)* in question 1.
  - Draw attention to the different spellings of the related noun and verb forms *effect (noun = a change)* in questions 4 and 7 and *to affect (verb = to change/influence)* in question 5.
  - When checking answers, ask students to identify where in the text they found the relevant information.

#### Answers

- 1 They have plans to change school hours so that teenagers start later in the day. (first paragraph)
- 2 Because the release of the chemical that controls sleep happens later in the day than in adults. (second paragraph)
- 3 It gives evidence that students' exam results improve when they start later in the morning. (third paragraph)
- 4 The quality of their sleep and their general health both improved. (third paragraph)
- 5 They have more time in the morning for a healthy breakfast. (third paragraph)
- 6 It teaches them discipline. (fourth paragraph)
- 7 They have less time for after-school activities homework and time with their family. (fourth paragraph)
- 8 They could make sure that the first class of the day doesn't need too much mental effort. (fifth paragraph)

#### + Extra activity

Ask students to write three more *Wh-* questions about the text and give them to a partner to answer.

- 4 Remind students (or elicit from them) that they should use clues given by the context surrounding each word to help them guess. They should also think about the overall sense of a sentence or phrase and whether the new word is a verb, a noun, an adjective, etc.
- When checking answers, elicit the infinitive of *rose (rise)* and the verb form related to *employee (to employ)*.

#### Answers

*putting back* – changing the time of something to be later  
*release* – when a chemical spreads into the area around it  
*rose* – increased  
*all things considered* – having thought carefully about all aspects of something  
*employees* – people who work for a company or organisation

#### 5 Critical thinkers

- If necessary, write these prompts on the board:  
*Personally, /In my opinion /I think ..., I suppose, I expect ..., On the one hand ..., but on the other hand ... In addition, ..., Also, ...*

#### Possible answer

Personally, I would prefer to start school later because I find it extremely hard to get up in the morning. I suppose most people think this is because teenagers are always looking at their phones in the middle of the night. But I think it's because teenagers have so much to do. They're still growing up, and at the same time, they have to spend a lot of time at school as well as doing extra-curricular activities, sports and hobbies. They are also trying to have a social life. And, on top of that, they have to do really important exams! If it isn't easy for a school to change the start time, it would be a good idea if the first two lessons of the day could be PE or art.



## Grammar in context 1 p60

### Using modal verbs of obligation, prohibition, advice and permission

#### Warmer

Write three sentence beginnings on the board: *On Monday ...; On Saturday ...; On Sunday ...*  
Underneath, write: *must; can/can't; have to/don't have to*  
Ask students to complete the sentences so that they are true for their weekly routine. Give an example that is true for you, e.g. *On Monday, I have to/must get up early/at 6 am.* Ask volunteers to share their completed sentences.

**1a** Before students do the task, check understanding of *obligation, prohibition, advice and permission.*

#### Answers

**a** must, have to **b** don't have to **c** mustn't, can't **d** shouldn't, ought to, had better **e** can

- Ask students to find the phrases/sentences containing *should* in the text on page 59 of the Student's Book: *Should school start later for teenagers?* (title), *Many scientists and researchers think that secondary school should start later in the morning.* (introduction), *... they should go to bed earlier* (fourth paragraph). Tell students they will often see *should* in essay questions asking them to express their opinions and to give advice on proposals or difficult issues (like the title of this text).

**1b** After students do the task, model and drill pronunciation of *I'd/you'd/we'd better* and ask students to give some more example sentences, e.g. *I'd better do my homework. You'd better phone her. She'd better hurry up.*

- Ask students to find an example of a phrase containing the negative form of *had better* in the text on page 59 of the Student's Book (*you'd better not sleep in class*, fifth paragraph) and draw attention to the use and form of *had better (not)* (see Language notes below).
- Model and drill pronunciation of *have to* /'hæftə/ and remind students that *have* is pronounced differently from *have* in, for example, *I'll have a shower.*

#### Answers

**1** True **2** True **3** False **4** True

### Language notes

Tell students that the meaning of *had better* is present or future, not past tense (in spite of *had*). It is also used for strong rather than polite advice. Watch out for typical mistakes: *You have better go ...* and *You had better to go ...*

Point out that in the negative form *not* comes after *better* – *You'd better not sleep in class* –, not after *had* – *You hadn't better sleep ...*

Tell students that they can also use *have got* to which means the same as *have to*. Like *have to*, it can also be used in questions, e.g. *Have you got to go?* Explain that the pronunciation of *have* in *have got to* is the same as other uses of *have* /həv/.

- 2** Elicit possible answers for the first question as an example. Remind students that they can use a negative here.

#### Possible answers

- 1 You shouldn't/You'd better not take a calculator.
- 2 You should/You'd better/You ought to get ready to go.
- 3 She shouldn't/She'd better not eat crisps and chocolate.
- 4 They should/They'd better/They ought to walk slowly and carefully.
- 5 He'd better/He should/He ought to take regular breaks.
- 6 She should/She'd better/She ought to ask for help.



#### Mixed ability

Ask less confident students to write their own sentences (one negative and one affirmative) giving advice for the people in sentences 3 and 4 in exercise 2.

Ask more confident students to use modal verbs to write their own sentences (two negative and two affirmative) giving advice for the people in sentences 3, 4, 5 and 6. Ask them to use different modal verbs each time.

#### Culture exchange



- 3** Point out that some verbs will need to be negative. Tell students to think carefully about sense here and remind them to watch out for words like *before* and *until*. If necessary, do an example with the whole class first.
- Elicit the matching rule from 1a when you check the answers (**1 rule b 2 rule a 3 rule c 4 rule a/c 5 rule a 6 rule c 7 rule a 8 rule c 9 rule b**).

#### Answers

**1** don't have to be **2** must be **3** can't own **4** mustn't leave/  
must live at **5** have to go **6** can't go **7** must be **8** can't join  
**9** don't have to be

**4a** Before students do the task, check understanding of *cheat* (to behave dishonestly), *participate* (to take part in) and *make-up* if necessary.

**4b** **SPEAKING** 

- When students have written down some rules, ask volunteers to share one with the class.
- 5** Ask students to look at the title, guess the meaning of *strictest*, then read the text to check their guesses. Alternatively, if students already know the meaning of *strict*, ask them to predict some of the rules at the Michaela Community School before they read the text.
- When checking answers, elicit the reasons for c, d, e and g (**c** *must* is incorrect because it doesn't have to after it; **d** *ought* is incorrect because it needs to after it; **e** *would* is incorrect because it doesn't have *better* after it; **g** *must* is incorrect because it doesn't have to after it).

**Answers**

**a** mustn't **b** can't **c** have **d** should **e** had **f** have to **g** ought

- Elicit the meaning of *logo* (symbol of a company or manufacturer).
- Ask follow-up questions, e.g. *Why do you think you can't wear clothes with logos at this school? Do you agree with any of these rules? Why/Why not?*

## Developing vocabulary p61

### Using noun suffixes

#### Warmer

Write the prefixes from the previous unit on the board: *pre, over, mis, inter, dis, co, re, under*.

Divide students into teams and ask them to write down a word using each prefix. The first team to finish put their hands up. If all their words are correct, they win eight points. Award points to other teams if they already have (or can think of) a correct word that no other team has got.

**1** Ask a volunteer to explain the difference in meaning between *employer* (someone who employs or pays someone to do a job) and *employee* (someone who is employed, who is paid regularly to do a job).

**Answer**

They are all words for people who do different jobs.

**2** **PRONUNCIATION**   36

- If possible, project the words in exercise 1 onto the board, play the audio and ask volunteers to come and mark the stress on each word. Alternatively, students copy them into their notebooks and mark the stress there.
- Drill pronunciation of the words.

**Answer**

employee

**3** Ask students to write the complete words out in full as this will help them with exercise 4.

- Point out that *-er* and *-or* are pronounced the same way and highlight the different spellings. Elicit other job names ending in *-er/-or*, e.g. *teacher, driver, writer, cleaner, farmer, doctor, actor*.

**Answers**

economist, electrician, instructor, journalist, librarian, manager, photographer, physician (*doctor*)/physicist (*scientist*), politician, professor, psychologist, researcher, trainer (*someone who trains*)/trainee (*someone who is trained*), translator

- Elicit the different meanings of the words with two possible suffixes: *physician* /fɪ'zɪj(ə)n/ and *physicist* /'fɪzɪsɪst/ and *trainer* /'treɪnə(r)/ and *trainee* /'treɪ'ni:/, and drill and practise their pronunciation. Explain that *doctor* is much more common than *physician*.
- Ask students to give definitions for each of the words to show their understanding, e.g. *An economist studies/works in money and business. An electrician works with/repairs electricity supplies/light/wiring.*
- 4** Ask students to look quickly at the text and say what it is (a webpage/website listing available jobs).
- Encourage students to start by scanning the adverts for key vocabulary that will give them a clue to the missing job titles. Tell them to think carefully about what each person will have to do, not just what field each job is in; be aware that some words may lead them to the incorrect answers, e.g. *scientific* and *medical* in the first job.
- When checking answers, elicit the key words and phrases that helped students (**a** *find, investigate* **b** *Learning Centre, books, magazines, journals, students ... taking out books or studying there* **c** *analyse, interpret, market data, business planning, businesses, markets* **d** *magazine, write about, keep our readers interested and informed* **e** *who we will help by teaching them ... new skills*).

**Answers**

**a** researcher **b** librarian **c** economist **d** journalist **e** trainee

### Use it ... don't lose it!

**5** **SPEAKING** 

- Give an example for yourself, including a job you wouldn't like to do, e.g. *I wouldn't like to be a politician – nobody likes politicians nowadays! I wouldn't like to be an electrician – it could be dangerous!*
- Remind students to give their reasons.

### + Extra activity

Get students to ask a partner which job they would most like to do and write three or four sentences giving them advice on how to achieve it.

## GREAT LEARNERS GREAT THINKERS p62

### Thinking about how to manage study time effectively

#### Warmer

Ask students about their morning routines and telling the time. *How do you wake up in the morning – do you use an alarm? Do you normally wear a watch or just use your phone to tell the time? What sorts of things can make you late for school? How can you make sure you are on time?*

#### 1 SPEAKING

- Check understanding of *distract* (to get someone's attention and prevent them from concentrating on something).

#### 2a SPEAKING and b VIDEO

- The pictures show different activities that we do in our daily lives (go to school, eat dinner, exercise, meet friends, watch TV, etc.). One photo shows a girl checking her watch.
- Before students watch, tell them that the video features Michaela Community School from exercise 5 on the preceding page; ask them to predict the school's policy about smartphone use.

#### 3 VIDEO

- Check understanding of 'likes' in statement 4 and elicit the equivalent in the students' language.
- When checking the answer for question 5, elicit the meaning of *subsidise* (to pay part of the cost of something so that it can be sold to someone else at a lower price).

#### Answers

1 False – *Different schools in London have different policies when it comes to their pupils and their mobile phones.*

2 False – *some of the students have agreed to leave their smartphones with the school for six months! They don't have to but they want to.*

3 True – *It's also allowed me to get better quality sleep and spend more time with my family because I'm not constantly worried about putting up this perfect image online*

4 True – *When you get 'likes' it will give you a notification, and when you hear that, you will start reflecting on that rather than reflecting on your homework.*

5 False – *We sell these phones at school for 10 pounds. We buy them for 14. We sell them subsidized for 10 pounds.*

6 True – *They don't want their child to give up their phone completely because they want to be able to get in touch with their child.*

7 False – *When they get their phones back, they should now be able to use the Internet with moderation.*

- Elicit the meaning of 24/7 (twenty-four seven – 24 hours per day and every day per week) and another way of expressing this, e.g. *all the time, all day every day.*

## GREAT THINKERS



#### 4 SPEAKING

- This thinking routine helps students to reflect on something they have heard or read and summarise a key idea in it. It also asks them to identify something that 'spoke' to them personally. As a result, students should learn to engage more actively with the concepts in a video or text and to articulate their own personal response to it. Comparing key ideas and different responses with others will identify the common responses and reactions, providing the basis for fruitful discussion.
- If helpful for your class, play the video again. Remind students that they can use their own words to express the meaning of a sentence or phrase. Tell them that there is not one correct sentence or key concept for 1. If necessary, explain the meanings of *move* (to affect someone emotionally) and *provoke* (to cause an angry reaction in someone).
- Give three examples that are true for you, e.g. *The aim is to encourage students to experience life without 24/7 Internet, the pressures of social media, moderation.*

- 5 After students do the task, find out which ideas they already use and what they think of them. Ask the class to vote for the best idea.

#### Possible answers

- 1 Homework diary
- 2 Set a start time
- 3 Break big tasks into smaller ones

#### 6 SPEAKING

- When groups have discussed the problems and solutions, ask a spokesperson from each group to tell the class some of the ideas they are going to try out.

## GREAT LEARNERS

SEL



- When students have thought about the SEL, discuss the importance of effective time management, bringing out these points:

Setting aside specific periods for homework and not wasting time makes sure the work is done on time.

- The quality of the work should improve.
- Controlling the time when homework is done should make sure there is more time for family, friends and leisure activities.
- Students will be able to sleep better and be more able to relax if homework is managed and completed on time.

## LEARNER PROFILE



- Explain that here 1 means *not very efficiently* and 5 means *very efficiently*.
- Encourage partners to help each other with ways to manage their time more efficiently, e.g. by planning work with a friend. Alternatively, ask students to think individually of ways to manage their time more efficiently.

## Listening p64

### Listening for gist and specific information

#### Warmer

Play *Hot Seat* (see Unit 1, TN13 with words from the unit. Possible words: *business studies, media studies, marketing, psychology, assessment, assignment, excursion, coursework*).

#### 1 SPEAKING

- Help students by supplying vocabulary if necessary, e.g. *outdoor classroom, open-air classroom, forest, desks, mountain chalets, woods, boots*. After students do the task, pool their ideas and write these on the board for comparing in the next exercise.

#### 2 37

- After students listen, compare the ideas on the board with what they remember from the recording. Ask them to sum up briefly what students at the three different schools learn about (*school 1 languages; school 2 farm animals, outdoor activities, history/the Bronze Age; school 3 the environment*).
- Ask: *Would you like to go to any of these schools? Which one? Why? Why not?*

#### 3 37

- Before they listen again, tell students to read the summaries and think carefully about whether they will need one or two word(s), a number(s) or a time(s) to fill each gap. Elicit the other words in the text that give them clues, e.g. *euros* after gap a, which comes after a number; the preposition *in*, which probably comes before a place name, *at* which may come before a time of day, etc. Remind them that the maximum is two words per gap.

#### Answers

a 100,000 b Switzerland c 60 d hot chocolate e 7.30 pm  
f farm g water h outdoor i cook j Bali/Indonesia k 35  
l outside m snakes

- Ask follow-up questions, e.g. *Why doesn't the boy want to go to the Institut Le Rosey? (because boys have to wear a tie when they have dinner) Why do the students spend a lot of time outdoors at West Rise Junior School? (because it makes them stronger and more resilient) Can the students at Green School use computers? (Yes, they've got Wi-Fi and the latest technology.)*



#### Culture notes

The Bronze Age began in around 4000 BC when people in South-Eastern Europe and modern-day Turkey learned to make a hard metal called bronze from two softer metals – copper and tin. They used bronze to make tools and weapons.

#### 4 Critical thinkers

- Before students do the task, discuss the meaning of *traditional* here and elicit examples of traditional school subjects. Ask students for examples of non-traditional school subjects.

## Grammar in context 2 p64

### Using zero, first and second conditionals; using *unless*

#### Warmer

Write this sentence beginning on the board: *If I could study any subject in the world, I would study/learn how to ...*

Give an example that is true for yourself, e.g. *... I would study computing with Bill Gates*. Or *... I would learn how to write a best-selling book*.

Ask students to complete the sentence so that it is true for them. Encourage them to be as ambitious as they like; then invite students to share their sentences with the class.

- 1a You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.

- Point out that the sentences in exercise 1a are taken from the Listening text.
- When checking answers, ask students to say what helped them decide which type of conditional each sentence was; they will match the correct rules in the next exercise. Elicit the full form of *I'd start* (*I would start*).

#### Language notes

Students may notice the use of *were* rather than *was* with *I* in the second conditional *if*-clause in sentence 3. Some students will already be familiar with this usage. Explain that both *If I were you* and *If I was you* (i.e. the usual past simple form after *I*) are possible here.

#### Answers

1 second 2 first 3 second 4 zero

- 1b When checking answers, elicit the matching sentence from exercise 1a for each rule (rule a 1, rule b 2, rule c 4, rule d 2, rule e 4, rule f 1 and 3 – but see Language note above and rule h –, rule g 1 – but possible for all conditional sentences –, rule h 3).

#### Answers

a 2 b 1 c 0 d 1 e 0 f 2 g ALL h 2

- 2 If necessary, remind students to look again at rules b, c, d and e when they do this exercise.

#### Answers

1 don't understand, 'll explain 2 have, 'll go 3 get, pass  
4 don't see, 'll call 5 don't go, texts 6 don't tell, get

#### Fast finishers

Ask fast finishers to think of one other school rule and one rule at home, and write a zero conditional sentence about each one.



#### Homework

Workbook page 43

# 5 SCHOOL RULES

- 3 Before students do the task, ask them to look at the photo, read the title and subheading to find what the text is about. To encourage scanning for specific information, set a time limit and ask students to read the texts quickly to find the locations of the three schools (*Kyiv, the capital of Ukraine; Gujarat, India; Reykjavik, Iceland*).
- Ask students what subjects the three schools teach and elicit their ideas about the meanings of *circus arts*, *snake-charming* and *elves* (singular *elf*). See Culture notes.

## Culture notes

The Kyiv Academy teaches circus skills such as acrobatics, gymnastics (as shown in photo), tightrope walking, juggling, clowning, pantomime and magic.

Boys in the Vadi tribe in Gujarat usually train to be snake charmers. Snake charmers play a special kind of flute which they wave in front of a cobra to make it 'dance'. The snakes sway from side to side following the movements of the flute.

At the Elf school, students learn about different kinds of mythical 'people' with magical powers, such as elves and fairies. Students hear folktales and 'true' accounts about Icelanders who have met these little people.

- Remind students to be particularly careful with any negative and question forms (e.g. for gaps d, i and o). Revise these forms if necessary for your class.
- When checking answers, discuss the reasons for each choice of conditional.

### Answers

**a** was **b** would think – second conditional for an improbable/imaginary situation **c** go/went **d** don't/wouldn't/won't learn – zero, first or second conditional are all possible here (it depends how likely the speaker thinks the situation is)

**e** go **f** 'll attend – first conditional for a possible situation in the future **g** bites **h** are – zero conditional for a situation which has a consequence that is generally/always true (usually shows that this sentence is a statement about a general truth) **i** didn't do

**j** would be – second conditional for an improbable situation

**k** lived **l** would visit – second conditional for an imaginary situation

**m** pay **n** receive – zero conditional for a situation that has a consequence that is always true **o** Wouldn't, be **p** gave – second conditional for an improbable/imaginary situation

- After students do the task, ask follow-up questions, e.g. *Would you like to go to any of these schools? If yes, which one and why? If not, why not?*

## Extra activity

Ask students to choose one of the schools in the text and write two second conditional sentences saying what they would study if they went there. (Provide more information from the Culture notes if necessary.)

### 4 Answers

1 b 2 zero, first and second conditionals

- When checking answers, ask students to reword the examples using *if ... not* (... *if they didn't take all the snakes away. If they don't change that rule ... if you don't study hard*). Tell them that *except if* can just be substituted for *unless*.

- 5 Tell students to think carefully about sense for this exercise. When checking answers, ask them to reword sentences 2, 3 and 6 using *if ... not* or *except if*.

### Answers

1 if 2 Unless 3 unless 4 If 5 if 6 unless

- 6a Provide some examples for this exercise to get students started. Point out that sentences 5 and 8 will need negative endings; if it makes the meaning clearer here, get students either to substitute *except if* for *unless* or to reverse the clauses (see Possible answers).

### Possible answers

- 1 I would be invisible/would be able to fly.
- 2 I'll go to university and study medicine/I'll be very happy.
- 3 I'll go to the beach with my friends.
- 4 I'll tidy my bedroom.
- 5 I wouldn't own more than one house.
- 6 I would stop using social media.
- 7 I would try to catch fish and eat coconuts/I wouldn't try to escape.
- 8 I won't/wouldn't go on holiday with my friends.

### 6b SPEAKING

- After students do the task, ask volunteers to share their best sentences with the class.

## Use it ... don't lose it!

### 7 SPEAKING

- Put students into small groups for this activity. Ask volunteers to report back to the rest of the class.

## Developing speaking p66

### Giving a presentation

#### Warmer

Find out if students still write by hand outside of school lessons.

Ask: *What do you do if you want to ...*

*... invite someone to a party?*

*... write a message for a friend?*

*... send a thank-you letter to a grandparent/aunt/uncle?*

*... write a diary?*

#### 1a SPEAKING

- Ask students to think about the statement individually, then ask for a show of hands agreeing or disagreeing with it.

#### 1b SPEAKING

- Check understanding of *for* (agreeing with, supporting) and *against* (disagreeing with, not supporting) in this context. Ask: *Is the statement in 1a 'for' or 'against' learning to write by hand? (against).*
- Encourage students to organise their notes into two columns, one headed *For* and one *Against*.

#### 2

- Check understanding of *in favour of* (*for, agreeing with*).
- Ask students which arguments the student in the recording mentions first in her presentation – arguments for or arguments against (*arguments against*). Ask: *Does she give more arguments against learning handwriting or in favour of it? (more arguments in favour of it).*

#### Answers

in favour of

- Elicit any ideas that students noted down in favour of learning to write by hand not mentioned in the recording (e.g. *you still need to write by hand in many exams, there aren't screens to write on everywhere you go*) and any ideas against, and discuss as a class.

#### 3

- After students do the task, check understanding of *arguments* here (*reasons for supporting a statement or proposal*) and *concluding* (*summarising and ending*).

#### Answers

Students should tick:  
 I'd like to begin by saying ...  
 I'm going to talk about ...  
 Firstly,  
 First of all,  
 Secondly,  
 Another thing is that ...  
 It's also true that ...  
 What's more,  
 For example,  
 Take ...  
 To sum up,

- If possible, project the audioscript onto the board and highlight the uses of the expressions. Elicit the fact that *I'd like to begin by saying ...* needs to be followed by *that ...*. Point out that *Secondly, What's more, Another*

*thing is that ...* and *It's also true that ...* all introduce additional arguments after the first one has been made using *Firstly* or *First of all*.

- With the audioscript on the board, highlight key phrases and ask students to find other phrases in the Speaking bank that could also be used in each place.

#### 4 SPEAKING

- When checking answers, nominate students to give one stage in the correct order and ask the rest of the class if they agree.

#### Answers

1 d 2 e 3 g 4 b 5 f 6 a 7 c

- Exam tip** To answer the question in the Exam tip box, make sure students cover these points:
  - Stand up straight, face their audience and look confident
  - Try to vary their intonation (avoiding speaking in a monotone), e.g. emphasising certain words and expressions to show enthusiasm, strong opinions, using a warmer tone, etc. to make their audience interested.
  - Speak slowly and clearly; if students speak too fast, people won't understand them.
  - Try to speak for the right length of time; practising beforehand will help students.
  - Don't worry too much about vocabulary, and use simpler words if they don't know the correct terms.
  - Don't let mistakes stop them from speaking; they can correct themselves or start again, but they shouldn't stop completely.
  - If using visuals like photos, slides or charts, practise giving the presentation using the visuals, to check everything works as it should.
- Unless a lot of time is available for researching online, encourage students to base their presentations on their own ideas and experience.
- Make sure students just write notes here, not full sentences, and that they organise them clearly into sections that they can easily refer to while they speak.

### Practice makes perfect

#### 6a SPEAKING and 6b SPEAKING

- If time is short, divide the class into groups and get students to present to the other members. They can then work in pairs within the group to share feedback.
- Ask students to listen carefully to their partner's presentation and to make a note of anything particularly good, or any suggestions for improvements. Encourage them to think especially about each other's use of the expressions in the Speaking bank, as well as the advice in the Exam tip box.



## Developing writing p67

### Writing a formal letter of application

#### Warmer

Play *Chain Sentences* with the second conditional. Start by saying *If I had a million euros, I'd buy a big boat.* Nominate a student who continues by repeating your beginning and adding their own phrase, e.g. *If I had a million euros, I'd buy a big boat and I'd sail round the world.* Students continue until someone forgets part of the chain.

- 1 Ask students to read the instructions and model and drill pronunciation of *scholarship* /'skɒlə(r)ʃɪp/. Check understanding of *applicant* (someone who applies for something, like a job or some money) and *candidate* (someone who is competing for something or doing an exam). Explain that *qualities* here refer to an applicant's achievements and interests.
  - Before students read the text, ask them what qualities they think the ideal candidate should have to win a scholarship. Doing this should help them to locate the information they need to answer the question.
  - When checking answers, check understanding of *debating* (having a formal discussion with a vote at the end).

#### Possible answers

have good grades especially in English and literature, be active in extra-curricular activities such as drama and debating, have an interest in travel

- 2 Nominate a student to tell the class what they think of Ana as a candidate and ask the rest of the class if they agree or disagree. Invite individuals to give reasons to support their opinion.

#### Possible answers

Yes, she is. Her ambition is to study in the UK one day. She is good at English and literature. She has high grades. She also loves drama and has acted in and directed school plays. She has travelled to perform the plays.

- 3 Before students do the task, remind them about their work on writing an informal email in the previous unit and revise some of the features of informal writing (*contractions, informal expressions and vocabulary, emojis, etc.*). Elicit students' ideas about formal features.
  - Check students understand the meaning of *convention* (the usual way to do something). Elicit some conventions of letter-writing in your language.
  - When checking answers, elicit or explain that Ana uses *would* and *could* in this letter to talk about a possible situation in the future; *would* and *could* are also less definite and more polite than *will* and *can*.

#### Answers

Sir, Madam, faithfully; contractions; I would be very grateful for the opportunity; look forward

year **have been** very high; **I have worked** on different school plays; **We have even travelled**).

Ask students why the present perfect simple is used here (to talk about experiences which happened at an unspecified moment in the past, or for past actions which have a result in the present; see also Unit 3). Tell them that the present perfect simple is often used to write and talk about relevant experience when applying for a job.

Nominate students to make similar sentences using the present perfect simple about their own achievements, e.g. *I have taken part in school debates. My grades this year have been excellent. I have visited the UK three times. I have played football for the school team many times.*

### Practice makes perfect

#### 4a-c

- Encourage students to make a note of all the requirements for applicants as this will help them to make sure they cover all the necessary information.
- Tell students that they can invent information if they wish for this task.
- Put students into groups to read and evaluate each other's applications. Ask a volunteer from each group to tell the class about their best candidate and explain why they chose them.
-  **Exam tip** When students have thought about the questions in the Exam tip box, discuss as a class, making sure they cover these points:
  - Students will earn more marks if they write in an appropriate way for the task.
  - They should read the instructions carefully to check who they are writing to or for, then keep this reader (or readers) in mind while they write.
  - Students should use the correct style, formal or informal, for the reader(s), and make sure they include all the information the instructions ask for.

### + Extra activity

Ask students to look at Ana's letter again and find three examples of present perfect simple verbs. (*My grades this*



## Test yourself p69

## Grammar test

## 1 Answers

- 1 can't/mustn't go to the match
- 2 don't have to wear a uniform
- 3 can't/mustn't make a loud noise
- 4 must/have to write your name here
- 5 can't/mustn't copy in exams
- 6 have to/must leave now
- 7 can ride his bike alone

## 2 Answers

- 1 They shouldn't go out at the weekend.
- 2 You had/d better walk to school.
- 3 I think you ought to go to the dentist.
- 4 correct
- 5 correct

## 3 Answers

- 1 'd/would tell 2 will buy 3 would, say 4 don't give 5 asked
- 6 were/was 7 don't go 8 had to

## Vocabulary test

## 1 Answers

- 1 physics 2 medicine 3 media studies 4 architecture
- 5 law 6 engineering 7 philosophy

## 2 Possible answers

- 1 *catch up* – to do work that you missed (so that you have done the same work, or are at the same level, as the rest of your class)
- 2 *skip a lesson* – to not go to a lesson
- 3 *term* – the school year is divided into terms
- 4 *resit* – to take an exam again
- 5 *assignment* – a piece of work that you have to do
- 6 *timetable* – a list of lessons and what time and on which day you have them
- 7 *mark* – a score or grade that you get for your work at school

## 3 Answers

- 1 scientist 2 instructor 3 psychologist 4 trainee/trainer
- 5 economist 6 librarian

## Vocabulary in context p70

### Using vocabulary for describing and operating everyday technology

#### Warmer

Write *Gadgets* on the board, check understanding of the meaning and ask:

*What's your favourite gadget? Why? What does it do/ help you to do?*

Hold a class vote for the top three gadgets.

#### 1 SPEAKING 39

- Before students do the task, quickly revise the names of rooms, e.g. *kitchen, bathroom, living/sitting room, bedroom*, if necessary. Elicit one or two example answers to start this off.
- When checking answers, elicit and discuss possible alternatives for some of the items.
- Elicit any other words for gadgets that students know and their usual locations, e.g. *hairdryer (bedroom), tumble dryer (kitchen/utility room), laptop/computer/tablet/printer/headphones/earphones (living room, bedroom, study)*, etc.

#### Possible answers

**Kitchen/Utility room:** cooker, dishwasher, fridge-freezer, microwave oven, toaster, vacuum cleaner, washing machine

**Bathroom:** electric toothbrush

**Bedroom:** games console

**Living/Sitting room:** remote control, smart TV, sound system, smart speaker

**Car:** satnav

**Any:** air-conditioner, fan, heater

#### 2 SPEAKING 40

- If necessary for your class, elicit one or two example answers to check understanding of the headings, shape, material and *feature (important part of something)*.
- Use real items in the classroom to check understanding of the words.
- When checking answers, point out that the words for materials can all be either nouns or adjectives, e.g. *a bag made of leather, a leather bag*, etc.

#### Answers

**Shape:** curved, rectangular, round, square, straight

**Material:** aluminium, ceramic, glass, gold, leather, metal, plastic, rubber, silver, steel

**Feature:** button, hole, slot, socket, strap

**4a** Ask volunteers to describe and name the object but don't confirm or correct their ideas at this stage.

#### 4b 41

- Before students do the task, check understanding of *battery, charger, headphones/earphones* and *screen*.

#### 4c 42

- After checking, ask students to look at the text again and find the words (prepositions or adverbs) used with some of the verbs in the box, e.g. *plug in + to, connect + to, unplug + from, insert + into, switch/turn + on/off, swipe +*

*up/down, tap + on*. (See Language notes in Unit 5, TN54 for further information on separation of verb and particle in transitive phrasal verbs.)

- Focus on the language used for giving instructions in the text: imperatives for all the verbs (*follow, plug in*, etc.). Point out the use of sequencing words and phrases, such as *First, When this has finished*, and elicit others that could be used, e.g. *Next, Then*. Highlight also the common use of phrases with infinitive verbs, e.g. *To do this*, and elicit similar phrases such as *to use a ..., to turn on a ..., to charge ..., etc.*

#### Answers

**a** plug in **b** Connect **c** charge **d** unplug **e** Insert **f** switch  
**g** press **h** Select **i** swipe **j** tap **k** turn **l** run out

### Fast finishers >>

Ask fast finishers to list other verb phrases for operating technology, e.g. *download a file, upload a file, scroll up/down a menu, select a program, click on an icon, key/put/type in a password, turn the volume/heat up/down, turn the knob*, etc.

- Ask follow-up questions, e.g. *According to the text, what are the advantages of an MP3 player?* (cheaper, lighter, better for sport, it saves battery power) *What does 'it depends on the model' mean?* (It depends on the type/make of gadget because they have different features/functions.) *Do you use an MP3 player? Why/Why not?*

### Use it ... don't lose it!

#### 5 SPEAKING

- Check understanding of *invention (a machine that someone has made or designed for the first time)*.
- If it will help your students, give examples that are true for you for questions 1 and 2, e.g. *I use the washing machine the most; I never use an electric toothbrush because I prefer an ordinary toothbrush. To use the washing machine, put the dirty clothes inside, add washing powder, then turn the knob to select the right program. Finally, press the Start button.*
- Remind students of the language you looked at in exercise 4c for giving instructions. Tell them that, as well as imperatives, students can also use *You + present simple*, e.g. *First you select the ..., then you turn on ...*
- If some of your students did the Fast finishers activity, ask them to share the phrases they listed with the rest of the class. If not, provide these on the board when needed.
- After students do the task, nominate individuals to tell the class either how to operate one invention or their five chosen items (or one of them) and the reasons for their choices.



## Reading p71

### Scanning to find information, matching summaries to main text

#### Warmer

Play *Twenty Questions*. Think of a gadget on page 70 of the Student's Book, and get students to ask up to 20 Yes/No questions using the vocabulary for describing technology, e.g. *Is it made of ...? Do you use it to ...? Do you find it in ...? Does it have ... (straps, a slot, buttons, etc.)?*

Nominate another individual to think of a different object for students to guess.

#### 1 SPEAKING

- Remind students to use the vocabulary they learned for describing technology on page 70 of the Student's Book and in the Warmer here. If necessary, revise the phrase *You use it to ...* from exercise 3 on page 70 of the Student's Book.

#### 2 Exam tip To answer the question in the Exam tip box, make sure students cover these points:

- Identify any special words (content words such as nouns, names, numbers, adjectives or verbs; quantifiers such as *more, less, most*; negatives) that help them to find the paragraph that contains the information. They should remember that the same information may be expressed in different words.
- Read the paragraph where they think the information is located in more detail; if they still aren't sure, they should read other paragraphs in more detail in case there is a better match.
- Make sure they find a match for every piece of information.

#### 3 43

- Before students do the task, make sure they understand sentences 1–7. Check understanding of *confused (unable to understand)* and *guaranteed (certain, definite)*.
- Elicit the fact that there are seven sentences and six paragraphs. This means one paragraph will definitely match more than one sentence, but warn students that this may be the case for other paragraphs, too. They have to match all the sentences, but they don't have to find a sentence for every paragraph.
- When checking answers, elicit any key words or phrases in the sentences that helped students locate the corresponding information in the text:

#### Answers

- D – Well, now we have vacuum shoes. The idea is you clean the floor while you walk.
- F – *the writer very confused* = questions, question marks, exclamation marks and *but ... why?!*
- A – *future use ... not guaranteed* = *time will tell, if you think they'll sink or swim*
- B – *be good to others* = *you're thinking of others and don't want to disturb them*
- F – *information we don't really need* = questions and use of *already*, e.g. *don't you know that already?*

- C – *problems if you don't use it carefully* = *sit on it by mistake, accidentally turn the volume all the way to the top*
- E – *save you time and energy, but not money* = *fold ... clothing, separate them onto different shelves, But get ready to pay around \$16,000*



#### Mixed ability

Ask less confident students to write a sentence like those in exercise 3 for matching to paragraph D.

Ask more confident students to write three more sentences like those in exercise 3, and challenge a partner to match them to the correct paragraphs.

#### 4 Answers

*sink or swim* – to be left on your own to fail or succeed  
*insulation* – material used to prevent heat, cold or noise passing through it  
*disturb* – interrupt someone, make a noise that annoys someone  
*instead of* – used to say one thing replaces another  
*battery-operated* – operated by a battery, not mains electricity  
*design(ed)* – decide how something will be made and how it will work  
*stepping* – placing your feet  
*fold* – to bend cloth and press one part over another  
*setting* – a position that controls a piece of equipment

- When checking answers, elicit the literal meanings of *sink* and *swim* in the phrase *sink or swim*. Explain that *instead of* is used as a preposition, i.e. before an object, e.g. *instead of you*. *Instead* on its own is used as an adverb, e.g. *I didn't have toast for breakfast, I had cereal instead*.
- Ask students what they think the *settings* are in paragraph F, *can't you just select your favourite setting already?* (*how much you want your toast to be cooked*, e.g. *light, medium, dark/well done*.)

