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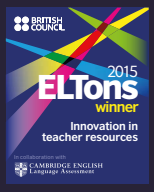

MACMILLAN LIFE SKILLS winner of the ELTon award for Innovation in teacher resources

COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2

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Desktop system requirements for Digital Student's Book and Presentation Kit: Windows 7, 8, 8.1, 10: CPU Speed (equivalent): Any 2GHz dual core processor or above. **Browser:** latest IE / Firefox / Chrome* / Opera (*Chrome recommended). **Apple Macintosh OS** 10.7, 10.8, 10.9, 10.10, 10.11: CPU Speed (equivalent): Any 2GHz dual core processor or above. **Browser:** Safari 7, 8, 9. **RAM:** 1GB (32-bit), 2GB (64-bit), **Display:** 1024 x 768 pixels, 32-bit colour, Audio sound card.

Mobile system requirements for Digital Student's Book Windows: WinRT 8.1. **Android:** Dual core 1GHz or better, 1GB RAM, 8GB internal storage with Android 4.1, 4.2, 4.3, 4.4, 5. **iOS:** iPad 2, 3, 4 with iOS 7, 8, 9 or above. **Minimum resolution:** 1024 x 768

Internet connection required on first use.

System requirements for Online Workbook: Windows 7, 8: CPU Speed (equivalent): Any 2GHz dual core processor or above. **Browser:** IE9, 10, 11 / Firefox / Chrome. **Apple Macintosh OS** 10.7, 10.8, 10.9: CPU Speed (equivalent): Any 2GHz dual core processor or above. **Browser:** Safari 6. **RAM:** 1GB (32-bit), 2GB (64-bit), **Display:** 1024 x 768 pixels, 32-bit colour, Audio sound card. Internet connection required.

For more information on system requirements, please go to https://www.macmillangateway2.com/system-requirements
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Gateway

Teacher's Book

2nd Edition

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Welcome

Introduction by David Spencer (main series author)

Before I tell you about *Gateway 2nd Edition*, let me tell you a bit about myself.

After studying modern languages, I trained to be a secondary school teacher. And I'm still teaching in a secondary school now, over 25 years later. Being in the classroom every day is a great help when writing a course like *Gateway*. On the one hand, the daily contact with teenagers gives me ideas and inspiration. On the other hand, it keeps me realistic about what actually works in the classroom.

If you don't know *Gateway* already, the course is designed to lead teenage students to success in exams, particularly school-leaving exams. It's also designed to prepare students for further study and the world of work.

In *Gateway 2nd Edition* we've kept many of the features that have made *Gateway* so popular. Each unit has a clear, logical structure. The whole approach to grammar and vocabulary and to the development of the four skills is carefully staged to be both teacher- and student-friendly. Each level offers a wide range of strategies that will help students pass their exams.

There is a whole new focus on **Life skills**, with a special section in each unit preparing teenagers for the many, varied facets of life.

Meanwhile, *Gateway 2nd Edition* offers brand-new, up-to-date texts to motivate you and your students. Reading texts include **Critical thinking** questions to get students reflecting on what they've just read. And for all these features, new and old, we've refreshed the design and made it even clearer and easier to use.

With *Gateway 2nd Edition* we want to support you in the classroom and in your professional development. Via the ***Gateway* Facebook page**, you can keep in direct contact with me and the *Gateway* team and with other teachers from around the world. We have news, teaching tips and occasional competitions, plus access to teaching videos and webinars. You can also find out about any upcoming *Gateway* talks in your part of the world. So far, I've spoken in over 25 countries and hope to continue being able to share activities and ideas with you all.

I hope you and your students enjoy teaching and learning with *Gateway 2nd Edition*!

Dave

www.facebook.com/macmillangateway

Key concepts of *Gateway 2nd Edition*

1 Preparation for school-leaving exams

Gateway 2nd Edition prepares secondary school students for both international and school-leaving exams. Throughout the units there are plenty of exam-style activities and preparation tasks as well as **Exam success** tips. These tips lead the students to more in-depth help in the Exam success section at the end of the book. After every two units there are **Gateway to exams** pages which revise the exam techniques they have learnt and give them more practice in doing typical exam tasks. *Gateway 2nd Edition* is closely mapped to the CEFR and the course comes with both a **Test generator** and **printable tests**. There are also the **Speaking test videos** which take students through a mock *Cambridge English: Advanced (CAE)* exam.

2 Content-based material and critical thinking

Gateway 2nd Edition provides material which helps to develop other areas of knowledge, as well as English-language skills. The most important criteria for choosing texts is that they should be genuinely interesting and appealing to students of the age group. Texts are then used to provide a realistic and meaningful context for the grammar and vocabulary to be studied within the unit. Students are also encouraged to think critically about what they have read, to question the content and personalise the topic of the text.

3 Life skills

Life skills (also sometimes called 21st century skills) are the transferable skills needed to lead a successful life. They encompass academic skills, plus common challenges at school and university, in the workplace and in everyday life. The dramatic changes in global economies in recent years have been matched with the transformation in technology, and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress, or the confidence to make effective decisions. Today's students will have many jobs over the course of their lives, with associated pressures and the need for adaptability. One lesson per unit is dedicated to learning a specific life skill. Each Life skills lesson culminates in an engaging productive task such as giving constructive feedback, networking techniques or organising a trip.

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4 The active role of the learners

Students are encouraged to participate actively in their own learning throughout the course. Here are just some of the ways this is done:

Exam success boxes in the Student's Book encourage students to reflect on the best way to learn before they are guided to the suggestions at the back of the book.

Students hypothesise about grammar rules before they are directed to the relevant information in the **Grammar reference** section at the end of the Student's Book.

Students are invited to express personal reactions and/or think critically after reading or listening.

5 Grammar in context

The target grammar in each unit is given meaningful context through the reading and listening texts. The approach is one of guided discovery. Students are then directed to the **Grammar reference** section at the end of the Student's Book to check their hypotheses.

After working through the Grammar guide box, students follow carefully graded exercises which help them to internalise the grammar, starting with exercises where students simply identify correct usage before progressing on to more challenging exercises. There are also frequent opportunities for students to use the grammar in active, oral communication.

The Grammar reference section appears at the end of the Student's Book (pp134–143), providing a useful checkpoint for students when reviewing a unit. **Grammar revision** worksheets, which can be found on the **Student's** and **Teacher's Resource Centres**, are ideal for self-study.

6 Blended learning

Gateway 2nd Edition is carefully designed to support the modern approach of blended learning. Blended learning refers to incorporating a broad range of learning material sources while still meeting the aims of a syllabus or wider learning objectives. Blended learning can also extend learning outside the classroom, since it is an approach that allows learners to study anywhere and at any time. This makes it a highly flexible approach.

A combination of face-to-face and online learning can really boost student performance. With this in mind, it is a good idea to explain and demonstrate how students can include all of the different resources available, so that they know how to study from them effectively and get the most benefit from them.

The large array of components that accompany the *Gateway 2nd Edition* print Student's Book include the **Digital Student's Book**, the **Presentation Kit**, the **Workbook** (both print and online), **Speaking test videos**, **Student's** and **Teacher's Resource Centres**, and **Testing and assessment materials**. An overview of these is given on pages 10–18.

7 Developing vocabulary

The course revises, extends and practises the most important lexical sets connected to typical topics that appear in school-leaving and international exams, so that students can talk and write about these topics with ease and will have less difficulty reading or listening to texts dealing with these topics. The course also develops the students' active vocabulary unit-by-unit by looking at 'systems' of vocabulary, such as word formation, collocation, phrasal verbs and dependent prepositions. This approach is a key factor in helping students with Use of English tasks.

8 Developing skills

The emphasis of *Gateway 2nd Edition* is very much on developing the skills, not just testing them. In terms of speaking and writing, the approach taken is step-by-step preparation for the final, exam-style task at the end of the activity. Initial exercises are more receptive, working on a model text or dialogue. Students then analyse the words and expressions used and have guided, controlled practice of these before creating their own texts or performing their own dialogues. Words and expressions that are useful to complete these tasks successfully are highlighted in the **Speaking bank** and **Writing bank**.

With reading and listening, there is attention to the strategies that help students to understand texts more easily. To develop reading and listening in a comprehensive way, there is a wide variety of text genres and task types.

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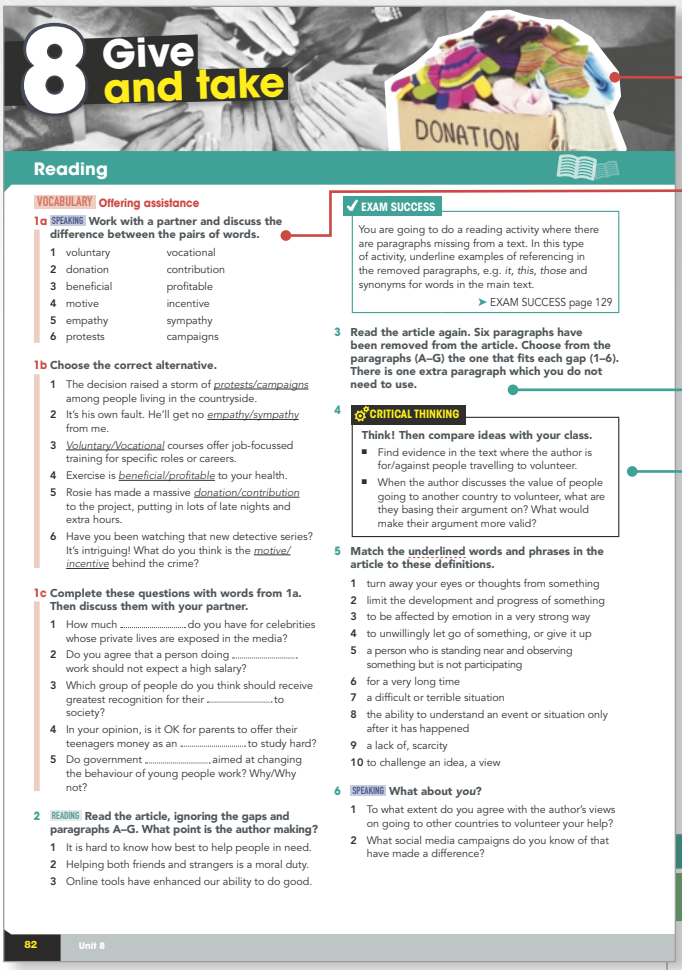
The *Gateway 2nd Edition* Student's Book offers ten units. Exam-style activities appear throughout, with consolidation and practice every two units in the Gateway to exams pages.



8 Give and take

Reading

VOCABULARY Offering assistance

1a SPEAKING Work with a partner and discuss the difference between the pairs of words.

1 voluntary — vocational
2 donation — contribution
3 beneficial — profitable
4 motive — incentive
5 empathy — sympathy
6 protests — campaigns

1b Choose the correct alternative.

1 The decision raised a storm of *protests/campaigns* among people living in the countryside.
2 It's his own fault. He'll get no *empathy/sympathy* from me.
3 *Voluntary/Vocational* courses offer job-focussed training for specific roles or careers.
4 Exercise is *beneficial/profitable* to your health.
5 Rosie has made a massive *donation/contribution* to the project, putting in lots of late nights and extra hours.
6 Have you been watching that new detective series? It's intriguing! What do you think is the *motive/incentive* behind the crime?

1c Complete these questions with words from 1a. Then discuss them with your partner.

1 How much ..... do you have for celebrities whose private lives are exposed in the media?
2 Do you agree that a person doing ..... work should not expect a high salary?
3 Which group of people do you think should receive greatest recognition for their ..... to society?
4 In your opinion, is it OK for parents to offer their teenagers money as an ..... to study hard?
5 Do government ..... aimed at changing the behaviour of young people work? Why/Why not?

2 READING Read the article, ignoring the gaps and paragraphs A–G. What point is the author making?

1 It is hard to know how best to help people in need.
2 Helping both friends and strangers is a moral duty.
3 Online tools have enhanced our ability to do good.

EXAM SUCCESS

You are going to do a reading activity where there are paragraphs missing from a text. In this type of activity, underline examples of referencing in the removed paragraphs, e.g. *it, this, those* and synonyms for words in the main text.

➤ EXAM SUCCESS page 129

3 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs (A–G) the one that fits each gap (1–6). There is one extra paragraph which you do not need to use.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Find evidence in the text where the author is for/against people travelling to volunteer.
- When the author discusses the value of people going to another country to volunteer, what are they basing their argument on? What would make their argument more valid?

5 Match the underlined words and phrases in the article to these definitions.

1 turn away your eyes or thoughts from something
2 limit the development and progress of something
3 to be affected by emotion in a very strong way
4 to unwillingly let go of something, or give it up
5 a person who is standing near and observing something but is not participating
6 for a very long time
7 a difficult or terrible situation
8 the ability to understand an event or situation only after it has happened
9 a lack of, scarcity
10 to challenge an idea, a view

6 SPEAKING What about you?

1 To what extent do you agree with the author's views on going to other countries to volunteer your help?
2 What social media campaigns do you know of that have made a difference?

82 Unit 8

Unit themes and topics are designed to appeal to teenagers and young adults. They are presented clearly at the beginning of each unit.

The first exercise gives students the opportunity to test their prior knowledge by introducing topic-related vocabulary.

Typical reading tasks include exam-style comprehension questions such as multiple-choice, True/False/Not Given or inserting paragraph into a text.

The **Critical thinking** activity embedded in every Reading lesson goes beyond traditional comprehension exercises to guide students towards the use of higher-order thinking skills. It also gives students the opportunity to develop analytical skills and use them in an authentically communicative way.

Reading

CHARITY MATTERS

ARE OUR ACTS OF KINDNESS AS STRAIGHTFORWARD AS THEY SEEM?

It's a bitterly cold morning as you set off to meet your friend, and the coins in your pocket are sufficient for a hot chocolate. As you turn the corner with the café in sight, you spot a very thin young boy, shivering in a torn and dirty T-shirt. Would you avert your eyes and rush past? Or might you act in a more altruistic way, despite the fact that this child is unknown to you, and buy the hot drink for him instead?

1 .....

In his defence, the other person said he was stressed out and was dealing with personal issues, but my friend knew their tutor had warned him not to let personal problems impede his academic goals. Eventually her altruistic traits won through and she told him he could take the credit as well as her, but that he would have to hurry up and sort his life out. Although similar dilemmas have existed since time immemorial, the term 'altruism' was coined by Auguste Comte, the French philosopher and father of sociology, in 1851. He defined it as 'intentional action, ultimately for the welfare of others that entails at least the possibility of either no benefit or a loss to the actor'.

2 .....

Displays of 'niceness' have an underlying selfish motive, according to this school of thought. For example, in the second scenario above, it may be a case of 'You scratch my back, then I scratch yours'. And by donating a drink to the child, are you just stroking your own ego? While these arguments are nothing new, with the dawn of the digital age, the controversy has grown. But let's start with a belief that is rarely contested. Many people claim that modern technology has made the world a smaller place, and has eliminated international borders.

3 .....

Although some will respond to these in weary resignation, others, refusing to feel powerless, will want to take action. But which action? I was recently introduced to a man who had once jumped on a plane to help out in a region severely affected by flooding. We'll call him 'John'. He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.

4 .....

However, he was soon brought down to earth, realising that in a disaster zone, he was a useless bystander. As we talked, he confessed that he lacked any specialist training or skills, but this had only occurred to him in hindsight. His heart had been in the right place, but he had ended up eating food that could have been handed out to local people, and requiring medical attention from doctors that were already overwhelmed.

5 .....

Online campaigning appears to offer an alternative approach. It's easy to believe you can be a catalyst for change without looking up from your laptop. In the digital age, we can watch videos of our favourite celebrities protesting against injustice, click on 'like' to endorse a worthy cause, tweet 140 characters about a humanitarian crisis, and generate viral slogans from hashtags. But what does this accomplish?

6 .....

According to relief agencies, there is plenty of goodwill, but a dearth of donations – possibly a result of 'charity fatigue'. Indeed, it was estimated that donations fell by 20% last year. Then the concern that your money won't end up 'in the right place' is also a deterrent. Just as the motives for altruism can sometimes be questionable, you can also be rendered powerless by questions about how best to show it.

Students sorting clothes for a disaster relief effort

A It is true that real-time updates and live feeds allow you to view people's tragic situations in far-flung countries as never before. And the images, taken not just by photo journalists but by anyone with a recording device, have become far more intimate.

B The situation turns out not to be as straightforward as it seems. In order to do so, your own needs must come second to the needs of others. According to psychologists, this is easier said than done.

C Certainly it can help people to feel part of a global caring community. However, this is illusory in terms of creating impactful change, and it may also lead them to overlook the most practical thing in a critical situation.

D Scientists and psychologists have been debating the nature and evolutionary origins of altruistic behaviour ever since. It has also been suggested that altruism doesn't really exist.

E Then consider a slightly different situation in which the potential recipient of your goodwill is more familiar to you. This happened to a friend only recently: her contribution to a collaborative project was far more significant in terms of time, effort and ideas than her classmate's.

F Vague notions of tending to the sick, or helping to rebuild the infrastructure had begun to form. As with many other willing volunteers, the relinquishing of home comforts for a few months seemed to him a small sacrifice to make.

G This, according to relief agencies, is not a unique case. In the haste to assist the needy, many would-be volunteers rush in without weighing up what they can realistically contribute against how much they might actually hinder relief efforts.

Unit 8 83

Reading texts focus on stimulating topics using recognisable and relevant contexts.

In the reading texts, students encounter new and varied vocabulary, with a focus on 21st century themes and issues.

Engaging images enhance students' learning experience.

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Grammar in context

Reported speech

1a Look at the sentences. How could you rewrite them using direct speech?

a In his defence, the other person said he was stressed out and was dealing with personal issues.

b She told him he could take the credit instead of her, but that he would have to hurry up and sort his life out.

1b What parts of sentences a and b needed to change?

2 Look at the sentences from the article and answer the questions.

1 *… their tutor had warned ..... let personal problems impede his academic goals.*
What are the missing words? Can you think of reporting verbs that could replace 'warn'?

2 *Many people claim that modern technology has made the world a smaller place.*
Why can we use present perfect?

3 *He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.*
Why is it necessary to use past perfect in this sentence?

4 *… he confessed that he lacked any specialist training …*
What other verb pattern can be used here?

5 *It was estimated that donations fell by 20% last year.*
What form of reported speech is this? Why does the author use it?

GRAMMAR REFERENCE ➤ PAGE 141

3 Choose the correct alternative(s).

1 Joe insisted *us to go/that we went/on us going* to the protest with him.

2 Lisa instantly regretted *posting/that she had posted/having posted* that comment.

3 My parents discouraged me *to volunteer/from volunteering/not to volunteer* for the programme.

4 It is believed *to be/that it is/to have been* the most 'liked' social media campaign ever.

5 Enrique announced *he would be/to us he would be/he has been* stepping down as leader.

6 Leo objected *that he had to share/to sharing/to us that he would share* the credit with Bruno.

7 Ben regretted that *he had not taken/not taking/not having taken* the opportunity to train abroad.

4 Use the direct speech to make reported speech sentences with these verbs. Use no more than two words in each gap.

admitted • announced • conceded • congratulated
demanded • denied • pointed out • urged

1 'We didn't reach our target this year which sadly means that we can no longer rely on public donations.'
The organiser (a) ....., that they (b) ....., reached their target (c) ..... year and (d) ....., that they (e) ....., no longer rely on donations.

2 'We'll be doing further research because we aren't certain how effective our campaign was.'
The director (a) ....., that they (b) ..... be doing further research and (c) ....., to being uncertain about how effective their campaign (d) .....

3 'You've done a great job! Don't let any negative comments on the Internet put you off!'
The team leader (a) ....., the volunteers (b) ....., a great job and (c) ....., them (d) ....., pay attention to negative comments.

4 'I didn't take bribes, and I expect an apology from the media for accusing me!'
He (a) ....., taking bribes, and (b) ....., that the media (c) ....., for accusing him.

5 Use the verbs in bold and the underlined text to rewrite the article in reported speech. Use linking phrases if needed.

Middle School Fundraiser

(1) ..... **(predict)** that child poverty will continue to rise over the next few years. On Friday, our school will be holding a fundraising event in response. Last week I spoke to the four student organisers to find out what motivated them.

Organiser Mia Hall told me (2) 'I feel the issue is being ignored. That's why I believe it is my moral duty to do something.' Like Mia, Leo Mills also felt a sense of obligation: he said (3) 'Once all the money has been raised, it'll be going directly to a local charity that we've contacted'.

(4) 'We didn't realise how serious the situation is, until we viewed some videos of celebrities protesting about the situation,' admitted Luke King and Isla Brown. Now they are determined to make a difference.

The students have now set up their own webpage to promote awareness of the issue. Last Monday, Isla urged her classmates to share the page as much as possible. (5) 'If you do this, the event will draw a huge crowd. That's what we need to reach our target,' she explained. (6) ..... **(rumour)** that a celebrity will be attending – so come along!

6 SPEAKING **Work with a partner. Make notes about their opinion on the role that celebrities play in raising awareness of global issues. Now 'report' what your partner said to a different person.**

The **Grammar guide** box highlights sentences from the reading text. Students are asked to work out key information about the form and use of the grammar. They are then referred to the **Grammar reference** section at the end of the Student's Book to check their ideas.

Students progress to controlled grammar practice.

The final grammar activity asks students to use the new grammar in active, oral communication.

Developing vocabulary

Expressions and phrases with *self*

1 SPEAKING **How might this behaviour be considered either selfish or selfless?**

1 A father runs into a burning building to rescue someone else's child.

2 A wealthy friend pays for a poorer friend's meal in an expensive restaurant.

2 Match the phrases (A–F) to the definitions (1–6) below.

A self-doubt
B self-expression
C self-indulgence
D self-serving
E self-preservation
F self-deprecating

1 being excessively modest, or undervaluing oneself .....

2 how one shows their feelings, thoughts or ideas, especially through music, art and writing .....

3 the instinctive protection of oneself from harm, danger .....

4 a lack of confidence in oneself and abilities .....

5 having concern only for one's own interests .....

6 behaviour in which a person does exactly what they want, often for the purpose of pleasure or through laziness .....

3 Complete the sentences with the phrases in 2.

1 Feeling tired and stressed? Come to Muses Spa for a weekend of ..... and relaxation.

2 In some extreme cases, when comments have become very vicious, people have deleted their social media accounts as a means of .....

3 Many teenagers go through periods of ....., and wonder who they are and how they fit in.

4 I prefer people who make ..... comments to people who take themselves too seriously.

5 Sara says her haircut is a form of ....., and no-one should criticise her for it.

6 Everything that Liam does is completely ..... – he just manipulates people to get what he wants.

4 SPEAKING **Work with a partner. Ask and answer the questions.**

1 If friends make self-deprecating comments, how do you respond? Is it a good thing to frequently make these kinds of comments?

2 What forms of self-expression can you think of? How do you express yourself?

3 To what extent do you think people are self-serving?

5 Here are some other expressions with 'self'. Choose the best word to fill the gap.

1 My grandfather is the epitome of the self-..... man. He was very poor as a child, but through his hard work and business-sense, he became incredibly successful.
A created B styled C formed D made

2 My uncle was a top footballer player in his youth, but now he's a ..... of his former self.
A shade B shadow C trace D hint

3 I think my sister can be a bit ..... up in herself at times. She thinks she's the only one with problems.
A wrapped B folded C turned D bound

4 When I feel down, I prefer to ..... myself in my music. I'm not the kind of person to open up to others.
A lose B escape C evade D drop

5 It's a movie about a woman who hates her job and her life in general – she goes on a long journey in order to ..... herself again.
A shape B acquire C find D define

6 Read the text and think of the word which best fits each gap. Use one word only in each gap.

TAKING SELFIES

For teens, taking selfies is (a) ....very.... much part of a daily routine, but now other groups have become hooked, too. Ordinary people of all ages are now caught up in the phenomenon, (b) ..... to mention self-serving politicians and celebrities so wrapped up (c) ..... the 'importance' of their own lives that they think the public wants a new photo every day. But for most of us, no matter (d) ....., generation we may be, we engage in this activity without any real thought simply (e) ..... everyone else is doing it. Often we post them to social media in (f) ....., to develop our own personal 'brand', which is done by careful editing of the photos we choose to show. (g) ....., posting selfies can offer some people a sense of connection and freedom of self-expression, (h) ..... is concern amongst researchers that for others it may lead to self-doubt when they don't receive enough 'likes'. It's worth remembering, however, that self-portraiture is nothing new and artists engaged in this genre have often depicted (i) ..... in a less-than-accurate fashion.

7 SPEAKING **How often do you take selfies? Which points in 6 do you agree or disagree with?**

The second vocabulary set in a unit is often not a traditional lexical set. It may examine a 'system' of vocabulary and often bridges the gap between vocabulary and grammar.

Vocabulary is brought to life with skills activities, allowing students to personalise the language.

Students are given the opportunity to practise the language they have encountered in the activity.

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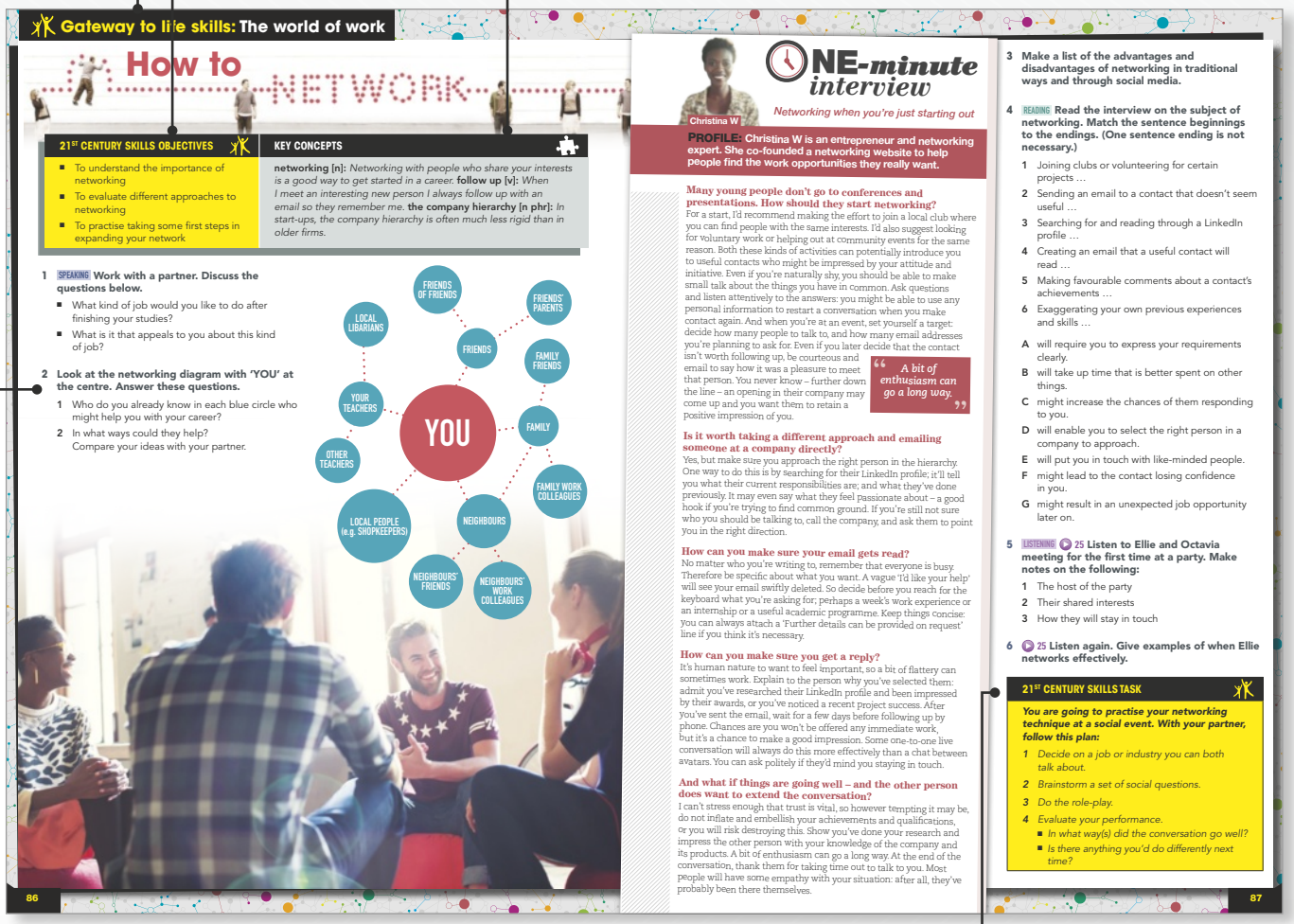
Gateway to life skills at C1 level offers three strands of lessons (Academic skills, Life skills and 21st century skills) which equip students with the necessary transferable skills beyond school. Each unit has a Life skills lesson that allows students both controlled and freer language practice, using what they have learnt in previous lessons in a cumulative way.

The Life skills lesson is introduced to students with clear objectives.

Students are shown the key concepts of the Life skills lesson in a clear and concise form and have the chance to explore issues of universal interest and importance.



