

gateway

to the world

C1

Teacher's Book
with Teacher's App

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gateway to the world

1

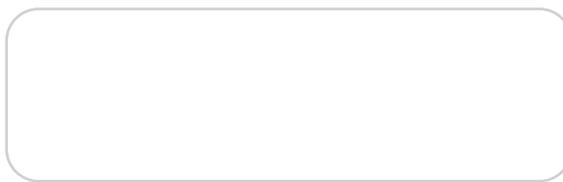
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2

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The code above gives access to the digital material for the course.



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System Requirements

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Desktop

Windows: 8.1, 10; Apple Macintosh: 10.12, 10.13, 10.14; Linux: (Ubuntu) 16.04, 18.04 (64-bit and 32-bit); Debian 8 (64-bit and 32-bit). Browser: IE 11 / Edge (latest) / Firefox (latest) / Chrome (latest) / Safari (latest). CPU Speed (equivalent): Any 2GHz dual core processor.

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).

For customer service and help with system requirements, please visit help.macmillaneducation.com

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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.



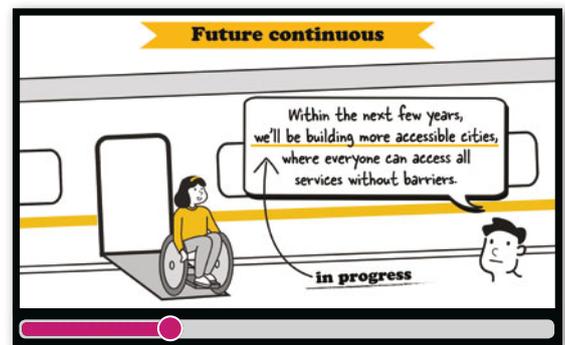
The first features *Gateway to the World* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.



The second is a vlog presented by teenage '**Grammar Gurus**' Eva and Jack. 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 fourth type of video ... 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 C1 Advanced-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 ...

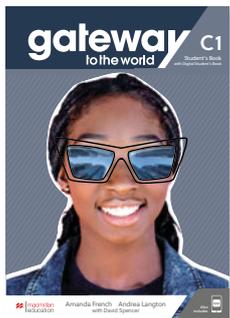
Exam trainer

The Exam trainer offers full practice of C1 Advanced exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

COURSE COMPONENTS

For students ...

Student's Book



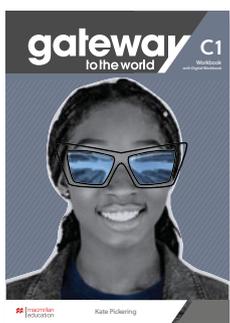
The C1 *Gateway to the World* Student's Book contains ten units with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

Digital Student's Book



The C1 *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

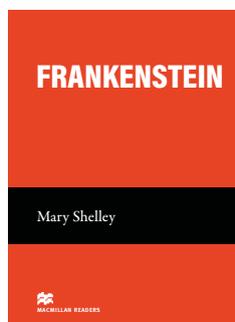
The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

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

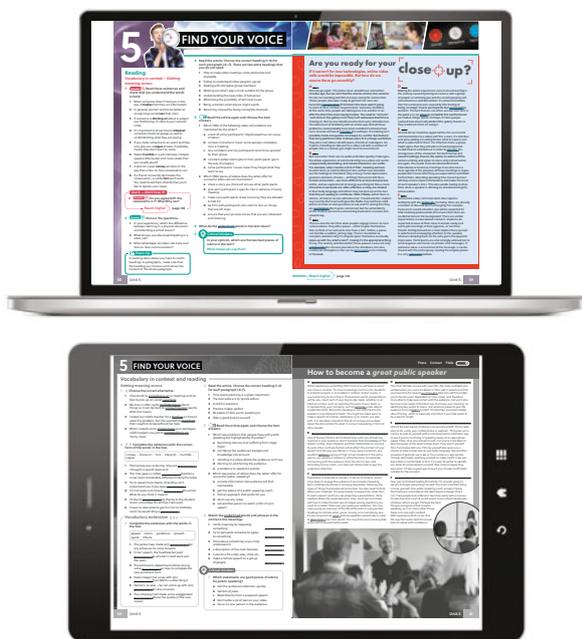


The digital version of the Macmillan Reader, *Frankenstein*, can be downloaded or viewed online by students.

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 Presentation 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

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.

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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
<p>Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support.</p> <p>Flipped classroom videos give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace.</p> <p>Reach higher 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 star-rating system in the Workbook enables teachers to set suitable tasks according to the language level of their individual students.</p> <p>Unit, mid- and end-of-year progress tests offer grammar, vocabulary and skills revision at two levels.</p> <p>Extra grammar practice worksheets provide grammar revision at two levels of difficulty.</p> <p>The Test Generator allows teachers to custom-build their own tests according to their students' needs.</p>	<p>Solutions for ensuring all students are involved and engaged in group work and whole-class teaching.</p> <p>Collaborative projects offer the opportunity for students to work at their own pace within mixed-language-level groups.</p> <p>Great Learners, Great Thinkers 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>Documentary videos can be watched with the whole class and have a subtitles option for extra support for students who need more support.</p> <p>Peer review, pair and group work tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.</p>	<p>Simple and practical tips and tools to allow teachers to manage the class with confidence.</p> <p>Mixed-ability teaching tips 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>Professional development videos offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes.</p> <p>Extra activities 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>Fast finisher 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.



Independent Learning

At higher levels, students should be more able to study independently. With this in mind, review the lesson content and decide whether there are any areas relating to the lesson topic or language where it would help students to research before the class. You can also encourage students to look up or research more advanced vocabulary or Use of English questions that come up in the class for homework and then discuss their findings at the beginning of the lesson.

Students should also be encouraged to take more ownership of their progress at this level. Ask students to note specific areas they need to work on (reviewing the contents page of the book and annotating areas for improvement is one way to do this) and to refer back to their notes before and after assessments. Ensure you are clear when marking students' tasks where they have lost marks or made errors and give students a chance to correct them independently.



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.



Improving speaking

When teaching new vocabulary at C1, focus not only on the pronunciation of the word, but also on how the word sounds within regular speech. If possible, find examples of speakers using the target language with a variety of accents and ask students to notice common aspects of speech such as intonation, inflection and features of connected speech, etc. Break sections of audio down into chunks and provide opportunities for students to practise repeating what they hear.

Working on rhythm, stress and pronunciation (what we can also call 'suprasegmentals' or 'prosodic features') can also help students with their fluency. You could choose commonly mispronounced sounds in English (e.g. the short versus long 'i' sound) and make it the focus for that week. At the beginning of the week, work in detail on how the sound should be pronounced, asking students to pay attention to the position of the lips, tongue and jaw. If you can, find recordings of speakers correctly saying words containing the sound so students have as much exposure as possible. Note that it's useful to identify the problem with pronunciation at the outset – can students recognise the correct way but just not achieve it, or are they having difficulty hearing the difference? If it's the former, focus on the mechanical and physical side of forming the sound. If it's the latter, ensure students hear the sound pronounced correctly as many times as possible. Throughout the week, correct students if they make an error with this sound. At the end of the week, drill words that contain the sound and assess whether students are able to hear the difference.



Using literature

A good way to increase students' vocabulary and expose them to more complex structures is to incorporate literature into lessons, or encourage students to read at home. Students at this level may be able to cope with some novels, but other forms such as short stories, poems, lyrics, or other genres of writing such as articles can also be used. Try to find texts that contain the language and topics that students are studying so that they feel the texts are relevant. By extending the range of literature they read, students are able to learn how language can be used artistically and also discover writers whose works demonstrate how language is really used, e.g. colloquial, informal or slang, which students may find more engaging. Encourage students to be avid readers, by asking them to find writers, genres, and examples that appeal to them and can be shared with other students.

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 22 of the Student's Book works well with pre-reading, listening or watching tasks, and 'Claim-Support-Question' on page 62 lends itself to planning debates, discussions, and a variety of essay types. 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.

Peer feedback

As a way of varying feedback techniques and reducing teacher talking time, you may want to employ peer feedback more frequently at this level. This could involve having students share their answers to a particular exercise with a different partner or small group, or having students evaluate and comment on each other's writing or speaking tasks. This both encourages student reflection as well as fostering student agency and autonomy in the classroom.

Be specific with what students should feedback on. For example, it may only be necessary to feedback on spelling and grammar, or it could also include register and range of vocabulary. Ensure students have the language to give feedback effectively and constructively and also ensure that you are involved in feedback (either by circulating or checking feedback afterwards) so that students feel that they do have input from you as part of the process.

Revision techniques

Remind students of the structure of the Student's Book and how they can utilise all parts of it to help them prepare for exams. In class, you can help students identify areas that may need work by having a 'Revision Box'. Fill the box with slips of paper containing all aspects of the course studied so far. These can be as varied as a particular exam task, isolated words, groups of words, a grammatical structure, etc. Each student picks a slip of paper and discusses, in small groups, either the meaning of the word or the form, use of the grammatical structure, or an approach they would use to do a task, etc. If the group isn't sure, open it up to the class to discuss. Write the items discussed on the board and include Student's Book page numbers to highlight where they can revise those areas.

Flipped classroom

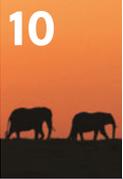
The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Gateway to the World* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for 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. These 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.

		Vocabulary	Grammar	Reading	Listening
	1 High hopes p6	Synonyms: challenges and achievements Word formation – prefixes	1 Present perfect forms and past simple 🔄 Culture exchange: Five wishes 🎧 2 Modifying comparative and superlative forms	Position vacant: Dream job An article	The power of grit and perseverance A podcast
	2 Trending now p18	Trends Expressions related to fashions and trends 🔄 Culture exchange: From Woodstock to Coachella – festivals and fashion in the USA Formal and informal language	1 Present and past habits 🎧 2 Relative clauses	10 years of trends An article	The life of Andy Warhol A podcast
	3 Making history p32	Words that are similar in meaning Phrasal verbs – separable and inseparable	1 Narrative tenses 🔄 Culture exchange: Noteworthy people 🎧 2 Inversion with negative adverbial phrases	Bringing history back to life An article	Historical films and TV series Five people talk
	4 Future visions p44	Support and opposition Suffixes 🔄 Culture exchange: Rewilding Australia for a better future The Internet and online communication	1 Future forms 🎧 2 Advanced future forms	Why are dystopian novels so popular? An online forum	The future of smartphones An interview
	5 Find your voice p58	Getting meaning across Expressions with <i>communication</i> and <i>voice</i> Expressions with <i>say</i> , <i>speak</i> and <i>tell</i>	🎧 1 Review of conditional forms 🔄 Culture exchange: The British are coming! 2 Advanced conditional forms	Are you ready for your close up? An article	Street artist, Libby Schoettle A discussion
	6 New horizons p70	Collocations: travel Phrasal verbs – experiences 🔄 Culture exchange: US National Parks Collocations: describing places	1 Mixed conditionals Inverted conditionals 🎧 2 Past regrets	The lure of the subterranean world An article	Events, trips and holidays Three conversations
	7 Identity p84	Personality and behaviour Expressions with <i>self</i> 🔄 Culture exchange: Truly British habits? Describing data: synonyms	1 Passive constructions Causatives 🎧 2 Adding emphasis – cleft sentences 3 Adding emphasis – auxiliary verbs	Human nature: What does it take to survive? An article	Taking selfies Five people talk
	8 Giving back p96	Positive action Expressions with <i>give</i> and <i>take</i> Charity	🎧 1 Reported speech 2 Order of adjectives	2040 Review. Hope for the future? A review	Work placements in the UK and Nepal A monologue
	9 Seen on screen p110	Viewing habits Phrasal verbs – the film industry	1 <i>can</i> , <i>could</i> , <i>may</i> and <i>might</i> 🔄 Culture exchange: Hollywood North 🎧 2 Ellipsis and substitution	Television through time An article	Music videos Three conversations
	10 Lead the way p122	People who make a difference Words with prepositions Skills and qualities 🔄 Culture exchange: Ayakha Melithafa, climate activist	1 Gerunds and infinitives 🎧 2 Participle clauses	Role models for the future An article	Heroes in literature A podcast

Speaking

Writing

GREAT LEARNERS GREAT THINKERS

Exam success

Collaborative projects

Personal interviews
Talking about you, the people around you, your culture and personal life

Studying abroad
An informal email of advice

Different paths to success
▶ **Video:** Making your own career
***SEL:** Being flexible
* Social and Emotional Learning

Exam success 1–2

Reading: Cloze p30
Writing: An essay p30
Listening: Multiple-choice p144
Speaking: Personal interview p144

Collaborative project 1

Events and festivals in your country p31



Extended discussion 1
Agreeing, disagreeing and justifying your opinion

Different methods of selecting products
An opinion essay 1

Making the swap
▶ **Video:** Swap shop
SEL: Being aware of our habits

Discussing photos 1
The impact of inventions

Working at the Design Museum
A cover letter

Piecing together the past
▶ **Video:** Mission Jurassic
SEL: Acknowledging the contribution of others

Exam success 3–4

Reading: Sentence transformation p56
Speaking: Comparing photographs p56
Listening: Gap fill p145
Reading: Matching p145

Collaborative tasks 1
Life in the future

The effects of digital technology
An academic essay

The future of robotics
▶ **Video:** Meet MekaMon!
SEL: Developing perseverance

Collaborative project 2

An important historical figure from your country p57



Collaborative tasks 2
Express yourself

A new extra-curricular club
A proposal 1

Fan communities
▶ **Video:** *Be More Chill*
SEL: Forming supportive communities

Exam success 5–6

Reading: Gapped text p82
Listening: Matching p146
Writing: A report p146
Speaking: Discussion p146

Collaborative project 3

National parks in your country p83



Giving a talk
An unusual place you stayed in

A place you recently visited on holiday
A review

Eco-tourism: A win-win solution?
▶ **Video:** The hotel that saved the forest
SEL: Showing social responsibility

Discussing photos 2
Making people happy

The declining uniformity of boys' and girls' names
Describing visual information

Our multiple identities
▶ **Video:** Photography and cultural identity
SEL: Understanding people as individuals

Exam success 7–8

Reading: Multiple-choice p108
Writing: A review p147
Reading: Open cloze p147
Speaking: Extended discussion p147

Collaborative project 4

Habits and customs in your country p109



Discussing photos 3
People doing activities together

Collaborative learning at your school
A report
▶ **Culture exchange:** Fundraising in the UK

Inter-generational friendship
▶ **Video:** A cure for loneliness
SEL: Appreciating diversity

Extended discussion 2
Movies and the film industry

The influence of reality TV shows
An opinion essay 2

Patience
▶ **Video:** Behind the scenes
SEL: Being patient

Exam success 9–10

Reading: Matching p134
Listening: Multiple-choice p148
Reading: Word formation p148
Writing: A proposal p148

Collaborative project 5

Films or TV series from your country p135



A debate
Opinions on society

Celebrating a modern-day hero
A proposal 2

Unsung heroes
▶ **Video:** Unsung heroes
SEL: Developing your social and emotional impact

Communication activities p149 and p150

Irregular verbs p151

Reading p6

Using a range of synonyms to describe challenges and achievement

Reading for gist and specific information; inferring the meaning of words from context

Warmer

Write *challenge* and *achievement* on the board. Ask the class to describe the difference in meaning between the two words and to give real-life examples of both ideas.

Possible answers

A *challenge* is something that is difficult to do but that you need or want to do. A challenge may refer to an act in the future or to something you have already done.

It will be a real challenge for me to run a marathon in under four hours.

An *achievement* is something difficult or exceptional that you manage to do.

Einstein's achievements in the field of physics are incredible.

Vocabulary in context

1 SPEAKING

- 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 the students to listen and repeat each word/phrase.
- After checking the students' answers, give the definitions in the answer key in random order. Ask students to match the definitions to the words in bold.

Possible answers

- 1 **feat** – something impressive and which often requires courage
- 2 **ordeal** – an extremely unpleasant experience, especially one that lasts for a long time
- 3 **obstacle** – a difficulty or problem that prevents progress or success
- 4 **exploit** – something unusual, brave or entertaining that someone does
- 5 **battle** – a situation in which someone is trying very hard to win an argument or deal with a difficult situation

2 SPEAKING

- Encourage students to explain *why* each of the statements is true or false for them.
- Encourage students to use a dictionary to help them match the words and find any differences between them.

Answers

1 feat = accomplishment

Feat and *accomplishment* are very similar in meaning and can often be used interchangeably. However, we tend to use *feat* only to refer to one single act that is really exceptional or extremely difficult: *The Eiffel Tower is a remarkable feat of engineering.*

2 ordeal = trial

An *ordeal* is a very unpleasant experience in general.

Going to the dentist's is always an ordeal for me.

A *trial* is an unpleasant or difficult experience that tests you in some way (your patience, your stamina, etc.)

It's a real trial going on holiday with Mark. He never stops talking!

3 obstacle = hurdle

There is very little difference between these two words.

An *obstacle* is something that blocks progress. A *hurdle* is something that needs to be overcome in order to progress.

What's the biggest obstacle to your happiness?

Prejudice in the workplace is still a hurdle that many women have to overcome.

4 exploit = adventure

An *exploit* is a brave, impressive, or entertaining act.

Her amazing exploits include walking across Antarctica.

An *adventure* is an exciting, and possibly dangerous, experience, journey or event.

I decided I was ready for an adventure after college.

5 battle = struggle

Both *battle* and *struggle* describe a situation in which someone is trying very hard to deal with something difficult. However, we usually use *battle* only when we are fighting against something that is hurting or destroying us.

She has lost her battle against breast cancer.

I finally passed the exam but it was a real struggle.

4 Answers

1 **obstacle** – it can prevent success in life.

2 **ordeal** – it would be an unpleasant experience.

3 **accomplishment** – it would be something you are proud of.

4 **hurdle** – it will be a difficulty I have to overcome.

5 **adventure** – they see leaving home as something new and exciting.

Fast finishers >>

Ask fast finishers to write sentences using the new vocabulary in 4.

Use it ... don't lose it!

5 SPEAKING

+ Extra activity

Ask students to look at the new vocabulary on the page and to say if each of the words describes something positive or negative.

Answers

Positive: feat, exploit, accomplishment, adventure

Negative: ordeal, obstacle, battle, hurdle, struggle, trial

6 SPEAKING

- Follow up by asking: *What do you think your idea of a dream job says about your personality?*

- 7 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

Answer

a

8 

- Before students do the task, remind them that they should identify the key information in each question.
-  **Exam tip** Students are given a single continuous text with lettered paragraphs (e.g. A–D), or a number of shorter texts each identified by a letter (e.g. Expert A–Expert D). They then have to decide which paragraph or short text contains a particular piece of information.
- Students should first read the whole text quite quickly to get a general impression of the information and ideas that are presented.
- Students should make sure to read all parts of each paragraph/short text while looking for an answer as the relevant information will not necessarily be found in the first part of each paragraph or text.
- The wording in the questions and the text probably won't be the same, so students should look for synonyms or paraphrasing.
- If students are not certain that have found the correct section of text to answer a question, they should make a provisional answer and move on to the next item. They may find information relating to this answer while they are doing the subsequent questions.
- When checking answers, ask students to quote from the text to justify their answers.

Fast finishers >>

Fast finishers can rank the four jobs in terms of their personal preference and write some brief notes on the reasons for their ranking. After checking answers to the main activity, some of the fast finishers can present their ideas to the rest of the class.

Answers

- 1 B – ... *she learned last-minute that she'd also ... 'It wasn't until two days before I left that I realised that would mostly be on me.'*
- 2 C – *I made some extremely good friends I imagine I'll have for the rest of my life.*
- 3 A – *I was meeting all these people who were following their passions and doing what they really wanted with their lives ... it's something I would aspire to do – to live life on my own terms.*
- 4 D – *I've had to get my head around things I've never had to consider before ...*
- 5 B – *Yuan found ways to overcome any 'travel rage' and enjoy the small wins. 'Even if you were in a place where you weren't having the greatest time, you could always take a pause to watch the sunset.'*
- 6 A – *She never thought she'd see a whale or dolphin in real life, let alone learn to listen out for them on a hydrophone or have a job 'where you could walk up on deck and there'd be a whale 10 feet from you.'*
- 7 B – *I have flashbacks all the time.*
- 8 C – ... *'every hour of your day is defined by nature' ...*
- 9 D – *Many people assume that people who want to live on an island are escaping from something, but for us it was more about realising a dream.*
- 10 A – *'I just said: "I could do that," as you do when you're 19' ...*

- 9 Encourage students to use the context – what comes immediately before and after the words and phrases – to arrive at a possible meaning.

Possible answers

- set foot on* – enter or visit somewhere, often for the first time when there is something special or unusual about doing this
- let alone* – used for saying that something is even less likely to happen than another unlikely thing
- turning point* – a time when an important change takes place in a situation, especially one that makes it better
- on [my] own terms* – according to the conditions that I choose
- embark on* – start something big or important requiring time and effort
- be on me* – the expression it's on me/you means that I/you are responsible for something
- trigger* – cause something to happen, often a reaction or a series of events
- favourable* – showing that something good will be possible or likely to happen
- go for it* – try something that will be a challenge
- get [my] head around* – manage to understand something difficult or confusing

10  **Critical thinkers**

- Before students do the task, write the following table on the board.

<i>Personal qualities and why</i>	<i>Practical skills and why</i>

- Students copy the table and then write their ideas for all four jobs mentioned in the article.



Homework

Workbook page 4

1 HIGH HOPES

Grammar in context 1 p8

Using the present perfect simple and continuous and the past simple

Warmer

- 1 Read these three sentences at near-natural speed. Ask the class to take notes:
She's been performing since she was a young girl.
Flamenco music has had a big influence on her style.
She had her first big hit in 2018 with El Mal Querer.
- 2 Ask the class who the person is. (*the singer, Rosalía*)
- 3 Ask the class to expand their notes to write the original three sentences. Write them on the board when you get the correct answers.
- 4 Ask the class which tense is used in each sentence and why. (*1 Present perfect continuous – action which began in the past and continues now.*
2 Present perfect – an experience that happened at an unspecified time in the past and has a result in the present.
3 Past simple – a completed action at a specific time in the past.)
- 5 Explain that in this lesson, they will study different uses of present perfect forms and the past simple.

1a SPEAKING

Answers

1, 4, 6 – present perfect simple; 2 – past simple; 3, 5, 7 – present perfect continuous

1b Answers

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

- 2 When checking answers, elicit *why* each tense is used in each case.

Answers

- 1 hunted – completed action in the past – no result in the present.
- 2 have/ve been working – continuous action which started in the past and is still in progress.
- 3 has/s lived/has/s been living – action which started in the past and is still in progress; has never been – an experience that has never happened.
- 4 has/s gone – an action that occurred at an unspecified time in the past and has a result in the present.
- 5 have/ve been growing – an activity that started in the past and is still in progress.
- 6 has/s been dreaming/has/s dreamt – an action which started in the past and is still in progress.

+ Extra activity

Write on the board: *1 never 2 learn English 3 last summer.* Students write three sentences about their life using each of the words/expressions, choosing the present perfect or past simple, depending on the emphasis of the sentence. They then compare their sentences in pairs.

3 Answers

- 1 've/have been considering learning Chinese since
- 2 haven't/have not visited me for
- 3 have never/have not/haven't been here (before)
- 4 last time we saw each other
- 5 higher than it has ever been/the highest it's ever been

Culture exchange

- 4 Before students do the task, tell them to read the text straight through, without worrying about the gaps. Ask: *What is the text about?* (Possible answer: *Scottish Ballet made it possible for five members of the public to make their dreams a reality – designing costumes for the company, conducting the orchestra, etc.*)

Answers

- a Have ... ever made b decided c has/s been going
d has/s always had e invited f has/s been living g went
h worked

Culture notes

Scottish Ballet is Scotland's national dance company. Its base is in Glasgow, and the company performs throughout Scotland, both in rural areas and cities. In addition, it tours in the rest of the UK and abroad. In 2019, the company celebrated an important milestone – its 50th anniversary.

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, give them a minute or two to think about and write down times when they've made a wish or hoped for something.

Developing vocabulary p9

Using a range of prefixes

Warmer

Write the following words on the board: *possible appear responsible legitimate likely.*

Elicit the negative of each of the words. (*impossible, disappear, irresponsible, illegitimate, unlikely*) Then explain to the class that in this lesson they'll be looking at how to correctly use a range of prefixes.

Language notes

Exercises 1 and 2 focus on the six most common negative prefixes in English (*dis-*, *il-*, *im-*, *in-*, *ir-*, *un-*). Although there are no exact rules about when to use each prefix, there are some patterns:

The prefix *dis-* is often added to verbs to denote a reversal of action (e.g. *disallow, disqualify*) or to adjectives ending in *-ed* (e.g. *disorganised, dissatisfied*). It usually conveys something negative or difficult.

The prefix *un-* is commonly attached to words ending in *-able* or *-ed* (e.g. *unable, unqualified, unlikeable*).

The prefix *in-* is used with Latin-derived words: *intolerant, informal, inarticulate*. Occasionally, it can be added to an adjective without it becoming negative, for example, *flammable/inflammable, habitable/inhabitable, valuable/invaluable*.

The prefix *im-* is often used before adjectives beginning with *m* (e.g. *immodest, immature*), *p* (e.g. *impossible, imperfect*) and *b* (e.g. *imbalance*).

The prefix *il-* is only used before words beginning in *l* (e.g. *illegal, illegible*) and *ir-* is only used before words beginning in *r* (e.g. *irrational, irrelevant*).

1 Answers

1 disapproving 2 inexperienced 3 illegal 4 impractical
5 unreliable 6 irrelevant

- 2 With less confident classes, if students have problems coming up with adjectives on their own (or in groups), write on the board some of the adjectives (without the negative prefix) in the answer key below.

Possible answers

dis- disadvantaged, disrespectful, dissimilar, disqualified
il- illogical, illegible, illiterate
im- immature, impolite, improbable
in- inadequate, ineffective, informal
ir- irreplaceable, irresponsible, irresistible
un- unbearable, unproductive, unsafe, unforeseen

3 Answers

1 over 2 anti 3 mis 4 re 5 under 6 co 7 sub 8 inter
9 super

4 Mixed ability

With less confident students, write on the board the words to be used for each question before they do the task. (1 rated, 2 paid, 3 discover, 4 behaving, 5 climax, 6 zero, 7 personal, 8 store.)

With more confident students, after checking answers, elicit one word extra for each of the prefixes in 3 (e.g. antibiotic, co-worker, interracial, misunderstand, overrated, review, substandard, superstar, underappreciate).

Answers

1 underrated 2 overpaid 3 rediscover 4 misbehaving
5 anticlimax 6 sub-zero 7 interpersonal 8 superstore

Use it ... don't lose it!

5 SPEAKING

- As there are a lot of items to discuss, tell students to change partners after they have discussed the first four questions.
- Exam tip** Explain that students should first read the whole text quite quickly to get a general idea. Tell them not to worry about the gaps or understanding every word at this stage.
- Students should now read the text more slowly. When they come to the first gap, they need to look carefully at the words before and after it. This will tell them what form of the word they need (noun, adjective, etc.). Point out that sometimes important clues might be a few words away from the gap, or even in another sentence.
- Students now need to create the appropriate form of the word given by using the right suffix or change its meaning by using an appropriate prefix, or they may have to do both. They should also bear in mind that sometimes they will need to change the spelling of the word given. For example, to make an adjective from 'benefit' the spelling changes to 'beneficial'.
- When students have completed all the gaps, they should check their answers. Is the meaning of the word they have written correct in the context of the text? Is the spelling correct? Emphasise that if students make a spelling error, their answer will be marked as incorrect.

Answers

a incredible b disadvantaged c uncomfortable
d unthinkable e unavailable f disagreed g discouraged
h undeniably i invaluable j unable

1 HIGH HOPES

GREAT LEARNERS GREAT THINKERS p10

Reflecting on different ways of finding the right career

Warmer

Write the following adjectives on the board, *overpaid, underrated, incredible, invaluable, unbearable, illegal*. In pairs, students think of possible jobs or occupations to fit each one. Then discuss with the whole class.

GREAT THINKERS



2 SPEAKING



- The *Generate-Sort-Connect-Elaborate* thinking routine helps students to think about and organise their understanding of a particular topic. First, students generate prior knowledge and classify their ideas, they then establish connections between them and explore what new directions their ideas might lead in.
- For stage 2, make clear that students should all write on the same sheet of paper. Emphasise that stage 2 is a *silent* activity, so students shouldn't speak about any of the ideas in the mind map. However, they can write comments. Discourage comments that are completely negative as they do not help to generate ideas.
- After stage 4, tell the groups to put their mind maps on the classroom wall. Students can then browse the different mind maps. If this is not logistically possible, groups can swap mind maps. They then read and discuss the map produced by a different group.

3 VIDEO



Possible answers

Nick and Alice are both teen entrepreneurs who had a creative idea about a personal interest, worked hard to develop it and ended up making their own career.

- 4 For the answers which are false, tell students, while they are watching, just to write a word or two to indicate why they are false. They can then write the complete reason why each answer is false when they have finished watching.

Answers

- 1 False – Nick did all of the coding and programming himself.
- 2 True – The app simplifies and summarises information from multiple websites and *makes it easier and faster for internet users to get the information they need*.
- 3 False – Alice started working at her mum's salon when she was 14 and opened her own salon when she was 17.
- 4 True – She sold pens and perfume when she was a child.
- 5 False – *Everybody was going to university. No one was really going into trades unless they'd failed at school ...*
- 6 False – *Obviously I didn't expect something to occur like this at 16 years of age, but he's worked at it, you know, he's worked hard at it ... and enjoyed it.*

- 5 Before students do the task, tell them to read just the title. Then discuss with the class what the post might be about.
- Encourage students to answer in their own words rather than just repeat word for word what is in the blog post.

Possible answers

- 1 At first, she felt very nervous because she didn't even know what she wanted to do the following year.
- 2 The writer uses the example of her aunt to illustrate the point that we can't make rigid plans for the future when we're young because we don't know how we, or the world, will change. Her aunt has been successful because she *embraced new opportunities, developed new skills and acquired new interests along the way*.
- 3 The writer believes that the best way to achieve success is to live in the current moment, analyse what's going on in the world, take risks, and not be scared of failing.

6 SPEAKING



GREAT LEARNERS SEL



- Follow up by asking students: *Do you know anyone who is flexible and open to opportunities? How do they show these qualities in their life? What do you think of them and why?*

LEARNER PROFILE



- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how flexible they are (where 1 = needs improvement and 5 = very good). To help them, ask: *Are you prepared to change your mind or when you've decided something do you always stick to your decision regardless?*
- As a final activity, write on the board a paraphrased famous quote from martial artist Bruce Lee: *Bruce Lee once said that people should be like water. If things inside us are not rigid, our outward things disclose themselves*. Brainstorm with the class what they think the quote means.

Listening p12

Listening for specific information

Warmer

Write the following sentence on the board:

After losing a match Rafael Nadal (tennis champion) said that it wasn't the time to look for excuses.

Ask the class: *What do you think Rafael Nadal meant by this? What personal qualities does he demonstrate? Why?*

1 SPEAKING

- After students have discussed the question, follow up by asking: *What qualities are likely to ensure that a person is not successful? What can you do if you have these qualities?*
- Explain that students need to think in terms of grammatical categories to answer this question: verb, adjective, etc.
- Before students do the task, elicit or teach the meaning of: *pursue (follow); knockbacks (setbacks, disappointments); IQ (intelligence quotient, a measure of a person's intelligence); no matter what their background is (it doesn't matter where they come from).*

Answers

a a noun b a comparative adjective c a verb d a noun e a verb f a noun

3 02

- Before students listen, point out that they may not hear exactly the same words in the podcast as in the notes. So, students need to concentrate on meaning and not just listen for particular words.
- After students do the task, tell them to check the spelling of their answers and to try to complete any gaps they may have left blank.

Answers

a long-term goals b stronger mentally c give up
d academic success e achieve their goals f self-control

4 03

- Tell students to look at the notes for the second half of the podcast and to decide what type of word fits in each gap. (*g a noun; h a noun; i a noun; j a verb; k a verb; l a noun*)
- Remind students to check the spelling of their answers once they have listened.

Answers

g scientist h psychology i book j develop grit
k make you reflect l obstacles

+ Extra activity

Write on the board:

Do you agree? Why/Why not?

- 1 *Success at school depends more on grit than IQ.*
- 2 *There is a strong connection between grit and self-control.*
- 3 *You can learn to have more grit.*

Students discuss, first in pairs, and then as a whole class.

5 Critical thinkers

- Give students time to think about the question on their own before they share their ideas. Explain that they can use ideas from the text or their own ideas/experience to justify their opinion.

Possible answer

I think that some people naturally have a lot of grit. We all know individuals who are mentally tough and do not seem to be discouraged when they suffer setbacks. However, in my opinion, we can all develop grit if we set ourselves this goal. It isn't easy, but we can change lots of things about ourselves if we have enough willpower and determination.

- Follow up by asking: *Do you know any people that have a lot of grit? Who are they and how do they show grit? Where do you think you are on the 'grit scale' (high, medium or low)? Explain your answer with real-life examples.*
- You can find the grit scale questionnaire online. You may want to use it in class if students have online access or to set it for homework.

1 HIGH HOPES

Grammar in context 2 p12

Using modifiers with comparative and superlative forms

Warmer

Book closed. Write these two sentences on the board or say them aloud:

Chinese is more difficult than English.

Chinese is much more difficult than English.

Ask students what the role of *much* in the second sentence is. (*To modify the comparative.*)

Explain that in this lesson students will be looking at various expressions we can use to modify comparatives and superlatives.

- 6 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.
- Before students do the task, elicit or teach the meaning of a *great deal* in question 6 (*much*).
- After checking answers, point out that:
 - With more confident classes you may want to mention that some of the modifiers that go with superlatives to mean *completely* or *entirely* (*altogether, without doubt, simply, easily*) can be used with comparatives too for emphasis, to mean *definitely*: *Stella is, without doubt, better at chess than me.*
 - Make clear that all these expressions can also be used to modify comparatives which function adverbally in a sentence, for example, *sentence 6*.

Answers

modifies comparatives: significantly, far, a great deal, by far

modifies superlatives: by far, simply, without (a) doubt

modifies as ... as: not nearly

- 7 Before students do the task, elicit or teach the meaning of the words in the box. The following items may need clarification: *altogether* (used for emphasis to confirm what is said: *He is altogether the best footballer in the world.*); *barely (any)* (= *only just* - used to emphasise how small an amount is); *by miles* (= *by far*); *hardly (any)* (= *almost not, almost none*); *not quite* (= *almost but not completely*), *nowhere near* (used to express a strong negative before *as ... as*: *This film is nowhere near as frightening as people say.*); *scarcely (any)* (= *only just*).
- To help students decide when we use each of the items in the box, write these three sentences on the board.

Max is taller than me.

Max is the tallest boy in my class.

Aidan isn't as tall as Max.

Tell students to decide in which sentences they can use each of the items in the box.

Answers

modifies comparatives: a bit, a little, barely (any), by miles, considerably, ever, hardly (any), much, (quite) a lot, scarcely (any), slightly

modifies superlatives: altogether, hardly, by miles, ever, much

modifies as ... as: by miles, not quite, nowhere near

Language notes

Note that in spoken English, it is common to answer a *yes/no* question with some of the modifiers from exercises 6 and 7 in place of *yes* or *no*. For example:

A: *Was your day better than yesterday?*

B: *Hardly – I got stuck in traffic and was late to work.*

A: *Was he the best in the class?*

B: *By miles!*

- 8 Before students do the task, you may want to write the first two columns of the table on the board, asking students to give you the words/expressions for both columns. The completed table should look like this:

modifies comparatives	modifies superlatives
significantly, far, a great deal, by far, a bit, a little, barely (any), by miles, considerably, hardly (any), much, (quite) a lot, scarcely (any), slightly, ever	by far, simply, without (a) doubt, altogether, hardly, by miles, ever, much

- To help students decide whether the modifiers go before or after the comparative/superlative, students can use the first two example sentences suggested for exercise 7 (*Max is taller than me. Max is the tallest boy in my class.*) and decide where each of the modifiers fits in the appropriate sentence.

Answers

Before comparatives: a bit, a great deal, a little, barely (any), considerably, far, hardly (any), much, (quite) a lot, scarcely (any), slightly, significantly

After comparatives: by far, by miles, ever

Before superlatives: altogether, by far, hardly, simply, without (a) doubt, much, altogether

After superlatives: ever, by far, by miles, without (a) doubt, ever

Use it ... don't lose it!

9 SPEAKING

+ Extra activity

Write on the board:

Jobs

*astronaut, police officer
teacher, musician*

Modifiers

*a great deal, nowhere near
by miles, by far, considerably*

Students write five sentences comparing the jobs. They must use a different adjective and a different modifier in each one. Tell them to use their dictionary if they don't know how to say a particular adjective in English.

Students then read their sentences to each other and discuss their opinions.

Developing speaking p13

Talking about yourself in a personal interview

Warmer

Ask students to talk about the last time they met someone new. Before students start talking, ask them to consider these questions: *Who was the person? What did they talk about? What questions did they ask each other?*

1a Answers

1 People 2 Your country 3 Work/studies 4 Free time

2 04

-  **Exam tip** The examiner asks each candidate general questions about their home, family, education, hobbies and interests. Each candidate should answer the examiner's questions when they are directed to them. Candidates shouldn't comment on their partner's answers. The interview lasts about two minutes.
- Although the topics which the examiner will ask about are fairly predictable, students shouldn't memorise their answers beforehand as they can't know exactly what questions the examiner will ask. However, point out that in general students should be prepared to talk about where they live, their family, friends and school and other areas of their personal experience.
- Students shouldn't give very short answers like 'yes' or 'no'. Emphasise that they need to give reasons for their answers or provide examples.
- If the examiner asks about a topic or hobby that students aren't very interested in (e.g. sport), they shouldn't be afraid to say this. However, they should try to explain why they aren't interested in that particular topic or hobby.
- Students shouldn't worry if they make a grammatical mistake. The examiner will be interested in many aspects of how they speak and not just in grammatical accuracy: for example, how fluent they are and how easy it is to understand them. The most important thing is that students try to interact naturally with the examiner, as if they were talking with someone they'd just met.
- To check answers, pause the question after each person has spoken and elicit the answers from the class.

Answers

- 1 Speaker 1: f
Speaker 2: a
Speaker 3: i
- 2 Speaker 1: He says 'What's the word?' while he is trying to think of it.
Speaker 2: She corrects herself
Speaker 3: He corrects himself
- 3 Yes, they all do.

3 04

- Students read all the items in the Speaking bank before listening. You may need to explain to *cut a long story short* (used for saying that you will tell the end or the main point of a story without giving all the details).
- When checking answers, pause the recording after students have heard the sentence containing each of the expressions and elicit the answer.

Answers

Structuring your response: I should begin by ...
Reporting something you believe to be true: They say that ...
Emphasising: in fact, ...
Repeating or paraphrasing information you've already given:
As I was saying, ...
Expressing your attitude to what you're saying: To be honest, ... ;
Basically, ...

- 4 Emphasise that students should write notes on their answers – they shouldn't write the complete answers.
- Remind students that they need to give a full answer. This will mean either giving a reason for their answer or providing one or two examples.
- Tell students to think about where they can use some of the expressions in the Speaking bank in their answers.

Practice makes perfect

5 SPEAKING

- Before students do the task, make clear that the person giving feedback should be honest and direct but not excessively negative.



Mixed ability

With less confident classes, provide extra time for students to write notes on their answers before doing the task.

With more confident classes, ask students to write one extra question for each of the topic areas in 1a (Free time, People, Work/studies, Your country). Students then ask and answer the questions in pairs. Nominate different pairs to report what they found out about their partner.



1 HIGH HOPES

Developing writing p14

Writing an informal email of advice

Warmer

Ask students to discuss the following questions in pairs:

Who do you ask for advice when you need it?

Why do you ask that person/those people?

- 3 After checking answers, elicit which of the expressions in bold for giving advice are followed by the gerund. (*Have you thought about ...?; Would you consider ...?*)

Answers

1 b 2 a 3 a 4 b

Language notes

You may want to elicit/teach the use of *had better* + infinitive without *to*, which has the implication that negative consequences will follow if the advice isn't taken, e.g. *You'd better apologise to Lisa (or she'll never forgive you).*

- 4 Students first read just the extract from Eva's email. Confirm with the class what she asks about. (*How to plan a revision timetable. Whether she should stop her gym membership. How should she organise her time? How can she focus better?*) They then do the rest of the task.

Answers

Yes, Gorka answers all her questions.

Revision timetable and organising time: do little and often; divide each subject into blocks and revise each block over a month; break up the time evenly.

Focusing better: find a quiet space to work; make sure there are no distractions and put your phone away; not study if you're feeling tired or hungry; have a snack after school and then start revising; take a break every hour.

Gym membership: don't give it up; try going to the gym after you've done your revision.

- 5 Have students do this question in pairs so that they can share their ideas and more confident students can help less confident ones.

Possible answers

- 1 The email is informal. Gorka uses an informal letter opening style (*Hi*); he addresses his friend by her first name; he uses contractions (*I'm happy ...*, etc.); he omits pronouns (e.g. *Great to hear from you*); he uses informal language (e.g. *great* and *Me, too!*); he uses exclamation marks; the email has a chatty tone, with informal phrases (e.g. *to be honest*, *having said that*).
- 2 I think you should; Have you thought about; you could; I don't think you should; Maybe you could try; Why don't you.
- 3 First things first, next, To be honest, To start with, Apparently, Having said that, Talking about, Also, Finally.

- 6 Students decide where they go in the Writing bank.

Answers

Introducing ideas and paragraphs: first things first; next; To start with; finally

Adding information: Talking about

Giving opinions: To be honest

Reporting: Apparently

Qualifying what has been said: Having said that

- 7 Answers

a be honest b First things c Next d Apparently e another thing f seems that g Having said h heard

- 8 **SPEAKING** 

- After students do the task, ask them to choose the three most useful study tips from their discussions. Pairs then tell the rest of the class their favourite study tips. You may want to write them on the board and tell students to copy them.

- 9 **Exam tip**  Students should read the question carefully.

Explain that one common mistake in writing exams is not reading the question properly and, therefore, not answering the question. In particular, students need to make sure they understand why the letter/email is being written, who the reader is and what information to include.

- It is important that students plan their email/letter and the paragraph structure they will use before they start writing.
- Students should bear in mind that they need to connect with the person they are writing to on a personal level. Using the kind of informal expressions they have seen in this unit will help them to do this. Before students make notes, write these questions on the board and elicit answers from the class:
 - *Who are you writing to?*
 - *What is the situation?*
 - *What four questions do you need to answer?*

(They are writing to a British friend. Their friend is coming to their town to study for six weeks. What should I pack? What will the weather be like? Will I need a raincoat? Where should I go in your town and what can I do?)

Practice makes perfect

- 10 Before students write their email, remind them that they need to prepare a paragraph plan first.

Test yourself p17**Grammar test**

- 1** Answers
1 ✓ 2 ✓ 3 I've been making a present 4 I lived in Germany when I was younger. 5 We've swum in the sea
6 I've been reading that book you gave me. 7 ✓ 8 ✓
9 You've been sitting in the sun all day! 10 She's opened all the windows in here.
- 2** Answers
1 ever 2 by far 3 a little 4 not quite 5 by miles 6 barely
7 nowhere near 8 significantly

Vocabulary test

- 1** Answers
1 exploits 2 obstacles 3 struggle 4 ordeal 5 feat
- 2** Answers
anti-social cooperate/co-sleep disapprove inexperienced
interactive/overactive/reactive mislead oversleep/overestimate
reconsider subconscious/subsonic supersonic
- 3** Answers
1 underestimate 2 uncomfortable 3 reconsider 4 illegal
5 impractical 6 invaluable 7 irrelevant

Reading p18

Using a range of lexis to describe trends

Reading for gist and detail; inferring the meaning of words from context

Warmer

Books closed. Write the letters *S N R E T D* on the board. Ask the class if they can form a word from these letters. (*trends*)
Elicit the meaning of *trend* (a gradual change or development in a particular area, e.g. climate, music, etc.) and discuss briefly the latest fashion trends.

Vocabulary in context

1a SPEAKING

Possible answers

- 1 *hashtag* – a word with the symbol # in front of it, used especially on social media to identify the general subject of a Tweet or other post
- 2 *fad* – a trend, style or activity that is popular for a very short time
- 3 *backlash* – a strong, negative feeling amongst people in reaction to an event, situation or behaviour they do not approve of
- 4 *in the know* – to have information about something – more than most other people do
- 5 *make a comeback* – become famous, important or commonplace again after a long time of not being famous, important or commonplace
- 6 *cultural phenomenon* – the situation or process where something or someone becomes very popular
- 7 *catch on* – become fashionable
- 8 *outdated* – old-fashioned
- 9 a *must-have* – something that many people desire or want to own
- 10 *iconic* – (in this context) very famous and well known, and believed to represent a particular idea

- After checking answers, you may want to include a brief pronunciation activity. Ask students to identify all the words and expressions that include the /æ/ sound (as in *cat*) and the /ʌ/ sound (as in *but*). Use the recording of the key vocabulary in the Check it section at the end of the unit on page 28, track 10 to check. (Answers: /æ/ *hashtags, fad, backlash, comeback, catch on, must-have; /ʌ/ comeback, cultural, must-have)*

Use it ... don't lose it!

1b SPEAKING

- Before answering the questions, ask students if they know of any successful hashtags, if so, which ones? Then, ask them to identify any fads that they have seen and to name things, styles or people that have made a comeback.
- Ask for volunteers to share some of their answers and check if the rest of the class agree with them.

Fast finishers >>

Fast finishers close their books and try to remember the ten words and expressions taught in this section. They then check in the Student's Book. If the rest of the class is still working on the main activity, fast finishers can then write sentences to show the meaning of five of the words/expressions. They then share them with the class after eliciting some of their answers to the main activity.

- 2 Before students do the task, elicit or pre-teach the following words: *dungarees* (a piece of clothing consisting of trousers and a square piece of cloth that fits over your chest, held up by narrow pieces of cloth over your shoulders); *personal grooming* (the process of making yourself clean and tidy).

Answer

c

3 07

-  **Exam tip** In summary completion exam questions, students are given a summary of the text with gaps. There is either a list of words to fill the gaps or students need to find the answers in the reading text. If students are given a list of words, there will be more words in the list than are needed to fill the gaps.
- All of the information in the summary is contained in the reading text. However, it will usually be expressed in different words than in the reading text. This means that students should look for synonyms and paraphrases in the text rather than for exactly the same words.
- Before students read the text, they should first read through the summary and think about the type of word that fit (e.g. a noun, verb, etc.). They should also think about specific words that fit in the gaps.

Mixed ability

For less confident students, write two options on the board for each gap. 1 *environmental impact/cyclical nature*, 2 *footwear trends/original ideas*, 3 *instant fame/mixed reactions*, 4 *social benefit/passing fads*, 5 *mixed reactions/passing fads*, 6 *social benefit/original ideas*, 7 *peer pressure/instant fame*, 8 *general stress/original ideas*

Challenge more confident students to rewrite the second paragraph using their own words as far as possible. They can then compare their versions in pairs.

Answers

- 1 cyclical nature. In the text the writer says that *fashions will often repeat themselves*. She gives examples of trends – dungarees, flowers in hair, and leopard print – that used to be fashionable and have become fashionable again.
- 2 footwear trends. In the text, the writer talks about sandals and white socks being ugly. However, ... *fashion has recently reclaimed the socks-and-sandals look as a hyper-trend ... 'Ugly' is suddenly chic*.
- 3 mixed reactions. The writer describes how in men's grooming styles would ... *be ridiculed and admired in equal measure*. In other words, some people loved them, and others thought they looked silly.
- 4 social benefit. The writer says that the challenges that followed on from the Ice Bucket Challenge *were not exactly designed to put an end to world hunger or inequality*. In other words, she doesn't think that they help people/society in any way.
- 5 passing fads. The writer says *I can't help but hope that soon, people will stop putting themselves at risk [by taking selfies and using beautifying filters] just for the likes, and move on to something altogether healthier ...*
- 6 original ideas. In the text, the writer says that most movie franchises are *well past their expiry date*. In other words, they are old and should be thrown away. She says *we've been revisiting those superheroes ... for the last forty years* – meaning that the same themes and ideas have been repeated too many times.
- 7 instant fame. The idea of 'instant fame' can be found in the sentence: *All these dancers suddenly found themselves in the spotlight and being sought out for interviews – for a brief time at least*.
- 8 general stress. The writer suggests that the *world around young people can cause concern and anxiety*. The phrases *environmental impact and peer pressure* are not used.

4 Answers

relic – an object from the past that still exists
fashion-forward – very interested in fashion and what will be fashionable soon
[be] consigned to – be put somewhere that has little importance, usually because you want to get rid of it
polarising – creating two completely opposite opinions between groups of people
jeopardy – danger/risk
in pursuit of – trying to achieve
avid – very keen, enthusiastic
[be] in the spotlight – receive media and/or public attention
bought into – started to believe in or accepted

5 SPEAKING 

- Before students do the task, elicit and write on the board the trends mentioned in the text - *accessories going out of fashion quickly, trends that come back (e.g. dungarees), ugly becoming chic (e.g. socks and sandals), personal grooming styles coming and going, the extreme selfie, beautifying filters, movie franchises (e.g. super-heroes, dinosaurs, battles in space), dance fashions, being organised*.

6  Critical thinkers

- Explain that students can use ideas from the text or their own ideas/experience to justify their opinions. Encourage students to share their ideas when they have thought about the questions.
- With less confident classes, students can make notes on both questions before sharing their ideas.
- Follow up by asking: *Why do people follow fashions? Are fashions a good or a bad thing?*

Possible answers

I think people decide something is fashionable when they see an 'influencer' they like who follows this fashion. Another factor is that companies spend a lot of money advertising new products in order to convince consumers that they must have them and this can make them seem trendy.

In my opinion, some individuals just love to criticise. Also, people often think a new fashion is ridiculous when it first comes out, but they then change their mind when they see more and more people adopting it.

Grammar in context 1 p20

Talking about present and past habits using different tenses

Warmer

Books closed. Write on the board:

Something I used to do but don't do now.

Something I didn't use to do but do now.

Ask students to individually think of two activities, one for each situation. They then share their ideas in pairs and comment on each other's habits. Finally, tell students that in this lesson they will be looking at different ways of talking about habits in the present and in the past.

- 1a** Point out that the sentences are based on sentences from the reading on page 19. Explain that some of the answers refer to structures rather than tenses (e.g. *used to*, *will*, and *would*).

Answers

a present continuous b *used to* c present simple d *will*
e past continuous f *would* g *will* h *would*

- 1b** Make clear that for some items, the answer consists of more than one sentence. So, students need to check all the sentences even if they have already found one that fits.

Answers

A 1 c, g 2 b, f 3 h 4 a, d 5 e

B d and h

C We don't need to use a time expression with *used to* we do with *would*.

2

Answers

1, 4, 5, 7

Language notes

You might want to revise/ elicit the difference between *used to* followed by the base form of the verb (to express past habits and states) and *be/get used to* followed by the gerund (to become accustomed to).

My dad used to get up early for work but he doesn't now.

My dad's got used to getting up early for work but he found it difficult at first.

- 3** Students first read through the text to get a general idea of what it is about.
- Emphasise that students need to think about how each verb is being used before they complete the gaps (e.g. past or present? neutral or critical tone?).
 - When checking answers, elicit why each tense is used in each case.

Answers

- a used to drink/would drink/drank – past habit. *Would drink* is possible here because a time expression is used – *in the past*.
b are buying – present continuous for a current situation. *Buy* is also possible to describe a present habit in a factual, neutral way.
c 're/are constantly signing up – present continuous for a present habit expressed with criticism.
d forever buying – present continuous for a present habit expressed with criticism.
e used to keep/would keep/kept – past habit. *Would keep* is possible here because a time expression is used – *in the past*.
f wear/will wear – present habit. *Will wear* is a good option here because there is implied criticism.
g catch on – present simple for a generalisation.
h was wearing – continuous action in the recent past. We don't use *used to* or *would* for the recent past.
i choose/will choose – present habit.
j would buy/used to buy/bought – past habit. *Would buy* is possible here because a time expression is used – *in the past*.

Fast finishers >>

Students imagine life before the Internet and write five things that people used to do but they don't do now.

Use it ... don't lose it!

4 SPEAKING

- Before students discuss the topics elicit what verb forms they can use for each one. (*Shopping habits: present simple or will. An annoying habit: present simple; present continuous + always/forever/continually; will. A childhood memory about summer: past simple; used to; would; past continuous to provide context*)

Developing vocabulary p21

Using expressions related to fashions and trends

Warmer

Book closed. Revise some of the key vocabulary from the beginning of the unit by asking these questions:

Can you think of ...

- ... something that's a must-have for you and your friends?
- ... a style of music that you think might make a comeback?
- ... a sport that's catching on?
- ... a product or company there's been a backlash to?
- ... something that will be outdated in 10 years' time?

1 Answers

a fashion b trend c fashion d trend e fashions/trends
f trend g fashion/trend h trend

2 Answers

1 make a fashion statement 2 a passing trend 3 on trend
4 be back in fashion 5 started a new fashion/trend/been a trendsetter

Language notes

You might want to point out other words derived from *trend* and *fashion*: *trendy* (in fashion); *trending* (being talked about a lot online); *an uptrend/downtrend* (a steady increase or decrease, often on a graph); *old-fashioned*; *fashionable/unfashionable*.

Use it ... don't lose it!

3 Encourage students to give reasons to explain their answers.

Possible answers

- 1 very popular
- 2 make more people aware of your presence
- 3 the best person or thing to use to achieve or get something
- 4 have people's attention, be known about
- 5 popular or fashionable
- 6 a trend or a person that you think will soon be very fashionable

4 SPEAKING

- You may want students to do this activity in pairs, so they can share what they think the expressions mean.

- 5 Books closed. Write *Woodstock*, *Live Aid* and *Coachella* on the board. Ask: *What do these names have in common?* (They are all music festivals.) Then ask: *Do you know anything about them?* And: *Can you think of any other famous music festivals?*
- Tell students to read each paragraph to get a general idea of what the text is about before they try to complete the gaps.