#### 5 Critical thinkers

- Ask students if they would like to own any of the inventions in the text themselves.



## Grammar in context 1 p72

### Using the passive

#### Warmer

Divide the class into teams. Give each team the infinitive form of an irregular verb, chosen from the list on page 159 of the Student's Book, and challenge them to give the correct past participle. They get one point for every correct participle and another point if they can spell it correctly.

**1a** Before students do the task, check understanding of *passive* if necessary.

- Some students may be confused by *called* in sentence 3 (see note for exercise 1c below).

#### Answer

3

**1b** Answers

1 the action 2 is 3 don't always know

**1c** When checking answers to question 1, elicit the part of each verb that tells students the tense (1 *are* 2 *was* 3 *organised* 4 *will be* 5 *are being* 6 *have been*). For question 2, ask students to identify the past participles (1 *created* 2 *won* 4 *found* 5 *created* 6 *added*). Elicit or, if necessary, explain that *called* in sentence 3 is the past participle of *call* but is used here on its own as an adjective followed by a name and that *organised* is a past simple form.

- Ask students to turn sentence 3 into a passive sentence with *by* (*The competition was organised by a Japanese company called Denso.*).
- To practise the forms, give students a verb and a tense, and ask them to give the passive form, e.g. present continuous, *do* (*is being done*); *will* future, *see* (*will be seen*), etc.

#### Answers

1 present simple (passive) 2 past simple (passive) 3 past simple (active) 4 future with *will* (passive) 5 present continuous (passive) 6 present perfect simple (passive)  
2 the verb *to be*  
3 *by*

**2** If possible, project this exercise onto the board, and ask volunteers or nominate individuals to come and mark the corrections. Ask the rest of the class if they agree with the correction.

#### Answers

2 Radar was invented by a Scottish scientist called Robert Wattson-Watt. (past simple)  
3 YouTube videos are watched by millions of people every week. (present simple)  
4 Many new gadgets have been invented in the 21<sup>st</sup> century. (present perfect)  
5 Most housework will be done by robots in the future. (future with *will*)  
6 Velcro, penicillin and the microwave oven were invented by accident. (past simple)  
7 Millions of smartphones are sold every year. (present simple)

### + Extra activity

Ask students to change sentences 1, 2, 3 and 5 into active sentences.

#### Answers

- Steven Spielberg directed the film *Ready Player One* in 2018.
- A Scottish scientist called Robert Watson-Watt invented radar.
- Millions of people watch YouTube videos every week.
- Robots will do most housework in the future.

### Culture exchange



**3** When checking answers, elicit the reasons for each tense used.

- A past perfect passive verb is also suitable in gap c because this sentence talks about something that happened at an earlier past time *some years before* the day *Ada saw the Difference Engine* (see Unit 2 for past perfect usage). With more able classes, demonstrate formation of the past perfect passive: *had been designed* (past perfect of the verb *to be* + the past participle).

#### Answers

- is celebrated – present simple for a repeated regular event
- was taught – past simple for finished actions in the past
- was designed – past simple for finished actions in the past
- was fascinated – past simple for finished actions in the past
- was created – past simple for finished actions in the past
- is being used – present continuous for something happening right now (*at this very moment*)
- have been made – present perfect simple for actions that started in the past and continue to the present
- will be made – *will* future for a prediction

- Ask follow-up questions, e.g. *Who was Ada Lovelace? (a famous woman inventor) What did she design? (a way to program an early computer/calculator called the Difference Engine) What is ADA? (a computer language used by the US Department of Defense).*

### Language notes

*By* + agent is used in a passive sentence when we want to include who did an action as well as what was done, for example, when we introduce new information about the agent, e.g. *The man was shot by an intruder.*

We can omit *by* + agent:

- if we do not know who did the action, e.g. *The man was shot.*
- if we have already mentioned who did the action and do not need to repeat it, e.g. *The man was left lying on the floor.*
- if who did the action (e.g. *people, they*) is understood from the context or is not important, e.g. *The man was taken to hospital.*

- 4 Ask students when it is necessary to include *by* + agent in a passive sentence (see Language notes on previous page). Refer them also to rule 2 in exercise 1b on page 72 of the Student's Book. Tell them to look at each sentence – if the person who does the action is *they* or *people* (sentences 3, 4, 5, 6 and 8), they don't need to include *by* + agent in their rewritten version.

**Answers**

- 1 A new type of glue was created by accident by Dr Spencer Silver./ A new type of glue was created by Dr Spencer Silver by accident.
- 2 An original use for the glue was found by Art Fry.
- 3 The glue was put on small pieces of paper.
- 4 This invention has been sold around the world since 1980.
- 5 Since 1980, millions of these notes have been sold.
- 6 This invention is being used right now, maybe in your classroom.
- 7 A dress for Lady Gaga was designed using this invention by the fashion designer Ashley Isham./A dress for Lady Gaga was designed by the fashion designer Ashley Isham using this invention.
- 8 Perhaps in the future, new uses will be found for these little yellow squares of paper./Perhaps in the future, new uses for these little squares of paper will be found.  
The invention is the Post-it® note.

- 5 When checking answers, elicit reasons for the tenses used. Compare the use of the present continuous in 3 (used with the time expression *At this very moment*) and the present simple in 5 (used with *Today* – the period of time that is happening now, not 'this day'). Elicit the reason for the use of the present perfect simple in sentence 7 (for a period of time starting in the past and continuing up until now with a time expression containing *Since*).

**Answers**

- 1 was made (P) 2 discovered (A) 3 are being watched (P)  
4 will be spent (P) 5 are made (P) 6 gave (A) 7 have been won (P)  
8 wrote (A)

**6 SPEAKING**

- Ask a passive Yes/No question containing the wrong answer for 1 to elicit short answers and negative passive sentences, e.g. T: *Was the 2019 UEFA Champions League® won by Barcelona?* S: *No, it wasn't./No, it wasn't won by Barcelona; it was won by ...*, etc. Put these passive Yes/No question and short answer forms on the board for students to use when they practise.

**Answers**

- 1 The 2019 UEFA Champions League was won by Liverpool.
- 2 Dynamite was invented by Alfred Nobel.
- 3 *Bohemian Rhapsody* and *We are the Champions* were sung by Queen.
- 4 *The Starry Night* was painted by Vincent Van Gogh.

**Developing vocabulary p73****Using prepositional phrases with adjectives****Warmer**

Play *Chain Sentences*. Say one thing you are good at and one thing you are not good at, e.g. *I'm good at speaking English, but I'm not good at playing football*. Then nominate a student who continues by using your last phrase (adapting it to make it true for them) and following it with a contrasting negative or affirmative statement, e.g. *I'm good at playing football, but I'm not good at singing./I'm not good at playing football either, but I'm good at singing*. They then nominate another student who continues in the same way.

**1**  44

- Tell students that some adjectives can go with more than one preposition here.
- Elicit examples using the adjectives to check understanding.

**Answers**

afraid of, aware of, bored with, different to/from, fed up with/of, good/bad for/at, interested in, pleased with/about, ready for, responsible for, shocked at/about, similar to, tired of, worried about

- 2 Before students do the task, ask them to read the title and the sign in the photo and say what they think the text will be about.
- Pre-teach *reflect* (*make light shine back from*) and *remove* (*take away*).
  - Ask students to read the text quickly and say what the cat's eyes in the text are (*an invention that reflects light on the road*).

**Answers**

a of b to c at d for e at f for g about h with

- 3a Remind your class that more than one preposition may be possible in some cases here.

**Answers**

1 with (or of) 2 with (or about) 3 to, from (or to)

- 3b Encourage students to write some *Wh-* questions as well as Yes/No questions.

**Use it ... don't lose it!****4 SPEAKING**

- Tell students to use follow-up questions to get more information, e.g. *What are you most pleased about – your speaking, your writing? Who are you similar to in our class?*

## GREAT LEARNERS GREAT THINKERS p74

### Thinking about how useful (or not) some new inventions are

#### Warmer

Ask students to imagine they had their own personal robot. What would they ask it to do for them? What do they think would be the best way to communicate with a personal robot – giving it voice commands or selecting different programs? Why?

#### 1 SPEAKING

- If students need help thinking of a *not very useful* invention, tell them to look back at the examples in the reading text on page 71 of the Student's Book.
- Encourage students to discuss reasons for their suggestions when they compare their ideas with a partner.

### GREAT THINKERS



#### 2a SPEAKING

- This thinking routine encourages students to make careful observations and thoughtful interpretations about an image or object. It helps stimulate their curiosity and sets the stage for inquiry.
- If necessary, explain the meaning of *wonder* (to think about something because you want to know more facts or details about it).
- Tell students to look at the photo at the top of the page and work through the stages in the thinking routine with a partner. If helpful for your class, provide useful vocabulary, e.g. *draw, drawing, special pencil, robot, machine, copy, reproduce, connected*, etc.

#### 2b VIDEO

- After students watch the video, elicit any information they would still like to know.

#### 3a SPEAKING

- Students should work in pairs to try to answer these questions without watching again first. If necessary, check understanding of *data* (information in a form that a computer can use) and *inspiring* (making you feel enthusiastic or excited about something).
- When checking answers, check understanding of *reinvented his technique* (question 7).

#### 3b VIDEO

#### Answers

- 1 Trafalgar Square, in the centre of London
- 2 Vienna, Austria
- 3 Berlin
- 4 two
- 5 Each time he moves his pencil.
- 6 The art and the technology used to reproduce it.
- 7 Changed his style of drawing/reinvented his technique.
- 8 To show how incredible the situation is: Imagine Leonardo da Vinci painting the 'Mona Lisa' in Florence, Vienna and London all at the same time.

#### Possible answers

It's a new way of thinking about art because an artist doesn't have to be in the same place as their work of art: *I would say it's a new kind of thinking about art because, in this case, an artist can be at many places at once and create a physical artwork. This is usually not possible. ... His location doesn't matter, only his art.*

#### 4 SPEAKING

#### Possible answers

**Useful and important:** Artists could use this technology to create art in places that are difficult to travel to because of war, etc.; disabled artists could use the technology if they couldn't travel somewhere.

**Not very useful or important:** The robot is just like a photocopier; it's better for artists to work in the places where the art is meant to be; it's better to employ a local artist to produce something original.

- 5 Encourage students to visualise each invention and imagine using them, then try to apply the See-Think-Wonder thinking routine to this task. Tell them that they will need to justify their choices in a discussion in the next exercise, so they need to think of strong reasons to support their decisions.

#### 6 SPEAKING

- If you think it would be helpful for the group discussion, review the Claim-Support-Question thinking routine from Unit 2 which will help students to persuade others to agree with their answers.

### GREAT LEARNERS SEL



- Focus on the SEL point and ask students if they succeeded in making their opinions understood clearly during the group discussion task. Ask questions such as: *Did anyone misunderstand you? Why do you think they didn't understand? (unclear language, incomplete information, etc.) Did everyone manage to speak calmly and clearly during the discussion? What can you do to prevent misunderstandings and communicate effectively? (Think carefully about what you want to say and use the right words, include all the necessary information, speak clearly and calmly.)*

### LEARNER PROFILE



- Ask students to read the statement and the question in the Learner profile, then grade themselves from 1 to 5. Explain that here 1 means *not very good at communicating effectively* and 5 means *very good at communicating effectively*.
- If appropriate for your class, get students to share their grades with a partner or small group, and, if they wish, to give their reasons. Encourage students to share suggestions for how to communicate effectively. Alternatively, ask students to think individually of ways to become more effective communicators.

## Listening p76

### Listening for gist and specific information

#### Warmer

Play *Snowman* (see TN23) with the words on page 70 of the Student's Book.

#### 2 45

- Before students listen, pre-teach *data* (facts used to make calculations) and *fake* (made to look like something real in order to trick people) if necessary.
- After checking answers, check understanding of *portrait* (a painting, drawing or photograph of someone's face) and *fairy tales* (traditional children's stories in which magic things happen), and elicit examples of famous fairy tales in your language.

#### Answers

playing chess, writing fairy tales, writing news stories, painting portraits

-  **Exam tip** To answer the questions in the Exam tip box, make sure students cover these points:
  - Read the multiple-choice answers before they listen; these will give ideas about the topic of the text and the type of vocabulary in it. However, different words may be used to express the same meaning.
  - The multiple-choice answers are usually in the order that the information comes in the recording.
  - Students usually hear a recording twice so they should not panic if they don't understand one relevant section the first time; they should go on to listen for the answer to the next question.

#### 3 45

- Remind students that the instructions ask them to choose the best answer, i.e. the closest to the meaning on the recording.
- Tell students that they may be able to eliminate at least one wrong answer before listening again, e.g. question 1 option a.
- When checking answers, ask students to give reasons. If possible, project the audioscript onto the board, and nominate individuals to point to supporting information.

#### Answers

- 1 **a** incorrect – *do things that traditionally need human intelligence ... learning* (i.e. mental not physical things)  
**b** incorrect – *AI is ... a computer system that can ... do things that traditionally need human intelligence*  
**c** correct – *do things that traditionally need human intelligence ... learning*
- 2 **a** incorrect – *It learnt by playing ... against itself*  
**b** correct – *In just nine hours ... existing world computer chess champion*  
**c** incorrect – *In just nine hours, it had learnt how to beat ... chess champion* (i.e. It didn't beat the champion in nine hours; it learnt how to beat him in that time.)

- 3 **a** incorrect – *they did need human writers to help ... though*  
**b** incorrect – *they taught a computer program every word of the fairy tales ... Brothers Grimm*  
**c** correct – *they told it to create ... similar to the originals*
- 4 **a** correct – *somebody could use it to create totally convincing fake news stories*  
**b** incorrect – *they don't want anybody else to know how they did it ... use it to create totally convincing fake news stories*  
**c** incorrect – *newspaper stories written by AI ... very realistic*
- 5 **a** incorrect – *one of the first robot paintings to be sold*  
**b** incorrect – *They fed the program ... between the 15th and 20th centuries*  
**c** correct – *Somebody bought it for \$432,500 ... more than they expected!!!*



Homework

Workbook page 51

## Grammar in context 2 p76

### Using *have something done*; using *gerunds and infinitives*

#### Warmer

Give teams of students an adjective from this list, and ask them to give a preposition that can go with it; they earn an extra point if they can use it in a sentence.

Adjectives: *afraid, aware, bored, different, fed up, good/bad, interested, pleased, ready, responsible, shocked, similar, tired, worried*

#### 1a

##### Answer

somebody/something else

#### 1b

When checking answers, ask students to identify the subject and the object of each sentence. Elicit the tenses used for *have/get* (1 *past simple*, 2 *present perfect*, 3 *infinitive*).

##### Answers

1 object 2 past participle 3 yes 4 the person/thing that does the action (the agent)

- Highlight the word order in the sentences: 1 subject – 2 *have/get* – 3 direct object – 4 past participle (– 5 *by/using* – 6 agent).
- 2 Ask students to read the text quickly and tell you what it is about (*getting electronic devices repaired instead of buying new ones*).

##### Answers

**a** them fixed **b** by **c** your computer rebuilt **d** having your smartphone screen **e** examined **f** repair the gadgets **g** do these things

# 6 COOL GADGETS

- 3 Note that one sentence (2) does not require a *have/get something done* structure. If appropriate for your class, point out the use of the reflexive pronoun *yourself* to emphasise that the subject of the sentence (*you*) fixes the computer, i.e. it is not fixed by anyone else.

## Answers

- 1 How often do you get your hair cut?
- 2 Can you fix your computer yourself?
- 3 How often do you have pizzas delivered to your house?
- 4 When was the last time you had your eyes tested?
- 5 Do you like having your photo taken?
- 6 Have you ever had clothes made for you?

- 4 Remind students to match the tenses to the ones used in the original sentences.

## Answers

- 1 I'm having my bedroom painted tomorrow.
- 2 I had my phone screen replaced by that shop last week.
- 3 He has his phone bills paid by his mum and dad.
- 4 We've had our laptops connected to the network.

## 5 SPEAKING

- If helpful for your class, start by getting students to ask you one or two of the questions and giving answers that are true for you, e.g. *I have my hair cut once a month; I have it cut by my friend. I get my computer fixed by my cousin.*
- 6 Use the information in the Language notes to help explain rule a.
- After checking answers, remind students of the use of *getting* and *having* after *instead of* in the text in exercise 2 (options c and d). Ask students to think of other similar examples with *have/get something done* and other prepositions, e.g. *After having my phone repaired, I had my laptop repaired as well. Before getting my hair cut, I dyed it/had it dyed pink.*

## Language notes

Remind students that *to* is sometimes part of an infinitive (examples in exercise 6 sentences: **3** *to love*, **4** *to do*, **5** *to hear*, **6** *to know* and **7** *to believe*).

When *to* is a preposition (e.g. *I went to the supermarket. Give money to a charity.* etc.), it can be followed by a gerund, e.g. *I'm used to fixing my own computer. I'm looking forward to seeing you soon. I prefer reading to writing.*

## Answers

- 1 c, gerund
- 2 a, gerund
- 3 d, gerund
- 4 g, gerund
- 5 e, infinitive
- 6 b, infinitive
- 7 f, infinitive

## Fast finishers >>

Ask students to rewrite sentences 1–7 using different gerunds or infinitives, e.g. **1** *They went swimming.* **2** *Are you interested in buying a new phone?* **3** *I used to love playing with my brother.* **4** *Learning to swim is difficult.* **5** *Join us to find out more.* **6** *It's impossible to fly.* **7** *She was the last to leave.*

- 7 Ask students to read the title, look at the photo and guess what the text is about.

## Language notes

Tell students that *chips* is the American English and *crisps* is the British English word for thin flat round pieces of potato fried in oil and eaten cold. Explain that *chips* in British English (*long thin strips of potato fried in oil and eaten hot*) are called (*French*) *fries* in American English.

- When checking answers, elicit the matching rules from exercise 6 that helped students decide.
- Check understanding of *greasy* (*covered in oil or fat*).

## Answers

- a having – rule d
- b eating – rule g
- c to get – rule b
- d to eat – rule e
- e inventing – rule a
- f to think – rule f
- g keeping – rule a
- h walking – rule c

- Ask follow-up questions, e.g. *Why were One Hand Chips invented? (so that people could eat them without making their hands and phones dirty and greasy) Do you think One Hand Chips are a good idea? Why/Why not? Would you buy them?*
- 8 When checking answers, elicit the matching rules from exercise 6 that helped students decide. Point out that *playing* in sentence 1 is the subject of the clause which comes after the first clause, *I think*.

## Answers

- 1 playing – rule g
- 2 to revise – rule b
- 3 to study – rule e
- 4 running – rule c
- 5 learning – rule a
- 6 shopping – rule d
- 7 to read – rule f

## Use it ... don't lose it!

### 9 SPEAKING

- Get students to ask each other for more detail when they talk about the sentences in exercise 8. When they have finished talking, encourage them to memorise the versions of the sentences that are true for them.

## Developing speaking p78

### Comparing and contrasting photos

#### Warmer

Books closed. Write *Rollercoasters* on the board. Ask:

- *Do you like rollercoasters? Why/why not?*
- *Where can you go on rollercoasters?*
- *Have you ever been to a theme park? What do you think of the rollercoasters there? Which are the best rides?*

#### 1 SPEAKING

- Elicit/supply useful vocabulary if necessary, e.g. *exciting, thrilling, scary, frightening, glasses*.

#### 2 46

- Ask students to note down the similarities and differences for questions 1 and 2 while they listen.

#### Answers

##### 1 Similarities

Both photos show rollercoaster rides.  
Both show people having an exciting time.  
People look happy but nervous.

##### 2 Differences

In the first, they are probably inside, in the second, they are probably outdoors.  
In the first photo the people are wearing special glasses.  
3 The virtual-reality one because she would feel safer.

#### 3 46

- Before students listen again, ask them to read the gapped sentences and try to remember which words filled the gaps.

#### Answers

1 Both 2 whereas 3 difference 4 similarity

- 4 Make sure students are clear about the difference between *comparing* (*showing how things are similar*) and *contrasting* (*talking about how things are different*) here.

#### Answers

##### Comparing:

Both of the photos show ...  
One other similarity between the photos is that in both photos ...

##### Contrasting:

In the first photo ... whereas in the second photo ...  
Another important difference between the photos is that ... but in the second photo

### Practice makes perfect

#### 5a SPEAKING

#### Possible answers

**Similarities:** In both photos, they are using some kind of VR equipment; both seem to be in an educational setting rather than playing at home; people seem to be enjoying the experience in both photos.

**Differences:** In the first photo, they are all sitting down, whereas in the second photo, the person seems more involved in the VR experience; the second photo has a teacher guiding the student, whereas the first photo shows the student experiencing VR independently.

#### 5b SPEAKING

- After students discuss in pairs, nominate individuals to share their opinions about virtual reality and discuss as a class.

#### Possible answer

Both of the photos show young people experiencing VR in a classroom setting. In the first photo, we can only see students. However, in the second photo, there is some kind of teacher, guiding the student. One thing that the photos have in common is that everyone seems very involved in the VR experience. I think the use of virtual reality in the second photo looks more useful, because it's a guided activity.

#### + Extra activity

Ask students to find two more photos in the book (e.g. two of the inventions on page 71 or the two photos on page 66 of the Student's Book) and compare them, using the language from the Speaking bank.



Homework

Workbook page 53

## Developing writing p79

### Writing a for-and-against essay

#### Warmer

Play *Positive or Negative?*. Divide the class into teams. At the top of the board, draw a large plus sign and a large minus sign. Underneath, draw a large word cloud of gadget words from the unit, e.g. *satnav, smart speaker, air conditioner, electric toothbrush, dishwasher, games console*, etc.

Point to each team in turn and either the plus sign or the minus sign. A member of each team must choose one gadget from the list and say either an affirmative or a negative sentence about it, e.g. *The dishwasher is used a lot in my house. Or: I don't like using an electric toothbrush.*

Award a point for every correct sentence and an extra point for using grammar from this unit.

#### 1 SPEAKING

- Before students do the task, revise the words for branches of science if necessary – *biology, physics, chemistry* – as well as other related subjects, e.g. *medicine, engineering, architecture, technology, computing*.
- 2 Point out that essay tasks are often based on a statement expressing an opinion like the one given here. Students are then asked to discuss the opinion by giving the arguments for and against it, then making a judgement themselves.
- Remind students of the speaking activities they did in Unit 5 when they thought of arguments for and against learning to write by hand. Elicit/Revise another phrase which means the same as *for* in this context (*in favour of*).
- Explain that students should try to think of as many arguments for and against as possible, not just arguments that support their own opinion.
- 3 When they have read the essay, ask students to guess the meaning of *objectively* in paragraph 2 (*using facts and not influenced by personal feelings or beliefs*).
- Ask for a show of hands agreeing/disagreeing with the writer's opinion, then nominate individuals to explain their views and give reasons.

#### Culture notes

In England, Wales and Northern Ireland, all secondary school students must study maths, English and science (either combined science or separate sciences, e.g. biology, chemistry or physics) until they are 16, when they take GCSE (General Certificate of Secondary Education) exams. If students stay in secondary education until they are 18, they do not have to study maths and science to a higher level. There are different exams in Scotland, but maths and science are also compulsory until the age of 16.

- 4 Tell students to summarise the content of each paragraph in their own words.

#### Possible answers

**Paragraph 1:** Introduction – importance of science, the situation in the UK

**Paragraph 2:** Arguments/Reasons why science and maths are important

**Paragraph 3:** Arguments/Reasons why not everyone should study science

**Paragraph 4:** Conclusion summarising the arguments

- 5 Before students do the task, check understanding of *linker* (a word used to connect ideas and arguments in an essay) and *sequencing* (arranging things in order).
- Focus on the uses of the words and phrases in the essay to check understanding.

#### Answers

**Sequencing arguments:** First of all, Secondly,

**Adding arguments:** Furthermore, In addition, What's more,

**Making contrasts:** However, despite the fact that ..., on the one hand ... on the other hand ...

**Concluding:** To sum up,

#### + Extra activity

If possible, project the essay onto the board and cover the sequencing words. Ask students to try to remember the linkers that go in each space and suggest possible alternatives from the Writing bank.

#### 6 SPEAKING

- Tell students to think carefully about the meanings of the words used in the statement, e.g. *dangerous; physically and mentally lazy*, when they discuss arguments for and against.
- Make sure both students in a pair write a list of the arguments for and against because they will be doing the essay task individually.
- Remind students to decide on their own opinion, i.e. think about which arguments they think are the strongest and why, as they will need to include this opinion in their conclusion.

## Test yourself p81

### Grammar test

**1** **Answers**  
 1 were stolen 2 is taught 3 is visited 4 will be built  
 5 will be played 6 has been translated 7 is spoken

**2** **Answers**  
 1 had it decorated 2 'll/will have it fixed 3 has it done  
 4 had it painted 5 had it built 6 had it translated  
 7 've/have had it tested

**3** **Answers**  
 1 listening 2 to read 3 to see 4 watching 5 Fixing  
 6 to arrive

### Vocabulary test

**1** **Answers**  
 1 washer 2 cleaner 3 console 4 conditioner 5 oven  
 6 control

**2** **Answers**  
 1 round 2 slot 3 swipe 4 unplug 5 rectangular 6 steel  
 7 strap

**3** **Answers**  
 1 with 2 about 3 to 4 of 5 of 6 for 7 at

## Reading

1 SPEAKING 

## Possible answers

I would like to do the course about history and literature because I love reading, especially novels set in the past by Charlotte Bronte and Jane Austen. I also like sewing and dressing up so perhaps I could make a costume to go with my favourite novel.

## 2 Answers

- 1 B** – Meg wants to study history from the last century (*modern history*); needs a course after school (*Monday evenings and Saturdays*); knows a lot about the subject (*advanced level*); wants to visit historical places (*visits to royal palaces*).
- 2 E** – Gil is free on Saturdays (*Saturdays from 12 noon*); is studying old Greek history (*ancient history*); needs help with a special project (*expert help for projects provided*). He has done two courses and read a lot of books, so course H is less suitable (*for students who have never studied this period before*).
- 3 A** – Ally has hardly done any history before, so she wants something for beginners (*especially designed for those who have never studied history before*); wants a course in the holidays (*April break*). G is not suitable for her because it is for intermediate and advanced level classes.
- 4 F** – David wants to learn about the discovery of new lands 500 years ago (*the 1500s and the explorers*); would prefer Sundays (*Weekends from 1 pm*). G is not suitable for him because it is held during the week.
- 5 H** – Ester loves the Romans (*ancient history*); hasn't studied history before (*classes are designed for students who have never studied this period before*); is doing a special project (*everything you need to know for projects at school*); is free on Sundays (*Weekends 11.30 am–4 pm*).

## A famous scientist or inventor from your country

1 SPEAKING 

- Students work in groups of three to four. If possible, make sure these groups are different those before.

2 SPEAKING 

- Check understanding of *dedicated to* (*especially built or made for someone or something, as a sign of admiration or respect*).
- Discuss students' suggestions about what *relevance* means in this context, e.g. whether or not we still use an invention, whether the scientist's ideas are still used by other scientists, etc.
- If helpful for your class, provide a list of eight to ten famous scientists or inventors for students to choose from.
- Tell groups that they will need to prepare or gather some visual items, e.g. photos, videos, realia, digital slides, depending on the type of project they do.

## 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.

- Collaboration: encourage students to be proactive in volunteering for particular tasks and taking on roles.
- Intercultural awareness: check understanding of *reputation* (*the opinion people have about how good or bad someone or something is*).

4 SPEAKING 

- Discuss a final deadline for presenting the project, as well as any interim dates. Suggest when they will have time to work on the project in the classroom and when they will need to work on it at home.
  - When groups discuss, remind them to use the language from the Collaboration tip.
  - Internet use: provide a list of relevant and reliable websites for students to choose from for their research, if necessary.
  - When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared here. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these for other students to look at and evaluate.
- 5** If students mark the projects of their classmates, encourage them to share and justify their marks.
- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.



## Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

## Vocabulary in context p84

### Using vocabulary for doing sports, sports equipment and venues

#### Warmer

Books closed. Divide the class into teams. Give a time limit (e.g. 1 minute or 30 seconds), then say a different category. Choose from: *sports you play with a ball, sports you do without a ball, sports you do indoors, winter sports*, etc.

Teams must write down as many suitable items for one category as they can think of within the time limit. The team with the most correct words wins. Repeat with a different category.

#### 1 SPEAKING 47

##### Answers

**play:** baseball, basketball, cricket, football, golf, ice hockey, rugby, tennis, volleyball

**go:** climbing, cycling, diving, horse-riding, ice skating, sailing, skiing, snowboarding, swimming

**do:** athletics, gymnastics, judo, karate, weightlifting

We often use *play* for sports which use a ball or competitive team sports.

We often use *go* for activities that end in *-ing*.

We often use *do* for non-team sports.

- When you are discussing what each group has in common, point out that all the sports with *go*, which end in *-ing*, involve movement from place to place whereas *weightlifting* is done in one place.

#### 2 48

- Check understanding of *combat* (*organised fighting*) and *non-competitive* (*without competing against another team or person*) before students do the task. Elicit the opposite of *indoor* (*outdoor*).
- Tell students they can choose sports from the box in exercise 1 or think of others they know. Explain that for this exercise *non-competitive* describes sports that are not played to win a match, such as football or tennis. Point out that all the sports here can be competitive in a broader sense (e.g. at the Olympics®) because they can be done by sportsmen and women competing against others to win medals.
- Nominate individuals to give examples for each category, and ask the class if they agree/disagree and if the example also fits into any of the other categories.

#### 3 SPEAKING

- After students do the task, ask volunteers to tell the class about any sports they or their partner play/watch, especially any that are not mentioned in exercise 1.
- Elicit whether the sports mentioned are used with *play*, *do* or *go*.

#### 4 SPEAKING 49

- Check understanding of *equipment*. Make sure students realise that *club* here means a type of sports equipment (not a sports *club* with members or a football club). If necessary, tell them to use a dictionary when they discuss in pairs.

#### 5 50

- Nominate individuals to say a sentence like the one in the speech bubble for each verb here. Ask the class if they agree or disagree.

#### 6 51

- Ask students to read the title, scan the text and guess the meaning of *venue* here (*place for a sport*); explain that it can also be used for other activities, e.g. *party venue, wedding venue*.
- Check understanding of the words needed to complete the numbered gaps. (A full list of these can be found in the Vocabulary review on page 94 of the Student's Book.) Elicit or explain that *draw, score* and *win* can be verbs or nouns. Elicit or teach the past simple and past participle forms of *beat* (*beat, beaten*), *draw* (*drew, drawn*), *lose* (*lost, lost*) *win* (*won, won*) and *shoot* (*shot, shot*). Alternatively, let students use a dictionary to help them complete the text. Model and drill pronunciation of any difficult words, e.g. *lose* /lu:z/, *league* /li:g/ and *won* /wʌn/.
- Remind students that for the lettered gaps they will need to think about whether the word from the box should be singular or plural.

#### 7 52

##### Answers

1 won 2 beat 3 losing 4 scored 5 goal 6 match

a stadiums b course c pitch d courts e gym f track

g pool h rink i slopes

- Ask follow-up questions, e.g. *Where is the world's oldest golf course? (Scotland) Why is Y-40 in Italy famous? (It's the deepest [swimming] pool in the world.) What is the longer word that gym comes from? (gymnasium).*

#### + Extra activity

Ask students to choose four venues from the box in exercise 6 and write a sentence using a passive verb to say what sport(s) is/are played/done in each one, e.g. *Football is played on a (football) pitch. Football is played at/in a stadium. Skiing is done on a ski slope.*

Point out that they need to use the verb *do* (not *go*) if *play* is not possible, e.g. *Ice skating is done at a rink. Swimming is done in a pool.*

#### Use it ... don't lose it!

#### 8 SPEAKING

- Remind groups that they can only ask Yes/No questions here, and encourage them to use the new vocabulary, e.g. *Can you throw the ball? Is it played with a bat/on a court?* etc.



## Reading p85

### Predicting the content of a text and reading to find general and specific information

#### Warmer

Say a letter of the alphabet, and ask students to write down as many sports words (types of sport, sports equipment/actions/venues) beginning with that letter as possible. Suggested letters: B, C, G, S, T. Award one point for every correct word and two for every word no one else has.

#### Possible answers

- B:** baseball, basketball, ball, bat, boots, bounce  
**C:** climbing, cricket, cycling, combat sports, club, catch, course, court  
**G:** golf, gymnastics, goal, goal post, goggles, gym  
**S:** sailing, skating, skiing, snowboarding, swimming, skates, skis, stick, slope, stadium  
**T:** tennis, taekwondo, team, trainers, throw, track

#### 1a SPEAKING

- Students will find out what the sports in the photos are when they read the text so at this point they should just try to guess what each involves.

#### 1b SPEAKING

- Elicit another phrase that means the same thing as the phrase *but not as you know it*, e.g. *different from normal*, *unusual football*, and ask volunteers to use the photos to say/guess any different ways of playing football.

- Nominate individuals to tell the class about anything in the text that was different from what they predicted and anything that surprised them.

- When checking the answer to question 2, ask students to say which section (1, 2 or 3) describes each sport, and ask them to match each one to the correct photo at the top of the page.

#### Answers

2 freestyle football, teqball and horseball

#### 3

- Elicit the strategies students should use when checking True/False statements (see Unit 1) or revise these if necessary.

#### Answers

1 False, line 3   2 True, lines 5, 6, 7   3 False, lines 16, 17, 18  
 4 True, lines 21, 22, 23   5 True, lines 29, 30   6 True, line 34  
 7 False, line 42   8 True, lines 50, 51, 52

- Ask students to summarise in their own words the true versions of the false statements.

#### Possible answers

- Liv Cooke started playing ordinary football; she didn't start freestyle football until she was injured.
- She used to be nervous, but now she can show off her freestyle football skills to thousands of people.
- You can't kick the ball in horseball.

- Ask follow-up questions, e.g. *Is freestyle football a team sport or an individual sport? (an individual sport) Which two sports does teqball combine? (football and table tennis) Which three sports does horseball combine? (horse-riding, rugby and basketball) Which of these sports do you think is the best new form of sport?*

#### Fast finishers

Ask students to write the three sports from the text as headings, then list the relevant vocabulary from page 84 of the Student's Book to match each one, based on the information in the text. They may also be able to deduce some words which aren't explicitly mentioned.

#### Answers

**freestyle football:** ball, individual, indoor, boots/trainers, bounce, kick, head

**teqball:** ball, individual and team, indoor, head, kick, hit, bounce, gym

**horseball:** horse-riding, rugby, basketball, ball, team, throw, catch, pass, goal

- Elicit or pre-teach the verb form related to *injury* (*injure*).

#### Answers

*injury* – physical damage done to a person or part of their body

*take turns* – to do something one after the other, alternating

*show off* – to show people something you are proud of so they will admire it

*opponent* – someone who is competing against you

*set* – a part of a match consisting of a number of games

*singles* – a match played between two people

*doubles* – a match played between four people, two teams of two

*handles* – parts of an object that you hold with your hand

#### 5 Critical thinkers

- Help students by eliciting/providing key vocabulary, e.g. *healthy/unhealthy*, *confidence*, *fit/fitness*, *self-esteem*, *lifestyle*, etc. Encourage them to talk about their own, friends' or family members' experiences.

#### Possible answer

I think that playing sport can change people's lives in many different ways. The most obvious way it changes lives is making people fitter so that they live longer healthier lives. It can also help people mentally. For example, my cousin used to feel nervous about leaving the house, but she has just started running round the park with a group of friends every weekend, and it's made her feel much more confident as well as fitter. Even watching sport is good for you, especially going to matches or sports venues, because that's a great way to meet people and be part of a group.



#### Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 7 as homework, in preparation for the grammar lesson.