Gateway to life skills: The world of work

How to NETWORK

21ST CENTURY SKILLS OBJECTIVES
- To understand the importance of networking
- To evaluate different approaches to networking
- To practise taking some first steps in expanding your network

KEY CONCEPTS
networking [n]: *Networking with people who share your interests is a good way to get started in a career.* **follow up [v]:** *When I meet an interesting new person I always follow up with an email so they remember me.* **the company hierarchy [n phr]:** *In start-ups, the company hierarchy is often much less rigid than in older firms.*

1 SPEAKING **Work with a partner. Discuss the questions below.**
- What kind of job would you like to do after finishing your studies?
- What is it that appeals to you about this kind of job?

2 **Look at the networking diagram with 'YOU' at the centre. Answer these questions.**
1 Who do you already know in each blue circle who might help you with your career?
2 In what ways could they help? Compare your ideas with your partner.

YOU
FRIENDS OF FRIENDS
FRIENDS PARENTS
FRIENDS
FAMILY FRIENDS
FAMILY
FAMILY WORK COLLEAGUES
NEIGHBOURS
NEIGHBOURS' WORK COLLEAGUES
NEIGHBOURS FRIENDS
LOCAL PEOPLE (e.g. SHOPKEEPERS)
OTHER TEACHERS
YOUR TEACHERS
LOCAL LIBRARIANS

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ONE-minute interview

Networking when you're just starting out

Christina W

PROFILE: Christina W is an entrepreneur and networking expert. She co-founded a networking website to help people find the work opportunities they really want.

Many young people don't go to conferences and presentations. How should they start networking?
For a start, I'd recommend making the effort to join a local club where you can find people with the same interests. I'd also suggest looking for voluntary work or helping out at community events for the same reason. Both these kinds of activities can potentially introduce you to useful contacts who might be impressed by your attitude and initiative. Even if you're naturally shy, you should be able to make small talk about the things you have in common. Ask questions and listen attentively to the answers: you might be able to use any personal information to restart a conversation when you make contact again. And when you're at an event, set yourself a target: decide how many people to talk to, and how many email addresses you're planning to ask for. Even if you later decide that the contact isn't worth following up, be courteous and email to say how it was a pleasure to meet that person. You never know – further down the line – an opening in their company may come up and you want them to retain a positive impression of you.

"A bit of enthusiasm can go a long way."

Is it worth taking a different approach and emailing someone at a company directly?
Yes, but make sure you approach the right person in the hierarchy. One way to do this is by searching for their LinkedIn profile; it'll tell you what their current responsibilities are; and what they've done previously. It may even say what they feel passionate about – a good hook if you're trying to find common ground. If you're still not sure who you should be talking to, call the company, and ask them to point you in the right direction.

How can you make sure your email gets read?
No matter who you're writing to, remember that everyone is busy. Therefore be specific about what you want. A vague 'I'd like your help' will see your email swiftly deleted. So decide before you reach for the keyboard what you're asking for; perhaps a week's work experience or an internship or a useful academic programme. Keep things concise: you can always attach a 'Further details can be provided on request' line if you think it's necessary.

How can you make sure you get a reply?
It's human nature to want to feel important, so a bit of flattery can sometimes work. Explain to the person why you've selected them: admit you've researched their LinkedIn profile and been impressed by their awards, or you've noticed a recent project success. After you've sent the email, wait for a few days before following up by phone. Chances are you won't be offered any immediate work, but it's a chance to make a good impression. Some one-to-one live conversation will always do this more effectively than a chat between avatars. You can ask politely if they'd mind you staying in touch.

And what if things are going well – and the other person does want to extend the conversation?
I can't stress enough that trust is vital, so however tempting it may be, do not inflate and embellish your achievements and qualifications, or you will risk destroying this. Show you've done your research and impress the other person with your knowledge of the company and its products. A bit of enthusiasm can go a long way. At the end of the conversation, thank them for taking time out to talk to you. Most people will have some empathy with your situation: after all, they've probably been there themselves.

3 **Make a list of the advantages and disadvantages of networking in traditional ways and through social media.**

4 READING **Read the interview on the subject of networking. Match the sentence beginnings to the endings. (One sentence ending is not necessary.)**
1 Joining clubs or volunteering for certain projects …
2 Sending an email to a contact that doesn't seem useful …
3 Searching for and reading through a LinkedIn profile …
4 Creating an email that a useful contact will read …
5 Making favourable comments about a contact's achievements …
6 Exaggerating your own previous experiences and skills …

A will require you to express your requirements clearly.
B will take up time that is better spent on other things.
C might increase the chances of them responding to you.
D will enable you to select the right person in a company to approach.
E will put you in touch with like-minded people.
F might lead to the contact losing confidence in you.
G might result in an unexpected job opportunity later on.

5 LISTENING 25 **Listen to Ellie and Octavia meeting for the first time at a party. Make notes on the following:**
1 The host of the party
2 Their shared interests
3 How they will stay in touch

6 25 **Listen again. Give examples of when Ellie networks effectively.**

21ST CENTURY SKILLS TASK
You are going to practise your networking technique at a social event. With your partner, follow this plan:
1 *Decide on a job or industry you can both talk about.*
2 *Brainstorm a set of social questions.*
3 *Do the role-play.*
4 *Evaluate your performance.*
- *In what way(s) did the conversation go well?*
- *Is there anything you'd do differently next time?*

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Students have many opportunities to give and share their opinions.

The lesson culminates in a productive task such as giving a presentation, organising a trip or creating an online profile. This gives students the opportunity to use language in an authentic and collaborative context while practising a useful and transferable Life skill.

MACMILLAN LIFE SKILLS
LANGUAGE IS A LIFE SKILL
BRITISH COUNCIL 2015 ELTons winner Innovation in teacher resources
In collaboration with CAMBRIDGE ENGLISH Language Assessment

Macmillan Life Skills winner of the ELTon award for Innovation in teacher resources!

Go to macmillanenglish.com/life-skills/resources to explore our collection of Life Skills resources.

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Listening

1 SPEAKING **Work with a partner. What can you see in the photo? What might the people be doing and why?**

✓ EXAM SUCCESS

While listening, don't just write the first 'possible answer' that seems to fit the gap as this may be a distractor. Listen carefully: does the speaker give other information that may provide a better answer?

➤ EXAM SUCCESS page 130

2 SPEAKING **Work with a partner. You are going to listen to a podcast in which Silvia talks about a conservation programme. Read the notes and predict Silvia's answers in 3a.**

3a LISTENING 26 **Listen and complete the sentences with a word or short phrase.**

Notepad

- *Silvia describes the accommodation as (1) .....*
- *She hadn't expected to collect so much (2) ..... from the beach.*
- *She admits to needing more (3) ..... when she constructed the fences.*
- *She describes the researchers' efforts to save the seals as (4) .....*
- *Silvia's team leader sometimes asked her to take on the role of (5) .....*
- *She is surprised at the number of (6) ..... which developed during the time on the island.*
- *She admits to feeling nervous about the (7) ..... at the end of the week.*
- *Silvia uses the word (8) ..... to convey her feelings about her time on the conservation programme.*

3b 26 **Listen again and check your answers.**

4 SPEAKING **Would you be interested in taking part in this programme? Why/Why not?**

Inversion

5 **Look at the sentences and complete the text with the words.**

a As the researchers told us, **on no account should** you get too close to the seals.

b **Not only do** you have to perform in front of all the other volunteers, but you have to do it without music.

adverbial • emphasis • formal
negative • reverse

There are some (1) ..... phrases with a (2) ..... or restrictive meaning that can occur at the beginning of a sentence for (3) ..... They occur mainly in written English or more (4) ..... speech, and occasionally in less formal speech for dramatic effect. When using an inversion, don't forget to (5) ..... the position of the subject and the auxiliary verb. Use *do, does* or *did* if no auxiliary verb is present.

6 **Rewrite these sentences as non-inverted.**

1 **Never had** the programme seen such a huge number of volunteers.

.....

2 **Hardly ever do** the seals come to shore.

.....

GRAMMAR REFERENCE ➤ PAGE 141

7 **Complete the second sentence, using the word given. Use no more than six words.**

1 After we started the beach clean-up we realised it was a bigger job than we'd thought.
JUST
Not until we started the beach clean-up ..... big a job it was.

2 We stopped filming the seals only after the battery died.
RAN
Only ..... we stop filming the seals.

3 Scientists didn't understand how rare the birds were until recently.
RECOGNISED
Only recently ..... an endangered species by scientists.

4 It's against the rules to swim alone at that beach.
ACCOUNT
On ..... yourself at that beach.

5 We had to unpack as soon as we arrived.
HAD
No ..... we had to unpack.

6 We didn't understand how challenging the programme would be.
DEMANDS
Little ..... of the programme would be.

Students listen to a wide variety of realistic types of recording which include dialogues, radio programmes, adverts and interviews.

The second Grammar in context section appears within a Listening, Developing speaking or Developing writing lesson and provides language input and support for the skills. It functions in the same way as the first Grammar in context section, allowing students to discover grammar rules for themselves.

The listening tasks mirror the types students will find in listening exams, such as True/False/Not Given, completing notes and matching.

Developing speaking

Discussing photos – 3

1 SPEAKING **Work with a partner. Discuss the questions:**

Do you usually prefer to work by yourself or in a team? What might it depend upon?

2 SPEAKING **Work with a partner. Choose two of the photos and talk about them together. Ask each other questions.**

3 LISTENING 27 **Listen to Student A doing the task below. Which two photos does the student talk about? Does she manage to compare the two photos, rather than talk about one at a time?**

Student A
Here are three pictures. They show people taking part in activities together.

Compare two of the pictures, and say why these people might be doing these activities together, and what they might have just said to one another.

4 27 **Listen again. In which order are the reporting verbs used? Write 1–5. Are they all used accurately?**

ask ☐ warn ☐ tell ☐ suggest ☐ insist ☐

5 27 **Complete the sentences from the recording. Listen and check your answers.**

1 … a tutor has ..... work together
2 … the dad has just ..... press down too hard
3 … the girl has just ..... add some decoration
4 … the man on the left has just ..... any assistance
5 … the girl has ..... fine with the experiment

✓ EXAM SUCCESS

If you're working with another student in a speaking test, make sure you listen to what they say. They might make a comment or point which will give you some ideas of your own to talk about.

➤ EXAM SUCCESS page 131

6 **Look at the second part of the task and Student B's response below. What is the function of the phrases in bold?**

Student B
In which situation do you think it might be more beneficial to work as an individual, rather than a team?

Student B: Well, Anna's already (1) **pointed out** that people can get inspiration from each other. But maybe, in the second picture, if you did work alone you'd learn more, because there's a danger that you just depend on your school friends. (2) **Having said that**, in the first picture, if you could do that kind of endurance activity by yourself, you might come first. The rest of the team could be holding you back.

7 **Which words or phrases could be synonyms for the phrases in bold? Add them to the Speaking bank.**

1 mentioned stated — suggested remarked — referred
2 on second thoughts that said — on the other hand still — anyway

SPEAKING BANK

Expressions to contribute to what your partner has said

Other ways of saying 'to point something out'

- .....
- .....
- .....

Other ways of saying 'having said that'

- .....
- .....
- .....

8 **PRACTICE MAKES PERFECT** SPEAKING **Work with a partner. Look at the photos of people in charge of others on page 145 and follow the instructions.**

There are several **Exam success** boxes in each unit. They ask students to reflect on the best way to approach a specific exam task. Students can discuss the question in pairs and they are then directed to a special section at the end of the book where useful strategies and tips are explained.

The **Speaking bank** highlights and analyses key language for students to refer to during the productive phase of the speaking task.

Students are given extensive practice of the language they have learnt in the **Practice makes perfect** activity.

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Developing writing

A report

1 SPEAKING **Work with a partner and discuss.**

Do you agree that:
- charities should be funded by ordinary people?
- today's young generation is more interested in social issues than previous generations?
- the richer you are, the more money you should give to charity?

Which of these causes would you be more likely to give money to?
- building of a new school in a developing country
- improving recreational facilities for teens in your town/city
- providing abandoned animals with a safe home

2 Read the task below and answer the questions.

An international research group is investigating the extent to which teenagers make donations to good causes. You have been asked by the research group to write a report about your country, including the following points:
- the attitudes of teens towards donation
- the factors that affect their ability to donate
- suggestions to encourage teen donation

In order to write this report, how would you go about getting your information, so that you could answer the first two points above? What suggestions do you have for the third point?

3 Read the student's report, ignoring the underlined words/phrases.

1 How has the writer got their information?
2 Are their suggestions the same as yours?
3 How is the report structured? What register is used?

Teenagers Donating to Charitable Causes

Introduction

The aim of this report is to outline the attitudes of teens towards donating money, clothing and other possessions to good causes. Furthermore, it will consider factors that limit their ability to donate and also suggest ideas that may lead to increased donation. The report is based on a survey completed by 50 teenage students at my school.

Attitudes towards donation

Not only did 75% of students agree with the concept of charitable donation, but most also believed that our generation was more concerned with social issues than their predecessors. What is more, 63% thought that wealthier people had an obligation to give more. Indeed, fellow students particularly supported constructing educational facilities in less well-off nations, as well as improving opportunities for teen recreation in their own neighbourhoods.

Reasons donations may be limited

Clearly the lack of a disposable income is a major factor for teenagers. Despite this, 70% of students had donated to one good cause this year and in fact half had made multiple donations. Moreover, a significant number said that they would donate more but had concerns about what their money would be spent on.

Promoting donation

Schools certainly have a role in encouraging social responsibility and it would be a good step forward if the curriculum included lessons on how charities worked, in order to increase young people's knowledge. In addition, I would propose that organisations target young people more effectively by making better use of social media and crowdfunding. Giving clear information about the projects a charity is funding would provide further motivation to donate.

90 Unit 8

The Developing writing lesson develops students' writing skills with a highly structured and supportive approach to writing a wide variety of text types.

Students are given help in planning and organising the information they need to use in their writing activities. Model texts give students realistic examples of different genres of written texts.

4 Add the underlined words and phrases in the report in 3 to the relevant sections in the Writing bank.

WRITING BANK

COHESION **Useful words and expressions for reports**

Introducing and setting a context
- This report is intended to evaluate/describe/analyse, etc.
- .....
- It will also assess/include/recommend/look at, etc.
- .....
- This report is based on interviews/research conducted at …
- .....

Adding/Developing a point
- Additionally,
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

Making suggestions
- I (strongly) recommend that …
- .....
- It would be worth considering whether …
- One (possible) course of action would be to …
- .....

COMMON MISTAKES

7 Correct the eight mistakes in this student's work.

This report is based on a survey about volunteering complete by 470 British teenagers. Not did only 62% of them say they are mentors to younger students, but most also organise after-school activities like drama or music. More over, around 29% devote their time to causes not connected to their school, such as campaigns to protect the environment. What's more, students who don't volunteer tend to achieve lower grades.

Persuading others to take part
One pacrible cause of action would be to encourage schools to develop strong relations with local charities. This would in deed provide young people with more opportunities to become volunteers. It would also be worth consider whether …

EXAM SUCCESS

When writing a report, make sure that the target reader is *fully* informed by answering all parts of the question. It's a good idea to use headings, so that each main point is clearly introduced – therefore making it easier for your reader to follow.

➤ EXAM SUCCESS page 132

VOCABULARY **Personal growth**

5a Complete the sentences with these words.

enhance • expectations • interact • make personal • step

Some people choose to take part in voluntary work so that they can …
1 .....with other like-minded people.
2 use and .....their practical skills.
3 ensure continual .....development.
4 .....out of their comfort zone.
5 .....a difference in a hands-on way.
6 meet the .....of a peer group.

5b SPEAKING **Work with a partner. Put the motives in 5a in order of importance.**

6 SPEAKING **Work with a partner. Which of these volunteer programmes would you be most/least likely to take part in? Explain your decisions. What other things might you volunteer to do?**
- teaching elderly people to use modern technology
- looking after children on a summer holiday camp
- coaching children in a sporting activity
- creating artwork for the walls of your town or city

PRACTICE MAKES PERFECT

8 Read the task and answer the questions.

An online magazine is planning a feature on young people and volunteer programmes. You have been asked by the magazine to write a report about volunteering in your country to be published as part of the feature. You should include:
- reasons why young people choose to volunteer
- the kind of things that they volunteer to do
- suggestions to encourage more young people to take part in volunteer programmes.

Who is the target reader of the report? What register should you use?

Now write your report.

WRITING BANK ➤ STUDENT'S RESOURCE CENTRE

Unit 8 91

At C1 level, the **Common mistakes** section asks students to identify mistakes related to the language points they are studying. By being able to identify other people's mistakes, students become more aware of their own mistakes.

The **Writing bank** highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include. Students refer to it during the productive stage.

The **Practice makes perfect** activity gives students further practice and refers them to the Writing bank at the end of the book for more extensive support and guidance.

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✓ Gateway to exams: Units 7–8

Reading

1 You are going to read a magazine article. Six paragraphs have been removed from the article. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph that you do not need to use.

➤ TIP FOR READING EXAMS

In gapped-text activities, study the wording immediately before each gap. This will tell you the sort of information you are looking for. Remember to also look at the wording after a gap – this may be what you need to confirm the answer.

➤ EXAM SUCCESS page 129

Are sports stars born or made?

What separates a competent player in a school or local team, from a gold-medal winning star? At what stage is it possible to identify potential new stars – in childhood, the teenage years or not until adulthood? Is that potential determined by their genes or their environment? Certainly, there is plenty of superficial evidence for the importance of genes.

1 ☐ Well, the short answer is, maybe. That's because, when we dig deeper into the influence of genes, we find that this is a highly complex area of science. Let's take something as straightforward as height. It's reasonable to assume that someone's height is going to have a major impact on how far they can progress in certain sports like basketball or high jump. And research has also established that it's a highly heritable characteristic – 80% being down to genes and 20% environment and diet.

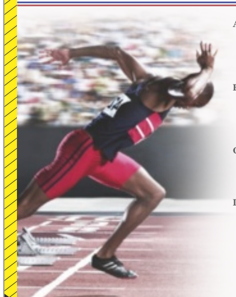
2 ☐ None of this is to say that genes aren't important. It's just that there are other aspects of sports performance that are going to be easier to identify and manipulate. For starters, few young athletes would be able to get involved with sports at all without help from their parents, who provide valuable resources including transportation, finance and emotional support. Then it's also widely recognised that coaches contribute to an athlete's development in numerous ways.

3 ☐ Indeed, Sir Clive Woodward, formerly the England rugby coach, believes that there are very few things that cannot be coached. However, most coaches would also recognise that there are certain influences that they do not control and one of the most crucial of these is the wider culture. Why do so many good ice hockey players come from Canada? Footballers from Brazil? Rugby players from New Zealand?

4 ☐ Admittedly, there's little that most sportspeople can do to influence this. But what is relatively easy to change is where a young athlete grows up. Evidence suggests that this should be neither too small nor too big: minor towns lack the necessary facilities and in larger centres the facilities become overloaded. There's also the debate about age. Is it better to allow children to play a broad spectrum of sports before choosing a specialisation, or to specialise young?

5 ☐ Given this, specialising too young could be a mistake. But whichever route an athlete takes, this has nothing to do with genetics and everything to do with environment. So is there any role at all for genetics in determining top athletes? The answer seems to be a qualified 'yes'. That's because knowing more about our genetic make-up can provide information of great value to athletes.

6 ☐ The truth, then, is that top athletes need both nature and nurture. Few, if any, are going to make it to the very top on raw talent alone; it will take years of dedicated training and coaching as well. But certain inherent physical abilities may predispose an individual to reach the highest ranks of a particular sport.



A The most obvious is to optimise the athlete's training and so enable them to advance to higher levels of attainment. But their role is wider than is generally understood and may include everything from nutrition to psychology.

B The choice may vary depending on the individual. Remember, however, that many sports complement each other, lending skills that can transfer to another discipline and enhance a youthful athlete's abilities.

C However, that's where the simplicity ends. Scientists have – so far – identified hundreds of thousands of different variations in DNA that can account for how tall someone is.

D How else can we explain why some athletes become world class within 12 months of taking up a sport, while others train for years and are never more than mediocre? Is there any other explanation for why certain countries like Jamaica seem to dominate sprint races while East African athletes often dominate distance running events?

E It may be the sort of foods or training programmes that are most beneficial for their body type, or learning more about their susceptibility to certain injuries. And it might provide insights into which sport they're most likely to excel at.

F That's because athletes have so far shown very little enthusiasm for this sort of experimentation. Instead, they have preferred to rely on established techniques.

G This is one aspect of elite sporting success that's difficult to pin down, but, say the experts, hard to overstate. The fact remains that certain national identities seem to have so much invested in one particular sport that it makes further success in that sport inevitable.

Every two units, the **Gateway to exams** pages allow students to test their progress and at the same time develop their skills through targeted training tasks for exams.

Authentic exam-style skills tasks give students an opportunity to practise the types of activities they will encounter in their exams, while **Tips** provide extra exam strategy support.

Speaking

2 Work with a partner. Take turns to compare two of the photos and describe what the people are doing. Speak for about one minute. Then discuss in which situation you think the people are being most/least selfish.

➤ TIP FOR SPEAKING EXAMS

When discussing photos, you may be asked to describe what is happening in the photographs, to compare them, to express opinions about them or speculate about something. Make sure you address the question(s) the examiner has asked you.

➤ EXAM SUCCESS page 131

Writing

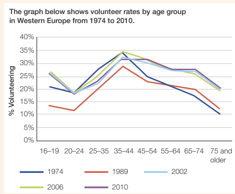
➤ TIP FOR WRITING EXAMS

For guidance on describing graphs, see page 132.
For guidance on writing reports, see page 132.

➤ EXAM SUCCESS page 132

3 Choose one of these two writing tasks. Then write your answer.

Summarise the information in the graph by selecting and reporting the main features, and make comparisons where relevant.



Research shows that the environment people live in is extremely important. Write a report on recreational facilities for young people in your area and make recommendations for how they could be improved.
Write your report.

Listening

➤ TIP FOR LISTENING EXAMS

In multiple-matching listening activities, use the second listening to focus on Task 2, and to answer any parts of Task 1 that you didn't hear the first time.

➤ EXAM SUCCESS page 130

4 LISTENING ▶ 28 **You are going to listen to five people talking about doing voluntary work. Listen and complete both tasks.**

TASK 1

For questions 1–5, choose from the list (A–H) what type of voluntary work each speaker is talking about. There are three extra letters which you do not need to use.

A collecting money on the streets
B environmental work
C helping at a homeless shelter
D helping at a hospital
E helping at a library
F charity shop assistant
G building a skate park
H website creation

Speaker 1 **1** ....
Speaker 2 **2** ....
Speaker 3 **3** ....
Speaker 4 **4** ....
Speaker 5 **5** ....

TASK 2

For questions 6–10, choose from the list (A–H) the reason each speaker gives for doing this voluntary work. There are three extra letters which you do not need to use.

A researching a future career
B developing business contacts
C getting to know a new area
D relieving stress
E acquiring new skills
F keeping physically fit
G being part of a team
H believing in the cause

Speaker 1 **6** ....
Speaker 2 **7** ....
Speaker 3 **8** ....
Speaker 4 **9** ....
Speaker 5 **10** ....

✓ Exam success

Step 1: Before you listen, read all the questions carefully. This will help you anticipate what sort of information you are going to hear in the listening text.
Step 2: Underline key words and concrete terms in the questions like names and dates. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next. This is particularly important when you only hear the listening text once. If you do miss an answer, be prepared to jump ahead to the next question.
Step 3: In most listening tests, the questions come in the same order as the information in the text.
(But if you are listening to a number of short extracts, the questions are not necessarily in the same order as the information in the text. See Units 6 and 9.)
Step 4: The options may be quite simple and factual, such as dates, places or type of transportation. But remember that the wording in the questions and in the listening text may not be the same so pay attention for the use of synonyms and paraphrase.
Step 5: Some questions may target a speaker's attitude or reaction: is she surprised, critical, amused, etc. This may require you to 'read between the lines' of what is being said in order to identify the speaker's attitude.
Step 6: If you are listening to a dialogue, the question may target the process of negotiation between two speakers, e.g. What do they agree? What do they decide? Remember that one or both speakers may change their mind during the discussion, so don't base your answer on the first thing they say.
Step 7: If there is a second listening, use it to double-check your answers, particularly to questions of the types highlighted in steps 4 and 5 above, and to answer any questions you missed in the first listening.

MULTIPLE MATCHING (UNITS 3 AND 7)

Candidates listen to five speakers talking about the same general topic. There are two tasks and the recording is played twice.
Step 1: Before you listen, read both tasks carefully. Task 1 will often focus on factual information, such as occupations, sports or locations. Task 2 may focus more on people's feelings, reactions or reasons for doing something. Underline key words and phrases in both tasks so that you're clear about what type of information you are listening for. This will also help you anticipate the types of issues the speakers will be addressing.
Step 2: Remember that for each task there are eight options, but only five speakers. This means there is quite a lot of information to read and remember. The more thoroughly you read the tasks *before* listening, the easier it will be to answer all the questions.
Step 3: During the first listening, it's probably best to focus on Task 1. However, remember that, within each speaker's extract, the information relating to Task 2 may come *before* the information relating to Task 1. If you think you hear an answer to a Task 2 question during the first listening, note it down. And if you miss a Task 1 question, don't worry because you'll get a second chance.
Step 4: The wording in the tasks and in the listening texts is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.
Step 5: Use the second listening to focus on Task 2, and to answer any parts of Task 1 that you didn't hear the first time. Some of the extracts may be quite short and the key information you need might come right at the very beginning, or very end. Equally, it may be necessary to 'read between the lines' in order to identify a speaker's attitude or how he/she feels about something.

SENTENCE COMPLETION (UNITS 8 AND 10)

Candidates listen to a monologue and complete sentences using information given in the listening text. The number of words to use is not specified, though the answer is usually a single word or short phrase. The recording is played twice.
Step 1: Before you listen, read the sentences carefully. This will help you anticipate the sort of information you are going to hear.
Step 2: Underline key words and concrete ideas in the sentences such as names, dates and places. Then as you listen to the recording, this information will help you know where you are and what question you are listening for next.
Step 3: Study the words immediately before and after each gap. This will tell you the sort of information you are listening for, such as a noun phrase or verb phrase. However, the wording in the sentences and in the listening text is unlikely to be the same, so pay particularly close attention to the use of synonyms and paraphrase.
Step 4: If you think you hear a possible answer, but you're not sure, note it down anyway.
Step 5: The sentences are in the same order as the information in the listening text. If you do miss an answer, be prepared to jump ahead to the next question, and don't worry as you will hear the recording a second time.
Step 6: During the second listening, complete any sentences that you missed, and double-check any possible answers that you noted down.
Step 7: Check that all your answers make sense grammatically. Consider carefully whether nouns need to be singular or plural.

Speaking

Regular practice will give you a good idea how long you need to speak for and how much detail to go into.

PERSONAL INTERVIEW (UNIT 1)

The examiner asks each candidate general questions about their home, family, education, hobbies and interests. The candidates respond to the examiner only and do not comment on each other's answers. It lasts about 2 minutes.
- The topics are fairly predictable, but don't memorise answers as you cannot anticipate exactly how the question will be worded. Instead, be ready to talk about where you live, your family, friends, school and other general life experiences.
- Try to avoid giving very short answers like 'yes' or 'no'. You can do this by giving reasons for your answers, or by providing examples.
- It's perfectly acceptable to respond by saying you *don't* like something but again, try to explain why.
- You may feel nervous at the beginning of an interview. Remember that while grammatical accuracy is important, so are other aspects of speaking like fluency and communication. Your language doesn't need to be perfect. Try to interact naturally, as if you are talking with someone you've just met socially, and don't worry too much about grammar errors.

EXTENDED DISCUSSION (UNITS 2 AND 9)

The examiner will ask a series of questions relating to the same issue that was discussed in the interactive and decision making task. It will last for about five minutes.
- The examiner will ask more abstract questions about the issue. These questions will often require you to speculate about the issues concerned. Why do people sometimes … What would you do …? What should people do if …? How might you feel if …? How could we solve the problem of …?

130

Students are referred to the **Exam success** pages at the back of the book for more detailed exploration of the skills they have been learning and the best way to approach a specific exam task.

Useful exam tips cover all of the skills – **Writing**, **Speaking**, **Listening**, **Reading** and give guidance for **Use of English** tasks, providing invaluable reminders and hints for students to approach their exams fully prepared.

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Course components
Digital Student's Book

For students **PLUS** Gradebook for teachers

The *Gateway 2nd Edition* Digital Student's Book offers a content-rich interactive learning experience for your students, facilitating dynamic and engaging lessons.

Contains:

- Interactive Student's Book activities
- Complete class audio
- Integrated video
- Note-taking function
- Automated marking
- Gradebook

Students can work through interactive versions of the Student's Book exercises, developing their language skills through collaborative or individual learning.

Enhanced Student's Book pages are easy to navigate, and contain embedded audio as well as Speaking test videos.