Culture notes

The Woodstock Festival was held on a dairy farm in the small town of Bethel, about 120 km from New York. It lasted three days and attracted an audience of over 400,000 people. Woodstock is considered a major event in the history of the counterculture generation. Artists such as Jimi Hendrix, The Who and Janis Joplin performed.

Live Aid was a concert to raise money to help people affected by famine in Ethiopia and Sudan. It was organised by the singers Bob Geldorf and Midge Ure and was held simultaneously in London and Philadelphia. Concerts were also held in some other countries. Live Aid had an estimated TV audience of more than a billion people in 110 countries. The Coachella Valley Music and Arts Festival is held every year at the Empire Polo Club in the Colorado Desert, about 210 km east of Los Angeles. The event features musical artists from many different genres, as well as art installations and sculptures. There is live music simultaneously on several stages around the extensive grounds of the polo club.

Mixed ability

With less confident students, write the answers on the board for each paragraph, but in the wrong order:

Paragraph 1: *in fashion a new trend the trend the rage*

Paragraph 2: *passing in*

Paragraph 3: *fashion statement the profile with the latest fashions/trends go-to big thing radar trendsetter*

With more confident students, have students try to work out the meaning of the following words and expressions in the text when they finish:

stole the show (got more attention and praise than anyone else)

staple (a regular and important part or feature of something)

ultimate (used to describe something/someone that is better, more extreme, or more important than all others)

Answers

a the rage b a new trend c the trend d in fashion e in
f passing g with the latest fashions/trends h trendsetter
i the profile j big thing k fashion statement l radar m go-to

GREAT LEARNERS GREAT THINKERS p22

Reflecting on changing consumer habits

Warmer

Books open. Say: *Look at the two pictures. What clothes do they show? What type of shops are they? Look at the title of the video. What do you think a swap shop is?*

1 SPEAKING

- You may want to write the following prompts on the board to help students: *in fashion, cheap, comfortable, does it suit me, environmentally friendly, good quality material, famous brand.*

2b VIDEO

- You may want to pre-teach or elicit the meaning of the following words that are heard in the video: *swap (exchange); overwhelming (producing a strong emotion); get rid of (throw or give away); junk (old, broken or useless things); a token (a piece of paper that you can exchange for goods of a particular value in a shop); a garment (a piece of clothing); a retailer (a person or company that sells goods directly to the public).*

Possible answers

The people are at a swap shop, exchanging and recycling clothes. They are doing this to protect the environment and not be wasteful.

- get rid of clothes they no longer want and swap them for other clothes.
- it has a serious environmental impact. / it is one of the world's worst polluters.
- it relies on mass consumerism, which seriously impacts the environment. So, it needs to become more sustainable but the industry will have 'profit problems' if it produces fewer clothes, and if people buy fewer clothes.

3 VIDEO

Answers

- 40; 70
- junk
- 10,000
- protesters; industry bosses
- 30

- 4a** Before students do the task, you may wish to elicit the meaning of: *sew (make or repair clothes using a needle and thread); spin (twist fibres of a material such as cotton or wool into thread in order to make cloth); and weave (make cloth by crossing long threads over and under each other on a machine called a loom).* You could also teach or elicit the past participles, which appear in the text (*sewn, spun, woven*).

4b

Fast finishers >>

Students find words and expressions in the text with the following meanings:

Paragraph 1: not dangerous

Paragraph 2: very carefully, wealthy, fall rapidly

Paragraph 3: reduce

(Answers: *harmless, painstakingly, affluent, plummet, cut back on*)

Answers

- The environmental cost (the carbon footprint) and human cost (low wages earned by many clothing workers).
- Developments in technology and transport have made it possible for clothes to be mass produced and manufactured in countries where labour is cheap.
- More people have become more aware of the environmental and ethical issues surrounding fast fashion and have chosen to spend less money on clothes.

GREAT THINKERS

- 5** The *I used to think ... Now I think ...* thinking routine allows students to reflect on how their attitudes towards a particular subject have changed over time.
- In the first two steps students engage in individual reflection on how their attitudes to fashion and shopping for clothes may have changed.
 - SPEAKING**  In the final stage, when students share their ideas, make clear that students should not be judgemental about the attitudes of others in their group. The aim of the activity is to explore how attitudes have changed, and why.

6 SPEAKING

- With less confident classes, have students brainstorm ideas about each question in pairs before they discuss them with new partner.

GREAT LEARNERS SEL

- Before students discuss the questions about habits, ask them to write down four habits they have. They then decide if these habits are good for them, bad for them, or neutral, and why. Finally, students share their ideas with a partner.
- After students do the task, ask them to write down one bad habit they have. Students reflect on *why* they have this habit. They then reflect on whether they want to change this habit, and why. Finally, students reflect on how they could change this habit (if they want to).

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 (= needs improvement) to 5 (= very good) for how aware they are of their habits and what drives them.
- As a final activity, write on the board this paraphrased quotation from an expert on habits.
- Discuss with the class what this says about the importance of our habits.

Listening p24

Listening for specific information

Warmer

Ask the class: *What famous artists do you know from the 20th or 21st century? What do you know about them and their work?* You may need to prompt students by offering some names of artists and the types of art they are associated with, e.g. Georgia O'Keeffe (modernism), Salvador Dalí (surrealism), Banksy (street art).

1 SPEAKING

- Be careful not to give the students too much information about Andy Warhol at this stage. The listening exercise is an interview about his life, so avoid revealing any of its contents.

2 08

- Remind students to follow the advice in the Exam tip. They should read each question carefully and underline the key information.
-  **Exam tip** Point out that in multiple-choice listening tasks the questions come in the same order as the information in the text.
- The wording in the questions and in the listening text may not be the same so, when students listen, they need to look out for synonyms or the ideas in the options expressed in different words.
- When checking answers, play the recording again and tell students to call out 'stop!' at the appropriate point for each question.

Answers

- 1 b – Interviewer: *So, he became famous because he rubbed shoulders with the rich and famous?* Jade: *Hmm, that certainly helped.*
- 2 a – *Warhol documented his personal life like an Instagrammer. He was always taking photos with his polaroid camera and recording himself on a tape recorder.*
- 3 c – *The magazine was like no other, as he got celebrities to interview other celebrities.*
- 4 a – *Warhol brought a new approach... He pushed the boundaries so that almost anything could be considered art.*
- 5 b – Interviewer: *Can you tell me a little more about his fascination with celebrities?* Jade: *It was a life-long obsession really.*

Culture notes

Andy Warhol started his career in the 1940s, drawing art for advertisements. In the 1950s he created artistic designs for shoes for a while. Warhol produced most of his most iconic work in the 1960s, including his pictures of products such as Campbell's soup cans and Coca-Cola bottles and celebrities such as Marilyn Monroe and Elvis Presley. In the 1960s, Warhol also produced a famous series of 'static' films. One of the best-known, *Sleep*, shows the poet John Giorno sleeping for five hours. Warhol died in New York City in 1987 at the age of 58 following complications from surgery.

3 Critical thinkers

- Give students a couple of minutes to think about the question on their own. Remind them to use ideas from the audio and other information to justify their opinion. Then invite them to share their ideas.

Possible answer

I had never thought about this before, but, probably, anything can be considered art if it is done in a new, beautiful or striking way. For example, if someone designed a tap that was very beautiful or innovative, this could be considered art, even though a tap is an everyday object.

+ Extra activity

Students research pop art and write down five pieces of information about it. In the next class, students share their information with the rest of the class. At home, they can find example images online to illustrate their work.

Grammar in context 2 p24

Using defining and non-defining relative clauses

Warmer

Books closed. Write on the board:

Relative pronouns

people
things
places
times

In pairs, students write the relative pronouns which can be used with each category.

Answers

people: who, that, whose
things: which, that, whose*
places: where
times: when

* Although it may seem strange to some students, it is possible to use *whose* to indicate possession for things as well as people. For example: *This building, whose name I don't remember, is very beautiful.*

4a You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the audio in the previous section.

Answers

a that/which = the programme
b who/that = Andy Warhol
c where = the gallery
d which = the act of hanging out
e that = the rock band
f who = Andy Warhol when he was young

4b Answers

1 defining relative clauses: a, c, e; non-defining relative clauses: b, d, f
2 at the beginning and end of a non-defining relative clause to separate the clause from the rest of the sentence
3 in defining relative clauses
4 in defining relative clauses when the pronoun is *who*, *which* or *that* and is the object of the verb in the clause

Language notes

In non-defining relative clauses the information given is extra and not essential to the meaning of the sentence. For this reason, non-defining relative clauses are always separated from the rest of the sentence by commas, unlike defining relative clauses. For example:

- The student, who lives far away, was late for class.*
- The student who lives far away was late for class.*

Sentence 1 contains a non-defining relative clause. In this sentence it is already known which student was late for class. The fact that he/she lives far away is just additional

information. Sentence 2 contains a defining relative clause. In this sentence, it wouldn't be possible to know which student was late for class if we didn't include the defining relative clause.

- In defining relative clauses, the pronoun *that* can replace *who*, *whom* or *which*.
- The relative pronoun can be omitted from defining relative clauses when it is the object of the clause. When the relative pronoun is the subject of the clause, it can't be omitted. For example:
1 *The person that helped me on the train was very friendly.*
2 *The person (that) I helped was on a train.*

In the first sentence the relative pronoun can't be omitted because it is part of the subject of the relative clause (*the person that helped*). In the second sentence, the pronoun can be omitted because *the person* is the object of the verb *helped* – it is followed by the subject (I) + *helped*.

- Tell students that the first thing they need to decide for each gap is whether it is a defining or non-defining relative clause.

- When checking answers, make sure that students include the commas when they are needed.

Answers

1 who was born in 1928, grew up in
2 when Andy Warhol began painting iconic American
3 where Andy Warhol worked/used to work was called
4 Warhol created were hugely

Use it ... don't lose it!

6 SPEAKING

- Encourage students to use a mixture of defining and non-defining relative clauses.
- Allow students to go online if there is Internet access in class and they need to find out more information about the influential person.
- When students have written their sentences, ask them to read the sentences to a partner without saying who the person is. Their partner has to guess the person.

+ Extra activity

Read these five sentences to the class. Ask them to guess who each person is.

This person, who was born in Mallorca, is one of the greatest tennis players of all time. (Rafael Nadal)

The International Day of Non-violence is on the birthday of an Indian leader whose example has inspired millions. (Gandhi)

In 1761, when he was only five, this famous composer from Austria wrote his first piece of music. (Mozart)

1989, which was when this singer was born, was also the title of her fifth studio album. (Taylor Swift)

This is the man that was the first person to set foot on the moon. (Neil Armstrong)

Developing speaking p25

Justifying your opinion, agreeing and disagreeing

Warmer

Books closed. Write a *discussion* and an *argument* on the board. Elicit the difference between the two. (*In a discussion you exchange opinions with someone else on a particular topic. An argument is an angry conversation in which you strongly disagree about something or an individual point in a discussion.*)

Next, ask students in pairs, to try to remember the last time they discussed something. *Who did they discuss with? What was the topic? Did they reach a conclusion / an agreement?*

Finally, tell students that in this lesson they will learn some useful expressions for taking part in an extended discussion.

2 SPEAKING

- Remind students that when they give their opinion in a speaking exam, they should explain why they think what they think and/or give examples to justify their opinion. For this reason, encourage students to say at least three sentences when they answer each question.

Mixed ability

For less confident students, have the students discuss possible answers to each question in pairs. After students do the task, ask the class to share the ideas they discussed on each topic.

For more confident students, encourage students to ask and answer follow-up questions about each topic.

3b

- Before or after students do the task, you might want to elicit or teach the meanings of: *timeless classics* (things that will always be good); *scratchy* (the feeling when something you're wearing is uncomfortable and you want to rub it with your fingers/nails); *stiff* (firm and difficult to bend); *add a twist* (make something personal/distinctive); *endorsement of a product* (recommendation of a product by someone).

Possible answers

Question 2

Student A: Buying classic clothes is a greener choice than constantly buying into current trends, because you are more likely to wear the clothes for longer.

Student B: Classic clothes are boring and old-fashioned. Dressing fashionably is fun and a way of expressing yourself.

Question 6

Student A: Influencers and celebrities can generate a lot of money for clothing companies, but she doesn't think she is influenced by them.

Student B: Marketing strongly influences what consumers buy, and no one is immune to it.

- Before students do the task, check their understanding of each of the expressions by getting them to paraphrase each one. Possible problems might be: *to some extent* (in some ways); *go along with* (agree with); *back something up* (confirm).

Answers

Justifying your opinion: This is only anecdotal, but ...; There's evidence to show that ...; Quite a lot of research has been done to back this up.

Agreeing: I would go along with the idea that ...

Disagreeing: Perhaps to some extent, but ...; I'm not sure I agree with you on that.

5 SPEAKING

- Tell students not to prepare notes on questions 2 and 6 (as these were already discussed in the listening).
- Remind students that they need to justify their opinions, either with explanations or examples.
- Emphasise that students should just write brief notes with the key ideas. They shouldn't write complete answers.

Practice makes perfect

6 SPEAKING

- Exam tip** The examiner will ask both candidates follow-up questions about the topic that they discussed in the interactive and decision making task. The discussion between the two candidates lasts for about five minutes.
- In general, the examiner will direct the questions at both candidates. Students should discuss the question, expressing and justifying opinions, and agreeing/disagreeing with each other.
- Students should help each other to keep the conversation going by asking questions, challenging or disagreeing with each other. In general, the more students speak and the fewer questions the examiner needs to ask the better.
- Students shouldn't try to dominate the discussion or to 'win the argument'. They need to give their partner time to speak, too.
- There are no correct or incorrect answers in this kind of task. The examiner is not evaluating students' opinions. He/she is interested in the language they use and how they take part in the discussion.
- Tell students that they should discuss the first question they have prepared until you tell them to stop. Give them at least three minutes before you end the discussion. Emphasise that the student in the role of examiner should be taking notes on the performance of the other two students while they are speaking.
- After you instruct the students to stop, tell the student in the role of the examiner to give brief feedback to each student.
- Repeat this process for the other two questions, making it clear that each student in the group should take on the role of the examiner once.



Developing writing p26

Writing an opinion essay 1

Using formal and informal language

Warmer

Books closed. Write the following questions on the board for students to discuss in pairs.

How often do you buy clothes?

Where do you normally buy your clothes?

Would you ever buy second-hand clothes? Why (not)?

2 SPEAKING

Answers

1 Two 2 No, but you can if you want to. 3 Students' own answers

- 3 Tell students to skim read the essay to answer the two questions, i.e. they don't need to read the essay in detail.

Answers

- The suggestions in bullet points 1 (discussed in the second paragraph) and 3 (discussed in the third paragraph).
- The suggestion in bullet point 1 (this is the suggestion which the writer repeats in the final paragraph – the conclusion).

- 4 After checking answers, ask students to classify the linkers into cause and result.

Answers

a because b That is why c For that reason, d therefore
e As a result, f since g Consequently, h which means that

- 5 To simplify answers, ask students to read the first paragraph to find the features, except for identifying the conclusion.

Possible answers

An introduction and a conclusion: The first paragraph provides the introduction and the final paragraph provides the conclusion.
Impersonal style: use of the passive – *The energy required to create the fabric ... has been wasted.*

Complex sentence structure (two or more clauses): For example – *Excessive consumerism is adversely affecting the environment [clause 1] and creating a world [clause 2] that will become increasingly difficult to live in [clause 3].*

Fewer phrasal verbs: No phrasal verbs in the first paragraph.

Formal language: For example: *increasingly difficult* instead of *more and more difficult*; *purchasing* instead of *buying*.

No contractions, slang and idioms: No examples of this in the first paragraph.

Fast finishers >>

Write on the board: *look like, bit by bit, come up to, boss, again and again, really tired, a question, nasty.*

Explain that these are all informal words. Students write the formal equivalent, with the help of a dictionary if necessary.

Answers

resemble, gradually, approach, (line) manager, repeatedly, exhausted, a query, unpleasant

Vocabulary

6 Answers

1 manufacture 2 dispose of 3 excessive 4 ensuring
5 adversely 6 garments 7 increasingly 8 purchasing
9 proposal 10 initiative 11 cease 12 revolutionise
13 penalises 14 required

7 Answers

1 purchasing 2 garments 3 excessive 4 adversely
5 revolutionise 6 increasingly

8 SPEAKING

- Exam tip** Tell students that in this exam task students must adhere to the instructions given and not freely express what they think.

- Students may refer to the three opinions provided but they are not obliged to do so.
- Students should try to back up the points they make with evidence or examples. It is perfectly acceptable if they use examples from their own experience.
- The word count for guided essays is 220–260 words. This means that students will not have space to present detailed arguments.
- Guided essays should begin with a short introduction and end with a brief conclusion. These paragraphs are usually slightly shorter than the others. This allows students to develop the two bullet points they have chosen in the main paragraphs.

- While students read the exam task, write on the board:

Which two methods will you discuss in your essay?

Which of these methods do you prefer and why?

Will you use the opinion related to each of the methods?

When students have finished reading the task, they make notes on their answers to the questions and then discuss with a partner.

- While students are discussing, write on the board:

Methods for selecting the right products

Introduction

Method 1

Method 2

Conclusion

Students then make notes for each paragraph.

Practice makes perfect

- 9a Write the following reminders on the board:

- Keep to the question. Don't introduce any new methods for choosing products.
- Use four paragraphs.
- Write 220–260 words.
- Use your own words as far as possible.
- Use formal language.

Test yourself p29

Grammar test

- 1** Answers
 1 I will always read (*will* for habitual action) 2 would take (*would* for annoying typical action) 3 's forever chatting (annoying present habit) 4 do homework (present simple for habitual action)
- 2** Answers
 1 lived 2 did you go/did you use to go/would you go 3 used to stay/would stay/stayed 4 didn't use to eat 5 was always telling/always told/always used to tell/would always tell 6 Did you buy/purchase
- 3** Answers
 1 where; D 2 whose; ND 3 O; D 4 which; ND 5 which/that; D

Vocabulary test

- 1** Answers
 1 comeback 2 fad 3 outdated 4 backlash 5 must-have
 6 know 7 iconic
- 2** Answers
 1 in 2 make 3 up 4 on 5 raise 6 on 7 trend
- 3** Answers
 1 c 2 f 3 e 4 a 5 d 6 b

Reading

1 Possible answer

Careers in the future will require extra skills beyond the core skills for the role.

2 Answers

- 1 **C** – None of the other options can be followed by *of*.
- 2 **B** – *Conduct* is the only correct collocation with *work*.
- 3 **D** – None of the other options can be preceded by *in* and followed by *for*.
- 4 **A** – The meaning needed is *an unpleasant experience*, so *ordeal* is correct.
- 5 **A** – We need a word that means the opposite of *facilitates*, so *obstacle*.
- 6 **B** – We need a word that extends the meaning of *using* in the text, so *exploiting*.
- 7 **D** – *Employable* is the correct adjective to describe the ability to find work.
- 8 **C** – The text refers to a process that is repeated every five years, so *cycle*.

Writing

4 After students read the task, ask them:

What is the essay about? (Why qualifications are important.)

How many of the bullet points should you discuss in your essay? (two)

Do you need to say which of the two bullet points is more important, in your opinion? (yes)

Do you need to mention the opinions expressed? (only if you want to)

Is it OK to copy the opinions expressed word for word in your essay? (no)

- Before students write their essay, write on the board:
Paragraph 1: Introduction
Paragraph 2: The main reason why qualifications are important.
Paragraph 3: Another reason why qualifications are important.
Paragraph 4: Conclusion
- Tell students to first write notes for each paragraph. Make clear that the second paragraph should be the longest of the four paragraphs.
- When students finish their notes, they should check to see if they think they have the right amount of material to produce 220–260 words. If necessary, they should either expand or reduce their notes before they start writing.
- If you wish, go to page 144 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 94 and 99, for more information and practice on these C1 Advanced tasks.

Events and festivals in your country

1 SPEAKING

Answers

The three festivals mentioned are Woodstock, Live Aid and Coachella.

The fashions mentioned in each festival are:

Woodstock – going barefoot, wearing flowers in hair, home-made clothes often using tie-dye, embroidery and crochet

Live Aid – Freddy Mercury's iconic white jeans

Coachella – fashion statements by leading stars

2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself, putting together students with different levels of English.
- While students are reading the Project task and Research areas, write on the board:
Which festival or festivals are you going to write about?
Which research area or areas do you want to focus on?
What would be a good format to present this information?
Students discuss in their groups.

3 Ask individuals to read aloud the tips and discuss them with the class. Then write on the board:

Plan before you start!

Make sure each person knows what they have to do!

Think about visuals, not just text!

Do you need to give background information about the event, e.g. customs/traditions?

- Tell students to write these four points down. They will need to discuss them in their groups before they start work on their project.
- ### 4 SPEAKING
- Establish a schedule for the project, including any interim deadlines.
 - When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
 - Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.
- ### 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.

Virtual Classroom Exchange

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

Reading p32

Using words that are similar in meaning
Predicting content; reading for gist and
specific information; inferring the meaning of
words from context

Warmer

Books closed. Write on the board:

*run/rush break/smash surprised/amazed
embarrassed/ashamed.*

Students discuss in pairs the difference in meaning between each pair of words. After eliciting ideas, explain that in this lesson students are going to learn how to use some words that have a similar but different meaning.

Possible answers

When you *rush*, you do something quickly but you don't necessarily *run*. For example: *Don't rush when you write your essay because you'll make a lot of mistakes.*

Smash means *break something into small pieces.*

Amazed means *very surprised.*

When you feel *embarrassed*, you feel a bit stupid or uncomfortable because of something you or other people have done. For example:

I felt a bit embarrassed because everyone was wearing a tie at the wedding except me. When you feel *ashamed*, you feel embarrassed or guilty because of something you or other people have done. For example: *Don't be rude to your mother! You should feel ashamed of yourself!*

Vocabulary in context

1 SPEAKING

- When checking answers, elicit *why* we need to use one word and not the other in each case.

Answers

1 a sceptical b cynical

If a person is *sceptical* about something, they have doubts about if it is true or right. If someone is *cynical*, they believe that people only care about themselves and are not sincere or honest.

2 a genuine b authentic

If a person or emotion is *genuine*, they are honest and sincere. If an object is *genuine*, it is real rather than pretend or false. If an experience or thing is *authentic*, it is traditional or original, or very similar to the original. It can also be used to mean real, not false or copied.

3 a gullible b naïve

If a person is *gullible*, they are easy to trick or deceive because they are too willing to believe what other people say. If a person is *naïve*, they are innocent and lack experience of life. They are usually too willing to believe that people's intentions are good, or that life is simple and fair. (In general, *gullible* has a more negative connotation than *naïve*. Furthermore, *naïve* is more often applied to younger people – in their teens and early twenties.)

4 a trustworthy b reliable

If a person is *trustworthy* they can be trusted. If someone or something is *reliable*, they can be trusted or believed because they behave in the way you expect.

Fast finishers

Ask fast finishers to try to form nouns from the eight adjectives taught in this section. They can then check their ideas in a dictionary.

Answers

scepticism, cynicism, genuineness*, authenticity, gullibility*, naïveté, trustworthiness, reliability.

*The nouns genuineness and gullibility are less common than the others.

- To practise spelling and pronunciation, tell students to close their books. Play the recording of this vocabulary set, track 16 from Check it page 42. Students write down the words and underline the stress. After checking answers, ask students to practise saying the words in pairs. (*genuine*, *authentic*, *gullible*, *naïve*, *sceptical*, *cynical*, *trustworthy*, *reliable*)
- You may also want to point out that c is usually pronounced as /s/ before i, e and y (e.g. civilised, nice, cynical). *Sceptical* is an exception to this rule as the c is pronounced /k/.

Language notes

You may want to teach/ elicit words formed from *trust*:

Trust can be both a noun and a verb.

The opposite of *trust* (noun and verb) is either *distrust* or *mistrust*.

Trusted is an adjective meaning someone you trust, e.g. a *trusted friend*.

Trusting is an adjective that describes someone who trusts others too easily: *You shouldn't be so trusting. Not everyone wants to help you!*

Untrustworthy is the opposite of *trustworthy*.

Use it ... don't lose it!

2 SPEAKING

+ Extra activity

Students choose three or four words from exercise 1 and think of someone they know who they can describe using each word. Ask them to write a sentence for each one, explaining why that person shows that personality trait. For example: *My little cousin Jack is really gullible. He believed me when I told him I could fly!*

- You may want to elicit/teach the meaning of *step back in time* before students do this activity (*imagine or feel what it was like to live at a particular time in the past*).

3 MAKING HISTORY

5  13

- **Exam tip** Students should first read the whole text to get a general idea of what it is about. They don't need to understand it in detail at this stage.
- Students should read the first multiple-choice question carefully. The question will contain information that shows what they need to look for in the text (e.g. a date, an opinion, the cause of an event, etc.). Students should use this information to locate the appropriate section of the text and then read it carefully.
- After answering question 1, students should repeat the process for all the other questions.
- Sometimes the last question asks about the complete text, rather than one part of it. Make clear to the class that they won't find the answer to this kind of question by looking for specific information. They will need to form a general idea of the text as a whole (e.g. What is the writer's intention?).

Answers

- 1 **a** incorrect – This is not stated in the text.
b correct – *Now, students are expected to think more critically about traditional versions of historical events ...*
c incorrect – The text doesn't say that the subjects have necessarily changed, just that the approach to them has.
- 2 **a** incorrect – This is not stated in the text.
b incorrect – Although the text does say that the programme generated widespread interest in archaeology, it does not say that some viewers considered pursuing archaeology as a career as a result.
c correct – *Time Team was a popular programme that was helping to propel archaeology into the public consciousness. ... the show was so popular that the ratings grew to 3.5 million viewers ...*
- 3 **a** incorrect – *Although the use of equipment like LiDAR and GPR has caused an 'archaeology revolution', it doesn't mean that traditional, boots-on-the-ground, Indiana-Jones-style excavation has become redundant ...*
b correct – *Cutting-edge technology is helping us uncover even more of the past's secrets. ... the use of equipment like LiDAR and GPR ... has certainly sped up the process.*
c incorrect – This is not stated in the text.
- 4 **a** incorrect – This is not stated in the text.
b incorrect – This is not stated in the text. On the contrary, museums and heritage sites are now using modern technology to make the past more accessible to visitors.
c correct – All of paragraph 4.
- 5 **a** incorrect – No mention of the reconstruction of the buildings.
b correct – *... the soundscapes and CGI reconstructions brought to life a Roman world beyond my expectations. I emerged in awe of this interactive journey.*
c incorrect – The writer didn't find the crowds surprising because *friends had advised me to expect snaking queues and rooms packed with slow-moving bodies.*
- 6 **a** correct – *Moreover, new technology and media have allowed us to gain fresh insights into history ... (paragraph 1) Cutting-edge technology is helping us uncover even more of the past's secrets. (paragraph 3) Other innovations are helping to bring the past to us. (paragraph 4) The writer's conclusion after visiting Bath is that I suspect that the more we embrace the technology of the future, the closer we will become to our past.*
b incorrect – This is not stated in the text.
c incorrect – This is mentioned in the final paragraph but it is not a recurring idea in the text.

- 6 Encourage students to try to work out the meaning of each word from the context before checking their answers in dictionaries.

Possible answers

drew a blank – failed to remember or find something you are looking for
shifted – moved, changed
implications – possible effects or results
alienated – feeling that you do not belong to a particular society, place or group
it dawned on him – he realised something
relatable – if something is relatable, you can understand it and feel connected to it
erosion – the process by which the surface of land or rock is gradually damaged by water, wind, human activity, etc. and begins to disappear
in awe of – amazed and impressed by something



Culture notes

The Roman Baths are a well-preserved Roman construction in the city of Bath in the south-west of England. A temple was built on the site in the 1st century CE and the baths were gradually built over the following 300 years. The Romans created the baths for public bathing and people travelled there from many places to use them. They were used until the end of Roman rule in the 5th century CE.

Although the baths themselves are well preserved, the columns and statues of Roman Emperors and Governors of Roman Britain that are found on the terrace are from the 19th century. The baths are an important tourist attraction, being visited by more than 1.3 million people every year.

7 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples. Once they have formed an opinion, encourage them to share their ideas.

Possible answer

Understanding different stories of past events allows us to know who our ancestors were and it can help us to comprehend who we are today. Furthermore, studying history permits us to understand other nations and peoples and what makes them who they are so that we can be more empathetic and accepting in the future.

Grammar in context 1 p34

Using narrative tenses

Warmer

Books closed. Ask the class: *When you're writing a story, what tenses are you likely to use most often, and why?* After eliciting answers, explain that in this lesson students will look at tenses used to describe events in the past.

Possible answers

Past simple to describe single actions; past continuous to describe what was happening at a particular time; past perfect to describe something that had happened before.

1a Point out that the sentences are based on sentences from the reading on page 33.

Answers

1 past continuous, past continuous 2 past simple 3 past continuous 4 past perfect simple 5 past perfect continuous 6 past continuous, past continuous 7 past continuous

1b Answers

The past continuous; a 3 b 1 c 7 d 6

1c Possible answers

We use the past simple for finished actions, situations or habits when there is a definite time or context in the past. We can also use it to show a sequence of events that happen in chronological order in the past.

We use the past perfect simple to talk about an action in the past that happened before another action or situation in the past.

We use the past perfect continuous if we want to focus on the duration or repeated nature of an activity that happened before another past action.

2 Answers

1 believed 2 featured 3 was looking, had fallen, discovered

Language notes

A variety of other tenses/structures can be used when narrating past events, for example:

We were going to play football, but we changed our plans because it was raining.

We didn't arrive on time. We wouldn't have been late if we hadn't waited for Jack.

I spoke to Rosie, and we agreed that we would meet up the following day.

Culture exchange

3 Before students read the text, ask: *Who appears on the banknotes in your country? Do you think there should be an equal number of women and men?*

Answers

a granted b had appeared c introduced d couldn't e had made/made f was g had chosen h nominated i had been threatening j had selected k chose l approved

Fast finishers >>

Tell fast finishers to re-read the text and to try to remember as much as possible about it. Students close their books when they have re-read the text. Write these questions on the board:

1 *Who was the first monarch to appear on UK banknotes?*

2 *Apart from the monarch, who else can appear on British banknotes?*

3 *Who didn't take legal action in the end, and why?*

4 *How did the way of choosing people to be on banknotes change?*

Students try to answer the questions from memory. They then open their books and check.

Answers

1 George V
2 well-known figures from Britain's history
3 Campaigners who wanted a woman on at least one of the banknotes, because the Bank of England had decided to put Jane Austen on the new £10 note.
4 In the past, a committee selected individuals. Since 2014, the public have nominated people.

Culture notes

Alan Turing was a brilliant mathematician who is often called the 'father of computer science'. In the Second World War, he was instrumental in cracking the secret codes used by Germany. As a result of this, it is thought that he saved millions of lives and shortened the course of the war.

A film of Turing's life called *The Imitation Game*, with Benedict Cumberbatch in the lead role, came out in 2014.

Use it ... don't lose it!

4 **SPEAKING** 

- Encourage students to look for, or confirm, information online if they have Internet access in class.
- Tell students to use at least three of the narrative tenses covered in this section when they describe the person's life.



3 MAKING HISTORY

Developing vocabulary p35

Using separable and inseparable phrasal verbs

Warmer

To introduce/revise the concept of separable and inseparable phrasal verbs, write on the board:

Please pick up that litter.

Please pick that litter up.

I'm looking for my keys.

I'm looking my keys for.

Ask: *Which of these sentences is incorrect, and why? (The last sentence is incorrect because we can't separate look and for by putting the object in between them.)* Explain that this lesson will focus on separable and inseparable phrasal verbs.

1 SPEAKING

- Encourage students to use a dictionary if they are not sure what a particular phrasal verb means.

Answers

1 invent a story/an explanation 2 manage to do something bad without being caught or held responsible for it 3 start doing or working on something in order to achieve an aim 4 persevere with something difficult or unpleasant 5 tolerate or accept something or someone unpleasant 6 get information on a particular subject by reading a lot about it 7 do a particular piece of work, research etc. 8 behave or be dressed in a particular way

- 3a With less confident classes, elicit or explain the difference between transitive and intransitive verbs. (*Transitive verbs are followed by a direct object, e.g. I'm watching a film now. Intransitive verbs cannot be followed by a direct object, e.g. What time do you usually get up?*)

Answers

Transitive separable: make up, carry out
Transitive inseparable: get away with, stick at, put up with, read up on
Intransitive: set out, go around

3b Answers

- Transitive phrasal verbs always need an object. Intransitive phrasal verbs don't need an object. Separable phrasal verbs are transitive phrasal verbs that can be separated – the object or object pronoun can go between the verb and the particle or it can go after the particle. With inseparable phrasal verbs, we cannot separate the verb and the particle(s).
- Three-part phrasal verbs are almost always transitive inseparable, so the object or object pronoun appears after the verb and both particles.

Language notes

In the case of separable phrasal verbs, it is not obligatory to separate them. It is just an option. So, for example, we can say either *I want to carry some research out* or *I want to carry out some research*.

When we use separable phrasal verbs with an object pronoun, we must put the pronoun *before* the particle:

Please carry out my instructions – and carry them out now!

It is not possible to say *carry out them* because *them* is an object pronoun.

- 4 Students can use a dictionary if they are not sure what a particular phrasal verb means.

Answers

1 see off – d 2 cover up – b; count on – g 3 add up – i; call for – a
4 come about – f; get on with something – c 5 go over – h; make off with – j 6 take up – e

5 Answers

Transitive separable: see off, cover up, take up
Transitive inseparable: count on, call for, get on with, go over, make off with
Intransitive: add up, come about

- 6 Point out that Pepys is pronounced /pi:ps/.

Fast finishers >>

Write on the board the following words and expressions from the text: *unfailingly honest, swept across, pulled down, insight, shorthand*. Students try to work out their meaning from the context. They then check their answers in a dictionary.

Answers

a took up b set out c cover up d stuck at e came about
f making off with g called for h carried out i got away with j count on

Culture notes

The Great Plague of London lasted for 18 months between 1665 and 1666. It probably killed over 100,000 people in London – about 25% of London's inhabitants – but after this, it died off. The plague was transmitted through fleas that bit humans.

The Great Fire of London lasted from Sunday, 2 September to Thursday, 6 September 1666. It almost completely destroyed the medieval City of London and about 100,000 Londoners lost their homes. Many of them were forced to camp in the fields. As a result, the authorities decided to rent out plots of empty land outside the city so that people could build temporary homes. As a result, slum areas sprung up.

Use it ... don't lose it!

7 SPEAKING

Answers

1 out, with 2 on 3 up

GREAT LEARNERS GREAT THINKERS p36

Reflecting on how we know so much about dinosaurs

Warmer

Books closed. Tell the class you are going to read four statements about dinosaurs. They have to decide if each statement is true or false.

The biggest dinosaurs ate meat. (False)

Scientists think that dinosaurs probably became extinct when a large object hit the earth, which led to the climate changing. (True)

There were no dinosaurs in Australia or Antarctica. (False)

Humans and dinosaurs lived in different times. (True)

Tell the class that in this lesson they are going to learn about how we know so much about dinosaurs.

1 SPEAKING

- With less confident classes, use the possible answers below to give students prompts if they have difficulties coming up with ideas for questions 1 and 2.

Possible answers

- A paleontologist's job involves studying fossils to find out about forms of life that are now extinct, such as dinosaurs. They may work in a university or a museum or they may be involved in excavating fossilised remains.
- Possible positive aspects: opportunities to make exciting new discoveries, contribute to human knowledge, work in teams with other people who share their passion, travel to different places
Possible negative aspects: work may be slow and painstaking; they may be away from home a lot; they may work in hot/uncomfortable conditions; it can be difficult to find work in this field

2 VIDEO

- You may want to pre-teach/ elicit the following words that students will hear in the video: *a graveyard (an area of land where dead people, or animals, are buried); a dig (an archaeological search for objects under the ground); a glimpse (a view which is not perfect); scratch (explore superficially); sediment (a layer of a substance at the bottom)*. You might also ask the class if they know where Wyoming is in the US (*in western US*).

3 VIDEO

Answers

Ticked: 1, 3, 4, 5

- #### 4
- You may want to elicit/teach the meaning of plaster in item 6 (*a substance that becomes hard as it dries and is used to protect broken bones*).

Answers

1 pelvis 2 flood 3 an unknown species 4 115 5 water
6 plaster

- #### 5
- Follow up by asking the class if they know which living creatures are related to dinosaurs. (*birds, crocodiles and lizards*)

Possible answers

- They examine lots of different kinds of evidence, including:
 - dinosaur skeletons, eggs, footprints, impressions of their skin, the contents of their gut
 - other objects found near dinosaur remains
 - living creatures that are related to dinosaurs.
- It can provide vital clues about how life forms evolve, why species become extinct and how biodiversity works. This knowledge may hold the key to understanding the effects of climate change and to managing and preserving species that are alive today, including our own.
- It is collective because paleontologists work in project teams and also as part of a global community. It is long term because they will never find the answers to all their questions in their own lifetime.

GREAT THINKERS



6 SPEAKING

- The *See-Think-Wonder* thinking routine helps students to get the most out of what they observe. First, they examine an image or an object carefully. Then they reflect on what they have observed and justify their opinions. Finally, they consider their observations and thoughts, which can give them areas to further explore.
- Before students do the task, explain that they are going to examine a photo in detail. Make clear that there are no right or wrong answers but that they should try to justify their opinions.

GREAT LEARNERS SEL



- To help students reflect on the contents of the Great Learners box, ask them the questions below and tell them to write down their answers.

What do you think are your main achievements in life so far?

Who has helped you to achieve these things?

How can you recognise these people's contributions to your success?

- Once students have written their answers, tell them to share their information in pairs.

LEARNER PROFILE



- Direct students to the Learner profile on page 142. After students have read the information about great learners in the box, ask them to reflect individually on two questions:
 - How often have you said thank you to people who have helped you in your life?*
 - How often have you mentioned to others the help you have received from people who have been important in your life?*

Students should use their answers to grade themselves from 1 to 5 for how good they are at acknowledging other people's contributions to their own achievements (where 1 = needs improvement and 5 = very good).

3 MAKING HISTORY

Listening p38

Listening for specific information

Warmer

Books closed. Ask the class:

Do you prefer watching films at the cinema or at home? Why?

What are your favourite TV series? Do you stream them or watch them on TV?

Do you prefer to binge-watch series or to watch them over a longer period of time? Why?

2 14

-  **Exam tip** Candidates listen to five speakers talking about the same general topic. The recording is played twice. There are two tasks. Task one will often target factual information. Task two may focus more on people's feelings, attitudes or reasons for doing something. In each task, students need to match five of eight options to each of the five speakers. This means that three of the options are distractors in each task.
- Before students listen, emphasise that they should read both tasks carefully. They should underline key words and phrases so that they know what kind of information to listen for.
- During the first listening, recommend that students focus on task one. However, if they happen to hear an answer to a task two question during the first listening, they should write it down.
- Students should use the second listening to answer the questions in task two and to answer any parts of task one that they didn't catch the first time.
- Remind students to concentrate on doing task one the first time they listen and task two the second time.
- Emphasise that in each task there are three options which students won't need to use.
- To check answers, play what each speaker says and then stop and check the relevant answers. For example, after you have played speaker 1, check the answers to 1 and 6.

Answers

- 1 D – *The Crown wasn't filmed in Buckingham Palace, but at Lancaster House, a historic building in London. Although Queen Elizabeth married Prince Philip in London's Westminster Abbey, that scene was actually filmed in a cathedral in the small city of Ely.*
- 2 B – *The film is set in 1927, when the fashion was for shorter skirts and dresses, however, Anna decided that it wasn't appropriate for the aristocratic characters of Downtown to show their knees, so the dresses were made longer.*
- 3 G – *I didn't realise how much I love theatre.*
- 4 H – *researchers in the US say there are positive benefits from watching historical dramas ... watching historical dramas allows us to escape from our day-to-day problems, helps us to improve social connections, and even develops better listening skills – all of which lead to positive mental health.*
- 5 F – *I've been working on Computer Generated Images (or CGI) for films. Only after working in this area do you realise how heavily the film industry relies on CGI.*
Students don't need A, C and E.
- 6 F – *I ended up booking a trip to the UK next year that takes in some key locations used in The Crown and other series.*

7 B – *I think that's an important lesson for me to practise in the future – when to be authentic and when it's OK to bend the rules.*

8 D – *I'm even going to do a play-writing course next year.*

9 A – *I will certainly be following Dr Rutledge's advice and settling down for a weekend binge of historical drama.*

10 H – *My favourite part of the film is the mythical creatures themselves, though – so much so that I'm going to read more fantasy novels.*

Students don't need C, E, G.

3 Critical thinkers

- You may want to write the following prompts on the board:
two hours a day?
three hours a day?
every day?
- Ask students to make notes. Remind them that they can use ideas from the listening text or their own experience to justify their opinion.
- Once students have finished, invite them to share their ideas.

Possible answer

I don't think you can really quantify in terms of hours how much TV is too much. That said, in my view, if someone is spending most of their free time watching TV or videos, something is wrong. There's so much more to do: seeing friends, playing sport, listening to music, exploring new places. If you find yourself planning your life around what programmes you want to watch, then I think you need to seriously think about your lifestyle!

+ Extra activity

Students share in groups of three what their favourite film or series is and why. Encourage them to describe:

- what the series/film is about
- why they like it so much (the characters, the dialogue, the plot, the music, the special effects, etc.)

Grammar in context 2 p38

Using inversion with negative adverbial phrases

Warmer

Book closed. Tell students: *I went to the cinema last weekend and I saw a really, really amazing film.* Then write on the board:

I've never seen such an amazing film.

Ask students how to give the verb more emphasis. If they don't come up with inversion, prompt students to re-arrange the words. Try to elicit:

Never have I seen such an amazing film.

Tell them that this is called inversion and they'll be practising it in this lesson.

- 4 You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section.
 - After students have read the two example sentences, ask: *What is strange about the verbs in bold? (They are in the interrogative form although the meaning is affirmative.)*
 - You may need to clarify the meaning of *no sooner* (as soon as) in the gapped explanation.
 - After checking answers, explain that other restrictive or negative adverbial phrases which can be followed by inversion are: *never before; not only; not until; hardly ever; only then/when/now; on no account/under no circumstances (not for any reason or in any situation); little (not; e.g., Little did we think that we would win the match means We didn't think that we would win the match).*
 - Emphasise that the use of inversion is basically limited to formal writing, i.e. we rarely use it when we speak.

Answers

1 negative 2 inversion 3 auxiliary 4 formal 5 emphasis

Language notes

When *no sooner* is used at the beginning of the first clause, *than* is used at the beginning of the second clause, e.g. *No sooner had I gone to bed than I felt hungry.*

There are two possible inversions when using *only* or *not until*:

1 *only/not until* + time expression + inversion

Only then did we start to relax.

Not until the end of the race did I think I would win.

2 *only/not until* + clause without inversion + clause with inversion

Only when we got home did we start to relax.

Not until I had almost finished the race did I think I would win.

- 5 You may want to do the first question with the whole class as this is quite a challenging exercise.



Mixed ability

With less confident classes, write on the board another word students will need for each question: 1 *ever* 2 *then* 3 *been* 4 *not* 5 *must*.

More confident students can write three sentences about themselves using the following adverbial phrases followed by inversion: *never, hardly ever, under no circumstances*.

Answers

- 1 Hardly ever do I go
- 2 sooner had the film been released
- 3 Not until two hours ago did
- 4 no account must/can you watch



3 MAKING HISTORY

Developing speaking p39

Discussing photos 1

Warmer

Tell students to look at the photos at the bottom of page 39. Elicit similarities and differences between the photos. Then ask students which photo they prefer and why. Finally, explain that in this lesson students will practise comparing photos and talking about themes related to them.

1 SPEAKING

- Tell students to paraphrase if they don't know the exact word for something in one of the photos (e.g. *It's a kind of ...*, *It's something used for ...*; *It looks like a ...*).

2 SPEAKING

- Before students start, make clear that the format of this question is taken from the Cambridge C1 Advanced exam.
- In addition, make clear that the instructions before the photo do not appear in the actual exam. They represent what the examiner will say.
- After checking answers, ask: *How long do you think Student A should talk about the two photos and how long about the two questions? (There is no 'correct' answer to this, but it's important that Student A leaves enough time to answer the two questions. This means that he/she shouldn't spend too long on detailed descriptions of the two photos.)*

Answers

- 1 should – *Id like you to talk about two of them.*
- 2 shouldn't – If the student does this, he/she won't have enough time to answer the questions within one minute.
- 3 should – The instructions don't say this, but it will make things much clearer for the examiner if Student A does this.
- 4 should – *Compare two of the photos ...*
- 5 shouldn't – *Compare two of the photos, and talk about the impact ... (Compare two of the photos comes first.)*
- 6 should – This may be necessary if it isn't 100% clear what's in the photos.
- 7 should – *Id like you to talk about two of them on your own for about a minute.*
- 8 shouldn't – Student A should speak on his/her own. This isn't a conversation between the two students.
- 9 shouldn't – Student B should just answer the question: *Which invention do you think you would find most difficult to live without and why?*
- 10 should – Student B: *Which invention do you think you would find most difficult to live without and why?*

3 15

- Before students do the task, write a simple checklist on the board, e.g.

Does Marta say which two pictures she will describe?

Does she compare the two pictures?

Does she answer the two questions?

Does Tobias answer the question?

Possible answers

Both candidates did everything they were supposed to do.

-  **Exam tip** Candidate A is given three photographs which are on the same general topic. The examiner will ask candidate A to talk about two of the photos only. The examiner will also ask candidate A two questions related to the photos. These questions are printed next to the photos so that the candidate does not forget them.
- While candidate A is speaking, candidate B should listen to candidate A but do nothing else. After candidate A finishes their part, the examiner will ask candidate B a different question related to a theme in the two photos.
- Candidate B is expected to spend about 30 seconds answering the examiner's question after candidate A has finished. So, they need to provide a full answer, giving reasons or providing examples. In addition, they should not repeat what candidate A has already said.
- Once candidates A and B have spoken, the roles are reversed. Candidate B speaks about two photos and answers two questions on them. Then candidate A answers a question about the photos.
- Candidates A and B should not interact with each other. This is not a discussion task.

4 15

Answers

whereas; while; however; just as ... as; there are several points of similarity between

Language notes

While and *whereas* are used to contrast ideas in the same sentence:

In this photo, people feature prominently while/whereas in the other one the focus is on the invention.

However and *on the other hand* are usually used to introduce a contrast with what was said in the previous sentence:

People feature prominently in this photo. However/On the other hand, in the other photo the focus is on the invention.

Practice makes perfect

6 SPEAKING

- Before students do the task, write on the board:
 - *You have about a minute to describe and compare the two photos and to answer the two questions.*
 - *Begin your answer by telling the examiner which two photos you are going to talk about.*
 - *You have about half a minute to answer the follow-up question.*

Developing writing p40

Writing a cover letter

Warmer

Books closed. Write on the board:

- *relevant experience*
- *an engaging personality*
- *an impressive academic record*

Ask students: *When you apply for a job, which of these three things do you think is the most important?* Then have a brief class discussion about this. Finally, tell students that in this lesson they'll be looking at how to write a cover letter.

2 SPEAKING

- Tell students to first look at the text quickly to match the jobs to the photos. They can then focus on the details of each job when they discuss which one they would prefer.

Answers

- c 2 a 3 b
- Students' own answers

- 3 Tell students to skim read the cover letter to answer the two questions, i.e. they don't need to read it in detail at this stage.

Answers

- 2, Meet-and-greet volunteer at Eltham Palace and Gardens
- She has experience working as a hotel receptionist.

- 4 Once again, students just need to skim the cover letter to answer this.

Answers

- A paragraph 5 B paragraph 3 C paragraph 1 D paragraph 2
E paragraph 4

5 Answers

regard; available; hesitate; opportunity; welcome; ideal candidate; consider myself

Language notes

In a formal letter, when we know the surname of the person we are writing to, we begin with *Dear Mr [Smith], or Dear Ms [Smith]*. We end the letter with *Yours sincerely*, plus our name. When we don't know the person's surname, we begin with *Dear Sir or Madam*, and we end the letter with *Yours faithfully*, plus our name.

6 Answers

- in regard to (= about); advertisement (=ad); I feel confident (=I'm sure); a wonderful opportunity (= great); gain (= get); I have found my course (= my course is); thought-provoking (= interesting); For that reason (= this is/that's why); greatly welcome (= like); achieve a deeper appreciation (= learn more about); I believe that (= I think that); I consider myself (= I think I have); excellent visual analytical skills (= good at studying what I see); allow me to develop (= help me to get); tested my ability (= checked if I could); will enable me (= will let me); I attach (Here's); am available for (= can come for); at your convenience (= when it suits you); Do not hesitate to contact me (= get in touch); require (= want/need); further information (= to find out more)
- is currently posted (paragraph 1)
- Not only did this allow me (paragraph 3)

- 7 You will need to allow a fair amount of time in class to check the possible answers to this exercise. Alternatively, you may want to collect students' work and check it after class.



Mixed ability

Less confident students can work together and refer to the Writing bank.

More confident students can work on their own and cover up the Writing bank while they do the task.

Possible answer

Dear Sir or Madam,

I am writing **in connection with** the **advertisement** on your website for a volunteer role at your charity.

This position would be a wonderful opportunity for me. I'm in the final year of school and am considering studying engineering or a similar course at university.

I am aware of the **impressive** work you have been doing with homeless people. I **was interested to read** that your organisation plays a key role in improving our local community, **which is something that I found very impressive. For that reason, I would greatly welcome the chance to work at your charity.**

I believe that I would be an ideal candidate because I **have excellent interpersonal skills** and I **enjoy interacting with people. I attach my CV. I am available for an interview at your convenience.**

Yours faithfully

Josh Evans

Practice makes perfect

- 9a Remind students to keep to the question. This means covering the points mentioned and not including other information. They should also not repeat word for word the job specifications in the advert. Instruct students to write 220–260 words.
- Alternatively, tell students to write a cover letter for an application for a volunteer job of their choice. They should include the same type of information indicated in the bullet points in 9a.



3 MAKING HISTORY

Test yourself p43

Grammar test

1 Answers

1 was looking for 2 came across 3 had been getting
4 decided 5 made 6 were preparing 7 donated

2 Answers

1 ✓ 2 met 3 ✓ 4 ✓ 5 had already left 6 was walking
7 crashed

3 Answers

1 No sooner 2 Under no circumstances 3 Never 4 Rarely
5 Little 6 Not until

Vocabulary test

2 Answers

1 carry out – do or complete
2 count on – rely on
3 get on with – continue to do
4 stick at – persevere at
5 go over – examine again
6 put up with – tolerate
7 make off with – escape with
8 come about – happen

3 Answers

1 up 2 away 3 out 4 up 5 off 6 for

Reading p44

Using verbs to describe support and opposition

Reading for gist and specific information; inferring the meaning of words from context

Warmer

Books closed. Write on the board:

What's happening in the world?

climate change hunger is increasing life expectancy is rising more political instability more people in extreme poverty improved healthcare

Discuss with the class which of these are reasons to be positive about the future of the world and which are reasons to be negative. (Positive: *life expectancy is rising; improved healthcare; Negative: climate change; hunger is increasing; more political instability; more people in extreme poverty*) Then ask the class if, in general, they are positive about the future of the world and why (not).

Vocabulary in context

1 SPEAKING

- After discussing the meaning of *dystopian* with the class, ask: *Can you think of any dystopian novels or films?* (Activity 2 gives some examples.)

Answer

Dystopian is an adjective describing an imaginary place or situation in which everything in society is extremely bad.

2 SPEAKING

- After checking answers, ask the class: *Have you read any of these novels? Which of the novels sounds the most interesting / pessimistic / far-fetched?*

Answers

- defy* – refuse to obey (someone/something)
- conform to* – obey (something, such as a rule or law)
- clash with* – be in opposition to, doesn't go well with (someone/something)
- undermine* – make (someone/something) less effective or important
- facilitate* – make it possible for something to happen
- praise* – express strong approval or admiration for (someone/something)
- reinforce* – make an idea, belief or feeling stronger

Culture notes

The Hunger Games is a series of four dystopian novels written by Suzanne Collins (published 2008–2020). Each novel was adapted for the cinema (2012–2015).

Brave New World (1932) was written by Aldous Huxley. It is one of the most influential novels in English of the 20th century.

Uglies (2005) is a science-fiction novel by Scott Westerfeld. It is set 300 years in the future in a world where the government controls everything.

The Road (2006) was written by Cormac McCarthy. It describes the journey of a father and his young son through the US at a time when almost all life has been destroyed by an unexplained disaster.

The Drowned World (1962) by J G Ballard is considered to be one of the first novels of a genre called *climate fiction* – literature that deals with climate change and global warming.

High-Rise (J G Ballard, 1975) depicts life in a luxury block of flats where the neighbours form their own kind of closed micro-society and start to fight each other. It was made into a film in 2015, 40 years after the book appeared.

Animal Farm (1945) was written by George Orwell. In the story, the animals on a farm rebel against the farmer, Mr Jones, because they want to be free. However, they then construct a class system where some animals exploit the others.

3 Answers

- 1 obeys 2 rebels against 3 supports 4 strengthens
5 obstruct 6 condemned 7 weakens

4 Answers

- 1 rebel against 2 conform 3 condemned
4 undermined

Language notes

Elicit the noun form of the following verbs:

defy → defiance; *conform* → conformity; *clash* → clash; *praise* → praise; *reinforce* → reinforcement; *condemn* → condemnation; *obey* → obedience; *obstruct* → obstruction; *rebel* → rebel, rebellion; *strengthen* → strength; *supporter*, *support* → support; *weaken* → weakness

+ Extra activity

To focus on the pronunciation of the vocabulary in this section, write on the board:

defy conform undermine facilitate reinforce condemn obey obstruct rebel (verb) strengthen support weaken

In pairs, students decide where the stress falls in each word. You can either check the answers using the recording of the words in the Check it section on page 54, track 21.