## Grammar in context 1 p86

### Defining relative clauses

#### Warmer

Play *Hot Seat* (see TN13) with words for sports equipment and sports venues from page 84 of the Student's Book. Encourage students to use definitions such as *It's something that you use to ...* and *It's a place where ...*

- 1a** When checking answers, ask students to identify the matching sentence(s) 1–9 (a 2, 5 and 6 b 1, 3 and 4 c 7 d 9 e 8).

#### Answers

a that, who b that, which c whose d where e when

- 1b** When checking the answer to question 1, elicit the people/things that are defined in sentences 1–9 (1 *the first thing* 2 *the freestyler* 3 *football* 4 *a table* 5 *three Hungarians* 6 *one of the people* 7 *a freestyler* 8 *the year* 9 *the country*).

- When checking the answers to question 2, draw attention to sentences 1 and 2 where the brackets show the relative pronouns that can be omitted. Nominate individuals to read out the versions without the relative pronouns.
- Point out that *whose* (determiner) always precedes a noun (something that belongs to someone). Point out that *when* and *where* also come before a noun or pronoun, not before a verb; in these sentences, *when* means the same as *at/in which* and *where* means the same as *in which*.

#### Answers

- 1 They define the person, thing, etc. we are talking about.
- 2 When a verb comes after the relative pronoun: no; when a subject comes after the relative pronoun: yes.
- 3 No, although *when* can be omitted in some cases, e.g. in sentence 8.

### Language notes

Tell students that the relative pronoun *which* comes before a verb is the subject and no other noun/pronoun is needed here.

*It was three Hungarians who they created the sport.*

Explain also that a direct object pronoun isn't needed after the verb when the relative pronoun *which* or *that* is the direct object.

*Polo is a sport which you play it riding a horse.*

- 2a** When checking answers, ask students to explain why a relative pronoun is wrong.

#### Answers

- 1 Polo is a sport that/which you play riding a horse. (Item being defined is a thing, not a person.)
- 2 correct
- 3 In volleyball, the person whose hand or arm touches the net loses the point. (The relative pronoun shows possession of hand/arm.)
- 4 New Zealand is the country which/that has a rugby team called the All Blacks. (The relative pronoun is the subject of the following verb; *where* cannot come before a verb here.)
- 5 correct
- 6 correct
- 7 England is the place where table tennis was invented. (Use *where* with places.)
- 8 correct

- 2b** Nominate individuals to read out the sentences where they think the pronouns can be omitted, and ask the rest of the class if they agree.

#### Answers

Yes: 1 and 8

- **Exam tip** To answer the question in the Exam tip box, ask students to look at exercise 3, and then elicit strategies they can use to help them identify the missing words:
  - Read the whole text first to get an idea of the sense. A title may also help them to predict the content and the type of vocabulary they will read. The title in exercise 3 tells them that the text is about a mixed sport, similar to the ones in the reading lesson.
  - Look at the words just before and after each gap, and think about the type of word that is missing, e.g. a preposition, an article, part of a verb (an auxiliary), a modal verb or a conjunction. Complete the gap with the word, then read the sentence again to see if it makes sense.
  - Sometimes there may be more than one correct answer, but they only need to put one.
- 3** Tell students that this task practises a variety of grammar that they have studied recently, not just relative pronouns.
- When checking answers, elicit possible alternatives for a, g, h and j. Explain that three answers are possible for j because a simple negative auxiliary (*don't*) or two negative modal verbs (*can't* and *mustn't*) all fit the meaning of the sentence. Ask students to find one gap where the pronoun can be omitted (h).

#### Answers

a that/which b to c to d but e at f where g that/which h that/which i are j can't/mustn't/don't k in l when



### Mixed ability

Ask less confident students to find the first two sentences containing relative clauses in the footgolf text and rewrite them so that they are true for one of the sports in the text on page 85 of the Student's Book, e.g. *... is a popular new sport which is a mixture of ... and ... The place where you play is ...*

Ask more confident students to write a short summary of the text, describing how to play footgolf, using relative clauses where possible.



# 7 IN IT TO WIN IT

- 4 Make sure students are clear that for each sentence the relative pronoun should go on the writing line in the tinted panel and the word from page 84 of the Student's Book on the other writing line.
- When checking answers, elicit the reasons for each choice of pronoun (1, 5, 6 *that/which* for a thing, 2 and 4 *where* for a place, 3 *whose* to show possession, 7 *when* for a time, 8 *who* for a person).

## Answers

1 Boots, - 2 pool, where 3 whose, won 4 stadium, where  
5 Goggles, that/which 6 net, that/which 7 -, indoor  
8 who, skates

## 5 SPEAKING

- Tell students they can find ideas for words to define on the first page of each unit.

## Use it ... don't lose it!

## 7 SPEAKING

- Remind students to ask questions to keep the conversation going and give examples if necessary, e.g. *Would you like to try judo? Why not? What about another combat sport/How about karate?*

## Developing vocabulary p87

### Using phrasal verbs connected with sport

#### Warmer

Play *Twenty Questions* from page 84 of the Student's Book using sports, sports equipment and sports venues, but this time ask students to use relative clauses in their questions, e.g. *Is it a game which/that you play indoors? Is it a game you can play with a racket? Is it a place where you can play rugby?*

- 1 Ask students to read the title and say a word that means the same as *just* here (*only*). Remind them to read the whole text before they do the task. Explain that the verbs in the definitions are all in the infinitive form so they will have to think about different verb forms in the text in some cases.
- Tell students to be careful because three of the definitions contain *start* or *begin* so they need to read and think carefully about the meaning of the whole definition.
- When checking answers, ask students if they remember another context for using *catch up (with)* (studying at school, Unit 5). Elicit another preposition that can go with *give* to make the same meaning as *give in (up - give up)*. Point out that *end up* is often followed by an *-ing* form, e.g. *He ended up playing ...*
- Explain that in this text and in exercise 2, *go/went for it* is a phrase (consisting of a phrasal verb, *go for*, plus the direct object *it*) meaning *to try really hard to achieve something*.
- Elicit or explain the meaning of *unconscious* in sentence 6 (in a condition like sleep when you don't think or feel) and its opposite, *conscious*.

## Answers

1 i 2 f 3 c 4 a 5 e 6 h 7 d 8 b 9 g

- Ask follow-up questions about the text, e.g. *How did Shaquem manage to train? (He used special equipment designed by his dad.) What adjectives would you use to describe Shaquem? (brave, courageous, strong) What do you think of Shaquem? Does he inspire you?*



## Culture notes

Shaquem Griffin was born with a damaged hand which caused him a lot of pain. Having this hand amputated helped him to live a more normal life. Before they became professional, Shaquem and his brother both won football scholarships to study and play at the University of Central Florida.

- 2 When checking answers, ask students to identify the sentence containing a passive form (sentence 4).

## Answers

1 got into 2 take up 3 work out 4 knocked out 5 go for  
6 catch up with 7 give in 8 join in 9 end up

## Use it ... don't lose it!

## 3 SPEAKING

- Ask volunteer pairs to tell the class about any answers that were the same or different.

## + Extra activity

Ask students to write three sentences using the phrasal verbs *get into*, *take up* and *end up* so that they are true for them. They could use sentences 1, 2 and 9 in exercise 2 as models. Encourage them to memorise the sentences.

**GREAT LEARNERS GREAT THINKERS** p88

**Thinking about how different sports and types of exercise can be good for us**

**Warmer**

Ask students how important sport is to them. *Do you feel bad if you don't exercise or do some sport? If so, in what ways do you feel bad? If you don't like sport, what other kinds of physical activity do you prefer?*

**1 SPEAKING** 

- Check understanding of *rowing* (the activity/sport of moving a boat through water using oars) and *softball* (a type of baseball, see also page 92 of the Student's Book).

**Answer**

1 They are all Olympic sports.

**2 VIDEO** 

- Before students watch, read out the rubric, and elicit any words similar to *financial* which they might expect to hear, e.g. *money, cash, finance, expensive, afford, fund, invest*, etc.

**3 VIDEO** 

- Encourage students to read the statements and try to work out the words for each gap before they watch again. Tell them that the statements are not exact quotes from the video so they have to think carefully about meaning.
- After checking answers to 2 and 5, ask students to guess the meaning of *to struggle* (to try hard to do something you find very difficult), also a noun, as used by both the skateboarder and Carla Burkitt, the karate champion, in the video.

**Answers**

1 14 2 stress 3 rowing 4 medals, the very best 5 works  
6 inspire 7 football

**GREAT THINKERS**



**4 SPEAKING** 

- This thinking routine helps students to try to distil the ideas in a video or text into different non-verbal forms. Doing this can enhance students' comprehension, particularly for students who prefer to think in a non-verbal way.
- Ask students to work through the first three stages of this routine individually; point out that the choice of colours, symbols and images will be very subjective, but students should try to explain the reasons for their choices and what each one means for them.
- For instruction 2, students can either use a well-known symbol, e.g. the Olympic symbol, a currency sign or an emoji, or invent their own design, e.g. different coloured arrows converging on a money symbol. For instruction 3, students can draw their own image, e.g. a medal, or choose one shot they remember from the video, e.g. a rowing team. Remind them to add notes for each item.

- Get groups to feed back at the end of the task and discuss the most common and most unusual choices/creations as a class.

- 5** After students read the texts, check understanding of *muscle*, and make sure they realise that the definition of *stamina* is given in the following sentence in 1.

**6a SPEAKING** 

- Tell students to use the information in exercise 5 to talk about the sports in the video. Provide or elicit examples to start off if necessary, e.g. *I think skateboarding improves your flexibility because you have to twist and turn and move your body into different positions. In my opinion, rowing is an aerobic exercise because you have to exercise for a long time and your heart becomes very efficient.*

**6b and 6c SPEAKING** 

- Encourage students to be prepared to ask and answer questions about each other's choice of sports to help them work out how healthy each one is.

**GREAT LEARNERS SEL**



- Check understanding of the SEL tip, and discuss students' opinions of the meaning of the old phrase, covering points such as:
  - If you spend all your time sitting studying (or just sitting), you can become unhealthy and unfit and your thinking can be affected.
  - Exercise and sports keep you healthy, give your mind a rest and make you feel refreshed, more alert and better able to concentrate.
  - A lot of exercise/sport is done outside in the fresh air or countryside, both of which are good for your physical and mental health.
  - Exercise improves the flow of blood and oxygen to your brain to make it function well.
- Elicit students' suggestions for improving the balance of mental and physical activities in their lives, e.g. setting aside regular times for sport or other types of exercise, such as walking, dancing, yoga, etc.; writing a timetable for school work and for periods for exercise; joining a sports/exercise club; pairing up with a friend to study and then exercise together.

**LEARNER PROFILE**



- Explain that here 1 means *having an unequal balance between intellectual and physical activities* and 5 means *having a good balance between intellectual and physical activities*.
- Encourage partners to help each other with suggestions for improving the balance between intellectual and physical activities in their lives. Alternatively, ask students to think individually of ways to improve the balance between intellectual and physical activities in their own lives.

## Listening p90

### Listening for gist and specific information

#### Warmer

Play *Spot the Mistake*. Write sentences on the board using incorrect prepositions, and ask students to correct them, e.g. *I work in at the gym every day; She ended out becoming a famous footballer; etc.*

#### 1 SPEAKING

- If necessary, provide key vocabulary, e.g. *climb, climber, mountain, rock, height*.
- **Exam tip** Ask students to read the Exam tip, look at exercise 2 and think about their answer to the question. Review strategies for True/False exercises (Unit 1) and for multiple-choice listening exercises (Unit 6) if necessary.
- Elicit the answer to the question in the Exam tip box: if students miss an answer, they shouldn't worry but start listening for the answer to the next question. They can try to find the missed answer when they listen for the second time.

#### 2 54

- Elicit another way of saying *apart from* in sentence 4 (*except for*).
- Play the recording twice so that students can use the strategy they discussed for the Exam tip.
- When checking answers, don't ask for the correct information for the false sentences as students will try to find this in the next exercise.

#### Answers

1 False 2 True 3 False 4 False 5 False 6 True  
7 False 8 False

#### 3 54

- Play the audio again, and ask students to note down the correct information for sentences 1, 3, 4, 5, 7 and 8. Tell them they can use their own words here.
- When checking answers, ask students to guess the meaning of *chalk* (*powder from a type of soft white stone*).
- Highlight the difference between *quite a few* and *very few* (see Language notes on TN81). *Quite a few* means the same as *many* and *very few* means a very small number.

#### Answers

1 Quite a few climbers had already climbed El Capitan before Alex.  
3 Very few people consider doing it.  
4 The one thing that free soloists usually carry is a bag of chalk.  
5 The cameramen were already professional climbers.  
7 It was later, when he was at university, that he started climbing mountains.  
8 He has a house, but he prefers the freedom of following the good weather so he usually lives in a van.

#### 4 54

- Ask students to write brief notes in their own words to explain each item, and play the recording again only if necessary.

- When checking question 5, ask students if they remember how long it took to climb El Capitan the first time (*45 days*) and why they think this climb had to be done over a period of 18 months (*because the climbers had to keep stopping and starting again*).

#### Answers

1 El Capitan is more than 900 metres high.  
2 They can be dangerous for climbers./Birds can attack, there are dangerous insects.  
3 Climbers use it to keep their hands dry.  
4 The year El Capitan was climbed for the first time.  
5 The first climb of El Capitan was done over a period of 18 months.  
6 When Alex was five, he started indoor climbing at a gym.  
7 Alex started climbing mountains when he was at university.  
8 Alex is about 35 now.

#### 5 Critical thinkers

- Check understanding of *irresponsible* (*done without thinking of the possible results of an action*), and elicit some possible results of free soloing.



Homework

Workbook page 61

## Grammar in context 2 p90

### Using non-defining relative clauses; using quantifiers

#### Warmer

Divide the class into teams. Ask teams in turn to define one of the items below from the listening lesson using relative clauses where possible, e.g. *Free-soloing is a sport which is done by a climber who doesn't use any equipment. A cameraman is a person who ..., etc.* Award points for every correct definition and an extra point for a correct relative clause.

Items to define: *free-soloing, cameraman, chalk, helmet, rope, mountain climber, El Capitan, Yosemite, competition.*

- 1 Before students do the task, revise the meaning of defining relative clauses from the previous grammar section (clauses that tell us which particular thing or person we mean).

#### Answers

1 a, d, e and f 2 non-defining 3 no 4 a comma

- 2 Tell students to use the examples in exercise 1 to help them.

#### Answers

3 In 2019, when Liverpool won the Champions League, the final was in Madrid.  
4 In Wales, where rugby is very popular, there are some important stadiums.  
5 Last week, when Lewis Hamilton was first, the race was live online.  
6 The match (which/that) I saw last night was really exciting.  
7 Our PE teacher, whose dad was a professional, is great at basketball.  
8 The tennis courts which/that are near my house are great.

- 3 Ask students to look at the photo and predict what the text is about.
- If necessary, revise the strategies for tackling multiple-choice gap-fill exercises from Unit 3 (see TN36). Tell students to scan the different options in this exercise and predict what kinds of words and grammar they will be practising (*relative pronouns for defining/non-defining clauses, prepositions [phrasal verbs], linkers*). Remind them that commas will also provide clues to each kind of relative clause.
  - When checking, ask students to explain why each answer is correct or the other options are not possible.

**Answers**

- d – non-defining relative clause and relative pronoun for a person, *who*
- b – defining relative clause referring back to Maureen's age with *when* (a relative adverb)
- a – phrasal verb *join + in*
- b – phrasal verb *get + into*
- b – non-defining relative clause with relative pronoun referring back to a thing, *which* (*that* is not possible in a non-defining relative clause; *where* is not possible as the subject of a relative clause; it's not possible to omit the relative pronoun in a non-defining relative clause)
- d – non-defining relative clause with relative determiner, *whose*, to show possession
- d – linker to show a contrast with what has gone before
- b – defining relative clause with relative pronoun referring to people, *who*; not possible to omit a relative subject pronoun with a following verb
- a – phrasal verb *give + in*
- a – defining relative clause with relative pronoun referring to a thing, *that*; not possible to omit a relative subject pronoun with a following verb

**Fast finishers** >>

Ask fast finishers to write three questions on the text about Maureen to ask the class.

- Tell students to write about the things, people and places from the units they have already studied so that their partner can add more details that they remember.
- If students need extra help to understand the difference in meaning between *few/little* and *a few/a little*, use the examples in the Language notes.

**Answers**

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

**Language notes**

Explain that *a few* and *a little* mean roughly the same as *some* (emphasising the positive aspect):

*A few people have climbed El Capitan. I've got a few friends. I speak a little English.*

But *few* and *little* mean *not many/much* (not as many/much as someone would like, emphasising the negative aspect):

*Few people have climbed El Capitan. He has few friends. They speak little English.*

*Few/a few* is used with plural countable nouns; *little/a little* is used with uncountable nouns.

- 7a When checking answers, elicit the matching completed rules from exercise 6 (1 rules 1 and 5, 2 rule 6, 3 rules 2 and 5, 4 rule 1, 5 rule 6, 6 rule 3, 7 rules 1 and 4, 8 rule 1).

**Answers**

- 1 Few 2 All 3 little 4 many 5 None 6 lots 7 a few 8 many

7b **SPEAKING** 

- If students decide a sentence is not true for their class, ask volunteers to give any possible correct versions using suitable quantifiers.

**Use it ... don't lose it!**

8 **SPEAKING** 

- If necessary, divide students into groups, and get them to write about people in their group rather than the whole class. Then nominate individuals to tell the class something about their group.

## Developing speaking p92

### Taking part in a debate

#### Warmer

Build class lists of the top five sports to do (including outside school) and the top five sports to watch.

Ask students to work in groups, vote on the sports on page 84 of the Student's Book and come up with a list of their top five for each category (*To do* and *To watch*). Ask each group to tell you their favourites, using quantifiers from the last lesson.

Collate the results on the board to get the class top five sports to do and a class top five sports to watch.

#### 1 SPEAKING

- Tell students to use the photo to give them a clue about one popular US sport; they should be able to guess its name (*American football*).

#### Culture exchange

#### 2 SPEAKING

- Elicit any differences students know between American football and soccer/football.
- Ask students if they think school sport is too competitive in their country and if too much money is spent on it.

#### Answers

2 Some people believe that it is too competitive and too dangerous, too much importance is given to sport and not enough to academic study, and too much money is spent on sport.

#### Culture notes

American football and soccer are two completely different games. American football is more like rugby; players use an oval ball which they can throw as well as kick. For most of the rest of the world, *football* means what the Americans call soccer. In football, players use a round ball which they can kick or head, but not throw. Soccer comes from the name *association football*, which was used to distinguish football from rugby or American football. Nowadays the term is mostly used in the US.

#### 3 SPEAKING

- Ask students to read the instructions. Check understanding, then elicit other ways of saying *to defend the statement* and *to challenge the statement* (*for/ in favour of/agreeing with the statement* and *against/ disagreeing with the statement*).

#### 4

- After they listen, ask volunteer pairs to tell the class any of their ideas that were mentioned in the recording. Elicit any ideas that were new to the class.
- Have a class vote to find out who agrees with the boy or girl and who disagrees. Nominate individuals to explain their reasons.

#### Answers

1 The boy agrees and the girl disagrees.

#### 5

- Check understanding of *partially* and elicit another word that means the same (*partly*).

#### Answer

but

#### 7 SPEAKING

- Ensure each student reads out at least three of their statements during this group discussion. Remind students to listen carefully and to be polite.

### Practice makes perfect

#### 8a, 8b and 8c SPEAKING

- Divide the class in half and allocate different sides of the debate to each half. Tell students to set aside their true opinions when they prepare and just to think of arguments and points that support their side of the debate.
- Nominate individuals from one side to make a point in favour of the statement, and elicit agreement/disagreement from both sides. Then, nominate an individual from the other side to make a point and elicit agreement/disagreement.
- Hold a class vote on the statement. This time students can vote for their true opinions. Ask if any students changed their minds because of the points made during the debate.

## Developing writing p93

### Writing a magazine article

#### Warmer

Write up the names of some sports or other free-time activities (from page 84 of the Student's Book). Divide the class into teams. Write *Positive* and *Negative* on the board. Point to a team, a sport/activity and either *Positive* or *Negative*. The team have to say something positive or negative about each item, e.g.

*Football is the best sport in the world./There's too much football on TV.*

*Playing rugby helps you to become part of a team./A lot of people get injured playing rugby.*

*Ice skating is a beautiful sport./Ice skating isn't a proper sport.*

**1a** Students can write notes for this task as this will help them with writing their own articles for the Practice makes perfect task.

#### 1b SPEAKING

- Encourage students to ask each other questions to get more information about the activities, as this will help them to cover all the information later.
- After students read the text, ask them to guess the meanings of *position* (the way someone's body is placed), *meditate* (to make your mind empty of thoughts in order to relax) and *balance* (the ability to remain steady in an upright position).
- Ask follow-up questions, e.g. *How did the student get into yoga? (A yoga instructor came to school and gave a lesson before her exams; the student found it useful.) What equipment do you need for yoga? (a mat and comfortable clothes) Have you ever done any yoga? Would you like to?*

**3a** When checking answers, elicit other words that mean the same as *convinced* (sure) and *view* (opinion).

#### Answers

a Personally b view c far d see e Take f such  
g instance h convinced

**3b** Point out that students must add the whole expressions to the Writing bank, not just the words from 3a they used to complete them.

#### Answers

##### Expressing opinions:

Personally,  
My view is ...  
As far as I'm concerned,  
As I see it,  
I'm convinced that ...

##### Giving examples:

Take ..., for example.  
such as  
for instance

#### 4 SPEAKING

- When checking the answer to question 2, ask why the first paragraph makes the reader want to continue. Ask students if they agree that yoga is for old people or for people who can't do a real sport. Elicit ideas of what constitutes a 'real' sport and discuss as a class.

#### Answers

- Paragraph 1 introduces the free-time activity. Paragraph 2 says how the writer became interested in it. Paragraph 3 says what is good about the activity. Paragraph 4 concludes the article in a positive way.
- It is short and begins with some interesting and controversial questions that get the reader thinking.
- By suggesting that the reader tries this activity.

#### + Extra activity

Ask students to identify all the words and phrases that the writer uses to emphasise the positive aspects of yoga and which help her to persuade the reader to try it.

#### Answers

*how good it is for me, help us relax, take away our stress, useful, it really works, the best things about yoga, another great thing, the perfect activity for ..., stay calm, relax, be more confident, give your body balance, strength and flexibility*

#### Practice makes perfect

**5a** Encourage students to think carefully about their first paragraph and to include information and phrases that will get readers interested and involved (like the ideas in paragraph 1 in the text). Remind them to use positive language to try, and persuade their readers to try their activity and to end on a positive note.

#### 5b SPEAKING

- If possible, display students' articles or put them into a (digital) class book/magazine for other students to read and get ideas for free-time activities. Each article could include a comments section where students could say whether they would like to try the activity and why.



## Test yourself p95

### Grammar test

#### 1 Answers

1 whose 2 who/that 3 when 4 where

#### 2 Answers

- 1 The driver, whose car wasn't very fast, never won a race.
- 2 This sport, which was invented two years ago, is becoming very popular.
- 3 correct
- 4 correct

#### 4 Answers

- 1 There is little water in the desert.
- 2 There are lots/a lot of good football players from Brazil.
- 3 Most of the students in our class like sport.
- 4 None of these sports (yoga, skiing, golf) are combat sports.

### Vocabulary test

#### 1 Answers

1 swimming 2 volleyball/tennis 3 tennis 4 golf 5 baseball/cricket 6 hockey

#### 2 Answers

1 draw 2 court 3 score 4 beat 5 track 6 slope 7 scored

#### 3 Answers

1 work out, c 2 knock out, b 3 join in, a 4 give in, d  
5 go for, g 6 get into, f 7 take up, e

## Vocabulary in context p96

### Using vocabulary to describe artists, the visual arts and performing arts

#### Warmer

Write the word *Art* in a central bubble on the board and add two branch bubbles: *Visual Arts* and *Performing Arts*. Elicit/explain the meanings if necessary, and then ask students to help you build up a spidergram of related words and ideas. Ask them for the types of visual art and performing arts, such as music, cinema and theatre; words associated with each type and words for people who create or perform.

#### 1 SPEAKING 56

- When students are confident that they understand the words in the box, ask them to decide whether each is associated with a visual or a performing art (some of these may already be on the board from the warmer). (Suggested answers: visual arts: *artist, fashion designer, painter, photographer, sculptor*; performing arts: *actor, choreographer, composer, conductor, dancer, film/theatre director, drummer, guitarist, musician, performer, pianist, singer, singer-songwriter*)

#### Culture exchange

#### 3 57

- If necessary, remind students to read the whole text before they choose words for the gaps. There are clues in the descriptions which should help them to locate the correct places for the different types of art.
- Elicit other well-known examples of each type of work of art in the text, where possible, e.g. a landscape, a still life, a portrait/self-portrait, an abstract painting and a sculpture, and ask students to say the artist who painted/made them.
- Find out which of these types of art students have created themselves.

#### Culture notes

'The Hay Wain' was painted in 1821 and shows a riverside scene, a cottage, trees and fields. A farm wagon (*the hay wain*) pulled by two horses is in the middle of the picture. Van Gogh painted five pictures of sunflowers between 1888 and 1889. They are Van Gogh's most famous works and are some of the most valuable pictures in the world.

#### 4 58

- When checking answers, elicit the words in the text that provide clues (**a** *Gallery*, **b** *permanent*, **c** *best works*, **d** *pencil drawing, unfinished, preparation for a ... painting*, **e** *painting ... countryside*, **f** *flowers in a ... vase*, **g** *picture ... of himself*, **h** *3D works*, **i** *temporary*, **j** *lines and stripes*).

#### Answers

**a** art galleries **b** collection **c** masterpieces **d** sketch  
**e** landscapes **f** still life **g** self-portrait **h** sculptures  
**i** exhibitions **j** abstract paintings

#### 5 SPEAKING 59

- Nominate a student to say a possible category for each word, and ask if the rest of the class agree.
- Check understanding of *musical* (noun) (*a play or film with a lot of songs*), and elicit examples of famous musicals, e.g. *The Lion King, Mamma Mia, Cats*, etc.
- Ask which other performing art we could use many of these words for (*cinema/film*).

#### Answers

**theatre**: cast, main character, play, plot, scene

**music**: composition, concert

**both**: audience, lighting, lyrics, musical, orchestra, performance, stage, tune

#### Use it ... don't lose it!

#### 6 SPEAKING

- Before students do the task, elicit the names of famous art galleries in their country.
- Nominate students to tell the class something about their partner.

#### + Extra activity

Ask students to write a few sentences about their favourite painting or sculpture, their favourite song/piece of music or their favourite play, film or musical. Tell them to also include the artist/singer/musician/author and any performers if they wish.

## Reading p97

### Reading for specific information

#### Warmer

Books closed. Play *First to Five*. Give students a category (see below) and ask them to write down as many suitable items as possible. The first student to have five correct items wins a point.

Categories: people who create visual art, people who perform, types of painting, words connected to musical performances, words connected to the theatre.

#### 1 SPEAKING

- Help students with vocabulary if necessary, e.g. *cornflakes, frames, pins, labels*, etc. Teach the expression *work of art*.
- When checking answers, ask students which words from the visual arts box on page 96 of the Student's Book they would use to describe this work.
- Check understanding of the two meanings of *appetite*, in the title here (**1** a natural feeling of wanting to eat, **2** a great interest in something). If necessary, help students to notice the pun in the title.

- 2** After students read the text and check their predictions, ask them to say what is the same and what is different about the works of art. (*The same: they are all based on food; different: one shows/displays food (cornflakes), one uses food as a surface to draw on or to sculpt with (bananas) and one is a photograph of food (potatoes).*)

#### 3 60

- If necessary, revise the strategies students have practised for matching multiple-choice answers to texts. Remind them to choose the *best* answer each time; more than one answer may contain some truth, but one answer will be better than the others.
- Before students do the task, check understanding of two meanings of *unique* in the multiple-choice answers for questions 2 and 5 (**2** very special and unusual, **5** not the same as anything else).
- When checking answers, elicit the sections of the text that support the correct answers and exclude the wrong ones.
- Ask students to think of another time expression that means the same as *Once* in *Once something is put in a display cabinet ...*, second paragraph (*As soon as*).

#### Answers

- 1** a incorrect – *Most of us just add milk ... Not Anne*  
**b correct** – *she had wanted to question how we see the typical things that are always around us*  
 c incorrect – This is not stated in text.
- 2** a incorrect – This is not stated in text.  
**b correct** – *Once something is put in a display cabinet ... then people become interested*  
 c incorrect – This is not stated in text.
- 3** a incorrect – This is not stated in text.  
**b incorrect** – *He started by just drawing a little happy face on a banana*  
**c correct** – *he liked the 3D effect ... the bright colour ... the feel and texture of bananas, too*

- 4** a **correct** – *bananas won't last forever ... The important thing for him is the photo of the banana art*  
 b incorrect – *when you make a mistake you can't just erase it*  
 c incorrect – *the works will go bad ... that didn't bother him*
- 5** a incorrect – *There are two other versions of the photo*  
**b correct** – *the photo was very special for him*  
 c incorrect – *he wouldn't take less than a million euros*



#### Mixed ability

Give students a list of numbers from the text (see below). Ask less confident students to find the matching facts in the text. Ask more confident students to close their books, try to remember and summarise briefly the fact each figure refers to, then read and check.

- 1 £900   2 117,000   3 84   4 1,000,000

#### Answers

- 1 the price of Anne Griffiths' cornflake display   2 the number of Instagram® followers Stephan Brusche has   3 the number of cornflakes in the display   4 the price of Kevin Abosch's potato photo

#### 4 Answers

*frame* – the border for a picture or work of art  
*display* – put something in a particular place so people can see it easily  
*brands* – products that have their own name and are made by a particular company  
*pinned* – fastened using pins  
*texture* – the way something feels when you touch it  
*erase* – to remove writing or drawing marks by rubbing them off  
*bother* – worry or upset

- After students do the task, ask them what they think *bananas* means at the beginning of the third paragraph (*silly or crazy*).

#### 5 Critical thinkers

- Provide vocabulary to help students with this task if necessary, e.g. *Art should/shouldn't be serious/fun/important/silly. It should make you think/laugh/feel something.*

#### Possible answer

I don't think the works of art in the text are serious, but I'm not sure this really matters. In my opinion, it's more important for works of art to be beautiful or fun or interesting. A good work of art usually makes you think or feel something. At first, the cornflake display looks silly, but the artist is right because you do look at cornflakes in a different way and you notice the differences. After a while, they start to look amazing.

## Grammar in context 1 p98

### Using reported speech – statements

#### Warmer

Divide the class into groups of five or six. Ask one student in each group to think of a sentence expressing an opinion about the reading text, e.g. *I think the cornflakes display is original*, and write it down, keeping it hidden.

The student whispers the sentence to their neighbour, who whispers it to the next person. The last person in each group writes down what the first said. Ask the last person in each group: *What did he/she say?* Encourage them to use reported speech if possible.

**1a** When checking answers, elicit or explain the meaning of *the press* (*journalists who work for newspapers and news organisations*) in sentence 1.

#### Answers

1 c 2 e 3 b 4 d 5 a

**1b** When checking answers, ask students to find examples of the relevant forms in the sentences in 1a for each completed rule (1 *I* → *she*, *I* → *he*, 2 *will* → *would*, *is* → *was*, *don't eat* → *didn't eat*, *can walk* → *could walk*, *wanted* → *had wanted*, 3 *to question*, *be inspired*, 4 *She said she*, *They said that*, *He said they*, 5 *She told the press*, *He told them*, 6 *She told the press she*, *She said she*, *He said they*).

#### Answers

1 Pronouns 2 change 3 don't change 4 don't need 5 need  
6 don't always need

- Elicit which other words like pronouns also change in reported speech (possessive adjectives, e.g. *my*, *your*).
  - Ask students if they can find something else that has changed in sentence 3 (*this* → *that*, see also exercise 3), and ask them which *that* could be omitted here (the first one, rule 6).
- 2** When students have completed the table, write a sentence on the board (e.g. *We are driving to the supermarket.*), and ask volunteers to change it into reported speech (*They said they were driving to the supermarket.*).

#### Answers

2 past continuous 3 past perfect 4 past perfect 5 would  
6 could 7 might 8 should 9 had to 10 had to

**3** Challenge more able students to complete as much as they can of the table without looking at the words in the box.

#### Answers

1 that 2 here 3 today 4 the day before 5 tomorrow  
6 that night 7 the following (week/month/year) 8 the previous (week/month/year) 9 a (week/month/year) ago

### + Extra activity

Ask students to work in pairs. Student A says one word from either column of the tables in exercises 2 or 3, and Student B has to give the direct or reported equivalent.

- 4** Remind students to look for the person/people being spoken to in sentences where the choice is between *say* or *tell*.
- Use the information in the Language notes below to explain why the verb *is* has not changed in the reported speech in sentence 3.

#### Answers

1 told 2 – 3 the reporter 4 said 5 – 6 said 7 – 8 told

### Language notes

Tell students that when we are reporting something that is a fact/that is still true, we can use the same verb tense in the reported speech as in the direct speech:

*'I really like ice cream.'* → *She said she really likes ice cream*  
OR ... *she really liked ice cream.*

*'The weather is always good.'* → *They told me the weather is always good* OR ... *was always good.*

Point out that *would*, *should*, *could* and *might* in direct speech stay the same in reported speech:

*'You should eat more fruit.'* → *He told me I should eat more fruit.*

- 5** Remind students that they do not need to include who each person was speaking to in these sentences, just the words they spoke. Tell them to think about who is speaking and to be careful about pronouns and possessive adjectives.
- When checking answers, ask a student to give the direct speech version, and then ask another to report it (they don't have to include the person who is spoken to here).

#### Answers

2 'Cornflakes are amazing shapes.'  
3 'Every single cornflake is unique.'  
4 'I like the colour of bananas.'  
5 'It doesn't bother me that the bananas go bad.'  
6 'The important thing is the photo of the banana art when it is finished.'  
7 'The photo of the potato is special for me.'  
8 'He has photographed many potatoes.'



# 8 BUT IS IT ART?!

## 6a Answers

**Similarities:** Both describe food used as art; both are playful and humorous.

**Differences:** The pineapple art was meant as a joke and was created by students, not professional artists.

- After checking answers, ask follow-up questions, e.g. *Do you think the pineapple display is art like the other food art on page 97? Why/Why not?*

- 6b Remind students to think about pronouns and time expressions that may have to change here.

## Answers

- 1 Ruairi Gray said (that) they had a friend who hated pineapples so they had given him a pineapple.
- 2 He said (that) they had seen an empty table and had decided to put it there.
- 3 He said (that) they had thought it would just be taken down, but then a glass display had been put over it.
- 4 He said (that) he had never thought it would happen like it did.
- 5 Natalie Kerr said (that) when they had come in the previous Monday morning, someone had put it under glass and had made it part of the display.
- 6 She said (that) they had been moving the exhibition and had come back after 10 minutes, and it had been in that glass case.
- 7 Ruairi said (that) it was the funniest thing that had happened all year.

## Use it ... don't lose it!

### 7 SPEAKING

- Encourage students to use different tenses and modals in their sentences, e.g. *My friend told me she was going on holiday. My cousin said she was going to buy me a painting for my birthday.*

## Developing vocabulary p99

### Using adjectives ending *-ing* and *-ed*

#### Warmer

Divide the class into teams. Give each team in turn an adjective ending (write the ending on the board) and ask them to give you an adjective that ends that way. Award one point for every adjective and one extra if they can spell it correctly as well.

Adjective endings: *-y, -ed, -ing, -ous, -ive, -able, -ic, -ful*  
Possible answers: *happy, interested, amazing, dangerous, active, comfortable, artistic, careful.*

- 1 Check understanding of any new adjectives in the box, e.g. *frustrated (annoyed and impatient because you can't do something), moved (made to feel strong emotion) or gripped (to be very interested in something, e.g. a TV programme).*

#### Possible answers

**Positive:** amazed, amused, entertained, excited, fascinated, gripped, inspired, interested, moved, relaxed

**Negative:** annoyed, bored, confused, depressed, disappointed, disgusted, embarrassed, exhausted, frightened, frustrated, shocked, tired, uninspired, worried

**Both:** surprised

- 2 Elicit some more examples of *-ing* adjectives from the class. Explain that most of those in the box in exercise 1 follow the same regular pattern, but elicit/teach the correct spelling of *worrying*.