The Notes functionality enables students to put language into meaningful written practice, take presentation notes or add links for further research.

Completed exercises will be automatically marked and grades synced to your teacher's Gradebook when online.

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Course components
Presentation Kit

For teachers

Bring *Gateway 2nd Edition* to life in the classroom with your complete presentation and teaching tool.

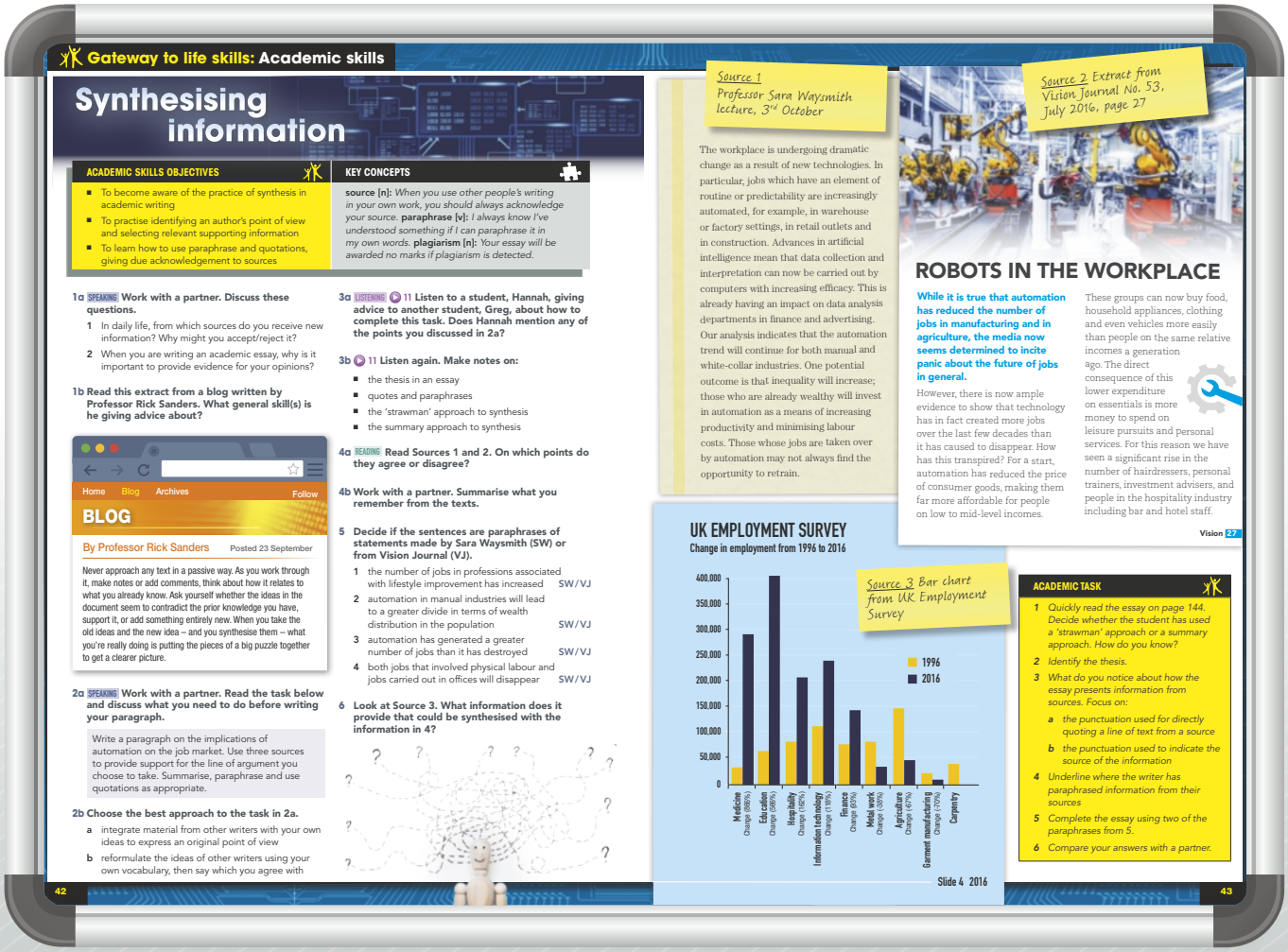
Contains:

- Interactive Student's Book activities
- Complete Class and Workbook audio
- Integrated video
- Answer key feature
- Note pad feature

Pages contain interactive versions of many of the Student's Book exercises with automated marking offering instant feedback.

Class audio, integrated video and Workbook audio can be played at the click of a button.

The built-in tools allow you to annotate and customise your presentations in advance.



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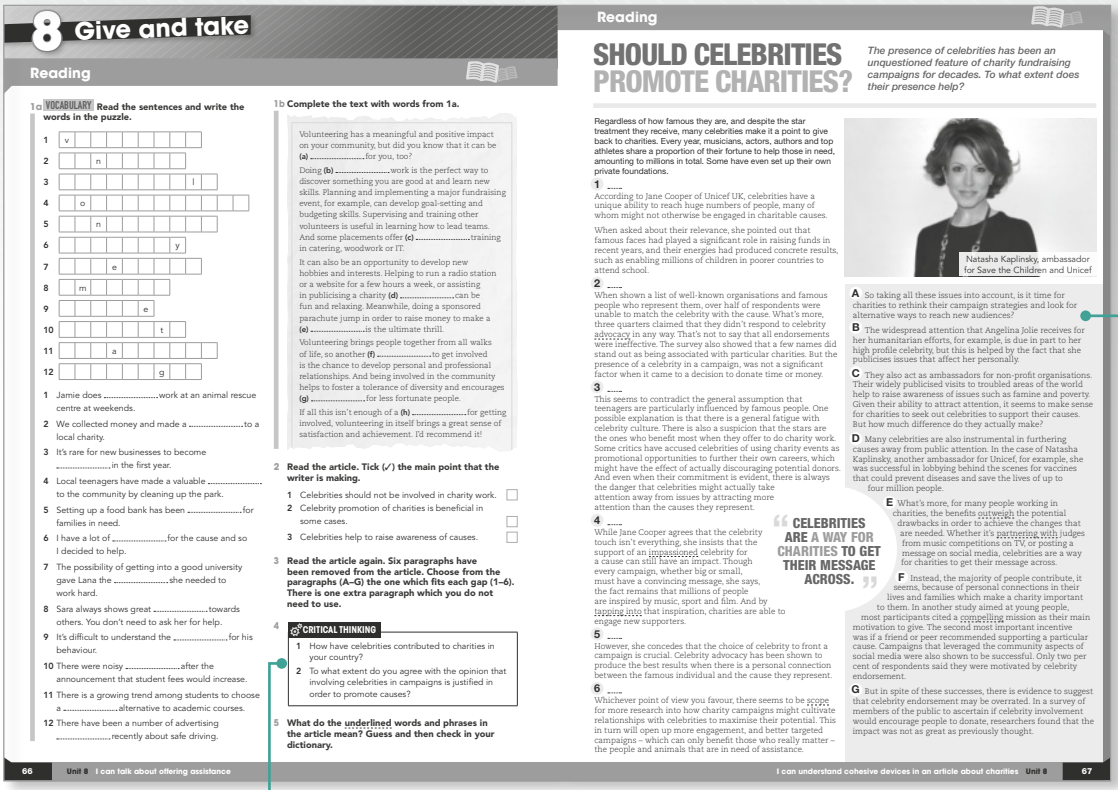
The Workbook offers consolidation of the core language in the Student's Book, with extra listening, Academic skills and a special cumulative Revision page in each unit.



8 Give and take

Reading

1a VOCABULARY Read the sentences and write the words in the puzzle.

1 Jamie does .....work at an animal rescue centre at weekends.
2 We collected money and made a .....to a local charity.
3 It's rare for new businesses to become .....in the first year.
4 Local teenagers have made a valuable ..... to the community by cleaning up the park.
5 Setting up a food bank has been .....for families in need.
6 I have a lot of .....for the cause and so I decided to help.
7 The possibility of getting into a good university gave Lana the .....she needed to work hard.
8 Sara always shows great .....towards others. You don't need to ask her for help.
9 It's difficult to understand the .....for his behaviour.
10 There were noisy .....after the announcement that student fees would increase.
11 There is a growing trend among students to choose a .....alternative to academic courses.
12 There have been a number of advertising .....recently about safe driving.

1b Complete the text with words from 1a.

Volunteering has a meaningful and positive impact on your community, but did you know that it can be (a) .....for you, too?

Doing (b) .....work is the perfect way to discover something you are good at and learn new skills. Planning and implementing a major fundraising event, for example, can develop goal-setting and budgeting skills. Supervising and training other volunteers is useful in learning how to lead teams. And some placements offer (c) .....training in catering, woodwork or IT.

It can also be an opportunity to develop new hobbies and interests. Helping to run a radio station or a website for a few hours a week, or assisting in publicising a charity (d) .....can be fun and relaxing. Meanwhile, doing a sponsored parachute jump in order to raise money to make a (e) .....is the ultimate thrill.

Volunteering brings people together from all walks of life, so another (f) .....to get involved is the chance to develop personal and professional relationships. And being involved in the community helps to foster a tolerance of diversity and encourages (g) .....for less fortunate people.

If all this isn't enough of a (h) .....for getting involved, volunteering in itself brings a great sense of satisfaction and achievement. I'd recommend it!

2 Read the article. Tick (✓) the main point that the writer is making.

1 Celebrities should not be involved in charity work. ☐
2 Celebrity promotion of charities is beneficial in some cases. ☐
3 Celebrities help to raise awareness of causes. ☐

3 Read the article again. Six paragraphs have been removed from the article. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

4 CRITICAL THINKING
1 How have celebrities contributed to charities in your country?
2 To what extent do you agree with the opinion that involving celebrities in campaigns is justified in order to promote causes?

5 What do the underlined words and phrases in the article mean? Guess and then check in your dictionary.

66 Unit 8 I can talk about offering assistance

Reading

SHOULD CELEBRITIES PROMOTE CHARITIES?

The presence of celebrities has been an unquestioned feature of charity fundraising campaigns for decades. To what extent does their presence help?

Regardless of how famous they are, and despite the star treatment they receive, many celebrities make it a point to give back to charities. Every year, musicians, actors, authors and top athletes share a proportion of their fortune to help those in need, amounting to millions in total. Some have even set up their own private foundations.

1 .....
According to Jane Cooper of Unicef UK, celebrities have a unique ability to reach huge numbers of people, many of whom might not otherwise be engaged in charitable causes.

When asked about their relevance, she pointed out that famous faces had played a significant role in raising funds in recent years, and their energies had produced concrete results, such as enabling millions of children in poorer countries to attend school.

2 .....
When shown a list of well-known organisations and famous people who represent them, over half of respondents were unable to match the celebrity with the cause. What's more, three quarters claimed that they didn't respond to celebrity advocacy in any way. That's not to say that all endorsements were ineffective. The survey also showed that a few names did stand out as being associated with particular charities. But the presence of a celebrity in a campaign, was not a significant factor when it came to a decision to donate time or money.

3 .....
This seems to contradict the general assumption that teenagers are particularly influenced by famous people. One possible explanation is that there is a general fatigue with celebrity culture. There is also a suspicion that the stars are the ones who benefit most when they offer to do charity work. Some critics have accused celebrities of using charity events as promotional opportunities to further their own careers, which might have the effect of actually discouraging potential donors. And even when their commitment is evident, there is always the danger that celebrities might actually take attention away from issues by attracting more attention than the causes they represent.

4 .....
While Jane Cooper agrees that the celebrity touch isn't everything, she insists that the support of an unpopular celebrity for a cause can still have an impact. Though every campaign, whether big or small, must have a convincing message, she says, the fact remains that millions of people are inspired by music, sport and film. And by tapping into that inspiration, charities are able to engage new supporters.

5 .....
However, she concedes that the choice of celebrity to front a campaign is crucial. Celebrity advocacy has been shown to produce the best results when there is a personal connection between the famous individual and the cause they represent.

6 .....
Whichever point of view you favour, there seems to be scope for more research into how charity campaigns might cultivate relationships with celebrities to maximise their potential. This in turn will open up more engagement, and better targeted campaigns – which can only benefit those who really matter – the people and animals that are in need of assistance.

Natasha Kaplinsky, ambassador for Save the Children and Unicef

A So taking all these issues into account, is it time for charities to rethink their campaign strategies and look for alternative ways to reach new audiences?

B The widespread attention that Angelina Jolie receives for her humanitarian efforts, for example, is due in part to her high profile celebrity, but this is helped by the fact that she publicises issues that affect her personally.

C They also act as ambassadors for non-profit organisations. Their widely publicised visits to troubled areas of the world help to raise awareness of issues such as famine and poverty. Given their ability to attract attention, it seems to make sense for charities to seek out celebrities to support their causes. But how much difference do they actually make?

D Many celebrities are also instrumental in furthering causes away from public attention. In the case of Natasha Kaplinsky, another ambassador for Unicef, for example, she was successful in lobbying behind the scenes for vaccines that could prevent diseases and save the lives of up to four million people.

E What's more, for many people working in charities, the benefits outweigh the potential drawbacks in order to achieve the changes that are needed. Whether it's partnering with judges from music competitions on TV, or posting a message on social media, celebrities are a way for charities to get their message across.

F Instead, the majority of people contribute, it seems, because of personal connections in their lives and families which make a charity important to them. In another study aimed at young people, most participants cited a compelling mission as their main motivation to give. The second most important incentive was if a friend or peer recommended supporting a particular cause. Campaigns that leveraged the community aspects of social media were also shown to be successful. Only two per cent of respondents said they were motivated by celebrity endorsement.

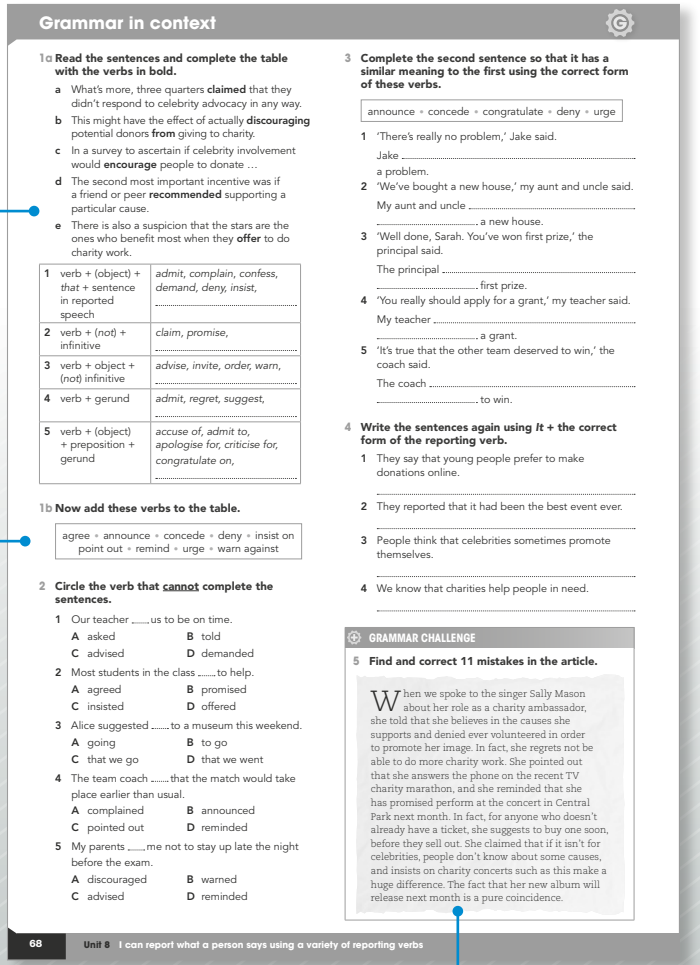
G But in spite of these successes, there is evidence to suggest that celebrity endorsement may be overrated. In a survey of members of the public to ascertain if celebrity involvement would encourage people to donate, researchers found that the impact was not as great as previously thought.

"CELEBRITIES ARE A WAY FOR CHARITIES TO GET THEIR MESSAGE ACROSS."

I can understand cohesive devices in an article about charities Unit 8 67

Reading texts present a fresh angle on the topics and vocabulary covered in the Student's Book, and contextualise new grammar.

Critical thinking activities embedded in every Reading lesson go beyond the traditional comprehension exercises to guide students towards the use of higher-order thinking skills.



Grammar in context

1a Read the sentences and complete the table with the verbs in bold.

a What's more, three quarters **claimed** that they didn't respond to celebrity advocacy in any way.
b This might have the effect of actually **discouraging** potential donors **from** giving to charity.
c In a survey to ascertain if celebrity involvement would **encourage** people to donate …
d The second most important incentive was if a friend or peer **recommended** supporting a particular cause.
e There is also a suspicion that the stars are the ones who benefit most when they **offer** to do charity work.

1 verb + (object) + that + sentence in reported speech	*admit, complain, confess, demand, deny, insist,* .....
2 verb + (*not*) + infinitive	*claim, promise,* .....
3 verb + object + (*not*) infinitive	*advise, invite, order, warn,* .....
4 verb + gerund	*admit, regret, suggest,* .....
5 verb + (object) + preposition + gerund	*accuse of, admit to, apologise for, criticise for, congratulate on,* .....

1b Now add these verbs to the table.

agree • announce • concede • deny • insist on point out • remind • urge • warn against

2 Circle the verb that cannot complete the sentences.

1 Our teacher .....us to be on time.
A asked B told
C advised D demanded
2 Most students in the class .....to help.
A agreed B promised
C insisted D offered
3 Alice suggested .....to a museum this weekend.
A going B to go
C that we go D that we went
4 The team coach .....that the match would take place earlier than usual.
A complained B announced
C pointed out D reminded
5 My parents .....me not to stay up late the night before the exam.
A discouraged B warned
C advised D reminded

3 Complete the second sentence so that it has a similar meaning to the first using the correct form of these verbs.

announce • concede • congratulate • deny • urge

1 'There's really no problem,' Jake said.
Jake ..... a problem.
2 'We've bought a new house,' my aunt and uncle said.
My aunt and uncle ..... a new house.
3 'Well done, Sarah. You've won first prize,' the principal said.
The principal ..... first prize.
4 'You really should apply for a grant,' my teacher said.
My teacher ..... a grant.
5 'It's true that the other team deserved to win,' the coach said.
The coach ..... to win.

4 Write the sentences again using *It* + the correct form of the reporting verb.

1 They say that young people prefer to make donations online.
.....
2 They reported that it had been the best event ever.
.....
3 People think that celebrities sometimes promote themselves.
.....
4 We know that charities help people in need.
.....

GRAMMAR CHALLENGE

5 Find and correct 11 mistakes in the article.

When we spoke to the singer Sally Mason about her role as a charity ambassador, she told that she believes in the causes she supports and denied ever volunteered in order to promote her image. In fact, she regrets not be able to do more charity work. She pointed out that she answers the phone on the recent TV charity marathon, and she reminded that she has promised perform at the concert in Central Park next month. In fact, for anyone who doesn't already have a ticket, she suggests to buy one soon, before they sell out. She claimed that if it isn't for celebrities, people don't know about some causes, and insists on charity concerts such as this make a huge difference. The fact that her new album will release next month is a pure coincidence.

68 Unit 8 I can report what a person says using a variety of reporting verbs

The form of the grammar from the Student's Book is reviewed and then practised in controlled activities featuring the target structure in context.

Grammar exercises are carefully staged to guide students' learning and build their confidence in using the target language.

Grammar challenge boxes provide students with more demanding practice of the target language for that unit, and grammar structures presented in the earlier units.

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Developing vocabulary and listening

1 Complete the words in the sentences.

1 My family and friends help to boost my confidence when I feel self-.....
2 I couldn't resist having a cupcake – it was a moment of self-.....
3 When we got lost in the mountains, we were driven by self-..... to find our way back.
4 Jonas is often self-..... about his abilities, but in fact he's a really good player.
5 People who are self-..... seldom work well in a team.
6 For Lee, playing music is a necessary form of self-.....

2a Match the halves to make expressions.

1 be a self-made	a in something
2 be wrapped up	b oneself
3 lose oneself	c man or woman
4 find	d one's former self
5 be a shadow of	e in oneself

2b Rewrite the words in bold with an expression from 2a.

1 My favourite pastime is to **read a book and forget everything**.
.....
2 When Liz started running again after her injury, she **was much worse than before**.
.....
3 It's difficult to talk to Chris because he's always **thinking about himself**.
.....
4 Some people take longer to **discover their sense of identity** than others.
.....
5 My aunt is wealthy, but she **became rich through her own efforts**.
.....

3 LISTENING 18 Listen to a student giving a presentation about a project to help others. Are the statements True (T) or False (F)?

1 Veronika was a student when she started the project. T / F
2 Everyone she met responded positively to her project. T / F
3 The main reason the story is inspiring is that she donates things to people in need. T / F

Worker makes coat for homeless people

4 18 Listen again and complete the sentences with a word or short phrase in each gap.

As part of her course at the School of (a) .....,
Veronika had to do a project that involved identifying and addressing (b) .....
Her idea was to create a coat that was also a (c) .....
To make sure the jacket would be warm, she used a material typical in (d) .....
.....
One woman suggested that her idea (e) .....
She hired people who were (f) ..... and .....
The story is inspiring because she's made (g) .....
She gave people the opportunity to get back their (h) .....

VOCABULARY EXTENSION

5 Complete the sentences with these words.

self-aware • self-belief • self-defence
self-determination • self-pity
self-proclaimed • self-restraint

1 Tara is learning karate as a form of .....
2 Logan was angry but managed, with great ....., to reply calmly.
3 The good thing about Owen is that he knows his strengths and weaknesses. He's very .....
4 Jan is the ..... star of the play, but personally I think some of the other actors are better.
5 When something goes wrong, feelings of ..... don't help. You have to do something to make the situation better.
6 Successful people don't doubt their abilities. They often have amazing .....
7 Before the country became independent, it had to struggle for .....

I can understand a presentation and make notes Unit 8 69

Exercises support the Student's Book and give extra practice in developing vocabulary, often through the use of images, puzzles and other engaging tasks.

Vocabulary extension boxes expand on the vocabulary taught in the Student's Book, offering students more challenge. These activities are particularly valuable in mixed-ability classes.

Listening tasks recycle the vocabulary of the unit. The task types match those in the Student's Book, giving students further opportunity to develop particular exam skills.

Developing speaking

1 LISTENING 19 Look at the photos and read the task. Listen to a student called David doing the task. Which two photos does he compare?

Here are three photos. They show people helping others. Compare two of the photos, and say how they might be helping, and what the people might have just said to each other.

A

B

C

2a Complete the sentences with the correct form of these verbs and any other words necessary. There are two extra verbs.

agree • ask • complain • insist • offer
suggest • warn

1 This woman might have stopped the younger woman in the street and **(a)** ..... help, or maybe the younger woman **(b)** ..... help … she saw the older woman struggling a bit and **(c)** ..... carrying her bag for her.
2 He could be the person in charge of the project so he's **(d)** ..... the girl hold the bag in a particular way. The girl might have just asked him a question. Perhaps this is the first time the girl has **(e)** ..... do this.

2b 19 Listen again and check.

3a Read the second part of the task. Complete the sentences using the correct form of the word given.

In which situation do you think the help being given is of most value?

1 David ..... already ..... that the first situation represents a young woman helping one person. **point out**
2 In the second photo, ..., the people are involved in a community project. **hand**
3 As David ....., they're doing something to help the whole community, so that will benefit more people. **state**
4 ....., I think it's important to help elderly people. **having**
5 He ..... already ..... that this could be someone she met in the street. **mention**
6 ....., in the second photo, they're having an impact on the environment. **that**
7 As David ....., litter can have a detrimental effect on wildlife. **suggest**

3b LISTENING 20 Listen to a student doing the second part of the task. Which phrases in 3a does she use?

4a LISTENING 21 Look at these photos. Listen to a student doing the task in 1 and make notes.

A

B

C

4b Make notes on how you might respond to the question in 3a.

5 Practise giving your response using phrases from 3a.

I can compare photos and respond to what another person says about them Unit 8 71

Developing speaking sections provide students with carefully staged practice of exam-style speaking tasks. Dialogues provide extra practice to support development of communication skills and exam technique.

The audio model gives students examples of useful language and provides guidance on how best to tackle an exam-style task.

Useful expressions and phrases are practised in both open and closed tasks.

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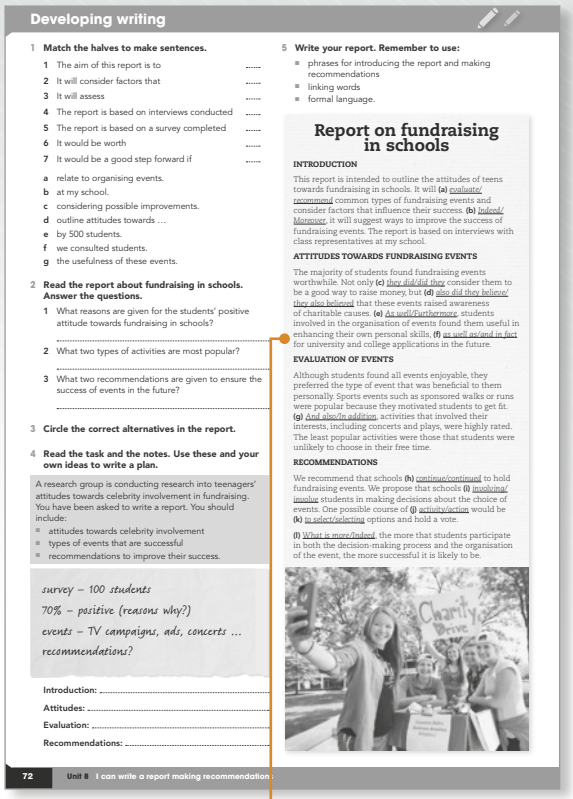


Developing writing

1 **Match the halves to make sentences.**

1 The aim of this report is to .....
2 It will consider factors that .....
3 It will assess .....
4 The report is based on interviews conducted .....
5 The report is based on a survey completed .....
6 It would be worth .....
7 It would be a good step forward if .....

a relate to organising events.
b at my school.
c considering possible improvements.
d outline attitudes towards …
e by 500 students.
f we consulted students.
g the usefulness of these events.

2 **Read the report about fundraising in schools. Answer the questions.**

1 What reasons are given for the students' positive attitude towards fundraising in schools?
.....
2 What two types of activities are most popular?
.....
3 What two recommendations are given to ensure the success of events in the future?
.....

3 **Circle the correct alternatives in the report.**

4 **Read the task and the notes. Use these and your own ideas to write a plan.**

A research group is conducting research into teenagers' attitudes towards celebrity involvement in fundraising. You have been asked to write a report. You should include:
- attitudes towards celebrity involvement
- types of events that are successful
- recommendations to improve their success.

survey – 100 students
70% – positive (reasons why?)
events – TV campaigns, ads, concerts …
recommendations?

Introduction: .....
Attitudes: .....
Evaluation: .....
Recommendations: .....

5 **Write your report. Remember to use:**
- phrases for introducing the report and making recommendations
- linking words
- formal language.

Report on fundraising in schools

INTRODUCTION

This report is intended to outline the attitudes of teens towards fundraising in schools. It will **(a)** evaluate/recommend common types of fundraising events and consider factors that influence their success. **(b)** Indeed/Moreover, it will suggest ways to improve the success of fundraising events. The report is based on interviews with class representatives at my school.

ATTITUDES TOWARDS FUNDRAISING EVENTS

The majority of students found fundraising events worthwhile. Not only **(c)** they did/did they consider them to be a good way to raise money, but **(d)** also did they believe/they also believed that these events raised awareness of charitable causes. **(e)** As well/Furthermore, students involved in the organisation of events found them useful in enhancing their own personal skills. **(f)** as well as/and in fact for university and college applications in the future.

EVALUATION OF EVENTS

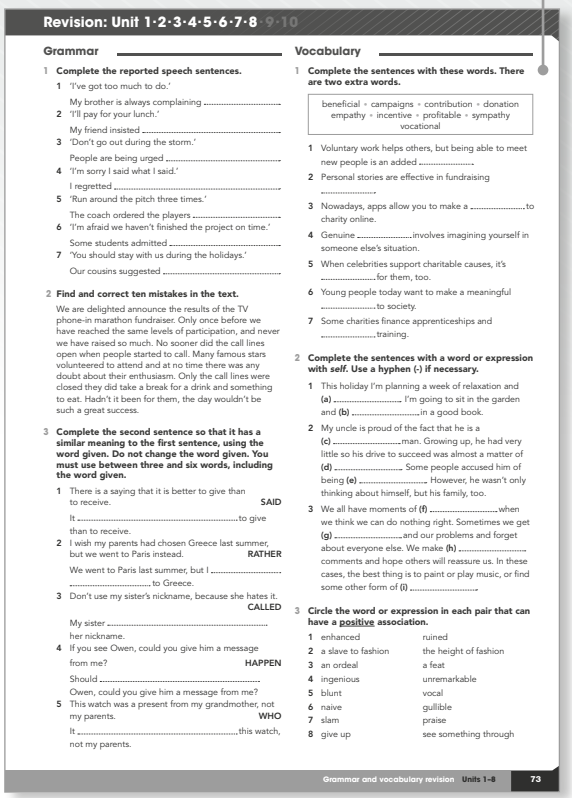
Although students found all events enjoyable, they preferred the type of event that was beneficial to them personally. Sports events such as sponsored walks or runs were popular because they motivated students to get fit. **(g)** And also/In addition, activities that involved their interests, including concerts and plays, were highly rated. The least popular activities were those that students were unlikely to choose in their free time.