Answers

defy conform undermine facilitate reinforce condemn
obey obstruct rebel (verb) strengthen support weaken
Point out the difference in stress between rebel (noun), rebel (verb)

6 Answer

D

There is a negative tone in these lines: *But this trend [for dystopian novels] can only last so long: at some point, young readers will realise they are encountering the same old plot ... Presenting people as 'good guys' and 'bad guys' undermines any confidence that they are real. Teens want to read about characters that are complex like themselves.*

4 FUTURE VISIONS

7  18

-  **Exam tip** When students answer each question, they should bear in mind three things:
 - 1 The wording in the questions and texts will probably be different, so they should focus on meaning and not on individual words.
 - 2 They should be on the lookout for language, both in the questions and in the texts, expressing agreement/disagreement and positive/negative opinions.
 - 3 The order of the questions does not follow the order in which information appears in the texts.
- One question may ask, 'Which expert disagrees with the other three on a particular topic?' To answer this kind of question, students should look for general agreement among the experts and then find the 'odd one out'. To help students deal with this kind of reading task, read the first question with the whole class. Ask students: *What aspect of the topic do you need to look for? (why dystopian fiction appeals to teenagers). What else do you need to look for? (who has a different view from the others on this topic).* Students then read and do the three remaining questions on their own.
- To help students answer the questions, write on the board:
 - *Underline/Identify the key information in the question.*
 - *Underline/Identify the relevant information in the texts.*
 - *Compare the information and answer the question.*
- When checking answers, make sure that students explain *why* they think their answer is correct.

Answers

- 1 D – A, B and C all say that teenagers like dystopian novels because of the element of rebellion. However, D says the attraction for teenagers has more to do with an exciting storyline and that the aspect of rebellion isn't important.
- 2 B – C says that dystopian novels *offer a glimmer of hope – faint, but within reach*. B says, *if readers look carefully enough, even in the darkest story, the author has left a candle burning. There is a message that while human civilisation may be on the verge of collapsing, humans themselves will survive*. So, both C and B believe that dystopian novels are optimistic to an extent.
- 3 B – D is not impressed with character development in recent dystopian novels. *We can see this in the line: Presenting people as 'good guys' and 'bad guys' undermines any confidence that they are real*. B, however, believes the character development is good: *But in the novels themselves, many of the main characters have considerably greater depth and the narrative is often written from the hero or heroine's perspective, giving the reader access to their inner thoughts and the memories that haunt them*.
- 4 C – A believes that the dystopian genre will be popular *for many years to come*. C expresses the same idea in the line: *I have no doubt that teens will always seek out dystopian fiction*.

8 Possible answers

status quo – the way things usually are or the present situation
fretted – worried, expressed concern
one-liners – short jokes or funny remarks that are usually one sentence long
unfolds – happens or develops
mirrored – when qualities, features or feelings of another person or thing are reflected, matched or expressed in the same way
doom and gloom – an expression used to suggest that a situation is very bad and without hope
urge – a strong desire or wish that can seem difficult to control
make a name for themselves – become well-known and respected, often in a particular field of work
comes down to – be the most important aspect of a situation or a problem
gripping – very interesting, fascinating

9 Critical thinkers

- With less confident classes, write on the board:

Positives

Do they make us think?

Do they warn us about possible dangers in the status quo?

Are they gripping?

Negatives

Are they too full of doom and gloom?

Do they make us fret about the future too much?

Are they completely unrealistic?
- Remind students that they need to justify their opinions with explanations or examples. Encourage them to share their ideas once they have formed their opinions.

+ Extra activity

Ask students what their idea of a perfect world would be and why. Write their ideas on the board. Then ask the class if they think any of them are actually possible and why/why not.

Grammar in context 1 p46

Using future forms

Warmer

Books closed. Ask the class: *How many different ways can you think of expressing the future in English?* Don't insist on a 'comprehensive' answer, but at this level, students should be able to give you at least: *will*, *be going to*, the present continuous and the present simple (for future timetables).

1a Not all future forms are taught in this section. The future continuous, future perfect and future perfect continuous are taught in Grammar in context 2 on page 50.

Answers

1 *will* 2 *be going to* 3 *be going to* in the past 4 present simple 5 *be going to* 6 present continuous 7 *will* 8 *would*

1b Answers

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

Mixed ability

Put less confident students into small groups and ask them to write two alternative sentences for each of the rules b, c and f. For stronger students point out that the use of some future forms is a bit more flexible than the 'rules' suggest. In particular:

Be going to can be used to describe fixed arrangements, as well as the present continuous:

Kim and I are giving / are going to give a joint presentation next week.

Be going to can also be used to express predictions based on opinions, as well as *will*:

I suspect that this will be / is going to be the case for many years to come.

1c Answers

a 10 b 9 and 11

+ Extra activity

Students think about their plans for the future and then write sentences using different future forms from exercises 1a and 1c.

Language notes

You may want to point out that:

1 *be on the verge of* + gerund has the same meaning as *be on the point of* + gerund and *be about to* + base form of verb.

Some people think human civilisation is on the verge of/on the point of collapsing.

Some people think human civilisation is about to collapse.

2 *be bound to* means the same as *be sure to* and *be certain to*.

He's bound/sure/certain to write another dystopian novel.

2 Answers

1 bound to live 2 on the verge of protesting 3 was going to 4 will ever step 5 would

3 Before students do the task, ask the class: *Have you read about any space exploration that is currently taking place? Tell the class about it!* Then explain that they are going to read a text about some of NASA's plans in this area.

Fast finishers >>

Fast finishers see how many of the answers they can rewrite using a different verb. (For example, for the first gap, we could use *is going to achieve* rather than *is going to reach*.)

Answers

1 will reach / is going to reach
2 are going to go / are going
3 is going to send / will send
4 takes off
5 will prepare
6 is going to provide / is providing
7 would launch / was going to launch
8 to learn
9 were going to transport / would transport
10 is going to continue / will continue

Use it ... don't lose it!

4 SPEAKING 

- If students find it difficult to think of general future predictions, try narrowing the topic down. For example: space tourism, rockets, etc.

4 FUTURE VISIONS

Developing vocabulary p47

Using suffixes to form adjectives, nouns and verbs

Warmer

Books closed. Write on the board:

possible

impossible

possibility

Ask: *In what way do prefixes and suffixes change words? (Prefixes change the meaning, suffixes change the part of speech. In the example, the prefix im- makes the adjective negative while the suffix -ility turns the adjective into a noun.)*

Finally, tell the class that in this lesson they will practise using a wide range of suffixes.

- 1 Make clear that all the words in each list use the same suffix. Students should look at the second and third noun in each list if they are not sure which suffix to use with the first one.

Answers

- 1 economic academic scientific
- 2 eventful peaceful successful
- 3 sensible accessible comprehensible
- 4 breathless harmless fearless
- 5 sensational technological practical
- 6 discriminatory introductory contradictory
- 7 productive collaborative receptive
- 8 recognisable believable questionable
- 9 ambitious infectious advantageous
- 10 commercial influential territorial

Language notes

When we say adjectives that end in a suffix, the stress is usually (but not always) on the syllable before the suffix, e.g. *economic*, *eventful*, *accessible*, *environmental*, *introductory*, *receptive*, *believable*.

- 2 Encourage students to use their dictionaries if they are not sure which suffix to add in each case.

Answers

- 1 anxiety 2 achievement 3 procedure 4 eagerness
- 5 relevance 6 intelligence 7 partnerships 8 likelihood

- 3 You may want to teach/ elicit the verb forms before students do the exercise (*familiarise*, *medicate*, *sadden*, *simplify*).

Answers

- 1 familiarise 2 medicated 3 saddens 4 simplified

Culture exchange

- 4  **Exam tip** Students are given a text with gaps in it and a word for each gap. They have to adapt the word by using a suitable suffix and/or prefix so that it fits the gap in a text.
 - Tell students that they should first read the text quickly to get an idea of what it is about.
 - Remind students that they may also need to look at content not immediately before or after the gap as important clues might be a few words away, or even in another sentence. (For example, the evidence that they need to use a negative prefix might be some way away from the gap.)
 - Students should be careful with their spelling: very often the addition of a suffix involves changing the spelling of the word given (e.g. the adjective from *benefit* is *beneficial*). When students have finished, they should double-check the spelling of all their answers. If it is not correct, they will not get any marks.

Mixed ability

With less confident classes, brainstorm what kind of word is required in each gap. (*a verb; b adjective; c adjective; d adjective; e noun; f adjective; g noun; h adjective; i adjective*)

With more confident classes, write the following questions on the board for students to answer in their own words, as far as possible, when they finish the task.

- 1 What does Rewilding Australia want to do?
- 2 What is putting Australia's wildlife in danger?
- 3 What kind of technology will be used?
- 4 What should everyone want to do?

(Possible answers:

- 1 Protect many species that are only found in Australia.
- 2 The main threats are global warming, cutting down plants and trees and natural disasters.
- 3 Drones which use images based on heat.
- 4 Return ecosystems to their original state.)

Answers

- a threaten b environmental c remarkable d natural
- e partnership f effective g equipment h inaccessible
- i invasive

Culture notes

More than three-quarters of the mammals and reptiles in Australia are unique to it. Scientifically, perhaps the duck-billed platypus and the echidna are the most interesting. Together, they represent a special type of mammal called a monotreme. What makes them unique is that they are the only mammals where the female lays eggs.

Use it ... don't lose it!

5 SPEAKING

- Encourage students to expand and give reasons for their answers.

GREAT LEARNERS GREAT THINKERS p48

Reflecting on the importance of perseverance in the tech industry and other areas of life

Warmer

Direct the class to look at the main photo. Ask: *What do you think of the look of the two robots? In your opinion, what is the boy is trying to do with them?* Once students have given their opinion, explain that they will be reading about this robot later in the lesson.

1 SPEAKING

- After students discuss their answers, ask them to write down their answers. They can use their notes to check their ideas against the video in the following activity.

2 VIDEO

Answers

Ideas mentioned in the video:

- Arts and entertainment: gaming robots
- Education: teaching artificial intelligence, for teaching the fundamentals of science, technology, engineering and maths
- The home: doing the laundry and dishwashing

3 VIDEO

- Before students watch the video, you may want to pre-teach/ elicit the following words: *gaming robot* (a robot that can play with other robots or play virtually in video games); *brainchild* (idea/creation); *take a beating* (lose badly/be hit many times); *a big deal* (important).
- Tell students to make brief notes on the answers while they watch the video.

Possible answers

- Adekunle is based in Bristol, UK and is British-Nigerian.
- They developed MekaMon by experimenting and building prototypes in a workshop at the Bristol Robotics Lab (*building parts of the robot. Cutting stuff, melding stuff, putting things together.*).
- It is controlled using a phone or tablet.
- Adekunle got the idea from a class that he taught.
- He believes robots can help students understand AI and learn about concepts in science, technology, engineering and maths.

- 4 After checking answers, ask some questions to get the class thinking about Adekunle's story. For example:

Do you think Adekunle suffered a 'minor setback'? Why/Why not?

Should Adekunle give up and admit failure or do you think he should try again? Why?

Would you like to be an entrepreneur? Why/Why not?

Possible answers

- moved to the UK from Nigeria, studied robotics in Bristol and worked in schools. / was a student. / taught (students) robotics.
- perseverance.
- his company, Reach Robotics, was closing.
- will not give up on his goal/vision.

GREAT THINKERS

5 SPEAKING

- The *Think-Puzzle-Explore* thinking routine encourages students to: think about what they already know about an area; think of related questions they would like the answers to; consider how they can explore the area further to answer those questions and learn more.
- Pause students discussions after each question. Invite contributions and write the ideas on the board. This procedure will give students richer input to discuss the following question.
- Ask students to reflect on the *Think-Puzzle-Explore* approach. Did they find it useful? Why/Why not? Could they see themselves using it in the future? If so, in what area?

6 SPEAKING

- Before students do the task, ask the class: *What do you understand by the word perseverance?* and write *perseverance* in the middle of the board. Then create a mind map, using students' answers.
- After students finish the task, ask the class: *Is perseverance always a good thing? Why/Why not?*

GREAT LEARNERS SEL

- After students do the task, present some of the following ideas about how to respond to setbacks and have the class discuss them:
 - View setbacks as a challenge to do better, not as a disaster.
 - Focus on those elements of the situation that you can control. Don't worry about what you can't control.
 - Don't blame or criticise yourself when setbacks occur. Setbacks are normal!
 - Don't feel sorry for yourself or think you are a victim. This leads to a very passive and negative attitude.
 - Remember: the person who never had any setbacks never tried to do anything really hard.

LEARNER PROFILE

- Direct students to the Learner Profile on page 142. After students have read the information about great learners in the box, ask them to reflect individually on these questions:
 - What important setbacks have you had in your life?*
 - How did you react to them?*
 - What does this say about your perseverance?*

Students should use their answers to grade themselves from 1 to 5 for how good they are at persevering in the face of setbacks (where 1 = needs improvement and 5 = very good).

4 FUTURE VISIONS

Listening p50

Listening for specific information

Warmer

Books closed. Dictate the following sentence:
The world's most powerful personal device now comes with increased durability.

Check the answer. Then ask students to identify all the prefixes and suffixes (*powerful*, *personal*, *increased*, *durability*.) Ask students what they think the sentence is describing (a *smartphone*). Can they think of any other adjectives to describe a smartphone?

1 Follow up by asking: *What features or functions of your smartphone do you use the most?*

2  19

- Before students listen, tell them to read the questions (not the options) carefully and to underline the key information.
- When they have finished, ask the class what they think the listening text will be about.
- After students have read the options, remind them to focus on the meaning when they listen and not to listen for exactly the same words as in the question.
- When checking answers, play the audio again and stop at the appropriate points.
- Follow up by asking: *Which of the features and functions of smartphones that you predicted in 1 are mentioned in the interview?*

Answers

- 1 **a** incorrect – There are far more smartphone users than mobile phone users: *Did you know that there are nearly four billion smartphone users in the world? ... This figure increases to almost five billion if we add users of simple mobile phones.*
b correct – ... *the number is constantly rising.*
c incorrect – ... *the number is constantly rising.*
- 2 **a** incorrect – Sandy says that *many ideas flop*, but she does not suggest people make mistakes or they aren't very good.
b correct – *You have to be prepared for many knockbacks and failures before you hit on the right thing.*
c incorrect – This is not stated in the listening.
- 3 **a** incorrect – George says *I guess you already know what new things we'll be using next year then*. He doesn't say that Sandy has to guess this.
b correct – *I guess you already know what new things we'll be using next year.*
c incorrect – George doesn't assume this. He asks if Sandy is *allowed to tell us about what's round the corner*.
- 4 **a** incorrect – *I can talk about recent developments that are already in the public domain.*
b incorrect – *I'm not allowed to talk about the latest innovations that we're working on.*
c correct – *I can talk about recent ideas that are already in the public domain.*
- 5 **a** correct – Sandy: ... *stretchable phones may be a much more interesting development, as they're very adaptable to different scenarios.* George: *I like the sound of being able to vary the size according to your needs.*
b incorrect – George doesn't specifically talk about using fewer screens.
c incorrect – They both like the idea of stretchable screens.

- 6 **a** incorrect – He says that perhaps he will like the idea of using an implant *by the time that technology comes out*.
b incorrect – This is not stated in the listening.
c correct – Sandy: *Phones may be implanted into a part of your body to really make them a part of us.* George: *I'm not sure I like the sound of that! ... perhaps I'll embrace an implant.*

3 Critical thinkers

- Encourage students to share their ideas once they have arrived at their own reasoned opinion.
- Follow up by asking: *How can we make sure that we don't become dependent on our smartphones?*

Possible answer

If we become dependent on our smartphones, we can end up forgetting about our friends and family because we're online all the time. In addition, we may lose contact with the 'real world' because we find the online world more interesting.

+ Extra activity

Write on the board three developments which are mentioned in the dialogue:

- *stretchable phones*
- *phones with a holographic display*
- *a phone implant, which you can control with your mind*

Discuss with the class what they think of each one.

Grammar in context 2 p50

Using advanced future forms

Warmer

Books closed. Write on the board:

will going to present continuous present simple was/were going to

Ask students when each of these is used to express the future and to give an example sentence. (*will* – *make decisions about the future at the time of speaking/make predictions based on opinions*; *be going to* – *express general plans and intentions/make predictions based on present evidence*; *present continuous* – *talk about fixed arrangements*; *present simple* – *refer to schedules and timetables*; *was/were going to* – *talk about the future in the past*)

Then tell the class that in this lesson they'll be looking at other tenses that can be used to describe future situations.

4a You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.

Answers

- future continuous
- future with *will*
- future continuous
- future perfect simple
- future perfect continuous

4b You may want to point out that when the verb is said in the future perfect continuous, the short form of *will* and *have* and the unstressed form of *been* are used. So, for example, *I will have been studying* is said as *I'll've been studying* (/aɪləv bi:n 'stʌdiɪŋ/). However, *I'll've* is never used in written English.

Answers

a 5 b 4 c 1 d 2 e 3

Language notes

The difference between the future perfect simple and continuous sometimes causes problems. The future perfect simple describes an action that will be finished by a particular time in the future:

Dan will have read that book by lunchtime today. (He will have finished the whole book.)

The future perfect continuous describes how long an action will have been in progress by a particular time in the future:

Dan will have been reading that book for three hours by lunchtime today. (We know how long he will read the book. We don't know how much he'll read or if he'll finish it.)

Another use of the future perfect continuous is to describe an action which is the result of a routine or an arrangement:

Today I'll be having lunch in the canteen as usual.

5 Answers

- will be studying, working (an action in progress at a particular time in the future)
- will you have been studying (emphasises the duration of an action that continues up to a given time in the future)
- 'll/will have achieved (an action that will be finished before a given time in the future)
- will you know (*know* is a state verb, so we cannot use the continuous form)
- will you be doing (an action in progress at a particular time in the future)
- will have found (an action that will be finished before a given time in the future)

Use it ... don't lose it!

6 SPEAKING

+ Extra activity

Write these gapped sentences on the board:

I _____ (get) married by the time I'm 30.

I _____ (live) in a small village when I'm 30.

When I'm 30, I _____ (do) the same job for five years.

Elicit the correct positive verb form in each case. ('ll have got, 'll be living, 'll have been doing)

Ask students to give each sentence a mark of 1–5 for how probable each situation is for them personally (1 = extremely unlikely, 5 = almost certain).

Students then compare their answers in pairs and give reasons for them.

4 FUTURE VISIONS

Developing speaking p51

Taking part in collaborative tasks 1

Warmer

Books closed. Write the following expressions on the board:

I completely disagree.

That's an interesting point of view.

You're wrong.

Yes, that's a possibility.

No one thinks that ...

Can you explain your reasons for saying that?

Ask the class: *Which of the expressions are good to use in a discussion when you need to make a decision? (That's an interesting point of view; Yes, that's a possibility; Can you explain your reasons for saying that?)*

Explain that in this lesson students are going to look at language that can be used in collaborative tasks.

2 SPEAKING

- Follow up by asking if students have any experience using robots, for example, a robot vacuum cleaner in their home.

3 20

- Make clear that students just have to get a general idea of the conversation to answer the questions. They don't need to understand the students' arguments in detail.

Answers

- at the doctor's, on holiday, in the classroom, as a friend, in the home
- No, they mention all of them, but only really discuss doctor, guide and cleaner. They don't discuss a robot as a teacher or friend.
- They discuss the same situations.

-  **Exam tip** In this kind of collaborative speaking task, students are given a series of options to discuss. They have 15 seconds to prepare before they start speaking. They are expected to speak for approximately three minutes without the intervention of the examiner to prompt them.
- The aim of the task is to maintain a discussion and exchange ideas. So, students should ask their partner questions and react to what their partner says. In general, they shouldn't just agree with their partner and move on to the next option. In fact, it is sometimes better to politely disagree for the sake of prolonging the discussion.
- It's worth pointing out that the examiner will not judge the quality of a student's ideas and students don't necessarily have to say what they really think.

4 20

Answers

Do you share my opinion on that?
I guess that's right.
That's a good point.
I suppose that might be true.
I see what you're saying

Language notes

You may want to mention these expressions which will give students thinking time if they're not sure what to say:

By and large, it seems to me that ...

I'm of the opinion that ...

Speaking personally, I reckon that ...

To my way of thinking, ...

Practice makes perfect

5 SPEAKING

- Before students start, write on the board:
 - You have 15 seconds to prepare.*
 - You should speak for about two minutes.*
 - Don't just agree with your partner all the time or you'll finish too early.*
 - Make sure that both of you have opportunities to speak.*
- Time the students. After about two minutes, tell them to stop.

+ Extra activity

After students finish the exam task, conduct a short feedback session. Ask:

Did you find anything especially difficult about the task? What?

What lessons have you learnt for the future about doing this kind of task?

Developing writing p52

Writing an academic essay

Using expressions related to the Internet and online communication

Warmer

Write on the board: *hacker*, *phishing* and *ransomware*, and ask the class if they can explain what they mean.
(hacker: a person who connects to other people's computers often illegally or without permission; phishing is the practice of trying to trick someone into giving their information, e.g. a bank account number, by sending them an email that looks as if it comes from a company; ransomware is software, like a virus, that locks someone's computer and demands a payment from the owner in order to be unlocked)

Vocabulary

2 Elicit the meaning of the words and phrases in the box:

browse (the Internet) – look for information on a computer, especially online

cookies – files that a website automatically sends to your computer, containing information about your Internet use

cybercriminal – someone who commits crime using the Internet

digital footprint – information about a person's online activity that can be found on the Internet

identity theft – stealing personal information about someone and using that information to commit a crime

privacy settings – controls on a website, software or computer that allow you to decide who sees information about you

spam – unwanted emails that are sent to lots of people

tools – instruments or features that you use in order to perform a task

upgrade – improve or make something more modern

virus – a code/program that can stop your computer from working properly

Answers

1 digital footprint 2 browsing the Internet 3 spam 4 cookies
 5 upgraded 6 virus 7 tools 8 privacy settings
 9 identity theft 10 cybercriminals

4a **Answers**

1 online privacy and personal data
 2 Are people right to be worried about online privacy and control of their personal data? What measures can be taken to improve online security?
 3 reasons for your answer and relevant examples from your own knowledge or experience

5 **Answers**

Yes, the student does answer the questions.

6 Make clear that the aim of this task is to describe the function or the objective of each paragraph.

Possible answers

Paragraph 1: Introduces the topic and sets out the problem. States the writer's opinion.

Paragraph 2: Answers the first question in the essay task, supported by reasons and examples.

Paragraph 3: Answers the second question in the essay task, supported by reasons and examples.

Paragraph 4: Includes further points in response to the second question in the essay task, supported by reasons and examples.

Paragraph 5: Restates the main point and the writer's opinion and solution.

7 **Answers**

Expressing contrast: However, Despite this

Ordering arguments: With regard to, First of all, On a wider scale

Adding arguments: Another thing, Moreover, Furthermore

Giving reasons: For that reason

8 **Answers**

1 Nevertheless 2 With regard to 3 Moreover, 4 That is why
 5 despite the fact that

• **Exam tip** Point out that it is also very important that students don't repeat the same word or expression several times within the same essay as they will lose marks.

9 **Answers**

1 concerned
 2 Internet users' right to confidentiality
 3 precautions
 4 keep their digital information safe
 5 information about the user; personal details; personal information

Practice makes perfect

10a After students have identified the topic and the two questions, write on the board:

1 *We will suffer more negative physical and psychological side-effects as we depend more on technology. Agree or disagree?*

2 *How can we address this problem?*

3 *Give reasons for your answer and include any relevant examples you know.*

Students can use these points to help them make notes.

10b Remind students:

- Not to repeat words from the question.
- Not to repeat the same words and expressions within the essay.
- Use a number of the expressions from the Writing bank.
- Write 220–260 words.



4 FUTURE VISIONS

Test yourself p55

Grammar test

1 Answers

- 1 does your train arrive (We don't use *will* for timetables/schedules.)
- 2 correct (*will* for decision made at the time of speaking)
- 3 were going to go
- 4 correct (*will* for prediction which is an opinion)
- 5 I'm going to the dentist. (We don't use *will* for plans or fixed arrangements.)
- 6 correct

2 Answers

- 1 of 2 to 3 are 4 were 5 would 6 does

3 Answers

- 1 'I'll be taking (action in progress at a particular point in the future)
- 2 'I'll have been travelling (emphasis on duration)
- 3 'I'll have made (action is finished, not in progress, in the future)
- 4 will you have been working (completed action, even though it's continuous)

Vocabulary test

1 Possible answers

- clash with* – be in opposition to something; when two things don't go well together
condemn – express strong criticism or disapproval for someone or something
defy – refuse to obey someone
facilitate – make it possible for something to happen
reinforce – make an idea, belief or feeling stronger
undermine – make something less effective or important

2 Answers

- 1 familiarise 2 ✓ 3 ✓ 4 infectious 5 harmless
6 discriminatory 7 ✓ 8 procedure 9 productive
10 simplified

3 Answers

- 1 cybercriminal 2 upgrade 3 cookies 4 identity theft
5 browse 6 spam 7 digital footprint 8 privacy settings

Reading

1 Answers

- 1 You, attend the history talk, you have a ticket
- 2 The auxiliary verb *can* is in the negative form in the first sentence and positive in the second, *unless* is replaced with *as long as*.

2 Answers

- 1 won't be available
- 2 arrived, Britain had done
- 3 told me I had to finish
- 4 were you, I'd/I would have read
- 5 after studying history, did I realise

Speaking

4 SPEAKING

- Students practised this type of speaking task in Unit 3.
- Remind students that they only need to talk about TWO of the photos. Make clear that students need to compare the two photos, not describe one and then the other. So, students should choose the two photos which they will find easiest to compare. Another thing students should bear in mind is whether one of the photos has lots of things in it which they won't easily be able to talk about in English. If so, students should probably avoid this photo.
- Remind students that the first student to speak has only one minute to compare the two photos and to answer the two questions. So students shouldn't describe each photo in too much detail. They need to compare them as soon as they start speaking and spend no longer than 30 seconds on this, so they have time to answer the two questions as well.
- Point out that while the first student is comparing the two photos, the second student can think about their answer to the follow-up question. As they need to speak for about half a minute on this, they should think of reasons or examples to back up their answer
- Time the students as they do each task. Tell the first students to stop after one minute and the second after half a minute.
- If you wish, go to page 145 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 96 and 102, for more information and practice on these C1 Advanced tasks.

An important historical figure from your country

1 SPEAKING

- If students are having problems remembering much about the text on page 34, one member of the group can refer to it and prompt the others.

Answers

Historic figures who have appeared on British banknotes: Queen Elizabeth II, King George V, William Shakespeare, Isaac Newton, Florence Nightingale, Winston Churchill, Elizabeth Fry, Jane Austen and Alan Turing.

2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself.
- While students are reading the Project task and Research areas, write on the board:
Which historical figure(s) are you going to write about?
Which research area or areas do you want to focus on?
What would be a good format to present this information?
Students can discuss in their groups now or for homework.

- 3** After students have read the four sections in *Think about ...*, tell them to close their books. Ask them what they need to think about and write their ideas on the board. Make sure to elicit the following points:
Will the historical figure(s) you have chosen be of interest to people in other countries? If you aren't sure, you might need to think again!

Make it clear why these people are important in your country. Otherwise, your audience might not understand. Use at least two sources to make sure your information is correct. Write them down.

Concentrate on facts, not opinions.

Plan regular catch-ups while you are doing your project.

- Tell students to discuss these points in their groups before they start work on their project.

4 SPEAKING

- Establish a schedule for the project, including any interim deadlines.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.

- 5** Remind the class that *Presentation* here means *how a project has been created and shared*, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.

Virtual Classroom Exchange

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

Reading p58

Using a range of lexis to get meaning across
Reading for gist and detail; inferring the
meaning of words from context

Warmer

Books closed. Write on the board: *communicate*.

Ask students what words they can form from communicate using prefixes and suffixes. (Possible answers: *communicative, uncommunicative, communication, communicator* – as in, *She's a good communicator*.)

Tell students that in this lesson they'll be looking at some verbs and nouns related to communicating.

Vocabulary in context

1 SPEAKING

- You may want to check the pronunciation of the following words (stress and vowel sounds): *imply* /ɪm'plai/; *cue* /kju:/; *drone* /drəʊn/; *interpret* /ɪn'tɜ:(r)prɪt/; *vague* /veɪg/; *mumble* /'mʌmb(ə)l/; *convey* /kən'veɪ/.

Possible answers

- imply* – suggest that something is likely to be true
- cue* – an action or statement that is a signal for something to happen
- drone on* – talk for a long time in a boring way
- interpret* – understand the meaning of an action or situation
- vague* – not clear or fully explained
- mumble* – say something indistinctly and quietly, making it difficult for others to comprehend
- convey* – communicate ideas or feelings indirectly
- hint* – something that you say to show what you are thinking or feeling, without saying it directly

Language notes

You may want to teach/ elicit the forms of some of the words when they are other parts of speech:

imply (v) → *implication* (n), *implied* (adj)

interpret (v) → *interpretation* (n) *interpreter* (n – person)

vague (adj) → *vagueness* (n)

mumble (v) → *mumbling* (n), *mumbler* (n – person),

mumbly (adj)

hint (n) → *hint* (v).

Use it ... don't lose it!

2 SPEAKING

- Make clear that students should take turns to say if they agree or disagree with the sentences.

Fast finishers >>

Ask fast finishers to discuss if they know any other verbs that end in *-umble*, like *mumble*.

Possible answers

tumble – fall quickly or suddenly/become lower

jumble – mix in a confusing or untidy way

rumble – the sound that thunder makes or your stomach makes when you are hungry

crumble – break into very small pieces

stumble – almost fall while walking

fumble – fail to catch something

3 SPEAKING

- Make clear that these questions continue with the theme of communication. You may need to elicit the difference between a *physical classroom* (when students are physically present at school) and a *virtual lesson* (when students take a class online).

-  **Exam tip** Students should first read the paragraph headings carefully and underline key words.

- The next step is to read the complete text quite quickly to get an overview. As students are doing this, if any of the headings appear to be appropriate for a particular paragraph, they should write in the answer with a pencil.
- Students read the first paragraph again, this time in more detail. They should ask themselves: *What is this paragraph about?* They then compare their answer with the headings and choose the one that fits best. The heading they choose must provide a summary that covers the whole of the paragraph. It's not enough for the heading to refer to one or two details that appear in the paragraph.
- If students cannot decide on the correct heading at this stage, they should eliminate those that are obviously wrong. Students then deal with the rest of the paragraphs in the same way.
- Students should bear in mind that the words used in the headings and paragraphs will probably be different, so they need to pay attention to overall meaning and not individual words. Furthermore, the headings that are not used may contain words that appear in the reading text. This is another reason why students need to focus on the overall meaning of each paragraph and not just on one or two details.
- When checking answers, ask students to justify their answers with reference to the article.

Answers

- A 6 – The writer gives examples of technical issues, such as not finding the volume control, not knowing how to use the microphone, losing Internet connection, not knowing how to unmute, etc. The text suggests that these problems could probably be avoided if someone had run a training session for people who are not familiar with all the features of the app.
- B 2 – Another way of saying 'signals' is 'cues'. The writer talks about the signals/cues that people often use with each other, for example, *facial expressions, gestures and tone of voice*. He/She says that communicating via video makes it harder to notice these cues and understand what message people are trying to convey or how they are feeling.
- C 7 – The writer talks about how pauses are natural in face-to-face conversation, but cause anxiety when they occur in video calls. He/She says *There's hesitation as everyone wonders why it's all gone quiet*.
- D 8 – The writer talks about how many people find appearing on camera during video calls stressful. The idea of being stressed is reflected in the words *anxiety, self-consciousness, discomfort and social pressure*.
- E 1 – The writer expresses the idea of discussing and planning ahead when he/she says that it's vital that everyone *knows what to expect, and what is expected of them*. He/She also talks about having a clear agenda and knowing the purpose of the meeting beforehand and gives some tips and ideas about how to make video meetings more successful.
- F 5 – The writer talks about being familiar with (*understanding*) the protocols (*a set of rules*) for behaviour. He/She provides examples in both work and educational contexts, e.g. looking professional, having materials ready, not texting, etc.

5 24

- Tell students to read the two questions only (and not the options). Ask: *In which paragraphs can you find the answers to the two questions? (1 A–D; 2 E–F.)*
- Ask students to justify their answers with reference to the article.

Answers

- 1 a correct – *Those people who were ready to go from the start are becoming exasperated.*
 b incorrect – This is not stated in the text.
 c correct – *Introverts in particular are often affected, as they are modest in their body language and others may not pick up on the fact that they are waiting to contribute.*
 d incorrect – This is not stated in the text.
 e incorrect – The article does talk about *the anxiety caused by being on camera*. However, the effect of this is that *participants feel compelled to perform*.
- 2 a incorrect – This is not stated in the text.
 b incorrect – The article does say *it's vital that everyone joining a meeting knows what to expect and what is expected of them*. However, this does not refer to having specific roles. It refers to how to take part in general.
 c correct – *... allocating speaking time to each person will help ensure equal contributions and make the most of each speaker's time.*
 d incorrect – This is not stated in the text.
 e correct – *Sitting forward on a chair implies that a person is switched on and paying attention to the speaker, whereas slumping back on the sofa gives the opposite impression.*

Fast finishers >>

Write on the board:

- 1 *The article doesn't have a conclusion. Is this a problem?*
- 2 *If you were going to provide a conclusion for the article, what would it be?*

Fast finishers think about these questions and write some notes on them.

After checking answers to exercise 5, ask the fast finishers to share their ideas.

6 Answers

- navigate* – effectively move around a website, app, system or software
perceive – understand or think about something in a particular way
compelled – feel forced to do something
alleviate – make something less painful, severe, or serious

7 Critical thinkers

- Remind students to justify their opinion by using ideas in the text or their own experience. Then encourage students to share their ideas.

Possible answers

Personally, I think the best advice to be clear about the agenda. It means that we know what to expect in a lesson and if necessary we can prepare things for the class. This also applies to work meetings as it means you don't go in unprepared.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 5 as homework, in preparation for the grammar lesson.



Homework

Workbook page 40

5 FIND YOUR VOICE

Grammar in context 1 p60

Using conditional forms

Warmer

Books closed. Write on the board *If I ...*. Ask the class what different tenses can come next. After discussing in pairs, ask students to give you examples. (The main tenses are: *present simple, past simple and past perfect.*) Explain that in this lesson students will look at how to use conditional forms.

- 1a** If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.
- Point out that the sentences in this activity are based on sentences from the reading text on page 59.

Answers

1 zero conditional 2 second conditional 3 third conditional
4 first conditional

We use the zero conditional for situations that are generally true.

We use the first conditional for possible future situations and their likely consequences.

We use the second conditional to talk about an imaginary or unlikely present or future situation and its consequences.

We use the third conditional to speculate on imaginary or impossible situations in the past and their consequences. It can be used to express criticism or regret.

- 1b** As this exercise covers a lot of ground, you may want to do it with the whole class and elicit the answers one by one.

Answers

- a zero conditional: sentence 12; first conditional: sentences 5, 8, 9, 10; second conditional: sentences 7, 11; third conditional: sentence 6
- b imply a possibility: sentence 8 – *might want to recommend*; imply a refusal: sentence 9 – *won't turn your camera on*; suggest something is unlikely: sentence 11 – *should talk to*.
- c *If it weren't for*
- d sentence 6 *could probably have been avoided*.
- e *no one will notice her* describes the predicted outcome and *will sit there in silence* describes someone's insistence on behaving in a particular way.
- f *you'd get* describes the possible outcome and *If you would let me explain* is used to describe willingness.
- g *wasn't*
- h In sentence 8, the continuous form is used to express the idea of an intention; in sentence 10, the continuous form is used to express a possible consequence.

- 2** Before students do the task, tell them that they need to read the first sentence carefully and to concentrate on its overall meaning and not on individual words or the grammar used.
- Students then look at the second sentence and the given word and think about how they can keep the meaning of the first sentence using these words.

Answers

- the meeting should be cancelled
- if they won't talk to us
- couldn't have learnt Japanese
- If it wasn't/weren't for

Culture exchange



- 3** Tell students to read the complete sentence before deciding which tense each verb should be in.

Fast finishers >>

Fast finishers make a list of some regional accents in their country. They then make notes on these questions:

Do you like your own accent?

Is there one accent you especially like or dislike? Why?

Is one accent 'better' than another?

After checking answers to exercise 3, ask fast finishers to contribute their opinions on the theme of regional accents. This can lead to a class discussion on the subject.

Answers

- a watch b will often see/often see c have ever heard
d might have noticed e thought f want
g listen/listened h will/would hear i would like

4 SPEAKING



Mixed ability

With less confident students, you may want to write the following prompts on the board.

speak well / watch films / English

practise frequently / feel confident

(not) understand / ask / speak more slowly



Culture notes

In the UK, 'received pronunciation', or 'RP' for short, is a specific way of speaking associated with the upper classes and people who have been educated at private schools. For some people, it gives the impression that the person is well-educated and 'knows what they are talking about'. Other people, however, see the accent as showing class snobbery and a feeling of superiority.

In the past, all the newsreaders and announcers on BBC radio and television spoke with RP, or with an accent very close to RP. In fact, this accent came to be known as *BBC English*. However, nowadays it is common to hear a much wider variety of regional accents among TV and radio presenters.

Developing vocabulary p61

Using expressions with *communication* and *voice*

Warmer

Books closed. Tell students that in this lesson they are going to look at the topic communication and conversation. Elicit what things can help a person to communicate well and not have any misunderstandings. Accept all ideas at this stage.

At the end of the lesson, ask students if any of their ideas came up in the lesson and which expressions they found most useful or interesting.

1 Answers

- 1 voice 2 communication 3 voice 4 voice
5 communication 6 communication 7 voice, voice
8 communication

Mixed ability

With less confident students, you may want to use the recording of the key vocabulary (Check it page 68, track 29) to practise the pronunciation of the expressions.

With more confident students, you wish to draw attention to how, in many of the expressions, some words are linked when we say them, e.g. *tone_of_voice*; *means_of_communication*; *at_the_top_of_your_voice*; *a_breakdown_in_communication*; *face-to-face_communication*; *lower_your_voice*.

Ask students to practise pronouncing the expressions.

2 Answers

- 1 lower your voice 2 in an angry tone of voice
3 means of communication 4 at the top of our voices
5 a breakdown in communication 6 face-to-face communication
7 speak with one voice 8 in regular communication

3 Answers

- say: be about to say; say for certain; hate to say; have nothing to say; hear someone say; safe to say
speak: hear someone speak; not be on speaking terms; not trust yourself to speak; speak on behalf of someone; speak out against; speak your mind
tell: tell someone what you think; tell the difference; tell the truth; told you so

Language notes

- *hear someone speak* is used especially in the context of a speech or presentation.
- *speak the truth* is also possible but is less common than *tell the truth*
- *be about to speak* is also possible
- *be about to tell (somebody something)*, *hate to tell (somebody something)* and *have nothing to tell (somebody)* are also possible, but are not strong collocations.

+ Extra activity

While students are doing exercise 3, write these gapped sentences on the board.

When you disagree with someone, it's always best to ___ them what you think.

It's safe to ___ that most teenagers in Europe have an easy life.

You should always ___ the truth.

When there's a conversation about sport, I have ___ to say!

Sometimes it's best not to speak your ___.

Elicit the missing word in each sentence. (*tell, say, tell/speak, nothing, mind*)

Then discuss with the class if they agree or disagree with each sentence.

4  **Exam tip** As stated in the Exam tip, students should first read the whole text quite quickly to get a general impression of what it is about. They shouldn't focus on the gaps or understanding every word at this stage.

- Students then read the text again. When they come to the first gap, they need to look carefully at the words before and after it. This will enable them to work out what type of word is missing – a noun, verb, etc. They should then see if they can guess what the missing word is.
- Students next read the four options for that gap. If one of them is the word they have already guessed, it is probably the right answer. However, they should check the other options just in case to make sure they are not correct.
- Students will sometimes need to read further away than immediately before and after each gap as they will find important clues (e.g. a negative opinion).
- Choosing the right answer will often be a question of collocation – knowing which option goes with the words in the text. If students aren't sure which of the options is correct, they can try reading the sentence in the text, inserting each option in turn, and asking themselves: Which one 'sounds' right?
- Make clear that most of the gaps will test use of vocabulary (i.e. which of the options collocates or 'goes with' the words in the text) rather than grammar (e.g. using the right tense).
- After checking answers, follow up by asking: *Do you agree that you can have a great conversation with someone about a subject which you disagree radically about, for example, politics or music? Why/Why not?*

Answers

- 1 d tone 2 c nothing 3 a face-to-face 4 c speaking
5 d spoken 6 b think 7 d truth 8 b regular 9 c tell 10 b say

5 FIND YOUR VOICE

GREAT LEARNERS GREAT THINKERS p62

Reflecting on the potential benefits of belonging to fan communities

Warmer

Direct the class to look at the photo at top of pages 62–63. Ask: *Where do you think the people are? How are they feeling? What, in your opinion, unites them?* Try to elicit the idea of a fan community, which is the theme of this Great Learners Great Thinkers section.

2 VIDEO

- Before students watch the video, you may want to pre-teach or elicit the following key vocabulary items: *cast* (group of actors in a film or play); *stick with your friends* (be loyal to your friends); *awkwardness* (not comfortable); *upbeat* (positive); *shoved* (pushed); *sniff out* (detect).
- You may also want to explain that the name of the musical, *Be More Chill*, means *be more relaxed*.

Possible answers

- Fans identify with its message that 'you don't have to be cool to be cool, as long as you stick with your friends'.
- It's upbeat and hits you emotionally.
- It helps fans deal with issues related to mental health.
- It expresses the shared feeling of awkwardness of being a teenager.
- It illustrates why life is hard in the social media age.
- It talks about issues that affect the fans' lives.

3 VIDEO

Possible answers

- **How *Be More Chill* became popular:** First appeared on Broadway, then in London; 2015: original cast recording went viral
- **Evidence of its popularity:** Now streamed over 350 million times; the positive responses from fans that the producer has received; fans go to see the show wearing *My Cool* jumpers, badges, etc.
- **Why the show's producer believes it has been popular with young people:** Doesn't feel like something deliberately written to appeal to teens; young people are grateful that it reflects their own lives/issues they want to talk about.
- **How the show's popularity affects the actors:** They feel the energy of the audience; they know the show is meaningful for their fans/allows them to express themselves; they find the fans' enthusiasm/dedication amazing.

4b SPEAKING

Answers

- 1 He says that stereotypes of fans are often negative – fans get labelled as *obsessive social misfits*. He says this is strange because *most of us consider ourselves a fan of something*.
- 2 He argues that *fan communities provide a sense of belonging* and enable people to express themselves honestly and openly with people who understand them.
- 3 He says that we can develop skills such as communicating effectively and thinking creatively and critically by participating actively in fan communities – for example, by expressing opinions/sharing ideas and by creating content such as memes, remixes, fan art and fan fiction.

GREAT THINKERS



5a In this thinking routine, students reflect on what type of 'evidence' influences their opinions. They also reflect on how other people can arrive at different conclusions because they base their opinion on different evidence.

- To focus students' reflections in question 1, elicit the benefits of fan communities described in the blog post and draw a simple mind map on the board:



Tell students to make notes individually on what they think about each of these four benefits and why.

- Elicit the meanings of the different kinds of evidence in the box in question 2. Ask students to reflect on the reasons they have given for their opinions in question 1. What kinds of evidence determined their opinions?

5b SPEAKING

- In small groups, students compare their opinions and the kinds of evidence which have determined them (instinct, logic, etc.).
- Follow up by asking: *Why do you think it is often hard to discuss issues with people who have a very different opinion to you?*

6 SPEAKING

- After students do the task, ask the class if they feel the advantages are more important than the drawbacks and why/why not.

GREAT LEARNERS SEL



- To help students reflect on the first question, you could ask: *What happens if you can't find a group of like-minded people?*

LEARNER PROFILE



- Direct students to the Learner profile on page 142. After students have read the information about great learners in the box, they should think about what supportive communities they form part of (e.g. family, a group of friends, a hobby they do with a group of people, etc.). They then grade themselves from 1 to 5 (where 1 = needs improvement and 5 = very good) for how good they are at finding and forming supportive communities.

Listening p64

Listening for specific information

Warmer

Books closed. Write *street art* on the board. Ask the class what they understand by this term. Then ask if students pass any street art on their way to school every day. If so, what is it and what do they think of it?

2 25

- You may want to elicit/pre-teach the following items: *alter ego* (a part of someone's personality that is different from their usual personality and that other people do not usually see); *collage* (a picture made by sticking pieces of different materials together on a surface); *flea market* (a market where old things are sold at low prices); *scaffolding* (poles and boards used for making a temporary structure on the outside of a building).

Answers

She makes the art in the photo on the right (third photo).

3 25

-  **Exam tip** Point out that the exact words used in the options will probably not appear in the listening text. This means that students must focus on meaning and should not try to 'spot' isolated words.
- Some questions may ask about a speaker's attitude or feelings. In this case, students need to be able to identify them even though the speaker doesn't explicitly say what they are. (For example, the speaker probably won't directly say *I am angry* when they are angry.)
- If the listening text is in the form of a dialogue, a question may focus on what the speakers agree or decide. Students need to bear in mind that one or both speakers may change their mind during the conversation, so they shouldn't base their answer just on the first opinion they hear.
- Before students listen, tell them to read each of the questions (not the options) carefully and to underline the key information.
- You may want to play the listening twice if this is the format of the exam that students will take.
- When checking answers, play the listening again and stop at the appropriate points.

Answers

- a** incorrect – Distractor: *I went home and looked her up straight away.*

b correct – *I became fascinated with Libby Schoettle's art the very first time I came across a piece of her work on the streets of New York.*

c incorrect – Distractor: *Libby dresses her [Phoebe] in designer clothes and accessories.*

d incorrect – This is not stated in the listening.

- a** incorrect – Both Lewis and Sofia think that Phoebe *is* Libby's alter ego.

b incorrect – Lewis loves them but Sofia says nothing about them.

c correct – Sofia: *I've read that she [Libby] uses the character [i.e. Phoebe] to reveal her own flaws – to reflect Libby's own vulnerability and raw emotions.* Lewis: *Yes, I hadn't thought of it like that but it's fascinating that she uses Phoebe in that way.*

d incorrect – They talk about Libby expressing herself through Phoebe. They say nothing about expressing themselves in front of artists.
- a** incorrect – Distractor: *Libby uses materials such as second-hand and found objects like vintage photos ... She likes to choose materials that have had a previous life, that are imperfect ...*

b correct – *She likes to choose materials that have had a previous life, that are imperfect, so they may have rips, wrinkles or marks. I think that gives the work a lot of character.*

c incorrect – Although it's true that she doesn't use a computer in her work, this doesn't explain why she chooses the materials she works with.

d incorrect – Sofia says that Libby is a perfectionist, but neither of them talks about creating a perfect look for Phoebe.
- a** correct – *Libby said that 'Often people will respond [on Instagram] by telling me they feel better because of my piece, which is amazing.'*

b incorrect – Distractor: *Social media ... influences how she [Libby] views her work.*

c incorrect – *Libby says that she doesn't create art for social media, but she says nothing about regretting it.*

d incorrect – This is not stated in the listening.
- a** incorrect – Sofia says that Libby *must get satisfaction* from this.

b correct – *I think she must get satisfaction from being able to dress Phoebe in those clothes [i.e. high-end fashion].*

c incorrect – This is not stated in the listening.

d incorrect – This is not stated in the listening. Sofia merely says that Libby has worked with some fashion designers.
- a** incorrect – Lewis wants to do this, but Sofia says nothing about this.

b incorrect – Lewis merely says that recent developments in Phoebe's professional life are exciting.

c incorrect – This is not stated in the listening.

d correct – Sofia: *Her future is looking really bright.* Lewis: *She seems to be going from strength to strength.*

4 Critical thinkers

- Emphasise that students need to justify their opinion. To do this, they can use ideas from the listening text or their own experience. Then encourage students to share their views.

Possible answer

Art is all around us. It can be a poster at a bus stop, decorations in a window or a piece of street art, and on a dull day a colourful mural or poster can brighten our day. A couple of years ago I was sitting on a bus on my way home after day when things hadn't gone my way and I was feeling a little down when I saw a beautiful painting on the side of a building. I only glimpsed it, but the colours and the happy theme really lifted me, ever since I believe that art can give you something else to think about and it can make you feel different.

5 FIND YOUR VOICE

Developing speaking p65

Taking part in collaborative tasks 2

Warmer

Books closed. Write these two jumbled sentences on the board:

that / opinion / share / do / on / my / you / ?
this / moment / me / for / consider / a / let / .

Ask the class to put the words in order in them.

Remind students that these are two of the expressions they saw for taking part in collaborative tasks in the speaking section in the previous unit. Explain that in this lesson they are going to do more work on collaborative speaking tasks.

Answers

Do you share my opinion on that? Let me consider this for a moment.

1 SPEAKING

- In Unit 4, students practised the first part of the collaborative speaking task in the Cambridge C1 Advanced exam: discussing the pros and cons of various options. In this lesson, students are given further practice of this, but they also practise the second part of the task: coming to a decision regarding which of the options is the best.

2

- Explain to the class that this is the same type of speaking activity which they saw in the previous unit, i.e. two students discuss different options related to a particular situation.

Answers

dancers: some express their emotions, e.g. ballet dancers, but others don't, e.g. dancers on a pop video
artists: they convey their feelings through their art
musicians: it's essential for them to express their emotions

+ Extra activity

To concentrate on some of the language/functions used in the conversation, write these gapped sentences on the board.

- So, _____ - we _____ think about ...
- _____, I don't think ...
- Mmm, _____.
- _____ think two people could ...
- I see what _____. That's a _____.
- _____ actors?

Tell students to listen again and to write in the missing words. Then ask the class what the students are doing in 1-6.

Point out that all of these examples contain useful language which students can use.

Answers

- let's see; need to - defining what they need to do
- For example - giving an example
- it depends - giving conditional agreement
- Don't you - trying to persuade your partner
- you mean; good point - expressing agreement
- What about - introducing a new option

- Exam tip** Once students have discussed for the required length of time the first part of the task, the examiner will ask them to come to a decision in the second part of the task. Students need to listen carefully to the examiner's question and make sure that they answer exactly the question which he/she has asked.
- Students A and B should work together and reach a joint decision through a process of negotiation. The main thing students need to do here is to show they can use the language of negotiation and decision-making. This is more important than actually arriving at a decision. Students should speak for about one minute in the second part of the task.

3

Answer

They reach different decisions. Elena thinks it's a writer and Carlos thinks it's a dancer.

4

Answers

Stating your decision: I'm going to have to stick with ...
Persuading your partner: Isn't it true, though, that ...
Finalising agreement: We'd better pick one of these options.
Accepting that agreement is impossible: Let's agree to disagree.
Reporting back to the examiner: As you heard, we have completely different views on this.

Practice makes perfect

5 SPEAKING

- Tell students to read task 1. Then make the following points clear:
- Pairs need to speak for about two minutes for this task. This means that students shouldn't always agree with their partner. Furthermore, they should give reasons and examples to back up their opinion. Otherwise, they will finish too quickly. You will tell the class when the time is up.
- Point out that students shouldn't decide which of the activities is best for helping young people to express themselves. They should only discuss the pros and cons of the different activities.
- Tell students to read task 2. Explain that they should speak for about one minute in this task. They shouldn't worry if they don't come to a final decision, but they must be careful not to come to a decision too quickly. You will tell them when the time is up.

Developing writing p66

Writing a proposal 1

Using advanced conditional forms

Warmer

Books closed. Ask the class: *Has anyone ever written a formal proposal about something? For example, about something you want at school or a letter to the council about a facility you want in your town?*

Then ask: *What do you think are the elements of a good proposal? (Possible answer: State clearly what you want and give reasons why you want it.)*

Finally, tell the class that in this lesson they will be looking at how to write a proposal.

1 SPEAKING

- You may want to elicit/clarify the meaning of some of the skills listed in the box, in particular: *citizenship (acting responsibly and being respectful to others); communication and social skills (explaining clearly what you mean, listening carefully, being sensitive to the feelings of others); literacy (communicating effectively when you write, being able to extract key information when you read); social responsibility (co-operating for the benefit of your community, e.g. not dropping litter on the street, helping an elderly neighbour, etc.).*

2 Answers

- The organisers of the summer school. The language should be reasonably formal.
- An explanation of why communication skills are important and a suggestion for which areas of communication would be useful to cover.

3 SPEAKING

Possible answer

Results of surveys or statistics to support your proposal; evidence and factual information; examples from your own experience or your peers' experience.

- 4 Tell students to skim read the proposal to match the headings to the paragraphs.

Answers

1 d 2 c 3 a 4 e 5 b

- 5 To help students answer the second question (*Do you think the proposal is good?*), write the following areas for them to consider on the board:

Clear and well-organised?

Formal language?

Impersonal and unemotional style?

Good ideas?

- After checking answers, you may want to point out or elicit some of the stylistic elements, for example:
 - The author doesn't say *I think* or *in my opinion* anywhere in the proposal. The style is very impersonal.
 - The author doesn't use contractions.
 - Use of the passive: *Unless students are provided with* (paragraph 3), *Currently, students are asked to* (paragraph 4).
 - Use of formal rather than everyday vocabulary. For example, in the first paragraph: *as things stand* instead of *at the moment*; *lack* instead of *haven't got*; *benefit* instead of *help*.
 - Occasional use of longer, more complex sentences. For example, the final sentence in the fourth paragraph, which includes a long relative clause.

Possible answers

Yes, the student answers all the points in the task.

(Explain why you think communication skills are so important. paragraph 1 and 4.)

Suggest what areas of communication could benefit you and your peers: paragraphs 2, 3 and 4.)

It's a good proposal because it is well organised and clear and different information is presented in paragraphs, it uses appropriate formal language, its style is unemotional and impersonal and it makes good suggestions.

+ Extra activity

To sensitise students to the use of formal language in the proposal, write these vocabulary items on the board:

getting a job (paragraph 1)

have (paragraph 2)

not very good (paragraph 2)

feel more sure of themselves (paragraph 2)

also (paragraph 4)

Tell students to find the corresponding formal expressions in the proposal.

Answers

moving into the workplace; consist of; substandard; gain confidence; moreover

6 Answers

This proposal is intended to

Currently

As things stand

The meetings/initiative/club would/could

There are many benefits of

It would be beneficial to

To sum up

5 FIND YOUR VOICE

Grammar in context 2 p67

7 Books closed. Introduce the topic of linkers in conditional clauses by pointing out that *if* isn't the only linker we can use in conditionals. Ask students if they can think of others. (Students will probably be able to come up with at least two: *unless* and *provided that*.) Explain that students are now going to look at a variety of different linkers they can use.