#### Answers

*-ed* describes how somebody feels; *-ing* explains why somebody feels this way, or the effect something has on somebody's ideas and feelings

- 3 Ask students to look at the title and the photo and say what they think the text is about. Elicit the two meanings of *rock* here (*music and hard substance*) and what is normally meant by the term *rock star* (*a famous rock musician*).
- After students do the task, ask them to guess the meaning of *crack* (*a narrow gap*) and *weird* (*very odd or strange*).

#### Answers

a surprising b gripping c bored d relaxed e confusing  
f exhausted g inspired h amazing i fascinating

## Culture notes

Other amazing things Abraham Poincheval has done include spending a fortnight inside a stuffed bear, sitting on hen's eggs and hatching out the chicks and navigating the Rhone river inside a giant plastic bottle.

- Share some of the other things Abraham Poincheval has done with the class (see Culture notes). Ask follow-up questions, e.g. *Do you think Abraham Poincheval's experience was a work of art? Why/Why not?*

## Fast finishers >>

Ask fast finishers to imagine they are interviewing Abraham Poincheval after his rock experience. Ask them to use the *-ed* and *-ing* forms of adjectives in exercise 1 to write three questions to ask him, e.g. *Did you feel frustrated when you were inside the rock? What was inspiring about your experience? Were your family surprised that you decided to do this?*

- 4 Give students one or two examples that are true for you, e.g. *I think Greta Thunberg is really inspiring. One of the most exciting things I've ever done was swimming with dolphins.*

## Use it ... don't lose it!

### 5 SPEAKING

- Provide example question beginnings on the board if necessary, e.g. *Have you changed anything in your life because of ...? How old were you when ...? Why did you think it was ...?*

## GREAT LEARNERS GREAT THINKERS p100

### Thinking about the importance of being inspired to try new things

#### Warmer

Ask students if any of them have started a new hobby or free-time activity recently and encourage volunteers to tell the class about it.

Ask: *What inspired you to have a go at the new hobby? (e.g. a friend who does it, something you saw in real life or in a video or read online/social media, etc.) Is it something you have wanted to do for a long time but were nervous about starting?*

#### 1 SPEAKING

- Elicit types of activity that could come into the category of other types of art, e.g. *sculpture, pottery, etc.*
- For question 2, revise the words for people who do artistic jobs from page 96 of the Student's Book.

#### 2 VIDEO

- Before students watch the video, ask what they already know about Venice.

#### Answer

It transports him to a different place. He also likes the mystery and excitement.

- Ask students to say what they think *transports him to a different place* means in their own words (*his mind is in another world, art makes him feel he is no longer part of ordinary everyday life, etc.*).
- Ask follow-up questions, e.g. *Do you have similar feelings to Kieron when you do an artistic hobby? What do you think of his pictures? Do you know any other very talented young artists?*

#### 3 VIDEO

- Remind students to read the questions before they watch again.

#### Answers

- 16
- three million pounds
- Because the city has inspired some of his favourite artists and some of their most famous masterpieces.
- at the very early stage/When he was just three years old.
- two
- When he goes to bed and when he wakes up.
- He's generally pleased with the work that the city has inspired him to create.

#### 5 SPEAKING

- Elicit a few opinions, agreeing or disagreeing with the text, and students discuss in pairs, e.g. *If I do a hobby, I really go for it and try to be the best at it. I don't like doing things badly – if I can't do something well, I don't want to do it at all. You need to practise a lot before you become good at something – if you've just started something new, you aren't going to be good at it straightaway.*

#### Answer

It's not important – you do hobbies because you enjoy them, they inspire you and they make you feel good.

## GREAT THINKERS



#### 6 SPEAKING

- This thinking routine helps students to think about the most important aspect or essence of a topic they have recently covered. It is especially good for getting them to try to sum up a class discussion in which they have explored a topic and gathered a fair amount of information and opinions about it.
- Hold a class vote for the best headline.

#### 7b SPEAKING

- Ask if any pairs found a hobby that they would both like to try.

## GREAT LEARNERS SEL



- After students think about the SEL, ask them to suggest reasons for not taking a risk and trying out something new, e.g. *fear of not being good at something and looking silly, fear of being judged or criticised by other people, etc.*
- Ask: *What can you learn from taking risks? (become more courageous, test yourself, find something you really enjoy or are good at, etc.) What can you learn from failure? (e.g. how to do better next time, understand your strengths and weaknesses, realise what you need to work on to improve).*
- Elicit suggestions for how to become better at taking risks, e.g. *do something new with a friend, ask someone else for advice before you try, do a short taster session with other beginners.*
- Remind students that no one is good at everything and that failing at some things is a normal part of life. Ask if any students are now definitely going to try a new activity that they discussed in exercise 7b.

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile, then grade themselves from 1 to 5. Explain that here 1 means *not very good at taking risks* and 5 means *very good at taking risks*.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage partners to help each other with more suggestions to increase their willingness to take risks. Alternatively, ask students to think individually of ways to increase their own willingness to take risks.

# 8 BUT IS IT ART?!

## Listening p102

### Listening for gist and specific information

#### Warmer

Play *Odd One Out*. Give students sets of four words (see examples below), and ask them to decide which is the odd one out in each group and to say why.

Possible groups (odd one out in **bold**): *abstract, portrait, sculpture, landscape*; *singer-songwriter, composer, conductor, **fashion designer***; *stage, cast, character, **tune***; *photographer, pianist, drummer, musician*; *lyrics, tune, **lighting**, music*; *musical, film, play, **plot***.

#### 1 SPEAKING

- Elicit the verb *to balance* (students read the noun form in the text about yoga in the previous unit), and supply other useful vocabulary, e.g. *stone, stack, pile* (v. and n.).

#### 2

- Pre-teach to ruin /'ru:ɪn/ (*to destroy or badly damage something*).
- Do not check the answers until students have completed the next task.

#### Answers

- a** incorrect – *There are lots of possible names*  
**b** correct – *There are lots of possible names ... I call it rock sculpture*  
**c** incorrect – *I call it rock sculpture, but it makes no difference*
- a** correct – *For the main prize ... the one with the most rocks that wins*  
**b** incorrect – *it could be the highest, but it doesn't have to be*  
**c** incorrect – *it's the one with the most rocks that wins*
- a** incorrect – *Oh, but the money is to fly to the World Championship*  
**b** correct – *the money is to fly to the World Championship*  
**c** incorrect – *there are medals and cups for ... second and third*
- a** incorrect – *that's what I prefer doing, making artistic sculptures*  
**b** incorrect – *I love seeing other people's sculptures, too. They inspire you to try out new ideas*  
**c** correct – *I prefer ... making artistic sculptures ... It's great when ... see they love what you're doing*
- a** incorrect – *affects the birds or animals that eat the insects*  
**b** incorrect – *people have often used rock towers as navigation ... they can get lost*  
**c** correct – *This is not stated in the listening.*

#### 3

- If suitable for your class, ask students to write brief notes in their own words to explain each item, and play the recording again only if they need to listen once more.
- When checking the answers to exercise 2, elicit phrases and facts to support them.

#### Answers

- The rock sculpture World Championships are held there.
- He is the European Champion.
- Last year Pedro's tower had 33 rocks.
- The girl puts photos of her sculptures on social media.
- Some people say that natural landscapes are ruined by rock sculptures.
- The girl thinks litter is much worse than rock sculpture.

## Grammar in context 2 p102

### Using reported speech – questions, commands and suggestions

#### Warmer

Books closed. Write the names of all the artists in this unit on the board as prompts (*Anne Griffiths, Stephan Brusche, Kevin Abosch, Abraham Poincheval, Lloyd and Ruairi, Kieron Williamson, Miranda Kennedy*). Ask individual students to report something that one artist said about their work/experience (using just their first names). Tell them to use their own words. For example: *Anne said she wanted to question how we see typical/everyday things. Miranda said she liked making beautiful sculptures.*

- You may have set the Flipped classroom video for homework, but if not watch it in class before working through the activities.
- If necessary, point out that the b sentences in each pair report the a sentences. When checking answers, highlight examples from sentences 1a–3b to match the rules where possible, and elicit the other verb that can be used as well as ask for rule 6 (*want to know*). For questions 2 and 6, see also the Language notes.

#### Answers

- 1 True 2 True 3 True 4 False 5 True 6 False

#### Language notes

When checking the answer to question 2, explain that the auxiliary verb *do* is not used in a reported question in the same way as in a normal question, but that the negative forms *don't* and *didn't* are used to report negative questions: *'Why don't you like pizza?' → He asked me why I don't/didn't like pizza.*

*ask*

Tell students that *ask* can have a direct object or no object in questions:

*He asked (me) if/whether I liked pizza. We asked (them) where Green Street was.*

See the use of direct object after *ask* in reported commands on TN91.

- When checking answers, elicit the reasons for each choice (1, 3 and 6 subject before verb, not verb before subject – rule 3, 2 *if* used for Yes/No questions/questions with no question word – rule 5, 4 incorrect affirmative past simple, 5 change of tense: present perfect to past perfect – rule 1).

#### Answers

- 1 where he was from 2 if 3 he had 4 it took 5 had  
6 he would go



Homework

Workbook page 69

- 3 Tell students to look at the tables on page 98 of the Student's Book if they need help with the words that need changing, such as time expressions. Remind them about pronouns and possessive adjectives as well.

**Answers**

- 1 why he had decided to come that day
- 2 if/whether he often visited art galleries
- 3 if/whether he had enjoyed that exhibition
- 4 which his favourite painting was
- 5 if/whether he would recommend the exhibition to his friends
- 6 if/whether he had bought anything from their gift shop
- 7 if/whether he was going to see any other exhibitions the following week

**Use it ... don't lose it!****4 SPEAKING** 

- Encourage students to write a variety of Yes/No questions and some with question words here.
- Ask volunteers to tell the class a question they were asked and their response.

- 5 If it is more helpful for your students, do this exercise with the whole class. Ask students what verb forms are used in the direct commands in 1a and 2a (imperatives). Explain that these can also be described as requests, especially when used with *please*.

- Focus on the phrases used for making suggestions in 3a and 4a (*Let's* and *Why don't we*), and elicit other phrases students know for making suggestions, e.g. *Shall we ...*, *What about ... + -ing*, *How about ... + -ing*.
- Elicit matching words and phrases from the examples to support each answer (1 phrases with *ask* and *tell*: *She told them*, *He asked them*, 2 infinitives in reported commands: *to make*, *to send*, 3 *not* in reported commands: *not to make*, 4 *He suggested ...*, 5 gerunds in reported suggestions: *suggested getting out and trying*, *suggested starting*, 6 words that change: *your* → *their*, *me* → *him*, *this* → *that*).

**Answers**

- 1 *tell* and *ask*; *ask* is less strong/direct
- 2 the infinitive
- 3 before the infinitive with *to*
- 4 the verb *suggest*
- 5 the gerund
- 6 yes

**Language notes**

Point out that, although a direct object is not necessary after *ask* in reported questions (see TN90), we must include a direct object after *ask* in reported commands with a *to*- infinitive:

*He asked **them** to send him their photos. I asked **him** to lend me some money.*

- 6 Tell students to use the same verb, *ask* or *tell*, that is used in the direct command and to omit the word *please*. If helpful for your class, do the first answer with them as an example.
- Point out that other (finite) verbs that come after the imperative verbs in the direct commands may need to change in the same way as reported verbs. (See 1 *'m speaking* → *she/he was speaking* and 3 *is* → *was*.)

**Answers**

- 1 asked the class to pay attention when he/she was speaking
- 2 told them to give him their tickets
- 3 told him not to speak while his mouth was full
- 4 asked the visitors not to take photos inside that part of the museum
- 5 told him not to come home late that evening
- 6 asked the students to write a description of the painting for homework

**7 Answers**

- 1 Sam suggested going to the modern art exhibition the next/ following day.
- 2 The art teacher suggested making a sculpture with the things they had there.
- 3 Amy suggested doing that term's assignment on Picasso.
- 4 Becky's mum suggested trying to finish the painting they had started the day before.
- 5 Jamie suggested buying a poster of that painting in the gift shop.

**8 SPEAKING** 

- Students play the game as a whole class.

**+ Extra activity**

Ask students to write reported versions of two commands/ requests they said to a family member recently and two suggestions they made to a friend recently and memorise them.

For example: *I asked my dad to help me with my homework. I told my brother not to hide my phone. I suggested playing tennis after school. I suggested doing the history project together.*

# 8 BUT IS IT ART?!

## Developing speaking p104

### Describing a past event

#### Warmer

Ask students what kinds of school trips they can do at their school. Invite volunteers to tell the class briefly about their best/worst school trip: where they went, how they travelled there, what they saw/did, what they enjoyed/didn't enjoy, etc.

#### 1 SPEAKING

- Nominate individuals to tell the class a good point about one type of trip, and ask the rest of the class if they agree or disagree.

#### 2a and 2b SPEAKING

- Make sure students just think of suitable phrases for giving opinions, agreeing/disagreeing here; they will do the negotiating task in exercise 3.

#### 3 SPEAKING

- Remind students that they can discuss other types of school trip that aren't in the photos, e.g. trips that were mentioned during the warmer.
- After students do the task, nominate individuals to tell the class what they decided and why. Hold a class vote for the preferred school trip.

- 4 Before students do the task, ask them to read the diagram and guess the meaning of *memorable* (*worth remembering or easy to remember*).

#### 5 62

- Ask students to copy the headings from the diagram into their books again before they listen to the recording. Remind them to make brief notes only under each heading.
- When checking answers, ask students if they would like to do the trip in the recording and why/why not.

#### Possible answers

**Where we went, when and why:** radio and TV studio, last term, to show us what a studio is like and to see what happens behind the scenes

**What happened:** recorded own news story, first time – made a few mistakes, second time better; went to radio room and had a debate, were quiet at first then talking a lot

**How I felt and why:** at first really nervous, found studio frightening at first, then relaxed, felt really good

**Something special about the trip:** studio director said she was as good as a professional news reader

#### 6 62

#### Answers

Students should tick:

- At first
- To start with
- First
- Then
- After that
- After a while
- A few seconds/minutes/hours/days later
- After ten minutes/half an hour/a while
- Finally
- In the end

#### + Extra activity

Play the audio again and pause after each expression from the Speaking bank. Ask students if any other word(s) or phrase(s) could fit in the same place.

-  **Exam tip** Ask students to think about the question in the Exam tip box and elicit their ideas.  
Before the exam task, students should make sure they know:
  - as many regular and irregular past forms as possible.
  - when and how to use the past simple, past continuous and past perfect.
  - words and expressions to explain the order of events like those in the Speaking bank.
- Elicit the other strategies students learned for speaking exam tasks in Unit 4 (see TN50), and revise these if necessary.

#### Practice makes perfect

#### 7a and 7b SPEAKING

- Remind students to listen carefully, and ask questions with question words about each other's school trips to elicit more information.

## Developing writing p105

### Writing a film review

#### Warmer

Write, or project, these sentences on the board and ask students to spot and correct any mistakes:

- 1 *I thought the film was moved but it made my friend feel depressed.*
- 2 *She felt inspiring by the film director's entertaining speech.*
- 3 *His book was fascinating – I was absolutely gripping.*
- 4 *The news was rather worried – they began to feel frightened.*
- 5 *We were frustrated because our exam results were disappointed.*

#### Answers

- 1 ~~moved~~ moving    2 ~~inspiring~~ inspired    3 ~~gripping~~ gripped  
 4 ~~worried~~ worrying    5 ~~disappointed~~ disappointing

#### 1 SPEAKING

- To get this started, elicit some examples of recent animated films and superhero films, along with the names of famous superheroes.
- 2 If you want students to practise scanning a text to find key information, set a time limit, and ask them to read the questions and find the relevant information as quickly as they can. Remind them of helpful strategies here, e.g. using their prior knowledge of how reviews are normally structured to help them guess what each paragraph is likely to be about, to read the first line of each paragraph to check their guesses, etc.
- When checking answers, elicit the paragraphs where students found the information. Ask students to guess the meaning of *screenplay* (the written story and dialogue of a film) and *soundtrack* (the music played during a film).
- Ask students if they have seen the film and, if so, their opinions of it.

#### Answers

The writer liked the art and the animation (paragraph 3) and would recommend the film to teenagers and anyone interested in superhero stories, comics or comic art (paragraph 4).

#### 3 Answers

- 1 c    2 b    3 d    4 a

-  **Exam tip** Ask students to read and think about the question in the Exam tip box. Elicit the answer that students may lose marks if they do not follow the instructions fully and fail to include everything that is required. Elicit the key points students must be sure about before they begin the task:
  - Know who they are writing to or for.
  - Know the word limit, as they may get no marks if they write too many words or not enough.
  - Be clear about the information they should include.
  - Check how many paragraphs they should write (if this is specified).
  - Know whether they should start or finish their text in a specific way.

- 4 When checking the answer to question 4, elicit the reasons and examples the writer gives for his/her opinions (... *this film was extremely original because they mixed lots of different styles, using ... drawings done by hand; The screenplay was funny too; the soundtrack ... the hip-hop songs helped to show Miles's character; perfect for teenagers*).

#### Answers

- 1 mostly the present simple
- 2 No, but the present perfect is used once (*has built*).
- 3 No, it explains the writer's opinion and why he/she would recommend the film.
- 4 yes

- 5 After students do the task, nominate individuals to share their ideas for headings, and ask the rest of the class to choose the best ones.

#### Possible answers

- 1 types/genres of film
- 2 positive adjectives
- 3 negative adjectives
- 4 film words/features

- Check understanding of any new vocabulary here, e.g. *sentimental* (making people experience feelings of sadness or sympathy in an obvious way). Elicit examples for each type of film in section 1, as well as examples of good special effects or famous villains. Encourage students to use the adjectives to describe the examples they give where possible.

### Fast finishers >>

Ask students to look at the box on page 99 of the Student's Book, and make a note of all the most suitable *-ing* and *-ed* adjectives for: **1** *describing a film* **2** *describing their reaction to/opinion of a film*. They share these with the rest of the class.

#### Possible answers

- 1 amazing, amusing, boring, confusing, disappointing, entertaining, exciting, frightening, gripping, inspiring, interesting, moving, shocking, surprising, uninspiring
- 2 amazed, amused, bored, confused, disappointed, entertained, excited, frightened, gripped, inspired, interested, moved, shocked, surprised, uninspired

### Practice makes perfect

#### 6a, 6b and 6c

- Remind students to think about their responses to the question in the Exam tip box when they have read the task instructions, to make sure they can answer them.
- Ask students how long their reviews need to be (100–150 words). Tell them that the example review in exercise 2 is nearly 300 words long so their own reviews need to be a lot shorter.



# 8 BUT IS IT ART?!

## Test yourself p107

### Grammar test

#### 1 Answers

- a (that) she was happy to be there that day
- b him/her/the reporter (that) she was writing a play
- c (that) she had never written a play before
- d (that) she'd choose the actors herself when she finished
- e him/her/the reporter (that) she had been inspired by a trip to California the previous year
- f (that) she might go to the US again the following year
- g (that) she had to go then because her manager was waiting for her

#### 2 Answers

- 1 What are you doing here?
- 2 When did you arrive?
- 3 Do you know what the answer is?
- 4 Have you ever written a poem?
- 5 What will you do with the money?
- 6 How many pages does the book have?
- 7 Is this bag yours?

#### 3 Answers

- 1 Get out of the car!
- 2 Don't panic!
- 3 Why don't we leave the exercise for tomorrow? or Let's ...
- 4 (Please) don't sing that song.
- 5 Why don't we go by public transport? or Let's ...
- 6 Don't interrupt me!

### Vocabulary test

#### 1 Answers

- 1 conductor 2 drummer 3 singer-songwriter 4 composer
- 5 sculptor

#### 2 Possible answers

- 1 A landscape is a painting of an area of land.
- 2 A masterpiece is a work by an artist which shows incredible skill.
- 3 The lyrics are the part of the song which the singer sings.
- 4 The cast are the people who act in a play, film or television programme.
- 5 A sketch is a picture which is done quickly.
- 6 The audience are the people who watch a performance.
- 7 A self-portrait is a picture of yourself.
- 8 The stage is the place where actors or musicians perform.

#### 3 Answers

- 1 exhausted 2 embarrassing 3 confused 4 disappointing
- 5 frustrated 6 disgusting 7 fascinating

## Reading: Use of English

### 1 SPEAKING

#### Possible answers

- 1 students at a school
- 2 to publicise a fun run and encourage students to join in

### 2

#### Answers

a to b if c will d that/who e so f which

### 3 SPEAKING

#### Possible answers

Last month, I did a fun run in aid of a wildlife charity with my best friends, Joe and Maria. I had never done a fun run before, so I was a bit nervous in case I found it too difficult and it ended up being the opposite of fun. But on the day, I found that I was quite good at running and I really enjoyed it. And I made a lot of new friends, too.

## Speaking

### 4 SPEAKING

- Before doing the task, read through the Speaking exam tip carefully with students. Explain that in this speaking activity, students will be speaking with a partner. Students have to take turns and listen to their partner carefully, and will need to make suggestions and ask for their partner's opinion.
- Students should read through the instructions for the task carefully before speaking. They should then look at each of the activities in the pictures and discuss each one.
- Before they start, you could also ask students to look ahead to the checklist in exercise 5, and remind them that they should be doing each of these things during the speaking task.
- The important part of this task is that both students participate fully and use a good range of language to discuss the options. They should discuss all of the pictures and not make a decision too quickly.

## School sport in your country

### 1 SPEAKING

- Students work in groups of three to four.
- After students work in groups, ask them to share their ideas with the class and collate these on the board in note form.

### 2 SPEAKING

- Point out that the text on page 92 of the Student's Book is the basis for a debate so it includes opinions about any negative influences of sport in school. For this task, students just need to provide general information for an overview of sport in their country.
- Tell groups that they will need to prepare or gather some visual items, e.g. photos, videos, realia, digital slides, depending on the type of project they do.

### 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.

- Collaboration: elicit students' ideas of what is meant by *constructive criticism*, e.g. saying something positive about a piece of work before they make suggestions for improvement, being respectful of other students' ideas, etc. Encourage students to make compromises, or take votes, if necessary, so that every student in a group is able to contribute work.
- Intercultural awareness: elicit examples of sports or aspects of sport in your country that students might need to explain to a foreigner.

### 4 SPEAKING

- Discuss a final deadline for presenting the project, as well as any interim dates. Suggest when students will have time to work on the project in the classroom and when they will need to work on it at home.
- When groups discuss, remind them to use the language from the Collaboration tip.
- Internet use: provide a list of relevant and reliable websites for students to choose from for their research, if necessary.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared here. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.

### 5 If students mark the projects of their classmates, encourage them to share and justify their marks.

- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.

## Virtual Classroom Exchange

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

## Vocabulary in context p110

### Using vocabulary for countries, nations and governments

#### Warmer

Find out what students know about their country: the capital city, the name of the official currency, the colours and design of their national flag, their national symbol, the name of their national anthem, the names of the heads of state (king/queen, president, prime minister), the population, etc.

Write their answers on the board and use them after exercise 1.

#### 1 SPEAKING 63

- Explain that examples 1–8 are all true for Wales. Some items are the same for the whole of the United Kingdom, but Wales has its own regional capital, flag, symbols/emblems, official languages and anthem. Use the photo to explain *dragon*; the photo also shows Caernarfon Castle, in North West Wales.

#### Answers

1 currency 2 royal family 3 capital city 4 flag  
5 national symbol/emblem 6 official languages 7 national anthem 8 population

- After students do the task, point to the words on the board from the warmer and elicit the correct English term for each.

#### Culture notes

The United Kingdom of Great Britain and Northern Ireland is made up of four nations: England, Scotland, Wales and Northern Ireland. Scotland, Wales and Northern Ireland all have separate identities and their own regional governments.

#### England facts

As for Wales, except – capital city: London; flag: a red cross on a white background; national anthem: *God Save the Queen*; national symbol/emblem: a lion/three lions, a red rose; no official language; population: 55 million

#### US facts

Capital city: Washington DC; currency: US dollar; flag: 50 white stars on a blue background and 13 red stripes on a white background; national symbol: eagle; no official language; national anthem: *The Star-spangled Banner*; no royal family; population: 330 million

#### 2 SPEAKING

- If necessary, give students the information in the Culture notes to talk about England and the US.

#### 3 64

- Before students do the task, check understanding of *to rule* (to govern a country or area), *election* (occasion when people vote for someone to represent them), *power* (the ability to control) and *limited* (not allowed to go further than a certain point) if necessary.

#### Answers

1 republic 2 democracy 3 monarchy 4 constitutional monarchy

- Ask which type of government/country the countries in exercises 1 and 2 have/are (*Wales and England have a constitutional monarchy and are democracies; the US is a republic and a democracy*). Ask students what their own country/government is, and elicit other countries for each type of government.

#### 4 65

#### Answers

1 general election 2 member 3 political party 4 run  
5 laws 6 politician 7 vote 8 campaign

#### Culture exchange

#### 5a and 5b 66

- After students do the tasks, ask them to say what *represent* means (*speak or act for*) and to give another word that means the same as *Prime* (*First*).

#### Answers

a general election b vote c political parties d campaigns  
e Member f runs g laws

#### Use it ... don't lose it!

#### 6 SPEAKING

- If necessary, provide some framework phrases for this, e.g. *... is the same as/different from/to the UK because ...; In ... you have to be ... to be able to vote*; etc.

#### + Extra activity

Ask students to read the text again, then write one true sentence and one false sentence based on it. They give the sentences to a partner to decide which is true and which is false.

## Reading p111

### Reading for specific information

#### Warmer

Play *Hot Seat* (see TN13, Unit 1) with the vocabulary on page 110 of the Student's Book.

#### 1 SPEAKING

- Elicit students' ideas about the flags but don't confirm or correct these at this point.
- When students have identified the flags, ask them to match them to the correct paragraphs.

#### Answers

**Flag a** is the flag that won the competition to replace the old New Zealand flag (but the people decided afterwards to keep the old one) (paragraph 2)

**Flag b** is the Jolly Roger pirate flag (paragraph 5); it was used on pirate ships, name (possibly) derived from French 'joli rouge' meaning 'pretty red'

#### 3 67

- Before students do the task, check understanding of *basis*, *legend* and *pirate*.
- After students answer the questions, elicit another slightly different meaning (from page 110 of the Student's Book) of *represent* (*be a sign/symbol of*). Ask students to guess the meaning of *colonies* ([singular *colony*] *countries controlled by another country*).

#### Answers

- It is a combination of crosses representing England, Scotland and Ireland.
- Because it was already united with England.
- The 1902 flag with the Union Jack and the stars of the Southern Cross; the alternative flag designed to replace it.
- The 1902 flag is still used because the people voted to keep it.
- They represent the 13 British colonies that declared independence in 1776.
- Because Washington DC and Puerto Rico are not states.
- In a Mexica legend, it represented the ideal place to settle, which would become Mexico City.
- They had many different designs, such as skeletons, hearts, swords or just a plain black or red colour, rather than a skull and crossbones.



#### Culture notes

The Union Jack combines the red vertical cross on a white background of St George, the red diagonal cross on a white background of St Patrick and the white cross on a blue background of St Andrew.

The Southern Cross is a constellation which is most visible in the night sky in the southern hemisphere. It is used on the flags of many southern hemisphere countries, such as New Zealand, Australia, Samoa and Brazil.

The Mexica people founded what was later called the Aztec empire (1345–1521 AD). Tenochtitlan was the capital of the Aztec empire.

#### 4 Answers

*incorporate* – add or include something as part of something else  
*referendum* – an occasion when everyone in a country can vote to make a decision about one particular subject  
*majority* – most of the people or things in a group (can be followed by a singular or plural verb)  
*flagpole* – a tall thin pole used for hanging a flag on  
*settle* – go to live permanently in one place  
*spot* – a particular place where something or someone is  
*skull and crossbones* – a picture of two crossed bones under a skull

#### + Extra activity

Ask students to close their books and try to match these events and dates:

1 57 2 2016 3 1776 4 50 5 1902 6 1325

- American Declaration of Independence
- Tenochtitlan built
- Number of US states
- New Zealand flag referendum held
- First New Zealand flag designed
- Percentage of people who voted to keep the same flag

#### Answers

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

#### 5 Critical thinkers

- If necessary, check students understand all the vocabulary used to describe the flags in the text first.

#### Possible answer

In my opinion, the most interesting flag is the Mexican flag that has an eagle on a cactus with a snake in its mouth. It tells a fascinating story which teaches you about Mexican history. I think it's a good idea when a flag tells a story like that. I also like it because I love animals. I think the most attractive flag is the New Zealand one with the fern leaf and stars – it looks very beautiful.



## Grammar in context 1 p112

### Using modal verbs of speculation and deduction – present and past

#### Warmer

Start to draw a simple sketch on the board, e.g. an item of sports equipment from Unit 7, an item of everyday technology from Unit 6 (if you want, you can tell the class the general category), but pause at various points before you complete the sketch and invite students to guess what it is.

Write these phrases on the board for them to use:

*It might be/could be/may be a ...*

Invite other students to take turns to draw on the board and elicit guesses.

- 1 Check understanding of *speculation* and *deduction* here (*making guesses and using clues to draw conclusions*).
- When checking the answers to question c, use the information in the Language notes.

#### Answers

a must b can't c might (not), could, may (not) d the infinitive

### Use it ... don't lose it!

#### 4 SPEAKING

- Before students do the task, elicit and revise any vocabulary they have recently learned for describing flags, e.g. *stars, stripes, cross, design, horizontal, vertical, image, rising sun, symbol, emblem, represent*. You could also revise the words students learned to talk about photographs in Unit 3 (Speaking bank, page 40 of the Student's Book).
  - If helpful for your class, supply other useful words and phrases: *symbolise, triangle, waves, the sea*.
  - Share the information in the Culture notes with the class and compare it with their ideas.
- 5 Check that students understand that these speculations and deductions are about events in the past.

#### Answers

a must b can't/couldn't c might (not)/may (not)/could d past participle

### Language notes

Tell students that when there is 50% chance of something not being true, we can only use the negative forms *might not* and *may not* (not *could not*):

*She may/might not be from Mexico.* (There is a 50% chance that she isn't from Mexico.)

*Could not* means that something is impossible:

*She could not be from Mexico.* (It is impossible for her to be from Mexico.)

The same is true for *could not have* + past participle – see exercise 5 for past modal forms.

- 2 Explain that students have to complete some guesses and deductions about two countries here, so tell them to think carefully about how likely to be true each statement is.

#### Answers

##### Country 1

1 can't 2 might 3 must

##### Country 2

1 could 2 may 3 must

### Mixed ability

Ask less confident students to think of a country and write three clues about it like the ones in exercise 2. They can give their clues to the rest of the class, and ask them to speculate about which country it is.

Ask more confident students to do the same for two countries.

#### 3 Answers

##### Flag 1

1 may/might 2 can't 3 must

##### Flag 2

1 can't 2 may/might, may/might 3 must



## 6a PRONUNCIATION 68

- Tell students to listen carefully to the stress here.

### Answers

No: *have* is stressed more in 1 than in 2.

## 6b and 6c 69

- Model the pronunciation of the two phonetic transcriptions before students listen.

### Answers

/əv/

- If necessary, remind students that the remainder of the verb phrase after the modal consists of *have* + the past participle of the given verb.
- When checking answers, elicit the supporting sections of the text for each choice of modal verb.

### Answers

- could/may/might have existed – 50% possibility, indicated by *nobody really knows*
- could/may/might have inspired – 50% possibility, indicated by *they aren't sure*
- must have been – 90% certainty true, indicated by *because it created a gigantic tsunami*
- can't have been – 90% certainty not true, indicated by *Why not? Because ... events*
- must have invented – 90% certainty true, indicated by *because it was similar to ... Plato's other ... works*
- must have suffered – 90% certainty true, indicated by *we have evidence that the sea has covered towns where people used to live*
- must have had – 90% certainty true, indicated by *to create a story ... still interests so many people*

## Developing vocabulary p113

### Using adjective suffixes

#### Warmer

Nominate a student to tell the class something they've just done or did recently, e.g. *I've just won a prize*. You respond with a phrase expressing a deduction and using an adjective ending in *-ing* or *-ed*, e.g. *That must be/have been exciting*. *You must feel/be/have felt excited*. Divide the class into two teams. A student in Team A says a sentence about their or a friend's recent experience, a student in Team B has to respond in the manner you demonstrated.

- Ask students what type of words are in the box (*nouns* and *verbs*). Ask volunteers to give the adjective form of each word orally. Ask other volunteers to write the words with more difficult spellings (i.e. where the endings have to change) on the board: *hungry, dramatic, scientific, believable, valuable, sensible, terrible, natural, official, famous, mysterious*.

### Answers

- y:** hungry, lucky
- ic:** artistic, dramatic, scientific
- able:** believable, comfortable, enjoyable, valuable
- ible:** sensible, terrible
- ful:** careful, colourful, doubtful, harmful, helpful, hopeful, painful, useful
- less:** careless, colourless, doubtless, harmless, helpless, hopeless, painless, senseless, useless
- al:** environmental, natural, official
- ous:** dangerous, famous, mysterious

- Ask students to look at the words ending in *-ful* and *-less* again, and decide which are positive and which are negative (those with *doubt* and *colour* are mostly neutral): positive: *careful, harmless, helpful, hopeful, painless, useful*; negative: *careless, harmful, helpless, hopeless, painful, senseless*.
- Write *scientific* and *natural* on the board, and ask students what prefix they could add to these adjectives to make them mean the opposite: *un-* (*unscientific* and *unnatural*). Elicit other adjectives with the prefix *un-* (*unlucky, unbelievable, uncomfortable, unhelpful, unofficial*).
-  **Exam tip** To answer the question in the Exam tip box, ask students to look at exercise 2 and think about the question. Discuss as a class, making sure they cover these points:
  - Read the whole text first to get a general understanding, then read the words before and after each gap to help decide what *type* of word is missing; to change the type of word (e.g. nouns or verbs into adjectives, or adjectives into adverbs), they will usually need to add a suffix.
  - Make sure they understand the whole sentence in case they need to change the meaning of the word in brackets, e.g. making it negative or the opposite; to change the meaning, they will usually need to add a prefix.
  - Be careful in case they need to add both a prefix and a suffix to a word to give it the correct meaning.
- Point out that not all the words in the text are in exercise 1.

### Answers

- dramatic
- historic/historical
- unbelievable
- unlucky
- doubtful
- hopeless
- valuable
- official
- artistic
- famous

- Elicit words that mean the same as *unbelievable* (*amazing, wonderful, impressive*). Explain that *unbelievable* can also mean the opposite of *believable* (*not easy/possible to believe*). Encourage students to use dictionaries to find out the different meanings of *historical* (*connected with history and the past*) and *historic* (*describing something that is important or impressive in history*).

### Use it ... don't lose it!

#### 3 SPEAKING

- Encourage students to use the *-ing* and *-ed* adjectives they learned in the previous unit as well.

## GREAT LEARNERS GREAT THINKERS p114

### Considering some advice about speaking in public

#### Warmer

Ask volunteers to tell the class the sorts of things that make them feel nervous, e.g. exams, playing in important sports matches, doing presentations in class, etc., and any strategies they use to help themselves feel less nervous.

#### 1 SPEAKING

- Remind students of the debate they took part in for the speaking lesson in Unit 7, page 92, and ask them what they learned from that experience.

#### 2a SPEAKING

- If necessary, revise the meaning of *argument* (a reason or set of reasons used to support an opinion) and *to argue for/against* (to give reasons for an opinion) in the context of debating.
- Ask pairs how many arguments they have thought of for and how many against the debate topic, but don't ask for the details of their arguments yet.