RECOMMENDATIONS

We recommend that schools **(h)** continue/continued to hold fundraising events. We propose that schools **(i)** involving/involve students in making decisions about the choice of events. One possible course of **(j)** activity/action would be **(k)** to select/selecting options and hold a vote.

(l) What is more/Indeed, the more that students participate in both the decision-making process and the organisation of the event, the more successful it is likely to be.

Cumulative revision pages provide essential recycling of language from not only the preceding unit but also earlier units in the book.



Revision: Unit 1·2·3·4·5·6·7·8·9·10

Grammar

1 **Complete the reported speech sentences.**

1 'I've got too much to do.'
My brother is always complaining .....
2 'I'll pay for your lunch.'
My friend insisted .....
3 'Don't go out during the storm.'
People are being urged .....
4 'I'm sorry I said what I said.'
I regretted .....
5 'Run around the pitch three times.'
The coach ordered the players .....
6 'I'm afraid we haven't finished the project on time.'
Some students admitted .....
7 'You should stay with us during the holidays.'
Our cousins suggested .....

2 **Find and correct ten mistakes in the text.**

We are delighted announce the results of the TV phone-in marathon fundraiser. Only once before we have reached the same levels of participation, and never we have raised so much. No sooner did the call lines open when people started to call. Many famous stars volunteered to attend and at no time there was any doubt about their enthusiasm. Only the call lines were closed they did take a break for a drink and something to eat. Hadn't it been for them, the day wouldn't be such a great success.

3 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 There is a saying that it is better to give than to receive. **SAID**
It .....to give than to receive.
2 I wish my parents had chosen Greece last summer, but we went to Paris instead. **RATHER**
We went to Paris last summer, but I ..... to Greece.
3 Don't use my sister's nickname, because she hates it. **CALLED**
My sister ..... her nickname.
4 If you see Owen, could you give him a message from me? **HAPPEN**
Should ..... Owen, could you give him a message from me?
5 This watch was a present from my grandmother, not my parents. **WHO**
It .....this watch, not my parents.

Vocabulary

1 **Complete the sentences with these words. There are two extra words.**

beneficial • campaigns • contribution • donation • empathy • incentive • profitable • sympathy • vocational

1 Voluntary work helps others, but being able to meet new people is an added .....
2 Personal stories are effective in fundraising .....
3 Nowadays, apps allow you to make a .....to charity online.
4 Genuine .....involves imagining yourself in someone else's situation.
5 When celebrities support charitable causes, it's .....for them, too.
6 Young people today want to make a meaningful .....to society.
7 Some charities finance apprenticeships and .....training.

2 **Complete the sentences with a word or expression with *self*. Use a hyphen (-) if necessary.**

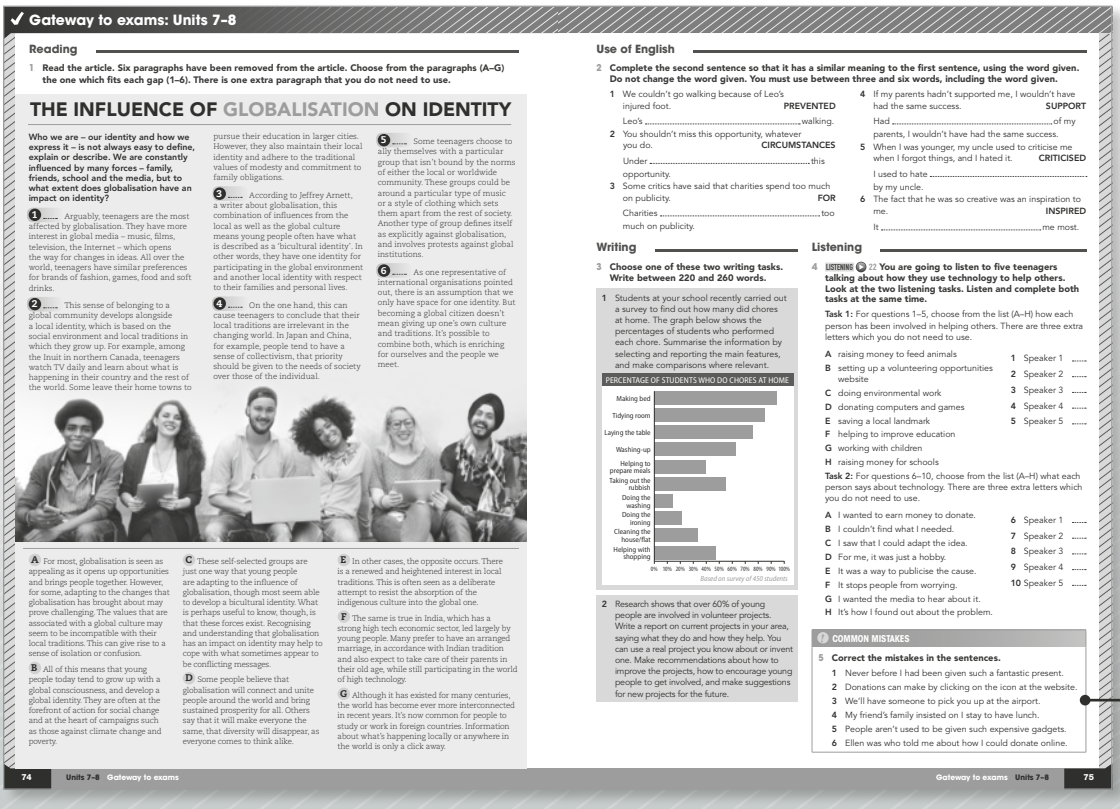
1 This holiday I'm planning a week of relaxation and **(a)** ..... I'm going to sit in the garden and **(b)** .....in a good book.
2 My uncle is proud of the fact that he is a **(c)** .....man. Growing up, he had very little so his drive to succeed was almost a matter of **(d)** ..... Some people accused him of being **(e)** ..... However, he wasn't only thinking about himself, but his family, too.
3 We all have moments of **(f)** .....when we think we can do nothing right. Sometimes we get **(g)** .....and our problems and forget about everyone else. We make **(h)** ..... comments and hope others will reassure us. In these cases, the best thing is to paint or play music, or find some other form of **(i)** .....

3 **Circle the word or expression in each pair that can have a positive association.**

1	enhanced	ruined
2	a slave to fashion	the height of fashion
3	an ordeal	a feat
4	ingenious	unremarkable
5	blunt	vocal
6	naive	gullible
7	slam	praise
8	give up	see something through

There is further analysis and highlighting of key language for the same type of writing task as is covered in the Student's Book.

Gateway to exams pages appear every two units, offering Reading, Listening, Use of English and Writing tasks. The topics and tasks reflect what has been covered in the preceding two units, providing students with the opportunity to further develop their exam skills, while recycling key grammar and vocabulary.



✓ Gateway to exams: Units 7–8

Reading

1 **Read the article. Six paragraphs have been removed from the article. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph that you do not need to use.**

THE INFLUENCE OF GLOBALISATION ON IDENTITY

Who we are – our identity and how we express it – is not always easy to define, explain or describe. We are constantly influenced by many forces – family, friends, school and the media, but to what extent does globalisation have an impact on identity?

1 ..... Arguably, teenagers are the most affected by globalisation. They have more interest in global media – music, films, television, the Internet – which opens the way for changes in ideas. All over the world, teenagers have similar preferences for brands of fashion, games, food and soft drinks.

2 ..... This sense of belonging to a global community develops alongside a local identity, which is based on the social environment and local traditions in which they grow up. For example, among the Inuit in northern Canada, teenagers watch TV daily and learn about what is happening in their country and the rest of the world. Some leave their home towns to pursue their education in larger cities. However, they also maintain their local identity and adhere to the traditional values of modesty and commitment to family obligations.

3 ..... According to Jeffrey Arnett, a writer about globalisation, this combination of influences from the local as well as the global culture means young people often have what is described as a 'bicultural identity'. In other words, they have one identity for participating in the global environment and another local identity with respect to their families and personal lives.

4 ..... On the one hand, this can cause teenagers to conclude that their local traditions are irrelevant in the changing world. In Japan and China, for example, people tend to have a sense of collectivism, that priority should be given to the needs of society over those of the individual.

5 ..... Some teenagers choose to ally themselves with a particular group that isn't bound by the norms of either the local or worldwide community. These groups could be around a particular type of music or a style of clothing which sets them apart from the rest of society. Another type of group defines itself as explicitly against globalisation, and involves protests against global institutions.

6 ..... As one representative of international organisations pointed out, there is an assumption that we only have space for one identity. But becoming a global citizen doesn't mean giving up one's own culture and traditions. It's possible to combine both, which is enriching for ourselves and the people we meet.

A For most, globalisation is seen as appealing as it opens up opportunities and brings people together. However, for some, adapting to the changes that globalisation has brought about may prove challenging. The values that are associated with a global culture may seem to be incompatible with their local traditions. This can give rise to a sense of isolation or confusion.

B All of this means that young people today tend to grow up with a global consciousness, and develop a global identity. They are often at the forefront of action for social change and at the heart of campaigns such as those against climate change and poverty.

C These self-selected groups are just one way that young people are adapting to the influence of globalisation, though most seem able to develop a bicultural identity. What is perhaps useful to know, though, is that these forces exist. Recognising and understanding that globalisation has an impact on identity may help to cope with what sometimes appear to be conflicting messages.

D Some people believe that globalisation will connect and unite people around the world and bring sustained prosperity for all. Others say that it will make everyone the same, that diversity will disappear, as everyone comes to think alike.

E In other cases, the opposite occurs. There is a renewed and heightened interest in local traditions. This is often seen as a deliberate attempt to resist the absorption of the indigenous culture into the global one.

F The same is true in India, which has a strong high tech economic sector, led largely by young people. Many prefer to have an arranged marriage, in accordance with Indian tradition and also expect to take care of their parents in their old age, while still participating in the world of high technology.

G Although it has existed for many centuries, the world has become ever more interconnected in recent years. It's now common for people to study or work in foreign countries. Information about what's happening locally or anywhere in the world is only a click away.

Use of English

2 **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 We couldn't go walking because of Leo's injured foot. **PREVENTED**
Leo's .....walking.
2 You shouldn't miss this opportunity, whatever you do. **CIRCUMSTANCES**
Under .....this opportunity.
3 Some critics have said that charities spend too much on publicity. **FOR**
Charities .....too much on publicity.
4 If my parents hadn't supported me, I wouldn't have had the same success. **SUPPORT**
Had .....of my parents, I wouldn't have had the same success.
5 When I was younger, my uncle used to criticise me when I forgot things, and I hated it. **CRITICISED**
I used to hate ..... by my uncle.
6 The fact that he was so creative was an inspiration to me. **INSPIRED**
It .....me most.

Writing

3 **Choose one of these two writing tasks. Write between 220 and 260 words.**

1 Students at your school recently carried out a survey to find out how many did chores at home. The graph below shows the percentages of students who performed each chore. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

PERCENTAGE OF STUDENTS WHO DO CHORES AT HOME

Making bed
Tidying room
Laying the table
Washing-up
Helping to prepare meals
Taking out the rubbish
Doing the washing
Doing the ironing
Cleaning the house/flat
Helping with shopping
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Based on survey of 450 students

2 Research shows that over 60% of young people are involved in volunteer projects. Write a report on current projects in your area, saying what they do and how they help. You can use a real project you know about or invent one. Make recommendations about how to improve the projects, how to encourage young people to get involved, and make suggestions for new projects for the future.

Listening

4 LISTENING 22 **You are going to listen to five teenagers talking about how they use technology to help others. Look at the two listening tasks. Listen and complete both tasks at the same time.**

Task 1: For questions 1–5, choose from the list (A–H) how each person has been involved in helping others. There are three extra letters which you do not need to use.

A raising money to feed animals
B setting up a volunteering opportunities website
C doing environmental work
D donating computers and games
E saving a local landmark
F helping to improve education
G working with children
H raising money for schools

1 Speaker 1 .....
2 Speaker 2 .....
3 Speaker 3 .....
4 Speaker 4 .....
5 Speaker 5 .....

Task 2: For questions 6–10, choose from the list (A–H) what each person says about technology. There are three extra letters which you do not need to use.

A I wanted to earn money to donate.
B I couldn't find what I needed.
C I saw that I could adapt the idea.
D For me, it was just a hobby.
E It was a way to publicise the cause.
F It stops people from worrying.
G I wanted the media to hear about it.
H It's how I found out about the problem.

6 Speaker 1 .....
7 Speaker 2 .....
8 Speaker 3 .....
9 Speaker 4 .....
10 Speaker 5 .....

COMMON MISTAKES

5 **Correct the mistakes in the sentences.**

1 Never before I had been given such a fantastic present.
2 Donations can make by clicking on the icon at the website.
3 We'll have someone to pick you up at the airport.
4 My friend's family insisted on I stay to have lunch.
5 People aren't used to be given such expensive gadgets.
6 Ellen was who told me about how I could donate online.

Common mistakes boxes provide error correction practice, with the focus on the language of the preceding two units. They highlight mistakes often made by students at this level, giving them the opportunity to recognise and reflect on any such errors they may be making in their own work.

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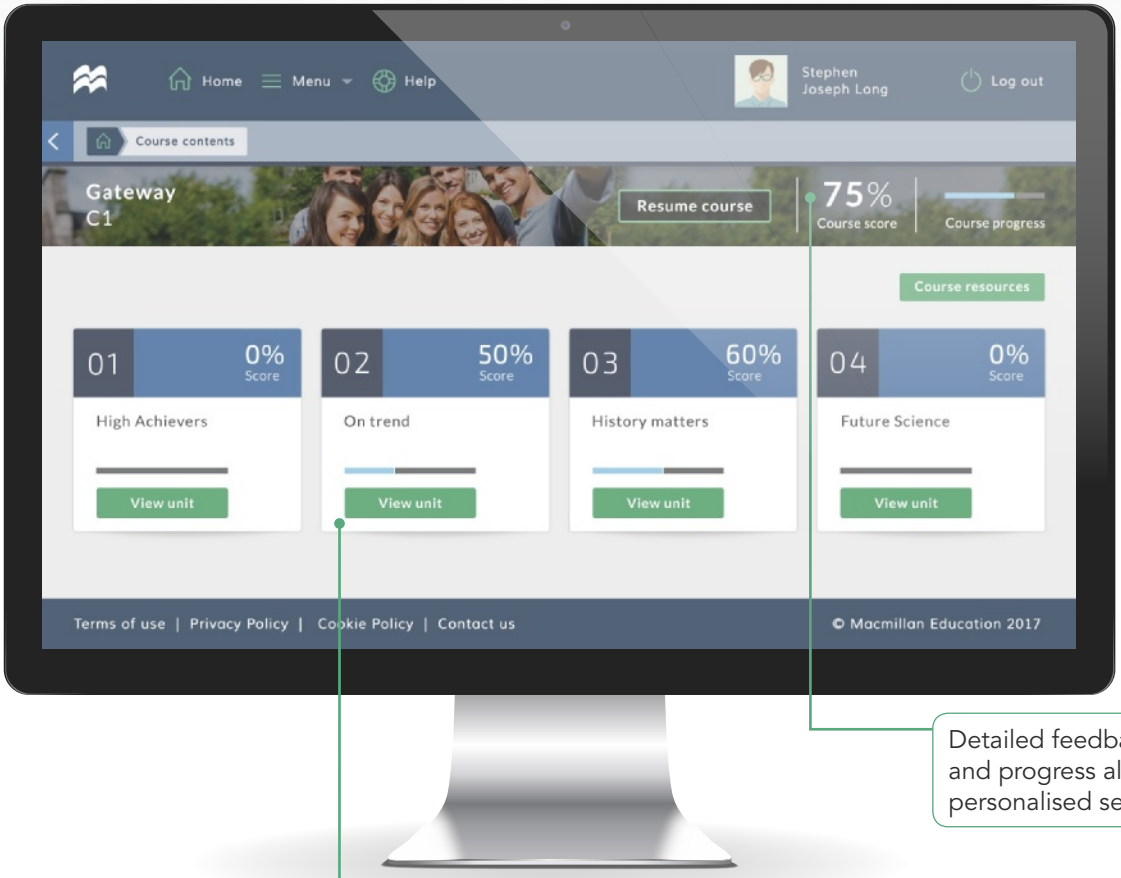
Course components
Online Workbook

For students **PLUS** Gradebook for teachers

All the printed Workbook content and more in a fully interactive format for flexible self-study.

Contains:

- Interactive Workbook activities
- Complete Workbook audio
- Automated marking for instant feedback
- Gradebook



Multiple classes and levels can be managed in a single location, and the content-locking feature gives you control over which tasks you set for your students.

Detailed feedback on activity scores and progress all help to create a highly personalised self-study environment.

Multiple attempts keep students motivated, allowing them to consolidate what they have learnt in class in an engaging way.

The messaging and notification features allow you to correspond with your students, send homework reminders and notify your classes when results are available.

Results are automatically collated in the Gradebook and displayed in an easy-to-read, easy-to-compare way. Learner progress can be monitored at a glance, highlighting areas where students may require additional support or assistance.

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Course components
Speaking test videos

Use in class or for self-study

The Speaking test videos allow students to watch candidates undertaking a simulated C1 level speaking exam.

Gateway 2nd Edition C1 level includes two Speaking test videos. Although these videos follow the *Cambridge English: Advanced (CAE)* format, they can also help students to gain the speaking skills needed for other international and school-leaving exams.

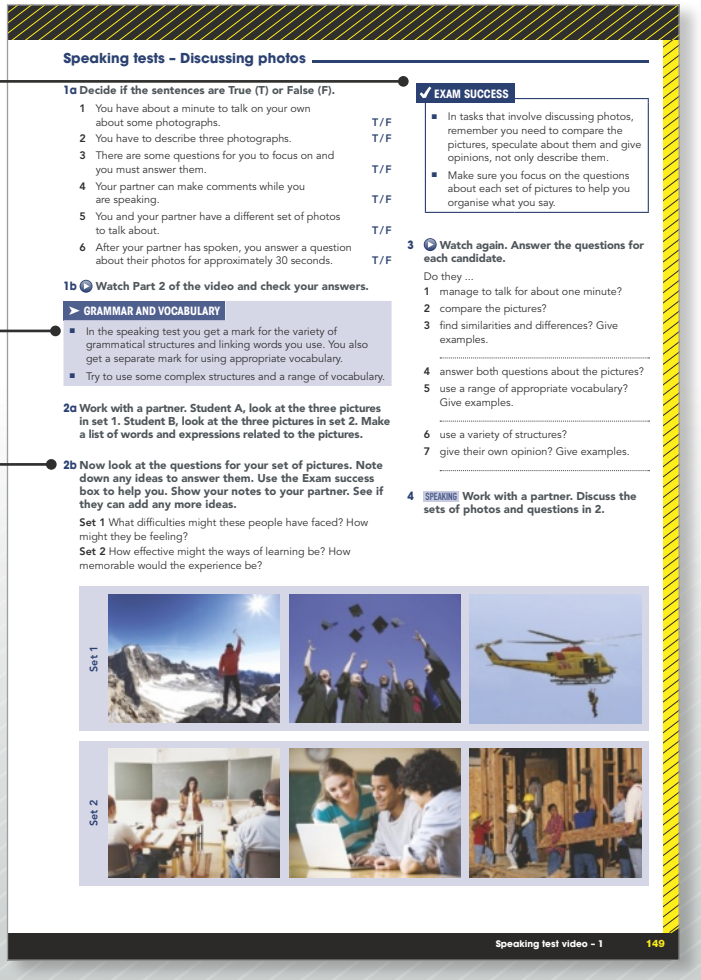
Activities to accompany **Speaking test video – 1** can be found on pages 148–151 of the Student's Book. This video is embedded in the Presentation Kit and Digital Student's Book, as well as being downloadable from the Resource Centres.

Speaking test video – 2 is supported by additional worksheets, and is also available on the Resource Centres.

Exam success boxes provide students with tips and strategies to help them perform well in advanced level speaking tests.

Additional boxes provide advice on areas that are commonly assessed in advanced level speaking tests: **Pronunciation**, **Grammar and vocabulary**, **Interactive communication** and **Discourse management**.

The accompanying activities familiarise students with task types that are common in advanced level speaking tests. They also help students to assess the candidates' performance, and put into practice the skills and techniques they have learnt.



Speaking tests – Discussing photos

1a Decide if the sentences are True (T) or False (F).

1 You have about a minute to talk on your own about some photographs. T/F
2 You have to describe three photographs. T/F
3 There are some questions for you to focus on and you must answer them. T/F
4 Your partner can make comments while you are speaking. T/F
5 You and your partner have a different set of photos to talk about. T/F
6 After your partner has spoken, you answer a question about their photos for approximately 30 seconds. T/F

1b Watch Part 2 of the video and check your answers.

GRAMMAR AND VOCABULARY

- In the speaking test you get a mark for the variety of grammatical structures and linking words you use. You also get a separate mark for using appropriate vocabulary.
- Try to use some complex structures and a range of vocabulary.

2a Work with a partner. Student A, look at the three pictures in set 1. Student B, look at the three pictures in set 2. Make a list of words and expressions related to the pictures.

2b Now look at the questions for your set of pictures. Note down any ideas to answer them. Use the Exam success box to help you. Show your notes to your partner. See if they can add any more ideas.

Set 1 What difficulties might these people have faced? How might they be feeling?
Set 2 How effective might the ways of learning be? How memorable would the experience be?

EXAM SUCCESS

- In tasks that involve discussing photos, remember you need to compare the pictures, speculate about them and give opinions, not only describe them.
- Make sure you focus on the questions about each set of pictures to help you organise what you say.

3 Watch again. Answer the questions for each candidate.

Do they ...
1 manage to talk for about one minute?
2 compare the pictures?
3 find similarities and differences? Give examples.
4 answer both questions about the pictures?
5 use a range of appropriate vocabulary? Give examples.
6 use a variety of structures?
7 give their own opinion? Give examples.

4 SPEAKING Work with a partner. Discuss the sets of photos and questions in 2.

Set 1

Set 2

Speaking test video – 1 149

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Course components
Teacher's and Student's Resource Centres

For teachers and students

The Online Resource Centres contain a wealth of downloadable worksheets, multimedia assets and additional resources to support your *Gateway 2nd Edition* core course content.

Teacher's Resource Centre

The Teacher's Resource Centre is your go-to place for resources to deliver dynamic lessons, for homework assignments and to support you in the classroom. The flexible content includes:

- Audio and video files and scripts
- Complete answer keys
- Teacher tips and guides
- Optional literature lessons
- CEFR can-do assessment checklists
- Teacher notes to accompany all material

Student's Resource Centre

The Student's Resource Centre provides complementary materials to consolidate learning and encourage independent study. For example:

- Speaking test videos show students what to expect in a speaking test and support them to perform to the best of their ability on the day
- CEFR checklists empower students by encouraging them to measure their own progress
- Grammar and Vocabulary revision worksheets enable students to revise for tests more easily and consolidate understanding of what they've studied
- A Writing bank containing model texts for a variety of text types, tips for organising writing and useful language

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Course components
Testing and assessment materials

For teachers

Extensive resources for assessing your students' progress and preparing them for international and school-leaving examinations.

Test Generator

The Test Generator allows you to create customised tests from an extensive database of exercises.

- Aligned closely to CEFR learning outcomes
- Includes a range of reading, writing, speaking, use of English and listening tasks typical of international and school-leaving exams
- Comes with the option to save tests in progress and to preview before printing
- Allows for maximum flexibility in choosing the test content
- Teacher-version of tests complete with answer keys

Printable tests

A comprehensive range of Printable tests are available on the Teacher's Resource Centre in both PDF and editable Word format. Tests matched to the course level can be selected and then customised to meet the specific needs of your school and classes.

- One diagnostic test per level
- Ten Unit tests, three Review tests and one End-of-year test for tracking progress
- Aligned closely to CEFR learning outcomes and international and school-leaving exams
- Complete answer keys, audio and audioscripts for all tests

Advanced (CAE) practice exam

A *Cambridge English: Advanced (CAE)*-style practice exam is offered to help with preparation specifically for that exam or for advanced-level test practice more broadly.

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Teacher support
Dave's top teaching tips

Here are some great teaching tips to help you throughout the year. These tips give you strategies for classroom management, planning and student training that you can use again and again to improve your students' results and get the best out of your teaching.

INDEPENDENT LEARNING

At higher levels, students should be more able to study independently. With this in mind, the Teacher's Book offers a fast track feature at the beginning of each lesson, which usually involves students completing a part of the lesson at home 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 their weak areas 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.

IMPROVING SPEAKING

When teaching new vocabulary at C1 level, focus not only on the pronunciation of the word, but also on the sound of the word within a sentence. If possible, find recordings of English speakers with a variety of accents using the target language and ask students to notice intonation, inflection and ellipsis, etc. Break sections of audio down into chunks and have students repeat 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 one commonly mispronounced sound in English (e.g. the short '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 English speakers 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 some words using the sound and ask students if they can now hear the difference.

CORRECTING MISTAKES IN WRITING AND SPEAKING

In each writing lesson of the Student's Book, there is an editing task titled **Common mistakes**. This is a short text that contains the type of mistakes that candidates typically make in writing exams. Students should edit the text and attempt to correct the mistakes. The mistakes relate to the target language and structures from the writing lesson.

Editing their own writing is an important skill for higher level students to develop. Obviously, in an examination or when they enter the workforce, these young people will not have a teacher to correct their work for them. Many of the mistakes that even C1 learners make are relatively simple, and they should, with practice, be able to correct these mistakes themselves. Taking responsibility for their own writing and correcting their own mistakes is an important step towards becoming a fully independent user of English.

If your students are struggling to find the mistakes, you may find it helpful to give them appropriate prompts.

For example:

- its ✗ → it's – look for a missing apostrophe
- term ✗ → term. – look for a missing full stop
- easyer ✗ → easier – think about comparative forms
- this ✗ → which – think about relative pronouns
- embarassing ✗ → embarrassing – check the spelling of difficult words

Similarly, when students make a mistake in their spoken English, if it's something they should know at this level, give them the opportunity to correct it themselves. You can either signal using a hand gesture that they have made a mistake and give them the opportunity to correct it immediately, or you can wait until the end of the activity and make corrections then (though you will have to make notes while students are talking in this case).

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EXTENDING READING AND LISTENING LESSONS

Most current teaching methodology focusses on a 'top-down processing' approach to teaching texts – that is, where the student uses his or her knowledge from outside the text to predict or guess content and meaning. The opposite approach, known as 'bottom-up processing', relies on students understanding individual words and building up meaning from there.

Top-down processing is very effective in some ways and will prepare students well for the way most exams are structured. Many advanced students, however, may feel that although they were able to get to the right answers they still don't 'understand' the text in a satisfactory way. It could be valuable to incorporate some bottom-up processing into your lesson where possible and focus on the areas that seem to be blocking students' full comprehension such as when, for example, they don't recognise a weak form of a word, or they aren't familiar with particular aspects of connected speech – all the things that a proficient language user will be 'decoding' without being aware of it.

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 nominating a student to read out his/her answers to a particular exercise (if you have checked they have them correct first), or having students evaluate and comment on each other's writing or speaking tasks. This has the advantage of having students use language with a specific purpose, and will also encourage students to reflect on what makes a successful task.

Be specific with what you want students to feedback on. For example, you may just want them to edit spelling and grammatical mistakes, or you might want them to check that the text is the correct level of formality. 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 written feedback afterwards) so that students feel that they do have input from you as part of the process.

TEST TESTING BEFORE YOU TEACH

A 'Test before you teach' feature is presented in the Teacher's Book for each grammar section. You can use this to evaluate your students' knowledge before the lesson and adapt your lesson accordingly. This has the dual benefit of helping you to pitch the lesson at the right level and to build students' confidence if they feel they already know something of the lesson's content.

You can also test before you teach in other lessons. For example, in Reading lessons ask students what they can tell you about the topic of the text, or in a Speaking lesson ask students what phrases they might use to agree or disagree. Activating students' prior knowledge at the beginning will engage them more in the lesson's content.

It is important, however, at more advanced levels for students to be aware of what they *have* learnt in the lesson and not to feel as if they are just revising content. At the end of the lesson, ask students to compare how much they know about the reading topic or what extra phrases they have learnt in the class.