Answers

1 a 2 d 3 e 4 c 5 b

Language notes

You may want to teach some other linkers which have the same meaning as the ones in exercise 7 and are often used in a formal writing context:

in the event that = *in case*

providing that = *provided that*

on the assumption that = *supposing that*.

8 Answers

- 1 Even if you think you know how to write a cover letter, you can always improve.
- 2 Students won't learn how to communicate effectively unless the club gets the go-ahead. / Unless the club gets the go-ahead, students won't learn how to communicate effectively.
- 3 Supposing that he applies to university in the UK, he will need to be able to write a personal statement in English. / He will need to be able to write a personal statement in English supposing that he applies to university in the UK.
- 4 It's useful to learn a wide variety of communication skills in case they are useful in the future.
- 5 As long as you prepare and practise your presentation well, you'll be fine.

Use it ... don't lose it!

9 SPEAKING

- Encourage students to use different linkers. You may want to elicit or give an example, so that students can see what is required. For example: *I'll pack some good waterproofs in case it rains!*

Practice makes perfect

- 10a  **Exam tip** Before students start to write, they should think about who will be reading their proposal or report. Generally, students will need to write in a formal style since the report or proposal is usually directed at someone in a position of authority. In the event that the report or proposal is for a group of students' peers, they can use a somewhat less formal style.
- In general, students should not express arguments as a personal opinion (e.g. I think that ...). They need to use an impersonal style.
 - Students should lay out their proposal or report clearly. They should include a title for the text as a whole and sub-headings for each paragraph. Before students do the task, discuss with the class what they understand by life skills. (skills you need to make the most out of life, e.g. resilience and a positive attitude, interpersonal skills, decision-making and problem solving, creative thinking, critical thinking, empathy, assertiveness, self-control)
 - Students should think about what life skill (or skills) is most important for people in their class and why. Encourage them not to focus on communication skills, as these were discussed in the proposal on the previous page.

Answer

Topic: Proposal for a new extra-curricular club

Two things to include: 1) which life skills your club would help to develop; 2) why these skills are important

10b Before students write their proposal, write the following guidelines on the board:

- *Have a paragraph plan before you start writing.*
- *Include a title for the proposal and sub-headings for each paragraph.*
- *Use formal language.*
- *Make sure you include the information asked for in the question.*
- *Write 220–260 words.*

Test yourself p69

Grammar test

- 1** Answers
- 1 ✓ (*be going to* for intention)
 - 2 ✓ (*would* for polite request)
 - 3 'd/would have gone (third conditional)
 - 4 weren't/wasn't (second conditional)
 - 5 ✓ (*will* for insisting)
 - 6 ✓ (*will* for insisting)
 - 7 should (variation of the first conditional, use of *should* to express less likely events)
 - 8 happens to (first conditional)

- 2** Answers
- 1 if you won't sign the form (*will* for insisting)
 - 2 might not have done so well (variation of third conditional)
 - 3 couldn't have reached the top (variation of third conditional)
 - 4 they will tell lies (*will* for insisting)
 - 5 if I should meet someone I know (first conditional with *should*)
 - 6 were to go wrong I would (use of *were to* to make a situation sound even more unlikely or improbable)

- 3** Answers
- 1 If 2 as long as 3 Supposing 4 in case 5 even if 6 provided that

Vocabulary test

- 1** Answers
- to imply* – to suggest/show that something is likely to be true
 - to drone on* – to talk for a long time in a way that bores other people
 - to interpret* – to explain what someone is saying OR to understand what someone is saying or doing in a particular way
 - to mumble* – to say something indistinctly and quietly, making it difficult for others to hear
 - to convey* – to communicate ideas, feelings or images to someone

- 2** Answers
- 1 tone of voice 2 regular communication 3 face-to-face communication 4 lower your voice 5 breakdown in communication 6 raise your voice 7 speak at the top of your voice 8 means of communication

- 3** Answers
- 1 tell 2 speaking 3 told 4 say 5 say 6 spoke 7 say

Reading p70

Using collocations related to travel

Reading for specific information; inferring the meaning of words from context

Warmer

Books closed. Ask the class: *If you could travel anywhere, where would you like to go and why?*

Students discuss in pairs. When they finish, ask the class which places they discussed and why. Then explain that in this lesson they'll be learning some expressions related to travel.

Vocabulary in context

1a SPEAKING

- After checking answers, write the following words on the board:
cultural burial prehistoric remote location natural geological heritage

Students discuss in pairs how to pronounce them, paying particular attention to word stress. Use the recording of the key vocabulary in the Check it section at the end of the unit on page 80, track 34 to check. (Answers: *cultural* /'kʌltʃ(ə)rəl/; *burial* /'berɪəl/; *prehistoric* /'pri:h'stɔrɪk/; *remote* /rɪ'məʊt/; *location* /ləʊ'keɪʃ(ə)n/; *natural* /'nætʃ(ə)rəl/; *geological* /,dʒɪ:ə'lɒdʒɪk(ə)l/; *heritage* /'herɪtɪdʒ/)

Answers

- 1 native 2 prehistoric 3 remote 4 natural 5 scenic
6 geological 7 burial 8 cultural

Use it ... don't lose it!

2 SPEAKING

- Encourage students to respond to their partner's answers and to have a genuine conversation about each of the items, with expressions like: *That's a good idea!*, *Why do you say that?*, *I'm not so sure about that.*, *I'd never have thought of that!*

+ Extra activity

Point out that the suffix *-al* is used in some of the collocations: *natural* (from *nature*), *burial* (from *bury*), *geological* (from *geology*), *cultural* (from *culture*). Then write these nouns on the board:

environment ecology traffic history navy air tribe horizon marriage cynic

Ask the class which of the nouns forms an adjective by adding *-al*, and what the adjective form is.

Answers

environmental, ecological, historical, naval, aerial, tribal, marital, cynical.

Students may not have seen the adjective *marital* before. Explain that it is used in expressions such as *marital status* and *marital vows*.

- 3 Ask the class what they can see in the photos at the top of page 71. Then elicit anything students know about famous caves in their own country. Why are they famous – prehistoric art, geological features, etc.?
- You may want to elicit/pre-teach *lure* (n) (*attraction*), which appears in the title of the blog post.

Possible answers

Reasons for wanting to explore caves: you can discover unmapped terrain; you can test your courage and push your sense of adventure to the limit; specialists can unearth fossils and analyse paintings.
Ruakuri – you can see limestone formations and underground waterfalls and glow-worms
Barton Creek Cave – you have to access it by river, gorgeous scenery and you can see Mayan artefacts
Cave of the Hands (Cueva de las Manos) – it has the largest display of prehistoric handprint art
Fantastic Pit – it's 178 metres deep and you have to abseil down

4 31

- Exam tip** Students first read the complete text quickly to get a general idea of its content. They shouldn't try to understand all the details at this stage.
- The questions follow the order of the information presented in the text, so students should start with the first question and then answer the others in order.
- Students look at the first sentence and identify the key information (a name, a date, an attitude, etc.)
- Students then identify the relevant part of the text. They should bear in mind that the words used in the question and the text will probably be different so they should focus on meaning and not on individual words or expressions.
- The section they are looking for will probably be quite short – maybe only one or two sentences. Students need to read this section carefully. The text will either confirm the information in the question (True), contradict it (False) or it will not directly deal with it (Not Given).
- When checking answers, ask students to justify their answers with reference to the text.

Answers

- True – Paragraph 1: *Now I'll give greater thought to the potential hazards before heading into a cave that's off the beaten track.*
- False – Paragraph 2: *I literally couldn't make out my own hands, let alone my companions standing around me.*
- Not Given
- True – Paragraph 3: *the main entrance, which is a Māori burial ground and therefore off limits to any visitors.*
- True – Paragraph 4: *Photographs rarely do justice to these natural wonders, and, to my dismay, my own blurry shots turned out to be no exception.*
- False – Paragraph 5: *Various theories have been put forward by archaeologists about what the hands signify – they could have been part of a ritual carried out for religious purposes, for example – but no consensus has been reached.*
- False – Paragraph 6: *Marcel said it was supposed to take a full eight seconds for a stone to reach the bottom. Had I been feeling more at ease, I might have tested this out.*
- Not Given

Fast finishers >>

Write these quotes on the board while students are working:

I took my safety for granted. (paragraph 1)

stars, twinkling (paragraph 2)

Intriguing geological features (paragraph 3)

Some of those passages were a tight squeeze (paragraph 4)

Various theories have been put forward (paragraph 5)

Fast finishers rewrite the quotes changing the underlined words. Tell them not to use a dictionary.

Possible answers:

I didn't even think about my safety.

stars turning on and off

fascinating geological features

Some of those passages were very narrow.

Various theories have been proposed/advanced.



Culture notes

On 23 June 2018, 12 teenage football players and their young coach entered the Tham Luang Nang Non cave in northern Thailand to explore it after a training session. However, very heavy rainfall in the previous days suddenly caused flooding, which left them trapped. Hundreds of specialists from around the world came to Thailand to help find and rescue them. After nine days, divers finally found the boys, to the huge relief of their parents. However, it took a further eight days to rescue them since it was logistically a very difficult operation. After leaving the cave, the boys and their coach were in relatively good physical and mental health, although they had all lost some weight.

- 5 When checking answers, ask students to specify where in the text they found each word.

Answers

- 1 hunter – Paragraph 3: *if it hadn't been for the observation skills of a hunter about 400 years ago, we probably wouldn't know that the cave exists.*
- 2 staircase – Paragraph 3: *before re-opening in 2005 with the addition of a cleverly engineered spiral staircase.*
- 3 canoe – Paragraph 4: *Visiting a few years ago, we paddled behind our guide's canoe as he led us down ...*
- 4 pottery – Paragraph 4: *pottery that had been made by Mayan hands thousands of years ago ...*
- 5 ritual – Paragraph 5: *they [the hands] could have been part of a ritual carried out for religious purposes*
- 6 178 metres – Paragraph 6: *the 178-metre descent.*

- 6 Follow up by asking if students have ever visited any caves and if they can think of any cave-related vocabulary (e.g. stalactites and stalagmites).

7

Possible answers

glow – soft light

mesmerising – so attractive or interesting that you do not notice anything else around you

notable for – very good, interesting, unusual or important enough to be mentioned or noticed

stumble upon – find by accident

off limits – not accessible to someone because of a law or rule

ample – enough, and often more than you need

glistening – shining (often because wet)

do justice to – represent in a fair and accurate way

consensus – agreement among all the people involved

murky – dark and difficult to see through, especially because of bad light or dirt

8

Critical thinkers

- To help students think of ideas on their own, write on the board:

Common tourist sites .

Places where few tourists go

Reasons why tourists go there

Students copy the headings and write notes for each one. They can use ideas from the text or their own experience/opinions.

- Ask students to share their ideas, making sure that they give reasons for their opinion.

Possible answer

Some people don't enjoy being in large crowds. They can find it really stressful and difficult to enjoy what they are looking at. For example, when I went to see the Vatican in Rome, there were lots of people everywhere and it was really difficult to appreciate the artwork that I was walking past. However, I had a completely different experience when my friends and I went to visit Torc Mountain in southern Ireland. We met hardly anyone climbing up and at the top we had the place to ourselves for quite a long time. It was so calming and peaceful there, and we even got some photos without anyone photobombing them!



Grammar in context 1 p72

Using mixed and inverted conditionals

Warmer

Books closed. Ask students to think about a specific situation that almost happened in the past, but didn't actually happen. Ask them to think about an imagined result to this event happening and then ask them to express both in a sentence. For example: *If I had eaten breakfast, I wouldn't be hungry now.*

Then ask students: *What type of conditional is this?* If they don't know, tell them that this is an example of a mixed conditional – a combination of the second and third conditional. Explain that in this lesson students will practise using mixed conditionals.

1a Point out that the sentences are based on sentences from the reading on page 71.

Answers

- 1 hadn't risked = past perfect; wouldn't be = conditional
- 2 wasn't = past simple; wouldn't have agreed = past conditional

1b Answers
a 1 b 2

2 Answers

- 1 be, hadn't done
- 2 wasn't, would have finished
- 3 didn't like, wouldn't have gone
- 4 had come, be
- 5 have helped, wasn't
- 6 wouldn't be, 'd eaten
- 7 liked, would have tried
- 8 'd spent, be

4a Books closed. Before students do the task, introduce the idea of inverted conditionals by writing on the board:

Had the bus been on time, I wouldn't have been late.

Ask the class what this means and elicit another way of saying it, i.e.:

If the bus had been on time, I wouldn't have been late.

- Point out that the use of inverted conditionals is very formal and quite old-fashioned.

Answers

- a If I visited again, I'd try to be a little braver.
- b If I had been feeling more at ease, I might have tested this out.
- c If it weren't for their remote location, many more people would visit the caves.
- d If you (should) ever visit New Zealand, make sure it's on your itinerary.

4b Answers

- 1 True 2 True 3 True

Language notes

To clarify *when inverted conditionals can be used*, you may want to elicit/teach and write on the board:

First conditional – use *should* in the *if* clause, e.g.

Should you need an umbrella, I'll give you one.

Second conditional – three options

1 With *be*, invert *was/were*, e.g.

Were I in your position, I'd feel very happy.

2 With all other verbs, use *was/were* + infinitive with *to*, e.g.

Were we to explore that cave, we'd get lost.

3 Replace *if* with *should* and use the infinitive form of the verb without *to*, e.g.

Should we explore that cave, we'd get lost.

Third conditional – two options

1 Invert *had*, e.g.

Had I seen you, I would've said hello.

2 Replace *if* with *should*, and *had* with *have*, e.g.

Should I have seen you, I would've said hello.

5 Before students do the task, remind them that, in each case, the verb which needs to be inverted is the one that comes after *if*. Tell them also that, to decide what kind of inversion to use, they first need to decide what type of conditional each sentence is.

Answers

- 1 Should you see James/Were you to see James while you're in the US, please give him my best regards.
- 2 Had they asked me about it, I would have given them some good advice.
- 3 This place would be really peaceful, were it not for/were there not huge numbers of tourists.

6 Answers

- a Should b Were c Should d Had e Were

Culture notes

One of the most extensive underwater art museums in the world is MUSA (*Museo Subacuático de Arte*). Situated just off the island of Isla Mujeres, about 10 km from Cancún on the east coast of Mexico, the museum includes over 500 life-size sculptures created by several artists, including Jason deCaires Taylor and Karen Salinas Martínez, which are located at depth of 3.5 to 10 metres. The museum was officially opened in 2010. The Museo Atlántico is the first underwater art museum in Europe and the Atlantic Ocean. It is found in the island of Lanzarote's UNESCO World Biosphere Reserve. The project took about three years to complete and includes over 300 life-size casts made by Jason deCaires Taylor, located at a depth of 12 to 15 metres. The museum was officially opened in 2017.

Developing vocabulary p73

Using a variety of phrasal verbs to describe experiences

Warmer

Books closed. Write on the board:

carry out (a plan) get on with (some work) set out (to become famous)

Say: *These are three phrasal verbs that you learnt in Unit 3. Can you remember what they mean? (carry out – do/execute; get on with – continue or start doing; set out – start working on something to achieve an aim)*

Now ask: *Which ones are transitive and which are intransitive? (transitive: carry out and get on with; intransitive: set out)*

Finally ask: *Which one of these phrasal verbs is separable? (carry out)*

Explain that in this lesson students will learn some phrasal verbs to describe experiences.

Culture exchange

1 SPEAKING

Possible answers

- a *miss out on* – lose an opportunity to do or have something
- b *turn out* – be discovered to have something
- c *start out* – begin (especially in business or work)
- d *get into* – start enjoying something, or become enthusiastic about it
- e *pick up* – increase or improve, or get stronger
- f *take on* – accept a challenge or responsibility
- g *point out* – show someone where something is or who a person is
- h *bargain for* – expect
- i *run into* – meet someone or something
- j *check out* – look at something/a location and see what it is like
- k *make out* – see, hear or understand someone or something with difficulty
- l *run through* – explain or read something quickly

Culture notes

The US led the world in the creation of national parks. The first national park on the planet was established in 1872 with the Yellowstone National Park Protection Act. This designated an area in the northwest region of the US to be a public park, set aside for the enjoyment of the people. The park now occupies over 4,800 square km. There are now more than 400 national parks in the US, covering nearly 340,000 square km. Most of these are areas of natural beauty, but they also include battlefields, historic monuments and the White House.

2 Answers

- 1 run into 2 check out 3 point, out 4 taken on, bargained for
5 missing out on

Language notes

The following phrasal verbs in exercise 1 are transitive: *get into, take on, point out, bargain for, run into, check out, make out, run through*.

The following are intransitive: *miss out on, turn out, start out, pick up*.

The separable transitive phrasal verbs are: *take on, point out, check out, make out*.

The inseparable transitive phrasal verbs are: *get into, bargain for, run into, run through*.

4  **Exam tip** In this exam task, students are given a short text with gaps. They need to decide on the correct word for each gap, bearing in mind what fits as regards both meaning and grammar.

- Students should first read the text fairly quickly to get an overall idea of what it is about. They shouldn't focus on the gaps or understanding every word at this stage.
- Emphasise that the answer is always one word. Contractions (e.g. *won't*) count as two words so they can never be the answer.
- When students have finished, they should check the spelling of their answers. Incorrectly spelled words will not receive any marks. Tell students that they will need to read the whole of each gapped sentence to work out what goes in the gap. It often isn't enough just to look at the words on either side of the gap.
- Yosemite is pronounced /jəʊ'semæti/.

Answers

- 1 check 2 on 3 through 4 turned 5 start 6 out 7 pick
8 take 9 bargained 10 get

Mixed ability

Ask less confident students to write down all possibilities for each gap before they try to fill in any gaps.

More confident students can try to re-write those parts of the text with a gap without a phrasal verb.

Possible answers:

- 1 you should definitely explore/go to/visit Yosemite National Park
- 2 you won't see one of .../you won't have the chance to see one of ...
- 3 I'll briefly describe/explain
- 4 That ended up being/proved to be a brilliant suggestion!
- 5 the day didn't exactly begin/start
- 6 we could hardly see/distinguish the mountains
- 7 the wind soon began to get stronger
- 8 we decided to try/have a go at the more challenging ...
- 9 It was harder than we'd expected/foreseen
- 10 I was really starting to like/enjoy outdoor life.

GREAT LEARNERS GREAT THINKERS p74

Thinking about the environmental impact of tourism

Warmer

Book closed. Ask the class: *What important natural areas are there in the place where you live? Have you been there? Are these areas under threat? Why/Why not?*

Explain that in this lesson the class are going to look at how tourism can affect the environment.

2 VIDEO

- Before students watch the video, check that they understand: *affordable* (not expensive); *minimalist* (using a style of design that is extremely simple); *quaint* (attractive or unusual in an old-fashioned way).

Answers

eco-friendly, innovative, luxurious, minimalist, remote, spacious

3 VIDEO

- Before students watch the video again, you may want to elicit or pre-teach *logging* (cutting down trees to get wood that can be sold) and the verb *to truck* (to transport by lorry).
- When checking answers, you may want to play the video and stop it at the appropriate points.
- After checking answers, write on the board:

We are part of the whole system and not the king of creation.

Explain that this is Roque Sevilla's view of our place in the world. Follow up by asking: *What does this statement mean? Do you agree with it? What are the practical consequences of it?*

Possible answers

- 1 The forest was in danger of being cut down and he wanted to save it. *When I bought it ... It was just a protection of this area.*
- 2 *He insisted no large trees or plants were disturbed by the build. So the structure was fabricated off site in large pieces and trucked in.*
- 3 He wants guests *to see the forest through his eyes ... to change their view of the planet and consider themselves as part of the whole system and not as the king of the creation.*

+ Extra activity

Write on the board: 84 1,200 95 10 million 1,700.

Tell students to watch the video again and to take notes on what each number refers to.

Answers

- 84 – the number of people employed at the hotel.
- 1,200 – the number of hectares covered by Roque Sevilla's forest.
- 95–95% of the Chocó forest has been cut down over 50 years.
- 10 million – how much it cost to build the hotel (in dollars).
- 1,700 – the number of bird species in Ecuador.

- 4a You may want to pre-teach or elicit the meaning of the following words: *unspoilt* (not changed or damaged by people), *boost* (increase or improve), *revenue* (money that a company or government receives).

4b Answers

- 1 Whether to allow a developer to build eco-lodges in an unspoilt area of a national park.
- 2 It provides money to boost the local economy and maintain national parks/conserves wildlife; it limits the number of visitors and ensures that tourist activity is carried out in an environmentally-friendly way; it may encourage visitors to do more to help the environment.
- 3 National parks should be accessible to everyone, not just to those who can afford to stay in luxury hotels; building in unspoilt areas will affect other people's enjoyment of these areas; even environmentally-responsible projects will disturb wildlife to some extent.

GREAT THINKERS



5 SPEAKING

- The *Compass points* (E-W-N-S) thinking routine allows students to consider an idea from several different angles. This enables them to express an informed view of their current position on it.
- After students do the task, brainstorm the benefits of taking a step-by-step approach to a problem, in order to find your current position on it. (Possible answers: *You don't reach a decision based purely on your first reaction. You are more aware of why you think what you think.*)

6 SPEAKING

- Possible areas to discuss include: alternative energy (wind, solar, etc.); electric cars; sustainable fashion.

GREAT LEARNERS



SEL

- To help students think about social responsibility and the global impact of local decisions, you could ask the class to think about the global impact of a decision to build a new golf course in a town. (Although on a local level this might seem like a good idea as it would create jobs and perhaps attract tourism, maintaining a golf course involves using a lot of water. If every town decided to build a new golf course, the consequences would be catastrophic.)

LEARNER PROFILE



- Direct students to the Learner profile on page 143. After students have read the information about great learners in the box, they grade themselves from 1 to 5 (where 1 = needs improvement and 5 = very good) for how good they are at thinking about the global implications of local actions or projects.

Listening p76

Listening for specific information

Warmer

To introduce some topics that appear in the listening task, ask the class:

Is there anywhere in your town or city that hasn't changed much in the last 100 years? Where?

Have you ever travelled off the beaten track? Where did you go and what was it like?

2 32

-  **Exam tip** Before students listen, tell them to read the descriptions of the situations and the questions (not the options) carefully and to underline the key information.
- Remind students to focus on meaning when they listen and not to listen for exactly the same words that are in the question. This is especially important with 'analytical' questions that require a global understanding, e.g. about the speaker's intention or why the speaker says something.

Answers

- 1 **a correct** – ... *we all feel much more comfortable setting our novels in places we're familiar with.*
 b incorrect – There is nothing to suggest that the authors at the event thought that *all* writers from the past *only* wrote about places they knew well. They just talked about some writers from the past who had set their stories in places they knew well.
 c incorrect – ... *we agreed that it was possible to write about a place you hadn't been to as long as you had done enough research ...*
- 2 **a incorrect** – She mentions George Orwell to *support* the main argument.
b correct – The main argument is that it is important to know a place well if you are going to write about it. George Orwell is an example of this: he lived in Paris and London before writing about them.
 c incorrect – George Orwell illustrates the central point.
- 3 **a incorrect** – The woman regrets not travelling with the man, but the man doesn't express any regrets that she didn't accompany him.
b correct – *I wish I'd had longer to travel ...*
 c incorrect – He didn't take the usual tourist trail on purpose as *that would have taken too long.*
- 4 **a incorrect** – *you could have stayed with them for a few days ...*
 b incorrect – She says that he could have stayed with her cousins in Krabi.
c correct – *My cousins live in Krabi, in southern Thailand. If only you'd told me – you could have stayed with them for a few days ...*
- 5 **a correct** – Woman: ... *an old man knew the exact location of the shop in our photo and took us there.* Man: *That was kind of him.*
 b incorrect – This is not stated in the listening.
 c incorrect – This is not stated in the listening. He praises the man in Seoul for being kind to his friend's daughter.
- 6 **a incorrect** – This is not stated in the listening.
b correct – Almost the whole conversation is about this. Her daughter *searched online and found some old black and white photos of what the city [Seoul] looked like in the 1920s and decided to take photos of those same areas now, to show the incredible changes that have taken place over the century.*
 c – incorrect This is not stated in the listening.

3 Critical thinkers

- To help students think about the first question, write on the board:

Is travel equally important for all people? Why/Why not?

How important is a 'change of scenery' for us?

Do you think travel was very important for people 100 years ago? What does this say about the importance of travel for human beings?

- Encourage students to use ideas from the text and other information to justify their opinion. Once they have done this, invite them to share their ideas.

Possible answers

I think travelling has become really important for people in the last fifty years. With the availability of cheap flights, people have been able to travel to many places that they couldn't before. Not only that, these days you can see the most beautiful or unusual places on social media, which makes the desire to see them with your own eyes even stronger.

These days visiting other countries is still popular but we are more aware of the damage it causes to the environment and, as a result, some people are travelling less, or finding more environmentally-friendly ways to get to other towns and countries.

+ Extra activity

Write on the board this quotation from Mark Twain, *The Innocents Abroad* (1869).

Travel is fatal to prejudice, bigotry, and narrow-mindedness ... Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the earth all one's lifetime.

Ask the class to express in their own words what Mark Twain meant by this and whether they agree and why.

Grammar in context 2 p76

Expressing past regrets

Warmer

Books closed. Write on the board:

I wish you a safe trip.

I wish to complain about my room.

I wish I'd met your cousins in Thailand.

Ask students to explain or translate what *wish* means in each sentence.

Then explain that in this lesson students will be looking at the last meaning of *wish*, to express regret, and other ways of expressing regret.

- 4 You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section.
 - You may want to point out the following pronunciation features:
 - Linking: *If only; I wish I'd*
 - Weak form of unstressed *have* (/əv/): *I should have; He'd rather have*

Answers

- sentences a and d
- past participle
- rather* in sentence b

- 5 Before students do the task, remind them that in sentence transformation exercises, they need to:
- Read the original sentence carefully and focus on what it means, not on the grammar used in it.
 - Think about what type of grammatical construction or set expression the given word is often used in (e.g. a conditional, expressing regret, etc.).
 - Use the gapped sentence and the word given to keep the same meaning as in the first sentence.

Answers

- would/d rather have chosen
- only we had/d travelled more
- should have come
- wish I/d had taken more

Language notes

We can also express regret using:

a) *regret + gerund* or *regret + that*, e.g.

I regret not going to the Casa Batlló when I was in Barcelona.

I regret that I didn't pay more attention in class.

b) the third conditional, e.g. *If I'd worked harder, I'd have passed.*

In conversations, we can say just If only! or I wish! when the nature of the regret is made clear in the question:

A: *Did you go somewhere exotic for your holidays this year?*

B: *I wish!*

I wish, if only and *should have* can also be used to express criticism of a past action when they are directed at someone else.

I wish you hadn't said that! (mild criticism)

If only Ella had come on time! (mild criticism)

You shouldn't have come home so late! (strong criticism)

We can use *'d rather/'d sooner* + subject + past simple to talk about a preference in the present when we refer to someone else, e.g.

I'd rather/'d sooner you didn't get me a birthday present.

Use it ... don't lose it!

6 SPEAKING

- Give the class a couple of examples if they aren't clear about what they need to do, e.g. *I wish I had bought a different laptop – mine is so slow! I should have visited my aunt when she was in hospital.*

+ Extra activity

Follow up by discussing either of these two questions with the class:

Do our biggest regrets in life come because of something we have done or because of something we didn't do?

Is it positive for us to experience regret from time to time or does it mean that we're living in the past?

Developing speaking p77

Giving a talk

Warmer

Books closed. Tell the class to imagine that they have to give a five-minute talk, in their own language, to a group of people. Elicit a few things that they *shouldn't* do when they give the talk and write them on the board. (Possible things to avoid: *talking too quickly; not looking at your audience; not having a clear message*) Then elicit ideas for how to avoid these things. (Possible solutions: *breathe deeply before the talk to relax – this will help you talk less quickly; look around the room while talking and avoid constantly referring to notes or visuals on a screen; plan your talk so the message is clear and, state the message clearly both at the beginning and the end*) Finally, explain that in this lesson students are going to look at how to give a short talk in English.

1 SPEAKING

- Encourage students to use modals of speculation and deduction (*might, could, may, must and can't*) when answering the question.

2 SPEAKING

- Tell students to read the instructions and the topic card carefully as they have to do exactly what is asked of them.
- Give students one minute to write notes. Advise them to keep their notes very short.
- Before students speak in their pairs, tell them they can refer to their notes while speaking but they shouldn't read them out loud. In addition, make clear that the student who is listening shouldn't interrupt or ask questions.
- After about 90 seconds, tell the first student to stop. The second student now speaks for the same length of time.
- After students do the task, follow up by asking: *Did you find it easy to talk for a minute and a half? What were your biggest problems? Would you do anything differently if you had to do it again?*

3 SPEAKING

Possible answers

- Yes. Both organise notes according to the topics on the topic card.
- A's are likely to be helpful as they are well organised, clearly laid out and easy to read. However, they are very brief and student A may run out of things to say. Student B has used headings to remind them of the points they need to respond to on the topic card. This student's notes are more detailed and may allow them to extend their answer for the full two minutes.

- You may also want to discuss different ways of making notes, i.e. bullet points with key words, using headings to organise information, and their pros and cons.

4

Answers

Additional information not included in Student B's notes: details about the trip – who he was with, what they did every day, etc.; a lot more detail about the type of house and the location; memories from when they were there; information about the rules of staying in bothies

Follow-up question from the examiner: *How did you find out about bothies? Would you like to go there again?*

5

Answers

a vivid; the most; to mention; terms

6 SPEAKING

- Emphasise that students only have a minute to write notes, so they should keep them short. Time them doing this.

Practice makes perfect

7a-b SPEAKING

- Tell students that they should each be prepared to speak for about two minutes. Time the activity once they start. Give the student who listened time to give feedback to their partner after the first talk, before they start with the second one.
- After students do the task, follow up by asking: *Do you think you gave a better talk than in exercise 2? Why/ Why not?*

+ Extra activity

After giving two talks in this lesson, students write some tips for themselves on making notes and giving a talk. They then compare their tips in pairs. Finally, the whole class pools their ideas. Write the ideas on the board as they are given.

Possible answers

Keep your notes brief. Don't write complete sentences. Use key words. Include headings before each set of notes (e.g. Where? How often?, etc.) to help you structure your talk. Only address the points asked for in the task. Make sure you write clearly so you can understand your notes easily!

Developing writing p78

Writing a review

Using collocations to describe places

Warmer

Book closed. Say to the class: *In the last class some of you gave a talk about a place. In this lesson you're going to write a review of one. Ask: Do you think it's easier to give a short talk about a place or write a review? Why?*

- Before students read the review, you may want to pre-teach or elicit: *pebbly beach* (beach with small stones); *deckchair* (a light, foldaway chair for sitting outside); *down-to-earth* (practical and sensible).
- While students are reading the review, write on the board: *In Brighton, I'd like to visit/to do ... I'd avoid ...*
Students make notes about each category and then compare their ideas.

Culture notes

Brighton is a classic British seaside resort. Coastal towns in Britain first became tourist attractions in the 1700s when doctors started to promote the medicinal properties of bathing in sea water. Piers, a kind of extended platform built into the sea, appeared in the early 19th century. They were originally made of wood and were designed to make boat trips possible. Later, iron became the material of choice for these constructions.

Today, there are far fewer functioning piers than at the height of their popularity, but piers are still an important feature of resorts like Brighton where people enjoy rides in amusement parks, shows in theatres and other attractions.

3 Answers

- Possible answer: For people who are going to visit Brighton
- The review contains all of this information.
 - Brighton Pier: ... *it can get very busy so the best time to go is first thing in the morning.*
... *if you prefer a leisurely stroll along the promenade or Brighton Pier, then the best time to go there is first thing in the morning. A sunny weekend in the summer would be ideal, but try to avoid Bank Holiday weekends unless you want to share the beach with half the population of London.*
 - When you feel hungry, the Walking food tour organised by Tours of Brighton has something for all tastes.*
I can highly recommend afternoon tea at That little tea shop in the Lanes.
 - Brighton Pier, The Lanes

- You may need to clarify the meaning of *We had issues with.* (*We had problems with/We weren't satisfied with*)

Answers

view; honest; doubt; concerned; the best time; a shame

5 Answers

1 perfectly 2 In 3 for 4 without 5 Frankly 6 that

Vocabulary

- When checking answers, confirm that students understand the meaning of each collocation by eliciting it. Students may have problems with: *leisurely stroll* (relaxed walk); *worthwhile trip* (a trip that is worth doing); *vintage clothing* (garments or outfits that are not new and are from more than 20 but less than 100 years ago); *local delicacy* (a food or dish that is from a particular place and popular in that place) *bustling street* (lively street) *affordable prices* (when prices are low enough for people to be able to buy).

Answers

1 stroll 2 trip 3 welcome 4 clothing 5 delicacy
6 atmosphere 7 street 8 prices

7 Answers

a worthwhile trip b leisurely stroll c bustling streets
d vintage-clothing e affordable prices f warm welcome
g local delicacy

-  **Exam tip** When writing a review in an exam, students should read the question carefully. They should ask themselves: 'Who is the review for?' as this will determine how formal the language should be.
 - Students should clearly state what they are reviewing right at the beginning of the review: either in the title or introduction.
 - Students should plan their answer so that they analyse different aspects of the subject in their review. For example, if it is a place to visit they could talk about: things to do; the best time to go; where to stay, etc.
 - Emphasise that students shouldn't include a long neutral description of their subject, e.g. the plot of a film. They should always bear in mind that the main aim of their review is for them to express their own views on the subject, which should be backed up by examples.

Practice makes perfect

- 10a** Before students begin their review, write the following guidelines on the board:

Plan your paragraphs before you start – include a new point in each of the paragraphs.

Write about one or two aspects in each paragraph.

End with a recommendation: Is the place worth visiting? Why/Why not?

Write 220–260 words.

Test yourself p81

Grammar test

- 1** **Answers**
 1 wouldn't be 2 would'd have given 3 hadn't/had not seen
 4 wasn't/weren't 5 hadn't/had not lied

- 2** **Answers**
 1 Were you (able) to travel anywhere,
 2 Should you be in the area,
 3 Had I seen him,
 4 Were it a contest,
 5 Should you finish the exam early, please tell your teacher.

- 3** **Answers**
 1 had not/hadn't overslept 2 had not/hadn't eaten 3 have taken
 4 had come up with 5 had not/hadn't told

Vocabulary test

- 1** **Possible answers**
burial ground – a place where people are buried, especially an ancient place
cultural heritage – the art, architecture, traditions, customs and beliefs that a society considers important to its history and identity
geological feature – a physical feature that defines a landscape
native wildlife – the animals that are indigenous to a specific area
natural wonder – a thing of extreme beauty that exists in nature and has not been altered by humans
prehistoric art – paintings or carvings that come from a very early period in time
remote location – a place that is far away from other places where people live
scenic route – the picturesque way to get somewhere

- 2** **Answers**
 1 miss out on 2 (had/d) bargained for 3 point out 4 ran into
 5 check out 6 run through

- 3** **Possible answers**
affordable price – when a price is low enough for people to be able to buy
leisurely stroll – relaxed walk
lively atmosphere – being busy and full of life
local delicacy – a food or dish that is from a particular place and popular in that place
vintage clothing – garments or outfits that are not new and are from more than 20 but less than 100 years ago
warm welcome – friendly greeting

Reading

1 Answers

- 1 **C** This consensus at the beginning of option C refers back to *many people in the UK would probably say that an accent called Received Pronunciation – or RP – was the standardised version of English* at the end of the preceding paragraph.
- 2 **F** *This may be why RP was held up as being a 'desirable' accent throughout much of the last century* at the beginning of option F refers back to *the English are notoriously sensitive about accents and what your accent may say about you and where you come from* in the middle of the preceding paragraph.
- 3 **E** *There has been a move upwards of traditionally working class groups* at the beginning of option E refers back to the idea of *social mobility* mentioned at the end of the preceding paragraph.
- 4 **B** *These changes* at the beginning of option B refers back to *significant changes to the dominant version of English in the UK* mentioned in the preceding paragraph.
- 5 **A** *this spread* at the beginning of option A refers back to *this newcomer is spreading across much of the south-east of the country as well as north of London* at the end of the preceding paragraph.
- 6 **G** *For example, not pronouncing the 't' at the end of 'airport'* at the beginning of option G refers back to *pronunciation, which is more open but also drops some consonants* in the preceding paragraph.
(D is not used)
- If you wish, go to page 146 to continue working through the Exam success section for these two units.
 - See the Exam Trainer, Workbook page 98, for more information and practice on this C1 Advanced task.

National parks in your country

1 SPEAKING

- If students have problems remembering much about the texts on page 73, one member of the group can refer to the text and prompt the others.

Answers

423 in continental US.
Possibilities include: visiting mountains in Alaska and alligator swamps in the Everglades; doing outdoor activities like hiking in the Great Sand Dunes of Colorado or seeing the world's largest living tree in the Sequoia National Park; checking out archaeological and historic sites at the Casa Grande Ruins National Monument, prehistoric art at Capitol Reef and dinosaur bones in Dinosaur National Monument, and seeing the sites in the Yosemite National Park

2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself.
- While students are reading the Project task and Research areas, write on the board:
*Which national park or parks are you going to write about?
Which research area or areas do you want to focus on?
What would be a good format to present this information?*
Students can discuss in their groups now or for homework.

- 3 Students read the four sections in *Think about ...* When they have finished, tell them to close their books. Then, write on the board:
bookmarks register summaries wildlife and plant species
Ask: *What do the instructions say about these four topics? Bookmark useful websites for possible future use. Make sure all your project is written in the same register. When you are discussing your project with your group, give a short summary of what other members have said to show you appreciate their input. Think about whether your reader will be familiar with the species that you are writing about. If necessary, include a photo.*

4 SPEAKING

- Establish a schedule for the project, including any interim deadlines.
When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.
- 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.


Virtual Classroom Exchange

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

Reading p84

Using a range of adjectives to describe personality and behaviour
 Predicting content; reading for gist and detail;
 inferring the meaning of words from context

Warmer

Books closed. Write on the board: *personality*.
 Brainstorm with the class different adjectives to describe personality and write them on the board. Then ask the class to classify the adjectives as positive, negative or neutral.

Vocabulary in context

1 SPEAKING

Possible answers

- self-serving* – behaving in a way that only benefits yourself
- principled* – honest and responsible about how you act towards others
- compassionate* – feeling sympathy for someone in a bad situation because you understand and care about them
- distant* – seeming unfriendly or not showing their feelings
- resilient* – able to stay strong and positive, even in a difficult situation
- conscientious* – working hard and careful to do things well
- manipulative* – a manipulative person makes people do what they want by influencing them in a clever or dishonest way
- spiteful* – deliberately trying to upset someone or cause problems for them, especially because you think something is unfair
- unruly* – very difficult to control
- selfless* – caring about other people's needs and problems more than your own

+ Extra activity

After students do the task, ask them to read the two descriptions again and find the name of the person who has changed and how?

In their pairs, ask students to think about people they know and to consider if any of them have changed since they've known them.

Answer

Kayla has changed from a manipulative and spiteful person to a very selfless person.

Language notes

Point out that *self-serving* and *selfless* are opposites. You may want to teach/ elicit some possible opposites for the other adjectives:

compassionate → heartless; distant → friendly; resilient → defeatist; conscientious → sloppy; spiteful → kind; unruly → obedient; manipulative → easily led

Use it ... don't lose it!

2 SPEAKING

- Make clear that students should try to use the adjectives in exercise 1, but they can also use other adjectives of personality to describe the person.

3 SPEAKING

- Explain the meaning of *stranded* (*left somewhere with no way of going anywhere else*). Ask students how you could be stranded on an island (a shipwreck, an airplane crash landing)
- After the activity, ask students if the first situation reminds them of a book or a film (e.g. *Lord of the Flies*)

5 37

- **Exam tip** Students should first read the whole of the text, with the paragraphs missing. They should make sure they don't ignore the title of the text, as it will give them a general idea of what the text is about. Students may find it difficult to follow the flow of the text but should aim to understand as much as possible.
- Students should now turn their attention to the paragraphs that have been removed. The words used to describe the same things in the main text and the missing paragraphs will not usually be the same (e.g. *street* in the main text, *road* in the missing paragraph). This means that students should be on the look-out for synonyms or paraphrasing in the missing paragraphs.
- Students should also focus on reference words and referencing devices in the main text, both before and after the missing paragraphs, and in the missing paragraphs themselves (e.g. *he*, *in the same way*, *this*, etc.). These reference words can often give important clues. Linkers at the beginning of the missing paragraph or in the paragraph which immediately follows it can also help students (e.g. *However*, *As a result*, *Next*, etc.).
- If students cannot find a paragraph which fits, they should move on to the next gap. When they have completed the other gaps, they should go back and decide which of the remaining options is the correct one.
- When students have found all the missing paragraphs, they should read the complete text and make sure that it flows logically.

Culture notes

- Tonga is found in the southwestern Pacific Ocean. It is a group of around 170 islands, most of them uninhabited, more than 3,000 km off the east coast of Australia. Some of the islands have white beaches and are surrounded by coral reefs. Inland, there are different types of forests, including tropical rainforests on some of the islands. The largest island is called Tongatapu and is a popular tourist destination. Tonga became an independent country in 1970 when it ended its protection agreement with Great Britain.

- When checking answers, encourage students to explain why they chose the particular paragraph for that gap, e.g. what reference words and linkers helped them to match the paragraphs.

Answers

- E – *At the beginning of the story* in paragraph E refers back to *Lord of the Flies*, which is described in the previous paragraph. *Democracy and kindness* in the following paragraph refers back to *'stick to the law' and act with decency* in paragraph E.
- C – *It is most often applied to scenes of chaos amongst children* in paragraph C refers back to the expression *'it was like a scene from Lord of the Flies'* in the previous paragraph. *That's why any true story of humans facing adversity, and still behaving in an inherently good and altruistic way towards each other, speaks to our hearts* in the following paragraph refers back to *the dark suspicion that adults might behave the same self-serving way in similar circumstances* in paragraph C.
- A *Rather than treating each other unfairly, they were compassionate* in paragraph A refers to the boys from Tonga who were marooned on an island. It contrasts their behaviour with the behaviour of the boys in *Lord of the Flies* and follows on from the sentence at the end of the paragraph 2 *but that is where the similarity ends. This kind of selfless behaviour* in paragraph 3 refers back to the description of the Tongan boys' behaviour in paragraph A.
- G Paragraph 3 ends with *their epic experience is being brought to the attention of the world* so we expect that the following paragraph is going to describe details of what happened to the boys. *This meant they were now at the mercy of the currents* in paragraph 4 refers back to *they soon ran into trouble when the mast was snapped in high winds and the rudder broke off* in paragraph G.
- F The missing paragraph begins *Regaining a little strength from these meagre rations*. This refers back to *they had no alternative but to hunt and eat sea birds and fish* at the end of paragraph 5. *Still, this discovery* at the beginning of the following paragraph, refers back to *they came upon taro and banana plants, as well as a population of feral chickens* in paragraph F.
- D The missing paragraph begins *This wasn't their only remarkable achievement*. This refers back to the achievement of resetting the injured boy's bone with sticks and leaves at the end of the paragraph 5. *Kolo even created a crude guitar ...* at the beginning of the paragraph 6 describes an even more remarkable achievement than those narrated in paragraph D.
Paragraph B is not used.

- Encourage students to try to work out the meaning of each word from the context before checking the meaning in their dictionaries.

Answers

- innate* – an innate quality or ability is one you are born with, not one you have learnt
greed – a strong wish to have more money, things or power than you need
egomaniacal – someone who is egomaniacal behaves in an unreasonable or crazy way because they think that they and their ideas are extremely important

inherently – an inherent quality is a characteristic which happens naturally in a person
marooned – left or caught in a place from which you cannot escape
drift – move without any control over direction *deteriorate* – become worse
salvage – save property or possessions from a building or other structure that has been damaged or mostly destroyed
hoard – get and keep a large amount of something, often secretly, because it might be valuable or useful later
resent – experience angry, unhappy feelings because you think you have been treated unfairly or without enough respect
deteriorate – become worse

8 Critical thinkers

- Before students do the task, explain that skills and abilities are basically the same thing.
- To help the class come up with ideas, encourage them to contrast the experience of the boys in the story *Lord of the Flies* with that of the six boys from Tonga. Ask: *What skills, abilities and personality traits made one group successful and the other one a failure?*
- When students have made notes on their ideas, encourage them to share their views. Emphasise that students should justify their opinions by using information from the text or their own ideas.

+ Extra activity

Students research online the story of the six Tongan boys and make notes on any new details they have discovered. They then share their information with the class.

Grammar in context 1 p86

Using passives and causatives

Warmer

Books closed. Write on the board:

Lord of the Flies *was published in 1954.*

Elicit whether the verb is in the active or the passive. (*the passive*) Then elicit why the passive is used. (*Because we aren't interested in, or don't know, who did the action of publishing the book.*)

Explain that in this lesson students will learn to use some different passive constructions.

1a Point out that the sentences are based on sentences from the reading on page 85.

- Bear in mind that students may not have studied gerunds in the passive before (item i).

Answers

a future with *will*/passive b past simple passive c passive modal verb d past perfect passive e past continuous passive f present perfect passive g present simple passive h present continuous passive i passive gerund j passive infinitive

1b This exercise focuses on the fact that we often don't need to include the agent when we use the passive. Elicit/explain that *agent* means *the person who does the action*.

Answers

1 c, d, h, i, j 2 a, g 3 b, e, f

Language notes

In informal English, we often use *get* as the auxiliary verb in the passive rather than *be*:

Our plane got delayed because of fog.

However, we do not use *get* for a major, planned action:

The M1 motorway was opened in 1959.

In the case of verbs which are followed by a direct and indirect object (e.g. *give, send*), the first object in the active usually becomes the subject in the passive, e.g.

They gave me a smartphone for my birthday. → I was given a smartphone for my birthday.

We sent the parcel to you yesterday. → The parcel was sent to you yesterday.

2 Tell students to include the agent only when necessary.

Answers

- can be done to prevent fake news being believed?
- 'd already been rescued (by the lifeguards) by the time we arrived.
- to be interviewed (by the press).
- was being followed (by people) all over the world.
- the story will continue to be told.
- weren't rescued until a year after they were marooned.
- is being carried out into how people behave in survival situations.
- being/to be asked about the time he got lost up a mountain.

+ Extra activity

Write on the board: *My town – past, present and future.*

Tell students to write six tenses in the passive about changes in their town: two set in the past, two in the present and two predictions about the future. You could write one sentence on the board about the past to give them an idea, e.g. *A new sports centre was built three years ago.*

Tell students to share their sentences with a partner once they finish. Encourage students to suggest corrections if they think their partner has formed the passive incorrectly or used the wrong tense.

3a Answers

Sentence c isn't a causative.

Sentence c means Bregman published the extract himself.

Sentence a means the newspaper published it.

Sentence b means he asked or persuaded or arranged for a newspaper to publish it.

Sentence d means the same as sentence b.

3b Answers

1 d 2 b 3 a

4

Fast finishers >>

Ask fast finishers to write five sentences about their own lives using the verbs in the box.

Ask some volunteers for their answers after correcting the answers to exercise 4.

Answers

1 had/got, decorated 2 had/got, made 3 have/get, delivered 4 am/'m having/getting, repaired 5 to have/get, installed 6 did/do, have/get, cut 7 get, to send / have, send 8 got, to clean / had, clean

Developing vocabulary p87

Using expressions with *self*

Warmer

Books closed. Write on the board:

prin ... compa ... resi ... manip ... consci ... unruly ...

Tell students that you have written the beginnings of six adjectives to describe personality. They saw these adjectives in the Vocabulary in context section of the unit. Ask them to complete them.

(*principled, compassionate, resilient, manipulative, conscientious, unruly*)

Tell students that in this lesson they are going to learn various expressions with *self* to describe personality and feelings.

- 1 After checking answers, you may want to focus on word stress in the pronunciation of these compound nouns. *Self* is stressed weakly while the stress in the following noun varies as follows: *self-doubt*, *self-expression*, *self-indulgence*, *self-esteem*, *self-preservation*, *self-deprecation*. Use the recording of the key vocabulary in the Check it section at the end of the unit on page 94, track 40 to check.

Answers

- 1 self-doubt 2 self-expression 3 self-indulgence
4 self-esteem 5 self-preservation 6 self-deprecation

Language notes

You may want to teach/ elicit some adjectives describing personality which use the prefix *self-*: *self-assured* (*sure of yourself*); *self-aware* (*understanding yourself well*); *self-centred* (*only thinking about yourself and not others*); *self-confident* (*confident in yourself*); *self-conscious* (*worried about what other people will think of you*); *self-obsessed* (*always thinking about yourself*).

- 2 When checking answers, you may need to clarify the meaning of some of these expressions: *keep yourself to yourself* (*not spend much time with other people*); *be wrapped up in yourself* (*be self-absorbed*); *a shadow of your former self* (*not as strong or powerful as you once were*); *not look yourself* (*not look well*); *full of yourself* (*arrogant*).

Answers

- 1 d 2 a 3 b 4 a 5 c 6 c 7 b 8 d

- Ask Fast finishers to choose four expressions and write a gapped sentence for each of them. They should write their answers on a separate piece of paper. After correcting the task, ask students to read out their gapped sentences in class and elicit the correct answer.

3 Culture notes

The other habits and traits that make people British mentioned in the article are: pretending to like people that we don't and having specific meals on particular days of the week – e.g. roast meat, roast potatoes and vegetables on Sunday (the so-called 'Sunday roast') or fish and chips on Friday.

+ Extra activity

Write on the board

self-deprecation self-indulgence self-expression keep yourself to yourself be full of yourself self-doubt

In pairs, students discuss which of these traits, if any, are:

- typical of people in their country
- not very common in people from their country.

They then share their ideas with the rest of the class.

Extend the discussion by asking: *In general, do you think that people from the same country share particular character traits or are these just stereotypes with no basis in reality?*

Answers

- a self-indulgence b keeping/to keep themselves to themselves c self-expression d self-doubt e self-esteem f make yourself at home

Use it ... don't lose it!

4 SPEAKING

- Tell students that they don't have to share this information with a partner if they feel it is too personal.
- If students do share this information, encourage them to give real-life examples to explain why they have chosen the particular qualities.

GREAT LEARNERS GREAT THINKERS p88

Reflecting on how we understand our own and other people's multiple identities

Warmer

Book closed. Write on the board: *Who are you?*
Students write a sentence to answer the question. They then share what they have written with a partner. Point out that when we make statements about ourselves like this, we are describing who we think we are. In short, we are describing our identity.

Explain that in this lesson, students are going to think about how they understand their own and other people's identities.

1 SPEAKING

- If students aren't sure how to answer the first question, get them started by giving some initial ideas: family, nationality, etc.

2 VIDEO

- Before students watch the video, pre-teach or elicit the meaning of *heritage* in the video (*family origins*).

Answer

It's a photography exhibition consisting of portraits of people with mixed heritage.
The aims of the exhibition are to provide a forum to discuss identity and to tell the stories of different people with mixed heritage.

3 VIDEO

Answers

- True – Her mother is Indian and her father is English.
- False – She started by photographing her family and people that she knew.
- False – Around 5% of the population of London identifies as mixed race.
- True – He says that it's nice to finally be able to talk about the feelings he's been internalising for many years.
- False – She suggests that in the past, she envied people who hadn't moved around a lot as she had and thought they were lucky for having 'normal' lives.

4 SPEAKING

- Encourage students to discuss the answers in pairs. After checking answers, you may want to elicit what students think *fraught with* in the first paragraph means. (*full of, when referring to something unpleasant*)

Possible answers

- Our brains are wired to try to make complex things simple. This tendency to categorise objects enables us to rapidly process information and make sense of what's around us.
- People are much more complex than objects because (a) everyone belongs to multiple groups, (b) the people within each group are different from each other, and (c) we can't necessarily tell what group someone belongs to from their appearance.

GREAT THINKERS

5 SPEAKING

- The *Share-Wait-Think-Discuss* thinking routine allows students, as a group, to consider ideas on a particular subject in a thoughtful way. After a period of initial reflection, each person in a group shares their ideas. The others listen actively and wait for their turn to speak. After each student has presented their opinion, everyone thinks about what has been said and then discusses the issue under consideration.
- Emphasise that the aim of stage 1 is *not* to summarise the text but to record their reaction to the ideas in the text.
- While students are listening, suggest that they make brief notes on what the other students are saying. This will help them to listen actively.
- When students reach the discussion stage, emphasise that the aim here is to *explore* ideas. It is not to try to convince the others that their point of view is correct.
- After students do the task, you may want them to reflect on the *Share-Wait-Think-Discuss* thinking routine. How useful was it for them to listen actively without interrupting, *before* having a group discussion?

6 SPEAKING

+ Extra activity

Students write down the categories or the labels they often apply to themselves.
Ask them to reflect on whether these categories or labels are helping them to enjoy life and to become a more fulfilled person. If some of them aren't, why keep on using them?

GREAT LEARNERS SEL

- As regards trying to understand how others think and feel, you may want to highlight the importance of listening to other people actively without interrupting them. This is the skill that students practised in exercise 5.

LEARNER PROFILE

- Direct students to the Learner profile on page 143. After reading, students should think about three or four people that they are in regular contact with. How well do they understand these people as individuals? How much of an effort have they made to do this?
- Students use their answers to grade themselves from 1 to 5 on how good they are at understanding people as individuals (where 1 = needs improvement and 5 = very good).

Listening p90

Listening for specific information

Warmer

Books closed. Write on the board: *full wrapped home keep shadow.*

Elicit the expressions these words are used in with *self*. (*full of yourself, wrapped up in yourself, make yourself at home, keep yourself to yourself, a shadow of your former self*)

Then ask: *What's the word with self to describe taking a picture of yourself? (a selfie)*

Explain that in this lesson students will be doing a listening about selfies.

1 SPEAKING

- Follow up by asking: *Do you follow any celebrities on social media who post a lot of selfies? What do you think of them? Would you like to earn a living from posting selfies on social media?*

- Exam tip** In task 2, students may need to identify the speaker's attitude or feelings. For example, in the task in exercise 3, students are asked to identify how each speaker feels about posting selfies. In order to do this kind of task successfully, students need to understand globally what the speaking is saying and then choose the one word which best summarises their attitude or feelings.