#### 2b VIDEO

##### Answer

Kingsford wins: the team arguing against

- After students answer the question, find out which of their ideas from 2a were mentioned, and elicit any arguments that were not mentioned in the video. Discuss which arguments students support and which ones they do not.

#### 3 VIDEO

- Remind students to read the statements first; explain that they may refer to one girl, more than one girl or all of three.

##### Answers

1 A 2 C 3 E 4 M 5 M 6 A 7 C 8 M 9 A

- Ask students to identify the three characteristics/emotions that could cause problems for the students in the video (*anger – Chelsea, nervousness – Erin, arrogance/thinking they are always right – Melanie*). Ask: *How well do you think each girl does?*

### GREAT THINKERS

#### 4 SPEAKING

- This thinking routine asks students to articulate their initial thoughts, ideas and questions about a topic, then to connect these to new thoughts and questions about the topic after they have acquired new information. By comparing their initial responses with the new responses, students form a *bridge* between them, identifying any questions that were answered by the new information and showing how their thinking may have shifted or developed.
- In this task, students record their initial ideas and questions and compare these in groups. They then read the text on page 115 of the Student's Book and, if they

want to, change their three words or similes, or just think about where to find the answers to other questions. Students then work in groups again to compare any changes they have made.

- If helpful for your class, provide question frames such as: *What's the best way to (stand, use your hands, etc.) when you are speaking in public? How should/do I ...? Should I ...? How long should ...?* etc.
- If necessary, explain *simile* (a phrase that describes something by comparing it with something else using like or as), and give some examples, e.g. *Public speaking is like/as scary as tightrope-walking/coming to school in your pyjamas. Public speaking is like acting on a stage/being a politician, etc.*

#### 5 VIDEO

##### Answers

All the tips can be seen in the video.

#### 6 SPEAKING

- Divide the class in two and assign sides. Ask students to make notes on as many arguments as they can for their side of the debate. Invite students from one side to take turns to give an argument, then ask students from the opposing side to give suitable counter-arguments. Expand this into a discussion. At the end, either give your vote for the side that made the strongest case or ask students to vote for or against the topic.

### GREAT LEARNERS SEL

- Elicit students' answers to the question, helping with these ideas if necessary:
  - Nowadays, students are very likely to have to give presentations, at school, at university or later at work.
  - A confident speaker will be louder and their ideas will be clearer.
  - If speakers are too nervous, they can be hard to understand and listeners can become impatient.
  - The audience is more likely to agree with the ideas of a confident speaker.
- Elicit students' ideas for ways to become more confident about public speaking, e.g. practising as much as possible (either alone or with a friend or family member), starting by speaking to small groups only, then to larger groups, trying to pretend they are an actor acting on stage, etc.

### LEARNER PROFILE

- Ask students to read the statement and the question, then grade themselves from 1 to 5. Explain that here 1 means *less confident* and 5 means *very confident*.
- Encourage partners to help each other with suggestions for becoming more confident or helping others to become more confident. Alternatively, ask students to think individually of ways to be more confident or help others to be more confident.

## Listening p116

### Listening for gist and specific information

#### Warmer

Write the word *Pompeii* on the board and elicit what students already know about it. Add any key words, e.g. *Ancient Rome, Romans, volcano, erupt, eruption, lava.*

#### 1 SPEAKING

- Encourage students to use modals for speculating where possible. Elicit the fact that the items being handed over/ received are loaves of bread.

#### 2

- After students listen, elicit the two theories about what the picture shows and whether students agree or disagree, and why.

#### Answers

The man in white could be a baker selling bread, or he could be a rich man giving out free bread to people because he wanted them to vote for him in an election.

- **Exam tip** To answer the question in the Exam tip box, ask students to look at exercise 3 and think about their answers to the question. Remind them about an exercise like this in Unit 5 about three unusual schools (TN59) and to think about strategies they used then. Revise these and make sure students understand that they should:
  - read the incomplete text before listening to help them to know what to listen out for.
  - think about the type of word that is missing (noun, verb, adjective, etc.).
  - read the instructions carefully to know how many words or numbers they need to write in each space.
- Remind students that the notes will include the same information as the recording but often using different words and expressions.

#### 3

- Students use the strategies discussed for the Exam tip. Encourage more confident students to try and complete some of the gaps before they listen again to check.
- If necessary, pre-teach *ash* (grey powder that remains after a fire) and *graffiti* (words and pictures drawn on walls in public places), and model the pronunciation.
- When checking answers, ask some follow-up questions, e.g. *What is a positive side to the destruction of Pompeii? (being able to learn a lot about Roman life).*

#### Answers

a 24th August b fire c volcano d 1,000 e wind f 1748  
g mark h social networking website i vote j rich people  
k (famous) musicians

## 4 Critical thinkers

#### Possible answer

I think there are several things in the programme about Pompeii that are similar to things today. We still have lots of graffiti and sometimes it's political. Politicians today also try to persuade people to vote for them by promising things like less tax or extra money for certain services. And there are probably still too many rich people in government as well!



## Grammar in context 2 p116

### Using the third conditional

#### Warmer

Revise second conditionals by playing *Memory Game*. Start by saying: *If I was president/prime minister, I would pay students to go to school.* Select the next student who repeats your sentence, then adds their own conditional phrase, and so on round the class. If a student forgets the sequence, they miss a go and the next student carries on.

- You may have set the Flipped classroom video for homework, but if not watch it in class before working through the activities.
  - Before students do the task, ask them to read sentences 1–3, and try to remember what *it* and *they* refer to in sentence 1 (*the wind and the people of Pompeii*), what *it* refers to in sentence 2 (*Pompeii*) and what *they* refers to in sentence 3 (*rich people*).
  - Focus on the contracted forms of *had* and *would*, and explain that these are mainly used with pronouns. Write examples of contracted/uncontracted third conditional sentences on the board, e.g. *If I'd (I had) seen you, I'd (I would) have said hello. He'd (He would) have lent you the money if he'd (he had) known you needed it.* Elicit more examples from the class. Model and drill pronunciation.

#### Answers

a past perfect b *would + have + past participle* c no  
d It's *had* in the half of the sentence with *if*, and *would* in the other half e imaginary situations in the past

- Before students do the task, ask if any of them know what the photo shows (the Terracotta army – thousands of life-size clay statues of soldiers which were buried with the emperor Qin Shi Huang in 210 BC).
  - After students do the task, ask them to guess the meanings of *discover* (*find something that no one knew about before*), *stainless steel* (*steel that has been treated to stop rust forming*), *invent* (*to design or create a machine or process*) and *melt* (*to be changed from a solid form to a liquid*).

#### Answers

1 would, had chosen 2 gone, wouldn't 3 hadn't liked, have  
4 discovered, thrown 5 wouldn't have, hadn't created  
6 had, could have charged 7 had, wouldn't

# 9 NATIONAL TREASURES

**3a** Tell students that they can use full forms or contracted forms, *hadn't* or *wouldn't*.

## Answers

1 had been, would have been 2 had been, wouldn't/would not have found 3 wouldn't/would not have gone, hadn't/had not asked 4 hadn't/had not played, wouldn't/would not have seen 5 would have watched, hadn't/had not discovered 6 hadn't/had not been, wouldn't/would not have taken 7 would have come, had made

**3b** Nominate individuals to tell the class what they would have done and ask the rest of the class if they agree or disagree, and why.

**4** Remind students that the *if*-clause can come first or second. When checking answers, nominate one student to give an answer and elicit the alternative order of clauses from another.

## Answers

2 My uncle wouldn't have studied history at university if it hadn't been his favourite subject./If it hadn't been his favourite subject, my uncle wouldn't have studied history at university.  
3 They wouldn't have won the elections if people hadn't liked their policies./If people hadn't liked their policies, they wouldn't have won the elections.  
4 I would have sung the national anthem if I'd known the words./If I'd known the words, I would have sung the national anthem.  
5 I wouldn't have gone to the exhibition if you hadn't recommended it./If you hadn't recommended it, I wouldn't have gone to the exhibition.  
6 We wouldn't have known how to do it if you hadn't helped us./If you hadn't helped us, we wouldn't have known how to do it.  
7 He wouldn't have failed the test if he had practised./If he had practised, he wouldn't have failed the test.  
8 We wouldn't have arrived late if we hadn't missed the bus./If we hadn't missed the bus, we wouldn't have arrived late.  
9 I wouldn't have gone to see the band if my sister hadn't liked them./If my sister hadn't liked the band, I wouldn't have gone to see them.  
10 I wouldn't have gone to bed early if I hadn't been tired./If I hadn't been tired, I wouldn't have gone to bed early.

**5** After students do the task, ask volunteers to share a sentence with the rest of the class.

## 6 SPEAKING

- Ask volunteers to tell the class something their partner told them.

## Use it ... don't lose it!

## 7 SPEAKING

- Encourage students to write some negative *if*-clauses as well as affirmative ones. They could also ask how their partner would have felt if something else had happened, e.g. *How would you have felt if ...*
- If necessary, write up a few more ideas in note form on the board to prompt students, e.g. *find a wallet in the street, see [name of a famous person] in a shop, football team not win, your mum not drive you to school, be late for school, etc.*

## Fast finishers >>

Ask students to write three third conditional sentences with negatives in both clauses like sentences 2, 3, 5, 6, 8, 9 and 10 in exercise 4.

For example: *I wouldn't have been late this morning if I hadn't lost my homework. I wouldn't have learned how to play the guitar if I hadn't watched some YouTube videos. We wouldn't have learned much English if we hadn't studied with Mrs Lopez.*

## Developing speaking p118

### Describing photos 2

#### Warmer

Play *First to Five*. Write up one adjective suffix. Students write down adjectives ending in that suffix and put their hand up when they have five. Repeat with a different suffix. Use these suffixes: *-ful, -less, -y, -able, -ing, -ed*.

#### 1 SPEAKING

- Revise *background* if necessary (from Unit 3 Describing photos 1). Elicit which tense students should use for questions about what people are doing in a photograph (present continuous) and why (because this tense is used to describe actions that are happening 'now' in a picture, photo or video).
- Encourage volunteers to write one of their questions on the board, and ask the rest of the class if it is correct or not.

#### 2 71

- After students have listened, ask: *Do you think the men are having a bad time? Why/Why not? Do you think it's fun watching an event like this? Why/Why not?*



#### Culture notes

The large photo shows a tug-of-war, a traditional game in which two teams hold opposite ends of a long rope. Each team tries to pull (or *tug*) the other team across a central boundary line. The photo was taken in Scotland.

#### 3 71

- After students listen, elicit the fact that these expressions are useful for speculating or making deductions when we only have visual clues and don't know any facts about the photos.

#### Answers

I imagine ...  
 I'm not sure, but ...  
 (It/They) must be  
 (It/They) may/might/could be  
 It seems that  
 (It/They) looks/look as if  
 (It/They) must have (come)  
 Using expressions like these helps to convey varying degrees of certainty.

### Practice makes perfect

#### 4a and 4b SPEAKING

- If necessary, supply vocabulary to help students with this task, e.g. *cheese, to roll, chase, catch, silver, gold, bronze, medals, medal ceremony*. Photo a shows a traditional cheese-rolling race held at Cooper's Hill near Gloucester, England. Runners race downhill to try to be the first one to catch a large cheese. Photo b shows the medal ceremony for the Women's High Jump at the 2018 Commonwealth Games in Australia.

- Elicit or provide other question prompts for students to use when their partners stop talking, e.g. *What is/are ... doing? What are they wearing? What do you think is in the background? Do you think that's a/those are ...? Could that be ...? Could they be ...?*

#### + Extra activity

Ask students to find other photos with several people in them in the Student's Book and use the phrases they have learned to speculate about them.



## Developing writing p119

### Writing a story

#### Warmer

Think of a capital city and gradually give students a series of clues about it, e.g. *It's on a river. You can see lots of famous paintings there. It's in Northern Europe.* Pause between clues to give students time to make guesses using modals, e.g. *It could/might be ..., It can't be ..., It must be ...*

When they have guessed correctly, nominate a student to think of a different capital city, and the rest of the class guess again.

#### 1 SPEAKING

- If it will help your students, give an example that is true for you, e.g. *I've visited Paris, Rome, London and New York, but I've always wanted to visit Athens because I'd like to see the Parthenon.* Teach the phrase, *I've always wanted to ...*
- Remind students to listen and ask each other questions when they do the task.

#### 2 SPEAKING

- When students have thought about and discussed the task, elicit a few ideas for a *discovery*. If it will help your class, provide some ideas and write these on the board, e.g. *a building where a famous person was born or lived, a shop selling unusual things, a hidden park/garden, a secret path, a great ice cream shop, a brilliant street performer, etc.*
- Students will probably use the photo here to help them guess what the discovery and the city are. If you want them to practise scanning quickly, set a time limit, and ask them to check their guesses and find where the information comes in the text: the city (paragraph 1) and the discovery (paragraph 3). They can then read the whole text more slowly.
- Ask students to find another reason why Anna and her father wanted to look around King's Cross station (*to find the site of Boudica's last battle against the Romans*).

#### Answers

The capital city is London and the discovery is Platform nine and three quarters at King's Cross station.

#### Culture notes

Boudica was a queen of the Celtic Iceni tribe in eastern England. She led an uprising against the occupying Roman army in 60 or 61 AD.

In the bestselling *Harry Potter* books by J.K. Rowling, the train for Hogwarts School leaves from King's Cross station, now a tourist attraction.

- Before students do the task, elicit one or two examples of sequencing words that they already know. When checking answers, elicit other words that aren't in the story or that haven't been mentioned yet, e.g. *after that, by the time, during that time.*

#### Answers

Students should underline  
When, While, the first thing, As soon as, At first, then, afterwards

#### 5 Answers

1 d 2 e 3 a 4 b 5 c

#### Fast finishers >>

Ask fast finishers to choose three tenses/verb forms from 1–5 in the Writing bank and write a sentence for each.

#### 6 Possible answers

**past simple:** *was, told, knew, said, decided, arrived, went, were, made, caught, had, bought*

**past continuous:** *they were travelling*

**past perfect:** *had waited, had wanted, had asked*

**used to:** *used to dream*

**must/may/might/can't have:** *may have been, might have fought*

#### Practice makes perfect

#### 7a and 7b

- Tell students to use the ideas on the board (from exercise 2) if they want to for this.

## Test yourself p121

### Grammar test

- 1** **Answers**  
 1 can't 2 must 3 may 4 may 5 must 6 can't
- 2** **Answers**  
 1 can't have seen 2 might have been 3 must have come  
 4 must have rained 5 can't have snowed 6 might have done  
 7 can't have eaten
- 3** **Answers**  
 1 'd/had passed 2 'd/would have bought 3 had died  
 4 had cooked 5 had shone 6 'd/would have sent 7 'd/had played

### Vocabulary test

- 1** **Answers**  
 1 currency 2 flag 3 capital city 4 president 5 national anthem  
 6 national symbol/emblem
- 2** **Answers**  
 general elections, run a country, political party, official language,  
 constitutional monarchy, member of parliament
- 3** **Answers**  
 1 doubtful 2 careless 3 terrible 4 sensible 5 harmless  
 6 natural 7 scientific 8 mysterious

## Vocabulary in context p122

### Using vocabulary for shops and shopping in store and online

#### Warmer

Write *Shops in [name of your town]* on the board. Elicit the names of shops in your local area, e.g. some where students have to go to buy food and household necessities as well as some that students like to go to. Build up a list of important local shops on the board. Elicit votes for any students particularly enjoy going to and give them star ratings.

#### 1 SPEAKING 72

##### Possible answers

**bakery:** bread, cakes, pastries, biscuits  
**butcher's:** meat, beef, lamb, sausages, chicken  
**charity shop:** clothes, shoes, books, household items  
**chemist's:** medicines, toiletries, shampoo, toothpaste, plasters, pills  
**clothes shop:** trousers, skirts, dresses, T-shirts, scarves, hats  
**department store:** perfume, make-up, clothes, food, gadgets, kitchen equipment  
**electrical goods shop:** computers, televisions, tablets, washing machines, dishwashers  
**greengrocer's:** fruit, vegetables, potatoes, apples, oranges, pears  
**jeweller's:** jewellery, rings, bracelets, necklaces, watches  
**post office:** stamps, cards, envelopes, foreign currency  
**stationery shop:** notebooks, writing paper, pens, art materials

#### 2 SPEAKING

- If it will help your students, give an example that is true for you, e.g. *I really like electrical goods shops because I love looking at new kinds of gadgets and trying them out. I don't like the post office – there's always a queue!*

#### 3a 73

- Before students do the task, ask them to read the title, and ask if they ever buy or sell things online themselves.

#### 3b 74

- After students listen to check, elicit another way to pay for online shopping (a *credit card*). Ask if they know another word for *package* (*parcel*).

##### Answers

**a** cart **b** cash **c** deliver **d** package **e** track **f** purchase  
**g** return **h** replacement **i** refund **j** receipt **k** recommendations  
**l** bestsellers

- Ask follow-up questions to check understanding of the new vocabulary, e.g. *How can you find out where your package is before it is delivered? (You can track it online.) What can you do if you decide you don't want something you've bought? (You can return it to the seller.) What can you get if you return something? (a refund or a replacement)*

#### Language notes

*Basket* (*shopping basket*) is normally used by British online shopping websites; *cart* is used by American websites. In a shopping context, *cart* means a large container with wheels (a *shopping trolley* in British English).

*Shop* is more common in British English (apart from in the compound nouns *department store* and *chain store*); *store* is more common in American English.

#### Culture exchange

- Before students read, check understanding of *high street* (*the main street with a large number of shops and businesses* [British English]).
- Model and drill the pronunciation of any of the new words if necessary.
- When students have checked the words in bold, ask them to find three present continuous verbs (*is becoming*, *are affecting* (x2), *to be changing* [an infinitive form after *seem*]) and one present perfect continuous form (*have been closing*) used in the first half of the text. Elicit the reason why these verb forms are used here (*because the text describes something that is happening right now or has been happening up until now and continues to happen*).

#### 5 Answers

1 browse 2 chain 3 brands, low 4 sales, discount 5 afford

#### Use it ... don't lose it!

#### 6 SPEAKING

- Remind students to ask questions to elicit more details from their partner. Ask volunteers to tell the class something interesting about themselves or their partner.

#### + Extra activity

Ask students to use the new words to write a short paragraph about their family's shopping habits.

For example: *My dad prefers shopping online. He loves finding bargains of designer brands; he couldn't afford them if he didn't get big discounts. My mum prefers browsing in independent shops, and she really loves charity shops.*

## Reading p123

### Reading for specific information

#### Warmer

Ask students to look at the photos and speculate about what they show using language they learned from the Speaking bank on page 118 of the Student's Book in the previous unit, e.g. *She looks as if she's going to buy a dress. Those clothes must be in a shop. Those clothes must have been thrown away.*

Write any useful vocabulary on the board, e.g. *throw away, recycle*, etc.

#### 1 SPEAKING

- Check students understand that the question is asking what happens when they stop wearing the clothes they have bought. If necessary, ask if they give clothes away (e.g. to a charity shop or a friend), throw them away or just store them.
- **Exam tip** Students have tackled multiple-choice comprehension exercises previously for listening (Unit 6) and reading texts (Unit 8), so should be confident with the following strategies:
  - After reading to get a general idea of the text, students should read the multiple-choice answers and try to remember the section of the text where the relevant information is included. They should then read that section more slowly and in more detail.
  - Know that the same idea may be expressed differently in the multiple-choice options. Also, if the same or similar words are used in one of the options as in the text, this doesn't always mean it is the right option. Sometimes the difference between two multiple-choice answers is just one word, so students need to think carefully about the meaning.
  - If students aren't sure about an answer, they should eliminate any answers that they know are definitely incorrect. Remind them that they have to choose the best answer; one answer may be partially true but not as complete or full as another.

#### Culture notes

London Fashion week takes place twice a year in February and September. Over 250 fashion designers show their work to international retailers and media.

The European Clothing Action Plan was a project which aimed to reduce clothing waste across Europe. The project was funded by the EU and published its findings in 2019.

Greenpeace is a non-governmental organisation that works towards improving the environment by investigating and exposing causes of environmental damage around the world.

#### 2 75

- When students have read the multiple-choice options, check understanding of *procedure* in question 4 (*the usual way of doing something*) and elicit other words that mean the same, e.g. *method, process*.
- When checking answers, elicit any key words or phrases in the text that helped students.

#### Answers

- a** incorrect – *The designers who work for big chain stores ... decide how to adapt them for the general consumer*

**b** correct – *The designers who work for big chain stores examine the latest trends and then decide how to adapt them*

**c** incorrect – not stated
- a** incorrect – *What is perhaps the most shocking thing is ... worn only seven times before it is thrown away.*

**b** incorrect – not in paragraph 2

**c** correct – *perhaps the most shocking thing is that ... worn only seven times before it is thrown away.*
- a** correct – *Chain stores try to please consumers by delivering new fashion ... (people call it 'fast fashion')*

**b** incorrect – not stated in text

**c** incorrect – not stated in text
- a** incorrect – only partially true, not as complete as c

**b** incorrect – only partially true, not as complete as c

**c** correct – *procedure: 11% of the world's poisonous pesticides are used to help make cotton; It can take as much as 2,727 litres of water to make just one T-shirt. materials: polyester can take decades to decompose ... release harmful gases that are bad for the planet*
- a** incorrect – *only 10% to 20% ... sold in second-hand or charity shops*

**b** incorrect – *less than 1% of clothing material is recycled into new clothes*

**c** correct – *less than 1% of clothing material is recycled into new clothes ... only 10% to 20% of these clothes are sold in second-hand or charity shops and most are burnt or go directly to the rubbish.*

- 3 After students do the task, ask them if they know another word that means the same as *to exchange* (*to swap*). Elicit sources of energy that are *sustainable*, e.g. *solar energy, wind energy, geothermal energy and tidal energy*.

#### Answers

*trends* – gradual changes or developments that produce a particular result

*decompose* – to decay by a slow natural process

*sustainable* – using methods that do not harm the environment

*exchange* – to give and receive items of a similar type or value

#### 4 Critical thinkers

- Revise language for making predictions and decisions (*will/won't, going to*) and words like *probably* and *definitely*, to help students who want to talk about changing their own behaviour.

# 10 SHOPPING AROUND

## Grammar in context 1 p124

Using indeterminate pronouns: *some-, any-, no-, every-; using so and such*

### Warmer

Write these phrases on the board: *buy fewer clothes; exchange clothes with friends; buy more second-hand clothes; make new clothes out of old clothes.*

Ask students to think about whether they personally are going to do any/none of these things in future. Organise students into groups of five or six and nominate a scribe. Students share their answers with the scribe, who counts up the number for each item and makes a note.

Groups take turns to tell the class their results. Encourage them to use indeterminate pronouns, quantifiers and *going to*, e.g. *Everybody/Somebody/Nobody is going to ..., All/None/Some of us are going to ..., etc.*

**1a** If helpful for your class, elicit another word that means the same as *indeterminate* in this context (*unknown*).

- When checking the answer for rule 1c, ask students to identify the request in the example sentences (*Could somebody help me pack this shopping?*) and use the Language notes to explain that *some* and *something/somebody*, etc. can be used in questions that are offers or requests.

#### Answers

1 c 2 a 3 b 4 d

**1b** Before students do the task, explain that when *no + one* makes a pronoun, it can be written with or without a hyphen: *no-one* or *no one*. Highlight the difference in spelling and meaning between *no-one/no one* and the quantifier *none of* (see Unit 7).

#### Answers

16 words are possible as all the combinations are correct.

### Language notes

Tell students that we normally use *any/anyone/anything*, etc. in questions, but we can use *some* etc. when we are making an offer or a request:

*Can someone give you a lift?* (= offering to give a lift)

*Could somebody help me with this shopping?*

*Would you like something to drink? Would you like some tea?*

**2** When checking answers, ask students to identify the rule from 1a that matches each correct option and to explain why (1 rule 3b with an affirmative verb, 2 rule 2a question, 3 rule 4d referring to all people, 4 rule 4d referring to all things, 5 rule 1c affirmative sentence, 6 rule 2a negative sentence, 7 rule 2a it doesn't matter who, 8 rule 2a negative sentence).

#### Answers

1 No-one 2 anything 3 Everybody 4 everything 5 somebody  
6 anywhere 7 anyone 8 anybody

### Fast finishers >>

Ask fast finishers to rewrite sentences 1, 3, 4 and 8 in exercise 2 so that they mean the opposite.

#### Possible answers

1 Mum is happy. Everyone/Everybody/Someone/Somebody bought her a present/presents. 3 The party wasn't a great success. Nobody/No-one enjoyed it. 4 Lunch was terrible/disgusting/awful! I've eaten nothing/I haven't eaten anything. 8 Class is about to start and everyone/everybody is here.

- 3** Before students do the task, ask them to read the title, look at the photo and guess what the text is about.
- When checking answers, ask some follow-up questions, e.g. *Is anyone you know difficult to buy presents for? What do you think of the Gift of Nothing? Would you buy one? Why/Why not?*

#### Answers

a any b any c No d any e some f no g any  
h Every i any

- If necessary, help students to understand that *any* is needed in g and i because the meaning is *it doesn't matter who/what* (rule a).

**4**

#### Answers

1 anywhere 2 anything 3 anybody/anyone 4 anybody/anyone  
5 anywhere 6 anything

### 5 SPEAKING

- If it will help your class, give an example that is true for you, e.g. *If I could go anywhere in the world, I would go to Antarctica.*
- After students ask and answer in pairs, ask volunteers to share any answers that were similar or any that were particularly interesting with the rest of the class.

- 6 Either before or after students do the task, elicit the meaning of *intensify* and ask students to suggest other words that mean the same, e.g. *make stronger*.

### Answers

- a adjectives and adverbs b nouns (with or without adjectives)  
c uncountable, countable d that

- 7 Before students do the task, ask them to read the title, look at the photo and try to guess what the text is about. When they guess that is about a very high shop, ask them to scan the text to find out how high up it is (100 metres).
- Remind students to use the strategies they have learned for completing gaps.
  - When checking answers, elicit reasons (a so with an adjective, b *such* with a noun with an adjective, c *so much* with an uncountable noun, d *such* with a noun with an adjective, e so with an adjective, f *that* after *so difficult*, g *so many* with a countable noun).

### Answers

- a so b such c much d such e so f that g many

- 8 Focus on sentences 1, 4 and 5 in exercise 6, and ask students what sort of meaning is conveyed by the clauses which follow *that* (a possible result or consequence). Check students understand that in this exercise *that* is a conjunction, not a relative pronoun, and that they must write results or consequences.
- Elicit or give some examples of completed sentences, e.g. *People buy so many clothes that they only wear them once or twice. Pollution is such a big problem that we won't be able to solve it easily.*

### Answers

- 1 many 2 a 3 so 4 much 5 so 6 such

## Use it ... don't lose it!

### 9 SPEAKING

- Ask volunteers to share sentences.

## Developing vocabulary p125

### Using collocations with *money*

#### Warmer

Write the word *money* on the board. Ask students to volunteer personal or general sentences about money and the topics in this unit (shopping, fashion, etc.), e.g. *We all spend too much money on fast fashion. I buy a lot of designer brands. I donate my old clothes to charity shops, etc.*

Write any verbs that they use on the board and tell them that these verbs *collocate* or 'go' with *money*.

- 1 Suggest that students make up example sentences using each verb to show the differences.
- Elicit other verbs that are often used, or collocate, with *money*, e.g. *buy, pay, give*.

### Possible answers

- You *borrow* money (from someone) when someone gives you money that you will pay back later. You *lend* money (to someone) when you give money to someone who will pay it back to you later.
- You *earn* money when you do a job for an employer who pays you a wage or salary. You *win* money when you receive money because you come first in a competition or contest.
- You *raise* money for a charity when you collect money (from selling things or doing activities) for it. You *donate* money to a charity when you give the charity money.
- You *make* money when you earn it or receive it in exchange for something. You *waste* money when you don't spend it in an effective way.

### Mixed ability

Ask less confident students to write sentences using the other words in the box: *cost, owe, save* and *spend*.

Ask more confident students to write definitions of the same words.

### 2a and 2b 76

- Before students complete the text, ask them to read the title and, if necessary, explain *Black Friday* and *Cyber Monday* (see Culture notes). Ask students to guess the meaning of *Giving Tuesday*.

### Answers

- a spend b cost c saving d wasting e earn f make  
g raise h donated

### Culture notes

Black Friday is an informal name for the Friday after the Thanksgiving public holiday in the US (celebrated towards the end of November). Traditionally, the Friday marks the beginning of the Christmas shopping season, and many shops offer large discounts and bargains on their products. Cyber Monday is the Monday after Black Friday, when people are encouraged to shop for bargains online. These special shopping days are now promoted in other countries such as the UK and Australia.

## Use it ... don't lose it!

### 4 SPEAKING

- If necessary, provide useful phrases and vocabulary to help students with these conversations, e.g. *pocket money, do household chores, help around the house, to sponsor/be sponsored, take part in fundraising, savings account, piggy bank*, etc. Remind students to ask questions to get more details and to keep the conversation going.
- Ask volunteers to tell the class something about themselves.

## GREAT LEARNERS GREAT THINKERS p126

### Thinking about how and why to shop ethically

#### Warmer

Write the word *considerate* on the board, and elicit/explain the meaning (*thinking about the feelings and needs of other people*). Elicit examples of considerate behaviour, e.g. offering to carry something heavy for someone, not looking at phones during mealtimes, etc. Ask students what being considerate could mean in a global sense, e.g. trying not to waste the planet's resources, thinking carefully about what and how much we buy, etc.

#### 1 SPEAKING

- Elicit examples of recycled products, e.g. paper, clothes, packaging, etc. Explain that we may not always know if we are buying something that is in recycled packaging, for example.
- Elicit some answers to the questions, but don't provide a definition of *upcycle* at this point.

#### 2a VIDEO

- After students discuss the questions in pairs, find out if any of them have heard of this shopping centre before, and ask them to share what they know.

#### 2b VIDEO

- Ask students if they have ever *upcycled* anything, e.g. altered an item of clothing to make a different garment (cut down old jeans to make shorts), used old pieces of wood as shelves, etc.

#### Answer

**upcycle:** to take things that people don't want and make them into something better

#### 3 VIDEO

- Encourage students to try to complete as many gaps as possible without watching again.

#### Answers

1 Sweden 2 14 3 recycling centre 4 handmade decorations  
5 leather jackets 6 1.3 million 7 environment, business

- Ask follow-up questions, e.g. *Did you see anything you would like to buy in the shop? If so, what? Do you think shops like this are a good idea?*

## GREAT THINKERS



#### 4 SPEAKING

- This thinking routine activates prior knowledge and generates ideas and curiosity, providing a basis for deeper inquiry. It works especially well when introducing a new topic or concept, encouraging students to identify what they already know and helping them to pinpoint any aspects that may puzzle them.
- Check understanding of *ethical* (*involving the principles used for deciding what is right and what is wrong*) before students work through the instructions.

- Check understanding of *renewable* (describing energy or materials that replace themselves by natural processes) and *profit* (money you make from selling something).
- Elicit what students think *fair and decent conditions* mean, e.g. paid a fair wage, provided with adequate protective clothing, or the correct safety equipment, not working for long periods of time, having decent breaks, etc.

#### 5 SPEAKING

- Nominate a student to give an answer, then ask the rest of the class if they agree or disagree.

#### Possible answers

- ethical, because it's grown without using pesticides or harmful chemicals
- unethical, because it is manufactured in very large quantities by people who are paid very little and who work in bad conditions, also sold cheaply so that people buy too many items, wear them only once or twice and throw them away
- ethical, because the hens aren't kept in cages
- ethical, because it is recycled
- unethical, because they are thrown away and not reused
- ethical, because they don't use fossil fuels
- unethical, because animals are harmed

#### 6 SPEAKING

- Ask volunteers to tell the class about something they are going to stop buying or something different they are going to buy in future, as well as their reasons.

## GREAT LEARNERS SEL



- Check understanding of *solidarity* (*the support that people in a group give each other because they have the same opinions or aims*).
- When students have thought about the SEL tip, ask them to think about the importance of solidarity with others, bringing out these points:
  - If some members of a group are struggling, the whole group can struggle.
  - We should help those who are weaker for moral and ethical reasons.
  - We can learn a lot by helping others.
  - A group is usually stronger than separate individuals who only work for themselves.
- Ask students for ideas about how to show solidarity with others in the classroom, e.g. helping others when they don't understand, doing homework together, being patient with those who are not as quick to understand something, listening carefully to and respecting other students' opinions.

## LEARNER PROFILE



- Ask students to read the statement and the question, then grade themselves from 1 to 5. Explain that here 1 means *not good at showing much solidarity with others* and 5 means *very good at showing solidarity with others*.
- Encourage partners to help each other with ways to show more solidarity with others.

## Listening p128

### Listening for gist and specific information

#### Warmer

Write *A great bargain* on the board. Tell students about great bargains you have found in shops or online. Mention any bargains which seemed wonderful at the time but which later broke or fell apart, or which you have never worn or used, e.g. a dress or suit that was too smart to wear, or some kitchen equipment that you haven't used very often.

Ask students to share stories of similar bargains, and write any key vocabulary on the board.

#### 1 SPEAKING

- Encourage students to use the vocabulary from Unit 1 for describing physical appearance and personality, as well as expressions from the Unit 9 Speaking bank (page 118 of the Student's Book) for making speculations and deductions, e.g. *They could be ...*, *They might have been ...*, *She looks as if ...*

#### 2

##### Answers

a 4 b 2 c 1 d 3

#### 3

- To prepare for this task, elicit the strategies for matching speakers to written information that students have already practised (see Unit 1 listening and the Exam tip information).
- If necessary, remind students to read the statements before they listen again; more confident students will be able to match some statements to the correct conversations straight away.
- Check understanding of *to lie* in sentence 1 (*to deliberately say something that isn't true*) and *not to mind* in sentence 8 (*not to be upset or annoyed about something*).
- When checking answers, encourage students to give more information to support their answers.

##### Answers

- 4 – The boy always thinks of excuses (a reason to explain why he can't do something) whenever the girl wants to go shopping.
- 1 – The girl was away longer than expected and intended to buy a couple of things but bought biscuits, cakes and ice cream as well.
- 2 – Because the tablet was badly made and doesn't work anymore.
- 3 – The girl needs her mother to pay and asks for her debit card.
- 4 – The girl says, *I wish you wouldn't do that!*
- 3 – The mother can only find small sizes which don't fit her.
- 1 – The girl makes a list of what she needs.
- 2 – The boy suggests going to the new department store.

#### 4 Critical thinkers

- Elicit the meaning of *on impulse* (*reacting to a sudden unplanned strong feeling that makes you do something*).

## Grammar in context 2 p128

### Using *I wish* and *If only*

#### Warmer

Play *Memory Game*. Start by saying, *If only I had ten million euros! If I did, I would buy an island*. Nominate another student who repeats your sentence and adds their own idea, e.g. *If only I had ten million euros! If I did, I would buy an island and I would give some money to an animal charity*. And so on round the class.

Encourage students to use the verbs from page 125 of the Student's Book: *spend (some) on*, *donate (some) to*, *lend (some) to*, *waste (some) on*, as appropriate.

- You may have set the Flipped classroom video for homework, but if not watch it in class before working through the activities.
  - Ask students to read the sentences and identify who said each of them, or something very similar, in the recording. Encourage them to use relative clauses here, e.g. *The boy whose tablet doesn't work anymore*. *The mother who wanted to buy shoes*.
  - If necessary, check understanding of *regret* (n. and v.; *feeling of sadness about something that happened or didn't happen in the past*).
  - Tell students that the verbs used in sentences 1–4 act in a similar way to the verbs in reported sentences because they become 'further back in the past'. For example, a wish about the present is expressed using a past simple verb; a wish about the past is expressed using a past perfect verb. Give examples of how other verb forms change in the same way: A: *It's raining now!* B: *I wish it wasn't raining* (present continuous becomes past continuous in the wish); A: *I've lost my bike. I really wish I hadn't lost it* (present perfect becomes past perfect).