USING LITERARY TEXTS

A good way to increase students' vocabulary and expose them to more complex structures is to incorporate literary texts into lessons, or encourage students to read at home. Students at this level may be able to cope with some novels, but other literary forms such as short stories and poems can be used if time is limited. Try to find texts that contain the language and topics that students are studying so that they feel the texts are relevant. Refer students to the Literature worksheets on the Resource Centre and incorporate the activities into lessons. Some students may have the idea that literature is old-fashioned, but there are plenty of new young writers producing works that contain colloquial, informal or slang English that students may find more engaging. If you have some avid readers in your class, encourage them to write book reports that can be shared with other students.

CONNECTING WITH OTHER SPEAKERS

Encouraging connections with high-level speakers of English will give students the opportunity to hear or see good models of language use. You could set up a connection with a class in another school as part of an English-language exchange, matching students according to their interests, and encouraging them to email or talk online.

You could also encourage students to write real letters or emails to English-speaking organisations or public figures that are of interest to them (e.g. writers, environmental organisations, etc.). Knowing that their letter is 'real' will focus students on writing accurately, with a specific purpose and expressing themselves clearly. You could make this a class effort with students choosing a particular cause and then researching organisations and individuals to contact, or you could have students write individually. Ask students to report back to class if they receive any interesting replies.

REVISION TECHNIQUES

When it comes to revising, 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, an isolated word, a group of words, a grammatical structure, etc.) Each student picks a slip of paper and has to explain either the meaning of the word or the form and use of the grammatical structure, or an approach they would use to do a task, etc. If the student isn't sure, open it up to the class until you have a correct answer. Ask all students to pay attention and make a note if they were unsure. Write all items up on the board and include Student's Book page numbers where they can revise areas they were unsure of.

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MANAGING PROFESSIONAL DEVELOPMENT

Don't forget your own development as well as that of your students! To keep up to date with the latest teaching ideas and methodology, it is a good idea to attend relevant conferences, or if this is not possible, to join online discussion groups where you can exchange ideas and tips. Many English language teachers write blogs, and putting aside time to read their ideas can be really valuable.

You could set a regular time to meet with other English teachers at your school to discuss any ideas or approaches that you have used in recent lessons that have been particularly effective. You could also consider a 'buddy' system, whereby you partner with another teacher who might teach at different times to you, and arrange to observe and feedback on each other's classes at least once during the term.

EXTENSIVE SUPPORT

Finally, don't forget that there are plenty of extra tips and teaching advice provided by the *Gateway* Facebook page, too!

Teacher support
Teacher development tips index

There are a number of methodological and practical tips which are strategically placed within the Teacher's notes in the *Gateway 2nd Edition* Teacher's Book to be of most use to the teacher not just during planning, setting up and evaluating activities, but also helping 'on the spot' in certain language or pronunciation areas.

CLASSROOM TIPS

Teaching words with similar meanings	p27	Adapting exercises	p62	Handling sensitive topics	p102
Test before you teach	p28	Revising grammar	p75	Pairwork	p114
Group work	p32	Recycling language	p85	Managing debates	p137
Managing discussions	p46	Using advanced vocabulary	p87	Providing model answers	p138
		Videoing Life skills tasks	p89		

LANGUAGE

Present perfect forms	p29	Suffixes	p64	Adding emphasis	p102
Negative prefixes	p30	Advanced future forms	p69	*Former/latter*	p104
Word formation	p31	Using conjunctions	p70	Reported speech	p109
Answering with a modifier	p34	Using conditionals	p75	Inversion	p113
Informal cohesive structures	p36	Collocations	p76	Modal verbs	p121
The word *trend*	p38	Language games	p77	Phrasal verbs	p122
Defining and non-defining relative clauses	p45	Advanced conditional forms	p81	Ellipsis and substitution	p127
		Mixed conditionals	p85	Teaching gerunds and infinitives	p132
Narrative tenses	p52	Inverted conditionals	p86	Prepositional phrases	p133
Phrasal verbs	p53	Expressing past regret	p91		
Order of adjectives	p56	Passives	p98		
Future forms	p63	Causatives	p98		

STUDENT TRAINING

Critical thinking	p28	Improving speaking in exam tasks	p58	Discussing graphs	p105
Note completion listening tasks	p33	Correcting common errors	p59	Distractors	p113
Inferring the meaning of unknown words	p39	Academic language	p61	Target readers	p116
		Writing a proposal	p82	Creating exam conditions	p116
		Increasing vocabulary	p84		

PRONUNCIATION

Will and *would*	p40	*That* in relative clauses	p45

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Teacher support
The CEFR and *Gateway 2nd Edition*

The Common European Framework of Reference for languages (CEFR) is a widely used benchmarking tool created by the Council of Europe. *Gateway 2nd Edition* is carefully mapped to the CEFR, helping teachers identify students' actual progress and helping them to set their learning priorities.

Gateway 2nd Edition offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to track their progress.

On pages 22–25 are the C1 descriptors (description of competences) covered in the C1 level of *Gateway 2nd Edition*. A2, B1, B1+, B2 and B2+ descriptors are available in the previous levels of *Gateway 2nd Edition* Teacher's Books. By the end of the course, students should be working confidently with the C1 level competencies.

In the Teacher's Resource Centre you will also find a list of unit-by-unit CEFR descriptors with suggested targets which can be used for self-assessment. Students can use these at any point to get a detailed picture of their own individual progress.

WHAT IS A EUROPEAN LANGUAGE PORTFOLIO (ELP)?

The European Language Portfolio (ELP) was developed by the Language Policy Unit of the Council of Europe

- to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- to allow users to record their language learning achievements and their experience of learning and using languages.

The portfolio consists of three parts: the **Language Passport** with information about a student's proficiency in one or more languages, i.e. qualifications; the **Language Biography** where students reflect on their learning process and progress and say what they can do in their foreign language(s); and the **Dossier**, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Gateway 2nd Edition* unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios and students are encouraged to do the same. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and videos. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

Within each unit, there are several opportunities for students to practise speaking and record their conversations for the dossier in their portfolio. Students could record their conversations, date them and include them in their portfolio.

They then assess their performance in each speaking activity and give themselves a mark according to the following self-assessment criteria:

CONTENT (1–5)

Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

VOCABULARY AND GRAMMAR (1–5)

Did I use different words? Did I use words I've learnt recently? Were my sentences well constructed? Did I make a lot of errors?

COOPERATION (1–5)

Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

IN ENGLISH! (1–5)

When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work, thereby taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the part of the learner.

		1	2	3	4	5	6	7	8	9	10
Listening		page number									
C1	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in familiar fields.	11 12	27	33 34	43 44 45	54 57	65 70	78	88 93	101	110
C1	I can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer details including implicit attitudes and relationships between speakers.		22 27			56	65		88		110
C1	I can understand in detail speech on abstract and complex topics of a specialist nature beyond my own field, though I may need to confirm occasional details, especially if the accent is unfamiliar.	11 12	22 27	34	42 44	54	66 70		88 93	100	110

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		1	2	3	4	5	6	7	8	9	10
Listening		page number									
C1	I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	11	23	33	42 44	54	66	77	87	100	108
C1	I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	11 13	20			54	67	78	87 93	98 100	108
C1	I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.	12					65		88	98	
Reading		page number									
C1	I can quickly identify the content and relevance of news items, articles and reports on a wide range of topics, deciding whether closer study is worthwhile.	10	16 20 26	28 32 36	38 42	50 54	60 64 68	72	82 87 92	94	104 114
C1	I can understand in detail lengthy, complex texts, whether or not they relate to my own area of speciality, provided I can reread difficult sections.	6	16	29	38	50	60	72	82	94	104
C1	I can understand any correspondence given the occasional use of a dictionary.	14		37							
C1	I can understand fairly long demanding texts and summarise them orally.	6	16	28	38		65		82		104
C1	I can read complex reports, analyses and commentaries where opinions, viewpoints and connections between ideas are discussed.		16		42	50	60	72		94	104
C1	I can extract information, ideas and opinions from highly specialised texts in a familiar field, for example research reports.	10	20	28	38 42 48	54		72 80			
C1	I can read literary texts with confidence.	Resource Centre: Literature worksheets									
Speaking: Spoken Interaction		page number									
C1	I can express myself with clarity and precision, relating to the addressee flexibly and effectively.	8 9 11 12 13 15	18 20 21 22 23 24	30 31 32 34 35 37	40 42 44 45 46 49	52 53 54 56 57 58	63 64 66 67 68 70	72 76 78 79 80	82 85 86 88 89 90	96 98 100 101 102	108 109 111 115
C1	I can understand and exchange complex information and advice on a wide range of familiar topics.	11 13	21 23	32 35	42 45	54 57	64 70	76	84 90	101	115
C1	I can select an appropriate formulation from a broad range of language to express myself clearly, without having to restrict what I want to say.	11 13	18 20 21 23	30 32 34 35	40 45 49	52 55 57	67 70	76 79	86 89 90 93	96 100 101	106 109 111
C1	I can argue a formal position convincingly, responding to questions and comments and answering complex lines of counterargument fluently, spontaneously and appropriately.	11	21 23	32 34	38 45	50 53 55 57	70	79	89 90 91	99 101	111
C1	I can help a conversation to progress by inviting others to join in, say what they think, etc.	11	23	30	40 45	57	70			96 101	115
C1	I can participate fully in an interview, as either interviewer or interviewee, expanding and developing the point being discussed fluently, without any support and handling interjections well.	8 11 13	23	30	40 45	57	63		84	94 101	115

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		1	2	3	4	5	6	7	8	9	10
Speaking: Spoken Interaction		page number									
C1	I can use language fluently, accurately and effectively on a wide range of general, professional or academic topics.	6 11 13	16 20 21 23	28 32 34 36	38 42 44 45	50 55 57	60 64 67 70	72 77	82 87 90	94 101 102	104 109 115
C1	I can express my ideas and opinions clearly and precisely, presenting and responding to complex lines of reasoning convincingly.	6 11	16 20 21 23	28 32	38 40 44 45	50 55 57	60 64 70	72 77	82 90	94 101 102	104 109 115
Speaking: Spoken Production		page number									
C1	I can synthesise and report information and arguments from multiple sources.	11 14	21 24		38 42	55	60 65	77 80	87	94	109 114
C1	I can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	6 9 11 12 13	16 19 21 22 23	28 32 34	38 40 44 45	50 55 57	60 64 67 70	72 77	87 90	94 99 101 102	104 109 111 115
C1	I can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	9	16 21 23	32	38 44 45	55	60 65 70	72 77	82 90	99 101	104 109 111 115
C1	I can give clear, detailed descriptions of complex subjects.	6 11 13	16 21 23	28 32 35	38 40 44 45 49	50 55 57	60 64 67 70	72 77 79	82 89 90 93	99 101	104 111 115
C1	I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.	9	21 23	30 35	49	53 55 57	64 67 70	79	85 89 93	99 101	111 115
C1	I can give a clearly-developed presentation on a subject in a field of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.		21				65 67			99	111
Speaking: Strategies		page number									
C1	I can fluently use a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.	11 13	21 23	35	45 49	57	67 70	79	89 93	99 101	111 115

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		1	2	3	4	5	6	7	8	9	10
Vocabulary: Language Quality		page number									
C1	I can pass on detailed information reliably.	12 13 15	21 27	30 35 37	43 47 49	55 59	65 67 69	77 79 81	89 91 93	99 103	113 115
C1	I can express myself fluently, spontaneously and without apparent effort. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	11 13	19 23	31	40 44 45	55 57	64 67 70	75 77 79	85 87 89 93	101	109 111 115
C1	I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to express my ideas coherently.	11 13	21 23	30 35	45 49	55 57	65 67 70	77 79	87 89 93	99 101	111
C1	I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	6 9 15	16 19 25	28 31	38 41 47	50 53	60 63 68	72 75 80	82 85 91	94 97 102	104 107
C1	I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	8 12	18 22	30 34	40 45	52 59	62 66	74 78	84 88	96 103	106 111

Writing		page number									
C1	I can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	15	25 27		43 47 49	59	71	81	91 93		113 115
C1	I can express myself in writing on a wide range of general, professional or academic topics in a clear and user-friendly manner.	15	25 27	33 37	43 47 49	59	69 71	81	91 93	99 103	113 115
C1	I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.		25 27		43 47 49	59	71	81	91 93		113 115
C1	I can comment on a topic or an event, presenting points of view, underlining the main ideas and supporting my reasoning with detailed examples.		25 27		47 49	59	69 71		91 93	99 103	113 115
C1	I can write formally-correct letters, e.g. to complain or to argue in favour of or against something.			37	49						
C1	I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	15	25 27	33 37	43 47 49	59	69 71	81	91 93	99 103	113 115
C1	I can select a style appropriate to the reader in mind.	15	25 27	33 37	43 47 49	59	69 71	81	91 93	99 103	113 115

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1 High achievers

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about achievements and setbacks
- find out personal information from another student using a variety of past and present perfect and continuous forms
- learn how to succeed in an academic interview
- prepare for and conduct a personal interview
- write an informal email giving advice using informal cohesive structures and colloquial expressions

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Synonyms – achievement and difficulty Word formation 1 – prefixes Colloquial words and expressions
Reading	Setting my own goals CRITICAL THINKING Thinking about a variety of achievements and which is the most significant
Grammar in context	Present perfect forms and past simple Modifying comparative and superlative forms
Life skills	Academic skills: Succeeding in academic interviews
Listening	Seminar presentation and note-taking – achieving career success
Developing speaking	Personal interview
Developing writing	An informal letter of advice
Exam success	Reading: Multiple choice Use of English: Word formation; Transformations Listening: Note completion Speaking: Personal interview Writing: Informal letter

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 1
  - Grammar revision worksheet Unit 1
  - CEFR checklist Unit 1
  - Writing bank worksheet Unit 1 – Informal letters/emails of advice
  - Literature worksheet Units 1 and 2

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Unit 1
- Printable test Unit 1
- Gateway to exams Units 1 and 2 (end of Unit 2)

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Reading pp6–7

Talking about achievements and their difficulty; reading an article for comprehension

FAST TRACK

You could ask students to complete exercises 1a and 1b at home before the lesson. Ask them to think about the meaning from context before checking a dictionary such as the online Macmillan Dictionary. At the beginning of the lesson, students can compare answers with a partner before checking as a class.

WARMER

Ask students to note down their three biggest achievements and then discuss them with a partner. Then ask students to order them by how difficult they were to achieve. Encourage them to think about the amount of time each one took, the physical or mental effort and the things that could have prevented them from their goal.

VOCABULARY Synonyms – achievement and difficulty

1a SPEAKING In pairs, students discuss the meanings of the words in bold. Encourage students to use the context to help them. Nominate students to give their answers.

Suggested answers

1 a trial = a difficult situation that lasts over a period of time
2 an obstacle = something which prevents progress or success
3 an undertaking = a serious responsibility or large task which a person agrees to take on
4 an exploit = a brave and daring action
5 an accomplishment = an achievement, something which requires considerable effort and ability

1b Students choose a suitable word from the box to replace each of the bold words in exercise 1a. Note that students will need to change 'a' to 'an' in 1 as *ordeal* starts with a vowel.

Answers

1 ordeal **2** hurdle **3** mission **4** adventures **5** feat

FAST FINISHERS

Ask students to choose 3–4 of the new words from exercises 1a and 1b and to create a new sentence for each.

2a Students read through the sentences and choose the correct alternative. Ask students to compare answers with a partner before checking answers as a class.

Answers

1 obstacle **2** exploits **3** accomplishment **4** hurdle **5** feat

2b SPEAKING Students work with a partner and discuss whether they agree or disagree with the sentences in exercise 2a.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Teaching words with similar meanings

Exercise 2a presents students with a choice of two words that have similar but different uses and meanings. To help students learn the differences:

1. Provide explanations of each word's meaning, highlighting the similarities and differences. For example, *trial* and *obstacle* both refer to a difficult event, situation or period of time, however *obstacle* has the sense that the speaker has a specific goal in mind that the difficult situation is preventing him/her from achieving.
2. Draw students' attention to the context in which the words are given.
3. Ask students to note common collocations with new words. *Fantastic*, for instance, often collocates with *accomplishment* or *achievement*, but sounds less natural with *mission*.
4. As part of good habit formation when new words appear, elicit further sentences that contain the new words and encourage students to write these down in their notebooks. Students should regularly review their notebooks when they have finished other exercises.

EXTRA ACTIVITY

Write the following on the board and ask students to discuss in pairs how important the following achievements are:

1 graduating from university
2 becoming famous for a particular skill or talent
3 setting a world record for a sports event
4 starting a company
5 making a scientific breakthrough
6 bringing up a family
7 staying true to yourself

3 READING Tell students they are going to read an article about achievements. Ask them to look at the photos first and predict at least one of the achievements that will be mentioned. Then ask students to skim the text and answer the question. You could set a time limit to prevent students from reading in too much detail at this stage. If you need to give a hint, you could say there are three different achievements.

Suggested answers

Tom Davies has set a world record for being the youngest person to cycle around the world. Sophie Healy-Thow, Emer Hickey and Ciara Judge have discovered how to make crops germinate faster. Lee Jae Dong has become famous for his gaming skills.

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✓ EXAM SUCCESS **Ask students to read through the text in the box. Then ask students to look at the multiple-choice questions and answers in exercise 4 and to think what type of information they will be looking for in the article. Refer students to Exam Success on page 128 for further suggestions on multiple-choice activities.**

4 Ask students to read the article again and choose the best answers. In feedback, encourage students to indicate the part of the text that gave them their answer.

Answers

1 b: … trying to anticipate the unpredictable moves of city centre drivers, circumvent roadworks, and dodge random holes in the tarmac ...

2 c: … and describes these in his blog with an engaging blend of humour and self-effacing honesty. Judging by his followers' comments, this approach is much appreciated.

3 a: … stories such as Tom's. His is an accomplishment that most of us can only fantasise about; ...

4 b: … what is truly remarkable is that they persevered with it for three years, dutifully recording their data until …

5 b: … young people especially, have come to undervalue themselves, ... Perhaps we have forgotten the importance of setting our own goals for personal achievement rather than measuring ourselves against anyone else.

TEACHER DEVELOPMENT: STUDENT TRAINING

Critical thinking

Find opportunities throughout the Student's Book where students can think critically. This means analysing and evaluating information rather than just saying 'yes' or 'no' to something. For example, ask students what they think each unit or lesson or text will be about, or prepare follow-up questions to a reading or listening text that encourage students to go deeper into the content. Some critical questions include: *Why did X do that? What is the purpose of the text? If X hadn't happened, what might have happened instead? What would you have done in X's situation? How do you feel about that?*

Give students time to read over questions and think for themselves first. Opening up the discussion to pairs and small groups can give students the opportunity to hear the thought processes of other people and compare them to their own. Encourage students to ask further questions to other students as part of this process.

5 CRITICAL THINKING Individually, students read the question and decide which achievements in the article they think are the most significant before comparing their ideas in small groups or with the rest of the class.

Example answer

I think the achievement of the three Irish girls is the most significant because it is an incredible feat to help solve the problem of world famine – it is much more than just a personal accomplishment.

6 Students should look at the underlined words in the text and guess what they mean before checking in a dictionary. With less confident classes, you could write the answers on the board in a different order and have students do this as a matching exercise.

Answers

dodge = to avoid something unpleasant or dangerous by moving out of the way

contend with = to have to deal with problems or difficulties

follower = someone who has subscribed to receive messages from a social media page

lay claim to = to say officially that you think something belongs to you

extend hospitality = to invite someone to your home, to provide food and drink

a case in point = a particular example of the situation or behaviour being discussed

discount = to not consider something at all, because it is not important or worth paying attention to

showcase = to present or exhibit something in a way that displays its best qualities

household name = something or someone that is very well known

momentous = extremely important, changing the course of events

7 SPEAKING **What about *you*?** Students discuss the questions in pairs or small groups. Give less confident students some time to prepare their answers, but remind them to only write notes rather than full sentences.

HOMEWORK

Assign students pages 4–5 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p8

Using the present perfect forms and the past simple to ask and answer questions

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could set exercises 1a, 1b and 2 as homework before the lesson. Go through the answers at the start of the lesson and if students seem comfortable with the form and use you could move to exercise 3.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Test before you teach

At CEFR C1 level, it is likely that students will have come across many of the grammatical structures that are being taught, but may have specific problems using them. Testing before you teach will enable you to identify such problems.

The test before you teach suggestions in this book will often cover both basic and more advanced aspects of the grammar structure. It is useful to regularly check students' understanding so you can judge how much explanation and support you need to give. Circulate while students are working on the test before you teach exercises.

If students appear confident you can move to more challenging exercises and perhaps focus on pronunciation and fluency issues. With a less confident class, the focus will be on making sure students are comfortable with the form and use of the language.

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Test before you teach

Write the following gapped sentences on the board:

1 I _____ English for six years. (learn)

2 He _____ five goals for France in the tournament. (score)

Tell students that both 1 and 2 refer to actions that started at some point in the past. Ask students to think of grammatically correct ways of completing the sentences using the verb in brackets. Remind them that there is not just one correct answer for each. Elicit answers and write them on the board.

Answers

1 I've been learning English for six years. (present perfect continuous)/I learnt English for six years. (past simple)/ I've learnt English for six years. (present perfect simple)

2 He's scored five goals for France in the tournament. (present perfect simple)/He scored five goals for France in the tournament. (past simple)

Ask students if they can name the tenses used in the answers, then draw their attention to the different implications by asking questions such as: *Is the event still happening or is it complete? Is there a result of the event in the present?*

Present perfect forms and past simple

1a Students work in pairs to name the three different tenses in sentences 1–6. To help less confident students, you could write the names on the board and have them do the task as a matching exercise.

Answers

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

1b Ask students to match a–d to sentences 1–6. Remind them that more than one sentence is possible. Nominate students to give their answers.

Answers

a 1, 2, 5 **b** 3 **c** 6 **d** 4

2 Ask students to read explanations a–c and then match them to the forms in sentences 1, 2 and 5.

Answers

a 5 **b** 2 **c** 1

TEACHER DEVELOPMENT: LANGUAGE

Present perfect forms

The present perfect simple is used for a completed event at an unspecified time in the past (e.g. *I've been to France*).

It is also used to show an action or event that happened in the past, but has a result or consequence in the present. For example: *You've got a suntan.* > *That's because I've been on holiday.* The exact times of events or actions are not usually mentioned.

The present perfect simple can be used to emphasise the number of times something happened when we talk about past repeated actions. For example: *He's been to Italy more than ten times!* The past simple would also be correct in this example, but using the present perfect simple adds emphasis to the frequency of an event, and it suggests that this is something that could happen again in the future.

The present perfect continuous is also often used to talk about repeated past actions. It is used particularly when we want to emphasise the duration of the past action. For example: *She's been going out a lot recently.* Unlike the present perfect simple, the present perfect continuous is not used with the number of times something has happened. We do not say, for example, *She's been going out five times recently.* You could help students with the difference by writing some prompts on the board (e.g. *He, scored, 20 goals*; *They, swim, often*, etc.) and asking students to write full sentences choosing either the present perfect simple or continuous depending on the emphasis of the sentence.

3 Ask students to read the sentences and decide which are correct. Ask students to say why the others are incorrect. Remind them to refer to the Grammar reference if they need help. Draw students' attention to question 4 and explain that state verbs aren't often used with the present perfect continuous, but in this instance the speaker wants to emphasise the intention over a period of time.

Answers

1 correct
2 incorrect. 'Own' is a state verb which is never used in the continuous form. This could be corrected as: *My family have owned a summer house for a long time.*
3 incorrect. We need to use the continuous form here, i.e. *How long have you been doing your hair?* because the emphasis is on the duration of the activity.
4 correct **5** correct **6** correct
7 incorrect. The speaker is sharing an experience which occurred at an unspecific point in the past, but which has relevance to the present situation. The correct form would be 'I've broken …'. In the second sentence, it is OK to use past simple as now the speaker is moving on to provide more detail.
8 correct

4 Students complete the sentences with the correct form of the verbs in the box. Remind them to use either the present perfect simple or continuous.

Answers

1 've used **2** 've been saving **3** 've (never) beaten
4 've been working **5** 've trained **6** 've given

FAST FINISHERS

Ask students to choose one of the verbs from the box and write three more sentences using each of the tenses from the lesson.

5 Draw students' attention to the photo in exercise 5. Ask if they know who it is and what he is famous for. Ask them to complete the biography using the correct form of the verb in brackets. Remind students that sometimes more than one answer is correct.

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Answers

a has achieved **b** has taken **c** has (already) stood
d have been following **e** have been hoping/are hoping
f has turned/turned **g** earned **h** approached **i** signed
j has gone/has been going **k** has been using/has used

CULTURAL INFORMATION

Lewis Hamilton (1985–present) is a British Formula One racing driver. He is a three-time Formula One world champion (2008, 2014 and 2015). He is the only driver in the history of Formula One to win at least one race in each season he has competed in.

EXTRA ACTIVITY

Ask students to research a famous sportsperson who is still active in their career and to write a mini-biography detailing their achievements. Remind them to use a variety of past tenses and vocabulary from pages 6–7. Nominate students to read out their paragraphs in class.

6 Students write questions to find out something they don't know about their partner using the tenses in exercise 1. If necessary, remind students how to form questions for each of the tenses.

7 SPEAKING In pairs, students interview each other using their questions from exercise 6. Circulate and make note of any errors to review in class feedback.

Refer students to the Grammar reference on page 134 if necessary.

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p9

Using prefixes to talk about overcoming setbacks

FAST TRACK

Have students read the text in exercise 5 at home before the lesson and look up any words they are unfamiliar with in their dictionary. Ask them to look at the words in red and think of ways they can be changed with a prefix. Remind them not to complete the text at this stage as they will do this in the lesson.

WARMER

Write the word *necessary* on the board and ask students how they can make the word negative (Answer: by adding the prefix *un*). Elicit the term 'prefix' and ask students to brainstorm as many English prefixes as they can that change a word to its negative. Set a time limit of 2–3 minutes then write their suggestions on the board (Suggested answers: *il, dis, un, im, ir, in, mis, anti*). Ask students if they can come up with an example word for each prefix.

Word formation 1 – prefixes

TEACHER DEVELOPMENT: LANGUAGE

Negative prefixes

Exercises 1 and 2 focus on the six most common negative prefixes in English (*dis*, *un*, *im*, *ir*, *in*, *il*). Sometimes their meaning and use is interchangeable, although there are some common patterns for their usage:

dis: is often added to verbs to denote a reversal of action (e.g. *disallow, disqualify*) or to adjectives ending *ed* (e.g. *disorganised, dissatisfied*) though there are a number of exceptions to this (*discomfort*). It usually conveys something bad or difficult.

un: is commonly attached to words with the suffixes *-able* or *-ed* (e.g. *unable, unqualified, unlikeable*).

im, ir, in, il: *in* only goes with particular Latin-derived stems: *intolerant, informal, inarticulate*. Occasionally, and confusingly, it can start a word that means the same not the opposite without it, for example *flammable* and *inflammable*, *habitable* and *inhabitable*, *valuable* and *invaluable* have the same (or similar) meaning. These prefixes are usually found before nouns and adjectives but rarely with verbs.

There are other negative prefixes in English including *de, anti, mis* and *a*, but these are less common than the above.

1 Students look at the sentences and where necessary add a negative prefix to the word in bold. Nominate students to give their answers.

Answers

1 correct **2** disapproves **3** unreliable **4** illegal
5 correct **6** correct

2 Students put the words from the box into the correct column then add two more words to each column. Allow less confident students to use dictionaries if necessary.

Answers

dis: advantage, qualify (also: appear, obey, organised, etc.)
un: bearable, informative, natural (also: reliable, acceptable, fortunate, etc.)
im: mature, polite, probable (also: patient, perfect, proper, etc.)
ir: replaceable, resistible, responsible (also: regular, rational, respective, etc.)
in: adequate, effective, formal (also: secure, capable, visible, etc.)
il: legible, literate, logical (also: legitimate, legal, etc.)

FAST FINISHERS

Have students add one more word to each column.

EXTRA ACTIVITY

Students write five sentences using words from exercises 1 and 2. They then read their sentences out to a partner who makes them negative using the correct prefix.

3a Students match the prefixes 1–9 to the words a–i. Remind students that sometimes more than one answer is possible. Check answers as a class.

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Answers

1 d/g **2** f **3** c/d/g **4** a **5** b/f **6** e **7** g/i **8** g **9** h

3b Ask students the meaning of each of the prefixes in exercise 3a. If they are unsure, you could ask them if they can think of any words in English using these prefixes and then try to work it out from their meaning.

Answers

under- = not enough
super- = more, bigger, better
over- = too much
co- = with, together
anti- = against
mis- = wrong, incorrect
re- = again
inter- = between
sub- = below

EXTRA ACTIVITY

Ask students to write five gapped sentences to be completed with words from exercises 1–3. They then swap their sentences with a partner for them to fill in correctly.

4 Students use one of the prefixes from exercise 3a with each word in brackets to complete the sentences. Nominate different students to read out their answers.

Answers

1 coexist **2** underrated **3** rediscovered **4** overvalue **5** intergenerational **6** mistime

✓ EXAM SUCCESS **Ask students to read the text in the Exam Success box. In pairs, have students think of other approaches they could use with word-formation exercises. Refer them to Exam Success on page 133 to compare their ideas.**

TEACHER DEVELOPMENT: LANGUAGE

Word formation

For word-formation tasks, ask students to look at each gap closely and consider what part of speech is needed (noun, verb, etc.) and to consider whether a negative or positive word would make sense in the context. Students can then look at all the possible combinations of prefix and suffix for something that meets this criteria.