- Remind students that in task 2, as well as thinking about synonyms for the adjectives, students will need to listen carefully to interpret the context in which these are used.
- To give students practice of identifying attitudes, first write on the board: *proud excited angry unhappy.*

Now tell the class you are going to say how two speakers feel about posting selfies. Tell the class to match the two people to the adjectives on the board:

Person 1: Whenever I post selfies online, I regret it afterwards. I mean, what's the point? I should take photos for myself, not for others. (unhappy)

Person 2: I love seeing the reactions of my followers when I upload photos of myself. I can't wait to see what they'll say! (excited)

Possible answers

Task 1

a to practise b to help other people c to demonstrate why they have such a bad effect on people d to record how they are changing e to remember special occasions f to promote cosmetics g to follow the fashion h not to spend time on unimportant activities

Task 2

a useless b in touch c irritated d dissatisfied e fulfilled f feel nothing g in a good mood h don't mind it

3 38

- Remind students that in this kind of exam task, they listen to the recording twice. They should try to answer the questions in task 1 the first time they listen and the questions in task 2 the second time.
- Emphasise that students should only make a final decision on the answer for each speaker after the speaker has finished talking.

Answers

- d - ... *it's a great way of recording how he develops.*
- f - *If my customers know my pictures are real and natural, they are more likely to trust the information I give them about cosmetics ...*
- b - *the reason I kept helping people was that I enjoyed giving them advice.*
- h - *I think they waste people's time ... I've never got into them as I think it can be a bit superficial!*
- e - ... *I only take them on special occasions ...*
- g - ... *it brings lots of pleasure for others, which makes me happy too.*
- b - *I really feel I develop a better relationship with them.*
- e - ... *as well as getting gratification from posting selfies of myself ...*
- c - *I feel extremely annoyed about the whole selfie thing.*
- f - *I feel quite indifferent about posting selfies ...*

4 Critical thinkers

- Remind students that they can base their opinion on what they have heard in the audio or on their own experience.
- Encourage students to share their ideas once they have formed their opinion, backing them up with examples.
- Once students have shared their ideas, follow up by asking: *Do you think it's a good thing that taking selfies has become so popular? Why/Why not?*

Possible answer

I think taking selfies has become so popular because people love sharing what's happening in their lives with their friends and, in the case of very popular people, with their fans, too. In addition, people like to have a record of what's happened in their lives. In my view, taking selfies is fine as long as it doesn't become an obsession. The main thing is to enjoy life spontaneously. You shouldn't think you need to record every single detail of your life.

Grammar in context 2 p90

Using cleft sentences to add emphasis

Warmer

Write on the board: *I like chess.*

Ask the class: *How can we emphasise the meaning of like?*

Try to elicit some examples, e.g. *I really like chess. I like chess a lot. I like chess very much.*

Explain that in this lesson students are going to look at how to emphasise other elements in a sentence and not the verb.

5a You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.

- Point out that the sentences are based on sentences from the listening in the previous section.
- In order to help students see the (slight) difference in meaning between each pair of sentences, ask them how they would say both sentences in their own language.

Possible answer

There is a slight difference in meaning. In the second sentence (which is a cleft sentence), we want to emphasise one element of the sentence (e.g. in question 1, we want to emphasise who had the idea.).

5b After checking answers, you may want to go to the Grammar reference on page 94 for a full treatment of cleft sentences.

Fast finishers >>

Ask students to complete the cleft sentences in 5a with a different ending, e.g. The place where live is near the park.

Answers

a sentence 1b b sentence 5b c sentence 2b d sentences 4b and 5b e sentence 3b f sentence 1b

Language notes

Cleft sentences beginning with *It is* or *It was* are often used to emphasise a specific person, thing or clause. The introductory clause is followed by a relative pronoun, e.g. *It's the rain that's ruining our holiday; It was I who cancelled the show.* Note that we can also use plural nouns after *It is* or *It was*: *It's matches like this that make me love football.*

It is more formal to use a subject pronoun following *is* or *was* (e.g. *It was I; It is they ...*). When speaking in an informal setting use the object pronoun: *It was him who called the doctor; It's us who've got a problem now, etc.*

In cleft sentences introduced with *What* the clause beginning with *What* functions as the subject of the sentence and is followed by *is* or *was*, e.g. *What I really want (= subject of the clause) is a day off! What was surprising was the food.* Note that we also use plural nouns after *is* and *was*: *What's really great about London is the parks!*

6 Answers

- 1 It was Rachel who uploaded the selfie.
- 2 The place where I love hanging out is on my balcony.
- 3 The reason (why) I enjoy posting selfies with my puppy is because he's so cute.
- 4 What is so exciting is that you've got over 1,000 followers.

+ Extra activity

Write the following prompts on the board:

Rebecca / most manipulative person / I know
smartphones / influence / the lives of teenagers / the most we categorise people / because / we insecure
dunking / most typical British habit

In pairs, students write cleft sentences emphasising the underlined words.

Possible answers

It's Rebecca who's the most manipulative person I know. / The most manipulative person (that/who) I know is Rebecca.
 It's smartphones that have influenced the lives of teenagers the most. / The thing that has influenced the lives of teenagers the most is smartphones.
 The reason why we categorise people is because we're insecure. / It's because we're insecure that we categorise people.
 It's dunking that's the most typical British habit. / The thing that's the most typical British habit is dunking.

Developing speaking p91

Discussing photos 2

Using auxiliary verbs to add emphasis

Warmer

Books closed. Tell students that they are going to have more practice of discussing photos in this lesson. Ask students what linkers they can use when they're comparing photos (i.e. *In this photo I can see ... _____ in the other one there is ...*). Remind them that they practised this point in Unit 3. Write correct answers on the board. (*while, whereas, however, but, in contrast, on the other hand*) In pairs, students now use these linkers to compare the two black-and-white photos that go with the reading text on page 85 (from the film *Lord of the Flies* and of some of the six Tongan boys).

1 SPEAKING

- Ask students to think about which of the two photos will be easiest to compare when they make their choice.

2 39

Answer
a and b

3 39

Answers

- 1 He thinks the people in photo a are happy because perhaps their football team has just scored the winning goal. He thinks the people in photo b might be happy because they've received the exam results they wanted.
- 2 He says that a moment like scoring the winning goal in what could be the cup final doesn't happen very often, and that receiving your school-leaving exam results is a once-in-a-lifetime event.

4 39

Answer
all of them

5 SPEAKING

-  **Exam tip** Emphasise that the student speaking about the photos should manage their time very carefully. They have approximately one minute to compare the two photos and answer the two questions. They will lose marks if they don't do all three things.
- Students should try to alternate their comments between the first and second photographs, rather than talking about the first one and then the second one. This will enable them to compare the two photos and to use more complex language.
- Students shouldn't describe the two photos in detail. They won't have time for this. Furthermore, the aim of the first part of the task is to compare the photos.

Grammar in context 3

6 Answers

- 1 the auxiliary verbs *do, did* and *does*
- 2 a Most people only take school-leaving exams once.
b I felt anxious on results day.
c He gets very excited when they win the league.
- 3 We use the infinitive form of the main verb

Language notes

We often use the 'emphatic *do*' when we want to correct someone or contrast some information.

A: *I know you don't like Mike.*

B: *But I do like Mike! I think he's a great guy.*

- 7 Tell students that they need to pay attention to the tense of the main verb in order to choose the correct form of *do*.



Mixed ability

Explain that when *do/does/did* are used to add emphasis, they are heavily accented. Illustrate this by reading the first answer with the appropriate stress on *do*: *People do get excited about many things, actually.*

Ask less confident students to take turns saying all four sentences in pairs.

Ask more confident students to get into pairs. Ask one student to say a sentence about the other student. Their partner then corrects the sentence using an auxiliary verb. Pairs should then swap roles.

Answers

- 1 People do get excited about many things, actually.
- 2 I'm not very athletic, but I do enjoy swimming.
- 3 She does make me laugh a lot.
- 4 They did pass their exams after all.
- 5 My grandad is retired now, but he does still do voluntary work.

Practice makes perfect

8 SPEAKING

- Make clear that the person comparing the photos and answering the two questions should speak continuously for a minute. The person answering the follow-up question should speak for half a minute.
- Emphasise that students need to compare the photos and not describe them each in detail. They also need to leave time to answer the two questions.
- Time the students as they do the task and tell them to change at the allotted time. If some students haven't finished, this will help them with timing in the future if they take the exam.
- After students do the task, follow up by asking: *What was your biggest problem? Finding enough things to say? Running out of time? Something else?*



Developing writing p92

Describing visual information

Using synonyms to describe data

Warmer

Books closed. Write on the board: *spiteful* *compassionate* *be full of yourself* *conscientious* *principled* *unruly* *be wrapped up in yourself* *resilient*. Ask which adjectives/expressions describe positive personality traits and which describe negative ones. (Positive: *compassionate*, *conscientious*, *principled*, *resilient*; Negative: *spiteful*, *be full of yourself*, *unruly*, *be wrapped up in yourself*)

Tell students that they are now going to look at a study about personality.

1 Answers

- 1 line graph 2 pie chart 3 table 4 flow chart
5 diagram 6 bar chart

2 It may help students to briefly explain/ elicit what each of these traits means:

- *openness* – *very creative; open to trying new things*
- *conscientiousness* – *pays attention to detail; makes sure to complete tasks properly*
- *extroversion* – *enjoys being the centre of attention; enjoys meeting new people*
- *agreeableness* – *cares about others and is interested in them*
- *neuroticism* – *stressed a lot of the time; gets upset easily*

Answers

The Big-Five personality traits are openness, conscientiousness, extroversion, agreeableness and neuroticism
Possible answer: The studies compare how accurately humans and computers can work out people's personalities based on traces they leave online.

3 To check that students have understood the description, ask them to re-state it in their own words.

- You may need to explain/ elicit the meaning of *computer algorithm* (a formula or set of rules that a computer uses for solving problems or doing calculations); a person's 'digital footprint' (the information about a person that exists on the Internet as a result of their online activity).

Answers

- 1 Computers were more than twice as accurate at predicting openness and neuroticism than humans.
2 Humans were almost as accurate at predicting conscientiousness, extroversion and agreeableness as computers.
3 a

4 When checking answers to item 5, elicit that we use the past simple, and not the present simple, to describe the results of the experiment to describe what computers did in a specific experiment and not what computers can do.

- After checking answers, ask the class: *Has the student done everything required in the task? (Yes, she has summarised the information and has not tried to include all of it, and she has made comparisons.)*

Answers

- 1 semi-formal
2 No, it highlights the main findings.
3 Paragraph 1 = introduction – explains what the bar chart shows
Paragraph 2 = main body – explains the most noticeable and important information in the bar chart
Paragraph 3 = conclusion – summarises the main findings of the study
4 No
5 The past tense is used most often but the present simple is also used.

5 Answers

- ... was (almost) two/three/ten/ times as ...
a significant difference is ...
there was more/less of a difference
a more/less dramatic difference
... stands out as ...

Vocabulary

6 Answers

- 1 significant 2 evaluates 3 slightly 4 accurately 5 stands out from 6 recorded 7 difference

7 Make clear that, for each gap, students can use a word/ phrase from either exercise 4 or exercise 6.

Answers

- 1 assessed/evaluated 2 large/significant 3 a little/slightly
4 observed/recorded 5 precisely/accurately

Practice makes perfect

8a  **Exam tip** In this exam task, students are given visual information, i.e. – a graph, table, etc. The visual usually contains more information than can be described in detail in the number of words specified in the task – 150 words.

- The question asks students to outline or summarise the *main* features in the visual, not every feature.
- Students should begin with a brief introduction saying what kind of information the visual shows. The main paragraph should describe the most important features in the visual. The final paragraph should be a brief conclusion describing the general trend.
- Students should use formal language and they shouldn't express their own opinions on the topic in the visual.
- Students should not use the language included in the question or the visual. To avoid this, they can: paraphrase; use synonyms; change the part of speech of key words. Remind students to:
 - only describe the most important information
 - try to use some expressions from the Writing bank.



Test yourself p95

Grammar test

1 Answers

- 1 ✓
- 2 No one likes being/to be told off in front of their friends.
- 3 Their presentations must be completed by Monday.
- 4 ✓
- 5 All the items had been handed over to the police following the arrests.
- 6 It is unusual for young people to be given a promotion so quickly.
- 7 ✓
- 8 Listen! The results are being announced as we speak.

2 Answers

- 1 She got someone to feed the cats for her.
- 2 We had the roof repaired after the storm.
- 3 We have just had the door repainted.
- 4 I've been having my hair cut here for years.
- 5 I got my eyes tested today.

3 Answers

- 1 It was the dog who/that ate your dinner.
- 2 It was my teacher who told me to come your office./The person who told me to come to your office was my teacher.
- 3 What I do before I go to sleep is read my book./The thing I do before I go to sleep is read my book.
- 4 The reason why we went to the shop was to get some pens.

4 Answers

- 1 Well, he *does* live opposite the college.
- 2 We *did* do as much as we could.
- 3 I *do* like it.

Vocabulary test

1 Possible answers

- 1 compassionate – feeling sympathy for someone in a bad situation because you understand and care about them
- 2 resilient – able to stay strong and positive, even in a difficult situation
- 3 selfless – caring about other people's needs and problems more than your own
- 4 manipulative – a manipulative person makes people do what they

2 Answers

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

3 Answers

- 1 self-doubt 2 self-esteem 3 self-expression
4 self-indulgent 5 self-serving

4 Possible answers

- accurately* – precisely
evaluate – assess
significant – important, large
slightly – a little
stand out from – be significantly different

Reading p96

Using vocabulary related to positive action
Reading for gist and specific information;
inferring the meaning of words from context

Warmer

Books open. The title of the unit is *Giving back*. Ask the class what they think it means in a social sense.

Answer

Giving back is short for *giving back to the community*. The idea behind it is that each of us has received certain benefits from society: a good education, healthcare, etc. It's positive to *give back* to society when we are in a position to do this. For example, we can do volunteer work. If we become rich, we can decide to donate a lot of money to charity or to start initiatives which are good for society.

Vocabulary in context

1 SPEAKING

- When checking answers, elicit the difference in meaning between the pairs of words.
- After checking answers, elicit the stress in the words, in particular: *beneficial*, *profitable*, *incentive*, *empower*, *enable*, *enterprise*, *initiative*. Use the recording of the key vocabulary in the Check it section at the end of the unit on page 106, track 46 to check.

Answers

- beneficial
beneficial – something that is beneficial has a good effect or influence on someone or something; *profitable* – something that is profitable makes money for someone or something or gives someone or something a benefit or advantage
- incentives
motive – the reason you do something, often used in a negative context, e.g. crime, or other unethical behaviour; *incentive* – something that makes you want to do something because you know that you will benefit by doing this
- protest
campaign – a series of actions intended to produce political or social change; *protest* – a meeting or a public gathering by people who strongly disagree with something
- empower
empower – to give someone more control over their life or more power to do something; *enable* – to give someone the ability or opportunity to do or achieve something. Note the difference in grammatical structure: to enable someone to do something/ to empower someone. Both verbs be followed by an object + infinitive or just an object.
- step
step – one of a series of actions that you do in order to achieve a particular aim; *measure* – an action that is intended to achieve or deal with something
- initiatives
enterprise – a large or important project, especially one that is new or different; *initiative* – an important action or a new plan or process that is intended to solve a problem

Fast finishers >>

After seeing *empower* in exercise 1, students write all the words they can think of with the root word *power*.

Possible answers

powerful, powerless, superpower, willpower, overpower, powerboat, solar power, power station

2 SPEAKING

- Before students do the task, make sure that the student asking the question needs to read out the complete questions from exercise 1.

3 Answers

1 campaign 2 to enable 3 measures 4 profitable

Language notes

You may want to teach/ elicit some other common forms of the key vocabulary:

beneficial (adj):

benefit (n) – *advantage, positive point*. Example: *What are the benefits of regular physical exercise?*; benefit (v) – *to get help or an advantage*.

profitable (adj):

profit (n) – *the money that a business makes after its expenses*. Example: *This company made a big profit last year*.

campaign (n), protest (n):

These are also verbs. The form does not change.

empower (v):

empowerment (n) – *having the confidence or power to do more things*.

motive (n):

motivate (v) – *to make someone determined or enthusiastic to do something*.

- After students have done the task, as an open class discussion, ask students for their answers.

5 Answers

1 The writer is very positive about the film and the hopeful message it conveys.

Culture notes

The film *2040* premiered at the 2019 Berlin International Film Festival. To make the film, Damon Gameau, an Australian director and actor, interviewed 100 children from around the world and asked them about their hopes for the future. Gameau said that we need to show the next generation that there are solutions to their problems and that people care about their future.

Gameau is concerned that the message of his film reaches students. His team offers free teaching materials, including film clips, to be used in primary and secondary schools.

8 GIVING BACK

6  43

-  **Exam tip** Remind students to underline the key information in each question. This will help them to focus on what they need to find in the text.
- Emphasise that students shouldn't look for exactly the same words in the text as in the question. They need to look for words or expressions that express similar ideas.
- When checking answers, ask students to justify their answers with reference to the text in the case of answers which are *Yes* or *No*.

Answers

- 1 Y – The writer says: ... *whilst it is natural that we would want to shield ourselves from the dire state of the environment, it is imperative we face up to the situation if we are to make any headway in addressing the problem.*
- 2 NG – The writer only mentions the kind of news stories that are written about the environment. He/She doesn't suggest that people have an obligation to read them. *According to media reports, the situation is bleak. It is now believed that the polar ice caps are melting six times faster than in the 1990s.*
- 3 Y – The writer's concern that some people may be confused is expressed in this sentence: *For those who are daunted [put off/made to feel worried] by this seemingly ambiguous [confusing] language, don't be put off.*
- 4 NG – The writer only describes the way that Gameau's daughter appears in a few scenes in the film. He/She doesn't express an opinion about whether her appearance makes the film more engaging or not.
- 5 NG – The writer mentions how another film reviewer criticised Gameau's decision to travel by plane, but the writer does not express his/her own opinion about this.
- 6 N – The writer says: *That this [the micro-grid] has brought about great transformation in their lives is obvious. Gameau takes us on a walk around the village at night – where lights powered by the grid mean that people can now gather safely and watch sport on television for the first time.*
- 7 Y – The writer says: *2040 seems rather premature as a cut-off point for American drivers to give up their vehicles.*
- 8 N – The writer says: *Such moments of light-heartedness are welcome, and make a refreshing change from the doom-and-gloom documentaries that dominate the Internet.*

Fast finishers >>

Write the following words on the board: *deal with same effect eliminate possibility although appear*

Tell students to find words and expressions in the first paragraph with these meanings.

Make clear that the words in the paragraph do not appear in this order and they may not be in the same form.

Answers

deal(ing) with – addressing; *same* – very; *effect(s)* – impacts; *eliminate(d)* – wiped out; *possibility* – chance; *although* – whilst; *appear* – come up

- 7 Encourage students to try to work out the meaning of the underlined words from the context and then to check their ideas in their dictionaries.

Possible answers

shield someone (from something) – to protect someone from harm or bad experiences
dire – very severe or serious
headway – progress
mindset – a way of thinking about things
daunted – if you are daunted, you feel rather worried or nervous about your ability to achieve/manage something
be detrimental to – to be harmful or damaging
acknowledge – to accept or admit that something exists, is true or is real
envision – to imagine what something might be like in the future
premature – happening too soon or before the usual time

8 Critical thinkers

- Remind students to use ideas from the text and their own views to justify their opinion. Invite students to share their ideas once they have formed an opinion.
- With less confident classes, write on the board: *What is the psychological effect on the viewer of:*
 - a) *seeing positive stories about protecting the environment?*
 - b) *seeing the results of the destruction of the environment?*

Possible answer

In my opinion, it's better to make a positive film which shows initiatives that are helping to protect the environment. This will make the viewer more hopeful that we can stop climate change. It will also give them ideas for changes they can make in their own lives. If, on the other hand, you make a film which shows a series of environmental catastrophes, the viewer will feel depressed and is more likely to think that there is nothing that can be done to change the situation.



Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 8 as homework, in preparation for the grammar lesson.

Grammar in context 1 p98

Using reported speech and a variety of reporting structures

Warmer

Books closed. Tell the class to think about something they did last weekend or something they're going to do next weekend. Students in pairs tell each other. Then ask for a couple of volunteers to report what their partner has told them. Write what they say on the board. Elicit corrections if students have used reported speech incorrectly. Finally, tell the class that in this lesson they'll be looking at reported speech.

1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

Answers

- 1 'Why are polar bears in such trouble?' asked the presenter.
- 2 'Can I turn the TV off?' one of my friends asked.
- 3 'I watched the film last night,' he said.
In reported speech, pronouns change, e.g. in sentence 2, / in direct speech becomes *she* in reported speech. Verbs change tense, e.g. in sentence 1, *are* in direct speech becomes *were* in reported speech; in sentence 2, *can* in direct speech becomes *could* in reported speech. Time references change, e.g. *now* in direct speech becomes *then* in reported speech. We use *if* and *whether* when reporting *yes/no* questions, e.g. in sentence 2. When reporting questions, there is no inversion of subject and verb and auxiliary verbs aren't used.

1b Point out that the sentences are based on sentences from the reading text on page 97.

- Encourage students to refer to the Check it section on page 106 if they are not sure of some of the answers.

Possible answers

- 1 say, suggest, mention, point out, think, etc.
- 2 Reporting verbs often appear in the present tense when reporting the results of research, facts or things that are still true. The verb in the reported part of the sentence doesn't change tense and is in the present tense too. (Other verbs that are often used in the present tense: *claim, agree with, point out, suggest, argue*.)
- 3 *Many companies have promised not to reduce emissions.* The word *not* goes after the reporting verb and before the infinitive, meaning you have promised not to do something. *Many companies have not promised to reduce emissions* has a different meaning: they have not made a promise to reduce emissions.
- 4 *for not using*; we use the gerund after verbs with prepositions, e.g. *criticise for, blame for, apologise for, congratulate on*. We also use it after certain verbs, e.g. *admit, deny, suggest, regret*.
- 5 You could use verb + *that* clause: *He admitted that he felt guilty.* Or verb + preposition + gerund: *He admitted to feeling guilty.*
- 6 It is the passive form. It is a passive reporting structure which we use to report information in a formal way, or when the source of the information is not important or not known.

- 2 Tell students to refer to the Check it section on page 106 if they're not sure which construction to use after each verb.
 - Remind students that in addition to thinking about whether to change the verb and pronouns, they should also think if they need to change any expressions of time.

Answers

- 1 Natasha recommended that they/we (should) talk about what had happened the previous day/the day before. / Natasha recommended talking about what had happened the previous day/the day before.
Note: We use *they* in the first answer if the person reporting Natasha's words is not included in *we* in the sentence in direct speech. We use *we* if the person reporting is included in *we*.
- 2 The presenter announced that the first prize had been awarded to Gina.
- 3 My friend discouraged me from buying products that aren't/weren't Fairtrade.
- 4 Our class agreed not to buy products wrapped in plastic the following year/next year. / Our class agreed that we wouldn't buy products wrapped in plastic the following year/next year.
- 5 Mary regretted (that) her friends hadn't made me feel more welcome.
- 6 It is thought that climate change is irreversible.

3 Answers

- 1 Arun recommended that everyone should use free libraries ... / Arun recommended that everyone use ... / Arun recommended using ...
- 2 Kerry asked if we/everyone knew (that) there are/were free libraries ...
- 3 David insisted on showing people/everyone/the readers/us the free library in his town.
- 4 Luisa reminded people/everyone/the readers/us that they/we need/needed to leave books, as well as take them.
- 5 Carlos admitted that he wasn't sure if/whether there is/was one in his town, but he thought it was a good idea. / Carlos admitted to not being sure if there is/was one in his town, but he thought it was a good idea.

Use it ... don't lose it!

4 SPEAKING

- Make clear that when students tell the class what they have found out about their partner, they should begin with a reporting verb in the past (e.g. *He/She said/told me that ...*).

8 GIVING BACK

Developing vocabulary p99

Using expressions with *give* and *take*

Warmer

Books closed. Write on the board: *give advice/take advice*

Ask: *Which of these expressions exists in English – just one, both or neither?*

Explain that in this lesson students will be looking at expressions with *give* and *take*.

Answer

They both exist. For example:

give advice: Let me give you some advice.

take someone's advice (do what someone advises): I took his advice and left.

- 1 You may want to focus on the pronunciation of *board* (the same as *bored*) as it is commonly mispronounced.

Answers

a 6 b 4 c 9 d 10 e 1 f 7 g 2 h 3 i 5 j 8

- 2 When checking answers, elicit the meaning of each of the expressions.
- If necessary, remind students that the *b* in *doubt* is silent, so it is pronounced /daʊt/.

Answers

1 give

give the party a miss – decide not to go to the party

2 taken

take in the news – absorb and understand the news

3 gave

give your word – promise

4 takes

take everything to heart – be very affected by everything people say because she gives it a lot of importance

5 take

take the easy way out – choose the option which requires the least effort

6 gave

give someone the benefit of the doubt – assume that someone's behaviour is honest or correct, even though you are not certain that it is

Language notes

You may want to elicit or point out that *take in* can also mean 'deceive':

*You really **took** me **in** with your story about a ghost in your house!*

3 Mixed ability

With less confident classes, write the answers on the board in jumbled order: *back the it board a word to*

With more confident classes, ask students to rewrite the first four answers, replacing the key expressions with their own words. (Possible answers: **a** you can decide to purchase **b** started buying **c** helping a stranger **d** giving people the opportunity to ... /allowing people to ... **e** believe that the person is ... **f** trying the initiative **g** help the community)

Answers

a it b to c a d the e word f board g back

Culture notes

The Suspended Coffees movement began in March 2013. It was inspired by an Italian tradition called *caffè sospeso* – a cup of coffee paid for in advance as an anonymous act of charity. The Suspended coffees website enables users to find cafés all over the world which operate the suspended coffee system.

Use it ... don't lose it!

4a Fast finishers >>

Ask fast finishers to write another two questions using different expressions from 1 and 2.

Answers

1 give and take 2 given, a miss 3 take the easy way out, take the time

4b SPEAKING

- Give students time to think on their own about each of the questions before they speak to their partner. Encourage them to think of examples from their own life to help them formulate their answers.

GREAT LEARNERS GREAT THINKERS p100

Reflecting on how we form meaningful relationships across age groups and generations

Warmer

Books closed. Write the word *friend* on the board. Ask the class what words they can think of that include the word *friend*.

Explain that in this lesson students will be looking at the topic of friendship and relationships.

Possible answers

friendly, unfriendly, friendless, friendship, boyfriend, girlfriend

2 VIDEO

Answers

The aim of the project is to solve the problem of loneliness by encouraging people under 25 and pensioners to live and socialise together.

The rules of the project are that to live in the building, you must be either under 25 or a pensioner, and that tenants must spend at least two hours a week together.

3 VIDEO

- You may want to stop the video at key points to give students time to write their answers. (Stop after hearing: 1 *after leaving school*; 2 *funded by the city council*; 3 *play games together*; 4 *much better*; 5 *an effort*; 6 *the doctor*)
- After checking answers, follow up by asking: *What do you think of the housing project? Would you like to take part in something like this when you are a bit older? Do you think this kind of project would be a good idea in your own country?*

Possible answers

- it's common for people to live alone
- the city council
- socialise and do activities together, such as cooking, doing arts and crafts, exercising and playing games
- helped her with her computer and TV and made her feel better
- seem to be making an effort to socialise
- healthcare, because if older people are happier, they are less likely to get sick

4 SPEAKING

- Before students do the task, teach/elicite the meaning of the expression *the generation gap* (the difference in attitudes between people of different generations, leading to a lack of understanding).
- Encourage students to discuss the answers to the questions with a partner.

Answers

- She felt a bit nervous because she wasn't sure if they'd have anything to talk about.
- She thinks different generations can benefit from exchanging knowledge and giving each other emotional support.
- She didn't expect to form a friendship that would make such a positive difference to her own well-being and benefit her life in so many ways.

GREAT THINKERS

5 SPEAKING

- The four Cs (Connections, Challenges, Concepts, Changes) thinking routine allows students to critically consider the ideas in a text from four different perspectives, based on their own life experience and values. Following individual reflection, students discuss these ideas from each of the four perspectives.
- Tell students to reflect individually and make brief notes on points 1–4.
- When students share their ideas in step 5, tell them to discuss each of the four points separately (i.e. first the connections, then what ideas they want to challenge, etc.). Encourage them to refer directly to the text when they do this, reading out extracts if necessary.
- After students do the task, follow up by exploring the concept of *emotional support*, which is mentioned in Nina's blog post. Ask students:
 - What do you understand by the expression emotional support? (Emotional support involves helping people when they are having emotional problems. It consists of actively listening to these people talk about their problems, without judging them, and offering encouragement, reassurance and compassion.)*
 - Does everyone need emotional support?*
 - Is it easy to give emotional support?*

6 SPEAKING

GREAT LEARNERS SEL

- Before students do the task, elicit what *diversity* is. (*the inclusion of people from different cultures, ethnic backgrounds, etc.*) Ask: *Is an inter-generational friendship an example of diversity?* Encourage students to give reasons for their answers.
- After students do the task, follow up by asking: *How do you react when you find differences between yourself and others? Do the differences make the relationship more interesting or more difficult? Why?*

LEARNER PROFILE

- Books closed. Tell students to think about two or three people they know who are quite different from them.
- Ask: *How much do you try to find things that you have in common with these people?* Allow a minute or two for individual reflection. Then direct students to the Learner profile on page 143, where they grade themselves on how good they are at finding common ground with others who are different from them (where 1 = needs improvement and 5 = very good).

Listening p102

Listening for specific information

Warmer

Books closed. Write on the board:

work experience work placement internship

Explain that all three terms mean basically the same thing. Ask: *What is it?*

(An opportunity for (young) people to work in a company or organisation for a while [e.g. over the summer] to gain practical work experience without becoming permanent members of its staff.)

+ Extra activity

Elicit synonyms for the following words with the meaning they have in the text: *projects*; *looking at*; *running costs*; *giving (medicine)*; *got to (experience)*; *really (enjoyed)*.

Possible answers

projects – schemes/initiatives; *looking at* – analysing/researching; *running costs* – everyday expenses/operating expenses; *giving (medicine)* – providing (medicine); *got to (experience)* – had the chance to (experience); *really (enjoyed)* – thoroughly (enjoyed).

Culture notes

Many organisations in the UK offer work experience opportunities to young people. For example, at the BBC over 1,000 people a year take part in short-duration work experience programmes (3–10 days). Internships give people the chance to find out what it's like to work in a particular company. Companies, for their part, can also screen possible candidates for future full-time jobs.

- 2  **Exam tip** Explain that in tasks where students listen and complete notes, they should first read through the notes carefully as this will give them a good idea of what the listening text is about and the type of words that are missing (nouns, verbs, etc.)
- Emphasise that students should underline key words in the notes, such as names, dates and places, and key ideas. This will help them to know where they are in the recording when they listen.
 - With less confident classes, you may want to do this exercise with the whole class, so you can elicit possible items for each gap. Tell students to focus on what comes immediately before and after each gap.

Possible answers

1 a noun, possibly company 2 a noun, possibly job
3 a noun, possibly *money* or something similar 4 a noun, possibly connected to research, i.e. *development* 5 a plural noun describing a type of worker, possibly *volunteers* 6 a noun, a shop or a person that provides food 7 an adjective, probably a positive one

3 44

- Emphasise that students should write the exact words they hear.
- Remind students that they probably won't hear exactly the same words in the listening text as in the gapped summary. This means that they need to focus on meaning and not individual words.
- Remind students to check the spelling of their answers. In the exam, they will lose marks if the spelling is incorrect.

Answers

1 management consultancy 2 development worker
3 donations 4 future growth 5 interns 6 the (Nepalese) family 7 extremely valuable

Grammar in context 2 p102

Using adjectives in the correct order

Warmer

Books closed. Ask the class for two or three adjectives to describe a tennis ball (e.g. *green* and *round*). Then write on the board: *A tennis ball is a _____, _____ ball.*

Ask the class to put the adjectives in the correct order (e.g. *a round, green ball*). Then ask: *Why do we put round before green? (Because we put adjectives of shape before adjectives of colour.)*

Explain that in this lesson students will be looking at what order we put adjectives before nouns in, depending on the meaning of each adjective.

4a When checking answers, explain that if two opinion adjectives are used, a general opinion comes before a specific opinion.

- For the example in 1 make clear that *small* and *new* are more general adjectives than *international* because they can be applied to a greater range of things. For the example in 2, explain that *research-led* is definitely a fact whereas *innovative* could be considered an opinion about the projects.

Answers

1 General adjectives come first 2 Opinion adjectives come first

4b Draw students' attention to the column 'function' and the noun *water*. Elicit or explain that we sometimes place another noun directly before the main noun. In this case, the noun which comes before is used as an adjective. For example, *a golf ball (a ball for playing golf); a town house (a house to live in when in town); a mountain bike (a bike to use when in the mountains).*

- Before students do the task, make clear that students don't have to think of adjectives for all the gaps in the table. They just need to think of two or three adjectives for each noun.

Language notes

If more than one descriptive adjective is used, it is necessary to put them in the correct order. In cases where both adjectives are of a similar type, the order doesn't usually matter. For example, it is equally correct to say *balanced, reliable information* or *reliable, balanced information* (because both *balanced* and *reliable* are adjectives of opinion).

Note that commas are necessary to separate the first five types of adjectives listed in the table in 4b (opinion-colour), with no comma after the final adjective. Adjectives and adjectival nouns that come after the first five types generally form compound nouns and so do not require commas. However, they should be used in instances where meaning is ambiguous, e.g. *a 1970s African, funk guitarist* (the guitarist is from Africa) vs. *a 1970s African funk guitarist* (the guitarist plays African funk music).

Commas are only used if the adjective doesn't change the quality of the adjective/adjectival noun that directly precedes it, e.g. *long, black leather boots* vs. *a bright green background*.

- 5** For the answer to item 6, remind students that if two opinion adjectives are used, a more general opinion comes before a specific opinion.

Answers

- my expensive new tennis racket (opinion-age-function)
- a beautiful, ancient Egyptian artefact (opinion-age-origin)
- the small, remote village (size-origin)
- the larger international charities (size-origin)
- a modern, yellow brick house (age-colour-material)
- a high quality, eco-friendly yoga mat (opinion-opinion-function)

Use it ... don't lose it!

6 SPEAKING

- In more confident classes, students can think of two objects, two events and two places.

+ Extra activity

Write on the board: *a campaign a film a village a library a job*. In pairs, students write a description of each one using at least four adjectives (e.g. an inspiring, large-scale, recent environmental campaign). They then share their ideas with the rest of the class.

8 GIVING BACK

Developing speaking p103

Discussing photos 3

Warmer

Books closed. Ask the class: *When you describe a photo with people in it, what aspects of the photo could you describe?*

(Possible answer: *who the people are/might be; what they are doing; where they are; how they are feeling; what they are wearing; how old they are; their physical appearance, etc.*)

Explain that in this lesson students are going to have more practice in describing and comparing photos.

2 SPEAKING

- Before students do the task, elicit some words and expressions they can use for comparing photos. Write them on the board. The words and expressions should include: *whereas, although, while, however; far/a bit + comparative; (just) as ... as; nowhere near as ... as.*
- Encourage students to use some of these expressions while they are speaking.

3 45

Answer

She talks about photos A and C. She compares them. She responds to both points in the task.

4 45

Possible answers

- 1 Because they want to give something back to society.
- 2 They look happy because they find their jobs rewarding.
- 3 similar happy contented useful rewarding lonely fun

5 45

- Pause the recording at the appropriate points to give students time to write.

Answers

- 1 there are differences between them
- 2 shows, whereas in the second photo
- 3 my mind, must be busier and noisier than
- 4 looks like
- 5 seems to me
- 6 imagine they might have chosen

6

Language notes

There are several ways to express speculation in English:

- 1 modal verbs (*may, might, could, must, can't*)
- 2 adverbs of possibility (*perhaps, maybe, possibly*)
- 3 set expressions (*it looks like ...; there seems/appears to be; I imagine/suppose*)

Answers

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

- **Exam tip** Point out to the class that in the exam they should continue to speak until the examiner stops them. If they stop beforehand, they risk stopping too soon and not making the most of their turn.

7 Answer

Yes, the student does answer the question.

1 refers back to what the other student has said and, 2 refers back to what the speaker has just said and introduces a note of contrast.

8 Answer

Referring back to what you have said and contrasting: Having said that ...

Referring to what your partner has said: As ... has already pointed out ...

Practice makes perfect

9 SPEAKING

- Students have practised this task twice before so they should now be familiar with how to go about it. Ask the class: *How long do you have to compare the two photos and answer the two questions? (about one and a half minutes)*

What should you be careful to do when you describe the photos? (You should compare them and not describe one and then the other. You shouldn't spend so long comparing the photos that you don't have time to answer the two questions.)

How long does the other student have to answer the supplementary question? (about half a minute)

- Point out that students might want to use some of the expressions in exercise 5 when they contrast the two pictures or describe their impressions (e.g. *there are differences between them, whereas it seems to me that, etc.*)
- Time the students and tell them when they need to stop speaking.

+ Extra activity

Get the class to reflect on this exam task. Ask: *Is it easy to compare two photos and answer two questions in a minute? How can you practise to do this better in the future?*

(Students should practise comparing photos out loud, at home or with their classmates. They should time themselves, setting the timer at 55 seconds. With a bit of practice, they will develop a feel for how long they need to spend comparing the photos.)

Developing writing p104

Writing a report

Using words related to charity

Warmer

Book closed. Ask the class to tell you about any charities or good causes that people in their country give money to. Ask: *Do you give to charity? Why/Why not?*

Vocabulary

1 Answers

1 contribute 2 sponsored 3 altruistic 4 philanthropic
5 charity 6 donation 7 raise money 8 fundraising

+ Extra activity

Explain that as well as meaning an organisation you give money to for a good cause, *charity* can also be used as an uncountable noun for charities as a group (e.g. *give money to charity*), or kindness to someone in need (*they rely on charity from their friends and family*).

Point out that *fundraising* can be both noun and an adjective and that *fundraiser* is a noun with two meanings. Ask students to look up the two words and to write example sentences for them. (*We need someone who's good at fundraising.* (noun) *Can you think of any good fundraising ideas?* (adjective) *Fundraiser* is a noun and can describe someone who raises funds or an activity that raises funds: *This film star is a great fundraiser for environmental causes.* *They're organising a fundraiser for our sports centre next Saturday. It's a concert!*)

2 Answers

1 altruistic 2 raise money 3 fundraising 4 charity
5 donations 6 sponsored

4 Answers

1 RFR 2 DAT 3 TPC 4 TPC 5 RFR



Culture notes

The World Giving Index is an annual report of charitable activity around the world. It collects data on over a million people in over 100 countries and focusses on three types of charitable giving: helping a stranger, giving money to charity and volunteer work.

5 After checking answers, emphasise that it is vital that students read the exam question carefully and provide exactly the information that is required.

Answers

1 It's for the headteacher; it is about ways of fundraising for the school; it should include: ways the school has raised money in the past, details of problems and successes, and new ideas for raising money.

6 When checking answers, ask for some examples of formal register to justify the answer to question 3.

Answers

2 It has four paragraphs: an introduction and then one paragraph for each of the three points in the task. Each paragraph has a heading and there is an overall heading for the report as a whole.
3 It uses a formal register. (Possible examples: No contractions; *occurred* instead of *happened* in the introduction; *attending school* instead of *coming to school* in the second paragraph.)

7 When checking the answer to d, point out the inversion of the verb (*do students contribute*) after *not only*.

• When checking the answer to g, explain that we use *indeed* to confirm a previous point (*The talent shows are a huge success*) and to add to it (*they have proved almost too popular*).

Answers

a The aim of this report is b We will examine c It will also / Furthermore, the report will d Not only e but also f in fact g indeed h It would be a good step forward i we propose j moreover / what is more / in fact

Language notes

The verb *propose* can be followed by a noun, as shown in the text – *we propose a fancy-dress sponsored fun-run/walk*.

It can also be followed by a gerund or infinitive. When it is followed by a gerund, it has the same meaning as when it is followed by a noun: *propose + gerund = suggest*.

We propose organising a sponsored walk. (= We think it would be a good idea to organise a sponsored walk.)

When *propose* is followed by the infinitive, the meaning changes: *propose + infinitive = intend*.

We propose to organise a sponsored walk. (= We plan/intend to organise a sponsored walk.)

Practice makes perfect

8a **Exam tip** Emphasise that when students write a report, they should use formal language. This means, for example, that they should avoid contractions. In addition, if the report contains suggestions, it is best if they are expressed in an impersonal way in neutral language (e.g. *It would be a good step forward to ...* is more appropriate than writing *We should ...* or *The school must ...*).

- Before students read the writing task, brainstorm what they understand by collaborative learning. (learning through working together)
- After students have made their notes, instruct them to group them into paragraphs and to think of a heading for each paragraph. Tell them to think of a title for the report as whole. Remind them to include a brief introduction.

Answers

points to include: past experiences of teamwork; your team's achievements; what you would do differently next time; how the school could help to make collaborative learning more effective

9b Remind students to use formal language and encourage them to use some of the expressions in the Writing bank.

- Instruct students to write 220–260 words.



8 GIVING BACK

Test yourself p107

Grammar test

1 Answers

- 1 She ~~reminded to~~ reminded me to buy a birthday card./She reminded me that I should buy a birthday card.
- 2 Correct
- 3 We ~~agreed to not~~ agreed not to go out before the exam.
- 4 The man denied ~~to be~~ being on the bus when the accident happened.
- 5 Correct
- 6 Incorrect
- 7 My sister convinced me ~~going~~ to go travelling after I finished school.
- 8 They claimed ~~not to have seen~~ me there but I didn't believe them.

2 Answers

- 1 has just been reported
- 2 is/was thought to be
- 3 is believed
- 4 is thought to have become
- 5 is thought
- 6 is said

3 Answers

- 1 a stunning, 19th-century sculpture
- 2 ✓
- 3 small, Russian wooden dolls / small, wooden Russian dolls
- 4 ✓
- 5 a brand-new, purple mountain bike
- 6 ✓

Vocabulary test

1 Answers

- 1 step
- 2 protest
- 3 profitable
- 4 incentive
- 5 motive

2 Possible answers

give and take – each person allowing the other to get something they want

give someone a hand – help someone

give someone the benefit of the doubt – treat someone as if their behaviour is honest or correct, even though you are not certain that it is

give someone your word – promise someone that you will do something

give something a miss – decide not to do something

give something back to society – do something for others in appreciation of your own success or luck

3 Answers

- 1 in
- 2 to heart
- 3 effect
- 4 to
- 5 on board

4 Possible answers

donation – money or goods that you give to an organisation, usually one that helps others

fundraising – the activity of raising money for a specific purpose

philanthropic – helping people, especially by giving money to those who need it

sponsored – to describe an event where people agree to give money to the people taking part, which they will donate to charity

Reading

1 Answers

- 1 A incorrect – This is not stated in the text.
B correct – *The reason he got involved in this is apparently based on his own reading experiences – or lack of them. He claims he wasn't able to read much as a child ...*
 C incorrect – This is not stated in the text.
 D incorrect – This is not stated in the text.
- 2 A incorrect – The author doesn't say that reading helps you avoid 'missing topics in the curriculum'. The author says that reading allows you to access all the other subjects in the curriculum.
 B incorrect – This is not stated in the text.
 C incorrect – This is not stated in the text.
D correct – *... we know how important reading is for success at school because of how it helps you access all other subjects ...*
- 3 A incorrect – A huge number of stories were read but this was not the reason for its success.
B correct – *Whether you were an author or illustrator or teacher or parent, anyone could be involved in reading the stories and the success was probably down to this fact.*
 C incorrect – It is true that a wide variety of children heard the stories but this is not the reason for the success.
 D incorrect – The author says that some children may write their own stories as a result, not that they wrote their own stories.
- 4 **A correct** – *Usually when we are concerned about children not reading, we have a strong focus on literacy ... But Marcus's alternative take on this has highlighted the need to foster children's imagination through the stories they read.*
 B incorrect – This is not stated in the text.
 C incorrect – Rashford highlights the importance of fostering children's imagination through reading.
 D incorrect – This may be true, but this is not stated in the text.
- 5 A incorrect (see D)
 B incorrect (see D)
 C incorrect (see D)
D correct – Here, 'the bottom line' means 'after looking at all the reasons for reading'. So, D is correct.
- 6 A incorrect – This is not stated in the text.
 B incorrect – This is not stated in the text.
C correct – *Marcus's incredible commitment appears to go beyond just being a 'face' for the club.*
 D incorrect – This is not stated in the text.

- If you wish, go to page 147 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook page 96, for more information and practice on these C1 Advanced tasks.

Habits and customs in your country

1 SPEAKING 

- You may need to prompt students to help them recall the habits mentioned in the text: dunking biscuits in tea; avoiding sitting next to someone on public transport; having an unusual dress sense; being over polite; obsessed with queuing; stepping from side to side when trying to walk past someone on the street; apologising for everything; eating chips with gravy and fry-ups for breakfast.

2 SPEAKING 

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself.
- While students are reading the Project task and Research areas, write on the board:
*What is your project about?
 Which research area or areas do you want to focus on?
 What would be a good format to present this information?
 Students can discuss in their groups now or for homework.*

3 Students read the four sections in *Think about ...* While they are reading, write on the board:

- *Can you just rely on your own ideas to do this project? Why/Why not?
 Do you think you might need to take some photos for this project? If so, of what?
 Will you need to avoid some habits in your country because they might be offensive in some cultures?*
- When students have finished reading, tell them to close their books. They then discuss the questions in their groups.
- After students do the task, point out that they will need to check their ideas online to make sure that they are truly representative.

4 SPEAKING 

- Establish a schedule for the project, including any interim deadlines.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.
- 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.


Virtual Classroom Exchange

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

Reading p110

Using a range of lexis to describe viewing habits

Reading for specific information; inferring the meaning of words from context

Warmer

Ask the class: *What television programmes are popular in your country? What is your opinion of them?*

What streamed series would you recommend to your classmates? Why do you think it is worth watching?

Explain that in this lesson students will learn a variety of expressions to describe watching TV.

Vocabulary in context

1 Possible answers

- 1 *binge-watch* – watch many or all the episodes of a series for an extended period of time
- 2 *instalment* – an episode, the next part of a series
- 3 *reboot (n)* – a new version of an old TV series or movie, with new actors, etc.
- 4 *on air* – if a person is on air, they are speaking on the radio or appearing on the television
- 5 *live-stream [a video] (v)* – broadcast the video and sound of an event as it happens
- 6 *dubbed* – with the speech/dialogue in a film spoken in a different language to the original
subtitles – when the dialogue of what the people are saying in a film or a TV programme appears at the bottom of the screen, in its original language or translated
- 7 *medium* – a method of communication or entertainment
- 8 *drop [a series]* – make a whole series available for streaming at the same time, rather than making a new episode available each week
episode – a part of a TV or radio series that is made available one at a time
- 9 *rerun (n)* – an old programme that is being shown on television again
- 10 *tune in* – watch a TV programme or listen to a radio programme at a specific time

+ Extra activity

Students identify which of the adjectives have the following vowel sounds: /ɒ/, as in *hot* and /ʌ/, as in *sun*.

Use the recording of the key vocabulary in the Check it section at the end of the unit on page 120, track 52 to check answers.

Answers

/ɒ/ *binge-woch, on air, droops*
/ʌ/ *duubbued, ruerun, subtitules*

Language notes

Point out that *drop a series* can also refer to when a network decides not to continue with a series, for example, *It's a real shame – they've dropped that great new detective series after only one season!*

Binge (on) means *do too much of something you enjoy*. It is often used with food, for example, *I really binged on nachos and guacamole last night*. The noun, *binge-eating* describes the unhealthy activity of eating a large amount of food in a short time.

3 After students do the task, tell them to look at the three photos above the article and ask: *What do the three photos tell us about the differences between watching TV 60 or 70 years ago and now? What social role did TV play?*

4 49

- In this unit students try an alternative approach to dealing with multiple-choice questions on reading texts. In Unit 3, they read the text quickly before trying to answer the questions. In this unit they look at the questions first (but not the options) and then go to the text to try to find the answers.
-  **Exam tip** Remind students that they shouldn't look for exactly the same words in the options and the reading text since the options usually paraphrase or summarise information in the text.
- Point out that the questions follow the order of information in the text. This means that students can answer the questions one after the other without needing to go backwards and forwards in the text.

Mixed ability

- For confident students, remove one of the incorrect options in each question.
 - More capable students can try to answer the questions after reading the text once.
 - Tell students to make notes on their answers as they go through the questions.
 - They can use these notes in the following exercise.
- 5 Encourage students to use their notes from the previous activity to choose the correct options before they refer to the text to check.
- When checking answers, ask students to explain why they chose a particular option with reference to the text.
 - After checking answers, discuss with the class whether they think it's better to read the text first to get a general idea or whether it's more productive to start directly with the questions. (There are no 'right' and 'wrong' answers here and students will have individual preferences.)

Fast finishers >>

Fast finishers identify all the examples of the passive in the first paragraph.

Answers

the first television sets were made commercially available;
they were largely regarded; the low demand was only partly explained

Answers

- 1 a incorrect – This is not stated in the text.
b correct – *The low demand was only partly explained by the high price. ... Television programmes therefore consisted of educational lectures, religious sermons or classical music. It was only when networks began broadcasting sport at weekends that sales improved ...*
 c incorrect – This is not stated in the text.
 d incorrect – This is not stated in the text.
- 2 **a correct** – *In homes across the world, gathering around the set to watch and comment on a favourite sitcom became a ritual. The next morning, classmates and colleagues would go over the details together.*
 b incorrect – This is not stated in the text.
 c incorrect – This is not stated in the text. The text just implies they were popular.
 d incorrect – This is not stated in the text.
- 3 **a correct** – *Yet another shift was evident in the 1970s, this time away from light entertainment and towards programming that embraced controversy and the issues of the day.*
 b incorrect – This is not stated in the text.
 c incorrect – This is incorrect. There was a shift ... away from light entertainment rather than a balance.
 d incorrect – This is not stated in the text.
- 4 a incorrect – This is not stated in the text.
 b incorrect – This is not stated in the text.
c correct – In the fifth paragraph, the writer covers various developments in TV watching from the 70s to the 90s: *For the first time, people were able to record programmes on video recorders, and didn't have to fret about being home at a specific time. Television also became increasingly international. ... Not only were viewers gaining more control, but there was also the sense they were part of a global community.*
 d incorrect – This is not stated in the text.
- 5 a incorrect – The writer thinks the opposite of this: the best programmes generate discussion.
 b incorrect – ... *not all new shows are top quality ...*
 c incorrect – This is not stated in the text.
d correct – ... *viewers can watch an entire series over a 24-hour period, for example, although some might view this as the TV equivalent to 'discovering' Spain or Japan from the window of a high-speed train: you get the general impression, but the subtleties and meaningful moments are simply a blur.*

6 Answers

- foreseen* – seen or known something was going to happen in the future
novelties – new and unusual things
lure – persuade someone to do something by making it look very attractive
wane – become weaker or less important
comedy sketch – a short funny scene that is performed within a longer show
recurring – happening again, especially several times
shift – a change in idea, attitude or plan
comic relief – something that is intended to make people laugh in a serious situation, television programme, film, play, etc.
shy away from – avoid something that might be controversial or worrying
enthralled – so interested in or excited by something that you give it all your attention

+ Extra activity

Ask students if they agree with the writer's opinion that watching a TV series in 24 hours means that viewers miss out on lots of important details in the story. Encourage students to justify their answers with examples.

7 Critical thinkers

- To help students think about this question, write on the board: What will we watch on TV? and *Where/How/Why/When/With who will we watch TV?*
- Students write brief notes on each question, using their own ideas or ideas from the text. When they finish, encourage them to share their ideas.

Grammar in context 1 p112

Using can, could, may and might

Warmer

Books closed. Write on the board:

We can't live without water.

You can't go in there – it's private.

Ask: *Is the meaning of can't the same in both sentences? (No, it isn't. In the first sentence, can't expresses a lack of ability. In the second, it expresses a prohibition – a rule that stops people from doing something.)*

Explain that in this lesson students will be looking at some modal verbs that can have different meanings.

1a Point out that the sentences are based on sentences from the reading on page 111.

Answers

1 d 2 b 3 c 4 e 5 a

1b Explain that *concession* in option f means admitting that something is true before you introduce a contrast.

Answers

6 b 7 d 8 e 9 a 10 f 11 c

Language notes

To clarify the use of *may/might (have)* for concession, explain that the sentence: *TV may have changed in format, but it will always be a major presence in our lives.* means the same as:

TV has changed in format, but it will always be a major presence in our lives.

We can use *may/might (have)* in the first clause when we are going to introduce a contrast in the second clause with *but*. For example:

You may have enjoyed the film, but I thought it was terrible!

We do not use *can* to express speculation. So, we say: *This may/might/could be the best film I've ever seen.* However, it is possible to use *can't* to express speculation or deduction, e.g. *The director can't be very happy the film got such bad reviews.*

May/might not have and *couldn't have* mean different things. Compare:

He might not have read your message. – It's possible he didn't read your message.

He couldn't have read your message. – It's not possible that he read your message.

Could is both the past and conditional form of *can*. It can express ability or possibility.

He could swim when he was four. (past ability)

I couldn't feel happier! (conditional possibility: it wouldn't be possible for me to feel happier.)

+ Extra activity

To practise *might/may as well* to make a suggestion when there is no better alternative, give students the following situations and ask them to make suggestions with *may/might as well*:

It's such a sunny day and we don't have school.

I've got some extra tickets for a concert tonight and I don't know what to do with them.

I've read most of this book, but it's not very interesting.

Possible answers

We might as well go to the beach.

You might as well give them to me.

You might as well stop reading it.

2 Before students do the task, tell them to read the whole of the first paragraph to get a general idea of what it is about before choosing the correct modal verbs. They then repeat this process for the following paragraphs.