##### Answers

a past simple, present b past perfect, past c would, wants

#### 2

##### Answers

- he could afford that shirt.
- there weren't so many people there.
- they had (got) the shirt in white.
- she knew what UK size 12 was.
- her friend liked shopping for clothes.
- he could find a present for his friend.
- there was a changing room.

# 10 SHOPPING AROUND

- 4 Tell students that there is more than one possible way of wording some of the answers here.

## Possible answers

- 2 Tanisha wishes she had listened to her teacher's instructions.
  - 3 Lee wishes he hadn't forgotten/had remembered to get a present for his mum for Mother's Day.
  - 4 Sara wishes she had chosen a different book from the library.
  - 5 Dan wishes he hadn't spent all his money at the weekend on things he probably didn't need.
  - 6 Diego wishes he hadn't got angry with his best friend.
  - 7 Nathalie wishes she had tried her best in her last exam.
  - 8 Robert wishes he'd/had had time for breakfast this morning.
- 5 If necessary, elicit/provide any useful vocabulary, e.g. *fall asleep, pay attention, fight, argue, do the washing up, tidy the kitchen*, etc.

## Possible answers

- 1 I wish you wouldn't fall asleep in my lessons/you would pay attention in my lessons.
  - 2 I wish you wouldn't fight.
  - 3 I wish you would do the washing up/tidy the kitchen.
  - 4 I wish you wouldn't play loud music/would turn that down.
- 6 Tell students to look out for any time expressions and think carefully about whether the wish is about the present or the past.

## Answers

- 1 was 2 had gone 3 wouldn't 4 was 5 had shone  
6 didn't have to 7 knew 8 had been born

## Use it ... don't lose it!

### 7 SPEAKING

- Teach the negative form here for students who want to say that a sentence is not relevant to them, e.g. *I don't wish I was famous.*
- If helpful for your class, give examples that are true for you, e.g. *I don't wish I was famous because people on social media are very unkind about famous people. I wish the sun had shone more last summer. I was camping and my tent got flooded!*
- Remind students to elicit more information from their partners by listening carefully and asking questions.

### Mixed ability

Ask less confident students to write one sentence with *I wish* about their physical appearance and one sentence with *If only* about a skill they wish they had.

Ask more confident students to write two sentences with *I wish* and two sentences with *if only* about any of these things: their own physical appearance, their friends/family, a skill they wish they had, a place or time where/when they wish they had been born.

## Developing speaking p130

### Role-playing a conversation at a clothes shop

#### Warmer

Write *Shopping for clothes* on the board. Ask: *Do you enjoy shopping for clothes/browsing in clothes shops? Why/Why not? Do you prefer to buy clothes in a shop or online? Why?*

Elicit some problems students have had with buying clothes either online or in shops, e.g. *getting the right size, buying clothes that turn out to be a different colour from the image online, items of clothing falling apart, etc.*

#### 1 SPEAKING

- Elicit/Supply useful vocabulary if necessary, e.g. *rails, shelves, racks, menswear, shirts, trousers, T-shirts.*

#### 2 78

##### Answers

a large blue hoodie

- Ask some follow-up questions, e.g. *Who is the hoodie for? (a [male] friend) What other colours and sizes are mentioned? (grey, green, small and medium).*

#### 3

##### Answers

2 a 3 c 4 g 5 d 6 f 7 b

### Language notes

Tell students that we often use *one/ones* to replace or to avoid repeating a countable noun. If we use an adjective with *one*, we have to add an article (*a* or *the*):

A: *I'm looking for a new bag – a red one.*

B: *We've got some great new bags in – leather ones. Or plastic ones.*

A: *I'd like a leather one.*

#### 4 SPEAKING

- Tell students to make sure that the pronouns they use match any change of person (e.g. *he* → *she*) or item of clothing (e.g. *jumper* → *trousers*). They may also need to change *doesn't fit* to *don't fit*.

#### 5 79

- After students listen and answer the questions, check understanding of *complaint* and elicit the related verb (*to complain*). Check the meaning of *shrink* (*to become smaller*; past simple *shrank*, past participle *shrunk*) and drill pronunciation.
- Ask follow-up questions, e.g. *According to the shop assistant, what might the friend not have done? (followed the washing instructions/washed the hoodie in the correct way), Have any other customers had the same problem? (no), How much did the hoodie cost? (£40).*

##### Answer

1 The hoodie has shrunk. 2 a replacement or a refund 3 a refund

- Ask students to guess the meaning of *faulty* (*not working properly or not made correctly*).
- Drill pronunciation of the expressions.

### Practice makes perfect

#### 7a SPEAKING

- Teach the expressions *item/article of clothing*, and elicit/explain that we use this expression because *clothes* does not have a singular form.
- If helpful for your class, elicit/provide suggestions for possible problems with clothes (refer back to ideas from the Warmer if appropriate), and supply useful phrases, e.g. *there's a hole in it; the zip has broken; all the buttons have come off; the seams/stitching have come apart; the colour changed/the dye ran when you washed it, etc.*

#### 7b SPEAKING

- Encourage volunteer pairs to act out their dialogue for the class.

### + Extra activity

Ask students to prepare a dialogue where the customer returns a faulty electrical item. They must think of a technical fault this time.

- Exam tip** When students have completed the dialogue task, ask them to think about the question in the Exam tip box. Remind them of the other relevant speaking exam tasks and tips they have already covered, in Units 2, 4 and 8. Elicit and discuss their ideas, taking care to cover these points:
  - Ensure what they say is relevant to the question(s) that the examiner asks. If they don't understand the examiner's questions or instructions, they should ask them to repeat them.
  - Students must speak! If they are too nervous or shy to say anything, the examiner won't be able to award a good mark. They should speak loudly and clearly so that the examiner can hear them. Remind them that the examiner wants to help them to do their best.
  - Don't write out complete answers before speaking. They should react to what the examiner or partner(s) are saying.
  - Practise speaking as much as they can before the exam.

# 10 SHOPPING AROUND

## Developing writing p131

### Writing an opinion essay

#### Warmer

Ask students to describe the advert/photo, especially the people in it. Remind them to use the words for describing physical appearance and personality as well as modal verbs for speculation.

Ask: *What is the advert for? Who do you think the advert is aimed at? Would you buy this product? Why/Why not?*

#### 1 SPEAKING

- Tell students that this writing section is about an opinion essay and so for this task they don't necessarily have to think of a balanced list of points for and against the statement – just reasons for their own opinion.
  - Ask students to identify the key words in the statement, then talk with a partner. Some students may disagree with their partners. If they disagree on some aspects, they can list both points of view.
  - Ask if any pairs disagreed with each other's opinions. Ask if disagreeing helped them to think about the reasons for their own opinion more carefully and to explain them better.
- 2 When students have answered the questions, elicit any ideas that aren't mentioned in the essay, especially any ideas that disagree with the opinion given.
- Highlight the use of *can* in lines 5, 7, 11, 13, 16 and 22 in the essay, and ask students why it is used in these sentences/phrases (*to express a possibility*).

#### Answer

1 That advertising aimed at teenagers should be controlled more by the government.

- 3 Ask volunteers to try to summarise the content of each paragraph, and ask the rest of the class if they agree or whether they can add to or improve the summary.

#### Possible answers

**Paragraph 1:** To introduce the topic (the effects of advertising on teenagers)

**Paragraph 2:** To discuss general problems with advertising aimed at teenagers

**Paragraph 3:** To give specific examples of types of adverts that can have negative effects on teenagers

**Paragraph 4:** To sum up and repeat the writer's opinion on the topic

- 4 After students do the task, ask them to look at how each linker is used in the essay, where it comes in a sentence and whether it is followed by a comma or not.

#### Answers

**Sequence:** Firstly

**Addition:** Moreover

**Contrast:** However

**Opinion:** Personally

**Consequence:** Therefore

**Reason:** since

- Point out that *however* usually comes at the beginning of a new sentence to introduce a contrast with the preceding sentence. *Although* can come at the beginning of a sentence or in the middle of a sentence

to join two contrasting clauses together. *But* can come at the beginning of a sentence to introduce a contrast, or in the middle of a sentence to join two contrasting clauses together.

#### 5 SPEAKING

- Ask students to add the extra linkers to the lists in their notebooks.

#### Possible answers

**Sequence:** First of all, Finally, In conclusion

**Addition:** Furthermore, Besides

**Contrast:** In contrast, despite the fact that ..., on the one hand, on the other hand

#### + Extra activity

If possible, project the essay onto the board and cover the linkers. Ask students to try to remember the words or phrases that go in each space and suggest possible alternatives from the Writing bank.

- 6 If it will help your students, provide (or ask volunteers to provide) one or two examples of completed sentences.
- Tell students to think carefully about the function of each linker (as categorised in the Writing bank) when they complete the sentences. If necessary, remind them that *since* in sentence 4 means the same as *because*.

#### Practice makes perfect

#### 7a SPEAKING

- Tell students to write lists of ideas separately, as both students in a pair will be doing the essay task (and their opinions may differ).
- Explain that students can include points that contrast with their own opinions, then add explanations why, in their view, these points are not valid.

#### 7b, 7c and 7d

- Remind students of the different aims of each paragraph in the model essay (as discussed in exercise 3). Encourage them to plan their essays so that one paragraph covers one aim or one related set of ideas.

## Test yourself p133

### Grammar test

**1** **Answers**  
 1 anything 2 anywhere 3 something 4 Somebody/Someone  
 5 Everybody/Everyone 6 anybody/anyone

**2a** **Answers**  
 1 This is such a big country.  
 2 The students are so good.  
 3 It was such a difficult exam.  
 4 It was such bad weather that we stayed in.  
 5 The film was so loud that my ears hurt.

**2b** **Answers**  
 1 I've got so many T-shirts in my wardrobe.  
 2 correct  
 3 My parents spend so much time shopping in supermarkets.

**3** **Answers**  
 1 had 2 would 3 understood 4 had met 5 would stop  
 6 hadn't failed

### Vocabulary test

**1** **Answers**  
 1 butcher's 2 greengrocer's 3 department store 4 stationery shop  
 5 charity shop 6 chemist's

**2** **Answers**  
 1 checkout 2 afford 3 bargain 4 refund 5 department  
 6 discount 7 queue, sales

**3** **Answers**  
 1 borrow 2 earn 3 correct 4 correct 5 correct 6 lend

## Reading

1 SPEAKING 

## Answers

C

## 2

## Answers

- 1 C – ... *there are always too many people so you can't see everything properly.*
- 2 B – ... *photographs of people ... who are wearing clothes they borrowed.*
- 3 A – ... *I imagined who was wearing it and whose life it saved.*
- 4 C – *I think some should be shared because the UK is where the ship was built but the passengers were from lots of different places.*
- 5 A – ... *when you see something in a museum and you can understand the context, then it becomes much more real and actually helps you to understand how people lived.*

3 SPEAKING 

## Possible answer

I'd like to know more about the eruption of Vesuvius in 79 AD, so I would like to visit the ruins of Pompeii and Herculaneum. You can see houses, gardens, public baths and shops, as well as beautiful mosaics and wall paintings. There are also museums there and in Naples, which have lots of fascinating objects that were preserved by the ash and which tell us about the everyday lives of Roman people.

## A basic introduction to institutions in your country

1 SPEAKING 

- Check understanding of *institutions*. The word *institution* has different meanings and can refer to large organisations and traditions. In this context, *institution* refers to an official organisation that has an important role in a society. Students will talk about government institutions in their country.
- Students have already discussed some aspects of this question for exercise 6 on page 110 of the Student's Book. Find out which areas they think they need to do most research on.

2 SPEAKING 

- Tell groups that they will need to prepare or gather some visual items, e.g. photos, videos, realia, digital slides, depending on the type of project they do.

## 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.

- Digital skills: URL = Uniform Resource Locator. Ask students to guess which country *.fr* and *.au* stand for (*France* and *Australia*) and to notice how the other abbreviations relate to the complete words (*edu/education*, *ac/academic*, *gov/government*, *org/organisation*, *com/commercial*, *co/company*). Being able to recognise and understand URLs should help students to identify reliable safe sources on the internet.
- Collaboration: elicit suggestions for ways to make sure everyone contributes, e.g. allocating a certain length of time to each student to give their views, making one student the group leader and asking them to make sure everyone has a chance to speak and is listened to respectfully, etc.

4 SPEAKING 

- Discuss a final deadline for presenting the project, as well as any interim dates.
- When groups discuss, remind them to use the language from the Collaboration tip.
- Internet use: provide a list of relevant and reliable websites for students to choose from for their research, if necessary.
- When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared here. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, and then display these in the classroom for other students to look at and evaluate.

## 5 If students mark the projects of their classmates, encourage them to share and justify their marks.

- Explain that *Presentation* here means the way a project has been created and done, e.g. the quality and general attractiveness of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video message.


**Virtual Classroom Exchange**

- Connect with teachers and students in other countries, and encourage students to present their projects to each other.

## UNIT 1 p136

### Answers

#### Developing vocabulary (page 9)

#### Possible answers

1 childish 2 slim (more positive than *thin*) 3 hard 4 lively  
5 elderly (more positive than *old*) 6 glad (means 'happy about a specific situation')

#### Grammar in context 2 (page 12)

1 am looking, Do you know 2 is having 3 Do you know 4 don't understand 5 believe 6 don't like, want

## UNIT 2 p136

### Answers

#### Reading (page 19)

**a** Annie was 24 when she started her journey around the world on a bicycle. **b** She had only 15 months to finish the journey. **c** A company paid her \$100 to put their name on her bike and change her last name to Londonderry. **d** Lexie was 21 when she became the youngest person to travel to every country in the world. **e** There are 196 countries in the world. **f** Lexie had travelled to 72 countries by the time she was 18.

#### Grammar in context 1 (page 20)

1 Somebody had stolen it. 2 She had lost her old one. 3 He had never flown before. 4 It had snowed the night before. 5 He had spent it (all). 6 She hadn't arrived at the bus stop on time.

#### Developing vocabulary (page 21)

1 off 2 on 3 in 4 down 5 off 6 back

**Other phrasal verbs with *get*:** *get away, get on/off/in/out*

## UNIT 3 p137

### Answers

#### Reading (page 33)

1 Freddie Mercury lived in Tanzania until 1964. 2 Mary Seacole was a nurse from Jamaica. 3 Van Gogh visited the National Gallery in London to see paintings that probably inspired some of his own works. 4 Van Gogh was given a painting of Westminster Bridge.

#### Developing vocabulary (page 35)

1 stunning 2 ancient 3 boiling 4 packed 5 filthy 6 silent

## UNIT 4 p137

### Answers

#### Vocabulary in context (page 44)

1 packed lunch – All the others are courses in a meal. 2 plum – All the others are vegetables. 3 lamb – All the others live in the sea. 4 oil – All the others are dairy products. 5 tasty – All the others describe types of food. 6 spicy – All the others are ways of cooking food.

#### Reading (page 45)

1 Producing meat uses a lot of resources, some farmers cut down rainforests, and emissions from cows speed up global warming. 2 Professor Post is working on lab-grown beef to replace meat from animals. 3 You can still eat some meat, but it reduces negative consequences such as heart disease, animal cruelty and environmental destruction. 4 It has started to make school meals healthier and banned the sale of energy drinks to young children.

#### Grammar in context 1 (page 47)

1 What are you doing next weekend? 2 I think it'll rain tomorrow. 3 Someone's calling. I'll see who it is. 4 When I get home, I'll make myself a snack.

## UNIT 5 p138

### Answers

#### Vocabulary in context (page 58)

1 mark/grade 2 resit 3 timetable 4 terms 5 assignment  
6 assessment

#### Developing vocabulary (page 61)

1 politician 2 scientist 3 employer 4 translator 5 technician  
6 trainee

## UNIT 6 p138

### Answers

#### Vocabulary in context (page 70)

1 toaster – All the others are used to heat or cool buildings, for example.  
2 electric toothbrush – All the others are found in the kitchen.  
3 socket – All the others are materials.  
4 rubber – All the others are metals.  
5 strap – All the others are shapes.  
6 swipe – All the others relate to batteries

#### Grammar in context 1 (page 72)

1 gave 2 has been won 3 was finished 4 discovered 5 is being  
filmed 6 has been spent

#### Developing vocabulary (page 73)

1 in 2 with 3 of 4 at 5 for 6 about

## UNIT 7 p139

### Answers

#### Vocabulary in context (page 84)

#### Possible answers

1 judo, karate, kung fu  
2 skiing, snowboarding, ice skating  
3 diving, swimming, water polo  
4 bat, club, racket, stick  
5 bounce, catch, head, hit, kick, pass, throw  
6 course, court, pitch, slope, stadium, track

#### Grammar in context 1 (page 86)

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

#### Developing vocabulary (page 87)

1 give in 2 go for 3 join in 4 take up 5 work out 6 knock out  
7 catch up with 8 get into 9 end up

#### Grammar in context 2 (page 90)

1 We use both with uncountable nouns and plural countable nouns, but *some* is used in affirmative sentences and *any* is used in negative sentences and questions.  
2 We use both in negative sentences and questions to talk about quantities, but *much* goes with uncountable nouns and *many* goes with plural countable nouns.  
3 No difference  
4 We use both to talk about small quantities, but *a few* goes with plural countable nouns and *a little* goes with uncountable nouns.  
5 *A few* means there is a small quantity of something; *few* means there is a very small quantity, almost nothing, so gives a negative idea.

**UNIT 8** p139

**Answers**

**Vocabulary in context (page 96)**

- 1 -or, -ist, -er, -ian  
 2 choreographer – choreograph, composer – compose, conductor – conduct, dancer – dance, designer – design, director – direct, drummer – drum, painter – paint, performer – perform, photographer – photograph, sculptor – sculpt, singer – sing

**Developing vocabulary (page 99)**

- 1 inspired 2 disgusting 3 confused 4 boring 5 embarrassed  
 6 disappointing

**Grammar in context 2 (page 103)**

We need to change the tense, pronouns, possessive adjectives and time references. In questions, we do not use the auxiliary *do* or question marks. Where there is no question word, we use *if* or *whether*.

**UNIT 9** p140

**Answers**

**Vocabulary in context (page 110)**

- 1 A national emblem is a symbol that represents a country; a national anthem is a tune or song that officially represents a country.  
 2 A monarchy has a king or queen; a republic has an elected head of state.  
 3 In a constitutional monarchy, the power of the queen or king is limited by a constitution.  
 4 A campaign is a series of things that a political party does to try to win an election; an election is when people choose a party or leader.  
 5 A politician is a person; a political party is a group of people with similar ideas about politics.  
 6 A Prime Minister is the leader of the party that is in government in some political systems; a Member of Parliament is a politician who has been elected to a parliament.

**Reading (page 111)**

- 1 The Mexica people started to build their city, Tenochtitlan, in 1325.  
 2 The US declared independence from Great Britain in 1776.  
 3 There was a referendum in New Zealand in 2016 to choose between the old and the new national flags.  
 4 St Patrick's cross is part of the Union Jack.  
 5 The Jolly Roger is the name of the skull and crossbones pirate flag.  
 6 According to a legend, Betsy Ross might have been the first person to make the US flag.

**Grammar in context 1 (page 112)**

- 1 can't 2 may/might 3 must

**Grammar in context 2 (page 117)**

- 1 had never ended, would have remained 2 had not hit, would have arrived 3 would have survived, had not hit 4 would not have thought, had not fallen 5 would have evolved, had invented

**UNIT 10** p140

**Answers**

**Reading (page 123)**

- 1 The fashion industry causes problems for the environment by using pesticides, using a lot of water and using materials that take a long time to decompose.  
 2 'Circular fashion' means that clothes are reused by different people instead of being thrown away.  
 3 You help yourself, other people and the planet.

**Grammar in context 1 (page 125)**

- 1 such 2 so 3 such 4 so much 5 so 6 so many

**Developing vocabulary (page 125)**

- 1 waste 2 lend 3 donate 4 earn 5 save 6 raise

## Listening

6  ES1

### Answers

- a activities – *I enjoy doing lots of different activities*
- b classmates – *most of my classmates voted for me*
- c library – *we raised some money for the school library*
- d coach – *when we were on the coach, I had to make sure everyone sat down*
- e job – *that's your job – to make them want to do things and work together*
- f patient – *you learn a lot as well, so I'm much more patient than I was before*

## Writing

8

- Explain to students that replying to an email is a common exam-type question for writing. This task is similar to writing tasks students will see in international exams.
- Encourage students to read the instructions and the Writing exam tip carefully before writing. Show students the word count, and explain that it is important to write approximately this many words. If students write fewer words, they may not include all of the necessary information, and if they write more words, they may include extra or unnecessary information.
- Remind students that they must read the email carefully and respond to all of the relevant points in the email. Students should use the notes in orange boxes around the email to help them.

## Reading: Use of English

5

### Possible answers

I wouldn't like to live somewhere like this at all. I prefer being in the fresh air and sunlight and seeing trees and grass. I wouldn't mind being able to look at all the wonderful fish, but I wouldn't want to see a shark outside my window!

6

### Answers

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

## Writing

7

- Before students start, make sure they read the instructions and the Writing exam tip carefully. The Writing exam tip explains the importance of planning your answer carefully. Students should read the email a few times to make sure they have understood it fully.
- Students should then use the notes to help them plan their reply. They must respond to all of the main points and use all of the notes. They should consider paragraphs when planning: it might be a good idea to respond to each note in a new paragraph.
- Ask students *How many words do you have to write?* to check they have understood. Explain that writing too many or too few words could mean that they don't answer the question fully or include unnecessary information.

## Listening

4 

### Answers

- 1 A correct** – *A classmate of mine suggested I watched YouTube videos so I did. It was easier than I expected in fact!*  
**B incorrect** – A friend only suggested what to do.  
**C incorrect** – His IT teacher only asked them to design something.
- 2 A incorrect** – This answer doesn't mention taking part in challenges.  
**B correct** – *So, I developed this app where people can find out about the challenges and connect with each other to do them.*  
**C incorrect** – *sometimes for charity, sometimes just for fun*
- 3 A correct** – *... what we do is list all the various events going on around the country. So, you pick the area you're in, or one you want to go to.*  
**B incorrect** – *... we ... list all the events going on around the country, i.e. not just local ones*  
**C incorrect** – *... you can find people locally who are interested in joining you, i.e. people who are local to the event you are interested in*
- 4 A partially correct** – not as fully correct as answer C  
**B incorrect** – This doesn't give the reason why the app is successful.  
**C correct** – *... many people are using it for social connections, it's become really popular. People like joining up with others who have the same interests as them so the app's doing really well.*
- 5 A incorrect** – *The school did give us a small amount to start but we paid that back.*  
**B incorrect** – *... we don't charge the users.*  
**C correct** – *... many of the organisations running the events want to pay to advertise extra information ...*
- 6 A incorrect** – *I do want to try new things in app design but I might go on to do a more advanced course in IT first.*  
**B correct** – *I might go on to do a more advanced course in IT ...*  
**C incorrect** – This is not stated in the listening.

## Speaking

8

- Before students do the task, read through the task and the Speaking exam tip carefully. In the Speaking exam tip, it recommends that students imagine they are describing the photograph to someone who can't see it. This will help students to describe every detail in the photograph. Students should use a range of vocabulary and grammar to describe the photograph.
- Points 1–4 will help students know what they should include when describing the photograph. If they cover each of these points, they should be able to speak for around a minute and use a good range of language.
- If students don't know a certain word when describing a photograph, they should try to paraphrase or use filler words like *well ...* or *let me think ...* to give them time to think.

9

- Peer review will help students to recognise what they did well in the task and how they can improve in the future.

## Writing

7

- Before students do the task, make sure that students read the task and the Writing exam tip carefully. The Writing exam tip advises students about the importance of planning their response.
- The announcement tells students what they have to write about. Students should read it carefully and think about each point they need to include in their article. They must answer each of the questions in the announcement. If your class needs extra support, you could read the announcement together as a class and ask questions to ensure students have understood the announcement and the task. You could project the announcement onto the board and underline key points: *Favourite gadget; Why do you like it?; What advice can you give to others on how best to use it?; 100 words.*
- Remind students about the importance of the word count, and encourage them to make a paragraph plan and how they will cover each point in their article, so that they don't end up including unnecessary or irrelevant information.

## Listening

6  ES3

### Answers

- 1 **A** incorrect – ... *it was so crowded that sometimes I couldn't see properly.*  
**B** incorrect – ... *I don't think our team were that good ...*  
**C correct** – *I don't think our team were that good but the others were fantastic so it was a really interesting match. There were a few who were brilliant so in the end it was quite exciting.*
- 2 **A** incorrect – This is not stated in the listening.  
**B correct** – *I didn't expect them all to be so young!*  
**C** incorrect – The girl isn't surprised by the fact that her seat was *quite far away, near the back.*
- 3 **A** incorrect – This is not stated in the listening.  
**B** incorrect – This is not stated in the listening.  
**C correct** – ... *he said we must try to beat our time at every race.*
- 4 **A** incorrect – This is not stated in the listening.  
**B correct** – *I was quite frightened because everyone was so good. I thought the teacher would be annoyed with me ...*  
**C** incorrect – He doesn't say he is worried about this.

## Writing

7  SPEAKING

- Before students do the task, ask them to read the Writing exam tip carefully. Then, students should discuss in pairs what the important parts of a story are. Elicit answers from the class.

### Possible answers

plot, action, problem to overcome, description of characters, the setting

8

- Students now work on their own to complete the writing task. Ask students to read the information in exercise 8 individually. However if your students need more support, you could read this information together as a class or allow students to ask any questions about the instructions before beginning their writing task.
- Make sure students understand that they must use the opening sentence *The woman at the gallery told Katia that she was too late.* They should continue their story and make sure that it connects to the opening sentence.

## Listening

4  ES4

### Answers

- 1 departments in a shop  
 2 buying clothes  
 3 a holiday  
 4 a school project

5  ES4

### Answers

- 1 **B** – The girl worked in the clothes department of a shop: *the customers asked if I could help them with the clothes sizes ... I was OK if they wanted gifts or electrical things, but I was never allowed to work in those departments.*
- 2 **C** – They decide to buy a pack of two shirts, one white and one blue: *Look there's a pack here with them both ... I'd get that then ... I agree.*
- 3 **A** – He wanted to visit the countryside: *If we had stayed one more day, we would have had the opportunity to go on a train to the countryside. I enjoyed the city but I wish I'd seen how people live in other parts as well.*
- 4 **C** – The boy is missing a photo of Rome: *Italy. ... I need a photo of the capital city.*

## Speaking

6

- Before starting the task, ask students to read the Speaking exam tip and instructions for exercise 6 carefully.
- Remind students that for general conversation, they should answer truthfully, but should try to include interesting and unusual information in their answers if they can. Students should try to use a range of vocabulary and language to answer the questions to show their ability.
- Point out that each question is followed by *Why/Why not?* and that students should give reasons for their answers. This allows students to give a longer and more meaningful answer and to use a greater range of language.

## Writing

8

- This speaking warm up will generate ideas that students can then use in their Writing task.

9

- Before starting, encourage students to read the Writing exam tip carefully. Explain that students must give examples and reasons for their opinions in an essay and that they should conclude the essay with their personal point of view. You could refer students back to language for opinion essays on page 131.
- Explain that students must use all of the notes to plan and write their essay. Point 3 is left blank, and students can decide what they think is an important subject to cover here. They may want to refer back to what they discussed in exercise 8.
- Remind students of the word count, and that if their essay is too long it may include irrelevant content. This could affect their final mark.

## UNIT 1

### Vocabulary in context, p6

#### 1 01

#### Physical appearance

attractive	plain
bald	pretty
blonde	short
curly	spiky
cute	stocky
dark	straight
fair	strong
good-looking	tall
gorgeous	thin
long	wavy
medium-height	well-built
medium-length	

#### 4a 02

#### Personality

affectionate	lively
arrogant	loyal
artistic	optimistic
bossy	outgoing
cheerful	patient
clever	reliable
confident	sensible
determined	sensitive
easy-going	serious
energetic	shy
generous	talkative
hard-working	tidy
impatient	well-organised
likeable	

#### 4b 03

#### Does your favourite colour say something about you?

Some psychologists use a Colour Test to make a quick decision about somebody's personality. They think your favourite colour says something about who you are. For example:

**Red:** You are determined and confident. Perhaps you are also outgoing – you enjoy meeting and talking to people. You might be impatient, too – you hate waiting!

**Blue:** You are probably hard-working and easy-going. You may also be generous, happy to give other people your time.

**Green:** You are loyal to your friends, ready to stay and help them

even in difficult times. Maybe that's also because you are affectionate, too, and you show your friends that you love them and care about them. This makes you very likeable.

**White:** You are well-organised and tidy – you like things to be in the right place.

**Black:** You are possibly very artistic and clever. And you may also be quite serious, thinking a lot about things and not laughing much. You may also be quite sensitive – you care about others and don't want to hurt them.

**Brown:** This is the colour of people who are calm and also reliable. You know you can depend on them.

**Purple:** You are probably quite imaginative. But you can be bossy, always telling others what to do. Sometimes you are arrogant and think you are better than everyone.

**Yellow:** You are very lively and energetic – you always love being active. You're generally very cheerful and optimistic and think that good things are going to happen.

**Pink:** You are probably very clever. But perhaps you are also shy and find it hard to chat to new people.

### Listening, p12

#### 3 and 4 05

**Speaker 1:** I think the font you use depends on what you're writing. I use Impact sometimes, for signs and posters, you know ... lighter stuff. And I use Times New Roman, too. But I suppose the one I use the most, my favourite, is Helvetica, I use it for school work, essays, that type of thing, probably because it looks serious and official. The article says that that means I'm reliable and loyal. I don't know if that's a nice way of saying that I'm dull and boring! But, yes, I think I am reliable, and I'm definitely loyal to my friends.

**Speaker 2:** I'm a bit angry about this article! It says I'm childish and immature! ... I know it also says that I'm easy-going and fun to be with, which is true, but ... childish? Just because I like Tekton! I don't think you can say something about a person's personality just from the font they like! Personally,

I like Tekton because it doesn't look too official. It looks a bit like handwriting, it has a personal touch ... and that's nice!

**Speaker 3:** I knew what the article was going to say about me when I chose Isabella as my favourite font. Cute, easy-going, artistic but not very serious. That's only half true, half of who I am ... Actually, my friend said I just chose Isabella because my name is Isabel! But I like it because it looks lively and exciting. The others look dull and boring. I don't think it's a good idea to use a font like this for school work though, obviously. I use Times New Roman for that. But for an invitation to a party, this is great!

**Speaker 4:** Ha, ha! This is really funny! The article says I'm lazy and unartistic! Just because I chose Times New Roman! I didn't really choose it, that's the thing. Times New Roman is just the first font that appears automatically on my dad's computer when I open a document. That's the only reason I use it. But that doesn't make me 'unartistic'. I think I'm exactly the opposite. I love music and in my free time I play the guitar and sing ... and I enjoy painting. Anyway, I'm not lazy either. I just don't believe the font I use is important!

**Speaker 5:** What I like about this font is the name. It says it all – Impact! It sounds big, positive and confident, just like me! But I don't agree when the article says I'm confident and bossy. Bossy sounds really negative. There's nothing wrong with being confident and wanting to make an impact. Anyway, another reason I like this font is because it's incredibly clear and easy to read, especially when you use it for presentations and slides. It isn't the only font I use but it's great for certain things.

### Developing speaking, p14

#### 2 06

**Megan:** Hi. You're Lucy's cousin, aren't you?

**Ellie:** Yes, that's right. My name's Ellie.

**Megan:** I'm Megan. This is your first year at this school, isn't it?

# CLASS AUDIO SCRIPT

**Ellie:** Yes, it is.

**Megan:** Hey, you don't play basketball, do you? We need new players for the team.

**Ellie:** I play a little, but I'm not mad about basketball.

**Megan:** Do you play any other sports?

**Ellie:** Yes, I really enjoy swimming. And I'm quite keen on tennis.

**Megan:** Great! What are your other hobbies then?

**Ellie:** I love music!

**Megan:** Really? What kind of music?

**Ellie:** I like all sorts, but my favourite is rock.

**Megan:** Now I remember! You can play the guitar, can't you? Lucy told me once.

**Ellie:** Yeah, I'm in a band. We're really good.

**Megan:** Do you know Josh, Josh Smith? He plays the guitar, too. Come on. Let me introduce you to him.

## 7 07

- 1 She's American, isn't she?
- 2 They don't like football, do they?
- 3 Joe and Sophie can ski, can't they?
- 4 Anna's got very short hair, hasn't she?
- 5 His grandfather isn't bald, is he?
- 6 We can't use mobile phones in class, can we?
- 7 Jack loves rock music, doesn't he?
- 8 Maria doesn't own a pet, does she?

## UNIT 2

### Vocabulary in context, p18

#### 1 08

##### Types of transport

cable car	plane
coach	scooter
cruise ship	skateboard
ferry	spacecraft
helicopter	tram
hot-air balloon	underground
jet-ski	subway
lorry	van
truck	yacht
motorbike	

#### 3a 09

##### Travel

arrivals	information screens
cancel	luggage
catch	miss
delay	platform
departures	return
fare	single

#### 3b 10

##### Travelling by train

When you go to the station to catch a train, if you don't already have a ticket you go and buy one at the ticket office. You can buy a single (if you're only going one way) or a return (if you're coming back). The fare is more expensive when you travel first class because it's more comfortable and you have more space. There isn't an extra cost for luggage – you can take two or three big bags without a problem.

When you have your ticket, you need to find the platform that your train is leaving from. If you arrive late, you may miss your train. But sometimes there can be a delay and your train doesn't arrive on time. And sometimes there's no train at all because they cancel it!

It's important to keep looking at the information screens, which tell you when and where to find a train. Of course, they show the arrivals (the times that trains are coming into the station) and the departures (the times that trains are leaving).

#### 4a 11

##### Accommodation

bed and breakfast	homestay
campsite	hostel
caravan	motel
holiday home	tent
holiday apartment	

#### 4b 12

##### Discover New Zealand:

##### Types of accommodation

**Motel:** Perfect for you when you're driving around, you want comfort and maybe even luxury, but you don't want to stop for too long.

**Homestay:** Staying here is a great way to meet friendly people. Share a local family's home, eat with them and really get to know New Zealand and New Zealanders!

**Hostel:** You're young and you want nice accommodation without spending too much? This is just right for you!

**Bed and breakfast:** An ideal option if you want to sleep in a friendly place for the night, eat and get your energy back in the morning and then maybe move on.

##### Holiday home / holiday

**apartment:** You prefer to cook your own meals and have a bit more space? This is the option for you! And you can come and go as you like.

**Campsite:** If you're driving around with a caravan or you're carrying your own tent, there are lots of fields and open areas where you can stop and make yourself at home!

### Developing vocabulary, p21

#### 2b and 2c 14

- 1 We need to check in at 7 o'clock.
- 2 Here's the check-in desk.
- 3 What time does the plane take off?
- 4 What time is take-off?
- 5 The car didn't break down.
- 6 The car didn't have a breakdown.

### Listening, p24

#### 3, 4 and 6 15

**Leo:** We're continuing our weekly podcast series, '50 objects that improved the world'. Today's object is something that we're used to seeing and maybe using every day. It's the bicycle ... Sara, personally I love cycling, but how exactly did the bike improve the world?

**Sara:** Hi Leo ... Well, when you think, before the bicycle became popular, people used to travel from one place to another on horses, or in coaches pulled by horses. Then there was the train. But working-class people didn't use to have enough money to keep a horse or to pay for train tickets, which used to be quite expensive.

**Leo:** But didn't bikes use to be expensive, too?

**Sara:** Yes, they did at first, and they used to be quite dangerous to ride, too. But they became safer and prices went down when more people bought them. Almost anybody could buy one, even people working in factories. Bicycle clubs started appearing globally and people from different towns and villages would meet up much more than before. By 1890, about one and a half million men ... and women ... were cycling. That's just in Britain!