Honest, for example, can become an adjective (*honest*), noun (*honesty*) or adverb (*honestly*). All of these are made negative with the prefix *dis-*. Looking at gap (c) in exercise 5, the students can deduce that an adjective is probably needed as a noun (*opponents*) follows. The verb *sabotaged* suggests some wrongdoing so it is likely from context that a negative word is needed here, and therefore *dishonest* is the correct answer.

5 Students put the words in red into the correct form to complete the text. Remind students that they may need to add a prefix, a suffix or both. Note that some students may have given *unsurprisingly* for the first answer which is both grammatically and in some ways contextually correct. *Surprisingly* is the more suitable option, however, given the diversity of the people listed in the article.

Answers

a surprisingly **b** impossible **c** dishonest **d** privileged **e** irrational **f** unreliable **g** underrated **h** Unfortunately **i** insanely **j** misfortune

6 SPEAKING Students work with a partner to discuss the questions. Set a time limit and then open up the discussion to the class.

HOMEWORK

Assign students activities 1–3 and 6 on page 7 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp10–11

Succeeding in academic interviews

To become aware of what type of answer an interviewer expects you to give, to learn how to prepare effectively and practise how to respond appropriately during an interview

FAST TRACK

You could ask students to read the Key concepts before the lesson and look up any terms they don't understand in their dictionary to prepare for the topics that are going to come up in the lesson. Students could also complete exercise 1a and make notes for their answers to the questions so they are prepared to start exercise 1b at the beginning of the lesson.

BACKGROUND INFORMATION

University applications and interviews can be a daunting prospect for many students as they are faced with unfamiliar processes and high expectations. Not all university courses in the UK require an interview, but they can be as important as the exam grades. Interview questions vary from institution to institution and between courses. Students won't be able to predict every question that may arise, but there are ways to prepare for likely questions as well as specific techniques students can learn, to handle unexpected questions.

WARMER

Ask students if they have ever been to an interview (e.g. for a part-time job) and what questions they were asked. If students haven't been interviewed, you could ask them to think of an interview they have seen (e.g. on TV, etc.). Ask students if they think the interview went well, and if so what they did to achieve this. In pairs, ask students to write a list of things that can make an interview unsuccessful (e.g. being too nervous, not answering the question specifically, etc.). Nominate students to share their ideas. Ask them to keep their lists as they will refer back to them later in the lesson.

Finally, ask students to read through the lesson objectives and Key concepts and check that they understand the vocabulary.

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1a Ask students to match the interview questions to the areas of academic study.

Answers

1 b **2** d **3** a **4** e **5** c

1b SPEAKING In pairs, students discuss possible answers to the university interview questions in exercise 1a. Nominate students to give their answers.

FAST FINISHERS

Ask pairs who finish quickly to review their answers and see if they can find more information or evidence online to back up their responses.

2 READING Tell students they are going to read some advice about preparing for interviews. Ask students to read the first paragraph and answer the question.

Answer

The purpose of the interview is to assess an applicant's intellectual rigour (how strong their academic skills are), but also to find out if the applicant has the right kind of personality and aptitude for a course.

3 Ask students to read the rest of the article and decide whether the statements agree with the claims of the writer. Nominate students to give their answers and encourage them to identify the part of the text that helped them reach their answer.

Answers

1 YES … in essence, they're all designed to assess your aptitude and suitability for studying ...
2 YES … and this is no less important for arts and humanities students.
3 NO … as it is your factual knowledge that is evaluated.
4 YES ... they should still be able to provide valuable comments on your body language and the way you speak.
5 NO By pausing briefly, you will allow yourself time to formulate a coherent response.
6 NO It's also unnecessary to concede a point just because the interviewer challenges you ...

4 LISTENING 01 Tell students they are going to listen to an applicant and a tutor during a university interview. Ask students to look at the photo and then listen to the interview. Have them make notes on the applicant's performance. Draw students' attention to the bullet points. See p141 for the audioscript for this exercise.

5 SPEAKING In pairs, students ask and answer the questions. Nominate pairs to share their ideas.

Suggested answers

Performing well:

Flexible enough to change his position

Not afraid to ask for help with terminology

Good idea to give specific example – helps him develop his own argument

Good idea to talk about a lecture he's listened to and enjoyed

Advice:

Needs to extend early answers more

Take some thinking time – no need to fire off answer

EXTRA ACTIVITY

In small groups or pairs, ask students to refer back to the list they made in the Warmer of things that may negatively affect an interview. Ask them to discuss possible ways to prevent these things using ideas they have learnt in the lesson. Nominate a student from each group to share their solutions with the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Group work

Each Life skills lesson ends with a task that usually requires students to work in pairs or small groups. Though students may want to work with friends, it is a good idea to mix up groups to give students exposure to other ways of working and to other strengths and weaknesses. You could choose groups randomly (e.g. by giving students a letter A–E and then asking them to find their other group members), or you could prepare groups based on students' abilities and personalities. Circulate while students are doing a group task and check that each student is getting a chance to participate.

ACADEMIC TASK

Put students in pairs and tell them they are going to role-play a university interview. Ask them to follow the steps in the box.

- ***Step 1***
  Individually students write down a subject they're interested in and a personal interest.
- ***Step 2***
  Students consider, but not write down, why they want to take that course. Help with ideas if necessary (e.g. *It would be beneficial to a career, It's a subject I'm really interested in, It's not very common so I would be more employable*, etc.).
- ***Step 3***
  In pairs, students swap their notes from step 1 and follow the instructions.
- ***Step 4***
  Each student takes one of the roles listed and follows the directions for the role-play. Give students a time limit and then ask them to change roles. Help with any language issues. After the task, you could ask each pair to perform one of their role-plays and invite the rest of the class to provide constructive feedback on the applicant's answers.

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Listening p12

Listening for specific information to complete notes; using modifying comparative and superlative forms to complete sentences

FAST TRACK

Students could read through the text in exercise 3 at home before the lesson and predict what word could complete each gap. Check their suggestions at the beginning of the lesson, but do not confirm answers.

WARMER

Write the following words from the listening task on the board: *patience, self-control* and *confidence*. Ask students to think about how each of these qualities is important a) at school, b) at university and c) in their chosen future career. Nominate students to share their ideas.

1 SPEAKING In pairs, ask students to look at the photo and describe what they can see. Ask students how they think the person is feeling.

✓ EXAM SUCCESS **Ask students to read the text in the box about note completion activities. In pairs, have students think of any other suggestions for this activity type. Refer students to Exam Success on page 129 to compare their ideas.**

2 In pairs, students look at the notes in exercise 3 and guess what type of word is missing from each gap.

Answer

The missing words are all nouns.

3 LISTENING 02 Students listen and complete the notes. Remind students to write only one word for each answer. See p141 for the audioscript for this exercise.

Answers

1 child **2** patience/self-control **3** stress
4 exams/examinations **5** criticism **6** failure
7 confidence **8** promotion

TEACHER DEVELOPMENT: STUDENT TRAINING

Note completion listening tasks

As with other listening tasks, students will have time in the exam before the audio is played to read through the questions. Students should use this time to make note of any minimum or maximum word limits and to look at the gaps to see what part of speech or type of information they are looking for. Headings may be given in sections of the notes, which will also help students when listening out for particular information.

In some exams, students will only get one chance to listen, while in other exams, students might hear an audio recording twice.

4 SPEAKING **What about *you*?** Ask students to read the two questions and consider their own answers before discussing in small groups or pairs.

GRAMMAR Modifying comparative and superlative forms

Test before you teach

Write the following sentences on the board:

1 *My new car is faster than my old one.*

2 *This car is the fastest.*

Ask students to think of ways that they can add to the two sentences to modify them without changing the meaning (i.e. to say 'how much' of the adjective is used). Write students' answers on the board and ask them to indicate which of the two sentences they could be used in and where the word(s) should be placed.

Write the following on the board (if students haven't already suggested them) and ask students whether they belong in sentence 1 or 2 and whether they should be positioned before or after the superlative or comparative (or more than one of those): *a great deal, hardly, by miles, by far.*

Answers

a great deal goes before a comparative; *hardly* goes before a superlative; *by miles* and *by far* can go after a comparative or a superlative.

If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

5 Ask students to look at the sentences and say what types of constructions are used (comparatives and superlatives). Ask them to look at the words in bold and elicit their purpose (to show *how* different things are when comparing them). Draw students' attention to the position of the bold words in relation to the superlatives/comparatives and ask them to put the bold words in the correct part of the table. Nominate different students to read out the answers.

Answers

Before a comparative: ever, a great deal, slightly
After a comparative: by a long way
Before a superlative: easily, altogether, simply
After a superlative: ever

6 Ask students to add the words and phrases to the table in exercise 5. Remind students that some of them can go in more than one column. Check answers as a class and drill the pronunciation of some of the words students may struggle with: *scarcely* /'skeə(r)sli/, *significantly* /sɪg'nɪfɪk(ə)ntli/, *slightly* /'slaɪtli/, *considerably* /kən'sɪd(ə)rəbli/.

Answers

Before a comparative: a bit, a little, barely (any), considerably, far, much, hardly (any), (quite) a lot, scarcely (any)
After a comparative: by far, by miles
Before a superlative: by far, by far and away, much, quite
After a superlative: by a long way, by far, by miles

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TEACHER DEVELOPMENT: LANGUAGE

Answering with a modifier
Note that in spoken English, it is common to answer a yes/no question with some of the modifiers from exercises 5 and 6 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: *(Yes.) By miles.*

7 Ask students to complete the second sentence so that it has a similar meaning to the first sentence. Remind them to use the word given and not to change it. Feedback in open class.

Answers
1 is a great deal more important than
2 is considerably better at tackling
3 finished the race a little slower
4 competitors are much older than
5 quite the most exciting book I've

EXTRA ACTIVITY

Ask students to think of the last time they did something challenging (e.g. an exam, an interview or a physical challenge, etc.) and to write 4–5 sentences using the words and phrases in exercises 5 and 6 on how they feel they performed.

Refer students to the Grammar reference on page 134 if necessary.

HOMEWORK

Assign students activities 4–5 on page 7 and all of page 8 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p13

Talking about yourself in a personal interview

FAST TRACK

Before the lesson students could look through the questions in exercise 1 and make notes for their answer. They will then be ready to feed back at the beginning of the class.

WARMER

To prepare students for the speaking activity, have them brainstorm some of the topics that come up. Give students one minute to write five musical artists/bands they have listened to recently and five films they have seen in the past six months. Nominate students to share their answers. Ask students to work in pairs and form sentences about their choices using the comparative and superlative forms with modifiers that they learnt in the previous lesson. Model a few sentences for less confident classes, e.g. *I think Adele is significantly better than Sam Smith.* Ghostbusters *is my favourite film by a long way.*

Personal interview

1 Students look through the questions and decide which they would find easier to answer. Nominate students to share their answers, giving their reasons.

2 LISTENING 03 Tell students they are going to listen to three people answering some of the questions in exercise 1. Students answer questions a–d using the table to help them. Give students time to read through the questions before playing the track. See p142 for the audioscript for this exercise.

Answers

a Suggested answer		
Student 1	**Student 2**	**Student 3**
Question 9	Question 1	Question 12
b Suggested answer		
Immediately corrects himself and then moves on	Paraphrases when he can't remember the word	Avoids taking risks and so doesn't make mistakes, but sounds unnatural as a result
c Suggested answer		
passionate	uninterested	enthusiastic
d Suggested answer		
This student performs well because: He gives a relevant answer to the interviewer's question, and is able to extend his ideas. His intonation and pronunciation is natural. He uses a good range of vocabulary and grammar. He is able to self-correct. His use of language is appropriate.	This student does not perform as well as he could because: He does not give a relevant answer to the interviewer's question. He does not extend his ideas very much. However, his intonation and pronunciation are fairly natural and he is able to connect his ideas together using informal linkers and expressions.	This student does not perform well because: She does not use a wide range of vocabulary and expressions. She is unable to use contractions and intonation in a way that sounds natural in informal spoken English. Although she is accurate with her use of grammar, she is very hesitant, and sounds like she has prepared a speech.

3 Students put the expressions used by the speakers in exercise 2 in the correct place in the Speaking bank. Help students with pronunciation, particularly *actually* /ˈæktʃuəli/ and *basically* /ˈbeɪsɪkli/.

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Answers

Moving the conversation on: So anyway,
Reporting something: They say that …
Giving emphasis: In fact,
Repeating or paraphrasing: Like I told you,
Expressing your attitude: Basically,

4 Students choose three questions they'd like to answer from exercise 1 and make brief notes on each. Remind students not to write out complete answers as this won't help them speak naturally and spontaneously in the next exercise.

5 SPEAKING Students work in groups of three and choose role A, B or C. Ask students to look at what they have to do. Give them time to ask and answer questions and to give feedback before changing roles and repeating the activity. Remind them to use phrases from the Speaking bank.

✓ EXAM SUCCESS Have students read the text in the box about answering personal questions. Ask them if they can think of any phrases or sounds a native-level speaker might say or make when they hesitate or are thinking of what to say. Refer students to page 130 and read through the suggestions for this task type.

6 PRACTICE MAKES PERFECT SPEAKING In their groups of three, have students ask and answer other questions from exercise 1.

EXTRA ACTIVITY

Ask students to write down 2–3 extra questions that they think could come up in a personal interview. Then have students ask and answer the questions in pairs. Nominate different pairs to report what they found out about their partner.

HOMEWORK

Assign students page 9 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp14–15

Writing an informal letter of advice; using colloquial words and expressions to make statements less formal

FAST TRACK

Before class, students could read the text in exercise 2 and prepare their answers for the questions in exercise 1. Remind students to use the photos to help them and to look up any vocabulary they are unsure of in their dictionaries.

WARMER

Ask students in what context we often use the word *should* (Answer: giving advice). Elicit the connected verb *to advise*. Write the following prompts on the board: *feeling tired; not enough money; bad exam result.* Ask students what advice they would give in each situation.

An informal letter of advice

1 SPEAKING In pairs, students read the text and discuss the questions.

2 Ask students to read the reply from a first-year student at university and answer the questions.

Answers

Misha gives advice on the following topics. In each case he gives a reason, as suggested in the text in exercise 1.

learn to cook; it's better for your health and saves you money

set a budget; it'll help you pay for food and rent, and also have fun

make the most of Freshers' Week; it's a good way to make friends

get started on your reading; it'll help you manage your workload

use social media; it's another good way to make friends and connections

3a Students read through Misha's email again and find examples of informal writing. You could ask more confident students to do this from memory before checking their answers in the text.

Answers

informal opening: Hi Dani
contractions: you've; I'm; isn't; it'll; shouldn't; it's; that's; you're; I've; we'll; won't
phrasal verbs: look after; work out; stick to; link up with
expressions: be over the moon
question tags: won't you?
informal sentence structure: And we
informal close: Bye for now

EXTRA ACTIVITY

Ask students to look at the answers again for exercise 3a and discuss how these would differ in a formal email. Ask them to find more formal alternatives to the phrasal verbs used.

Suggested answers

Opening: Dear Sir or Madam
Contractions/Phrasal verbs/Question tags/ Expressions: Not used as frequently
Sentence structure: Don't start sentences with a conjunction.
Close: Yours sincerely/faithfully (faithfully is preferred in British English when the addressee name is unknown)
Sentences with phrasal verbs: *you have to look after yourself = you have to stay healthy*

3b Students find three different ways of giving advice in the email. Nominate students to give their answers. Ask students if they know any other common ways for giving advice, e.g. *Make sure you …; Don't forget …; If I were you, I'd …; One idea is …; It's important to/that …*

Answers

Any three from the following: you have to; learn how to; you shouldn't; it's definitely a good idea to; try your best to; One thing I learnt was to; It might be a good idea to; it's a great way to

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FAST FINISHERS

Ask students to make complete sentences using their answers from exercise 3b.

4 COHESION Ask students to complete the Writing bank with expressions from the email in exercise 2.

Answers

Starting: First things first,
Adding information: Talking about …
Changing the subject: By the way …
Generalising: At the end of the day,
Giving personal opinions: To be honest,
Reporting: I've heard that …
Qualifying what has been said: All the same …

TEACHER DEVELOPMENT: LANGUAGE

Informal cohesive structures

Informal cohesive structures have a less precise meaning than many of their more formal counterparts. The meanings given in exercise 4 are the more common/literal meanings. However, terms like *anyway, by the way,* etc. are sometimes used in informal writing as 'fillers' in the same way that fillers are used in speaking; *apparently* can be used to express uncertainty, e.g. *The child fell asleep, apparently exhausted after a long day*, etc. Exercises 5a and 5b offer a general guide to the relationship between more and less formal language. In many cases it would not be 'wrong' to use one of the terms in the right-hand column in informal writing. However, there may be a better, less formal alternative. The purpose of these exercises is to raise your students' awareness of some of these alternatives. There may be many others they can think of when they write their own email in exercise 8.

VOCABULARY Colloquial words and expressions

5a Students match the colloquial words and phrases 1–14 to the more formal equivalents a–n. For less confident students you could provide contextual sentences for ones they are finding more difficult. Nominate students to give their answers.

Answers

1 m **2** k **3** n **4** j **5** i **6** d **7** h **8** e **9** l **10** g **11** a **12** b **13** c **14** f

5b SPEAKING In pairs, students make the sentences less formal. If students have done the extra activity, they may be confident enough to do this without looking so ask them to cover exercise 5a. Nominate pairs to read their answers.

Answers

2 I can ~~prepare~~ cook my favourite ~~dish~~ meal – it's ~~extremely~~ really easy!
3 Students should ~~consider~~ think carefully about …
4 … the best way to ~~contact~~ get/keep in touch with …
5 I always ~~verify~~ check …

5c Students discuss whether they agree with the statements in exercise 5b. They could do this in small groups or open class. Encourage students to back up their opinions with reasons.

6 COMMON MISTAKES Remind students that a common error in written exams is to write too formally or informally so they should always consider this before writing and when checking. Ask students to correct the errors in formality in the email.

Suggested answers

… ~~it is recommended that~~ **it's a great idea** ~~you explore~~ **to have a look around** … ~~This will facilitate your punctual arrival at the correct classroom before each lesson commences and you will not need to keep referring to your map~~ **That way you'll find it much easier to get to the right classroom before the start of each lesson and you won't need to keep checking** … ~~In addition, ensure you purchase all of the necessary equipment~~ **Also make sure you buy all the stuff you need**, ~~such as~~ **like** … ~~obtain~~ **get** … ~~I consider it extremely important to attempt to smile~~ **I think it's really important to try to smile** … ~~as you will appear more friendly and approachable~~ **so you seem more friendly and approachable**.

7a SPEAKING In pairs, students say whether they agree or disagree with the advice in exercise 6, giving their reasons.

7b Students think what advice they would give someone just starting at their school. Ask them to think about things such as the school day, school rules, clothing and equipment, break time, lunchtime and school clubs and activities.

✓ EXAM SUCCESS **Ask students to read the advice in the box for writing informal texts. Remind them that presentation of informal texts still needs to be organised and clear. Refer students to Exam Success on page 131 for more suggestions.**

PRACTICE MAKES PERFECT

8 Ask students to read the task and use the Writing bank, the advice in the Exam Success box and ideas from exercise 7b to complete the task. Tell students that they should aim for between 220–260 words. Remind students to check their writing thoroughly for mistakes after.

HOMEWORK

Assign students page 10 in their Workbook or the relevant sections of the Online Workbook. Don't forget that there is also a revision page in the Workbook at the end of every unit.

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2 On trend

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about food preference and fashions
- discuss present and past habits using a variety of tenses
- pitch a business idea for a start-up company
- justify their opinions in a discussion about trends
- write a formal opinion essay using the appropriate register and structure

UNIT OVERVIEW

Vocabulary / Developing vocabulary	Trends Expressions related to fashion and trends Formal language
Reading	Are you one of tomorrow's trendsetters? CRITICAL THINKING Thinking about the significance of different trends and whether the fashion world is democratic
Grammar in context	Present and past habits Relative clauses
Life skills	The world of work: Pitching an idea
Listening	Radio interview – food trends
Developing speaking	Extended discussion – 1
Developing writing	An opinion essay
Exam success	Reading: Multiple matching Listening: Multiple choice Speaking: Extended discussion Writing: Guided essay

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 2
  - Grammar revision worksheet Unit 2
  - CEFR checklist Unit 2
  - Writing bank worksheet Units 2 & 4 – Essays
  - Literature worksheet Units 1 and 2

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–2
- Printable test Unit 2
- Gateway to exams Units 1 and 2 (end of Unit 2)

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Reading pp16–17

Discussing trends and fashions; reading for global understanding and specific information

FAST TRACK

You could ask students to read the article on page 17 before the lesson and to answer exercise 2. They could also read through the statements in exercise 1a and prepare their answers to exercise 1b.

WARMER

Hold up or display some photos of various fashion trends from the past. Ask students to work in small groups to put the photos in time order. Discuss their answers as a class and elicit the word *trend* ([noun] a gradual change or development that produces a particular result). Ask students what trends there are this year and how they differ from last year.

VOCABULARY Trends

1a SPEAKING Students work with a partner and discuss the meaning of the words in bold. Nominate pairs to give their answers.

Suggested answers

1 catch on = to become popular or fashionable
2 outdated = no longer relevant/fashionable/usable
3 must-have = something that is so exciting, modern or useful that everyone wants to have it
4 cutting-edge = extremely modern and advanced
5 backlash = a strong, negative reaction by a large group of people
6 fusion = a blend, a mix
7 social influence = the pressure or expectations of society which shape people's behaviour
8 vintage = describes clothes which are old, but kept in good condition because they are interesting or attractive
9 in the know = having knowledge of a new development or situation that most other people don't have
10 on trend = in keeping with the latest fashions

EXTRA ACTIVITY

Ask students to look at the bold words from exercise 1a and see if they can work out the part of speech (i.e. word type) for each one. Allow students to use their dictionaries to check.

Answers

1 phrasal verb **2** adjective **3** adjective (but note that it can be used as a noun without a hyphen, e.g. *The phone is this year's must have.*) **4** adjective **5** noun **6** noun **7** noun **8** adjective **9** adjective phrase **10** adjective phrase

1b In pairs, students discuss whether they agree or disagree with the statements in exercise 1a. Encourage students to give examples and reasons to support their answers.

TEACHER DEVELOPMENT: LANGUAGE

The word *trend*

The word *trend* has a number of derivatives including the adjectives *trendy* or the increasingly common *on trend* (meaning *fashionable*), and related expressions. Someone who *sets a trend* (i.e. starts a trend) is known as a *trendsetter*, and if you *buck a trend* you succeed in doing something even though there's a tendency for it not to happen. The word *trending* is now very commonly used if something is a popular subject being discussed on social media, e.g. *Beyoncé's latest single is currently trending (on Twitter).* We can also consider the etymology of the word trend. *Trend* has Germanic roots, and in Middle English, *trenden* meant *to turn round*, and in Old English, *trendan* meant *to roll about.*

2 READING Ask students to read the article quickly and decide which sentence provides the best summary of the article.

Answer

a

✓ EXAM SUCCESS **Ask students to read the advice in the box about multiple-matching tasks. Remind them of the meaning of 'paraphrasing' and give an example from the text if necessary. Ask students if they can think of any other ideas for approaching this task type, then refer them to Exam Success on page 128 to compare suggestions.**

3 Help students prepare for the task by giving them time to underline key words in the statements in exercise 3. Ask them to think about synonyms for the words or different ways that the statements could be phrased. Give them a time limit to read the article before nominating students to give their answers. In feedback, ask students to give the exact words or phrases from the article that helped them with their answers.

Answers

1 B
A lot of it has to do with social influence, and that's not just true of clothing. ... They just want to keep up with everyone else.

2 C
… the hippies of the 1960s would wear denim and dungarees as a symbol of their belief in working-class attitudes, and used to buy these second-hand to demonstrate their anti-consumerism stance. …These [outfits] were then replicated by high street stores who sold them in bulk to the middle class, … Certainly, these shoppers were unaware of their clothing's political origins.

3 A
At the forefront of cutting-edge fashion, Japan develops new trends at a rate that's hard to keep up with.

4 D
… wearing gold earrings a few years earlier for fear of public ridicule …

5 E
[Wigs] were discarded in France … and no-one wanted to draw attention to their aristocratic heritage. In England the explanation for their disappearance was more mundane: the government had introduced a wig powder tax, immediately driving down demand.

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6 F
You no longer require an expensive marketing campaign to establish your name, just a genuine ability to create something original.
7 A
… whether items in this hue fly off retailers' shelves or, as seems far more likely, end up in a mountainous pile in the sale bin.
8 D
It then became potentially dangerous to wear knee breeches in public as these were associated with aristocratic values.
9 E
For ordinary people gazing up at the silver screen, … represented a lifestyle to aspire to.
10 B
That would be a fad, best avoided by any self-respecting fashionista, but such things will keep popping up to torment us!

FAST FINISHERS

Ask students to suggest headings for each paragraph in the article.

EXTRA ACTIVITY

Ask students to close their books and write the following on the board: *Japan, kale, the French Revolution* and *wigs*. In small groups ask students to discuss how these are relevant to the article. After five minutes, allow students to open their books and check their answers.

Suggested answers

Japan is a country that many Europeans look to for cutting-edge fashion trends; Kale is an example of how trends spread by social influence; The French Revolution is an example of when trends became political. In France, people wore certain clothes to either associate or disassociate themselves with aristocracy. People wore wigs to imitate the monarchy after Louis XIII started wearing them, but many people stopped wearing them during and after the Revolution (1789-1799).

4 CRITICAL THINKING Give students time to consider their own answers to the two questions before discussing in pairs or small groups. You could open up the second question to a class debate and allocate a set amount of time for someone from each 'side' to give their opinion. At the end of the debate have a class vote on the issue.

Example answer

In my opinion, the final paragraph in the article where the author talks about trends spreading on the Internet is the most significant as this is an area that has changed most in recent decades. The speed at which a trend can spread has increased dramatically. I think fashion has become more democratic because even though there are still big brands and fashion houses, many of the people setting trends are just 'normal' people with their own video and photo-sharing sites. These people often gain thousands of followers.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionary.

Answers

hue = a colour or shade
at the forefront = in the leading or most important position
pin down = understand or describe something in a precise way
catch on = to become fashionable with many people
stance = a strong opinion or attitude towards something
pass off = to convince people that something inauthentic is really genuine
mainstream = considered normal by most people
mundane = very ordinary, and so not very interesting or worth noticing
as a means = as a way of doing or achieving something
on a shoestring = using or having a very small amount of money

FAST FINISHERS

Ask students to find 3–4 more words or phrases in the article and check their meaning in the dictionary. Ask them to write a sentence using each one. When the rest of the class has finished, ask the students to share the new vocabulary they have learnt.

TEACHER DEVELOPMENT: STUDENT TRAINING

Inferring the meaning of unknown words

Inference subskills are used when listening or reading, and require the student to work out something which is not explicitly stated in a text. Inference can be considered part of the critical thinking process.
In every reading lesson at this level, students are required to look at a number of words in the text and infer their meaning both from context and from their knowledge outside of the text. By looking at the words and sentences before and after the selected word, students are likely to find the correct meaning or something close to the correct meaning. Take the following example from the text on page 17: *It remains to be seen as to whether items in this* ***hue*** *fly off retailers' shelves […]* From the words before and after *hue*, students can deduce it is likely to be a noun. As it is referring to clothes it is likely to be colour, material, pattern, size, etc.
When checking exercises, it is a good idea to go through students' process of working out so that they develop a set of techniques for guessing accurately.

6 SPEAKING **What about *you*?** Students discuss the questions in pairs or small groups. You could open the discussion up to the class and hold a vote on the most and least popular fashion eras.

HOMEWORK

Assign students pages 12–13 in their Workbook or the relevant sections of the Online Workbook.

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Grammar in context p18

Talking about present and past habits using different tenses

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1a, 1b and 2 at home. Check answers at the beginning of the lesson and if students are confident with form and usage you can spend less time on this in class. You could do exercise 3 orally in open class before moving onto exercise 4.

Test before you teach

In pairs, ask students to think of as many ways of talking about habits in the past and the present as they can. After a few minutes, nominate pairs to give their answers and write the correct ones on the board in two columns (one for past, one for present). If students have come up with more than one example for each, ask them if they know in what situation we might use each. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Present and past habits

1a Ask students to look at the sentences and answer the questions. Nominate students to give their answers.

Answers

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

1b Ask students in which sentences we have to stress *will* and *would*. For less confident classes you could read the sentences aloud to help them identify the stressed words.

Answer

In sentences b and d

TEACHER DEVELOPMENT: PRONUNCIATION

Will* and *would

When not emphasised, *will* is pronounced with the weak /ɪ/ sound that's closer to *pull, full,* etc. rather than *pill, fill,* etc. *Would* in its strong form is pronounced /wʊd/, but when it's not emphasised is closer to /wəd/. Drill the pronunciations with students and ask them to note when to stress these words in the sentences in exercise 1a.