Answers

1 can often carry (ability in the present – it's a general truth)

2 might have (speculation about the past)

3 couldn't be (conditional possibility)

4 could be (present possibility, not past possibility)

5 might as well (suggestion)

6 may (future possibility)

7 can (present possibility)

8 could have (deduction in the past)

9 may have (present possibility)

Culture notes

Nigeria and India are the top countries for producing the highest number of films each year. They are followed by the China, Japan and the US.

The country with the highest number of box office admissions (tickets sold) each year is China, followed by India, the US, Mexico and South Korea.

The most popular filming location in the world is Central Park in New York City, which has appeared in hundreds of movies.

The most-used location in Canada is Niagara Falls, which has provided the backdrop to over 140 movies.

Developing vocabulary p113

Using phrasal verbs to describe the film industry

Warmer

Books closed. Write on the board: *rerun instalment binge-watch dubbed*.

Elicit from the class what they mean. (They are all vocabulary items from the first vocabulary section in the unit.)

Then explain that in this lesson students will learn some phrasal verbs that can be used to describe the film industry.

- After checking answers, point out that, when we say the phrasal verbs where the first word ends in a consonant sound and the second word starts with a vowel sound, we run the two words together: breakuinto; signup; brushup; standuout; putuon; blenduin; comeuacross; turnuinto; comeunder.

Language notes

Put on and put forward are separable.

Break into, brush up on, cater for, call for, turn into, run through and come under are inseparable.

Sign up*, stand out, blend in and come across** are intransitive (in this context), and so inseparable.

[*Sign up can also be used as a transitive verb. It means 'put someone's name on an official list for something'.

For example, *Kyle has signed me up to do the 20-mile sponsored walk!*

**Come across is also a transitive phrasal verb, but the meaning is completely different: *I came across some old photos of my granddad in the attic. (found by chance).*

Answers

1 i 2 c 3 a 4 k 5 g 6 m 7 e 8 l 9 h 10 b 11 d
12 f 13 j

- After checking answers, you might want to follow up by asking students:
In which sentence has the phrasal verb been separated? (sentence 3)
Can we separate the phrasal verb in sentence 2? (no)
 - Point out that many phrasal verbs in English have both a literal and figurative meaning. For example, *get on* can be used in *get on a bus* (literal sense), but *get on well in a new job* means *do well* (figurative sense).
 - A number of the phrasal verbs in exercise 1 have both a literal and figurative sense, although they are used in the figurative sense in this exercise. For example: *break into* – *break into a house* (literal), *break into a business* (figurative); *put on* – *put on a jumper* (literal), *put on a funny voice* (figurative).
 - Put students into small groups to brainstorm other examples.

Answers

1 comes across 2 run through 3 put forward 4 break into
5 blend in with

-  **Exam tip** In open cloze activities, students should read the complete sentence to determine what kind of word is needed in each gap (noun, verb, etc.). Reading the complete sentence will also indicate a meaning that makes sense in the context of the sentence.

Culture notes

Muhammad Ali (1942–2016) was one of the most famous and charismatic boxers in history. He won the world heavyweight title three times. He was banned from boxing because he refused to be sent to fight in the war in Vietnam. He didn't fight again for over three years.

Jim Brown (1936–) is a former American football player. He later worked as an actor. He has also set up organisations to help businesses that were owned by black people and to rehabilitate gang members.

Sam Cooke (1931–1964) was one of the greatest soul singers. His song *A Change Is Gonna Come* became an unofficial anthem of the civil rights movement in the US.

Malcolm X (1925–1965) was a leading figure in Black nationalism in the 1960s, and his ideas formed an important part of the Black Power movement. Like Muhammad Ali, he too converted to Islam. However, he was assassinated in 1965 by members of the Nation of Islam movement, an organisation which he had left the previous year.

Answers

a call b forward c across d turn e blend f into g under

Use it ... don't lose it!

4 SPEAKING

+ Extra activity

While students are doing exercise 4, write on the board:

How do you think you would come across in a job interview?

Do you prefer to stand out from the crowd or blend in with other people? Why?

How well do you think school caters for your future job needs?

Would you put your name forward for a school talent contest? Why/Why not?

Students ask and answer the questions in pairs when they have finished exercise 4.



GREAT LEARNERS GREAT THINKERS p114

Thinking about the importance of patience in achieving your goals

Warmer

Book closed. Write these questions on the board:
Would you like to work in the film industry?
What job would you like to do?
What skills and qualities would it call for?
 Students discuss in pairs and then share their ideas with the class.

1 SPEAKING

Possible answers

Positives: seeing wildlife up close, learning about wildlife, travelling to amazing locations, having a creative job, helping to educate/inspire the public, seeing your work on TV, working in a team
 Negatives: being away from home, dangerous animals, extreme weather, uncomfortable conditions, etc., waiting for the perfect shot, frustration when you don't get the shot you want

3 VIDEO

Answers

Film crews want to film the Iberian lynx and the grey wolf, but it isn't easy to get the shots they need.

4 VIDEO

Answers

Grey wolf Location: Italy; Equipment used: thermal camera
Iberian lynx Location: Spain; Equipment used: camera traps;
 Problem: the camera traps aren't weatherproof and need to be repaired; Interesting discovery: Both animals live closer to humans than the filmmakers expected.

5b SPEAKING

Possible answers

- 1 She likes travelling, seeing wildlife and helping to educate/inspire people about the natural world.
- 2 Technical skills, toughness, teamwork skills and also the ability to work alone, ability to keep calm in a crisis, patience.
- 3 It can take a long time to get proper paid work and because the job involves waiting for long periods of time to get the right shot.

GREAT THINKERS

- 6a** The *Sentence-Phrase-Word* thinking routine allows students to reduce a text to what they consider are its key elements (*sentence, phrase, word*). However, the real value of the routine comes when students discuss and compare which of the elements each of them has singled out.

- Students do steps 1–3 individually, writing down their choices as they go.

6b SPEAKING

- Put students in groups of 4 to 6.
- One student shares a sentence and explains why he/she chose it, asking others to comment and discuss. The group then writes down this sentence. The same procedure is followed by all the people in the group for their sentence. The group then repeats the same steps to discuss phrases and, finally, individual words.
- When all the groups have finished, ask them to look at the key sentences, phrases and words they have written down. They then try to find common themes and also differences between them.
- Follow up by asking students to think about if their understanding of the text has changed as a result of the group discussion and how the *Sentence-Phrase-Word* thinking routine helped them to clarify or refine their ideas.

+ Extra activity

You may want to explore with the class the idea mentioned in the text that patience is a skill because it is something we can all cultivate with practice. Ask them if they agree with the idea and encourage them to say why/why not.

You may also want to tell students that patience comes from the Latin word *patientia*, which means *the quality or ability to suffer/endure*. Do students think patience involves suffering? Why/Why not?

7 SPEAKING

- Point out that different people can become impatient because of very different causes or 'triggers'. For example, some people may hate bureaucracy, long queues and traffic jams, but be very patient with young children or when communicating with someone who doesn't speak their language. Other people will be the complete opposite of this. Before students do the task, discuss with the class if there are scenarios where they have more or less patience.

GREAT LEARNERS SEL

- On the subject of what we can do to cultivate patience, you might want to introduce the idea of keeping a journal. At the end of the day, students can write down all the times they were impatient. They then reflect on why they were feeling impatient and write down possible ideas to avoid that feeling again if they find themselves in a similar situation again.

LEARNER PROFILE

- Direct students to the Learner profile on page 143. After they have read the information about great learners and patience, tell them to think about today and yesterday. On what occasions did they feel impatient? This will help them to grade themselves on their own patience.

Listening p116

Listening for specific information

Warmer

Books closed. Write on the board: *What was the last music video you watched? Who/What was in it? Did you like it? Why/Why not?*

Students discuss in pairs.

1 SPEAKING

- Before students do the task, elicit or remind them of expressions they have seen for introducing contrasting information when discussing photos: *whereas, although, while, however, far + comparative, just as ... as, nowhere near as ... as, have something/nothing in common, there are several points of similarity between.*

2 SPEAKING

- Before students do the task, elicit or teach the meaning of: *choreographer (someone whose job is to plan the movements that dancers perform); cinematographer (the person responsible for photography and camerawork in a film); producer (the person responsible for organising the work and money involved in making a film); props (objects used in a film, e.g. a pair of glasses); stunts (dangerous action scenes in a film that are often done by an expert rather than the main actor).*

3 50

- **Exam tip** To help students understand the Exam tip, write the following short dialogue on the board:

A *What do you think of Reputation?*

B *It's not one of Taylor Swift's best albums, but all her stuff is interesting.*

Ask students which of these interpretations is correct:

B *doesn't like Reputation.* (no)

B *likes Taylor's Swift's work.* (yes)

B *has listened to Reputation several times.* (no)

B *doesn't think Reputation is bad.* (yes)

- Remind the class that in this type of task, with three short dialogues/monologues, they need to listen to the whole of each extract before they choose the answers. Remind them too that, because the two questions on each extract have a different focus (e.g. one might be about a fact and the other about an attitude), they may hear the answer to question 2 before the answer to question 1.

Answers

- 1 a incorrect – This is not stated in the text.
 b incorrect – They don't disagree about this. It is a fact that the video was very popular: *I don't know why people like that video so much ... (Lola).*
 c **correct** – Lola: *Old Town Road isn't really a country track though, is it? It was even taken off the Country Music list in the US – they said it wasn't country enough.* Matias: *There was a huge backlash – but if you listen to the chorus, it's clearly country and there's banjo music. The video features cowboys – how much more country than that can you get?*

2 a incorrect – This is not stated in the text.

b **correct** – *Her recent visual album is incredible. The cinematography is stunning!*

c incorrect – This is not stated in the text.

3 a incorrect – This is not stated in the text.

b incorrect – This is not stated in the text.

c **correct** – She talks in general about how she used to watch music videos and, in particular, when she watched *Bohemian Rhapsody* for the first time.

4 a **correct** – *Of course, The Beatles had already made films with music in the 60s. But I hadn't seen them at the time.* She had seen *Bohemian Rhapsody*.

b incorrect – She never says The Beatles inspired Queen to make their video.

c incorrect – The Beatles' videos were made *before* the Queen video: *The Beatles had already made films with music in the 60s.*

5 a incorrect – This is not stated in the text.

b **correct** – *... it criticises the male-dominated world we live in ... hidden references to male behaviour.*

c incorrect – She is not talking about Swift's disguise (Swift is 'the man'). She is talking about *hidden references to ... male behaviour.*

6 a **correct** – *Wow – I hadn't noticed those details.*

b incorrect – This is not stated in the text.

c incorrect – He never gives the impression that he isn't interested in what Scarlett is saying.

+ Extra activity

Ask students if they've seen the videos mentioned in the conversations:

Old Town Road (2019) – Lil Nas X

Already (2019) – Beyoncé

Bohemian Rhapsody (1975) – Queen

The Man (2020) – Taylor Swift

Ask them to tell you what's in them and if they like/don't like the videos.

4 Critical thinkers

- Students should feel free to interpret this question as they prefer, for example:

How important are music videos and a singer's image in having a successful career?

How important are they in how we perceive the singer or their music?

How important are they in society in general?

- Encourage students to use ideas from the audio or their own ideas to justify their answer.
- Invite students to share their ideas with a partner once they have formed their opinion.



Developing speaking p117

Taking part in an extended discussion 2

Warmer

Books closed. Write on the board: *an argument / a discussion / a debate*. Ask the class what the difference is between the three. (*An argument is an angry disagreement between people; a discussion is a conversation about something, usually important; a debate is a formal discussion, often with an audience, in which speakers make speeches for or against a proposition.*)

Explain that in this class students are going to practise taking part in a discussion.

1 SPEAKING

- Remind students that the extended discussion part of the Cambridge Advanced Exam is the final part. Students need to discuss for about five minutes questions related to the collaborative task (discussing options and arriving at a decision) which they have just done.
- In this part of the exam, the examiner tries to broaden the discussion in the collaborative task by asking more abstract and demanding questions.

Possible answers

Students may find questions 1 and 6 more difficult as they require a more nuanced answer rather than a clear yes or no or agree/disagree type of answer.
Students may find question 5 easier as it gives a specific statement and asks if students agree with it. Questions 2 and 3 may also be easier for students as they ask for students' own opinion.

2 51

Answers

- Questions 1, 2 and 4
- Both students answer all questions.
- They interact with each other and invite each other to speak.

3 51

- Pause the audio after the discussion about each question so students have time to summarise their answers.

Possible answers

Question 2

Ana: Some famous actors can make a film more successful and profitable, so it's OK that they earn a lot. But it isn't fair that top actors are paid so much when you compare their earnings to those of key workers.

Marcus: He agrees with Ana. He also says that all salaries should be more equal for all jobs.

Question 4

Marcus: He thinks it's better to see big-budget films at the cinema, as he can't afford to go to the cinema often so he wouldn't go to see small independent films there, too.

Ana: She disagrees with Marcus and thinks indie films are often better than big-budget films.

Question 1

Ana: A big budget doesn't automatically result in a good film.

Marcus: He agrees and adds that some sequels with big budgets don't necessarily result in good films.

4 51

- Before students do the task, elicit ideas for words that could possibly go in the gaps.

Answers

- thought
- tricky
- it may also be
- definite answer
- definition
- share your interest

- Point out that in the exam students may not immediately know what to say when the examiner asks them a discussion question. So, it's a good idea to have some expressions prepared to give themselves time to think.
- Explain that in many discussions, a big problem can be you don't understand what the other person is saying because you have different opinions about what something means. So, it's a very good idea to agree on a definition of a key idea before you speak about it.

Answers

Giving yourself thinking time

That's not something I've ever given a lot of thought to.

That's quite a tricky question.

I don't think that with this kind of question you can really give a definite answer.

Defining what something means

I think it depends on your definition of 'good'.

Expressing what other people may think

I think most people would share your opinion, but it may also be a question of ...

I think many people would share your interest in low-budget films.

Language notes

That's not something I've ever given a lot of thought to means *That's not something I've thought about a lot.*

A tricky question is a difficult question. Not to be confused with a *trick question*, which means *a question designed to trick you.*

A sweeping statement is a very general statement about a situation which provides a simplified description of it.

- Make clear that for each question, one student takes the role of the examiner and asks the question and the other two students discuss it.
- Emphasise that students should give reasons for their answers and invite their partner to contribute, too.

Practice makes perfect

7c SPEAKING

- Make clear that, as for the discussion task in exercise 6, the two students answering should give reasons for their opinions and invite their partner to comment on what they say.
- Encourage pairs to take notes while the other pair are speaking. After they have finished the task, they can discuss their answers and say if they would like to add anything else.

Developing writing p118

Writing an opinion essay 2

Using ellipsis and substitution

Warmer

Books closed. Write on the board:

What are the advantages and disadvantages of seeing a film at the cinema?

Do you think going to the cinema is dead?

Brainstorm with the class: *What are the differences between how you answer these two essay questions?*

Possible answers

In the first essay you need to consider both sides of the question – you need to be balanced. You can give your own opinion in the final paragraph.

In the second essay you need to give your opinion and then back it up with arguments. You don't need to be balanced.

The first essay is a 'for and against' essay and the second one is an opinion essay (in this class students will be looking at writing an opinion essay).

2 Answers

1 two 2 your own opinion 3 Yes, but you should use your own words.

- 3 After checking answers, ask the class what the instruction *Write your answer in an appropriate style* means and how they would apply that to this writing task. Elicit that as this is an opinion essay, the style should be quite formal, with few colloquialisms or contractions. Furthermore, the essay should be clearly divided into paragraphs so that the reader can process the information easily.

Fast finishers >>

Fast finishers can identify which of the opinions in the notes the writer has used, and where.

Answers

'Most young people prefer to watch films at home these days.'
(*Streaming services have had a massive impact on the way people watch films, with many, especially the younger generation, watching more of them at home.*)

'Streaming services have led to better films, and bigger audiences.'
(*With big budgets, many streaming services are able to produce top quality films using the best directors and actors. For this reason, I believe that it will lead to a rise in quality across the board, and not a drop in standards.*)

Answers

1 viewing habits and quality of films
2 paragraph 1: introduction
paragraph 2: the writer's opinion about the impact on viewing habits
paragraph 3: the writer's opinion about the impact on the quality of films
paragraph 4: conclusion

- 4 Emphasise that students should try to avoid over-using 'easy' expressions like *I think* or *In my opinion* when they write an opinion essay. The Writing bank provides plenty of alternatives.

Answers

Expressing your opinion: I would argue that; I am convinced that; (For this reason,) I believe; in my opinion

Giving reasons: because of this; One explanation for this is; For this reason (I believe)

Introducing or adding ideas: It is clear that; One controversial question is

Concluding: In conclusion

Language notes

You only have to look at ... to see ... means *when you consider (something), it's obvious that* For example: *You only have to look at the actors in this film to see that it's going to be good.*

Owing to and *because of* can be followed by a noun or by *this*. For example:

- *Owing to/Because of her talent, she became a famous director.*

- *Some films are made available online almost as soon as they come out. Owing to/Because of this, fewer people are going to the cinema.*

A further reason to is always followed by a verb. It is used to continue an argument. For example: *Learning to act helps teenagers get in contact with their feelings. A further reason to teach drama in schools is that students lose their fear of being in front of an audience.*

Grammar in context 2

5a You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.

Answers

1 d 2 a 3 c 4 b

5b The sentence in 5 is in the first paragraph, 6 and 7 are in the second paragraph and 8 is in the final paragraph.

- After checking answers, tell students to look at sentence 8. Ask: *Where do we put the auxiliary verb after so (and neither and nor)?* (We put it before the subject – so does the quality.)
- Elicit why we use ellipsis and substitution (*to avoid repeating words unnecessarily; to make the text flow better*).

Language notes

Ellipsis and substitution are both ways of avoiding repetition in spoken and written English in order to communicate more efficiently.

Ellipsis involves missing out a word or words. When we do this, it is still very easy to understand the meaning of a sentence because the rest of the words make it clear. A common example is in clauses connected with *and*, *but* and *or*. We can miss out the pronoun (and the verb and preposition if they are the same) in the second clause, e.g. *We went to the city and [we went to] the countryside, too.*

Substitution involves replacing words with reference words like *so*, *one*, *do*, *there* and *then*. For example: *I need a pen. Have you got one? He loves rock music, and so do I.*

Answers

5 the rise in streaming services 6 films 7 to the cinema
8 the quality increases (too)

6 Answers

- 1 I don't like all of Greta Gerwig's films, but her recent ones have been great.
- 2 John invited me to go to the cinema with him, but I didn't want to.
- 3 I wasn't very impressed with the film and Paula wasn't either / neither was Paula.
- 4 John Boyega is a big star, but Jennifer Lawrence is a bigger one / bigger (than him) / even bigger.

Use it ... don't lose it!

7 **SPEAKING** 

Answers

it refers to the film; *then* refers to 2021.

8 **SPEAKING** 

- **Exam tip** Emphasise that when writing an opinion essay, students don't necessarily need to have a firm opinion on the topic. It is perfectly acceptable to discuss both sides of the argument and to conclude that there is no clear answer.
- Tell students to read the task. Then ask:
What is the essay about? (*Two of the ways in which reality TV shows have a positive or negative influence on young people.*)
Do you have to make up the two ways? (*No – you should use two of three ways given.*)
Should you give equal importance to the two ways? (*No – you should say which one is more important.*)
Do you have to use the opinions given? (*No, you don't. However, if you do use them, you need to express them in your own words.*)
- Students can now discuss which of the statements and the opinions they will use. Point out that they don't need to come to an agreement on this as each of them needs to decide what to include in their own essay.

Practice makes perfect

9a Remind students to:

- plan their paragraphs before they start writing
- specify which of the two arguments is more important
- use a formal style
- use some of the expressions in the Writing bank
- try to use ellipsis and substitution to make their essay flow better.

Test yourself p121

Grammar test

- 1** Answers
- 1 They think they might (may/could) ~~see~~ have seen you earlier when you were out shopping.
 - 2 We ~~can~~ may/might as well go on holiday in November when we're not busy.
 - 3 We may well have to move abroad if Mum gets the job.
 - 4 We ~~can~~ may/might/could easily see each other at the concert tomorrow.
 - 5 I'm sure I ~~may~~ can't fit all that in my bag – it's impossible.
 - 6 You ~~can~~ may/might be tall, but you're not tall enough to reach it either.
 - 7 He ~~may~~ can't go to our school; otherwise we'd recognise him.
 - 8 They ~~can~~ may/might/could well have been told not to attend.

- 2** Answers
- 1 hadn't 2 could 3 didn't want to 4 have to

- 3** Answers
- 1 neither had 2 so does 3 neither are 4 so will 5 neither can 6 nor do 7 so is 8 so am

Vocabulary test

- 1** Answers
- 1 reruns 2 dubbed 3 live-stream 4 on air 5 medium 6 instalment 7 dropped 8 binge-watch

- 3** Answers
- 1 into 2 for 3 under 4 across 5 forward 6 through

Reading p122

Using a range of lexis to describe people who make a difference

Reading for gist and specific information; inferring the meaning of words from context

Warmer

Books closed. Write on the board: *She's really made a difference.* Ask the class what this means. (*She's really made a positive contribution. / She's really helped to improve the situation.*) Ask the class if they can think of people who have made a difference, i.e. who have done positive things to help society.

Explain that in this lesson students will learn vocabulary to describe people who make a difference.

Vocabulary in context

1 SPEAKING

- After checking the meanings of the words and phrases in bold, ask: *Which words have similar meanings?* (*trailblazer and pioneer; humanitarian and philanthropist*)
- Ask students to identify the stress in the words: *trailblazer, forerunner, philanthropist, humanitarian, mentor, iconoclast, role model, pioneer*. Use the recording of the key vocabulary in the Check it section at the end of the unit on page 132, track 57 to check.

Fast finishers >>

Ask fast finishers to write the words from exercise 1 that describe someone who does something, or thinks in a way, that isn't typical of the period they live in. (*trailblazer, forerunner, iconoclast, pioneer*)

Answers

- trailblazer* – someone who is the first to do something or to discover something
- forerunner* – a person or thing that prepares the way for or is similar to a newer but similar thing which comes after
- philanthropist* – someone who believes in helping people, especially by giving money to those who need it
- humanitarian* – someone who helps people who live in very bad conditions or receive unfair treatment
- mentor* – an experienced person who helps someone who has less experience, especially in their job
- iconoclast* – someone who opposes the beliefs, customs and opinions that most people in a society accept
- role model* – someone whose behaviour is considered to be a good example for other people to copy
- a pioneer* – one of the first people to do something important that is later continued and developed by other people

2 SPEAKING

- If students find this task difficult, write the answers in jumbled order on the board to help.

Answers

- Marie Curie
- Sherlock Holmes
- Bill Gates
- Angelina Jolie
- Barack Obama
- Andy Warhol
- Greta Thunberg
- Alexey Pajitnov

Language notes

The words to describe people who make a difference use a range of suffixes:

-er: *trailblazer, forerunner*; -ist: *philanthropist*; -arian: *humanitarian*; -or: *mentor*; -ast: *iconoclast*; -eer: *pioneer*

Ask the class if they can think of other nouns describing people that use these suffixes. For example:

-er: *teacher, driver, surfer*; -ist: *chemist, dentist, journalist*; -arian: *vegetarian, librarian*; -or: *actor, director, sailor*; -ast: *gymnast*; -eer: *engineer, mountaineer, volunteer*.

Use it ... don't lose it!

3 SPEAKING

- When pairs have come up with names for each description, ask them to share their ideas with the rest of the class, but by saying the names in a different order to the questions in the Student's Book. Their classmates have to say which of the descriptions matches each person.

4 Possible answers

- Rosalía Vila Tobella, Simone Biles, Brian Gitta, Xiuhtezcatl Martinez
- Rosalía Vila Tobella – reasons could be: innovative type of music, writing, arranging and producing her own songs, promoting female empowerment, having a team comprised of women, breaking down language barriers, staying true to herself
Simone Biles – reasons could be: being a champion female gymnast, breaking records, being open and speaking about mental-health issues, her bravery in taking part in an event after suffering a mental block, promoting safe and healthy training conditions for sportsmen and sportswomen
Brian Gitta – reasons could be: developing a device that can help people get a quick diagnosis of malaria, changing the way the disease is diagnosed, not giving up even when his device didn't work
Xiuhtezcatl Martinez – reasons could be: campaigning for something he feels passionate about, encouraging other people to get involved in climate action, using innovative ways to get his message across

- 5  **Exam tip** Remind students that the information they need to find does not follow the order of the paragraphs (or short texts). This means that the first item might be in any of the paragraphs/texts.
- Emphasise that the words used in the questions and the text will probably be different. So, students need to look for the same ideas but not for exactly the same words.
 - Ask students to justify their answers with information from the text.

Answers

- 1D *Xiuhtecatl has directly campaigned against* (call attention to) *key figures who, he feels, have fallen short in tackling climate change.* (have failed to tackle climate change)
- 2C *Finding a working solution took Gitta back to the drawing board several times,* (showing determination) *but Brian refused to give up and finally managed to build a device ...* (showing success)
- 3B *Her shock announcement* (a surprising result) *came after she had difficulty performing a vault* (the inability to do something)
- 4A *Her fusion of flamenco with urban styles ... refreshingly different ... she works with a women-led team – something that is rare in the male-dominated music world* (not common in the music industry)
- 5C *... trials in hospitals (evidence) are already proving that the device might be a game-changer (could turn) when it comes to saving lives.* (a positive outcome)
- 6D *... Xiuhtecatl's drive and self-belief* (certainty) *make him a substantial figure in a cause* (your ideas) *worth fighting for.* (are important)
- 7B *... Simone had been expected* (believed) *to bag several more medals in Tokyo.* (a successful outcome)
- 8C *... a fast diagnosis is easy to say but hard to do. For a start, it may involve travelling to a distant clinic. On arrival, a patient can expect to queue to see a doctor. Then, after a blood test, there is a delay before the doctor can get around to checking the results under a microscope.* (All these things explain why the process of getting a malaria diagnosis is slow.)
- 9A Her use of flamenco, for example, has sometimes led to accusations (criticism) that she has appropriated a genre of music that belongs to the Spanish Roma community. In her defence, Rosalía points out (in response, Rosalía says) that she has always given credit to her musical influences.'
- 10B *In a statement, Simone explained that she was pulling out because she needed to protect her physical and mental well-being.* (her honesty about a problem) *Although some labelled her a failure, surprisingly, Simone was widely praised for her openness.* (an unexpected result)
- 11D *... he uses rap, music and storytelling (original ways) to get his message across'* (help people understand his ideas)
- 12A *Her fusion of flamenco ... (unique style) showcased something refreshingly different in the music industry, gaining her not only an adoring international fan base but also collaborations with established recording artists ...* (admiration)

6 Possible answers

contemporary(n) – someone alive at the same time as a particular event or person
hard-edged – dealing with unpleasant subjects from real life in a way that does not try to hide their unpleasant qualities
bag [something] – win or get something before another person gets it
pull out [of something] – stop being involved in an activity, event or situation
openness – an honest way of talking or behaving when you don't try to hide anything
promoting – supporting or encouraging something
easy to say – something that sounds easy but is much more difficult to actually do
back to the drawing board – try to think of a completely new idea because the one that you tried before was not successful
a game-changer – something that completely changes the way something is done, thought about or made
fall short – not reach a particular level or to fail to achieve something that you were trying to do

Grammar in context 1 p124

Using gerunds and infinitives

Warmer

Books closed. Write on the board:

I remembered to close the door.

I remember closing the door.

Ask the class the difference in meaning. (*The first sentence focusses on the fact that you did not forget to close the door, whereas the second sentence focusses on remembering the action of closing the door.*)

Tell the class that in this lesson they'll be looking at when to use the *-ing* form or the infinitive.

1a SPEAKING

- Point out that the sentences are based on sentences from the reading on page 123.
- Do not confirm answers at this point. Students will match the sentences to explanations in exercise 1b.

1b Answers

1 the infinitive; c 2 the infinitive; d 3 the -ing form; b
4 the infinitive; h 5 the -ing form; f 6 the infinitive; e
7 the -ing form; j 8 the infinitive; g 9 the infinitive/the -ing form;
a & k 10 the -ing form; i

- 2 Tell students to refer to the Check it section on page 132 if they're not sure which form to use in a gap.
- When checking answers, ask students to explain why each form is used.
 - When checking the answer to k, explain that *go on* can be followed by either the *-ing* form or the infinitive but the meaning changes. Compare:

After he had drunk some water, Matt went on singing.
(*Matt continued singing – He had been singing before.*)
Matt sang in a talent show. He went on to make a best-selling album. (*Matt sang in a talent show. After this, he made a best-selling album.*)

Mixed ability

With less confident students, write on the board the base form of the verbs used in each gap (i.e. **a** complete, **b** become, etc.).

More confident students can try to complete the gaps without referring to the verbs in the box above the text.

Language notes

We use the gerund or the infinitive after the verbs below, but there is an important difference in meaning:

- *stop to do*: you stop one activity because you want or need to do another activity
- *stop doing*: you are doing something and then you stop
- *remember to do*: you remember you need to do something and then you do it
- *remember doing*: you did something and then you remember that you did it later
- *forget to do*: you don't do something that you intended to do
- *forget doing*: you did something, but now you don't remember it
- *like to do*: you do something because you think it's a good idea
- *like doing*: you do something because you enjoy doing it
- *hate to do*: you have to do something on a specific occasion but you don't like it
- *hate doing*: you don't enjoy doing something in general
- *try to do*: you make an effort to achieve something
- *try doing*: you do something as an experiment
- *mean to do*: you intend to do something
- *mean doing*: to say what something involves or what its result is, e.g. *Being tolerant means not being prejudiced.*
- *go on to do*: you stop one activity or topic of discussion and start another, new one
- *go on doing*: you continue doing an activity
- *regret to tell*: you are sorry to tell (someone something unpleasant)
- *regret telling*: you wish you hadn't told (someone something)

Answers

a to complete (infinitive after: *too, enough, the first, the last*)
b becoming (*-ing* form after conjunction) **c** to accept (infinitive after certain adjectives) **d** to descend (infinitive to express purpose or intention) **e** to think (infinitive after certain verbs) **f** to fly (infinitive after certain verbs) **g** to learn (infinitive after certain nouns) **h** watching (*-ing* form after *remember when the meaning is remember something from your past*) **i** Choosing (*-ing* form when verb is the subject of the sentence) **j** graduating (*-ing* form after conjunction) **k** to study (infinitive after certain verbs) **l** Joining (*-ing* form when verb is the subject of the sentence) **m** to train (infinitive after: *too, enough, the first, the last*)

Developing vocabulary p125

Using a range of nouns, adjectives and verbs with the correct preposition

Warmer

Books closed. Write on the board:

Are you good _____ football?

How often do you listen _____ music?

Have you got the right skills _____ this job?

Ask students: *What's the missing word in each gap? (at, to and for)*

Then ask: *Grammatically, what type of words are at, to and for? (They're all prepositions.)*

Explain that in this class students will be looking at which prepositions follow certain nouns, adjectives and verbs.

- 1 Pre-teach any words students may have problems with, for example: *abstain from*, e.g. *abstain from eating meat* (= stop eating meat) and *in your capacity as* (= in your role of).

Language notes

Capacity can be followed by either *as* or *of*, depending on the meaning.

She resigned in her capacity as coach. (as/in her role of)

The maximum capacity of this hall is 120 people. (the maximum number of people who can be in this hall)

Gifted is often used as an adjective before a noun to describe a skill: *She's a very gifted cook.*

We usually use *sensitive + about* when we describe how someone feels about an aspect of their appearance, their background, etc.

My dad's very sensitive about going bald. (He doesn't like the fact he's going bald and he doesn't want people to mention it.)

We usually use *sensitive + to* when we describe someone's reaction to what people say.

He's very sensitive to criticism. (He doesn't like it when people criticise him.)

Attitude can be followed by *towards* or *to*. The meaning doesn't change.

Answers

1 e 2 g 3 a 4 j 5 c 6 l 7 b 8 d 9 k 10 i
11 h 12 f

- 2 After checking answers, point out that there are no rules for which preposition follows a noun, verb or adjective. Advise students that the best way to learn them is to make an effort to use the relevant combinations when they write or speak.
 - Point out that the verb/adjective/noun + preposition combinations in the table are all followed by an object. This may be a noun, pronoun, gerund or clause.
Let's concentrate on the drawings for the project. (noun)

Answers

Verb + preposition: concentrate on, abstain from, object to, praise for

Adjective + preposition: satisfied with, gifted in, sensitive about, suspicious of

Noun + preposition: capacity as, intention of, comparison between, attitude towards

Other possible examples:

Verb + preposition: focus on, dream about, hope for

Adjective + preposition: inspired by, committed to, keen on

Noun + preposition: gift for, faith in, attention to

- 3 With less confident classes, write on the board the eight words which students will need – in jumbled order and without prepositions.

Answers

1 attitude towards 2 satisfied with 3 concentrate on
4 abstain from 5 intention of 6 gifted in 7 objected to
8 praise, for

- 5  **Exam tip** Remind students that, in this type of task, it is a good idea to first read the text straight through, ignoring the gaps, to get a general idea of what it is about.
 - Point out that quite often, students will need to decide on the correct collocation in order to arrive at the correct answer (e.g. is it 'good for maths' or 'good at maths'?).

Answers

- 1 b (*Satisfied* is followed by *with*.)
- 2 a (The text talks about reasons why people may not want to be a leader. In this context, being *sensitive to* criticism makes the most sense.)
- 3 b (*Inspired* is followed by *by* when a noun comes next.)
- 4 a (A noun is required here to make grammatical sense.)
- 5 d (*Focus* is followed by *on*.)
- 6 a (*Pay attention* is followed by *to*.)
- 7 d (You praise someone for something.)
- 8 c (An adjective is required here to make grammatical sense.)
- 9 a (*Be presented* with something.)

+ Extra activity

Students work in pairs to write four sentences about the qualities of good leader using a verb/adjective/noun + preposition combination in each one. They then share their ideas with the rest of the class.

GREAT LEARNERS GREAT THINKERS p126

Reflecting on who we celebrate in society and why

Warmer

Books open. Direct students to the title of the lesson – *Unsung Heroes*. Ask the class if they know, or can guess, what this means. (A person who does something very important but doesn't receive public recognition for it.)

Then write on the board this paraphrased quote from the American comedian George Carlin:

George Carlin famously said that once a person gets identified as an unsung hero, he or she is no longer an unsung hero.

Ask the class to explain what it means.

1 SPEAKING

- Follow up by asking: *Which of the people doing these jobs are often unsung heroes? Why do you say that?*

2 VIDEO

Answers

They've both started sports clubs to get young people involved in sport (boxing in Michael's case and hockey in Marcia's case). These sports clubs have had an impact on other aspects of young people's lives beyond sport.

3 VIDEO

Answers

1 Marcia 2 Michael 3 both 4 Michael 5 Marcia 6 both

4a Elicit or teach the meaning of *soul-searching*. (*careful thought about your beliefs, attitudes or actions because you think it is important to behave in an honest and moral way*)

4b Point out that students probably won't find exactly the same words in the sentences and the posts. They therefore need to identify the post that most closely matches the *meaning* in each question.

- When checking answers, ask students to justify their answers with reference to the posts.

Answers

- C – ... we need people to fulfil a whole variety of roles and play to their strengths.
- A – ... are people working in the arts, media and sport really so much more deserving of adulation than everyone else?
- B – ... please don't equate working in the arts, media and sport with being famous. Only a tiny percentage of people working in those sectors become household names.
- A – What about the 'ordinary' hard-working people who educate us, grow our food and look after us when we're sick? If you ask me, the real heroes are the key workers who keep our society running smoothly.

- B – These people make a valuable contribution to society, too. Can you imagine what a miserable, empty existence it would be with no arts, media or sport?
- C – Arguing about who has the most prestigious or important occupation will get us nowhere.

GREAT THINKERS

5 SPEAKING

- The *Claim-Support-Question* thinking routine allows students to produce ideas or arguments (*claims*), support their ideas with evidence and examples and then *question* whether their ideas are 100% correct.
- Once students have decided on a job that is either overvalued or undervalued in society, tell them each to write down one or two reasons to support this view.
- In stage 2, students explain the reasons for their claims. The other members then comment on the claims, either giving more reasons to support them or, possibly, reasons why they don't agree with them.
- In stage 3 students analyse what each claim is based on. Is it based on objective evidence or just 'a hunch' or an impression?
- After students do the task, follow up by asking: *What happened when you questioned your ideas in stage 3? Did it make you less sure of your ideas?* Then ask: *In general, do you think it is a good idea to question your ideas? Why/Why not?*

6 SPEAKING

- After students do the task, follow up by asking the whole class: *How do you define an important job?*

GREAT LEARNERS SEL

- Once students have read the Great learners box, have a class discussion about some specific unsung heroes in society (e.g. healthcare workers, police officers, volunteers in food banks, etc.) and actual steps we could take to give them recognition.

LEARNER PROFILE

- Books closed. Ask: *What kind of people in society do you admire?* Students write down their answers. Then direct students to the Learner profile on page 143, where they grade themselves on how good they are at recognising and developing their social and emotional skills (where 1 = needs improvement and 5 = very good). Their answer to the previous question should help them decide on their grade.

Listening p128

Listening for specific information

Warmer

Books closed. Write on the board: *brave good-looking intelligent compassionate shy athletic*

Ask the class: *Which of these qualities have heroes in films often got? Can you think of any examples?*

1 SPEAKING

Answers

1 Severus Snape from the Harry Potter books 2 Jane Eyre from *Jane Eyre* (2011) 3 Katniss Everdeen from *The Hunger Games* movies 4 Luke Skywalker from the *Star Wars* movies

- 2 Tell students to focus on what comes immediately before and after each gap. The first thing they need to decide is what kind of word fits (a noun, an adjective, etc.). They then need to think about a meaning that fits the context.

Possible answers

- 1 a noun, possibly *traits*, or *qualities*
- 2 a noun beginning with a vowel sound, possibly *adventure*; or an adjective beginning with a vowel sound + noun
- 3 an abstract noun describing a positive quality, possibly *wisdom*
- 4 a verb which is probably followed by the infinitive, possibly *aim to*
- 5 an adjective describing a positive quality, possibly *brave*
- 6 a gerund or an adjective followed by on, possibly *relying* or *depending*
- 7 an adjective, possibly *vulnerable*
- 8 an adjective describing a positive quality (to contrast with the following sentence), possibly *nice*
- 9 a noun describing something negative, possibly *demise* or *death*
- 10 difficult to say, possibly *like*

3 55

- **Exam tip** Remind students that they must write the exact words they hear. They cannot change the form of any words (e.g. listening rather than listen).
- Students must be sure that the words they write make grammatical sense in the context of the sentence.
- The notes will be a paraphrase of what students hear, so students shouldn't expect to hear exactly the same words.
- If students don't know what goes in a particular gap, they should try to make an intelligent guess when they finish.
- Remind students to check the spelling of their answers.
- When checking answers, you may need to elicit or explain the meaning of *downfall*. (*a sudden loss of power, status or success*)

Answers

- 1 characteristics
- 2 actual journey
- 3 self-acceptance
- 4 have to
- 5 adventurous
- 6 counting
- 7 like us
- 8 likeable
- 9 downfall
- 10 to be human

Language notes

You may want to teach the following words and expressions related to hero: *heroic* (adjective); *hero worship* (*a feeling of extreme and uncritical admiration for someone, imagining that they are basically perfect*); 'You're a hero!' (expression used to thank someone when they have helped you in a difficult situation, e.g. a friend has been able to repair your computer).

+ Extra activity

Ask the class to discuss the following questions in small groups:

Do you prefer a willing or unwilling hero? Why? Can you think of an example of both in films or books?

Do you think the most interesting heroes are those who are like us? Why/Why not?

Do you like films about superheroes? Why/Why not?

Answers

- 1 characteristics 2 actual journey 3 self-acceptance
- 4 have to 5 adventurous 6 counting 7 like us
- 8 likeable 9 downfall 10 to be human

Grammar in context 2 p128

Using participle clauses

Warmer

Books closed. Write on the board:

We arrived late at the youth hostel, so we were too late for dinner.

 late at the youth hostel, we were too late for dinner.

Ask the class: *What one word can we put in the gap so that the second sentence has the same meaning as the first? (Arriving)*

Explain that this is an example of a participle clause and that in this lesson students will be looking at different types of participle clause.

4a

- You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.
- Point out that the sentences are based on sentences from the listening in the previous section.
- When checking answers, ask students to identify what kind of participle is used in each sentence. (1 present participle; 2 perfect participle; 3 present participle; 4 past participle; 5 perfect participle – passive; 6 past participle)

Answers

- Not wanting to be heroes, these characters are initially reluctant to put themselves in danger.
- Having experienced hardship as a girl, Jane is awkward, unattractive and poor.
- Many stories featuring heroes are about a journey or quest.
- Some villains, described from a different point of view, could be considered heroes.
- Having been bullied by Harry's father, Snape has become bitter.
- Many of the best characters ever created are actually villains.

4b

Answers

- e (Because they don't want to be heroes, these characters are initially reluctant to put themselves in danger.)
- a (After experiencing hardship as a girl, Jane is awkward, unattractive and poor.)
- c (Many stories which/that feature heroes are about a journey or quest.)
- b (Some villains, if they are described from a different point of view, could be considered heroes.)
- f (Because he was bullied by Harry's father, Snape has become bitter.)
- d (Many of the best characters that have ever been created are actually villains.)

Language notes

Participle clauses can be used in four ways:

1 To express time

Walking along the street, I saw an accident. =

As I was walking along the street, I saw an accident.

Having graduated, Ellie got a job as a programmer. =

After she had graduated, Ellie got a job as a programmer.

2 To express a reason

Having saved no money, I couldn't buy any new clothes. =

Because I hadn't saved any money, I couldn't buy any new clothes.

3 To express a result

Abby scored a goal in the last minute, winning the match for her team.

*Abby scored a goal in the last minute, **which meant that her team won the match.***

4 To express a condition

The weather being fine, we'll go to the countryside tomorrow. =

If the weather is fine, we'll go to the countryside tomorrow.

5

- You may want to pre-teach or elicit: *catch off guard* (surprise [someone] by something completely unexpected); *sidekick* (someone who accompanies a main character and helps them); *hooked on* (addicted to).
- Before students do the task, elicit the main clause in each sentence. Explain that the verb in this clause *doesn't* change. (*The main clauses are: 1 Stories ... can be very popular; 2 The Hobbit stars the well-loved hero Bilbo Baggins; 3 They found a bookstall; 4 the villain made several errors of judgement; 5 sidekicks will be loyal to the hero for a long time; 6 they (the reader) should be hooked on the story.*)
 - With less confident classes, write on the board the first word of each answer to help students:
1 Stories 2 First 3 They 4 Caught 5 Treated 6 Having

Answers

- Stories featuring realistic heroes can be very popular.
- First published in 1937, *The Hobbit* stars the well-loved hero Bilbo Baggins.
- They found a bookstall selling the book more cheaply.
- Caught off guard/Having been caught off guard, the villain made several errors of judgement.
- Treated with respect, sidekicks will be loyal to the hero for a long time.
- Having read the first chapter, the reader should be hooked on the story.

Developing speaking p129

Taking part in a debate

Warmer

Elicit what is meant by a *debate*. Ask students to look at the photo and discuss what they think the young people are debating. Finally, ask students to consider what skills they would require to debate effectively.

Possible answer

A debate is a formal discussion on a particular subject, in which arguments 'for' and 'against' a proposition are put forward by two speakers or two teams of speakers. The debate usually ends with a vote by members of the audience who decide which of the two sides has won.

2 SPEAKING

- Point out that students don't need to debate each topic, they just have to give each one a score from 1 to 5. If students are spending too long on one topic, move them on to the next one.

3 56

Mixed ability

With less confident students, you may want to stop the recording at relevant points and elicit the answers.

More confident students can try to answer the questions after one listening.

Answers

1 They are debating proposition b.

2

For:

Governments make decisions that affect teenagers, so teenagers should help inform these decisions.

Teenagers are very engaged with some issues which affect their future such as climate change and politicians could benefit from their enthusiasm for these causes.

Teenagers have skills to be able to engage other young people with politics.

Against:

Politicians should have completed their education before making these difficult decisions.

Adults have valuable life experience and may understand some issues better.

There are too many pressures on teenagers already and they wouldn't have time to participate in governments.

It's too much responsibility for teenagers and it's unfair to give them this responsibility.

4 56

Answers

Student 1: 1, 2, 3, 4, 5, 6, 7

Student 2: 1, 2, 4, 5, 6

- 5 As an alternative to listening again, print out audio scripts for the students and have them skim through the scripts to check for the expressions in the Speaking bank.

Answers

Beginning the debate

Ladies and gentlemen

On the affirmative team, we believe that + proposition

On the opposition team, we take issue with the proposition that + proposition

Before we proceed, I will define what we mean by ...

Providing examples to support an argument

A case in point is ...

Negating the other side's arguments

The speaker on the affirmative team argues/claims that ...

However, ...

There is no evidence for the affirmative/opposition team's assertion.

6 SPEAKING

- Advise students not to choose option b, as this was the issue discussed in the listening.
- To avoid groups discussing the same subject, you may want to assign a different subject to each group.
- Tell students to think of two or three main arguments in favour of their point of view. They should try to think of examples or evidence to support these arguments.
- Students should make notes on the arguments and examples/evidence and decide who is going to present each one.
- If there is time, you can also tell each group to think about what arguments the other side will use and how to negate them.

Practice makes perfect

- 7 Before students do the task, make the following points clear:

- In a debate, you shouldn't interrupt your opponent while they are speaking.
- The team in favour of the proposition starts. Then the other team presents their counter-arguments.
- Teams should take notes while their opponent is speaking as they will need to reply to their arguments as well as put forward their own.
- Speakers should address the rest of the class and not the other team. They can refer briefly to their notes while they are speaking, but they should look at their audience most of the time.

+ Extra activity

After students have had their debates, ask them what tips they learnt for taking part in a debate. They can draw on their own experience of speaking and also what they learnt by watching other teams debate. Write down the tips as students volunteer them and then ask the class to vote on the best two or three.

Developing writing p130

Writing a proposal 2

Using a range of vocabulary to describe positive skills and qualities

Warmer

Books closed. Write on the board: *leader or follower?*
Students discuss in pairs if they think they are more a leader or a follower. If they think they are neither, what are they?

Vocabulary

- 1 Encourage students to check the meanings of the words and expressions in their dictionaries if they are not sure of them. The items which may cause the most problems are: networking skills (*the ability to make useful contacts*); see *the big picture* (*see the whole situation, and not just part of it*); *think outside the box* (*think in new ways about a problem or situation*).

Answers

1 resilience 2 The ability to motivate others 3 flexibility 4 the ability to think outside the box 5 networking skills 6 optimism 7 the ability to see the big picture 8 Persistence

2 SPEAKING

- Encourage students to justify their ideas with examples or explanations.
- Encourage students to justify their opinions with reference to the text.

Possible answers

networking skills – ... Ayakha Melithafa presented a legal complaint to the UN with 14 other teenagers, ... *she represented South Africa at the World Economic Forum ...*
optimism – She is *a young climate activist*, so presumably she thinks we can stop climate change.
persistence – *Ayakha decided that raising awareness of the effects of climate change was her mission and what she wanted to do in life*. She has dedicated her life to this ever since.
ability to motivate others – *Her powerful message cuts across borders*, so she can motivate others.

4 Possible answers

- When her family was affected by a drought in South Africa.
- She saw the devastating effects of climate change and wanted to do something to raise awareness of it.
- She is educating people about the effects of climate change and also lobbying governments to take action.

5 SPEAKING

Possible answers

- formal style
- Yes, it is. It is clearly argued and clearly structured.

- 6 You may want to teach/elicit the constructions that can follow these expressions from the Writing bank:
A strong case can be made for + noun or gerund.
We strongly recommend + noun or gerund.
One advantage of + noun or gerund.
There could be no better person than + name of person.
There could be no better solution/initiative than + noun or gerund.

Answers

To our minds, this should be ...
This would be beneficial to ... because ...
We strongly recommend ...
The greatest advantage would be that ...
There is little doubt that ...
There could be no better ...

7 Answers

1 as a result; due to the fact that 2 In addition; What is more; Additionally; As outlined above, 3 despite 4 We strongly recommend; This makes her a true hero; This would be beneficial; ... would be an excellent choice; there could be no better choice; To our minds; The greatest advantage to

+ Extra activity

Revise what ellipsis and substitution mean. (*Ellipsis: leaving out words that are not necessary to communicate meaning. Substitution: using pronouns, etc. to avoid repeating the same word/s.*)

Ask students to find examples of ellipsis and substitution in the fourth paragraph.

Possible answers

Ellipsis: *As outlined above* = As we have outlined/it was outlined above
Substitution: *she is passionate about* (*she* substitutes 'Ayakha Melithafa'); *many of us* (*of us* substitutes 'students at our school'); *This would be beneficial* (*This* substitutes 'selecting Ayakha for the name of the study centre').

Practice makes perfect

- 8a Before students do the task, ask:

Who is the proposal for? (the headteacher)

What is the aim of the proposal? (to explain who the new study centre should be named after and why)

- Explain that students can use the paragraph structure in the student's proposal in exercise 5 or one of their own choosing. Make clear that:
 - They must include an introduction and a conclusion.
 - They must give reasons to justify why the person they propose is a good choice.
 - Each paragraph must have a heading.
-  **Exam tip** Remind students that a proposal should: first state what the proposal is for; be divided into paragraphs which provide details of different aspects of the proposal; finish with a brief conclusion.
- Emphasise that each paragraph should have a heading indicating the subject matter it deals with.

Test yourself p133

Grammar test

- 1** Answers
- 1 flying (*consider* is followed by a gerund)
 - 2 to get (infinitive of purpose)
 - 3 Selling (gerund as subject of sentence)
 - 4 buying (gerund after preposition)
 - 5 eating (*can't stand* is followed by a gerund)
 - 6 to get (*expect* is followed by an infinitive)
 - 7 going (*imagine* is followed by a gerund)

- 2** Answers
- 1 to buy (*the first* + infinitive)
 - 2 bumping (*avoid* is followed by a gerund)
 - 3 living (*imagine* is followed by a gerund)
 - 4 to educate (noun + infinitive)
 - 5 having to (*hate* is followed by a gerund when it means *don't enjoy doing something in general*)
 - 6 not to know (*pretend* is followed by an infinitive)
 - 7 to get (*enough* + infinitive)

- 3** Answers
- 1 Feeling very cold, he put the heating on.
 - 2 Some of the people interviewed in the survey said they didn't have a hero.
 - 3 Given enough time the team could improve.
 - 4 Having watched the race last week, I was inspired to take up cycling.
 - 5 Taken at night, it is thought that milk can help you sleep.
 - 6 She fell over running for the bus.

Vocabulary test

- 1** Answers
- 1 forerunner 2 humanitarian 3 mentor 4 trailblazer
 - 5 role model 6 iconoclast 7 philanthropists 8 pioneer

- 2** Answers
- 1 in 2 towards/to 3 about 4 as 5 for 6 with 7 of
 - 8 on

- 3** Answers
- 1 c 2 d 3 a 4 b

Reading

2 Answers

- 1 **B** – ... *you can make sure you have team rules – behaviour principles that everyone abides by ...*
- 2 **C** – *Make sure this (the purpose of the activities that each person does) is visible to everyone to prevent any stepping on boundaries and also to generate respect for each person's role in the team.*
- 3 **D** – *There's a tendency for leaders to focus on where the gaps are or what's not being done because they're concerned about the outcome, but it's better to take an approach where you let that go and, instead, identify the team's strengths ...*
- 4 **C** – *The most important thing is to clarify the purpose of what you are doing ... what is the purpose of the activities that each person does.*
- 5 **A** – *I think something which gets missed is leaders thinking about their role.*
- 6 **C** – *This then allows you to recognise and reward each team member as they shape their contribution.*
- 7 **B** – *People often think that these team co-operation exercises are a bit silly or corporate but I think that happens because often these only occur as a big event once or twice a year.*
- 8 **D** – *The other simple thing that many leaders forget ... is – take some time out. I mean, for yourself ...*
- 9 **A** – ... *people have a different understanding of what level of communication is necessary. It's worth talking to your team about this to establish what they need.*
- 10 **B** – *These rules also allow you to accommodate and accept differences in the individuals in the team ...*

- If you wish, go to page 148 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook page 97, for more information and practice on this C1 Advanced task.

Films or TV series from your country

1 SPEAKING 

- If students are having problems remembering details of the article on page 112, tell one person in each group to look at it and give the other members of the group prompts.

Answers

The main benefits discussed are that Canada offers a variety of climates, urban areas and landscapes.
The local economy has benefitted from the investment and there are more jobs.

2 SPEAKING 

- Divide the class into groups of three or four.
- While students are reading the Project task and Research areas, write on the board:
What is this project task about? (the film and TV industry in your country or region)
What research area(s) are you going to focus on? (statistics? notable actors or directors?, etc.)
What would be a good format to present this information?
Students can then discuss in their groups or for homework.
- 3 Students read the four sections in *Think about ...* While they are reading, write on the board:
Will you include a clip, if possible? Why/Why not?
How are you going to make sure that you don't use language which is too simple or repeat words?
How are you going to check each person's drafts?
How much background information will you need to give people from other countries who read/watch your project?
- After students have finished reading, they discuss the questions in their groups.

4 SPEAKING 

- Establish a schedule for the project, including any interim deadlines.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.
- Ideally, students who have prepared a leaflet should make enough copies so that everyone is able to read it.
- 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.



Virtual Classroom Exchange

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

UNIT 1 p136

Vocabulary in context (page 6)

Possible answers

accomplishment – something difficult that you succeed in doing, especially after working hard over a period of time

adventure – an exciting, unusual, and sometimes dangerous experience

battle – a situation in which someone is trying very hard to deal with a difficult situation

exploit – something unusual that someone does that you think is brave, exciting, or entertaining

feat – something impressive and often dangerous that someone does

hurdle – one of several problems that you must solve before you can do something successfully

obstacle – a difficulty or problem that prevents you from achieving something

ordeal – an extremely unpleasant experience, especially one that lasts for a long time

struggle – an attempt to do something that takes a lot of effort over a period of time

trial – a painful or difficult experience

Reading (pages 6–7)

Answers

1 This describes the number of months Karen Aspen spent sailing round the Caribbean the first time she stepped on a boat.