**Leo:** You said women ... That was an important change that bicycles brought, wasn't it? More freedom for women.

**Sara:** That's right. The bicycle was really popular with women, not just men, and it gave them freedom and mobility. It also changed women's fashion as they started to wear trousers instead of long, heavy skirts which were impractical and dangerous when cycling.

**Leo:** Another interesting fact is that roads improved because of bicycles, not because of cars.

**Sara:** That's right. People had started to use the train to travel longer distances and that left the roads in Britain in quite bad condition. Cyclists started to demand improvements in the condition of roads. When the car started to become popular, the roads were already quite good, and that was thanks to cyclists.

**Leo:** Sara, can you explain the connection between bicycles and flying?

**Sara:** Yes. People usually say that the Wright Brothers were the first to create and fly an aircraft. They flew for the first time in 1903. But what many people don't know is that they used to have a bicycle shop. When they repaired bikes, they would study them in detail. This helped them to come up with a light, fast design for their first plane. At first their bike shop was very successful and they used a lot of the money they made from selling bikes to build their flying machines. So, the first aircraft appeared, thanks to the bicycle!

**Leo:** The great thing is that the bike remains important today, too.

**Sara:** Absolutely! The next big revolution was the car, but bikes are now more popular than ever. Everything about bikes is positive. Cycling is good for your health and keeps you fit. And bikes are great for the environment. Today, in many big cities, we're used to seeing bike – or scooter – share systems, where you can get on a bike or scooter and travel around the city centre without causing traffic problems or pollution.

**Leo:** So the bicycle is still changing the world today!

**Sara:** That's right!

## Developing speaking, p26

### 2 and 3 16

#### Conversation 1

**Speaker 1:** Good afternoon. Can I help you?

**Speaker 2:** Yes, please. Could you tell me the time of trains to Brighton?

**Speaker 1:** No problem ... Let's see. The next one leaves at 16.05, that's five past four. And there's another one at 16.28 and another at 16.35. They're quite frequent.

**Speaker 2:** That's great. Are they all direct trains?

**Speaker 1:** They are, yes. No need to change.

**Speaker 2:** And how long is the journey?

**Speaker 1:** It depends ... Let's see ... The 16.05 is 39 minutes, the 16.28 is 33 minutes and the 16.35 is, err, 37 minutes.

**Speaker 2:** OK. Could I buy a ticket?

**Speaker 1:** Of course. Would you like a single or return?

**Speaker 2:** Sorry, I didn't catch that.

**Speaker 1:** Do you need a single ticket or are you coming back to Gatwick?

**Speaker 2:** Oh, a single please.

**Speaker 1:** Have you got a Student Railcard?

**Speaker 2:** No, sorry.

**Speaker 1:** No worries ... OK. Let's see. The cheapest fare is £8.80. That's for the 16.05 or the 16.35. And the 16.28 is £10.50.

**Speaker 2:** Could I have a ticket for the 16.05 train please?

**Speaker 1:** Yes, of course. That's £8.80. Are you paying by card?

**Speaker 2:** Yes, here you are.

**Speaker 1:** OK ... Here's the ticket ... and here's your card.

**Speaker 2:** Thank you! ... Oh, can you tell me which platform it is?

**Speaker 1:** Yes, it's platform ... 8.

**Speaker 2:** OK. Thanks a lot.

**Speaker 1:** Thank you, and have a good journey.

#### Conversation 2

**Speaker 3:** Hi there. How can I help?

**Speaker 4:** Hello. Can you tell me the time of direct coaches to Brighton?

**Speaker 3:** Yes, of course. There's a coach at ten past four ... And the next one is at ten past six.

**Speaker 4:** Ten past six. That's quite late. Could you tell me how long it takes to get to Brighton?

**Speaker 3:** It depends on the traffic, but it usually takes 45 minutes.

**Speaker 4:** Can you tell me the price, please?

**Speaker 3:** Single or return?

**Speaker 4:** Pardon?

**Speaker 3:** Would you like a single ticket or a return?

**Speaker 4:** Single, please.

**Speaker 3:** That's £10.40.

**Speaker 4:** OK. I'd like a ticket for the one at ten past six, please. Here's my card.

**Speaker 3:** There you are. The coach leaves from bay 6. Have a nice trip.

**Speaker 4:** Bay 6. Thank you! Bye!

## UNIT 3

### Vocabulary in context, p32

#### 1 17

#### Houses and homes

block of flats	houseboat
bungalow	mansion
cottage	semi-detached house
detached house	terraced house
flat	

## 2 18

### Homes in the UK

There are different types of houses in the UK. In big cities, where space is a problem, many people live in a flat. This is the smallest type of home, where one big, perhaps tall building, a block of flats, is divided into many different homes.

Perhaps the most common type of home is a semi-detached house. This is where two houses go together and are connected by a common wall. On the other hand, it can be nice to live in a detached house because your house is completely separate, with space on both sides. If you're really lucky and rich, you can live in style in an enormous mansion, maybe with your very own video games room!

Another type of house is the terraced house. This has a house on both sides – each house is part of a line of houses. These are usually smaller and may be older. Some people live in an old, traditional cottage. These are pretty houses in villages or out in the country. Another option is a bungalow, a type of house which only has one floor and no stairs. Finally, there are a number of people in the UK who prefer to live in a houseboat. These are homes on rivers or canals. The great thing about these is that you can move your home about whenever you like!

## 4 19

### Places in a city

art gallery	outskirts
bridge	palace
castle	park
city centre	port
factory	skyscraper
fountain	square
housing estate	statue
industrial estate	suburbs
market	theatre
museum	town hall

## 5 20

### Adjectives describing cities

busy	clean
charming	crowded

dirty	noisy
historic	peaceful
impressive	popular
lively	quiet
modern	run-down

## Listening, p38

### 2 and 3 22

**Interviewer:** Recently we've been receiving questions about smart cities so today we've invited our technology specialist, Rosemary Price, to come and answer them. Rosemary, the first, and most obvious, question is – what IS a smart city?

**Rosemary:** The easiest way to define a smart city is to say it's a city which uses information and communication technologies to improve the lives of the people who live in the city.

**Interviewer:** Can you give us an example?

**Rosemary:** Yes. Take smart bus stops, for example. In Barcelona these bus stops have made waiting for buses an interactive experience. Passengers receive constant information about the next buses with maps and times, but they also have USB charging stations, free wi-fi and direct access to special apps that help them learn more about the city.

**Interviewer:** So, is Barcelona a good example of a smart city?

**Rosemary:** Yes, it's one of the best. I've visited the city four or five times and I've been really impressed with the great things they've done there. For example, they've been changing many streetlights to LED lighting over the last few years and they're continuing to do so. These streetlights can detect if people are nearby and use less energy when the streets are empty. That means they save up to 30% energy, which is a lot ... and a lot of money, too! And that's not all. The street lights also have sensors that receive information about pollution, the temperature and the weather in general. This information is part of a complete network linking different services in the city. For example, the

streetlight knows when it's raining and it can automatically control the park watering systems so they don't water the plants or trees. That helps to save a lot of water, of course.

**Interviewer:** And I believe these streetlights also offer free Internet access?

**Rosemary:** That's right. And another great thing is that everybody in the city can have access to all of the information from the streetlight sensors. So in one important square in Barcelona, the residents were always complaining about the noise. Sensors in the streetlights showed that they were right, that the noise was excessive in that area. With that information, they've been able to protest and do something about it.

**Interviewer:** I also heard something about smart systems for rubbish and bins.

**Rosemary:** Yes, they have smart bins in Barcelona. Sensors in the bin give information about when the bin is full and when they need to collect the rubbish. They can also discover which parts of the city need more bins because there's more rubbish there. And they also warn you if there are any dangerous substances in the bin. Thanks to all that, the city is cleaner and safer than ever.

**Interviewer:** Well, that all sounds very smart to me! Rosemary, thank you.

## Developing speaking, p40

### 2 and 3 23

In the photo I can see a port. I think it's Venice because in the top left corner, I can see some flags which look like Italian flags. And in the background there's a really enormous cruise ship. I think it's bigger than the houses on the right and left! But in the foreground there are lots of smaller boats, and some of them are packed with people. Perhaps they're tourists because I know Venice is a very popular tourist destination. In the middle of the photo, I think I can see a bridge. The unusual thing, compared to other cities, is that you can't really

see any cars or roads. It looks nice because there's water everywhere. I'd love to visit Venice one day because I really like cities like this where there are ancient palaces, historic museums and beautiful squares to visit. It's true that one of the problems with cities like Venice is that everybody wants to go and see them and so the city is probably always busy and packed with tourists. And it's hideous to see huge ships like this next to the charming old port. In my opinion, they need to control the number of cruise ships so the city isn't always crowded with tourists.

## UNIT 4

### Vocabulary in context, p44

#### 1 24

##### Food

avocado	pancake
butter	peas
carrot	peach
cherry	pie
chips	plum
cod	prawn
cream	rice
crisps	semi-skimmed milk
lamb	spinach
lettuce	sweetcorn
muffin	tuna
oil	turkey
olive	

#### 2 25

##### Describing food

baked	processed
boiled	raw
fattening	roast
fresh	rotten
fried	salty
frozen	spicy
greasy	stale
juicy	tasty

#### 4a 26

##### Meals

canteen	packed lunch
dessert	school meal
dish	snack
fast food	starter
main course	vending machine

#### 4b 27

##### School food in Australia

In Australian schools, there is sometimes a canteen, a room where you can eat. This is a place where students can buy something for lunch, like a simple restaurant. It isn't always cheap, but you can choose what you want. If you're hungry, you can buy a warm main course, like a meat pie with vegetables or lasagne. Meat is popular in Australia and the most popular national dishes are lamb or barbecued sausages. They often sell fast food like burgers, pizzas, kebabs or nachos, too. If you prefer something light, you can just pick up a simple snack like a sandwich, for example. There are always a variety of desserts like fruit salad, cakes or ice cream. At Australian schools they usually eat just two courses. They don't usually have a starter, something light to begin the meal.

Other Australian students take a packed lunch to school, which their parents usually prepare. They take it in a box. Because of the good weather, it's popular to eat outside. There are usually lots of water fountains around the school, which they call 'bubblers'. There are often vending machines, too. These sell drinks or packaged food, but in theory they don't sell unhealthy products.

##### Listening, p50

#### 2 and 3 29

**Speaker 1:** Today lots of people are saying that genetically modified food is the food of the future and that it'll help to save the planet. I'm not so sure we need complicated food like that. In fact, I think that we'll be eating lots of potatoes in the future. The thing is potatoes have different minerals like zinc and iron, and they also have vitamin C. If it was really necessary, humans could survive on just water and potatoes for about a year. That's one of the reasons NASA are doing experiments to see if we could grow potatoes on Mars! Imagine! Perhaps one day humans will be living on another planet thanks to the potato! Right now they're doing tests in Peru to see how well potatoes can

survive in very dry conditions and with big differences in temperature. But forget Mars. With higher temperatures here on Earth, and with less and less water, perhaps the potato will help us to survive here when other food stops growing.

**Speaker 2:** I know a lot of people are not happy about 'changing' nature. But by 2050, I believe that by doing this we will have helped to stop hunger in some parts of the world. Thanks to genetic engineering, farmers will be growing food much faster than they are now and the food they grow will have more essential nutrients because you can add minerals, proteins and vitamins to it. The plants will be much more resistant to disease so farmers will be able to grow food in difficult conditions. The great thing is that all of this will make food cheaper, and that means people in poorer parts of the world will all be able to eat more, and better, food. In some parts of the world people eat too much. But what's even worse is about 800 million people are hungry and 2 billion don't get enough of the minerals, proteins and vitamins that we need to be healthy. So, if genetically modified food can solve this, I'm definitely in favour!

**Speaker 3:** I have no idea what food will save the planet. But I do know that people don't think enough about food packaging. We need to stop buying plastic packaging and start using new materials. There's already an amazing bottle that you can actually eat! It's called an Ooho bottle. I hope we'll all be using them soon – think of all the plastic we could save. According to the Recycle Now website, homes across the UK use about 35 million plastic bottles every day! Ooho bottles are made from plants and seaweed. If you don't want to eat the bottle, you can just throw it away. A plastic bottle can take between 450 and a thousand years to decompose and disappear in the earth. But an Ooho bottle will have decomposed and disappeared in about the same time as a piece of fruit! The only thing is that they're quite small at

# CLASS AUDIO SCRIPT

the moment. I hope they work out how to make them bigger soon!

## Developing speaking, p52

### 2 and 3a 30

**Teacher:** Now, I want you to look at these different places where you can eat out. I want you to imagine that it's the end of term. Your class is going to organise an end-of-term meal for the whole class. Which of these five places do you think is the best for your end of term meal?

**Student A:** OK. What do you think about a fast food restaurant?

**Student B:** Personally, I don't like fast food. But I think that a lot of other people do, and they go to fast food restaurants quite often, at the weekend, for example. But that's why I don't think it's a very good place to celebrate a special event.

**Student A:** I see what you mean, but if they go there at the weekend, it's because they really enjoy it, so I don't think it's a bad idea.

**Student B:** What about the school canteen then? That is a bit boring to celebrate a special event, isn't it?

**Student A:** Yes, I agree with you. We eat there every day.

**Student B:** In my opinion, we need to choose somewhere we don't usually go. So a picnic might be nice because we could have it in a park or somewhere special.

**Student A:** That's a good idea! Picnics are great because they aren't very expensive either.

**Student B:** Yes. That's the problem with an exclusive restaurant. The food and service will be really good. But I don't think most people will want to spend a lot of money on the meal.

**Student A:** Yes, you're right ... Erm ... What about in a classmate's house? That's cheap.

**Student B:** Yes. And it's quite comfortable. You can have music, for example, and people can move about.

**Student A:** I'm not sure. A house is probably going to be too small for all the class. And it isn't very special.

**Student B:** That's true ... Well, the way I see it, the picnic is the best. It's cheap and easy for a larger group. Why don't we choose that?

**Student A:** OK. Let's have it somewhere special, like the beach. And we can organise games and competitions, too.

## UNIT 5

### Vocabulary in context, p58

#### 1 31

#### Study subjects

architecture  
art  
biology  
business studies  
chemistry  
citizenship  
computing  
design and technology  
drama  
engineering  
English  
geography  
history  
law  
literature  
marketing  
maths  
media studies  
medicine  
music  
philosophy  
physical education (PE)  
physics  
politics and international relations  
psychology

#### 2a 32

#### Nouns connected with studying

assessment	field trip
assignment	mark
coursework	grade
essay	research
excursion	term
extra-curricular activities	timetable

#### 2b 33

#### School life

Our school year is divided into three terms, each one lasting approximately three months. At the

beginning of the year we get our timetable, which explains what we study each day and hour.

Three times a year we have formal assessment, with exams in almost all subjects. Apart from exams, the teachers evaluate us by looking at our coursework, the work we do all year. This includes things like essays, short pieces of writing about a particular theme. But we also have to do some assignments, longer pieces of work where we have to do research first to find out more about the topic. The teachers give us a mark or grade for our exams and coursework, usually a number out of ten or a percentage. After school we can do extra-curricular activities such as music, art or sports. Sometimes we go on a short excursion, maybe to the theatre or to a museum exhibition. Maybe once a year we go on a longer field trip, for example, staying in the country for a few days to study geography or science.

#### 4 34

#### Verbs and phrases connected with studying

catch up	make progress
fail an exam	pass an exam
fall behind	pay attention
hand back	resit an exam
hand in	skip a lesson
make an effort	

### Developing vocabulary, p61

#### 2 36

director	scientist
employee	technician
employer	

### Listening, p64

#### 2 and 3 37

1

**Speaker 1:** Have you ever heard of this school, Institut Le Rosey?

**Speaker 2:** No. Why?

**Speaker 1:** It says here that it's the most expensive school in the world.

**Speaker 2:** How much does it cost?

**Speaker 1:** Over 100,000 euros a year, that's for the lessons and for living there in the school.

**Speaker 2:** Wow! Where is it?

**Speaker 1:** Switzerland. It has two centres: one for the summer and another for the winter, it sounds really international. It says the students come from about 60 different countries. And you can study up to four languages there at a time. I'd love that.

**Speaker 2:** Yes, well, if I were you, I'd start saving up because it's not cheap, is it?

**Speaker 1:** Hmm. But it sounds like the food is good, too. Look, every morning at break time they get hot chocolate.

**Speaker 2:** Mmm, nice.

**Speaker 1:** It says dinner is at 7.30 pm. Oh! And boys must wear a tie to dinner! I can just imagine you! If you wore a tie at dinnertime, your mum would think you were mad!

**Speaker 2:** That's it. I've decided that unless they change that rule, I'll stay at my school!

2

**Speaker 3:** Hey, doesn't your sister go to this school, West Rise Junior School?

**Speaker 4:** Yeah, that's right. Why?

**Speaker 3:** I'm just reading about it. They do some really interesting things there, don't they?

**Speaker 4:** Yeah, they've got a small farm there, with sheep, chickens, even some water buffalo. And there's a beautiful area of countryside close to them, so they spend a lot of time doing outdoor activities. They're building a Bronze Age village there!

**Speaker 3:** Yeah, I read that they learn to light fires and cook simple things outdoors. If I was at that school, I'd really enjoy doing that.

**Speaker 4:** Me too. But they go out in all sorts of weather ... The idea is that if you spend more time outdoors, you become stronger and more resilient.

**Speaker 3:** But isn't it dangerous sometimes, outdoors and with animals?

**Speaker 4:** Well, yes, I suppose it could be. For example, they learn not to have food with them when they're near the water buffalo. If they have any food, the buffalo will probably attack them! But that's just it. They learn to be careful

with wildlife and to respect nature. I think that's great!

3

**Speaker 5:** Look at this school. It's amazing!

**Speaker 6:** Let's see! ... The Green School? Where is it?

**Speaker 5:** In Bali, Indonesia. There are 435 students from 35 different countries. The school campus is in a jungle. And the school buildings are all made of bamboo. It says that if it rains hard, the teachers have to stop teaching because the sound of the rain on the roof is so loud!

**Speaker 6:** That sounds cool!

**Speaker 5:** And, they've got wi-fi and the latest technology there, too. And the school wants to teach young people about the environment. They think that if children learn about nature when they're young, they'll be more interested in protecting the planet in the future.

**Speaker 6:** So do they have a lot of classes outside?

**Speaker 5:** Yeah, and there are animals all around them. It says they need a special person to take away dangerous snakes.

**Speaker 6:** I wouldn't be able to concentrate on my lessons unless they took all the snakes away. Snakes are scary!

**Speaker 5:** I suppose you get used to them when your school's in the middle of the jungle ... Oh, this is interesting. It says the students don't have to wear shoes if they don't want to.

**Speaker 6:** That's terrible!

**Speaker 5:** Why?!

**Speaker 6:** That would make it even worse if you accidentally stood on a snake!

## Developing speaking, p66 2 and 3 36

In this presentation, I'm going to talk about whether students still need to learn to write by hand at school.

I'd like to begin by saying that I can see some reasons why maybe students don't need to learn handwriting at school.

Firstly, some adults don't have to write by hand much because they use tablets, smartphones and computers to write. In many jobs people just use a keyboard, they don't use paper and a pen. Secondly, it's easier and faster to type than to write by hand and it's also clearer because it makes our writing easier to understand. What's more, learning to write with good, clear handwriting takes a long time, and, even then, not everybody has nice handwriting. You could say that it would be better to spend that time learning other more important things.

But personally, I can see a lot more reasons why we should learn to write by hand. First of all, if you never learn to write by hand, you'll always have to depend on a phone or computer or some other type of technology to be able to write. For example, what happens if one day your battery runs out or you forget your phone? You won't be able to write anything down! I think it would be terrible if that happened in the future.

It's also true, in my opinion, that writing by hand takes time and effort, but that's a good thing. I believe that writing things down helps you to understand them because you must pay attention to what you're writing about. Take assignments, for example. When you write out the information by hand you really understand it. Just clicking and pasting doesn't help you to learn anything.

Another thing is that your handwriting is part of who you are. I can recognise the handwriting of my best friends and my parents straight away. Handwriting is a special, personal thing, not like a typed message.

To sum up, I think there are some reasons why students don't need to learn handwriting. But I don't think we ought to rely so much on technology. Yes, writing by hand needs time and effort, but the point that I'm trying to make is that if you don't make an effort, you don't really learn much. And our handwriting is also part of our unique personality.

## UNIT 6

### Vocabulary in context, p70

1 39

#### Everyday technology

air-conditioner	remote control
cooker	satnav
dishwasher	smart speaker
electric toothbrush	smart TV
fan	sound system
fridge-freezer	toaster
games console	vacuum cleaner
heater	washing machine
microwave oven	

2 40

#### Describing technology`

aluminium	rectangular
button	round
ceramic	rubber
curved	silver
glass	slot
gold	socket
hole	square
leather	steel
metal	straight
plastic	strap

4b 41

#### Operating technology

charge	select
recharge	swipe
connect	switch
insert	turn
plug in	tap
press	unplug
run out	

4c 42

#### Tech World

##### MP3 players

Digital media players have many advantages over phones when it comes to listening to music. They're usually cheaper, lighter, better for sport *and* they save your phone's storage and battery.

##### Getting started

Just follow these simple steps to start using one!

First, plug in the charger to the mains (the electrical power in your house). Connect the charger to the MP3 player in order to charge the battery.

When this has finished, unplug the MP3 player from the charger. Insert your headphones or earphones into the correct socket. Switch the MP3 player on if it hasn't come on automatically (this depends on the model). You might need to press a button on the side or in the centre of the MP3 player to do this.

Sometimes there are pre-installed songs on the MP3 player. Select the song you want to listen to. To do this, swipe the screen up and down to see all of your songs and tap on the song you want. When you've finished, remember to turn the MP3 player off so that the battery doesn't run out.

### Developing vocabulary, p73

1 44

#### Adjectives and their prepositions

afraid of	interested in
aware of	pleased with
bored with	pleased about
different to	ready for
different from	responsible for
fed up with	shocked at
fed up of	shocked about
good for	similar to
good at	tired of
bad for	worried about
bad at	

### Listening, p76

2 and 3 45

**Presenter:** Today on Tech Talk we're looking at some surprising advances in Artificial Intelligence, or AI, as it's usually called. With us is AI specialist, Stephanie Short. Stephanie, to begin with, how would you define AI in simple terms?

**Stephanie:** Very simply, AI is the name we give to a computer system that can think for itself and do things that traditionally need human intelligence. So, that includes things like solving problems, making decisions and learning.

**Presenter:** Can computers really 'learn'?

**Stephanie:** Yes! It's called 'machine learning' or 'deep learning'. By giving a computer system lots and lots of data, from that data the

system learns how to do new things or to do them better. Let me give you an example. There's a computer program called AlphaZero that plays chess. It learnt by playing 60 million games against itself. In just nine hours, it had learnt how to beat the existing world computer chess champion.

**Presenter:** Learning to do that in just nine hours is incredible!

**Stephanie:** I agree. Soon we'll be able to get almost anything done by AI. One fascinating area where AI is developing fast is the world of writing. Using AI, an app developer and an art group worked together and had a fairy tale written! First, they taught a computer program every word of the fairy tales written by the Brothers Grimm. Then they told it to create brand new sentences and phrases that were similar to the originals.

**Presenter:** I used to love reading fairy tales by the Brothers Grimm! What is this new fairy tale about?

**Stephanie:** A golden horse and a fox that can talk! And a prince and princess, of course.

**Presenter:** But how convincing is it?

**Stephanie:** It's quite good. To be honest, they did need human writers to help out at different moments during the process though.

**Presenter:** Is AI only being used to write fairy tales?

**Stephanie:** No. A research company called OpenAI has had fake newspaper stories written by AI computer systems, and they were very realistic. In fact, too realistic. At the moment, they don't want anybody else to know how they did it because they're frightened. They think somebody could use it to create totally convincing fake news stories. The computer even wrote a text about some scientists who went walking in the Andes Mountains and discovered silver unicorns!

**Presenter:** So it's going to be almost impossible to know what was written by a human being and what was created by a robot or computer?

**Stephanie:** That's possible, yes. And it isn't just texts. Three French experts in an AI research studio called Obvious have had a series of portraits painted by a computer program. They fed the program 15,000 paintings from between the 15<sup>th</sup> and 20<sup>th</sup> centuries and then told the software to create original works in the same style. The *Portrait of Edmond de Belamy* was one of the first robot paintings to be sold. Somebody bought it for \$432,500, that's about ten times more than they expected!!!

**Presenter:** OK, but is it art? I mean, if it's not made by an actual human being?

**Stephanie:** That's an interesting question. It's still a human who had the original idea for the painting, a human who created the program, a human who chose the data to feed it. So maybe it's creating a whole new world of art and literature that just didn't exist before.

**Presenter:** Good point. Thanks, Stephanie. Remember, listeners, if you're interested in keeping up to date with the fascinating world of technology, join us here next week on Tech Talk to hear all the latest news!

## Developing speaking, p78

### 2 and 3 46

**Speaker:** Both of the photos show people on rollercoaster rides. In the first photo it's a virtual-reality rollercoaster ride, whereas in the second photo it's a real one. Of course, one thing that the photos have in common is that they both show people having a really exciting time. It's interesting because in the first photo they're probably just sitting indoors. However, in the second photo the people are actually outdoors and probably quite high up. Erm, another important difference between the photos is that the people are all wearing special glasses in the first photo, but in the second photo they don't need to. One other similarity between the photos is that in both photos the people look happy, but they also look quite nervous.

Personally, I don't really like rollercoaster rides because I find them quite scary, mainly because

I don't like high places. So if I had to choose one of the two rides I'd prefer the first one. That's because I would know that I'm not actually in any real danger. I've never actually tried wearing virtual-reality glasses before, so I think it'd be quite exciting. But I still think it's quite frightening because I'm sure you feel like what you're doing is real.

## UNIT 7

### Vocabulary in context, p84

#### 1 47

##### Sports

athletics	ice skating
baseball	judo
basketball	karate
climbing	rugby
cricket	sailing
cycling	skiing
diving	snowboarding
football	swimming
golf	tennis
gymnastics	volleyball
horse-riding	weightlifting
ice hockey	

#### 2 48

##### Types of sport

ball	non-competitive
combat	team
individual	water
indoor	winter

#### 4 49

##### Sports equipment

bat	net
boots	racket
club	skates
goal	skis
goal post	stick
goggles	trainers

#### 5 50

##### Things you can do with a ball

bounce	kick
catch	pass
head	throw
hit (with a bat, etc.)	

#### 6 51

##### Sports venues

course	gym
court	pitch

pool	stadium
rink	track
slope	

#### 7 52

##### Sports venues with a difference!

The Camp Nou in Barcelona is one of the biggest football stadiums in the world, with a capacity of approximately 100,000 people. Manchester United won a memorable Champion's League final there, when they beat Bayern Munich. In the 91<sup>st</sup> minute they were losing 1–0 (one–nil). Then they scored a goal and it was 1–1 (one all). They got another goal thirty seconds later, in the last minute of the match.

Musselburgh Links in Scotland is the oldest golf course in the world. They say that Mary Queen of Scots played there in 1567!

The English national football team plays at Wembley. They also have pop and rock concerts there. When they do this, they need to cover the pitch so that nothing happens to the grass, which is quite expensive.

The Wimbledon Tennis Championships® began in 1877. It can take about 15 months to prepare the grass for the outdoor courts where the top players compete.

The word *gym* comes from a longer word which was the name for the place in Ancient Greece where athletes trained and took exercise. Sometimes they had a track nearby which they could run around.

Y-40 in Padua, Italy, is the deepest pool in the world. You can swim 40 metres down! The water is 32°C.

One of the most beautiful places in the world to skate is the rink which they sometimes install in Moscow's Red Square near St Basil's Cathedral.

Corbet's Couloir in Wyoming, US, is one of the world's most frightening ski slopes. There's a very big jump and it's quite rocky!

## Listening, p90

### 2, 3 and 4 54

**Presenter:** Today on Stars of Sport we're looking at somebody who has been in the news a lot recently ...

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Alex Honnold. For those of you who don't know the name already, Alex is one of the best climbers in the world. Here to tell us more about him is Jack Miller. Jack, what makes Alex Honnold so special?

**Jack:** Well, Alex is probably most famous for climbing a massive vertical wall called El Capitan. The wall, which is more than 900 metres high, is in Yosemite National Park in the US. Quite a few climbers had already climbed El Capitan before Alex. But Alex was the first person who climbed it on his own, without any climbing equipment.

**Presenter:** That's what they call 'free soloing', right?

**Jack:** That's it. Now, of course, if you don't have any safety equipment, no ropes, no helmet, you have almost no chance of surviving if you fall. So, it's great to watch, but very few people consider doing it. You make just one mistake and it can be fatal.

**Presenter:** The one thing that free soloists usually carry is a bag of chalk, isn't it?

**Jack:** Yes. That's to keep their hands dry so that they can hold on to the rock better. But when you're high up on a rocky mountain wall, strange things can still happen, like birds attacking you, dangerous insects suddenly coming out of the rock or a strong wind pushing you when you don't expect it. Believe me, it can be very frightening!

**Presenter:** How long did it take Alex to get to the top of El Capitan?

**Jack:** It took him three hours and 56 minutes. The first people who ever climbed El Capitan, back in 1958, took 45 days to get to the top! And that was over a period of 18 months and using a lot of climbing equipment!

**Presenter:** They filmed Alex getting to the top of El Capitan, didn't they?

**Jack:** Yes. The film, which is called *Free Solo*, won an Academy Award, an Oscar. The cameramen, who were already professional climbers, did an amazing job.

**Presenter:** So what's Alex's secret? How can he do something which nobody else can?

**Jack:** Well, Alex seems extremely calm. But he says that's because of all the careful preparation he does. I mean, he works really hard, remembering every single place where he needs to put his hands or feet. He memorises the whole route in detail.

**Presenter:** When did he take up climbing?

**Jack:** He got into it when he was really small. He loved climbing trees and when he was five he went to a gym and did some indoor climbing. The interesting thing is he says he wasn't very good at it at first. But he really went for it and practised for hours. When he was in his late teens, he ended up winning important competitions and breaking records. But he nearly always climbed indoors. He spent very little time climbing outdoors during that period. It was later, when he was at university, that he started climbing mountains.

**Presenter:** How old is he now?

**Jack:** About 35, I think, more or less ... It's interesting, he has a house, but he prefers the freedom of following the good weather and going climbing when and where he wants, so he usually lives in a van. Sacramento, where he grew up, is quite close to Yosemite so he's always loved moving around that area.

**Presenter:** Does he do any other sports?

**Jack:** He works out and runs a little, just to keep fit for climbing. But that's it – climbing seems to be his one true passion. That and being outdoors in a beautiful place like Yosemite!

## Developing speaking, p92

4 and 5  55

**Speaker 1:** What do you think? Does competitive sport have a bad influence on students?

**Speaker 2:** Yes, I think it does. Not all of us are good at sport. With competitive sport it seems that winning is everything. So some students stop doing sport because they think it's only for people who are very good at it. That means they stop getting exercise, which is terrible.

**Speaker 1:** I take your point, but I think that we all have to get used to winning and losing. Learning to lose is an important lesson in life. You can't always win and be the best, so you need to live with it. After all, exams and tests in other subjects are also competitive.

**Speaker 2:** I see what you mean, but isn't it better to encourage students to just compete with themselves? I mean, instead of trying to be the fastest in the class, the important thing should be just to do *your* best time, to improve *your* personal best, even if you're the slowest in the class.

**Speaker 1:** That's true, but maybe having things like competitive races helps you improve much more. Everybody goes faster because they want to beat the rest. Everybody wants to win.

**Speaker 2:** I totally disagree with you. Lots of people don't care about winning. But they probably don't want to be the last! Perhaps because of that they really go for it and try to catch up with the others. But then they might hurt themselves because they're trying too hard. In the end, they probably decide they hate running!

**Speaker 1:** Hmm, you've got a point. I know a lot of people who prefer non-competitive sports like ice skating or working out on their own in a gym. They just want to do sport to relax. But remember that you can relax and enjoy yourself playing in a team even if you lose. What's more, playing in team competitions can help you learn lots of things that are useful in life, like teamwork and responsibility.

**Speaker 2:** I agree to an extent that you can learn things from playing in a team. But I think the important thing is just finding a sport that *you* like and that doesn't make you feel stressed. Doing sport should be good for your body and your mind. That's why I think schools should offer students lots of different choices and let them decide which sport they want to do, and also if they want to do it competitively or not.

**Speaker 1:** Hmm. Maybe you're right.

**UNIT 8**

**Vocabulary in context, p96**

**1** **56**

**Artists**

actor	drummer
artist	guitarist
choreographer	musician
composer	painter
conductor	performer
dancer	photographer
fashion designer	pianist
designer	sculptor
film director	singer
theatre director	singer-songwriter
director	

**3** **57**

**The visual arts**

abstract painting	self-portrait
art gallery	portrait
collection	sculpture
exhibition	sketch
landscape	still life
masterpiece	

**4** **58**

**The National Gallery, London**

The National Gallery in London is one of the most important art galleries in the world. It's in Trafalgar Square and is the home of a big permanent collection of European art from the 13<sup>th</sup> to the 20<sup>th</sup> centuries. There are many masterpieces there, for example, some of the best works by Michelangelo and Leonardo da Vinci. Talking of Da Vinci, there is also an important pencil drawing by the artist, an unfinished sketch which he used as preparation for a later painting.

In the permanent collection there are all sorts of works. You can see landscapes such as *The Hay Wain* by John Constable, a painting of the English countryside. There is the famous still life *Sunflowers* by Vincent van Gogh, a simple picture of yellow flowers in a yellow vase. Another great painting is a self-portrait by Rembrandt, a picture he painted of himself when he was 34. However, the National Gallery has few 3D works or sculptures.

At the National Gallery there are also temporary exhibitions showing the works of a particular artist or group of artists. For example, in 2019, they showed some works by a modern American artist called Sean Scully, who usually paints abstract paintings, for example, lines and stripes of different colours.

**5** **59**

**The performing arts**

audience	orchestra
cast	performance
composition	play
concert	plot
lighting	scene
lyrics	stage
main character	tune
musical	

**Listening, p102**

**2 and 3** **61**

**Presenter:** Welcome to our weekly podcast, 'Get out there and do something!' This is the podcast made by teenagers for teenagers who want to get outside and do something different! Today we're with Miranda Kennedy who's here to tell us all about rock balancing or rock sculpture. Miranda, why don't we start with the name? What's the official name for what you do?

**Miranda:** There are lots of possible names: stone stacking, rock balancing, rock sculpture ... I call it rock sculpture, but it makes no difference. The idea is basically the same – making the best sculpture you can by simply putting one rock on top of another.

**Presenter:** Is this a competitive activity?

**Miranda:** It can be. I mean, there's a European Championship and a World Championship in Texas in the US.

**Presenter:** Who wins? The one who builds the highest tower?

**Miranda:** For the main prize it could be the highest, but it doesn't have to be. It's the one with the most rocks that wins. There's this Spanish guy, Pedro Durán, the European Champion ... Last year he made a tower with 33 rocks! He's won the competition twice already.

**Presenter:** What did he win?

**Miranda:** Err ... money. Oh, but the money is to fly to the World Championship, you know, the one in Texas that I mentioned ... And then there are medals and cups for the people who come second and third.

**Presenter:** I see. Are there any other types of competition, apart from using the most rocks?

**Miranda:** Yes, there's the artistic prize for the most beautiful structure. Personally, that's what I prefer doing, making artistic sculptures by balancing really big rocks on top of small ones. Or even making bridges. Then, when I'm happy with my sculpture, I take lots of photos and put them on social media. It's great when you read people's comments and see they love what you're doing. And I love seeing other people's sculptures, too. They inspire you to try out new ideas.