2 Students choose the correct alternative then match each use (1–8) to a sentence (a–h) in exercise 1a.

Answers

1 *would* (stressed); b **2** *will* (stressed); d **3** would; f
4 used to; g **5** present simple; c **6** will; e
7 present continuous; a **8** past continuous; h

EXTRA ACTIVITY

Ask students to choose three of the usages from exercise 2 and write an example for each. In pairs, students then read each sentence aloud to their partner using the correct stress where relevant and their partner has to identify the use.

3 Students decide which of the sentences express the idea of habit. Remind students that a 'habit' is something that happens or has happened repeatedly and not just as an isolated event.

Answers

The sentences expressing habit are 1, 4 and 5.

4 Students complete the dialogues using the forms in exercise 1a. Remind students to use contractions for *will* and *would* if the form is unstressed. Check answers as a class, encouraging students to say why they chose the particular form.

Answers

1 are constantly/always texting, *will* (stressed) keep
2 'd/would/used to spend, used to make
3 drives, would (stressed) waste

EXTRA ACTIVITY

In pairs, ask students to choose one of the mini-dialogues in exercise 4 and extend it with one extra part for A and B. Ask students to practise reading their dialogues aloud, before asking pairs to perform them for the rest of the class.

5 Students match the pairs of sentences.

Answers

1 b **2** e **3** a **4** d **5** c

6 SPEAKING In pairs, students use the structures for present and past habits to talk about the given topics. Circulate while students are talking and make notes of any errors to correct in class feedback.

Refer students to the Grammar reference on page 135 if necessary.

HOMEWORK

Assign students page 14 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p19

Talking about food preferences and fashions using collocations

FAST TRACK

You could ask students to complete exercises 1a and 1b at home. Allow students to check their answers using a dictionary. Review answers at the beginning of class before starting exercise 2.

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WARMER

Write the word *trend* on the board and ask students to work in small groups and come up with as many expressions using the word, or other words derived from it. Give students a time limit and then write their answers on the board, or if there might be a lot of answers, ask the person with the longest list to read their list out.

Suggested answers

trending, trendy, on trend, buck the trend, set a trend, etc.

Tell students they are going to look at different ways of expressing trends in the lesson.

Expressions related to fashion and trends

1a Students match the phrases (1–7) to a suitable ending to form collocations. Nominate students to give their answers.

Answers

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

1b Students match each collocation to a definition. Ask them to give their answers. To help students consolidate the meaning, you could ask follow-up questions using a few of the phrases: *What things are people wearing at the moment that are just a passing fashion? Do you keep up with the latest fashions? How? What do you think will be back in fashion next year?*

Answers

1 to be (back) in fashion
2 to keep up with the latest fashions
3 the world of fashion
4 to make a fashion statement
5 to start a new fashion
6 a passing fashion
7 the height of fashion

FAST FINISHERS

Ask students to write example sentences for each collocation in exercise 1a.

2 Students use the collocations in exercise 1a to rewrite the underlined section in each sentence. Remind them that they may need to add other words.

Suggested answers

2 The world of fashion was impressed …
3 … but now they seem to be back in fashion.
4 … he's going to make a fashion statement.
5 … I can keep up with the latest fashions.
6 … the height of fashion.
7 … I've started a new fashion.

3 Ask students to look at the words in the box and check they are confident with the pronunciation of *radar* /ˈreɪdɑː(r)/ and *vogue* /vəʊg/. Ask students to complete the sentences with the words in the box. Check answers as a class.

Answers

1 rage **2** radar **3** thing **4** slave **5** buck **6** vogue

EXTRA ACTIVITY

Ask students to think of someone they know or a celebrity who they think is very fashionable or interested in fashion and ask them to write a short paragraph (around 100 words) describing their clothes and attitude using at least three of the new expressions from exercise 3. Always get students to make notes before they write.

4 Ask students to read the text in exercise 4 quickly and then complete the text with the words in the box.

Answers

a statement **b** rage **c** keep up **d** vogue **e** radar **f** back **g** passing **h** mainstream **i** big

EXTRA ACTIVITY

Ask students to close their books and write the following decades on the board: *1960s, 1970s, 1980s, 1990s and 2000s*. Ask students if they can remember what the article says about the trends in those eras.

Suggested answers

1960s: lots of processed and instant foods; 1970s: people copying restaurant foods; 1980s: elaborate presentation; 1990s: more food from around the world, more low-fat alternatives; 2000s: more seasonal and locally-produced ingredients and home-cooked food back in fashion

5 SPEAKING **What about *you*?** Ask students to consider their answers to the questions before discussing in pairs or small groups. Nominate students to share their group's answers.

EXTRA ACTIVITY

In pairs, ask students to research the food trends of a particular decade and put together a sample menu with two or three options for each course based on their findings.

HOMEWORK

Assign students activities 1, 2 and 5 on page 15 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp20–21

Pitching an idea

To become aware of what appeals to customers and investors, to use a variety of presentation strategies effectively in a pitch for a product or service

FAST TRACK

You could ask students to read the statements in exercise 2 and the article and then complete exercise 3 before the lesson. Correct their answers after completing exercises 1 and 2 in class. Students can then move on to the more detailed reading in exercise 4.

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BACKGROUND INFORMATION

The term 'start-up' became widely used in the late 1990s, when lots of Internet-based companies were founded (and failed!). The term 'start-up' generally applies to a small company in its early stages, typically an entrepreneurial venture in a new or fast-growing area of business. Such entrepreneurs aim to meet the needs of the market by producing an innovative service, product or process.

Most start-ups or small businesses rely on outside investment for capital. To get such investment, entrepreneurs will usually have to make a 'pitch' alongside their business plans. A pitch is a short presentation designed to convince investors of the profitability of their business. Even if students do not eventually go on to work in a business field, the skills that students learn in this lesson will aid them in all types of presenting as well as increase their confidence more generally.

WARMER

Before the lesson, prepare a pitch for an imaginary product or business (or use the model pitch below). Put students into small groups and tell them to imagine they have 10,000 euros (or other currency) to invest. Ask them to listen to your pitch and then discuss whether they want to invest the full amount, part of the amount or nothing at all. Ask them to reflect on what would have made them invest if they chose not to, or what made them want to invest if they did.

Model pitch:

[Stage 1: Introduction of the presenter and the product]

Hello, my name's Ellie, and I'm a student from Manchester. A few months ago I was revising for exams. On a train journey back from visiting a friend, I lost my bag somewhere with all my books and revision notes in it. I could buy the books again, but all my notes were lost. That's when I came up with the idea for the StudyPen – a simple invention that can save you time and hassle when you study.

[Stage 2: Explanation of how the product works]

It looks like an ordinary pen, but when you highlight or annotate text in a book, it scans it and uploads it directly to your computer. This means that if you ever lose your books, you still have the key parts and your notes backed up. It also saves you time writing out your notes again.

[Stage 3: Statement(s) about why the product is unique]

There is nothing like this on the market yet, so we would be the leaders in this type of product. I believe this product would be valuable to anyone studying, so we could potentially have lots of sales.

[Stage 4: Request from the listeners (the investors)]

I would like to ask you for an investment of 10,000 euros. I would use this money in a big marketing campaign and also to work on the technology of the pen so that it can do even more.

[Stage 5: Ending]

Thank you for listening.

Ask students to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

1a SPEAKING In pairs, ask students to read the information about the TV series *Dragons' Den* and then consider the question. Nominate different pairs to give their answers.

1b Ask students to consider what type of business they would most like to start up. Students then work in pairs and explain their choices. Remind students they can use the ideas listed to help them.

2 Students read the statements about making a pitch and decide whether each statement contains good or bad advice. Students then compare their answers with a partner.

EXTRA ACTIVITY

In pairs, ask students to think of two more pieces of good advice to add to the list.

3 READING Students read the article and then decide if, according to the writer, the statements in exercise 2 give good or bad advice. Nominate students to give answers and ask them if they agree with the writer in each case.

Answers

The writer of the article makes the following points from exercise 2, and these statements therefore give good advice according to the article:

1 They use clear gestures to reinforce their points, convey emotion and give off an air of confidence.

6 Instead, anticipate what their likely needs and problems are, and, even better, if there is an opportunity to ask them a series of questions before making your actual pitch, seize it.

8 Anticipate the kind of questions your customers or investors are going to ask. Some of these questions will be deliberately provocative, which is fair enough, considering that you are asking them to part with their money. Put yourself in their shoes; write out a list of questions, and then plan your answers …

4 Students read the website article again and explain why the pieces of advice (1–4) are good ideas. Remind them to use their own words and not to copy directly from the text.

Suggested answers

1 When presenters smile, they give the impression that they are enthusiastic and excited about the product/service they are selling. The audience is more likely to listen to someone who seems so positive. If the smile seems natural, people might put their confidence in that person – more than in someone who seemed negative and unfriendly.

2 It's important for a presenter to project their personality, because investors are looking for the kind of traits and characteristics that suggest he or she will make a success of the product or service.

3 Using a story helps bring the product or service to life, and provides evidence of why it is useful or beneficial. It can help convince investors that the presenter is aware of a need or consumer demand that they didn't know about.

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4 Focussing on benefits will set a presenter's service or product apart from similar services and products. The audience needs to be very clear how the product or service will improve their lives.

5a LISTENING 04 Students listen to the track and answer the question. See p142 for the audioscript for this exercise.

Answer

A food home-delivery service which provides the ingredients and recipes for healthy meals

5b 04 Students listen to the track again and make notes on the presenter under the given categories.

Suggested answers

1 The presenter uses his voice to good effect by using a wide range of intonation, pausing for emphasis and also pausing to let his audience have a moment to anticipate what is coming next. He also stresses key words.

2 He uses humour when he describes the terrible condition of his fridge: he is describing a situation which people in his audience might relate to – even if no-one (including himself) would normally admit to it.

3 He describes the benefits by using hypothetical language – such as 'How would it be if …?' and 'What if …' and 'Imagine …'. By using these structures, he is helping his audience to visualise the service and really see how useful it would be. He also uses a range of adjectives – e.g. healthy, balanced, delicious – to persuade his audience.

4 He closes his presentation by introducing the name of his service (Food Guru) and making a clear, firm statement about what it offers. In this way, he has moved from describing a 'dream' – something the audience can fantasise about, to saying 'this is reality', something the audience can now access.

EXTRA ACTIVITY

Hand out (you could also display it on the board) copies of the audioscript (on p142 and on the Teacher's Resource Centre) to students and give them time to read through the presentation. Play the track again so students can hear the emphasis, tone and pauses that the speaker uses. Ask students to have a go at reading the presentation to a partner, making it as engaging as possible.

LIFE TASK

Tell students they are going to work with a partner or in a small group to put together and present a pitch for a start-up.

- ***Step 1***
  In their groups, students choose one of the start-up ideas from exercise 1a. If students are having trouble deciding on one, ask them to brainstorm a few of the ideas and choose the one they come up with most benefits for. Once they have chosen, students note the details and main benefits of the product or service for their customers.
- ***Step 2***
  Students prepare notes for the story. Ask them to add some humour or something 'light-hearted' to the story if they can. Circulate and help students with suggestions if they are struggling for ideas.
- ***Step 3***
  Ask students to practise their pitch. Ask groups to choose if one person or multiple people will be making the pitch. Remind students to use their notes, but not to read from them.
- ***Step 4***
  Give each group time to make their pitch to the class. Make notes (or a video for self-reflection) during each presentation so you can feed back at the end of class.
- ***Step 5***
  Ask students to decide how beneficial other groups' services or products would be to them on a scale of 1–5. After all the presentations, ask students to say which product they awarded '5' to and see which was the most popular.

Listening p22

Listening for feeling, opinion and detail; using relative clauses to talk about food experiences

FAST TRACK

Ask students to read the Exam Success box on page 22 and the advice on page 129 before the class. They could then read through the text in exercise 2 and prepare for the listening by looking at key vocabulary and considering what information they should listen for. Students will then be ready to start the listening task as soon as they have completed the speaking activity in exercise 1.

WARMER

Write the following decades in one column on the board: *1960s, 1970s, 1980s, 1990s, 2000s* and the following in another column: *home-cooked food, instant mashed potato, low-fat alternatives, elaborately presented food, copies of restaurant food.* Ask students to work in pairs and see if they can remember the text from the Developing vocabulary lesson on page 19 and match the decades to the food trends. Ask the class if they can identify any food trends between 2010 and the current year.

1 SPEAKING Students work with a partner and discuss the question. Choose pairs to share their answers.

✓ EXAM SUCCESS **Ask students to read the text in the box and discuss any other strategies they have for multiple-choice listening tasks. Refer them to Exam Success on page 129 to compare their ideas.**

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2 LISTENING 05 Tell students they are going to listen to a radio interview about future food trends. Give them time to read through the questions and answers and underline key vocabulary. Play the track. For less confident classes you could pause the track after each answer given so they have time to consider their answers. See p142 for the audioscript for this exercise.

Answers

1 b
The thing is, though, that food's such a fundamental part of our lives – for everybody, all around the world. It affects our health, it affects how we feel. So there's a natural tendency to think about food …

2 d
But what we're seeing is burgers that go beyond the usual fillings of fish, beef or chicken. These new burgers include things like duck, lobster, tofu and squid …
I hadn't expected so much variety. And then there's the bun, which is being replaced by …

3 b
Presenter: So, what you're saying is, it's fusion food – a blend of European, Indian and Middle-Eastern cooking?
Simone: Yes, and also local African cooking traditions as well, so it's not the same as food found anywhere else in the world.

4 a
I'm just concerned that it's not very practical – depending on where you are. Those living in apartment buildings …

5 c
Presenter: So, in some ways this is a bit like 'brunch' – a combination of two popular meals?
Simone: I think you're right. It's just a continuation of a trend that's been around for a while.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Personalisation

Personalisation is when students express their own opinions, feelings, emotions or experiences. It is particularly important as it makes communication activities meaningful, and makes the tasks more meaningful to students. It also helps students remember language as they have connected it to their own life experiences.

The What about *you*? speaking tasks encourage personalisation, but you can encourage it at any point in the lesson by asking follow-up questions such as *What do you think? In your experience is this true?*, etc. Some students, for various reasons (some of these are discussed in Unit 7), might be reluctant to talk about their own feelings/experiences, in which case, try to encourage them to talk about what they know about the feelings and experiences of other people instead.

3 SPEAKING **What about *you*?** Students consider their answers to the questions individually before discussing in pairs or small groups.

GRAMMAR Relative clauses

Test before you teach

Ask students to list as many relative pronouns as they can. Write their answers up on the board (*which, that, who, where, whose, what, when, why, whom* [very formal]).

Ask students if they can write an example of a defining relative clause in their notebooks using one of the relative pronouns suggested. Circulate to see if students are able to write correct example sentences with correct punctuation. After a few minutes write a correct example using *which*, *who*, *when* and *where*. Ask students in which sentences we can replace the pronoun with *that* (in sentences using *which* and *who*). Ask students if and when it is possible to leave out the relative pronoun (when the pronoun is also the object of the main clause).

Then ask students when they think a non-defining relative clause is used, and ask them to write an example. Nominate students to give answers and put the correct ones on the board, ensuring there is a comma after the main clause. Ask students if we can replace *which* or *who* with *that* in these clauses (No, we can't.). Ask students if they think these clauses give essential or extra information (extra). If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

4 Students read sentences (a–e) and decide who or what the relative pronouns (in bold) refer to. Students then decide whether the statements in 1–5 are True (T) or False (F). Ask them to correct the false sentences.

Answers

a which = the Food Show
b that/which = burgers
c where = South Africa
d who/that = chefs
e (relative pronoun *that/which* omitted) = This last one, i.e. brinner

1 F Commas are required at the beginning and end of ~~defining and~~ non-defining relative clauses.
2 T
3 T
4 F *Where* cannot be replaced by *that* in relative clauses (except in defining relative clauses if a preposition is added to the sentence, e.g. *This is the city* ***that*** *I live* ***in***).
5 F In ~~non-~~defining relative clauses the relative pronoun can sometimes be omitted. (It can be omitted if it is the object of the verb in the relative clause.)

5 Students complete the second sentence so it has a similar meaning to the first sentence using the word given. Remind them to include the word given and to use commas where necessary. Ask them to put the relative pronoun in brackets if it can be left out. Nominate students to give their answers.

Answers

1 2007, when I was travelling in Asia, I
2 sandwiches, which we've just tried, are
3 new app (that) you can use
4 restaurant, where I ate last night,
5 is the reason (why) it
6 has been set up that/which only

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TEACHER DEVELOPMENT: PRONUNCIATION

That in relative clauses

Draw students' attention to the pronunciation of *that* in relative clauses, as the weak form /ðət/ is usually used by native-level speakers. Drill full sentences with the class so they get used to the rhythm. Point out that your students can hear fluent American and British English pronunciation models of words on electronic dictionaries such as the online Macmillan Dictionary at any time they need to. Also remind your students that speaking with an accent can be perfectly fine if the pronunciation of a word does not lead to confusion with the pronunciation of another word by the listener.

EXTRA ACTIVITY

Ask students to work in pairs and discuss the following situations: 1 a restaurant where they had a memorable meal, 2 a dessert that they particularly like, 3 a family member whose cooking they love. Circulate and check that they are using defining and non-defining relative clauses accurately.

Refer students to the Grammar reference on page 135 if necessary.

TEACHER DEVELOPMENT: LANGUAGE

Defining and non-defining relative clauses

In defining relative clauses, the information given is necessary to identify who or what is being talked about. If the clause is removed, the sentence either doesn't make sense or has a significantly different meaning. For example, *People who hate ice cream are rare* becomes *People are rare* without the defining clause. In non-defining relative clauses the information given is extra and not essential to the meaning of the sentence: *The student, who lives far away, was late for class.*

In defining relative clauses, the pronoun *that* can replace *who, whom* or *which*. Note that the relative pronoun can only 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. Students can see when a relative pronoun is the object of the clause because it is followed by another subject + verb. Compare the two sentences:

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 the subject of the relative clause ('the person helped'). In the second sentence, the pronoun can be omitted because 'the person' is the object of the verb 'helped'.

In non-defining relative clauses, you can't replace the pronouns with *that* or leave out the relative pronoun. Also, non-defining relative clauses are always separated from the rest of the sentence by commas, unlike defining relative clauses, which have no punctuation.

HOMEWORK

Assign students activities 3–4 on page 15 and all of page 16 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p23

Discussing trends using phrases for justifying opinions and agreeing and disagreeing

FAST TRACK

Before the class, ask students to write notes for their answers to the questions in exercises 1 and 2 so they are ready to start the tasks at the beginning of the lesson.

WARMER

Ask students to stand up and tell them that one wall of the classroom is for 'agreeing strongly', another for 'agreeing partially', the third for 'disagreeing strongly' and the fourth for 'disagreeing partially'. Read out the statements below. For each one have students go to the wall that best suits their personal opinion. Nominate students to give reasons for their opinions. Repeat for each statement.

- **People who are slaves to fashion are often quite boring as people.**
- **Everything useful and necessary to humans has already been invented.**
- **Young people make better entrepreneurs.**
- **We should all eat salad at least once a day as it's healthy.**

Extended discussion – 1

1 SPEAKING In pairs, students discuss the questions. After a few minutes, open the discussion up to the class so students can share their views.

2 Tell students that the questions in exercise 2 are ones which an examiner may ask in a speaking test. Ask them for any ideas they have for giving a good response in an exam (e.g. *providing examples, using interesting language, acknowledging alternative views*). Give students time to read through the questions, then in pairs they ask and answer alternate questions.

3a LISTENING 06 Tell students they are going to listen to two students answering questions 5 and 6 from exercise 2. Ask them to note down their main points. See p142 for the audioscript for this exercise.

Suggested answers

Student 1: Marketing and celebrity endorsement can have a big impact on commercial success; high prices can also make people feel like they're getting a special, exclusive product.

Student 2: It depends on the type of trend: important trends related to cultural evolution do reflect on society as a whole, but other trends are more limited, e.g. to certain generations or groups within society.

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3b In pairs, students discuss whether the points made in the audio track matched their own.

4 06 Play the track again and ask students to match the phrases (1–6) to the points made (a–f). Nominate students to give their answers.

Answers

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

5 Refer students to the Speaking bank and ask them which section each phrase in exercise 4 belongs to.

Answers

Phrases for justifying your opinion: quite a lot of research has been done to back this up; this is only anecdotal, but …; there's evidence to show that …

Phrases for agreeing: I would go along with the idea that …

Phrases for disagreeing: perhaps to *some* extent; I can't accept that

6 Ask students to consider the questions they didn't answer in exercise 2 and write some notes for anecdotes to extend their answers.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Managing discussions

If the discussion is being held as a whole class, make sure you are clear on the purpose of the discussion and what you expect from it – don't let it go off topic or go on for too long as students may become bored or not make relevant contributions. In class discussions, make sure you ask questions that encourage thought and engage students rather than simple *yes/no* questions. You could allow students some time to prepare their thoughts or make notes on the topic – this will give them more confidence and they'll be more likely to speak up. You could even make the preparation stage collaborative by having students comment on each others' initial thoughts, so they have already considered other points of view by the time they talk. If a discussion is proceeding well, take a 'step back' and allow students to discuss without your input. If you notice some students are not contributing, you could address them specifically with a question such as *Do you agree? What would you suggest?*, etc. If necessary, after a discussion ask students to repeat the discussion with greater attention to balance.

✓ EXAM SUCCESS **Ask students to read the advice in the box then refer them to Exam Success on page 130 for more suggestions on extended discussion tasks.**

PRACTICE MAKES PERFECT

7 SPEAKING Ask students to work with the same partner that they did in exercise 2 and to follow the instructions for Student A and B. Give Student A a time limit to discuss their questions before asking B to give their feedback. Ask them to change roles and repeat the task.

HOMEWORK

Assign students page 17 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp24–25

Writing an opinion essay

FAST TRACK

Have students read the text and complete exercises 6a and 6b at home before the lesson. You could check answers at the beginning of the lesson, or after students have completed the previous exercises.

WARMER

Ask students to imagine they are working in a full-time job. Ask them to think how they would spend the part of the income they have left after they have covered necessities such as rent and bills. Give some ideas such as holidays, going out, new clothes, music, the latest gadgets, etc. and ask them to allocate a per cent to each. Nominate students to give their answers and focus on the per cent students would spend on new clothes by asking some follow-up questions: *Do you think you will spend more as an adult than you do now? Do you think clothes are more important to you than they were to previous generations?*

An opinion essay

1 SPEAKING Ask students to look at the photo and discuss what they think the girl may be thinking. Then have students work in pairs and discuss the questions.

2 SPEAKING In pairs, ask students to read the writing task and discuss the questions.

Answers

1 Two.

2 No. It's a choice of two from the three listed. You cannot introduce additional groups into the answer.

3 No. You can use the opinions that are listed, if you want to, but you should use your own words.

Note: The opinions are there to help the students to generate some ideas. They can use these opinions, but they don't have to. If they do use them, they should try to paraphrase and use their own words as far as possible. It may be helpful to emphasise to your students that they are free to argue the opposite of what is expressed in the opinions, if they wish to. For example, they may argue that school uniforms are a bad idea.

3 Students read an essay based on the task in exercise 2 and answer the questions. Ask them to ignore the missing words.

Answers

The student discusses parents and schools. He/She thinks schools should do most.

EXTRA ACTIVITY

In pairs, ask students to discuss these questions:

1 What do you think of this student's ideas? Do your parents/school use any of these ideas? Are they successful?

2 What difference would it make if governments regulated advertising aimed at teenagers?

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4 COHESION Ask students to read the text again carefully and consider the relationship between reason and result. Ask them to look at each gap and decide whether what follows is a reason or result before choosing the correct option in a–i.

Answers

a As a result
b That is why
c so ('for that reason' would need to start a new sentence, or be preceded by 'and')
d therefore
e because ('as a result' would need to start a new sentence, or be preceded by 'and')
f since
g For this reason
h as ('consequently' would need to start a new sentence)
i which means that

EXTRA ACTIVITY

Ask students to look at the gaps in exercise 3 again and consider whether any other words would fit without changing the meaning.

Suggested answers

a Consequently **b** For this reason/Therefore
c therefore **d** so/as a result **e** since **f** because
g Consequently **h** because **i** therefore

5 Students look at the Writing bank to see features of formal essays. Ask them if they can identify any of these features in the student's answer in exercise 3. Nominate students to give their answers.

Answers

There is an introduction and conclusion.

There are several passive forms: *can be circulated*; *the need to be seen*; *is removed*. 'I' and 'you' are not used.

There are numerous complex sentences with two or more clauses. However, there are also single-clause sentences, e.g. *As a result, contemporary society is very conscious of clothing and appearance*. Students should aim for a balance between the two.

There is one phrasal verb: *keep up with fashions*. It is not 'wrong' to use phrasal verbs in more formal writing. However, in general they are less common.

There are no contractions in the model answer. Slang and idioms are not used either.

VOCABULARY Formal language

6a Ask students to match the underlined phrases in exercise 3 to the less formal phrases 1–8.

Answers

1 serious consideration
2 circulated instantly
3 interacting with their peers
4 financial hardship
5 greater influence
6 focus on different things
7 contemporary society
8 particular responsibility

6b Ask students to use the formal phrases from exercise 6a to complete the sentences. Nominate students to give their answers.

Answers

1 financial hardship
2 focus on different things
3 circulated instantly
4 greater influence
5 Contemporary society
6 particular responsibility
7 serious consideration
8 interacting with their peers

FAST FINISHERS

Ask students to choose 3–4 of the formal phrases from exercise 6a and write an example sentence for each.

7 COMMON MISTAKES Ask students to rewrite the excerpt from an essay making improvements to the language, style and formality.

Suggested answers

One important source of influence on teenage fashion is the Internet. ~~Personally, I like~~ **R**eading blogs and fashion news online **has become a popular pastime**. ~~For~~ **As** a result, printed magazines are declining in popularity. Fashions change quickly these days, ~~that~~ **which** means that monthly fashion magazines ~~can't~~ **cannot/are unable to** keep up with the latest trends. Blogs and personal webpages give young people the chance to share their own styles; ~~consequent~~ **consequently**, they can influence the world of fashion themselves. ~~Therefore~~ **Since** the Internet allows new trends to be ~~shown around very quickly~~ **circulated instantly**, its influence ~~will be~~ **is likely to get** even stronger in the future.

✓ EXAM SUCCESS **Ask students to read through the box then refer them to Exam Success on page 132 for further suggestions on guided writing tasks.**

8 SPEAKING Ask students to read the task and then discuss the influences and opinions they will include in their essay. You may want to point out to students that while the words 'trends' and 'fashions' often refer to clothes, they can also consider other areas such as technology, food and music. Refer them back to the Exam Success box to clarify what they need to include.

PRACTICE MAKES PERFECT

9 Ask students to look at their notes and decide which two influences they are going to write about. Ask them to think about which influence is the more important before they start writing. Remind them to include their own opinions and if they include the ones in exercise 8 to use their own wording. Refer them to the Writing bank and encourage them to check their texts against this when they have finished writing, too.

HOMEWORK

Assign students page 18 in their Workbook or the relevant sections of the Online Workbook.

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Reading p26

➤ TIP FOR READING EXAMS

Ask students to read the tip and to consider what they can do to prepare for these task types (e.g. underline key vocabulary, etc.). Refer them to page 128 for further suggestions.

1 Tell students they are going to read an article about techniques for self-promotion. For questions 1–10 they choose from the four sections A–D. Remind them that they can choose each section more than once. Give students five minutes to read through 1–10 and underline key words and phrases before reading the text and answering the questions.

Answers

1 C … for doing the exact opposite – being brief!
2 A … come about because …
3 D … negatively to straightforward bragging without any attempt to hide it, because …
4 B … the positive is incorrect.
5 A … is growing evidence from academic studies …
6 C … an anecdote which is entertaining and enjoyable ...
7 D … as simple as finding something you share with the person you're talking to, whether …
8 C … is to get a third party to brag for you.
9 A … of this might be that genuine accomplishments matter less in life than skilful self-promotion.
10 B … is to emphasise the new skills you acquired on the road to an accomplishment; for example …

VOCABULARY FOCUS

Identifying synonyms is a valuable skill in this task type. Ask students if they can find words or phrases of the same or similar meaning to the following in the text: *accomplishment, to boast, research, a good story, things in common, to stress.*

Answers

achievement, to brag, evidence, an anecdote, mutual, to emphasise

Use of English p27

➤ TIP FOR USE OF ENGLISH

Ask students to read the tip and discuss it as a class. Refer them to Exam Success on page 133 for more ideas for this task type. Then give them a few minutes to look through the words in exercise 2.

2 Students complete the second sentence so that it has a similar meaning to the first. Remind students to use the word given and not to change it and to use between three and six words. Give students time to complete and check their answers.