2 This refers to the number of countries that the journalist Jada Yuan travelled to on a tour of the top 52 places to go.

3 This is the number of unique stone huts that can be found on St Kilda.

4 This is a reference to the number of historic buildings that Mari and Emyr are responsible for.

Grammar in context 1 (page 8)

Answers

1 They've been working hard since this morning.

2 She travelled all over the world when she was young.

3 I think we've owned the house for about three years now.

4 We set off on our journey yesterday.

5 Correct./Where have you been living since you moved to London?

Developing vocabulary (page 9)

Answers

1 illegal – It's illegal to drive over 50 km per hour in this area.

2 irrelevant – The reason why you need the money is irrelevant.

3 disapproving – Do your parents give you disapproving looks?

4 impractical – Swimming in lots of clothes is impractical.

5 inexperienced – It's tricky to get a job as an inexperienced lawyer.

Grammar in context 2 (page 12)

Answers

1 informative than the book by miles

2 by far the least

3 slightly less than it

4 a great deal more important

UNIT 2 p136

Vocabulary in context (page 18)

Answers

1 *in the know* – have the necessary information or privileged information

2 *make a comeback* – become popular again

3 *a cultural phenomenon* – something very popular or talked about by many people

4 *to catch on* – to become popular

5 *hashtag* – symbol used on social media to introduce a topic

6 *a backlash* – a strong feeling against a change or an event

Reading (pages 18–19)

Answers

dungarees – to show how fashions can be cyclical in nature

Rihanna – to give an example of someone who had a particular hairstyle

the Ice-Bucket Challenge – to give an example of the types of weird things people encourage each other to do

2017 – the year when the Backpack kid demonstrated how to do the dance The Floss

Gen Z – one of the generational groups that have bought into the recent trend for astrology

Grammar in context 1 (page 20)

Answers

1 has/used to have/would have 2 would wear/used to wear

3 is constantly telling me 4 were always fighting/would always fight

Developing vocabulary (page 21)

Answers

1 the next big thing 2 in vogue 3 all the rage 4 on the radar

Grammar in context 2 (page 24)

Answers

1 More than half of the Americans who read the news on social media expect it to be inaccurate.

2 A new clothes shop that only sells second-hand clothes has opened in town.

3 The new Japanese restaurant where I ate last night is all the rage right now.

4 This smartphone, which has five cameras, has won many awards./This smartphone, which has won many awards, has five cameras.

5 A girl who used to live in our town has become a famous social-media influencer.

UNIT 3 p137

Vocabulary in context (page 32)

Possible answers

1 If an experience or thing is authentic, it is traditional or original, or very similar to the original. It can also be used to mean real, not false or copied. If a person or emotion is genuine, they are honest and sincere. If an object is genuine, it is real rather than pretend or false.

2 If someone is cynical, they believe that people only care about themselves and are not sincere or honest.

If a person is sceptical about something, they have doubts about if it is true or right.

3 If a person is naïve, they are innocent and lack experience of life. They are usually too willing to believe that people's intentions are good.

If a person is gullible, they are easy to trick or deceive because they are too willing to believe what other people say.

Grammar in context 1 (page 34)

Answers

1 had been touring, had challenged 2 was visiting, ate 3 had awarded, had

Developing vocabulary (page 35)

Answers

1 get 2 see 3 cover 4 came 5 put

Grammar in context 2 (page 38)

Answers

1 On no account should you have missed the deadline for submitting award nominations.

2 Only when I watched *The Crown* did I think historical dramas were interesting.

3 Not only is she studying film studies at university but also drama/she's also studying drama.

4 Hardly ever do they see each other any more.

UNIT 4 p137

Vocabulary in context (page 44)

Possible answers

- 1 Writing sentences will help to reinforce the meaning of new vocabulary.
- 2 Don't ask difficult questions in presentations as it could undermine the speaker.
- 3 Did you always obey the rules as a child?
- 4 She used to clash with her sister as a child, but now they get on well.
- 5 It's important to praise people when they do something well.

Reading (pages 44–45)

Answers

- 1 The commentator is explaining what teenagers probably think about the adults' view that they should read something more positive.
- 2 Because they can often see their own lives mirrored in fantasy worlds where everyone is expected to conform.
- 3 Because the commentator had changed their writing style.
- 4 An exciting storyline is the most important thing.

Grammar in context 1 (page 46)

Answers

- 1 'll 2 both are correct 3 was going to go 4 on the verge of 5 both are correct

Developing vocabulary (page 47)

Possible answers

- able*: believable, recognisable, questionable, debatable, capable, laughable, excitable, lovable, likeable, noticeable
- al*: central, social, national, political, natural, legal, normal, traditional, physical, medical
- ful*: beautiful, successful, useful, powerful, careful, peaceful, grateful, dreadful, thoughtful, meaningful
- ible*: sensible, accessible, comprehensible, responsible, impossible, terrible, flexible, compatible, invisible, incredible
- ive*: receptive, collaborative, productive, effective, positive, active, conservative, negative, extensive, collective
- ory*: discriminatory, contradictory, introductory, advisory, auditory

Grammar in context 2 (page 51)

Possible answers

- 1 use future continuous
- 2 use future perfect simple or future continuous
- 3 use future perfect simple or continuous
- 4 use future perfect simple or continuous

UNIT 5 p138

Vocabulary in context (page 58)

Possible answers

- 1 *a cue* – an event, action, or statement that is a signal for something to happen
- 2 *a hint* – something that you say to show what you are thinking or feeling, without saying it directly
- 3 *vague* – not clearly or fully explained
- 4 *drone on* – talk for a long time in a boring way
- 5 *protocols* – a set of rules for the correct way to behave on formal occasions

Reading (pages 58–59)

Possible answers

Challenge: Participants not knowing how to use the video conferencing application.

Solution: A training session or participants familiarise themselves with how the application works before the online meeting or recommending that people use the 'test feature'.

Challenge: Problems of interacting when not in a face-to-face meeting and interpreting how people feel. Pauses feeling unnatural in video conferences. Anxiety caused by being on camera.

Solution: Everyone joining a meeting needs to know what to expect and

what is expected of them. This needs to be established beforehand. People need to be aware of the general protocols of video communication (e.g. not slumping back in their seat) and of protocols specific to the type of video conference they're having (e.g. students should not attend an online class in their pyjamas).

Grammar in context 1 (page 60)

Possible answers

- 1 we would have got a lift.
- 2 if they'd had the right clothes.
- 3 make sure you're on your way home.
- 4 you might get cold!
- 5 we'd like you to begin as soon as possible.

Developing vocabulary (page 61)

Answers

- 1 about to speak 2 tell the difference 3 not on speaking terms 4 have nothing to say 5 speak on my behalf 6 say for certain

Grammar in context 2 (page 67)

Answers

- 1 Supposing that the train is on time 2 correct 3 unless it's raining 4 in case people don't like mine 5 correct

UNIT 6 p138

Vocabulary in context (page 70)

Possible answers

- 1 art relating to a time before history was written down – often cave drawings
- 2 animals, birds and plants that have always existed from that place
- 3 the art, buildings, traditions and beliefs that a society considers important to its history and culture
- 4 roads or paths that take you through a beautiful area when travelling from one place to another
- 5 a place that is far away from other cities, towns or people

Reading (pages 70–71)

Possible answers

- 1 The Ruakuri Cave in New Zealand was discovered by a Maori hunter. It was first visited by the public in 1904 but closed in 1986 due to a dispute in ownership. It was reopened in 2005 with a staircase to make access easier. There are rock formations and glow worms in these caves.
- 2 Barton Creek cave in Belize is unusual as the guide and visitors use a canoe to explore the cave. Once inside the cave, you can see glistening stalactites and stalagmites that are millions of years old as well as pottery produced during the Mayan era.
- 3 In the Cave of Hands in Argentina you can see over 800 ochre handprints – the largest prehistoric art of the kind in the world. It is believed that this was made during a religious ritual.
- 4 Cavers need a lot of abseiling experience to enter the Fantastic Pit in Georgia, USA. The distance from top to bottom is 178 metres – it is said that it takes a stone eight seconds to reach the bottom.

Grammar in context 1 (page 72)

Answers

- 1 Sentences 1–3 should include *would* + infinitive without *to*
- 2 Sentences 4–6 should include *would* + *have* + past participle

Developing vocabulary (page 73)

Answers

- 1 into 2 out 3 out 4 on 5 out

Grammar in context 2 (page 76)

Possible answers

- 1 I should have left the house earlier.
- 2 If only I'd remembered to take it out of the oven on time.
- 3 I wish I'd put it in my calendar on my phone.
- 4 I'd sooner have gone out with my friends.

UNIT 7 p139

Vocabulary in context (page 84)

Answers

Negative – distant, manipulative, self-serving, spiteful, unruly
Positive – compassionate, conscientious, principled, resilient, selfless

Reading (pages 84–85)

Possible answers

- 1 He uses *Lord of the Flies* to introduce the idea of how people may behave badly in a lawless society. This serves as a contrast to the real story of the Tongan boys stranded on an island.
- 2 They behaved compassionately by distributing food equally rather than saving it for themselves. They settled arguments honourably.
- 3 The boys were at boarding school together and one day they decided to run away and try to sail to Fiji. In a storm, their boat broke and they drifted for eight days until they spotted an island.
- 4 The challenges they faced included: thirst and hunger; finding food and drink and having to make a shelter. It didn't rain much at all during the summer. One of the boys fell off a cliff and broke his leg.
- 5 They managed to grow their own food, with very poor soil and little rainfall, and keep a fire burning. They also fixed the boy's broken leg and even made a guitar to sing together, keeping their spirits up.

Grammar in context 1 (page 86)

Answers

- 1 He got his mobile phone screen replaced.
- 2 She had her French essay edited.
- 3 I had the dentist/doctor check my teeth.

Developing vocabulary (page 87)

Possible answers

self-doubt, self-esteem, self-expression, self-indulgence, self-preservation

Grammar in context 2 (page 90)

Answers

- 1 What I really like is meeting my friends at the weekend.
- 2 It was two o'clock when we finally finished the exam.
- 3 The thing that drives me crazy is people who are impolite./It's people who are impolite that drive me crazy.
- 4 The person who has always supported me is my brother./It is my brother who has always supported me.
- 5 The reason why I won't call you is that you never answer your phone.
- 6 The place where I would most like to visit is Florence.

UNIT 8 p139

Vocabulary in context (pages 96–97)

Answers

- 1 steps (*Measures* is slightly more formal than *steps*.)
- 2 an initiative (An enterprise refers to something very ambitious that you want to do or achieve whereas an initiative can be relatively simple, e.g. a decision that pupils don't have to wear school uniform on Fridays.)
- 3 protests (A campaign is a series of actions while a protest is a public meeting or gathering by people who feel strongly about something.)
- 4 an incentive (A motive is an inner reason to do something, quite often something bad. An incentive is an external element which encourages you to do something.)
- 5 to empower (*Empower* generally refers to helping people who are underprivileged or discriminated against but *enable* means make someone able to do something.)
- 6 beneficial (*Beneficial* means good for you but *profitable* means making money/not making a loss.)

Reading (pages 96–97)

Possible answers

- 1 This is the name of a film by Gameau that is reviewed in the text. In the film, they look ahead to a different future in 2040.
- 2 The writer references a programme they were watching with a friend about melting ice and how this impacted polar bears.

3 Currently it is believed that the ice caps are melting six times faster than in the 1990s.

4 Gameau is criticised for travelling by plane and he admits to hypocrisy but explains that the whole system is built around fossil fuels and acknowledges that this can't be changed overnight.

5 In the film, Gameau visits Bangladesh to show how the town has changed from kerosene to solar energy.

6 Gameau includes some moments of light-heartedness in the film which is a refreshing change from the doom and gloom of similar documentaries.

Grammar in context 1 (page 98)

Answers

- 1 Anya reminded Ty that he was picking her up the next/following day for the football match./Anya reminded Ty not to forget to pick her up the next/following day for the football match./Anya reminded Ty to pick her up the next/following day for the football match
- 2 Ty mentioned that his dad was driving them there.
- 3 Anya promised she wouldn't be late/Anya promised not to be late.
- 4 Ty apologised for getting so annoyed the previous week/the week before.
- 5 Anya congratulated Ty on getting player of the match the previous week/the week before.

Grammar in context 2 (page 102)

Answers

- 1 opinion 2 size 3 shape 4 colour 5 origin 6 material
- 7 function

UNIT 9 p140

Vocabulary in context (page 110)

Possible answers

- 1 *dubbed (adj.)* – the speech/dialogue in a film changed to a different language
- 2 *to live-stream (a video)* – to broadcast or watch the video and sound of an event as it happens
- 3 *a rerun* – an old programme that is being shown on television again
- 4 *to drop (a series)* – to make a whole series available for streaming at the same time, rather than making a new episode available each week
- 5 *an instalment* – an episode, the next part of a series
- 6 *on air* – if a person is on air, they are speaking on the radio or appearing on the television.

Reading (pages 110–111)

Answers

- 1 In the 1930s, the first television sets were made commercially available.
- 2 In the 1950s, around 40% of households in the West owned a TV. Variety shows and sitcoms started airing and watching television as a household and discussing programmes with friends and colleagues afterwards became more common.
- 3 In 1960, the US presidential debate was televised for the first time.
- 4 There was a shift in the 1970s from light entertainment towards programmes that looked at more controversial issues. In addition, the article talks about how video recorders became popular in the 1970s.
- 5 In 1985, the Live Aid concert was broadcast.
- 6 The Eurovision Song Contest attracted up to 600 million viewers. More TV shows started to become serialised.

Grammar in context 1 (page 112)

Answers

- 1 can't have left my gloves 2 may/might as well watch 3 they couldn't possibly employ 4 can often be more difficult

Developing vocabulary (page 113)

Possible answers

- 1 Justin Bieber broke into the music industry when he was very young.
- 2 I want to brush up on my English before our trip to Scotland next year.
- 3 People who film nature documentaries wear clothes that blend in with the natural surroundings.
- 4 It's important to come across as friendly and polite when you start a new job.
- 5 The British actor put on an American accent for her role in the film.

Grammar in context 2 (page 119)

Answers

- 1 want to 2 not 3 leaving 4 so does she 5 there

UNIT 10 p140

Reading (pages 122–123)

Answers

- 1 RVT (*she works with a women-led team – something that is rare in the male-dominated music world*)
- 2 RVT (*the message of female empowerment in her song lyrics helps to inspire women to be strong and to seek healthy relationships*); XM (*inspire young people to take part in environmental activism*)
- 3 RVT (*Rosalía is a trailblazer in many ways*); SB (*By highlighting the pressures that athletes face, promoting safe and healthy training conditions for sportsmen and sportswomen and shining a light on the topic of mental health, Simone Biles has, arguably, achieved more than winning medals, providing a lesson in leadership and courage*)
- 4 SB (when it was then announced that Simone was to take part in the beam event [in which she went on to win a bronze medal], the true extent of her bravery became apparent.); BG (But despite these setbacks, the team refused to quit)

Grammar in context 1 (page 124)

Possible answers

- 1 *hesitate* + infinitive
I wouldn't hesitate to help a friend in need.
- 2 *it's not worth* + gerund
In my opinion, it's not worth getting upset when things go wrong.
- 3 *object to* + gerund
I object to women being paid less than men.
- 4 *not feel like* + gerund
I don't feel like going out to eat, let's have dinner at my house.
- 5 *too late* + infinitive
We were too late to catch the bus so we had to get a taxi.

Developing vocabulary (page 125)

Answers

attitude towards; comparison between; concentrate on; gifted in; intention of; satisfied with

Grammar in context 2 (page 128)

Answers

- 1 Talking 2 Built 3 Having learnt 4 campaigning 5 Eaten

Listening

6  EST

Answers

- 1 **A** incorrect – She has done a lot of preparation: *I have done a lot of reading about the role and the company ...*
B correct – ... *I don't know what they're going to ask me. It could be anything!*
C incorrect – Her friend says: *You've got exactly the type of background they're looking for!*
- 2 **A** incorrect – ... *I've passed all the exams and I've got all the certificates we need ...*
B correct – ... *I've passed all the exams and I've got all the certificates we need but you know companies ask for all sorts of extras, like how good you are with data software and if you have ever led a team and so on ...*
C incorrect – He says if the company doesn't like his personality ... *it's the wrong company for me anyway!*
- 3 **A** incorrect – Girl: *we've cited all our research ...* Boy: *I know.*
B incorrect – He isn't concerned that the project mentions too few ideas. He just doesn't know how much information to include: *I don't know where we should stop.*
C correct – ... *Is it really different enough or are we just saying the same old thing as everyone else?*
- 4 **A correct** – Many examples in the dialogue. At the end, she specifically says: *I think it works fine as it is!*
B incorrect – She does the complete opposite: ... *we don't need to keep going in and altering stuff – we've got to stop somewhere.*
C incorrect – *We need to ... show that we've captured all the main trends. And I would say we've done that.*
- 5 **A** incorrect – *I've progressed in terms of where I am in the firm ...*
B incorrect – This is not stated in the listening.
C correct – ... *I don't really feel comfortable within the organisation. ... everyone else went to these expensive schools and good universities and I don't really fit in, given my background ... I don't feel like I have any influence because they don't really listen to me.*
- 6 **A** incorrect – *I know you do a really good job because you're so focused ...*
B correct – ... *I'm sure if you speak to people in your team about how you're feeling they would probably say that's not how they see things.*
C incorrect – *You don't want to end up changing your career because of this ...*

Speaking

7–9  SPEAKING

- After reading the Speaking exam tip, make it clear that the person asking the questions is in the role of the examiner. This means that this exercise isn't a conversation where students interact. It is a series of questions and answers.
- Tell students to read the instructions for exercise 8 before they do 7. The student in the role of examiner should bear the points in 8 in mind and take notes while their partner is answering.
- Once students have done 9, emphasise that they need to give complete answers as they will lose marks if they don't, even if they don't make any mistakes.

Listening

6  ES2

Answers

- 1 impact – *Because the space organisations need to figure out as much as possible about the impact of life in space on humans. In many countries, including mine, there are these simulation pods which people can stay in so that they can study you and your reactions.*
- 2 isolation and confinement – *They look at things like how people respond physically and psychologically to long-term isolation and confinement because some of the space missions last up to three years.*
- 3 heavy workload – *One thing I found out is that the astronauts are not just sitting in space – they have a heavy workload every day.*
- 4 natural disasters – ... *you might be asked to do some research or maybe maintenance of the spaceship. Or possibly taking photos both of space and looking back on Earth at things like natural disasters.*
- 5 biodata – *throughout the day, we had to keep having our biodata monitored so they could see each change in our heart rate or blood pressure, which was unnerving.*
- 6 technical – *Most of their work is very technical rather than going outside the ship and doing walks in space and what we think of as the exciting things.*
- 7 gravity – *the exercise also counters the effects of having little or no gravity, which can affect your bone and muscle mass.*
- 8 cook – *One of the things I found the hardest [in the pod] was the food we had to eat! It's all dehydrated and processed ... But they are getting to the stage of being allowed to cook in spacecraft so this might help.*

Reading

7  Answers

- 1 **B** – *The author has clearly drawn on archaeological, artistic and written evidence from the time so that we can understand how the towns and farms and society operated in medieval England.*
C – *This book takes an interesting and firmly evidenced route into ancient Greece ... The author watched the ship being recovered and was part of the meticulous restoration process. She came to know the ship intimately and what it told us about how people lived their lives in Greece ...*
D – *Obviously. The author was helped by the fact that there is a wealth of recorded evidence – both audio and written.*
- 2 **B** – *It is extremely well-written and reads almost like a novel, which I'm sure will draw criticism from some of my more academically driven colleagues. But how better to give us this sense of time and place?*
- 3 **D** – *This is not so convincing as it is very much his interpretation and it is an awkward shift in an otherwise well-evidenced resource.*
- 4 **C** – *Her book is a great promoter of visual evidence. She argues that when we have a wealth of written data the visual tends to get pushed to the background or is only offered as support when it should perhaps be at the forefront.*

Listening

3  ES3

Answers

- 1 **C** – ... it's much more about how well you concentrate on what the other person is saying to you ...
- 2 **F** – ... people fret too much about what's expected of them ... just act naturally ...
- 3 **A** – It's crucial to make a good start by telling people who you are and how you're connected to the host.
- 4 **D** – It's worth spending time with everyone and getting them to open up.
- 5 **G** – ... make sure you come up with a couple of relevant things you can use to start conversations ...
[B, E and H are not used]
- 6 **F** – ... the danger zone of maybe saying too much about yourself, which you do need to avoid.
- 7 **A** – ... that classic trap of looking over the person's shoulder instead of straight at them and that creates a bad impression
- 8 **B** – ... when they shake hands, it's very half-hearted. Don't do this – be enthusiastic.
- 9 **D** – The worst thing you can do is not pay attention so don't just stay but actually focus properly on the person.
- 10 **C** – ... it's far worse to not remember people's names because people remember this.
[E, G and H are not used]

Writing

- 5 Once students have read the task, elicit the three elements they must include in their report (*An evaluation of the layout and contents of the museum. What you learnt from your visit. What the museum contributes to the local area.*)
- Remind students that they should begin with an introduction explaining what the report is about and should use different paragraphs to explain each of the three main elements.

Speaking

6  SPEAKING

- Make it clear that in the first part of the task students need to fully discuss the points for two minutes.
- Students should talk about each point one-by-one. It doesn't matter if they don't discuss all five points.
- Students should make sure that they both speak for roughly the same amount of time. If one person is speaking more than the other, he/she should encourage the other student to contribute (e.g. *So, what do you think?, Do you agree?, etc.*).
- If one student disagrees with the other, they should do so politely, e.g. *I'm not sure I see it the same way as you, I don't completely agree, etc.*
- In the second part of the task, it is not essential that students come to a decision after a minute. However, they should compare different options and try to eliminate some.

Writing

- 3 Check that students fully understand what they need to do by asking: *What type of text do you need to write? (a review) What is it a review of? (a campaign) What three pieces of information do you need to include? (What was the campaign for? What were the key features of the campaign? How successful was it in achieving its aims?)*
- Remind students that they should make a paragraph plan before they start writing. They should make sure that their paragraph plan includes all the information asked for in the question and that it is structured in a clear way.
- Point out that students need to decide what tense to use when they describe the campaign. If it is still continuing, they should use mainly present tenses. If it is over, they should use mainly past tenses.

Reading

5  Answers

- 1 amount 2 not 3 what 4 across 5 Once/When/After 6 is
7 make/have 8 with

Speaking

7–9  SPEAKING

- Allow a sufficient amount of time for students to consider their responses to the questions in 7. Encourage less confident students to make notes if they feel it will help.
- Direct students to refer to the relevant vocabulary and Speaking bank pages in the Students' book to help support their speaking performance.
- Tell students to take turns asking the questions in 7, but explain that they should both express their thoughts and opinions and respond to what their partner says. For example, when one student has spoken, the other should react to what their partner has just said (*That's interesting!, I'd never thought of that, etc.*) and ask further questions and make suggestions in order to develop the discussion and stimulate an exchange of ideas.

Listening

4  ES4

Answers

- 1 **A** incorrect – *I was confident in my concept.*
B incorrect – Irene doesn't say this was the biggest challenge.
C incorrect – This is not stated in the listening.
D correct – ... *what threw me was the number of forms we had to fill in.*
- 2 **A** correct – *I don't think I'd realised how many things would need to be accounted for in expenses ...*
B incorrect – *I could estimate that [kit costs] quite well.*
C incorrect – ... *there are standard costs for all the different locations ...*
D incorrect – ... *there are standard costs for ... the editing work ...*
- 3 **A** incorrect – This is not stated in the listening.
B correct – ... *we went for a more limited number of people than I would have really liked ...*
C incorrect – She hired specialists (e.g. a camera operator and editor) for jobs that required *some level of expertise.*
D incorrect – ... *it took some time to sort, which I knew it would ...*
- 4 **A** incorrect – ... *I felt confident about my planning and making sure we ran to schedule ...*
B incorrect – *There's always people better than you but that's good because you can learn from them.*
C incorrect – ... *we had some very experienced actors, which really helped.*
D correct – ... *I was much younger than some of the crew so I was just hoping I was doing it right!*
- 5 **A** incorrect – This is not stated in the listening.
B incorrect – ... *many people say the most important thing is to work with experts and use them to learn from but sometimes that can distort your view ...*
C correct – *My tutors have always said it's critical to understand all the technical aspects of filmmaking and I was very aware of what I didn't know. So I do think that's essential.*
D incorrect – She doesn't specifically say this. Although she does say *it's important you have your own identity as a filmmaker*, this does not necessarily mean including something original.
- 6 **A** incorrect – ... *I think I'll stick with the genre I'm working with now ...*
B incorrect – ... *I definitely want to stick with making films ...*
C correct – ... *It'd like to produce a much improved version ...*
D incorrect – She says that she'd like to *work with more women*, not that she wants to get more women involved.

Reading

6 Possible answer

The general reader, but maybe one who is worried about their binge-watching.

7 Answers

- 1 constantly (Adverb from *constant* to modify *watching*. *Constantly* means *always or regularly*.)
- 2 unwanted (Adjective from *want* to modify *effects*. The question in the text is asking about effects that we *don't* want.)
- 3 relatively (Adverb from *relative* to modify *new*.)
- 4 investigations (Noun from *investigate* to come after *the few*.)
- 5 psychological (Adjective from *psychology* to modify *issues*.)
- 6 opposite (Noun from *oppose* to come after *the*.)
- 7 fluency (Noun from *fluent* to come after *gives a*.)
- 8 truth (*In truth* is a set expression.)

Writing

- 8 Tell students to make notes on the three points they need to include.
- Before students do the task, remind them to:
 - Include an introduction and a conclusion
 - Set out the information clearly in paragraphs
 - Provide a heading for each paragraph and a general heading for their proposal.

UNIT 1

Listening, p12

3  02

Sam: Hi, everyone! Welcome to our podcast, *Learning matters*. I'm Sam Polaris and in this episode Zara and I are talking about grit – the much-discussed ingredient in personal success – and how it impacts our learning.

Zara: Hi! I'm Zara Redman – great to be here! I'd like to invite all our listeners to leave a comment and we'll try to respond to as many as we can during the show. So, Sam, let's begin by answering the question, what exactly is grit?

Sam: I'm glad you asked! It's a term that's been around for a while, and often it's assumed that people understand it. In her TED Talk entitled *Grit: The power of passion and perseverance*, Angela Lee Duckworth describes grit as 'passion and perseverance for very long-term goals'.

Zara: So, does that mean being committed to something you have a passion for, and sticking at it?

Sam: Yes, that's right. A person with grit is far stronger mentally than most people. They have stamina and determination. They don't give up easily, despite distractions or knockbacks. And they have the ability to work hard towards their goals, not just for short periods, but for an extended time.

Zara: Interesting stuff! A lot of comments are coming in – people are asking why grit is important.

Sam: Well, education is, without doubt, the most important point in relation to grit. Angela Lee Duckworth's research has shown that academic success isn't dependent on education or even IQ, but instead on grit. Her studies have shown that it's a key determiner in how successful someone will be in both their academic career and in life. So, it's important for students to be made aware that if they want to achieve their goals, they need to develop grit. One of the ways to do this is by developing what is called a 'growth mindset'. By that, I mean they have to understand that the ability to learn is not fixed and that they have to invest time and effort in their learning. It's believed that people who are significantly more passionate about their goals, and who have more perseverance and self-control, in other words, more grit, will be high achievers, no matter what their background is. To me, it's about when you have a goal that is more important than anything else in

your life by a long way, and grit sums up all the qualities you need to achieve that goal, no matter what.

Zara: That's a fantastic way of describing it.

4  03

Zara: So, earlier on you quoted Angela Lee Duckworth. What can you tell us about her?

Sam: Well, she's the scientist behind the buzzword 'grit'. She works as a professor of psychology at the University of Pennsylvania, and for more than a decade, she has been conducting research into the relationship between grit and achievement. Angela has a unique perspective because her background is in psychology and education – she used to teach maths to seventh graders at public school in New York. While she was teaching, she observed that doing well academically wasn't nearly as simple as she had once thought. It wasn't just a question of having a reasonable IQ or being talented – she realised that the most successful students shared a common quality – this is what she describes as 'grit'. She is well-known for her book and TED talk on the subject. She's talked about her research with teachers who work in some of the toughest schools, and she's emphasised the importance of helping students develop grit and other non-cognitive skills which are critical for a successful career.

Zara: Yes, her TED talk is really interesting – I can recommend it. I was really intrigued by the 'grit scale' she refers to in her book. Can you tell us something about that, Sam?

Sam: Well, it consists of a number of questions designed to make you reflect on how passionate and persevering you are. And if you want to find out more about what grit means, the clearest way to really understand is to go to the website and answer the questions.

Zara: Critics of grit say that it omits the obstacles society puts in the way of some people.

Sam: Yes, people seem to think that what Angela is saying is that all you need to do is work harder and you'll achieve more. However, critics point out that some people work a great deal harder than others, but still find it difficult to achieve their goals.

Zara: Other critics have commented that people will persevere when something is worth investing in, so they lay the blame with educators for not providing an inspiring curriculum.

Sam: Well, I think there's some truth in that.

Zara: Do you? I'm not quite as convinced as you are by it. I don't think it's the educators that are at fault. It's natural for students to put a lot more effort into the subjects that they enjoy, and it can't be easy to design a curriculum that appeals to everyone.

Sam: Well, one thing's for sure – it's by far the grittiest subject we've discussed on this show.

Zara: Let's choose another question to answer ...

Developing speaking, p13

2 and 3  04

Speaker 1: Well, I'm still a student so in fact I tend to eat in places where the food is relatively, um, what's the word ... affordable – for example, a pizza, sushi or burger place. It's quite different to the food we have at home. My parents usually cook traditional meals where I'm from. To be honest, I prefer that – I guess I'm simply more used to it. They say that there's nothing better than home cooking. Anyway, I mustn't forget to answer the question – many, but not all, restaurants are chain restaurants and usually serve a particular type of food. The food may be a bit less healthy than home-cooked food and it's often food from a different culture.

Speaker 2: Yes, I was very much influenced by a teacher when I was growing up. I should begin by explaining that as a child I was really good at ... gymnasium? – or rather gymnastics – and belonged to a regional club where I trained six days a week. As you can imagine, it was a big part of my life. As I was saying, I was good at gymnastics, and my teacher, whose name was Meike influenced me a lot. She taught me how to be disciplined and focus on achieving long-term goals. I admired her and wanted to be like her when I was older. I've never thought about it before, but I think I achieved that.

Speaker 3: As we're now in the ultimate – sorry, I mean final – year of school, a lot of people are asking me about my plans for next year. Basically, I'm usually quite good at making plans such as what to do in my free time, where to go, where to eat ... however, making long-term plans is a little different and I find that significantly more difficult, probably because I haven't got much experience of it. I think sometimes it's difficult to carry plans through to the end. Also, some plans are so much more important than others – yes I think that's the main reason – the awareness that some plans are life-changing makes it difficult.

UNIT 2

Listening, p24

2  08

George: Hi. I'm George Smith. Welcome to *The Influencer* Podcast – the programme that explores the stories behind some of the biggest influencers in art and design. Today, we'll be discussing the artist Andy Warhol, who changed the art world by embracing celebrity and consumerism, and became a symbol of the counterculture movement. We'll discuss why he was more than just an artist, and why his work is still in vogue today. Our studio guest is Jade Nelson, an art historian and exhibition curator. The gallery where Jade currently works is in the heart of New York. Welcome, Jade. It's a pleasure to have you here.

Jade: Thank you, George. It's good to be here.

George: So, Jade. What do you think makes Warhol so popular?

Jade: Mmm well, it depends what you mean by 'popular'. When we say 'popular', do we actually mean famous? Warhol's art is certainly that – his bright, colourful pop-art paintings are instantly recognisable. But there's more to it. Warhol himself became an iconic figure – as famous as his paintings. It's impossible to separate Warhol's work from Warhol the man. They are one and the same.

George: What do you mean by that exactly?

Jade: Well, Warhol was an innovator; a complete game changer. He was what we might refer to today as an influencer – even a disruptor. Warhol was fascinated by the idea of fame and celebrity and he attracted media attention with his iconic silver wig and his taste in eccentric fashions. He used to hang out with rock and film stars, as well as politicians and society figures, which meant he was always in the public eye. Rather like Picasso, he wasn't just famous for his art, but for his whole persona – his looks, his personality, his friends. He was very recognisable – he became a brand.

George: So, he became famous because he rubbed shoulders with the rich and famous?

Jade: Hmm, that certainly helped. But his work is undoubtedly what makes him one of the most important and influential artists of his time. But the way Warhol packaged and marketed himself inspired icons such as David Bowie, who greatly admired his work, and wrote the songs *Oh! You Pretty*

Things, Kooks, Changes and *Andy Warhol* about him. In fact, it was Warhol who inspired Bowie to create his own character, Ziggy Stardust.

George: Wow! I didn't know that. Would you say that Andy Warhol was ahead of his time?

Jade: Pretty much so. Way before selfies and reality TV, Warhol documented his personal life like an Instagrammer. He was always taking photos with his Polaroid camera and recording himself on a tape recorder. He didn't use to bother keeping up with fashion, because he was the trendsetter. He bucked the trend at formal events, making it cool to dress down by wearing blue jeans with expensive shoes, jacket and shirt and tie. And he liked to cause a stir and get noticed.

George: Oh, so he really liked appearing in magazines and newspapers? He sounds like some of today's celebrities!

Jade: Well, Warhol was a celebrity – and a talented one at that. He started his own magazine, *Interview*, and created an innovative interview style by making them more casual and chatty, and barely editing them at all. In my opinion, the magazine was like no other, as he got celebrities to interview other celebrities so they'd reveal more to each other than they would have done to a journalist.

George: What about his art – why do you think it has stood the test of time?

Jade: Andy Warhol was one of the leading figures in pop art – a movement that uses popular culture in art. Warhol brought a new approach to this movement, with his series of iconic images of ordinary objects, including Coca-Cola bottles and Campbell's soup tins. He pushed the boundaries so that almost anything could be considered art. One famous piece is *A set of boxes*. He made the ordinary extraordinary, and in doing so inspired a number of current artists, including Damien Hirst and Cindy Sherman.

George: He was an artist whose work was truly innovative, wasn't he? So, can you tell me a little more about his fascination with celebrities?

Jade: It was a life-long obsession really. Warhol was a shy child who was captivated by movie stars and the silver screen. He used to go to the movies with his brothers and collect signed photos by writing to film stars. As an adult, he promoted celebrities known as 'Warhol superstars' and inspired the expression 'Fifteen minutes of fame'. The rock band that he managed and produced for a short time went on to be very successful. You may have heard

of them – *The Velvet Underground*. In his art, he's probably most famous for the Marilyn Monroe portraits – you see that image reproduced a lot – but he painted many other celebrities throughout his life, including John Lennon, Mick Jagger and Debbie Harry of *Blondie*. In fact, his work maps a timeline of important people and events. Ironically, his fame lasted much longer than fifteen minutes and his legacy lives on in history, pop culture and the art world.

George: That's fascinating. So tell me about the exhibition of his that you're currently working on?

Developing speaking, p25

3a and 3b  09

Examiner: Is it better to choose clothes in classic styles rather than going with passing fads?

Student A: Mmm yes, well, I think buying classic clothes is a more socially responsible choice than trying to keep up with the latest trends. What do you think?

Student B: Yes, I agree. But don't you think it's a bit boring?

Student A: What do you mean?

Student B: Well, not everyone wants to dress like their mum and dad! I'm not a trendsetter, but classic clothes can be really dull. It's fun to try out new styles.

Student A: Perhaps to some extent, but don't you agree that we should all be buying clothes that are going to last for a long time? Choosing timeless classics is much more sustainable than buying disposable fast fashion.

Student B: Yes. I would go along with the idea that we need to buy less. But we all need clothes, and I think most young people would rather buy clothes that are on trend rather than classic styles. I mean, just the phrase 'classic styles' makes me think of all those scratchy, stiff, uncomfortable fabrics that people used to wear. Ugh!

Student A: The problem is that trends move so fast. What's all the rage now will be out of fashion by next year. What's wrong with classic styles?

They're classic for a reason – practical, warm, well-made clothes that people will be able to wear for years. Good quality clothes are always in vogue!

Student B: But clothes are so much more than just things to keep yourself warm. They are a way of expressing yourself and how you want the world to see you. Do you want to say 'I'm classic' or 'I'm innovative, creative and fun'?

Student A: Yes, but I think the best designs often take classic styles and add a twist. This is only anecdotal, but I heard from a friend of my sister, who works in the fashion industry, that classic clothes are actually making a comeback right now. There's such a backlash against fast fashion that people are starting to embrace classic styles.

Student B: I see what you mean. Maybe dressing in classic clothes is a way of making a fashion statement? But perhaps we will have to agree to disagree.

Examiner: Do you think marketing influences what people buy?

Student B: Oh, definitely! Advertising and marketing has a huge influence on people's behaviour. It's impossible to ignore it.

Student A: There's evidence to show that influencers also massively affect people's shopping habits. Can we consider influencers as a type of 'marketing'?

Student B: Do you mean vloggers and celebrities?

Student A: Yes. Celebrity endorsements of a product can generate sales worth millions. That's why they get paid so much for advertising campaigns.

Student B: Yes, I think it's true that vloggers and influencers who have a high profile on social media are also increasingly important to brands.

Student A: I don't think I choose my clothes based on what I see on social media, though.

Student B: I'm not sure I agree with you on that. We are all influenced by people we admire ... in fact, quite a lot of research has been done to back this up. It's often subconscious, so we don't realise the reason why we go for certain brands.

UNIT 3

Listening, p38

2  14

Speaker 1: I've watched all the seasons of *The Crown* several times – you see, I'm a huge fan of historical dramas. Recently I found out that *The Crown* wasn't filmed in Buckingham Palace, but at Lancaster House, a historic building in London. Although Queen Elizabeth married Prince Philip in London's Westminster Abbey, that scene was actually filmed in a cathedral in the small city of Ely. Regardless of where the series was filmed, the places looked amazing and so different to where I live. Anyway, I ended up booking a trip to the UK next year that takes in some key locations used in *The Crown* and other series. I can't wait!

Speaker 2: I'm a costume designer from Korea and I work mainly on Korean and Chinese TV period dramas. I really admire costume designer Anna Robbins – she's won awards for her work on *Downton Abbey*. In the film version of the series, Queen Mary visits Downton and the designer wanted the Queen's jewellery to look authentic. Anna said she wanted viewers to feel like they'd seen Queen Elizabeth II wearing the same piece of jewellery. In contrast, she also talked about compromising on some of the outfits. The film is set in 1927, when the fashion was for shorter skirts and dresses, however, Anna decided that it wasn't appropriate for the aristocratic characters of *Downton* to show their knees, so the dresses were made longer. I think that's an important lesson for me to practise in the future – when to be authentic and when it's OK to bend the rules.

Speaker 3: I'm doing an A-level in English Literature, and to help bring some of the historical plays we study to life, we're encouraged to watch them being performed. It's expensive to go to the theatre, but we're fortunate that the National Theatre in London films 'National Theatre Live' productions to show at cinemas around the world. In 2020, 'National Theatre at Home' streamed a free production online each week – that was amazing. I watched all of them! After that I was hooked – I didn't realise how much I love theatre. I'm even going to do a play-writing course next year.

Speaker 4: That's about it for today's podcast. Next time, we'll be speaking to a psychologist and looking into everyday activities that are good for mental health. For example, researchers in the US say there are positive benefits from watching

historical dramas. We'll be looking at the work of Dr Pamela B Rutledge, director of the Media Psychology Research Center in California, who has described period dramas as life simulations which show us different ways to be, through themes universal to the human condition. The idea is that watching historical dramas allows us to escape from our day-to-day problems, helps us to improve social connections, and even develops better listening skills – all of which lead to positive mental health. Well, I will certainly be following Dr Rutledge's advice and settling down for a weekend binge of historical drama.

Speaker 5: I'm a software engineer from France, and I work from home for companies from all over the world. Recently, I've been working on Computer Generated Imagery, or CGI, for films. Only after working in this area do you realise how heavily the film industry relies on CGI. I love watching out for other films that use CGI to see what else is being done. I was really impressed by *Fantastic Beasts: The Crimes of Grindelwald*, which relies heavily on computer technology. Because the series is set in 1927, CGI was used to recreate the streets of Paris, London and New York from that era using a combination of filming in real UK locations, as well as on film sets. My favourite part of the film is the mythical creatures themselves, though – so much so that I'm going to read more fantasy novels.

Developing speaking, p39

3 and 4  15

Marta: OK, well, these photos have something in common – they all show inventors with their inventions. I'd like to talk about the photos of the printing press and the light bulb. The image of the printing press shows two men and a boy. I think one of the men is probably the inventor, Gutenberg. They're standing near the printing press. The other image shows a man standing next to a very large light bulb. He could be the inventor, Thomas Edison.

There are several points of similarity between these images. For example, in both images the inventors are dressed elegantly. However, Edison's clothes are quite different from the others. Both inventions were impactful. The printing press gave more access to news, information and education, while the light bulb turned night into day. The printing press led to the typewriter, whereas the light bulb changed the way we live and work. I think both inventions were just as important as the other.

Examiner: Thank you. And now, Tobias. Which invention do you think you couldn't live without and why?

Tobias: Mmm that's tricky. I think I'm going to have to say the printing press. Not only because I love reading, but also because of how it facilitated education. Could you imagine how difficult it would be if everything had to be written by hand? It would mean that most people, apart from the very wealthy, would remain illiterate and uneducated. So the divide between the rich and the poor wouldn't have changed. It also helped the advancement of science, as data could be copied accurately, so scientists could trust the information they received.

Examiner: Thank you.

UNIT 4

Listening, p50

2  19

George: I'm George Dale and this is my weekly podcast, *Tech Tomorrow*. Today, we're discussing the future of the smartphone. Did you know that there are nearly four billion smartphone users in the world? That's nearly half the global population. This figure increases to almost five billion if we add users of simple mobile phones, and the number is constantly rising. Today, we have Sandy Jones in the studio to discuss what the future holds for smartphones. Hi, Sandy – can you start by telling us something about your job?

Sandy: Hi, George. Thanks for inviting me. I work in the Research and Development department of a tech company. We work on developing new ideas for technology – such as smartphones. It's my dream job! I love trying out new ideas with the team. You have to be prepared for many knockbacks and failures before you hit on the right thing, though. Many ideas flop, and the successful ones can take a long time to get through to the end user.

George: So, I guess you already know what new things we'll be using next year then. Are you allowed to tell us about what's round the corner?

Sandy: I'm not allowed to talk about the latest innovations that we're working on – they won't be available for a while yet – but I can talk about the recent developments that are already in the public domain. There are some pretty exciting and innovative projects out there!

George: Do you mean ideas that have already been published?

Sandy: Yes, that's right. For example, they could've appeared as an idea on a website that discusses the future of technology.

George: OK. It'd be great to see if you think any of the ideas will make it.

Sandy: Well, all aspects of the phone are eligible for improvement, from the materials we use to how we interact with it. For example, most of us have smashed the screen at some point. Not only is it expensive to replace, it's also inconvenient to be without your phone. A few years ago, the idea of a 'self-healing' glass came about. A Japanese researcher discovered – by accident – that the material he was working on could be repaired with his fingers. The material,

known as polyether-thioureas, sticks back together within 30 seconds of being held in place, and returns to its original strength within hours. And engineers at Massachusetts Institute of Technology are looking at a polymer that will keep the temperature of a phone cooler and make it less likely to smash, as well as bringing the cost down. And other companies are looking at different changes that may bring further benefits.

George: What kind of changes do you mean?

Sandy: Well, flexible phones have been possible for a while, but so far they've not really taken off. However, stretchable phones may be a much more interesting development, as they're very adaptable to different scenarios – people will be able to have a phone and a tablet in one, for example. To make this possible, engineering researchers at Michigan State University have designed a stretchy smart-fabric created from organic and nanomaterials which allow users to stretch the phone to make it the size of a tablet – or indeed, the material could stretch into a large screen.

George: I like the sound of being able to vary the size according to your needs.

Sandy: Phones with a holographic display have been talked about for a while, too, but the technology isn't really very successful, as it stands. Like many products, I think the idea for these will have disappeared in a couple of years' time. However, Samsung is working on their own holographic device, so we'll have to wait and see.

George: I'm not sure it's something that I really feel I need to carry around with me.

Sandy: Never say never! I think most people didn't feel they needed to carry a phone around with them at all before mobile phones caught on. More futuristic advances are the type of things you see in science-fiction series. However, they may be around sooner than you think. Phones may be implanted into a part of your body to really make them a part of us.

George: I'm not sure I like the sound of that!

Sandy: I know what you mean, but at least you'll never lose it again!

George: Haha!

Sandy: The next step after implants would be mind control – you call someone just by thinking about it. Massachusetts Institute of Technology's AlterEgo is a form of

technological telepathy that allows the user to do just that.

George: Well, by the time *that* technology comes out, we will have been carrying these things around with us for long enough, so perhaps I'll embrace an implant. Thanks, Sandy.

Developing speaking, p51

3 and 4 20

Examiner: Now, I'd like you to talk about something together for about two minutes. Here are some situations in life and a question for you to discuss. First you have some time to look at the task.

Students: Thanks.

Examiner: Now, talk to each other about how robots might be useful in these situations.

Pablo: So, let's see, the first thing that jumps out at me is 'at the doctor's'. Next time I'm ill, I really wouldn't like to see a robot instead of a doctor. What do you think? Do you share my opinion on that?

Irene: Mmm not really? I think it *is* feasible that robots would be useful for seeing patients with minor medical problems.

Pablo: I don't agree. I'm not sure you can trust a robot to be able to fully examine you – I mean to take a holistic approach. Some symptoms may be caused by stress or anxiety, and you can't necessarily see that.

Irene: Yes, I see what you're saying. That's a good point, but maybe robots could be programmed to ask you questions about your physical and mental health according to the symptoms you're displaying. I'm not sure I'd like a robot to operate on me, though.

Pablo: Actually, perhaps surgery is one thing hospitals will be using robots for in the future. They can focus better than surgeons and are able to access very small places. Plus, robots don't get tired.

Irene: Hmm. Yes. I guess that's right. OK, let's talk about one of the others. I'm not convinced that robots will be that useful on holiday as a guide or a translator. Most people prefer the company of a human being. I'd prefer to be guided by a local – you get a more personal touch.

Pablo: I suppose that might be true. Do you think that robots will be useful for any of the other situations?

Irene: Well, let's see. We have these options left: in the classroom, as a friend or at home as a cleaner. Of those, I think the only one that robots will be really useful for is doing the cleaning.

Pablo: I love that idea! I hate cleaning!

Irene: Yes, me too. But I'm of the opinion that in the future robots will be able to clean the whole house.

Examiner: Thank you. Now you have about a minute to decide in which situation humans will benefit most from robots taking over that role ...

UNIT 5

Listening, p64

2 and 3 25

Tilly: Hello. This is Tilly Green here for this week's *Art Trends* podcast. We have two art critics with us today, Sofia Perales and Lewis O'Connor. Each has selected an artist who uses the streets as their gallery. We'll be discussing what influences both artists' work. Welcome, Sofia and Lewis.

Sofia: Hi, Tilly!

Lewis: Hello.

Tilly: Sofia, I'd like to start by discussing the artist you've selected – Libby Schoettle. Can you begin by telling us a little about her, please?

Sofia: Of course. I became fascinated with Libby Schoettle's art the very first time I came across a piece of her work on the streets of New York. I went home and looked her up straight away. Libby creates images of a paper-doll like character called Phoebe New York. Phoebe's a round-headed stylish young woman with a dark bob haircut. Libby dresses her in designer clothes and accessories.

Lewis: She's certainly very stylish. Has she always looked like that, Sofia?

Sofia: That's a very relevant question, Lewis. You see, like most art, Phoebe New York has evolved over the years. Libby began by drawing Phoebe in profile, so you couldn't see any emotions on her face at all, but once Libby started to draw her full face, she could make her a lot more expressive. Libby told Street Art NYC that this evolution was 'like watching your child grow'.

Tilly: It's fascinating how Libby talks about Phoebe as if she were a close friend.

Sofia: Well, in fact, Libby describes Phoebe as her alter ego. I've read that she uses the character to reveal her own flaws – to reflect Libby's own vulnerability and raw emotions.

Lewis: Yes, I hadn't thought of it like that but it's fascinating that she uses Phoebe in that way. It's clear that Phoebe New York has got real character and wit. I love some of the slogans that appear alongside the character in some of the work.

Tilly: Sofia, you said that Phoebe is Libby's alter ego. Do you mean that literally?

Sofia: Well, yes. Many people say that Phoebe looks like Libby – though Libby denies that was her intention. However, in an interview Libby explained 'Phoebe

allows me to express what I can't in real life and, in a sense, she's become language I rely on to represent myself.'

Lewis: Most artists express themselves through their art. What I find intriguing is that Libby's expressing herself through a figure made of paper and glue.

Tilly: Mm you're right, Lewis. It's unusual to create art in this way. Sofia, can you talk us through some of the materials Libby uses, please?

Sofia: Yes, of course, Tilly. I went to one of her solo exhibitions. It was great to see the original collages. To dress and accessorise Phoebe, Libby uses materials such as second-hand and found objects like vintage photos, clothing from flea markets, fashion magazines, record covers and old books. She likes to choose materials that have had a previous life, that are imperfect, so they may have rips, wrinkles or marks. I think that gives the work a lot of character. Libby is a perfectionist and she uses art to try to overcome her own imperfections – to find beauty in flawed things. She cuts and tears everything. Nothing is done on a computer – it's just paper and glue. Libby describes her work as like putting together a puzzle.

Lewis: It certainly sounds like that.

Sofia: Then Libby creates posters of the collage, and at dawn she goes round the fashion district of Soho sticking the posters on buildings, streetlamps and scaffolding.

Tilly: She Instagrams all her work too, I think, doesn't she?

Sofia: Yes, she does, Tilly – I think she has over 30,000 Instagram followers. Libby says that she doesn't create art for social media, but it influences how she views her work. When discussing Instagram Libby said that 'Often people will respond by telling me they feel better because of my piece, which is amazing.'

Lewis: Her Instagram page is impressive. But I'm really disappointed that I haven't made it to any of the exhibitions to see the real thing. I love how she's incorporated the fashion element – it's so clever. I think she's worked with some fashion designers, hasn't she?

Sofia: Yes, the clothing company, Lululemon, commissioned a life-size Phoebe for their Soho store window. And Libby also collaborated with Victoria Beckham to launch a new lipstick range with posters placed around the city. Libby doesn't dress herself in high-end fashion, but I think

she must get satisfaction from being able to dress Phoebe in those clothes.

Lewis: I think it's her chic style, along with the slogans that make the work so distinctive.

Tilly: I agree, Lewis. My favourite is 'We can make it!' because it's so positive. Sofia, who would you say that Libby is influenced by?

Sofia: Actually, even though there are artists who inspire her, Libby says that Phoebe came out of her head and that she wasn't influenced by anyone.

Tilly: That's interesting. It sounds more and more like Phoebe is the personification of Libby's personality.

Lewis: Is she planning more exhibitions? I'd love to go to see her work.

Sofia: Yes, Libby has more exhibitions in the pipeline, as well as a film about her life as an artist and a book of her collages. Her future is looking really bright. In fact, Downtown Magazine NYC named Libby as one of the top 100 Wonder Women changing the world.

Lewis: That's all very exciting for her. She seems to be going from strength to strength.

Tilly: We could talk all day, but we need to move on to talk about the artist that Lewis selected – his work is very different, though there is quite a bit of overlap with the way both artists are expressing themselves through their art ...

Developing speaking, p65

2 26

Carlos: So, let's see – we need to think about which of these jobs enable people to express their emotions – they're all jobs in the arts, so I think they all allow this to a certain extent. For example, a dancer – I think they definitely show emotions, as a dance often tells a story and a dancer can communicate this through the movements and expressions they use.

Elena: That's true for some dancers, like classical ballet dancers, for example, but not for all of them. For example, I don't think dancers on a pop video really have to show much emotion.

Carlos: I suppose not. What about artists? Do you think they show emotion in their work?

Elena: Mm, it depends. Say an artist paints a still life, like a bowl of fruit or some flowers. I mean, how could a banana or pear show emotion?

Carlos: But don't you think two people could paint the same bowl of fruit and transmit completely different feelings or create a completely different mood?

Elena: Hmm, yes, I see what you mean. That's a good point. What about musicians – do you think they express their emotions?

Carlos: Definitely! Music represents emotions, and so musicians should show expression in what they play. I think it would be impossible to *not* express your emotions as a musician.

Elena: Yes, I agree. Music needs emotion. What about actors?

Carlos: Do you think actors are the same as dancers and musicians ...

3 27

Examiner: Now you have about a minute to decide in which job people are most likely to take on a different persona.

Carlos: OK, well, I'd probably go for the actor. I mean, they could easily have a quiet or reserved personality, or be quite shy, but when they're acting, they have to get into the character they're playing and, to an extent, take on that persona.

Elena: But don't you think that is just acting? They're not actually taking on a different persona, are they? My choice would be the writer – I mean a writer like a novelist, or a playwright, not a journalist, obviously. I think that to write convincing fiction, and realistic dialogue, you'd really have to get inside the heads of your characters.

Carlos: Yes, you've got a point. It's kind of similar to what actors do, isn't it?

Elena: Isn't it true, though, that you're not actually taking on a different persona if you're an actor – you're just using your imagination by pretending to be someone different?

Carlos: Hmm maybe.

Elena: OK. So, what about a dancer? Do they change their persona?

Carlos: That's interesting. I think, to some extent, yes, they do. To be a good dancer, you have to really get into a role to express emotion. As I said before, dancers need to tell a story and take on a different persona.

Elena: I'm not sure. I think dancers don't take on a persona when they dance. Sure, they express themselves through their movements, but they aren't taking on a different character.

Carlos: We'd better pick one of these options.

Elena: I'm going to have to stick with the writer.

Carlos: OK. Let's agree to disagree, shall we? I'm pretty sure it would be a dancer.

Examiner: OK, thank you.