**Presenter:** I have heard that some people are against rock balancing though. They say that it can ruin natural landscapes. And it can also be bad for insects, birds and animals. A lot of insects live under the rocks you use, so you're disturbing their habitat. And that affects the birds or animals that eat the insects, too.

**Miranda:** Well, I agree up to a point. But that's why, when I've finished and taken my photos, I put the rocks back in more or less the same places where I found them. That's especially important in the country because people have often used rock towers as navigation, to help them find their way. So if you leave a new tower, it can confuse people and they can get lost. And I also agree that there are some places where you shouldn't do rock balancing. For example, don't make your sculptures near old historic monuments. Anyway, I think people leaving litter out in the country is much worse than rock sculptures. What we're doing is creating art.

**Presenter:** I see. So where do you go to make your rock sculptures?

**Miranda:** I live near the coast so I go to the beach. There are lots

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of rocks there. Part of the fun is walking on the beach trying to find ones that are the perfect size and shape for your sculpture.

**Presenter:** Well, as long as you make sure to take care of natural landscapes and leave them as you found them, I think rock balancing sounds like a really healthy, relaxing and creative way for all of us to spend our time. And that's exactly what we always look for on this podcast. So, come on listeners, let's get out and try it! And please send me photos of your sculptures! Miranda, thanks for sharing your hobby with us today!

## Developing speaking, p104

### 5 and 6 62

**Speaker:** At our school we usually have one trip each term. We often go to theatres, concerts and museums, but last term we went on a really original trip. We went to a radio and TV studio. It was a small local studio and the idea was to show us what a studio is like and help us see what happens behind the scenes.

Before we went to the studio, we'd had to prepare two things. One was a short news story about anything we wanted. And the other was a debate about a story that was in the news at that time.

We got to the studio at about 9 am. The people at the studio had organised different activities for us. First, we went to a room where we had to record our news stories, talking to the camera just like they do on real news programmes.

At first, I was really nervous and I made a few mistakes. But then I started to relax and a few minutes later I read my news story again and I did it really well this time. In fact, the studio director said I'd been as good as a professional news reader! That was a really special moment for me! I felt really good about myself.

After that, we went to the radio room and six people from our class had the debate. That was great fun. We were really quiet to start with and we weren't speaking because of the microphones. But after a while we all got into it and

had a brilliant time. To be honest, after five minutes we were talking so much that they found it hard to stop us!

Finally, they asked us what we'd enjoyed the most. I told them that I'd found the studio a bit frightening when we'd arrived. But in the end, I loved reading the news. In fact, I'd really like to do it again one day. It was definitely the best school trip I've been on.

## UNIT 9

### Vocabulary in context, p110

#### 1 63

#### Countries and nations

capital city	population
currency	royal family
flag	king
national anthem	queen
national symbol	prince
national emblem	princess
official language	

#### 3 64

#### Governments 1

constitutional monarchy
democracy
monarchy
republic

#### 4 65

#### Governments 2

campaign	political party
general election	politician
laws	run
member	vote

#### 5b 66

#### An introduction to UK government

The United Kingdom is a constitutional monarchy. They have a general election to choose the Prime Minister at least every five years. You have to be 18 to participate and be able to vote. Historically, the three biggest political parties are the Conservative Party, the Labour Party and the Liberal Democrat Party. They organise campaigns before the elections to convince people to choose them.

If people choose you to represent them in parliament you become an MP, or Member of Parliament. The

government runs the country. For example, they suggest new rules and laws.

### Grammar in context 1, p113

#### 6a 68

- 1 You have to go now.
- 2 You must have known.

#### 6b and 6c 69

- 1 She might have gone.
- 2 They can't have done it.
- 3 It couldn't have been me.
- 4 You must have heard it.
- 5 We may have lost.
- 6 They must have known.

### Listening, p116

#### 2 and 3 70

**Presenter** And next on our programme, we have our special section 'On this day in history' where we look at a historic event that happened on this same date. Today is the 24<sup>th</sup> August. So, tell us, Anna ... what happened on this day?

**Anna:** Well, we think that it was on this day in the year 79 CE that Mount Vesuvius in Italy erupted. And as you probably know, this was the moment when the city of Pompeii was destroyed by the eruption. What's curious is that it was one day after the Roman festival dedicated to Vulcan, the Roman god of fire. And if you didn't already know, it's from Vulcan that we actually get the modern word 'volcano'.

**Presenter:** Wow! What a coincidence!

**Anna:** Ash fell on the city for 18 hours. The next morning an avalanche of ash, lava and mud came down the mountain at about 160 kilometres per hour and covered the whole city. A lot of people escaped, but over 1,000 couldn't get away.

**Presenter:** They were especially unlucky with the wind that day, weren't they?

**Anna:** That's right. Usually the wind blows in the opposite direction, but on that day the wind blew straight towards the city. If it had blown in the other direction, they would probably have been safe.

**Presenter:** So the city remained hidden under metres of ash and

rock. How and when did they discover it again?

**Anna:** It was first rediscovered accidentally in 1599. But it was only in 1748 that they started to really explore Pompeii again.

**Presenter:** The amazing thing is that everything was well preserved, wasn't it?

**Anna:** Yes. It wouldn't have stayed in such great condition if ashes hadn't covered it.

**Presenter:** It was almost like discovering the city a day after the accident.

**Anna:** Yes. For example, they found bread that looked like it was baked yesterday. You can even see the mark that the baker used to show who baked it.

**Presenter:** And apart from lots of beautifully painted houses, there's even graffiti on some of the walls, isn't there?

**Anna:** Yes, there's a lot of graffiti, lots of messages from one person to another, or to groups of people. It's almost like an ancient version of a social networking website! What's really interesting is that there are lots of examples of political graffiti, with messages telling you the best politician to vote for in the next elections. It must have been part of a campaign.

**Presenter:** Another interesting thing about the graffiti is that it's mainly on the houses of rich people, isn't it?

**Anna:** Yes. So some people think the rich people who lived there either wrote the graffiti themselves or gave their permission to others to write on their walls. If they hadn't given their permission, it seems logical that they would have painted over the graffiti to cover it up.

**Presenter:** And this takes us back to the bread, doesn't it? There's a really interesting painting where a man wearing white is giving out bread.

**Anna:** Exactly. Now of course, it could be a baker selling bread. But another theory is that the man in white must have been a rich man, and he might have been giving people free bread because he

wanted them to vote for him. To win an election and be in power you needed money. The local leaders had to pay for entertainment for the city, you know, gladiators, famous musicians, bulls and other wild animals.

**Presenter:** Of course, the eruption of Vesuvius and the destruction of Pompeii were tragic events. But looking on the positive side, if it hadn't been for the preservation of Pompeii under ash, we would never have discovered some of these fascinating things about everyday life in Ancient Rome. Anna, thanks for telling us about it!

## Developing speaking, p118

### 2 and 3 71

**Speaker:** I can, err, see a group of men in the middle of the picture. They're all wearing similar clothes, yellow shirts and jeans. They're pulling on something, on a rope, and it seems that it's really hard. I imagine it must be a game or a competition because they look as if they're in a team. In the background I can see quite a lot of people watching the men. It seems that it's quite an important event because in the background I think I can see a coach and some tents. People must have come specially to see the competition. I'm not sure but on the right I think some people might be taking photographs, too. The blue thing in the top left corner must be a flag, but I don't know which country or region it's from. I've never actually seen an event like this live. And I've never tried to do it either. I'm not sure I want to really because when you look at the men's faces, it looks like they're having a bad time because it must be really difficult to pull like that for a long time. But I'm sure that watching something like this must be fun.

## UNIT 10

### Vocabulary in context, p122

#### 1 72

#### Shops

bakery	chemist's
butcher's	clothes shop
charity shop	department store

electrical goods shop post office  
greengrocer's stationery shop  
jeweller's

### 3a 73

#### Online shopping

bestseller	recommend
cart	recommendation
cash	refund
deliver	replace
delivery	replacement
package	return
purchase	track
receipt	

### 3b 74

#### A beginner's guide to online shopping

When you find a product you want to buy, you add it to your basket, sometimes also called a cart. You can't pay with cash – you usually use a debit card.

When you buy something online, they deliver it to your house. It may be the postman or woman who brings the package. You can often track the order and find out where it is at each moment.

If there's a problem with your purchase (the thing you buy), you should be able to return it to the seller. The online shop may ask if you want a replacement (the same or a similar product), or a refund (the amount of money you spent on the product). To show that you really bought the item, you may need to give them a document showing you bought the product, a receipt.

Often online shops will give you recommendations for other new things to buy, suggestions based on what you have looked at or bought before. They may also suggest their best sellers – their most popular products.

### Developing vocabulary, p125

#### 2b 76

#### First, Black Friday. Then, Cyber Monday. Now, Giving Tuesday!

On Black Friday and Cyber Monday people often spend a lot of money – some calculate it as nearly \$8 billion on Cyber Monday in the US alone! There are often special offers – many products cost less

than usual. Some people think they are saving money because their purchases are cheaper than usual. But maybe they're wasting money because they're buying something they don't really need. It can seem hard to work all week to earn money, but then so easy for that money to just disappear!

In 2012, some people decided to start Giving Tuesday on the day after Cyber Monday. The organisation didn't want to make money for themselves and become rich. They wanted to raise money for people who need it. They got \$400 million online in the US in 2018! A lot of big global companies and organisations such as Google®, Microsoft® and UNICEF were very generous and donated money to the organisation. Giving Tuesday now takes place in over 70 countries around the world. Schools can help, too, so try to find out more!

## Listening, p128

### 2 and 3

#### Conversation 1

**Jenny:** Hi Katie. Where have you been? I was worried. I thought you'd only gone out for five minutes.

**Katie:** Hmm. Yeah, that's what I thought. I just went to the supermarket to buy a couple of things I needed. And in the end, I bought all of this. If only I'd had my lunch before I went shopping.

**Jenny:** Why??

**Katie:** Because they say that if you eat before you go shopping in a supermarket, you spend less.

**Jenny:** Really?

**Katie:** Yes, because you don't feel hungry, so you don't pay attention to all the biscuits and cakes and ice cream. That's what I bought in the end.

**Jenny:** What I do is make a list of what I need before I go. And then I only buy those things. If it's not on my list, I don't buy it.

**Katie:** That's a good idea.

**Jenny:** Anyway, don't worry! I'll help you eat all those extra biscuits and cakes.

**Katie:** Great. Thanks a lot, Jenny.

#### Conversation 2

**Jack:** Are you doing anything on Saturday, Harry?

**Harry:** No, I don't think so. Why?

**Jack:** I'm going to the shopping centre to buy a new tablet. You know a lot about tablets and stuff like that, don't you? I wanted you to come and help me choose a good one.

**Harry:** Yeah, OK ... I wish I had enough money to buy a tablet. Mine doesn't work anymore.

**Jack:** Really?

**Harry:** Yeah. When I bought it I thought I was saving money because it was so cheap. But it was cheap because it was badly made. I wish I'd bought a better one. But now I know the good from the bad. I learnt my lesson!

**Jack:** Yeah. That's why I wanted your help. Anyway, I want something in the middle, not too cheap, but not the most expensive either.

**Harry:** Don't worry. Let's go to that new department store. They have lots of different models there.

**Jack:** OK. Great.

#### Conversation 3

**Mum:** Look at these. They're beautiful, aren't they? And there's 30% discount on them.

**Mia:** Let's see. Hmm. They are nice, Mum.

**Mum:** Let's see if they've got my size. Hmm. No, they're all small sizes. If only my feet were smaller!

**Mia:** Aww! They've got my size though, Mum. Do you mind if I try them on quickly?

**Mum:** Hmmmm. Go on then!

**Mia:** ... Oh, yes, they're perfect. Can I have them? Come on, you did say they're nice! And they're much cheaper than usual ...

**Mum:** Hmmph.

**Mia:** Mum? What's the matter? Why are you looking so upset?

**Mum:** It's just ... Every time we come shopping I find all the nice things and you end up getting them.

**Mia:** Well, it's not my fault my feet are smaller than yours! Now, Mum, where's your debit card?

**Mum:** And on top of everything I have to pay!

#### Conversation 4

**Lucy:** I wish you wouldn't do that!

**Tyler:** What?

**Lucy:** Every time I suggest going shopping at the weekend, you say you've got something else to do.

**Tyler:** Well, it's true. I just remembered that I have to go and watch my cousin play football. He's got an important match on Saturday. You understand, don't you?

**Lucy:** Yeah, this weekend it's your cousin. Last weekend it was your uncle, the time before it was your grandfather.

**Tyler:** It's just that I've ... er ... got a big family, and ... er ... we're very close.

**Lucy:** OK. But when I said we could go to see a film you said yes. As soon as I say the word shopping, you suddenly find an excuse for not being able to go.

**Tyler:** You're right. Look, Lucy, it isn't that I hate going shopping with you. It's just that I hate going shopping with anybody!

## Developing speaking, p130

### 2

**Shop assistant:** Can I help you?

**Customer:** Yes, I'm looking for a hoodie, you know, a top. It's for a friend.

**Shop assistant:** What size is he?

**Customer:** Large.

**Shop assistant:** Large, OK, we've got some here in black and grey.

**Customer:** Have you got anything a bit brighter? These are a bit too dark, a bit too serious.

**Shop assistant:** How about these? These are new in.

**Customer:** Hum. Yeah. I like the green one. And the blue one. Do you have them both in large?

**Shop assistant:** Let me have a look ... Erm ... We've got the blue one in large, but the green one is only in small or medium.

**Customer:** OK. I'll take the blue one. Can I bring it back if it doesn't fit or if my friend doesn't like it?

**Shop assistant:** Yeah, no problem. Just remember to bring the receipt. And you've got 28 days to bring it back.

## 5 79

**Shop assistant:** Good morning. Can I help you?

**Customer:** Yes, I'd like to make a complaint.

**Shop assistant:** Oh dear. What seems to be the problem?

**Customer:** I bought this hoodie here last week as a present for a friend. It shrank the first time he washed it! It was a large, but now it's more like a small.

**Shop assistant:** I am sorry. We haven't had anybody else with that problem. Are you sure he followed the washing instructions?

**Customer:** Yes!

**Shop assistant:** I see. Well, we can either replace it for you straight away or we could give you a refund. Which would you prefer?

**Customer:** I'll take the refund, please.

**Shop assistant:** Fine. Have you got the receipt?

**Customer:** Yes, here it is.

**Shop assistant:** Thank you. £40. There you are. Sorry about that.

## Exam Success Units 1–2, p144

### 6 ES1

**Luke:** Hi. My name's Luke and I'm talking to you today about my year as a team leader for my class. I hope that many of you will think about doing this when you hear what good fun it is.

I wanted to be a team leader because I'm very energetic and I enjoy doing lots of different activities. I also try to be cheerful so that everyone wants to join in with what I'm trying to do. But you also need to be quite hard-working because there's a lot to do. So I had to tell all the students how I would help them and I was lucky because most of my classmates voted for me!

Being team leader means helping the teacher to organise things like class events but also you and your classmates can think of things to do together. So, for example, we

planned a sports day and we raised some money for the school library. Also, I had to help when we went on a school trip. I made sure everyone knew where we were going and had their tickets and lunch and so on. And when we were on the coach, I had to make sure everyone sat down, which was really difficult!

It is hard because some students don't really want to join in but that's your job – to make them want to do things and work together. I really recommend it, though. It's good to try as it means you get to know all the other students really well and you can help make any events good fun. And you learn a lot as well, so I'm much more patient than I was before! Now, any questions ...?

## Exam Success Units 5–6, p146

### 4 ES2

**Presenter:** OK, hello everyone and welcome to today's podcast. Today I'm talking to Martin, a high school student, about an app he's designed. So, welcome, Martin. First of all, can you tell us how you managed to develop this app?

**Martin:** Well, we were doing an IT course at school and the teacher asked us to design something ourselves. I wanted to make something useful but I didn't know how to design an app. A classmate of mine suggested I watched YouTube videos, so I did. It was easier than I expected in fact!

**Presenter:** OK, so can you tell us about your app – what is it for?

**Martin:** Er, yeah. All the students I know really like taking part in challenges – sometimes for charity but sometimes just for fun. But it's much better if a group can do it together – and of course you can raise more money as a group. So, I developed this app where people can find out about the challenges and connect with each other to do them.

**Presenter:** So, do you have to get an idea then message other people? How does it work?

**Martin:** Hm, maybe – but what we do is list all the various events going on around the country. So, you pick the area you're in, or one you want to go to. Then you can find

people locally who are interested in joining you.

**Presenter:** And I understand it's been very successful?

**Martin:** Well, I think people have been talking about it a lot and then, because so many people are using it for social connections, it's become really popular. People like joining up with others who have the same interests as them so the app's doing really well.

**Presenter:** And did you do this just for fun or does it make money for you?

**Martin:** Um, many of the organisations running the events want to pay to advertise extra information, but we don't charge the users. The school did give us a small amount to start, but we paid that back.

**Presenter:** So, what does the future hold for you? More apps?

**Martin:** I'm not sure but it's shown me that with a bit of creativity you can do anything. I do want to try new things in app design, but I might go on to do a more advanced course in IT first. Who knows?

## Exam Success Units 7–8, p147

### 6 ES3

1 You will hear two friends talking about a sports match.

**Speaker 1:** Hi Matt. Did you see the college basketball match on Saturday?

**Speaker 2:** No. Was it good? Our team were playing, weren't they?

**Speaker 1:** Yes, it was great. I don't think our team were that good, but the others were fantastic so it was a really interesting match. There were a few who were brilliant so in the end it was quite exciting.

**Speaker 2:** Did anyone else go?

**Speaker 1:** No, just me. But honestly it was so crowded that sometimes I couldn't see properly. I ran down to the front in the end. Then I really enjoyed it.

**Speaker 2:** Oh, I'll definitely come next time!

2 You will hear a girl talking about a performance she watched.

**Speaker 3:** Last night I went to see a really great performance by

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Niteworks, that new band, in the Lemon Hall in Aberdeen. It was amazing because so many people went that the audience was really excited and joined in with all the singing. I've got a lot of their songs on my phone, so it was fantastic to hear them live. The band were great and I didn't expect them all to be so young! My seat was quite far away, near the back, but it was still brilliant!

**3** You will hear two friends talking about their sports training.

**Speaker 4:** Oh, I'm so tired after that race!

**Speaker 5:** I know! Me, too. But the coach said we have to keep moving or our legs will hurt. Let's keep jogging for a bit.

**Speaker 4:** OK, but slow down! The coach asked me if I can run in the relay next week, so I don't want an injury!

**Speaker 5:** (laughs) It's OK, it's not the most important race of the year.

**Speaker 4:** Yes, but he said we must try to beat our time at every race.

**Speaker 5:** True, it's good practice, so come on – go faster!

**4** You will hear a boy talking about an art class he went to.

**Speaker 6:** I went to my first art class last week and I was quite frightened because everyone was so good. I thought the teacher would be annoyed with me, but she was really nice and she told me I was doing OK. We had to do a still life with some fruit and my drawing of an apple was terrible! And there were quite a lot of people, so I couldn't really get a good view of the table. But I managed in the end and I think I'll get better every week.

## Exam Success Units 9–10, p148

### 4 and 5

**1** Where did the girl work?

**Speaker 1:** I sometimes used to work in a shop on Saturdays to get a bit of extra pocket money. It was good fun, but when the customers asked if I could help them with the clothes sizes, I didn't know anything. I used to guess! I was OK if they wanted gifts or electrical

things, but I was never allowed to work in those departments.

**2** What do the brother and sister decide to buy?

**Speaker 2:** Dad said he wanted a white shirt, didn't he?

**Speaker 3:** Are you sure? I thought he asked for blue. He must have said that because it's to go with his new suit.

**Speaker 2:** Oh. Look there's a pack here with them both ...

**Speaker 3:** I'd get that then. He might be happier with that anyway.

**Speaker 2:** I'm not sure. It's more expensive, but he isn't here to ask, so I agree!

**3** What did the boy want to see?

**Speaker 4:** You know, I was just in Moscow and it was wonderful. We bought loads of things, but we didn't have enough time to see all the museums and art galleries. If we had stayed one more day, we would have had the opportunity to go on a train to the countryside. I enjoyed the city, but I wish I'd seen how people live in other parts as well.

**4** What is the boy missing?

**Speaker 5:** Have you decided what to put in your project yet? Which country are you doing?

**Speaker 6:** Italy. I've found out about the parliament and I've got the flag, but I need a photo of the capital city. How's yours going?

**Speaker 5:** Hm, not too bad. I'm doing Greece. I've got a great recording of the national anthem so I'm almost there. Let me help you.

# CLASS VIDEO SCRIPT

## UNIT 1

### Great Learners, Great Thinkers, p10

2 and 3 

**Narrator:** This is Lucrecia. In the past, she has felt angry, depressed and afraid. But poetry has helped her to deal with these difficult feelings and feel happier again. As soon as she begins to feel angry or sad, Lucrecia starts to write. This is a section of one of her poems.

**Lucrecia:** She cries in the middle of the night.  
'Cause once again, she's woken up in a fright.

SOS she's screaming like Rihanna. Please someone help me.

In all honesty I don't know what more I could do, say or how to behave.

Right now, I don't know me.

Lucrecia, who is she?

**Narrator:** How Lucrecia writes her poem isn't important.

**Lucrecia:** My initial thing to do is to pick up a pen or my phone, whichever thing is closest, and just write it all out.

**Narrator:** But when she writes down her thoughts, she feels a lot better. Lucrecia discovered that writing was helpful when she was younger. When she was young, she didn't speak much, so writing poems gave her a new way to use her voice.

**Lucrecia:** When I was younger I was really, really quiet. Which is hard to believe, 'cause I'm not that quiet now but I was really, really quiet and I found that it helped me to say things that I wasn't able to say to other people.

**Narrator:** Lucrecia is first to say it isn't easy to talk about how you're feeling.

**Lucrecia:** Because I've never found it easy kind of just expressing myself or my feelings.

**Narrator:** Writing and performing poetry to other people is an exciting experience that makes her feel good.

**Lucrecia:** Writing and performing is for me because I do enjoy being on the stage and I do enjoy doing poetry and being able to write.

**Narrator:** But it's not *all* about making herself feel happier. For Lucrecia, it's important that sharing poetry also helps people who are reading or listening to it, too.

**Lucrecia:** Helping people is a big thing for me. Like, I'm a very caring person

**Narrator:** She wants her poems to connect with people who have experienced similar situations. And she hopes that this connection will help them to feel less alone.

**Lucrecia:** The sharing part is mainly for other people as well because I've gone so long where I've always felt like I've not been able to talk to anyone or I've not really had anyone around me. And I'm like, how do I deal with it?

**Narrator:** Now Lucrecia has started doing even more to help people through poetry. She helps to run a charity that encourages education and personal development through the art of poetry.

**Lucrecia:** SOS, please, someone help me. But it turned out that someone was something. And that something is ... poetry.

**Narrator:** Young people from across London come here for classes and performances.

It's a creative and caring space for young people to express themselves and support each other. And Lucrecia can enjoy it, too.

## UNIT 2

### Great Learners, Great Thinkers, p22

2 and 3 

**Narrator:** Every day, 22 million people need to travel in and out of Mexico City. Although the underground, trains, cars, coaches and buses are permanently coming and going, it's still not enough.

But here, in the suburb of Ecatepec, there's an original alternative to traditional types of public transport ... cable cars!

Travelling by cable car offers some amazing and colourful views to the 30,000 people who use the Mexicable system every day. One reason for the success of the system is the cheap fare. It costs just 6 pesos, which is about 25 US cents.

The cable car system is also very convenient because the roads from Ecatepec into the city centre are not very good. And, with cable cars there's no traffic and no traffic lights.

After they completed the system in 2016, there was a much better connection between people and places.

Just one big red engine moves all the cable cars across four different stations. There are seven stations in total.

These stations help to connect a large number of people who live in some of the poorer parts of the city.

This is one of the cable car system's control rooms.

In these control rooms, they can make the cable cars go slower if they need to.

Sometimes people need special assistance to get in or out of the cars, for example, people in wheelchairs ...

It's easy for the people in the control rooms to help in these situations.

The cable cars are incredibly light and easy to push.

In fact, everything about the system is simple, easy and fast!

Before the cable car, it was uncomfortable and difficult for the people in this area to get to work. But not now!

Thanks to this new transport system, the future of this suburb of Mexico City is looking brighter and more optimistic!

## UNIT 3

### Great Learners, Great Thinkers, p36

2 and 3 VIDEO 

**Narrator:** New York! Today it's home to more than eight million people. It's the biggest and richest city in the US.

For over 400 years, New York has been the bridge between Europe and North America.

**Presenter:** New York's success has always been based on trade. This is a wonderful, natural harbour here where ships from around the world can anchor safely.

And there's the Hudson River which continues towards the heart of the continent.

**Presenter:** This is the gateway to North America. The link between the New World and the Old.

Early in the 19<sup>th</sup> century the Industrial Revolution started to transform New York.

Factories began to appear near the port. New York was now a city where people could make a lot of money. It quickly became an attractive destination for millions of European immigrants who travelled to the land of opportunity to make a fortune.

This was one of the biggest mass migrations that the world had ever seen. The Irish were the first to arrive in great numbers.

More than 650,000 Irish people arrived in the 1840s to escape hunger.

Then at the start of the 20<sup>th</sup> century, the continuing Industrial Revolution brought even bigger changes to the city. Historic structures like the Statue of Liberty and the Brooklyn Bridge appeared, as well as impressive new train stations.

Better transport and communication helped to put New York at the heart of international business. Soon it took the place of London and became the world's wealthiest city.

Today it's still one of the busiest and liveliest cities in the world!

## UNIT 4

### Great Learners, Great Thinkers, p48

2 and 3 VIDEO 

**Narrator:** Today's lunch is not a typical school lunch in the UK. What are today's special ingredients going to be? That's right. Insects!

The chef is going to prepare some very special dishes for the nervous students.

**Student 1:** I've heard it's more like ethical, but I'm also a bit like ugh ... hehe.

**Student 2:** It's disgusting, but let's see, yeah?

**Narrator:** The starter? Insect couscous.

The first reaction? Not great!

But there are different dishes and opinions.

**Student 3:** It was alright, but I wouldn't try it again.

**Narrator:** This presenter also tries some insect snacks, for example, cheese with black ants. It's not bad!

**Teacher:** Today's lesson and today's event is about the girls understanding how and why insects are sustainable, but we also are challenging their mindsets about cultures and what they can eat.

**Narrator:** What is strange in some places is completely usual in others.

**Student 1:** It's a bit scratchy, but it tastes like a normal burger.

**Narrator:** So will the students eat insects again?

**Student 3:** At first I was scared, but now I'm a bit more calm about it, but I still wouldn't eat it in the future.

**Student 5:** I'm kind of afraid of insects, but now they're actually kind of good.

**Narrator:** Although it's not the most popular food right now, perhaps this is the first step for insects to become the food of the future.

## UNIT 5

### Great Learners, Great Thinkers, p62

2b and 3 VIDEO 

**Narrator:** Today there are teenagers who spend more time on their smartphones than connecting with the real world around them. Some parents worry about this, and so do some teachers.

**Presenter:** Different schools in London have different policies when it comes to their pupils and their mobile phones. Some insist that they are turned off during class time; others ban them from the school grounds, but this school have taken it one step further.

**Narrator:** Here at Michaela Community School in Wembley, London, some of the students have agreed to leave their smartphones with the school for six months! They don't have to, but they want to.

**Student 1:** It's also allowed me to get better quality sleep and spend more time with my family because I'm not constantly worried about putting up this perfect image online on the Internet.

**Student 2:** When you get likes it will give you a notification, and when you hear that, you will start reflecting on that rather than reflecting on your homework.

**Narrator:** The school offers students basic phones at special prices. The main objective is to encourage students to experience life without 24/7 Internet.

**Teacher 1:** We sell these phones at school for 10 pounds. We buy them for 14. We sell them subsidised for 10 pounds and the reason is because parents love the convenience. They don't want their child to give up their phone completely because they want to be able to get in touch with their child.

**Narrator:** So parents can still text their child or ring them with this phone but that's all.

Students say that they're happier because they don't have to worry about the different pressures of social media. And the school is offering classes to parents, too, to encourage families to try living without the Internet.

**Teacher 2:** It's giving those children an experience of not having their phones at their side all the time.

**Narrator:** He says that, without their phones, teenagers can feel bored and frustrated at first. But they can learn to live without the Internet and find different things to do.

When they get their phones back, they should now be able to use the Internet with moderation.

The students who've tried the scheme say that it has definitely made their lives better.

## UNIT 6

### Great Learners, Great Thinkers, p74

2 and 3 

**Narrator:** Here we are in Trafalgar Square, in the centre of London.

And here is Alex Kiessling, a young artist from Vienna, Austria. Alex is in Vienna right now. But he's producing the same work of art in three different cities – Vienna, London and Berlin, all at exactly the same time!

When he draws, all of his movements are copied by two robots, one in the UK, the other in Germany.

Thanks to computer programming, the artist is creating a global artwork.

Each time he moves his pencil, the data is transmitted to the robot arms.

The young people watching are inspired by the art, and by the technology used to reproduce it. Of course, technology can go wrong, but so far the robots are reproducing Alex's work perfectly. But to do this, Alex has changed his style of drawing. He has reinvented his technique and this has made it easier for the robots to get the best results and produce something that really looks good. This is the first time technology has been used to create art in this way.

**Speaker:** I would say it's a new kind of thinking about art because, in this case, an artist can be at many places at once and create a physical artwork. This is usually not possible.

**Narrator:** And this is what is amazing about Alex's work. His location doesn't matter, only his art.

Just imagine Leonardo da Vinci painting the Mona Lisa in Florence, Vienna and London,

all at the same time! With new technology, the sky is the limit!

## UNIT 7

### Great Learners, Great Thinkers, p88

2 and 3 

**Narrator:** To compete in the Olympics you need to be good at your sport, but you also need money. Britain has just given cash to 14 different sports, including skateboarding, a new Olympic sport.

So how will this help the individual athletes who do these sports?

**Boy:** It's going to help me hugely in like a load of different ways. Travel's expensive and it just means it won't be coming out of my money. I won't be struggling to find the money. It just means it will take the stress off that.

**Narrator:** Wheelchair rugby and badminton are also receiving financial help.

And new Olympic sports climbing and surfing have received cash, too.

The successful Olympic and Paralympic® rowing teams received more money.

The aim of investing all this money in these different Olympic sports is obviously to be successful and to win medals.

But in the long term, the idea is to support these specific athletes and help them to be the very best they can be.

This means helping athletes who have to work and travel around the world. Athletes like Carla Burkitt from the karate team, another new Olympic sport.

**Carla:** It is difficult. I mean a lot of the people that are up against here are fully funded athletes and are full time. We work, so it is a struggle.

**Narrator:** To receive money, you need to show you can compete, and that you can inspire others to try the sport. That is just what the British softball team wants to do.

**Girl:** It would be cool if it was more of a household name and you go 'Aw, I play softball', and they're like, 'Ah, that's really cool instead of "What's softball?"'

**Narrator:** Skateboarding, wheelchair rugby, badminton, softball. This money for the Olympics helps to remind us that football isn't the only sport in the world!

## UNIT 8

### Great Learners, Great Thinkers, p100

2 and 3 

**Narrator:** Kieron Williamson is finally here in Venice. It's his first trip abroad. And for an artist like Kieron, it really is a dream come true.

Kieron is just 16 years old, but he's already made three million pounds from his art, which he began at a very early age.

# CLASS VIDEO SCRIPT

Kieron had always wanted to come to Venice because the city has inspired some of his favourite artists and some of their most famous masterpieces.

Just looking around, you can see why the beauty of Venice has inspired artists for hundreds of years and continues to inspire today.

Kieron loves painting because it transports him to a different place. He also likes the mystery and excitement, because when you start to paint you never know what the final result is going to be. Sometimes the result is not as good as he would like, but when it goes well, creating art is a brilliant feeling!

Kieron started painting when he was just three years old, and by the age of seven, he had already had two exhibitions.

Naturally, he feels his art has changed and improved since then.

Kieron does find time to do other things in the day, but basically art is his life. When he goes to bed at night, he's thinking about art, and when he wakes up in the morning, too. But every day he sees life through the eyes of an artist.

So Kieron is very happy with his decision to come to Venice, a real paradise for painters.

And although he's quite critical of his own work, he's generally pleased with the work that the city has inspired him to create.

## UNIT 9

### Great Learners, Great Thinkers, p114

#### 2 and 3

**Narrator:** Melanie, Erin and Chelsea are part of the Kingsford School debate team.

For 12 weeks, they have been talking about important topics and arguing for or against different ways of thinking. Soon, they will compete against another school in the final debate. But are they ready?

Chelsea has strong opinions, but sometimes she can be a bit too angry.

**Chelsea:** Don't give me that face like you're confused about what I'm saying 'cause you know what I'm saying.

**Teacher:** Chelsea.

**Narrator:** Will she be able to stay calm in the final debate? Erin has good ideas, but she can be a nervous speaker.

**Erin:** If you go to a mixed school, then ... you kind of ... don't know where to go, and ... and I ...

**Narrator:** And finally, Melanie. She wants to study law at university.

**Melanie:** I'm always right, even when I'm wrong!

**Narrator:** After weeks of competitions, it's the day of the final debate between Kingsford School and Stretford School.

The topic for debate is 'Should children be allowed to vote in government elections when they are 14 years old?'

The Kingsford School team think that 14 is too young. Meanwhile, Stretford School, from Manchester, believe that the voting age should be changed to 14.

Kingsford School is first.

**Chelsea:** As teenagers, we have exams to worry about, we have school life to worry about. Why should we feel that we should be forced to be adults? Let us enjoy our teenager life!

**Narrator:** And now, Stretford School.

**Opposing team member:** Society has moved on, young teenagers are taking on more adult activities, why should voting not be included?

**Erin:** I'm 14 and I don't feel ready to vote. We don't go to school to learn about politics, we go to school to learn about English, maths, science; key skills that we need in everyday life.

**Narrator:** A confident argument. What do the opposite team have to say?

**Opposing team member:** But voting is not hard. You choose a party you like, and you vote. I am a 14-year-old and I am a citizen of the United Kingdom, and we have the right to decide our fate and future.

**Narrator:** Some excellent points. Can future lawyer, Melanie, win the argument for Kingsford?

**Melanie:** You said that voting isn't hard. You pick a party that you like, and you vote. That shows that actually children our age don't know anything about politics because I think that it's much more than that!

**Narrator:** Both teams have worked hard and argued very well. And they've developed many new skills along the way. But there can only be one winner.

**Boy:** Kingsford!

## UNIT 10

### Great Learners, Great Thinkers, p126

#### 2a, 2b and 3

**Narrator:** This shopping centre in Sweden may look quite normal.

But if you look closely at the products that the 14 shops sell here, you'll discover that there's something very different about it. Everything is second-hand.

There are second-hand skates, second-hand glasses and even second-hand computers and electronic gadgets.

But some products are not recycled. They are upcycled. The shops take things that people don't want and reinvent them and make them into something new.

**Woman 1:** You can come and just do sustainable shopping and Sweden loves it and the world loves it. Everyone wants to be like us.

**Narrator:** The other clever thing about this shopping centre is its location. It's right next to the city's recycling centre. And that means that cars are continually coming and leaving old things that people no longer want or use.

These items are examined by the shops. They choose the things they want to sell and the things they want to use as material to upcycle.

One of the most popular shops here sells handmade decorations for the home.

This is its bestseller. It's a lamp made from old leather jackets.

**Woman 2:** You can buy things other people don't use anymore.

**Narrator:** This is obviously good for the environment.

**Man:** 'Cause in Sweden, we like to think about the environment. And shopping like this is good for the environment.

**Narrator:** Last year, this shopping centre sold second-hand products worth 1.3 million dollars. So, recycling and upcycling aren't just good for the environment. They're good for business, too!

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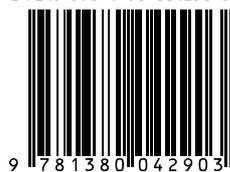
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