UNIT 6

Listening, p76

2  32

1

Dan: Hi, Chloe. How did it go at the Edinburgh International Book Festival?

Chloe: Hi, Dan! Yeah, it went really well, thanks. I was at an event promoting local authors. There was a lot of discussion about the importance of location.

Dan: Interesting. But none of your books are set in Scotland, are they?

Chloe: No, they aren't. Like other authors, I tend to write stories set in places I know really well. I've only actually lived in Scotland for a couple of years. Nearly all of my novels are set in Yorkshire where I grew up.

Dan: I thought so. Do you think it's important that novels are set in places that authors know well?

Chloe: That was the main part of the discussion really. We mentioned some well-known writers from the past, such as George Orwell. He lived in Paris and London before writing ...

Dan: *Down and out in Paris and London?*

Chloe: That's right. We also talked about contemporary British authors, like Zadie Smith. Apparently, she had joked about not being able to set a novel anywhere but Willesden in London where she'd grown up. In the end, we agreed that it was possible to write about a place you hadn't been to as long as you had done enough research, but we all feel much more comfortable setting our novels in places we're familiar with.

Dan: Interesting. As a reader I enjoy reading about places I know and I think I would be able to tell if the author didn't genuinely know that place.

Chloe: Mmm good point.

2

Jack: Did you go away this summer, Nieve?

Nieve: Yes, we had a couple of weeks on the coast. What about you?

Jack: I went travelling.

Nieve: What – again? You're always off somewhere! Where this time?

Jack: Southeast Asia. I flew into Bangkok and travelled from there.

Nieve: Did you do the usual backpacker route?

Jack: No. That would have taken too long as I only had a couple of weeks. I went to stay with some friends I'd made on my travels around South

America last year. They live near Singapore, but I decided I'd rather get a flight to Bangkok and travel overland. I hadn't been to that part of Asia before, so I wanted to see as many places as I could en route.

Nieve: I should have come with you. My cousins live in Krabi, in southern Thailand. If only you'd told me – you could have stayed with them for a few days before you carried on.

Jack: Thanks, that's really kind of you. Maybe I will next time! Anyway, I was fortunate because I met lots of lovely people on the way. That's what I love about travelling. I really enjoy visiting other countries and staying with people from other cultures. You can learn a lot about life – you get to understand a different way of living.

Nieve: Yes, that's true. But didn't your mind being on your own?

Jack: No, because I was never alone. You see, I'm used to talking to strangers. It's a good way to get to meet interesting people from all walks of life. I usually smile, start up a conversation, or communicate in the best way I can. I wish I'd had longer to travel – I love being on the road like that.

Nieve: It sounds amazing.

3

Chris: So, how was your trip to Seoul with your daughter?

Alice: Oh, it was brilliant! The weather was perfect and we did lots of sightseeing and shopping – we both loved it!

Chris: Did you take any photos?

Alice: Funny you should ask that – Before we left, Jo was reading up on Seoul and became really interested by how the city had developed and boomed in the twentieth century. She came up with this great idea for her college photography project that she wanted to do while we were there. She searched online and found some old black and white photos of what the city looked like in the 1920s and decided to take photos of those same areas now, to show the incredible changes that have taken place over the century.

Chris: What a brilliant idea! That must have been so interesting.

Alice: Yes, it wasn't always easy, though. There are some really beautiful, old buildings that are easily identifiable. They look just the same – it's the backgrounds that have changed dramatically.

Chris: You mean because of all the skyscrapers?

Alice: That's right. In the early photos the city looks quite empty – there aren't

many other buildings around, whereas in the photos she took while we were there, the backdrop shows a cityscape of high-rise buildings.

Chris: I guess it would be the same in every city though, wouldn't it?

Alice: Yes, I think you're right. In some cases, we found it really difficult to find the buildings or even the streets in the old photos – you really couldn't identify the place at all anymore. One of the photos Jo had was of an amazing old shop in Myeongdong – it used to be an important commercial area of the city and has grown to be a very large shopping district. The buildings are now so much taller than the ones in the old photos. We couldn't recognise much at all. We asked some of the locals who worked there and an old man knew the exact location of the shop in our photo and took us there.

Chris: That was kind of him. Could you see any similarities at all?

Alice: You can have a look for yourself. Jo should have finished her project soon. I'll send you the link when she's uploaded the photos.

Developing speaking, p77

4 and 5  33

Student: One of the most unusual places I've stayed in was when I went walking with my friends in Scotland last year. Most days we walked for about 10 miles and then when we were tired, hungry or it was getting dark we found a place to camp. One night though, when we were on the Isle of Rum – a small island off the coast of Scotland – we found a bothy to stay in – Guirdil Bothy. It was amazing!

Bothies are a basic type of shelter that you can find in parts of Britain, which are almost always located in the middle of nowhere, and are often in the mountains or near the sea.

Bothies are not only unusual and historic buildings, but they are fairly unique in that they are free to use, and they are left unlocked so there's no need to book. Guirdil, where we stayed, was originally a shepherd's cottage, but I read that it was renovated in the 1980s to become a bothy. It's very basic: there's a log fire and a sitting and sleeping area. It has its own beach – I have a vivid memory of the stunning views out to sea. There are a few rules you have to follow – the bothy code. Simple things like always make sure you take your rubbish with you and check that the fire is put out and the windows and doors are properly shut before you leave.

Mostly people who enjoy the countryside stay there – walkers, mountaineers and cyclists. People who usually camp and are used to the simple life. What stands out the most for me is the feeling of freedom that bothies give you. In terms of practicalities, they're perfect, as after a long day of walking, you can just turn up and stay for free.

Examiner: How did you find out about the bothies?

Student: My friend's dad told us about them when he heard we were going hiking in Scotland. If only I'd known about them before! Although I don't mind camping, having somewhere sheltered from the wind and with an indoor fire can make a real difference in extreme weather.

Examiner: Thank you.

UNIT 7

Listening, p90

3  38

Speaker 1: Apparently, the people who upload the most selfies are between 18 and 35 years old. I'm 18 and I must admit, I upload my fair share of them. Most of the selfies I do are with my new puppy, Pip. He's so cute! I've set up an Instagram site for Pip and we've got nearly a hundred followers. I know, compared to some people, that's not a lot, but I've only had him a few weeks. I've decided I'll take photos every day of Pip for his first year as I think it's a great way of recording how he develops. It's lots of fun taking and posting the photos and it brings lots of pleasure for others, which makes me happy too.

Speaker 2: I'm a beauty blogger, so I take selfies professionally. When I started, I used to only share highly edited selfies to show myself in the best light. Then, as I gained experience and became more self-confident, I switched to doing #nofilter selfies. These photos are as natural as they can be – by that I mean that they're unedited, so the audience can identify more with them and I really feel I develop a better relationship with them. The place where I take most selfies is near my bedroom window using natural light. If my customers know my pictures are real and natural, they are more likely to trust the information I give them about cosmetics, which is really important for my work.

Speaker 3: In our early teens, I learnt quickly about getting the right light, how best to position myself and then how to edit out imperfections in my selfies. My friends asked me for help, then friends of friends – the reason I kept helping people was that I enjoyed giving them advice. Now I write blogs advising people how to take a good selfie. It was my best friend who first had the idea, as more and more people were asking for help. Now, as well as getting gratification from posting selfies of myself, I feel satisfied by helping others to take good selfies.

Speaker 4: I really wish that selfies didn't exist. I think they waste people's time and can be very damaging. Luckily, I've never got into them as I think it can be a bit superficial! The thing that most annoys me is that some people spend hours every day taking and posting selfies. What a waste of time! I think they must be addicted to it – experts say it does cause addiction, as it's mood changing and people can get fed up with seeing your image, which can be

damaging, especially for celebrities who depend on the exposure for their popularity. As you can see, I feel extremely annoyed about the whole selfie thing.

Speaker 5: Today is the 21st of June and it's National Selfie Day – an excuse – if you need one – to take as many selfies as you care to and post them with the hashtag #NationalSelfieDay. I feel quite indifferent about posting selfies, so I only take them on special occasions, such as birthday parties, holidays or going out. A lot of people think of the selfie as a relatively new phenomenon, but I read that the first selfie was taken in 1839. What is new is the term *selfie*, which appeared for the first time in the Oxford English Dictionary in 2013.

Developing speaking, p91

2, 3 and 4  39

Jorge: In the first picture, there's a large crowd of people and they're all celebrating and they look really happy. I think they're probably outdoors at a football match. I've never been in that kind of situation myself, but I imagine that they're celebrating a goal. I think, from looking at their faces, this is a special moment. We can't say for sure what's going on, but it could be the case that this is the cup final and they've just scored the winning goal. If that's true, then moments like these don't happen that often. My dad is a massive Manchester City fan and he does get very excited when they win the league.

The other picture shows three people. We can see two of them clearly and they're both holding a brown envelope and a piece of paper. It looks like they're in a school building and I think they've just opened their exam results. They look really happy, so they must have got the results they wanted. The other person could be a friend or a teacher, but we can't see them very well. That's the sort of scenario that you sometimes see on the news or in publicity for schools. Most of us know from experience the kind of things they're probably feeling. I know I did feel really anxious on results day. Almost everyone will find themselves in this kind of situation at one time or another, but most people do only take school-leaving exams once, so this moment could be a once-in-a-lifetime event.

UNIT 8

Listening, p102

3  44

Amelia: Hello everyone. My name's Amelia DaCosta and last year, in my third year of university, I was lucky enough to do a work placement as part of my international business and marketing degree. I had an amazing year which I'll never forget. For the first six months, I stayed in the UK and worked at an international development agency, helping them to develop innovative, research-led fundraising projects. After that, I spent two months in Nepal working in Kathmandu in a management consultancy. Both placements were at small, relatively new international organisations, but they were extremely different from one another, so I learnt a lot about the world of work and life in general.

During my placement in the UK, I was mainly based in an office where I shadowed several workers, including Stacey O'Sullivan, a highly experienced development worker. I helped her out with some really interesting research in relation to fundraising, which examined people's opinion of non-profit organisations. I was really surprised to discover that some people were critical of how charities spend the donations. It's obvious when you think about it that most people want the money they give to be spent directly on projects rather than on the running costs of the organisation. This is why many of the larger international charities reach out to the public by telling them what their donation will pay for – for example, £7 will pay for preventative medicine to protect a child from malaria for a year or £5 will provide a mosquito net. However, I learnt that it's vital for charities to invest money in research or future growth, as well as doing work in the field. It's been a hard time for charities, recently. According to the CAF charity landscape report in 2019, the number-one challenge is generating income, followed by meeting the demand for their services. It's amazing to think that the research we did will help the organisation decide how to grow the business, while keeping public opinion on their side to increase donations. It's a great feeling to think that I actually made a difference.

My placement in Nepal was really fascinating. It was the first time I'd travelled outside Europe and I loved experiencing such a different culture. I was based in the city of Kathmandu,

which is in a valley in the centre of the country, surrounded by mountains. It's absolutely beautiful! For the first few days, I felt a bit breathless from the altitude – about 1,400 metres above sea level – but after I got used to it, I started to really enjoy exploring the city. Over one million people live in Kathmandu, and it's really busy, with bustling streets and lots of cars and motorbikes. While I was there, I lived in a modern apartment with two other interns. It was pretty noisy, as we lived on a street with a lot of cafés and restaurants, but we really got to experience city life. We were very lucky, because, as part of the placement, our food was provided by a local Nepalese family who lived round the corner. They were so friendly, and I was also lucky to be invited into their home a couple of times for dinner.

My placement in the marketing consultancy was extremely valuable, because the work was very varied. I was given the chance to work in all areas of business, from finance to marketing and working directly with clients. My work supervisor, Dipak, helped me settle in when I arrived, and supported me at work. Everyone in the office was so friendly and gave me a warm welcome. Most of them had MBAs, and spoke brilliant English, so it was easy to get on with them. In fact, I can't say enough good things about my colleagues there. They were so hospitable.

Living and working in such a vibrant and friendly place meant that I gained an insight into issues that I wouldn't have as a tourist, and I really developed a love for the people and the country. It's an experience that will stay with me forever.

Developing speaking, p103

3, 4 and 5  45

Ella: These two photos both show young men working in caring professions. That being said, there are differences between them. The first photograph shows a young man helping an older man, possibly, in his home, whereas the second photo shows a young man working with young children in a classroom. To my mind, working with young children must be busier and noisier than working with older people, but I expect it's lots of fun. In this picture, it looks like the man is a nurse. He's wearing a smart, blue uniform and he's holding some sort of medical equipment. I think the older man may have broken his leg or hip, as there are some crutches in the foreground. The nurse might be carrying out a check-up to see if the

man's getting better physically, but he may also be checking his wellbeing, too. The scenario in the other picture is quite different. While the man in the first photo is wearing a uniform, this man is wearing normal, smart-casual clothes. He doesn't have any equipment. It looks like he's reading to a group of young children – it seems to me that he's their teacher.

You get the impression that both young men have chosen this kind of work as they look as if they enjoy caring for other people – they have cheerful expressions and look content. To my mind, I imagine they find their jobs rewarding because they feel useful. I imagine they might have chosen this kind of work as they want to give something back to society.

UNIT 9

Listening, p116

3  50

1

Lola: You're not watching *Old Town Road* again, are you?

Matias: What's wrong with that? It's sooo cool! I've watched it over a hundred times already.

Lola: Really? I don't know why people like that video so much – the song was number one for weeks. There were loads of viral videos with that song on TikTok – and not just by young people either!

Matias: Yeah, I know – my mum really loves it! The time-travelling element of the video is the best – it really reflects the way Lil Nas X is mixing country and rap music.

Lola: *Old Town Road* isn't really a country track though, is it? It was even taken off the Country Music list in the US – they said it wasn't country enough.

Matias: There was a huge backlash – but if you listen to the chorus, it's clearly country and there's banjo music. The video features cowboys – how much more country than that can you get? Did you know that some of the cowboy footage is taken from gaming videos? I can see I'm not convincing you. What music videos are you watching at the moment, Lola? I know you like Beyoncé...

Lola: Are you kidding? I don't like her – I love her! Her recent visual album is incredible. The cinematography is stunning!

Matias: What's your favourite track?

Lola: Definitely *Already*. The choreography is perfect and the scenery and costumes are just so beautiful – it's more like performance art than a music video.

Matias: Didn't she work with some famous musicians on that album?

Lola: Yes, the Ghanaian singer, Shatta Wale and the Jamaican-American trio Major Lazer. She also dances with the Nigerian dancer Stephen 'Papi' Ojo – he's amazing and taught Beyoncé the dance moves. He's worked with Rihanna, too. I loved it! Beyoncé's videos are always on another level.

2

Mum: Jackson, can you give me a hand with the washing up, please?

Jackson: Yeah, sure. I'll just finish watching this, Mum.

Mum: It won't take long Jackson! Can't you pause it?

Jackson: Oh go on then.

Mum: You should be grateful you know, that's something I couldn't do when I was your age! I loved watching music videos but you had to catch them when they were shown on TV, you couldn't pause when you liked, or carry music videos around in your pocket!

Jackson: I didn't know you liked watching music videos!

Mum: Well we couldn't stream them on YouTube whenever we wanted to then. There was a TV programme called *Top of the Pops* that I used to watch every Thursday evening in the late 80s – they showed music videos, but bands also used to sing in front of a live audience. And I also watched music videos on MTV.

Jackson: Do you remember the first music video you ever watched?

Mum: Mm the one that really stands out in my memory is the one for *Bohemian Rhapsody* by Queen. I think it was the first promotional music video I'd seen. Apparently, Queen made it to avoid having to lip sync on TV. Of course, The Beatles had already made films with music in the 60s. But I hadn't seen them at the time.

Jackson: What year was *Bohemian Rhapsody* released?

Mum: I think it must have been in the mid 70s – but I can't have seen it then – I was too young. My parents loved Queen and I think I first saw the video on a programme interviewing Freddy Mercury around the time MTV launched in 1981. The *Bohemian Rhapsody* video was credited as practically inventing the music video.

Jackson: Let's see. Hmm. Wow! It looks like it's also the song that's been streamed the most – over 1.6 billion times.

3

Scarlett: When we get to my place, I want to show you what I spotted on Taylor Swift's music video – *The Man*.

Freddie: OK. What have you spotted?

Scarlett: Well, Swift directed this video herself and it criticises the male-dominated world we live in and it has loads of hidden messages.

Freddie: Really?!

Scarlett: Yeah.

Freddie: Oh, well, if you mean Swift's disguise – I've heard about that already on social media.

Scarlett: No, that isn't what I meant. I was talking about hidden references to how society glorifies the worst aspects of typical male behaviour. For example, there's a reference to the film *The Wolf of Wall Street*, which

features Taylor Swift as 'the man', being praised by the whole office, mimicking a scene in which Leonardo DiCaprio is praised. One of the women in the office is drinking out of a mug that says 'I'd be The Man'. Later on, there's a scene where 'the man' is reading the newspaper on the subway and all the articles we can see in the paper are about successful men, apart from the style section, which mentions women. I think this reflects how the media usually comment on what women wear and not their achievements.

Freddie: Wow – I hadn't noticed those details.

Developing speaking, p117

2, 3 and 4  51

Examiner: Do you think it is fair that top actors are paid so much?

Marcus: So, what do you think, Ana?

Ana: Hmm. That's quite a tricky question. Er, well, a lot of the most famous actors can really make or break a film, as they will make a film more popular and it will make more money. So, to a certain extent, it may be right that they get well paid for the work they do. However, if you compare what top actors earn with the salaries of key-worker jobs like teachers or doctors – jobs that need a high level of expertise – then I do think it's unfair that top actors are paid so much. What do you think, Marcus?

Marcus: I agree with you. In fact, I think most people would share your opinion, but it may also be a question of how little some key workers earn, not just the fact that top actors earn so much. I like the idea that salaries across the board should be more equal, so that the minimum and maximum pay doesn't have such extreme differences.

Ana: Good point. I mean, it's crazy that someone pretending to be a doctor in a film earns more than an actual doctor who is saving people's lives!

Examiner: Is it best to only go to the cinema in order to watch big-budget films, or should you give indie films a chance, too? Why/Why not?

Marcus: Hmm. That's not something I've ever given a lot of thought to. Let me see. Well, the cinema is definitely the best place to see big-budget action films – the sound and the big screen is just amazing – I would much prefer to watch them there than on TV, for example. The cinema is expensive though, so I don't really go very often. I can't afford it. So I would prefer to save my money to see blockbuster films at the cinema, not independent films, which I can watch on TV later.

Ana: Hmm. Perhaps to some extent, but not everyone likes those kinds of big-budget Hollywood films. Personally, I prefer a lot of indie films. They deserve watching, too. I saw a fantastic small-budget Mexican film at my local cinema, for example. I would prefer to see that than some of the big-budget films on offer at the moment.

Examiner: To what extent does having a big budget result in a good film?

Ana: I don't think that with this kind of question you can really give a definite answer. First of all, I think it depends on your definition of 'good'. As I said before, not everyone likes the same kind of films – what one person thinks is a good film, someone else may not enjoy. I quite often find that I'm drawn towards low-budget, independent films. Having a great storyline, a good script and excellent actors are essential – a big budget may make things easier, but it doesn't automatically result in a good film. Do you agree?

Marcus: Yes, totally! And I think many people share your interest in low-budget films. Just to add that big budget films that do really well first time round often have several sequels, which often aren't as good as the first, even if they have the same high budget or an even bigger one. For that reason, I think that whilst the budget may make a difference to some features of a film, like special effects and cinematography, this doesn't automatically result in a better film.

Examiner: Thanks – that's the end of the test.

UNIT 10

Listening, p128

3  55

Jo: Welcome to this episode of Avid readers – a podcast for book lovers everywhere. I'm Jo Bilston and this week I'm talking about heroes in literature.

The hero is an enduring archetype in culture, from Achilles in Homer's *Iliad* – one of the oldest works of literature – to Harry Potter, and Katniss Everdeen from *The Hunger Games*. Understandably, the definition of what is considered heroic has changed according to societal norms – the heroes I have just mentioned span almost 3,000 years, after all! In more modern times, many writers have preferred to focus on human heroes rather than superheroes with special powers. However, most heroes through the ages share certain characteristics. So, what is a hero? What are his or her qualities? Is it important that we even *like* a hero?

Generally speaking, a hero is often the central character of a story – the plot develops around them and their experiences. Many stories featuring heroes are about a journey or quest, whether this is an actual journey to a place, or a life journey towards knowledge, understanding or self-acceptance. Heroes are *usually* the main protagonist – the leading character – of a story, because telling the story in this way is a way of seeing it through their eyes. But this isn't always the case – the main protagonist of a story doesn't have to be a hero.

So, what are the qualities of a hero? Well, he or she is usually someone the reader can admire, with some possessing, as I mentioned before, superhero powers, such as the heroes in Greek and Roman literature, or in Norse literature like Thor. This kind of hero is what we can call a 'willing hero'. They are adventurous and courageous, running towards danger, not away from it. Other examples of this are James Bond, Luke Skywalker and Moana. Although these heroes are far from perfect, they have many positive qualities, such as strength of character, loyalty and bravery. Another type of hero is the 'unwilling hero', like Katniss Everdeen, or Frodo Baggins from the *Lord of the Rings*. Not wanting to be heroes, these characters are initially reluctant to put themselves in danger, but eventually come to realise that everyone is counting on them,

and find courage within themselves to take on the challenges they face. These heroes are much more relatable, and more realistic, than the 'willing' hero, who often presents an idealised set of characteristics. Other heroes, however, may have much more subtle or ambiguous qualities. Take for example, the title character of Jane in Charlotte Brontë's *Jane Eyre*, whose journey from childhood to adulthood we follow in the novel. Having experienced hardship as a girl, Jane is awkward, unattractive and poor, yet she has great strength and is noble and kind. These kinds of heroes are, arguably, much more interesting because they are the most like us, the reader.

So does a hero have to be likeable? I would argue that they don't, and will explain why. First, for a reader to really feel engaged in a story, they need to empathise with the hero, but they don't necessarily need to like them. Take, for example, the character of Severus Snape, from the *Harry Potter* novels. Having been bullied by Harry's father, Snape is portrayed as a bitter, spiteful character who is consistently mean to Harry and his friends. It is only when Harry becomes older and wiser that he, and the reader, understand how brave and selfless Snape really was – a true hero, and, I would claim, as much of a hero as Harry himself is.

And that brings me on to my next point. Some of the best and most memorable heroes in literature have flaws. By that I mean some defect of character that means they make mistakes. As I mentioned before, the far-from-perfect hero is much more interesting and relatable than a hero with no faults, and many of literature's most fascinating characters are examples of a 'tragic hero' – a person who, because of a bad decision or act, causes his or her own downfall. These characters' stories are often the ones that touch us the most. Although the defining characteristics of heroes have changed through time and can vary hugely, one thing that most share is the fact that they lived courageously, and created, through their own actions, a memorable moment that helps us understand what it is to be human.

Developing speaking, p129

3 and 4  56

Student 1: Good afternoon, ladies and gentlemen, and welcome to this debate. My name's Gina and together with Chris we make the affirmative team. On the affirmative team, we believe that there should be teenagers

in government. Before we proceed, I will define what we mean by 'in government'. Of course, for many politicians their political career is their full-time job, and this would not be realistic for a teenager, who needs time to complete their education. But, we strongly believe that some teenagers should participate in Government on a part-time basis.

Firstly, it's clear to us that our elected politicians make decisions that affect everyone in the country: people of all ages and from all walks of life. We propose that in order to make decisions that affect teenagers, politicians need to understand teenagers. Many politicians may not be able to identify with the challenges that teenagers face today, and we believe that if teenagers were able to consult on government policies, they would be able to help inform decisions on issues that affect teenagers now and in the future, such as education, health, and the environment. We also believe that many teenagers today are highly engaged with issues such as climate change, partly due to the fact that we have many years ahead of us and want to look after our planet. A case in point is the climate activism started by Greta Thunberg and other young people. We propose that older politicians could benefit from our enthusiasm for these causes.

And finally, we feel that teenagers would be uniquely able to engage other teenagers and get young people interested in politics. Many teenagers are very comfortable with social media and the Internet, and would be able to use their skills to start digital campaigns and share valuable information with the public. We believe that a lot of young people today don't feel engaged with politics, and feel that it is something that doesn't involve them or concern them. We propose that if teenagers were part of the government, they would be able to connect with other young people and help them to see the value in engaging with social issues.

Student 2: Ladies and gentleman, on the opposition team we take issue with the proposition that teenagers could be in government. Being in any decision-making job comes with a great deal of responsibility, and our governments have to make many important and difficult decisions. We feel that to make such decisions, it is important that anyone in government has completed their education, so they can make intelligent and informed decisions and use critical thinking skills

that they will have developed during their education.

The speaker on the affirmative team argues that being young would be an advantage in government, because teenagers may have more years of life ahead of them and are therefore more engaged with issues which affect our future, such as climate change. But we believe there is no evidence for the affirmative team's assertion. On the contrary, we assert that adults have more life-experience and will have had more time to learn about important issues facing our planet and our society, and so may be more engaged with these issues. And in addition, more life-experience means they may understand these issues better.

We do accept the affirmative team's proposition that it is important that our politicians understand the issues that affect teenagers. But we do not think it is realistic for teenagers to have a position in government. Firstly, because there are enough pressures on teenagers already, with school, exams, social life and extra-curricular activities, it is unlikely that many teenagers would have time to work in government. Secondly, because we feel that the job of being in government comes with too much responsibility, and it wouldn't be fair to burden teenagers with this. And finally, as we mentioned previously, we think it is important that people in government have had a chance to gain life experience and complete their education, and we feel it would be unfair to put teenagers in this difficult role at this stage in life.

Student 1: Thank you, opposition team. We accept the speaker's claim that it is important to have life-experience before taking on a role in government, but we feel there is no evidence for the claim that young people may be less engaged with certain issues because they haven't had enough time to learn about it. On the contrary ...

Exam success Units 1–2, p144



1

Girl: Hi Daniel. Are you ready for your interview? It's really nerve-wracking, isn't it?

Boy: Hi Anna. Yeah – but you're OK. You've got exactly the type of background they're looking for! They'll definitely pick you.

Girl: Hmm – I'm not sure. It looks like that on paper but I don't know what they're going to ask me. It could be anything! I have done a lot of reading

about the role and the company though so I hope I'll be OK.

Boy: I'm sure you will. It's worse for me. I know I've passed all the exams and I've got all the certificates we need but you know companies ask for all sorts of extras, like how good you are with data software and if you have ever led a team and so on – it's not enough to have just done the training.

Girl: Yes – but you're so bouncy and positive, they're bound to want you! I think you come across really well in interviews.

Boy: Thanks ... but they are quite a serious company so I hope they are OK with that. To be honest, if they're not then it's the wrong company for me anyway!

Girl: Well, best of luck. Let's see how we get on!

2

Girl: So do you think we've nearly finished this project then? We've put loads into it and I think we've captured everything that's up-and-coming in the fashion world.

Boy: Um, I'm not sure. I keep finding extra stuff about what's going to be in vogue next season. I don't know where we should stop.

Girl: Well, as long as we can back up what we are predicting it should be fine, and we've cited all our research into it so ...

Boy: I know – but is it really different enough or are we just saying the same old thing as everyone else? We're supposed to be able to come up with something original. The problem is once they're published, trends become old news!

Girl: Look, we don't need to keep going in and altering stuff – we've got to stop somewhere. We need to get it finished and just show that we've captured all the main trends. And I would say we've done that.

Boy: Yeah, you're probably right.

Girl: I mean, you can change the layout and things if you want but I think it works fine as it is! Honestly, let's call it a day.

Boy: OK, yeah.

3

Woman: Hey, I haven't seen you for ages. How's that job in the law firm going?

Man: Oh, it's OK – but I don't really feel comfortable within the organisation.

The thing is, everyone else went to these expensive schools and good universities and I don't really fit in, given my background. I'm not really part of the team. I've progressed in terms

of where I am in the firm but I don't feel like I have any influence because they don't really listen to me. They say they respect diversity and I can do any role but is that true? The others are definitely a better fit than me.

Woman: Well, I know it can be tough if you feel there are obstacles to do with your education but you have to think about what you're bringing to the group. Diversity is a positive thing in a company – they need people from all walks of life if they want to be successful. I mean, don't worry so much – I know you do a really good job because you're so focussed – and I'm sure if you speak to people in your team about how you're feeling they would probably say that's not how they see things. You don't want to end up changing your career because of this, so if it's making you unhappy, I'd try to resolve things quickly. You might be surprised!

Exam success Units 3–4, p145

6 ES2

Speaker: Hi. I've always been fascinated by space travel – I even thought that one day I might like to train to be an astronaut – and then I found out about this programme where you can experience what it's like to be in space but here on Earth. Because the space organisations need to figure out as much as possible about the impact of life in space on humans. In many countries, including mine, there are these simulation pods which people can stay in so that they can study you and your reactions. They look at things like how people respond physically and psychologically to long-term isolation and confinement because some of the space missions last up to three years. Anyway, through my university I had the opportunity to try out what life was like in one of these pods for just 48 hours. The pods are used for training real astronauts and I was allowed to join them as part of my studies. The aim was to simulate exactly how astronauts in space have to live. One thing I found out is that the astronauts are not just sitting in space – they have a heavy workload every day. As we were replicating their life, this meant getting up very early, like at 6 am, and then, as the day unfolds, you might be asked to do some research or maybe maintenance of the spaceship. Or possibly taking photos both of space and looking back on Earth at things like natural disasters. Obviously, within the day you get time to eat and do exercise and we also had conferences

to do planning at the beginning and end of every day. The other thing was that, throughout the day, we had to keep having our biodata monitored so they could see each change in our heart rate or blood pressure, which was unnerving. In fact, I was quite exhausted by the end of it and I certainly couldn't do more than 48 hours so I don't think now I will be pursuing my dream of being an astronaut! Most of their work is very technical rather than going outside the ship and doing walks in space and what we think of as the exciting things. But, at the end of the day, we also did normal things like answering emails and watching movies together. They made us exercise for two hours a day – which is way more than I would normally do – because obviously you have to stay very fit and the exercise also counters the effects of having little or no gravity, which can affect your bone and muscle mass. One of the things I found the hardest was the food we had to eat! It's all dehydrated and processed and the taste is quite boring so even though it was only for two days I really missed normal food. We are not yet quite at the stage where we can grow food in space so it is a big problem. But they are getting to the stage of being allowed to cook in spacecraft so this might help. The other thing was, being in the pod, I didn't have any of the advantages of real astronauts like stunning views of Earth so in the end it was rather a disappointing experience for me! But it's probably worth doing to see how you would react in this situation.

Exam success Units 5–6, p146

3 ES3

Speaker 1: I think a lot of people worry about what they're going to talk about when they meet new people but you know the key isn't whether you've got the right topics – it's much more about how well you concentrate on what the other person is saying to you and picking up on their story. It also means you don't run into the danger zone of maybe saying too much about yourself, which you do need to avoid. Then if you get on you can swap email addresses or whatever so you can continue the conversation.

Speaker 2: Generally, I would say people fret too much about what's expected of them and worry about what they need to do like remembering names and things, whereas people will be much more comfortable talking to you if you just

act naturally and they can get a sense of who you are. You'll probably find your body language is more open if you do this, which is important. If not, you'll find you fall into that classic trap of looking over the person's shoulder instead of straight at them and that creates a bad impression.

Speaker 3: If we are talking about first impressions then we need to think about how you go up to people you don't know. People tend to be more relaxed at the end of a get-together and so they say their goodbyes properly but it's crucial to make a good start by telling people who you are and how you're connected to the host. Just because you're all there for the same reason doesn't mean other people will know. Sometimes people spoil this because when they shake hands it's very half-hearted. Don't do this – be enthusiastic. It's more important than how much information you exchange – that's what will last.

Speaker 4: I know many people think you can't beat a big smile when you approach someone new and of course this works but then often we drift off to see somebody more interesting. It's worth spending time with everyone and getting them to open up. Not only might you be surprised but you'll have really registered with that person. You might be put off if, for example, they have a weak handshake but try to look past that. The worst thing you can do is to not pay attention so don't just stay but actually focus properly on the person.

Speaker 5: It's very common in a social situation, especially if it's quite formal at college or work, for people to feel they can't really relax so things are often quite stiff. But if you want to be the one who creates interest then make sure you come up with a couple of relevant things you can use to start conversations and other people will appreciate this. Also don't be put off if people are checking their phones when you're talking to them – often it's a nervous habit. I think it's far worse to not remember people's names because people remember this.

Exam success Units 9–10, p148

4 ES4

Interviewer: OK, hello everyone and welcome to today's podcast. We're talking to Irene who has just made a film from scratch. So welcome Irene. Now, it's very unusual for a young person starting out to get a film made, isn't it?

Irene: To be honest, the main difficulty is getting the funding to make a film. Investors can be very nervous and only want to use known people whose films sell. And it's very complicated – you don't just pitch a story. You have to know how to lay out the script properly, to show you're professional and you need a really snappy version of what you're doing to hook the investors in. I managed that because I was confident in my concept, but what threw me was the number of forms we had to fill in.

Interviewer: And did you need a lot of money even though it was only a short film?

Irene: Yes – you'd be surprised. I'd researched and broken down how much all the filming kit was going to cost so I could estimate that quite well. But I don't think I'd realised how many things would need to be accounted for in expenses – they can really mount up and we totally underestimated that. But there are standard costs for all the different locations we wanted to use and the editing work once the film is shot, so that helped.

Interviewer: And what about the crew? Were they easy to find?

Irene: Well, as a beginner, in my situation, most people use the other students at the college to help but I did need some level of expertise so I couldn't use them for everything. Like I needed a proper camera operator and editor – it can really mess up your film if they don't have enough experience so it took some time to sort, which I knew it would, but, in the end, we went for a more limited number of people than I would have really liked but who all had the proper training.

Interviewer: And were you nervous at all about embarking on this?

Irene: Um I felt confident about my planning and making sure we ran to schedule – and we had some very experienced actors, which really helped. But the director role is really about leadership and I was much younger than some of the crew so I was just hoping I was doing it right! There's always people better than you but that's good because you can learn from them.

Interviewer: So having now finished the film, what advice would you give to other budding filmmakers?

Irene: Oh where to begin? I know that many people say the most important thing is to work with experts and use them to learn from but sometimes that can distort your view and it's important you have your own identity as a filmmaker. My tutors have always said it's critical to understand all the

technical aspects of filmmaking and I was very aware of what I didn't know. So I do think that's essential. We all watch so many films before we make our own but do we really understand how they're put together?

Interviewer: So what's next for you?

Irene: Well I definitely want to stick with making films – there's still so much to learn. And I think I'll stick with the genre I'm working with now as I feel I've only just got started. I've definitely got more that I can do and I'd like to produce a much improved version if I can get more funding and really put into practice what I now know. To be honest, I'd like to work with more women and I think that's becoming more and more realistic as there are some fantastic women in the industry.

Interviewer: Irene – thanks very much!

UNIT 1

Great Learners, Great Thinkers, p10

3 and 4 

Narrator: What do this young man ... and this young woman have in common? A creative vision ... that somehow turned into a dream job.

Nick: Right, so I did it here, I mean this wasn't the original computer but it was like this here and I did the initial coding and programming on it, did the initial design, released it as Trimit under the name, and that's how the investors picked it up about a month after the launch.

Narrator: Nick's basic idea was to solve the problem of having too much information to consume on multiple websites. Nick's app simplifies and summarises the information and makes it easier and faster for the user to get the information they need. Alex tells a different story about her drive to be a young entrepreneur.

Alex: Umm, I started hairdressing at my mum's salon when I was really young, about 14. And then I moved on to London, and by the time I opened my first 'makeshift salon' in my house, I was 17. I was selling pens at school when I was 8 and making fake perfume and trying to sell it to my mum's mates for 10p.

Narrator: Like Alex, Nick didn't know that a personal interest would lead to success. Luckily for Nick, industry experts noticed his talent off the field.

Expert: I think he's combined a few really quite important aspects, you know, it's perfectly timed in terms of information overload that everyone's suffering with. I think, um, a kind of combination of simplicity and search and language – all these factors.

Narrator: Alex, who at 17 went on to open four salons and start a beauty product range, has since worked for celebrities, luxury brands and fashion magazines.

Alex: Hairdressing wasn't really something that smart kids did. Everybody was going to uni. No one was really going into trades unless they'd failed at school and I really think that was a mistake for a lot of my generation.

Narrator: So there's really more than one way to weave a career. But one key element for both Nick and Alex was enjoying what they did, as Nick's dad reflects.

Nick's dad: Obviously I didn't expect something to occur like this at 16 years of age, but he's worked at it, you know, he's worked hard at it, and enjoyed it.

Narrator: And it is through all of their hard work and dedication that the dreams of these young entrepreneurs have come true.

UNIT 2

Great Learners, Great Thinkers, p22

2a, 2b and 3 

Narrator: A new style of shopping for a new decade. They call it a swap shop. Bring the stuff you no longer wear and exchange it for something else.

Customer 1: I really like the idea of, like, exchanging with people and like recycling.

Customer 2: Society's shifting and it's changing into something that is more conscious.

Narrator: Jade and Lucy set up their clothes swap business *Loanhood* because they were horrified at the sheer volume of clothes they saw every day whilst working in the modelling industry.

Lucy: I would shoot from 40 to sometimes 70 outfits a day. It was overwhelming, you know, to think how many clothes that are being produced.

Customer 3: Yeah, most of the stuff is brand new.

Samantha: It's quite shameful on our part but ...

Narrator: One of the first to arrive at the swap was Samantha and her family.

Samantha: So much stuff that we don't wear and even him, he got given things when he was born that he hasn't worn and I just thought, this is such a great way to get rid of the things that we don't want and then get new things but without buying more junk.

Narrator: Bags and bags and bags of clothes for swapping pour in. For each item, you receive a token. The team then make this East End nightclub into a shop. Then it's time to ready, steady, swap!

Reporter: The fashion industry is facing a huge challenge as it's built on mass consumerism. But every single garment made has an environmental impact. Take a pair of jeans. 10,000 litres of water to make one pair. And it's leading to serious questions for retailers, manufacturers and suppliers about what changes they need to make.

Narrator: Jade and Lucy believe we have the power.

Lucy: I definitely think that the more we shout about what we want and we want it to be more sustainable, then the businesses will then listen.

Narrator: But last summer those businesses were accused of not listening or acting fast enough when Extinction Rebellion protestors tried to stop London Fashion Week. The environmentalists believe fast fashion is one of the world's worst polluters. Tamara Cincik runs a parliamentary group on fashion. She brought the protestors and industry bosses together. She says big behavioural changes are needed.

Tamara: We've all got to stop thinking that buying seven bags of clothes on a Friday is a good idea whether it's something from Primark or something from Prada. Do you really need it? Are you going to wear it at least 30 times?

Narrator: We asked six big retailers for an interview. No one was available. Sustainability means producing and buying less to reduce our impact on resources, but for shops who want to sell, that's a profit problem and a big business challenge. But here, preloved and re-worn – a little sustainability just one swap at a time.

UNIT 3

Great Learners, Great Thinkers, p36

2 and 3 

Narrator: Emerging from this barren terrain, a dinosaur graveyard where the bones of some of the biggest creatures ever to roam the earth are being discovered. The dig is called 'Mission Jurassic' and it's providing a glimpse into our prehistoric world.

Scientist 1: Where does this fit on this mass?

Scientist 2: That's straight in here.

Scientist 1: See that makes complete sense because that's an absolutely massive bone, and I think there's no doubt that what you're looking at here is, in fact, part of the pelvis. You've found the pelvis!

Scientist 2: Yes, it's brilliant.

Scientist 1: That's amazing!

Scientist 1: What is fantastic about this site? There's multiple bones from at least a dozen individuals already poking out of the ground. When you realise we've only just scratched a corner of this square mile, there's going to be dozens, if not hundred plus, dinosaurs lurking in the rocks of the Jurassic here.

Narrator: This dinosaur drowned in a flash flood and was then caught up in a log jam. The tree trunk it was crushed up against is still preserved millions of years later.

Reporter: These are just some of the amazing bones that are being discovered at this site. Right here, you have an arm bone, next to it, a giant shoulder blade, and then you can just begin to see the backbone starting to emerge. And standing here you really get a sense of the size of this creature. It's a type of Sauropod which from nose to tail measured 30 meters long and scientists think it might even be a species that's new to science.

Narrator: There are so many dinosaurs here. Excavating each bone is a painstaking process. So it takes people power, working in the intense heat. The challenge is to figure out which bone belongs to which of the big beasts they've found. It's the sediment they were buried in that's perfectly preserved them. Then the movement of the rocks has slowly pushed the bones to the surface.

The scientists are working with rocks that are one hundred and fifty million years old from the Jurassic period – a golden age when dinosaurs exploded in shape and size. Some would become truly massive. Every discovery here is revealing more about how they lived.

Scientist 3: Every single time we find a new dinosaur, that adds to the sample that we already have, and once we have a big enough sample size we can do really interesting studies, like understand how they walked, or understand why they got so big.

Narrator: The dig is like going back in time. A meat-eating Allosaurus has been found here and herds of plant-eating Diplodocus also grazed on this landscape. Before that, there was a vast inland sea. Marine reptiles called Ichthyosaurs were abundant in these waters.

The scientists are protecting the fragile bones with layers of plaster. It's vital to keep them safe. The bones are then removed from the site so that they can be analysed in the lab. The work here has just begun. The dig's expected to last 20 years. But the team says the efforts will be worth it to unlock the secrets of our Jurassic past.

UNIT 4

Great Learners, Great Thinkers, p48

2 and 3 

Reporter: Meet Mekamon! This four-legged spider-like robot is one of the world's first gaming robots and the brainchild of Bristol-based British-Nigerian, Silas Adegunle. Before launching his company *Reach Robotics*, Silas honed his skill at the Bristol Robotics Lab.

Silas Adegunle: Imagine I'm 18, 19, the first time I'm seeing real robots out of science fiction. In fact, let me show you something in here. So if you come to a space like this. So this is literally a workshop. This was the type of space where, in the early days, myself, Chris and John, we'd be coming in to go through prototypes. We'd be taking tools from here and, you know, building parts of the robot – cutting stuff, melding stuff, putting things together. And in here, in a room like this was where the foundations for Mekamon and for Reach Robotics actually came about.

Reporter: In a nutshell, it scans the environment and creates a 360-degree virtual world that you can play in. Silas gives us a lesson.

Silas Adegunle: So that's the virtual Mekamon over there. And I can walk over and have the physical robot interact with this Mekamon. So there's nothing there in real life but it's taken a beating, it's taken a hit. So my robot is just about to die.

Reporter: A dramatic death for Mekamon, but this is just a start for Silas who has come a long way from playing with toys in Ocean State, Nigeria.

Reporter: So your idea for Mekamon actually came out of a class that you taught and industry experts predict that in the future, teaching and family computers could be quite a big deal. What are your predictions?

Silas Adegunle: In the same way that you had computers going into schools, you're going to now see the next phase, which is robots because they are a great platform for teaching artificial intelligence, for teaching the fundamentals of a science, technology, engineering and maths, and things like that. Now it's, you know, can we get robots to do the laundry, can we get robots to do the dishwashing? All of the tasks that we don't want to do.

Reporter: Three, two, one, go!

Reporter: So, as the race to the robotic age continues, inventors like Silas are making sure that African countries like Nigeria are in the running.

Reporter: Look who's leading huh?

UNIT 5

Great Learners, Great Thinkers, p62

2 and 3 

Narrator: In the age of social media, young people are looking for other ways to express themselves and they're finding shared meaning in a surprising place: musical theatre. *Be More Chill* came to the London stage after its run on Broadway. Its original-cast recording went viral when it came out in 2015. It's now been streamed over 350 million times!

Girl 1: It's the idea that you don't have to be cool to be cool, as long as you stick with your friends.

Girl 2: It's in a lot of my playlists so I've probably listened to it a few times.

Boy 1: So, I stream it most days.

Narrator: So why does this musical speak so effectively to young people? Because it speaks to the shared feeling of awkwardness of being a teenager.

Girl 3: It's just very upbeat. And it's just like, something that's just like hits you emotionally as well.

Girl 4: It encapsulates what mental health is for a lot of us. It's that we see ourselves so shoved out to the side that we would do anything to change ourselves – to become one of the popular kids – and that is so real for a lot of us.

Boy 2: Especially now with the social media age. It's just, it's a really hard time and I think that putting stuff like this on stage will help to highlight that.

Producer: Young people can sniff out when something is written with the intention of appealing to them and there's nothing less cool. I've gotten the chance to speak to so many young people and get to know them, who are fans of the show, and the number one thing that people say to me is they are so thankful that there's a show that talks about these heavy issues that affect their lives.

Narrator: And it's these issues that young people want to talk about and they've found that community with other fans of this musical. The actors feel the energy of the audience and know that what they are performing is really speaking to them and allowing them greater self-expression.

Actor: To have them all be so excited online and then actually turn up and they know all, you know, they all dress up with their costumes. They've got, they've got a 'My Cool' jumper, some of them are sewing badges on themselves.

Narrator: And the show will continue to resonate with teenagers as young people all over the world keep streaming the songs that, to them, deliver true meaning.

UNIT 6

Great Learners, Great Thinkers, p74

2 and 3 

Narrator: Deep in the forests of Ecuador, there is a very unlikely but special place – a hotel called the Mashpi Lodge. The Mashpi Lodge is a 22-room eco hotel, spacious and modern – an air-conditioned sanctuary in the heart of the wild forest, with breath-taking views of the natural setting from every angle. And with 84 staff, the ratio of staff to guest is 2 to 1, promising a 5-star experience with delicious food while still maintaining a minimalist and environmentally friendly accommodation. Today we are going to find out how and why the owner, Roque Sevilla, built this place.

Reporter: So why on earth would you build a hotel here? Why did you want to do that?

Owner: Ah, basically, because I wanted to show other people the beauty of this place.

Reporter: To help me understand his ambition for Mashpi Lodge, Roque has invited me to his observation tower. It stands 20 meters high on a ridge above the hotel and the forest that he bought 15 years ago.

Reporter: Yeah, I don't really like heights. I wish you'd bought a lower bit of forest, frankly.

Owner: You see, there you can see ...

Reporter: Is that it there?

Owner: That's the hotel.

Reporter: Wow. Tell me, so you were the mayor of Quito, you were a businessman. What led you to buy a chunk of cloud forest?

Owner: Well, when I bought it, I had no idea of doing a business here, a tourist business. It was just a protection of this area. This kind of forest is disappearing at an incredible rate and in Ecuador, we have only five per cent of it still standing.

Reporter: Roque's 1200 hectares of tropical forest reaches almost as far as I can see, but it's just a fraction of the Chocó, a once vast forest that stretched for thousands of miles through Panama, Colombia and Ecuador. Widespread logging and farming in the Ecuadorian Chocó has seen 95 per cent of it cut down in the last 50 years. Roque's land was owned by a logging company, but the mountainous terrain slowed them down long enough for him to buy it before it was too late.

Roque's passion for nature meant that he insisted no large trees or plants were disturbed by the build. So the structure was fabricated off site in large pieces and trucked in. It took two years to build and cost 10 million dollars.

Roque didn't just save a forest. He preserved some of the most diverse habitat in the world. Ecuador is home to around 10 per cent of all plant life on the planet and a phenomenal 1700 bird species, more than twice the amount found in the whole of North America.

Roque's made it his mission to encourage everyone who visits the hotel to see the forest through his eyes.

Owner: What we would like is that when people come here, their view of the planet would change – that they would consider themselves as part of the whole system and not as the king of the creation. That would be the most wonderful thing that could happen.

UNIT 7

Great Learners, Great Thinkers, p88

2 and 3 

Jonathon: I'm Jonathan. My father's English. My mother's originally from Jamaica.

Natalie: My name is Natalie and my mother is Indian and my father is English.

Reporter: These are the subjects of photographs telling the stories of people with mixed heritage. A selection of the work is going onto the walls of the Copeland gallery in Peckham for an exhibition showcasing the *Mixed Race Faces* platform.

So when it began, it was people that you knew, it was family members, but soon people started to come to you to have their picture taken by you.

Woman 1: Yes, they started writing to us and sending us messages via the Instagram. They're coming through with their – not issues, because mixed race is not about issues – but it's about their embracing their culture and they're are finding other people who are doing the same things.

Reporter: In the last census, 5% of London's population stated that they are mixed race. It's the fastest growing ethnic group. This project provides a forum to discuss identity.

Jason: Hey, there's like hundreds of people all around me with stories that are exactly like my own or slightly different, but it's nice to know that all of these things I've been feeling and internalizing for years and years are the same things that these people have as well and it's just nice that we get to talk about it now.

Woman 2: At some stage we've all had to grapple with this idea of belonging and identity and which community we belong to, if any, and trying to make peace with that.

Reporter: And for the photographer, who with her son and daughter-in-law have garnered these testimonials, there have been similar revelations.

Woman 3: In Holland, once I said to the woman, 'The people on the street - you're so lucky you have normal lives. You're all normal.' She just looked at me like this. I said, 'Yeah. My life has been so diverse. Twenty years in Ghana, then England, then Holland, then up and down like a yo-yo.' She looked at me and she said, 'Oh my god, but that's the beauty of it all, isn't it? You've had such richness in your life.'

UNIT 8

Great Learners, Great Thinkers, p100

2 and 3 

Narrator: Loneliness is a big issue in Sweden that affects both the young and the old. More than half of all homes have just one occupant. And it's common to live alone after leaving school.

Fia: I was kind of lonely when I was living alone. Like, I worked my eight hours, went home, eat, and went to game. I just, like, got more depressed.

Woman: I had a very comfortable life but it was so lonely. There were days when I didn't speak to anybody and you get a bit odd.

Narrator: This block of flats in Helsingborg is trying to solve the problem. Only people under 25 or pensioners can rent here. And there's an unusual clause in their contract – they have to spend two hours a week together. It's run by a housing company funded by the city council.

The building is a former retirement home that's been given a revamp. There are loads of shared spaces designed to get people socialising. You can cook ... do arts and crafts ... exercise ... or play games together. Two of the tenants who have made friends are Gunnel and Fia.

Gunnel: Fia has helped me very much with my computer and with TV. I feel much better.

Narrator: Staff will have a word with those who don't socialise. But so far, everyone seems to be making an effort. More than 70 tenants have moved in since November. Managers hope to open more homes like this in future.

Woman 2: We hope that it will also be a saving for the society because as they are happier, they will be less sick. They will [be] going less to the doctor. We really hope that it will succeed, not only here in Helsingborg, but all over Sweden and maybe in other parts of the world.

UNIT 9

Great Learners, Great Thinkers, p114

2, 3 and 4 

David Attenborough: Europe's predators are rare and elusive and none more so than the Iberian lynx and the grey wolf. Just finding them can be difficult.

Scientist: It's completely pitch black now.

David Attenborough: Let alone filming them!

Scientist 2: We are packing up the kit again 'cause it's raining *again*

David Attenborough: Two crews set off to different countries, armed with different technology, but united by a single mission. One team travelled to the heart of the Apennine Mountains in Italy where wolf sightings had been reported. Using the latest thermal camera, the team will be able to film the wolves in the darkness when they're most active.

In Spain, the lynx team are taking a different approach: camera traps and lots of them. To record enough footage, the cameras will need to be left in the field for six months. With the last one set, the long wait begins.

For the lynx team in Spain, things are taking a turn for the worse.

Scientist 3: We've just come down to discover our camera traps are not weatherproof. All the electronics and the circuit boards are starting to act up so we're having to rip everything out and we'll have to see what's going on.

David Attenborough: With ten camera traps to fix, the crew work around the clock until the last one is ready.

In Italy, the thermal camera is allowing the team to reveal for the first time the secret lives of Europe's wolves and it appears that they live much closer to home than anyone thought.

Scientist 4: It's just amazing to me that they know how to stay out of sight, but be so close to humanity.

David Attenborough: And it's not just the wolf team making surprising discoveries. Camera trap footage reveals how confident the Iberian lynx is, living alongside people. And towards the end of the trip, the team have a memorable encounter.

Scientist 5: We've just woken up from staying in the house and we've had a visitor overnight. To see a wild lynx up this close is, yeah, completely amazing.

David Attenborough: It was a surprising revelation for both teams to find the continent's most elusive predators living right alongside us.

UNIT 10

Great Learners, Great Thinkers, p126

2 and 3 

Narrator: Who are the unsung heroes in our society today? We find them making a difference in their local community, such as volunteer Michael Harris at this boxing club in Lewisham, England.

Michael Harris: You've gotta be really committed to this, you know – weekends, weekdays, day, night. I'm getting home at 9 o'clock at night. I'm up at six in the morning sometimes.

Narrator: The boxing club has been a place for 250 young people to feel a sense of community and receive guidance and support.

Boxer: This is what's so amazing about his work. He's turned what was just a sports club into a club that's helping people far beyond sports and competing. The 19 people that he got employment for are all kids that you wouldn't necessarily expect to find themselves in jobs. They're all still there. They've been there for months on end now. They're doing well.

Narrator: Meanwhile another local hero, this time the leader of a youth hockey club, is preparing for practice. Marcia set up this hockey club for children to support their well-being. She says training together like this can help them on and off the pitch.

Marcia: This sport we love and that we know is great for children wasn't reaching everybody who it could reach and so about two years ago, myself and a couple of mums got together and said, 'What can we do to bring the sport to a new audience?'

Narrator: So they started the hockey club. And it's been going strong ever since with Marcia at the helm. Running the club with over 600 members and more than 100 volunteers, Marcia is really making an impact in her community and people are happy to recognise it.

Woman: And I think she's got a very good way of, in a very nice and gentle way, of getting people involved.

Narrator: Marcia believes in the children and bringing this sport to a wider audience. And much to her surprise, Marcia was chosen to receive an 'Unsung hero' award from the BBC for her work as an 'unsung hero'. Similarly, the boxing club in Lewisham nominated Michael for the award, too, for his inspiration and dedication to the young people there.

Boxer 2: I think the main thing is that he ensures that you are enjoying the sport, not just sort of pushing you to make sure you can get the wins for the club but also that you're having a good time.

Narrator: So whether it's boxing or hockey, these community leaders have shown how valuable these sports clubs have become for young people. They are our unsung heroes.

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This edition published 2022

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Cover design by Designers Educational

Picture research by emc design ltd

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ISBN 978-1-38-004350-4



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