Answers

1 have never eaten/tried/had Japanese food
2 hardly (any) taller than
3 by far and away the most
4 will (always) talk when we are
5 who visits the school is
6 would (always) play chess when
7 which happens to be Maria's birthday
8 where you (can) buy/get

Listening p27

➤ TIP FOR LISTENING EXAMS

Ask students to read the tip and discuss the advice before turning to Exam Success on page 129. Then ask students to read the instruction carefully for exercise 3 and check that they understand how to complete the notes correctly (one word or one number OR two words or two numbers).

3 LISTENING ▶ 07 Tell students they are going to listen to a podcast about food trends. Play the track and ask students to complete their notes. See p143 for the audioscript for this exercise.

Answers

1 health benefit(s) **2** (fashionable) restaurants
3 advertising campaign **4** cheap
5 beauty treatment/face mask **6** 18 months
7 conferences **8** technological developments
9 supermarket chains/supermarkets **10** social media

Writing p27

➤ TIP FOR WRITING EXAMS

Elicit ideas from students on things to consider when writing an essay and when writing an informal letter. Then refer them to Exam Success on pages 131 and 132 to check their ideas.

4 Ask students to read the two writing tasks carefully and choose which one they are going to do. Remind them to include all the necessary elements and to check their answer fits the word count.

EXTRA ACTIVITY

After marking all the exercises in the Gateway to exams section, give students time to study their marks and decide what they need to do to improve. Go through the listening audioscript as a class and play the track again, pausing when answers are given. Review the common errors in the Use of English section and remind students of any rules or structures.

HOMEWORK

Assign students pages 20–21 in their Workbook or the relevant sections of the Online Workbook.

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3 History matters

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about different historical periods
- tell a story using different narrative tenses
- understand the importance of a positive online presence and create their own online profile
- order adjectives correctly in a description
- describe and compare photos using appropriate grammar and lexis
- write a formal letter of application using the correct format and conventions

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Words that are often confused Phrasal verbs 1 – separable/ inseparable
Reading	Digging up the dirt on history CRITICAL THINKING Discussing why people might exploit the notion of artistic licence
Grammar in context	Narrative tenses Order of adjectives
Life skills	ICT: Creating a positive online profile
Listening	Interviews – jobs with a history degree
Developing speaking	Discussing photos – 1
Developing writing	A formal letter of application
Exam success	Reading: True/False/Not Given Listening: Multiple matching Speaking: Discussing photos Writing: Formal letter of application

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 3
  - Grammar revision worksheet Unit 3
  - CEFR checklist Unit 3
  - Writing bank worksheet Unit 3 – Formal letters of application
  - Literature worksheet Units 3 and 4

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–3
- Printable tests Unit 3 and Review 1 (Units 1–3)
- Gateway to exams Units 3 and 4 (end of Unit 4)

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Reading pp28–29

Differentiating words that are often confused; predicting and reading a text for specific information

FAST TRACK

You could ask students to complete exercises 1a and 1b before the lesson. Allow them to use a dictionary to check their answers. You could also ask them to look at the title of the text on page 29 and consider their answers to the question in exercise 2.

WARMER

To prepare students for the reading text, write the words *Vikings*, *Romans* and *Ancient Egyptians* on the board. In small groups, ask students to brainstorm anything they associate with these groups of people. Ask them to think about what they wore, attitudes, buildings, rituals, etc. Nominate groups to share their ideas and write them on the board. Ask students to think where they might have built up these associations (films, images, stories, etc.) and whether they think they are true or not.

VOCABULARY Words that are often confused

1a Ask students to read words A and B and then match them to the correct definitions. Nominate students to give their answers.

Answers

1 A **2** B **3** B **4** A **5** A **6** B **7** B **8** A

EXTRA ACTIVITY

Ask students to choose 3 or 4 words from exercise 1a and think of someone they know who they can describe using each word. Ask them to write a sentence for each 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. My friend Sarah is reliable, she always arrives on time and she never forgets my birthday!*

1b Students complete the sentences using words from exercise 1a.

Answers

1 supportive **2** gullible **3** tolerant **4** naive
5 trustworthy **6** sceptical **7** cynical **8** reliable

2 SPEAKING Ask students to look at the title of the text on page 29 and to discuss with a partner what they think it means.

Suggested answer

'To dig up the dirt' on someone means to search for something in their past that they probably want to keep hidden. In the context of the article, it has two meanings: it could refer to the idea running through the article that we sometimes have to search carefully for the truth in history, and also to the archaeological practice of excavating historical sites.

3 READING Students read the text quickly and say whether their predictions in exercise 2 were correct.

CULTURAL INFORMATION

Myths surrounding Napoleon Bonaparte and Anne Boleyn

Napoleon Bonaparte (1769–1821) was a military general who became the first emperor of France in 1804. His short height has become part of a cultural myth, and many jokes were made about his height – particularly by the English. However, at his death, the physician measured him at 5'2" (approx. 1.57 m) which, when changed into the slightly different English measurement system, would be about 5'7" (approx. 1.7 m). This was around average height at the time.

Anne Boleyn (c. 1501–1536) was the second wife of Henry VIII, King of England between 1509 and 1547. After her death many rumours about her appearance and character started to circulate. One such rumour was that she had six fingers on one hand which was disproved when her grave was opened in the 19th century.

EXAM SUCCESS **Ask students to read the advice in the box for True/False/Not Given tasks and to discuss the advice with a partner. Then refer them to page 128 for further suggestions.**

4a Give students a few minutes to read through statements 1–8 and consider what information they may be looking for in the text. Ask them to choose True (T), False (F) or Not Given (NG). Check answers as a class and ask students to identify the part of text that helped them with their answer.

Answers

1 NG
We only know from the text that comics and advertising campaigns have traditionally reinforced the idea of the stereotypical Viking. There is no information given about whether they have begun to show more authentic representations.

2 T
The physical evidence is: 'Excavated artefacts from old Viking villages suggest that … [the Vikings] were using ornamental combs and razors to maintain complex hair and beard styles.'

3 NG
There is no information given in the text about whether it was earlier or later pharaohs who followed this practice.

4 F
Instead, the emperor used a closed fist with the thumb hidden to show mercy or an exposed thumb to indicate death.

5 F
… the authenticity of winged helmets and shiny breastplates went unchallenged by admiring audiences.

6 NG
We only know from the text that British illustrators chose to draw Napoleon in an unflattering way – there is no information about whether or not they had seen some realistic portraits themselves.

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7 F
… the notion of a 'flat earth' had no currency in the 15th century. Yet the idea that Christopher Columbus set off on his exploratory voyage with his sailors fearing that they might 'fall off the edge' persists. The error was first propagated in the 1820s by writer Washington Irving in his biography of Columbus …

8 T
Artistic licence for them [producers] appears to take precedence over the established facts, no matter whether the true story the film is based on took place in prehistory or just the other day.

FAST FINISHERS

Ask students to rewrite the false sentences with correct information.

4b Ask students to read the text again and list the other historical inaccuracies that the writer points out.

Answers

Vikings were only interested in robbing and attacking other people. (They were also interested in trading and finding agricultural opportunities.)

Wounded gladiators were always killed. (Their wounds were treated, so they were allowed to get better.)

Napoleon Bonaparte was a short, plump man. (He was of average height for the time.)

People in the Middle Ages thought the world was flat. (The ancient Greeks had already discovered that the world was round, and later civilisations and societies had access to this information.)

EXTRA ACTIVITY

In pairs or small groups, ask students to think of an historical era or person and to research any incorrect stereotypes or myths about them that are commonly believed. Have groups present their findings to the rest of the class.

5 CRITICAL THINKING Give students time to read through the question and check they understand the concept of 'artistic licence' (the distorting of facts, in the name of art). Ask them to consider their answer individually before discussing with a partner.

Example answer

Film directors and programme makers might exploit the notion of artistic licence as their priority is often entertaining audiences and the 'myth' may be more exciting or interesting than the facts. Also, many audiences like familiarity and they may be distracted from the main story if they are suddenly presented with, for example, different ways of dressing from what they expected. Sometimes the facts may be unflattering to the individual or the group of people, so directors may hide this from the audience if they don't want to cause any controversy.

6 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionaries.

Answers

pervasive = spreading everywhere so that it is very noticeable and impossible to ignore

reinforce = to make an idea, feeling, belief or physical structure stronger

to embellish = to make a story more interesting by adding details, especially ones not completely true

to sustain = to receive and suffer from (damage/a wound)

propaganda = information, especially false information, that a government or organisation spreads in order to influence people's opinions or beliefs

to have currency = to have general approval and acceptance or be widely used in society

fallacy = an idea or belief that is false, but that many people think is true

bygone era = period of time in the past

artistic licence = the freedom to create or adapt an artwork, film, piece of writing or music, etc. according to the artist's interpretation

anomaly = something unusual, unexpected or different from what normally happens

7 SPEAKING **What about *you*?** Ask students to consider their answers to the questions and then discuss with a partner or in a small group. You could open the discussion up to the class and ask follow-up questions such as: *Would you want to live in the era that you find interesting? What sort of things were accurate/inaccurate in the historical films you have seen? Did any of these things prevent it from being a good film?*

HOMEWORK

Assign students pages 22–23 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p30

Using narrative tenses to relate a story

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1a, 1b and 1c before the class. In class, check answers to see whether students need any extra help with meaning and form. If students are confident you can move onto exercise 2.

Test before you teach

Ask students to draw a timeline of things that they did or things that happened before they left for school that morning. Ask them to add as many things as they can (e.g. alarm clock rings 6.30 am, get out of bed 7 am, have shower 7.15 am, talk to parents 7.30 am, put toast in toaster 7.30 am, eat breakfast 7.35 am, etc.). Then ask them to discuss their morning with a partner using a variety of past tenses. Circulate and check which tenses students are comfortable using. Then take one student's timeline as an example and write it on the board. Ask questions (e.g. *What was he doing at 7.15 am? Did he have a shower before breakfast? Had he eaten*

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breakfast by 8 am?) to elicit the tenses they are able to form. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

TEACHER DEVELOPMENT: LANGUAGE

Narrative tenses

Students will have already been introduced to all the tenses used in this lesson, but it is worth revising form and meaning with students at this level, particularly the past perfect and past perfect continuous.

Form

The past perfect is formed using the auxiliary verb *had* + past participle (*I had been …, She had wanted …*, etc.). The past perfect is formed using the auxiliary verb *had* + past participle + present participle (*-ing* form).

Meaning

The past perfect simple is used when we want to indicate that one completed action came before another completed action. It is often used in conjunction with the past simple (e.g. *I had eaten before he arrived.*). The past perfect focusses on the completed action.

The past perfect continuous is used when the focus is on the duration or repeated nature of the action. For example, *He had been training for many months before the marathon.*

Note that if we want to talk about a repeated action that happened before a specified time in the past, we use the past perfect simple. For example, *He'd spoken to the other man two or three times before he realised he knew him.*

Timelines are a particularly effective way of teaching narrative tenses as students have something visual to show them how the tenses work together.

For completed actions, use a cross or a small circle. The past perfect simple could be represented with two crosses on a timeline. In the sentence *I had eaten before he arrived*, you could ask students to choose *which* cross refers to eating and which refers to arriving.

Past X ________________________ X Now

For continuous actions, a horizontal wavy line, or series of small arrows is usually effective. To show the past perfect continuous, you could draw a horizontal wavy line, ensuring that it 'stops' before the present.

Past ⁓⁓⁓⁓⁓⁓⁓⁓⁓⁓⁓⁓⁓→ ____ Now

Narrative tenses

1a In pairs, students name the tenses in sentences 1–7.

Answers

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

1b Students say which of the four tenses from exercise 1a can be used in the situations given.

Answer

past continuous

1c Ask students to write similar explanations for using the other tenses in exercise 1a. Less confident students could do this activity in pairs.

Answers

past simple: for finished actions, situations or habits with a definite time or context in the past; for a sequence of events that happen in chronological sequences in the past
past perfect simple: to show that an action happened before another past action
past perfect continuous: to show that an action happened before another past action when the duration of the action is important to the writer/speaker

2 Students read the sentences and choose the correct alternative.

Answers

1 underwent **2** was holding, went
3 had been, erupted, wiped **4** had been, located
5 were shooting **6** realised, had been going
7 were still running **8** had been, was

FAST FINISHERS

Ask students to choose three of the sentences from exercise 2 and write new sentences using the correct phrases from those sentences.

3 Students complete the text with the correct form of the verbs in the box. Remind them that for verbs ending in 'e', the last letter is removed in the *-ing* form. For less confident students you might want to revise irregular past participles before completing the text.

Answers

a happened **b** had discovered **c** had lain/had been lying **d** emerged **e** was suffering **f** were decaying/had decayed **g** had hunted/had been hunting **h** had brought **i** had been gathering **j** was returning

EXTRA ACTIVITIES

1 **Write the numbers *5,300; 1991; 2* on the board and ask students if they can remember what they refer to in the text.**

Answers

The man died 5,300 years ago; In 1991 the German hikers found the man; There were two hikers.

2 **In pairs, one student has to think of a year since they were born but not tell their partner. Their partner has to ask ten questions about the person, what he/she was doing at the time, what was happening in the world at the time, etc. using a variety of past tenses and then guess the year. Model some examples such as: *Were you able to talk at the time? How long had you been talking? How many years had you been at school?***

4 Ask students to think of a real or imaginary discovery. Ask them to think about what tenses they could use to relate the story in a dramatic way. Allow students time to research discoveries using the Internet or books if necessary.

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5 SPEAKING In pairs, students take turns to tell their stories and ask questions. For less confident classes you might want to model some questions first (*Why was the discovery so important? What had happened in the month before the discovery? When did everyone find out about it? How did you feel at the time?*).

Refer students to the Grammar reference on page 136 if necessary.

HOMEWORK

Assign students page 24 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p31

Using phrasal verbs to talk about behaviour and successes

FAST TRACK

Ask students to complete exercise 1 at home before the lesson. Correct answers at the beginning of the class before moving on to exercise 2a.

WARMER

Divide the class into teams and write the words: *get, set* and *take* on the board. Tell students that they are going to have a set amount of time to come up with as many phrasal verbs using the words as they can. Tell them they will receive a point for each correct phrasal verb they come up with and a bonus point if they can say whether it's separable, inseparable or both. Give students three or four minutes and tell them when time's up. Then ask each team for the answers and add up their points. This is a good opportunity for you to see how confident students are with separable and inseparable phrasal verbs before the lesson starts.

Suggested answers

get: (separable) *get across;* (inseparable) *get in, get on, get on with, get down to, get by with*
set: (separable) *set up, set out, set off;* (inseparable) *set out, set off*
take: (separable) *take up, take off;* (inseparable) *take off, take after*

Phrasal verbs 1 – separable/inseparable

1 Ask students to match each phrasal verb in sentences 1–8 to a meaning (a–h). Check answers as a class.

Answers

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

TEACHER DEVELOPMENT: LANGUAGE

Phrasal verbs

Many phrasal verbs have multiple meanings. For example, *set out* in the context used in exercise 4 means 'start an action' and is a two-part phrasal verb (inseparable, intransitive, i.e. doesn't take an object). However, *set out* can also mean 'arrange', e.g. *He set out the drinks./He set the drinks out.* Here *set out* is a two-part phrasal verb (separable). Phrasal verbs will often have both a figurative and literal meaning.

To complete exercise 4, students should consider each phrasal verb in the context in which it occurs and remember that some verbs have more than one meaning/usage.

Encourage your students to use phrasal verbs, although remind them that phrasal verbs are less common in more formal English. Tables such as the one on page 31 can highlight some of the issues to consider when using phrasal verbs, but cannot be seen as providing a comprehensive list of rules. Look for opportunities in other lessons where you can suggest using particular phrasal verbs and when you are teaching new vocabulary, ask students to consider any phrasal verb synonyms.

EXTRA ACTIVITY

Ask students to work in pairs and write a short story using the narrative tenses from the previous lesson and at least three of the phrasal verbs from exercise 1.

2a Ask students to look at the underlined examples in the table and then complete the headings.

Answers

Two-part phrasal verb (no object)	Two-part phrasal verb (inseparable)	Two-part phrasal verb (separable)	Three-part phrasal verb (inseparable)
set out go around	stick at	make up pay back carry out	get away with put up with

2b Ask students to put the phrasal verbs from exercise 1 in the correct column in the table. Nominate students to give their answers.

Answers

See answers above.

3a In pairs, students read the sentences and check that they understand the meaning of the phrasal verbs. Allow them to use a dictionary if necessary. Check answers as a class and ask follow-up questions to check comprehension, e.g. *Did Daniel's excuse make sense? Were Olivia and Tyler probably saying hello or goodbye? What did the dog do with the shoe?*, etc.

Suggested answers

1 add up = if a set of facts does not add up, you do not believe information is correct because it does not match other information that you already have
2 see off = to go somewhere such as a station or airport with someone in order to say goodbye to them
3 call for = to say publicly that something must happen
4 count on = to depend on someone to do what you want or expect them to do for you
5 come about = happen, especially by chance
6 make off with = to escape with something, e.g. something stolen
7 go over = to check something carefully
8 get away from = to escape from a person or place

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3b Students add the phrasal verbs from exercise 3a to the table in exercise 2a.

Answers

Two-part phrasal verb (no object)	Two-part phrasal verb (inseparable)	Two-part phrasal verb (separable)	Three-part phrasal verb (inseparable)
add up come about	call for count on go over	see off	make off with get away from

4 Ask students to use the phrasal verbs in the box to complete the text. Remind them that they may have to make changes to the verbs. Nominate students to give their answers.

Answers

a add up **b** set out **c** came about **d** get away with
e made off with **f** pay (society) back **g** got away from
h go around **i** called for **j** made (so many stories) up

FAST FINISHERS

Ask students to find three words or phrases in the text that they don't know the meaning of. Ask them to look them up in a dictionary and then write an example sentence for each. When the rest of the class has finished, have the fast finishers teach their new vocabulary to the other students.

5 SPEAKING In pairs, students discuss the questions. You could open the discussion up to the class and ask students if they can think of solutions to putting up with difficult behaviour or if they have any advice for sticking at something.

HOMEWORK

Assign students activities 1–3 and 6 on page 25 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp32–33

Creating a positive online profile

To raise students' awareness of a positive online presence, to consider how to create an appropriate public image online and to create an online profile

FAST TRACK

Students could read the text on page 33 before the lesson. Ask them to consider the question in exercise 4a before they start reading and then to make notes on exercise 4b. Ask them to also check any vocabulary they don't understand.

BACKGROUND INFORMATION

The term 'prosumer' has been given to the younger generation who produce as much online content as they consume. While most content may be benign, students may be posting and sharing without considering the potential viewer or how words or photos will appear if taken out of context. Admissions officers for universities and employers can carry out online searches on potential candidates, so students need to be aware of how to actively create a positive profile. This lesson raises awareness of digital footprints and gives students the opportunity to create a positive online profile.

WARMER

Write the word *footprint* on the board and elicit its literal meaning (a mark made by a human or animal foot, especially in a soft surface such as earth, snow or sand). Tell students that we can use the word figuratively and give the example of a *carbon footprint* (the amount of greenhouse gases produced by an individual, organisation, e.g. *You're flying there? Think of your carbon footprint!*). Ask students to discuss what they think a 'digital footprint' is and how you create one. Write ideas on the board. Ask students to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

Suggested answers

posting photos, writing on forums or in comments sections, having a social media profile, voting, etc.

1 SPEAKING In pairs, students look at the photos and comments and discuss whether they would post something similar on a social media site. Encourage them to give their reasons.

Suggested answer

Elise's comment is a positive one, and shows her in a good light – as a volunteer and organiser. Noah's comment – although probably amusing to his friends – might cause problems for him if his current or future employers see it.

2 Ask students to read through the three options and say which best describes their behaviour on social media. Nominate students to give their answers. You could open up the discussion and ask students if they have changed their approach online since they started using social media sites.

EXTRA ACTIVITY

In pairs, students discuss the downsides to each of the behaviours in exercise 2. Ask them to share their answers.

Suggested answers

Option 1: You could waste time getting into arguments. People might misunderstand what you say and you might offend someone.
Option 2: Strangers might know where you are and when you are out of the house if you are always posting your location without checking your privacy settings.
Option 3: Sometimes online deals are a con and you can accidentally send your details to criminals.

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3 Ask students to read the assessment of their behaviour on page 144. In pairs, students discuss whether they think the assessment is fair or not.

4a Tell students they are going to read an extract from a website about creating a positive digital footprint. Ask them to predict what the writer will say about topics 1–4. Nominate students to give their answers, but don't confirm at this point.

4b READING Ask students to read the extract and note what the writer has to say about the points in exercise 4a.

Answers

The writer says:

It is perfectly legal for employers and universities to view your online activity.

You should read your own online activity objectively – as if you were an admissions officer or employer.

It is inadvisable to complain about things online as other people might form the wrong impression of you.

It is necessary to constantly check what your privacy settings are, as they may have been changed without you knowing.

5 SPEAKING In pairs, students discuss the questions. Nominate pairs to share their answers.

6 LISTENING 08 Tell students they are going to listen to two young people discussing their online profiles. Ask students to tick the statements that agree with what they say and cross the ones that contradict it. Give students time to read through the statements then play the track. Circulate to check whether you need to play the track a second time. See p143 for the audioscript for this exercise.

Answers

1 ✓ **2** ✗ **3** ✓ **4** ✓ **5** ✗ **6** ✓ **7** ✗ **8** ✗

EXTRA ACTIVITY

Hand out copies of the audioscript (on p143 and on the Teacher's Resource Centre) to pairs and ask students to find what the students actually said for statements 2, 5, 7 and 8.

Answers

2 … the advice from the tutor was smart clothes, facing the camera, only you in the photo – no friends in the background.

5 … put some easy-to-search key words in the headline above the summary.

7 … mention any part-time work you've done, even if it wasn't paid.

8 I think – depending how you wrote it – maybe it could give the impression that you were being objective about yourself. Anyway, she said it was an option.

7 SPEAKING In pairs, students brainstorm things that they might include in a professional profile. Nominate students to give their answers and write ideas on the board. You could show some examples of profiles from professional networking sites such as LinkedIn and have them note down any ideas they think would work well.

21ST CENTURY SKILLS TASK

Tell students they are going to create their own online profile.

- ***Step 1***
  Ask students to make notes about their experience, achievements and awards. Encourage them to think about experiences in and out of school. Students compare notes with a partner.
- ***Step 2***
  Ask students to use ideas from the recording in exercise 6 and brainstorm what they could include in their headline and summary. Remind them to use their ideas from the speaking task in exercise 7, too.
- ***Step 3***
  Students write their online profile using the headings given. Ask them to swap with a partner and give each other feedback based on content and accuracy.

Listening p34

Listening for specific information; talking about a place, person or event using adjectives

FAST TRACK

Ask students to look at the grammar section of the lesson before class and complete exercises 4–6. Check answers after the listening and speaking tasks and if students seem confident with use, move straight onto the speaking task in exercise 7.

WARMER

Draw students' attention to the photo at the top of page 34. Ask them what subject they think it represents (*history*). Ask them to brainstorm the types of job that a history degree could help people with.

1 SPEAKING In pairs, students discuss the questions. Nominate students to share their answers.

✓ EXAM SUCCESS **Ask students to read the advice in the box then refer them to Exam Success on page 130 for further suggestions. Remind them that they should always read through both tasks before they listen, even if they are just focussing on one the first time.**

2 LISTENING 09 Tell students they are going to listen to five people talking and to choose correct letters for each speaker in Tasks 1 and 2. Tell them they are going to hear the recording twice. Give them time to read over the tasks before playing the track. Check answers in open class. See p144 for the audioscript for this exercise.

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Answers

TASK 1

1 D

… I'm called on to protect ancient structures, and to clean and preserve any finds our group might make.
… It's so tempting, you know, when you're digging in the earth and see a shape emerge …

2 B

My role is to develop, deliver and evaluate the programmes that we offer. These may be lectures, activities or workshops around the particular exhibitions that are … we obviously have regular school visits, too, so it's essential that we present information in a way that's accessible for all different age groups.

3 G

… different ways of preserving the built environment.
… I work with engineers and the construction industry to give them the appropriate background information that they need in order to do specialist work to protect a given structure. That might be a …

4 A

… support for senior staff working on commissioning, planning and publishing books, journals and magazines
… This may involve issuing contracts, overseeing royalty payments and liaising with writers and photographers. Or it might be more mundane things like dealing with phone or email enquiries.

5 F

… I research news and current affairs content for television, radio and the Internet. … whether it be for news bulletins, documentaries or other factual programmes.

TASK 2

6 B

… we should objectively examine all the evidence before reaching a decision. … But it's essential just to slow down and wait and see.

7 E

What I mean is, if our visitors can see that I genuinely love history – I live and *breathe* it – then maybe they'll experience something similar.

8 C

I work with engineers and the construction industry to give them the appropriate background information that they need ...

9 D

… working towards my degree, I had to see all parts of the process through – researching, analysing, collating, summarising, writing and a whole lot more. And that's equipped me very well in terms of doing a whole variety of different things … and often at the same time!

10 G

I may find information from first-hand interviews, from the Internet, databases and archives, but the imperative to check and double-check everything remains the same …

3 SPEAKING **What about *you*?** Ask students to consider their answers to the questions before discussing with a partner or in a small group. You could open the discussion up to the class, and invite other students to give advice for acquiring specific skills and experience.

GRAMMAR Order of adjectives

Test before you teach

Draw students' attention to an object in the class or display a photo of an interesting object onto the board. Ask them to call out adjectives that describe it and write them up on the board (just in a list – not in any particular order). Make sure there is a variety describing size, colour, age, etc. Then ask students to choose three of the adjectives and put them in order to describe the object. They should write their adjectives down. Check if they are confident with putting the adjectives in the correct order. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

4 Students look at the examples in **a** and **b** and decide which rules are correct.

Answers

a General before specific. We wouldn't say, *a multinational large firm*.

b Opinion before description. We wouldn't say, *an antique wonderful vase*.

5 Ask students to put the words in the correct order.

Answers

1 a large polar expedition (general before specific)
2 a recent medical discovery (general before specific)
3 a long patriotic speech (general before specific)
4 a significant managerial decision (opinion before description)
5 a horrible orange chair (opinion before description)
6 a clever young girl (opinion before description)

FAST FINISHERS

Ask students to choose three nouns (they can be objects or places) and write descriptions (as in exercise 5) using both descriptive and opinion adjectives.

TEACHER DEVELOPMENT: LANGUAGE

Order of adjectives

The rules in exercise 4 are general rules only and a useful guide for learners. In cases where both adjectives are of a similar type, the order doesn't matter. For example, it is equally correct to say, *balanced, reliable information* or *reliable, balanced information* (Speaker 5 in the listening text in exercise 2).

If more than one descriptive adjective is used, it is necessary to put them in the correct order. The table given in exercise 6 is a general guide to the order of descriptive adjectives, but there will always be exceptions.

6 Students look at the examples and then complete the table by adding two or more adjectives.

Suggested answers

two-storey (shape) terraced (function) houses
a 30-foot (size) wooden (material) racing (function) yacht
an elaborate (size) Chinese (origin) banquet
short (shape) black (colour) hair

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EXTRA ACTIVITY

Bring in some interesting objects from home, or collect some objects from around the classroom. Divide the class into two teams and ask the first team to describe the selected object with one adjective (e.g. *the red book*). The other team must then add another adjective in the correct place (e.g. *the new red book*). Continue until one of the teams places an adjective incorrectly or cannot think of an adjective to add. You could award points for each correct adjective. At the end of the activity ask students if they can remember the full descriptions and write them up on the board.

7 SPEAKING In pairs, students describe a place, person or event for their partner to guess who or what it is.

Refer students to the Grammar reference on page 136 if necessary.

HOMEWORK

Assign students activities 4–5 on page 25 and all of page 26 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p35

Using expressions for making comparisons to discuss photos

FAST TRACK

Ask students to complete exercise 5 at home, allowing them to use a dictionary if necessary. Check their answers at the beginning of the class and encourage them to use these expressions in exercise 1.

WARMER

Ask students to look at the photos in exercise 2 and write a sentence describing something they can see in each. Tell them that they have to use at least two adjectives per sentence and that these must be in the correct order.

Discussing photos – 1

1 SPEAKING In pairs, students discuss the question. Nominate students to give their answers. You could ask follow-up questions such as: *What eras or events do you think are most important to include on the curriculum? Which other countries have an interesting or important history, in your opinion? Do you think it's more important to study wars and battles or to focus on the day-to-day human experience in history classes?*

2 Students read the instructions for the speaking task and answer the questions.

Answers

Only one student speaks at any one time.

Student A answers two questions, and Student B answers one.

Student A is expected to choose and compare two photos (out of three), in relation to the two questions provided by the examiner. Student B only talks about one of the photos, and answers a question that looks at a slightly different angle of the same topic.

Student A talks for about one minute. (Student B talks for about 30 seconds.)

3 Students make notes for how Student A should perform the task successfully. Ask them for answers in open class and write them up on the board in two columns. Nominate students to give their ideas, but don't confirm answers yet.

Suggested answers

Only show this to students after they have completed exercise 4.

Student A should …	Student A shouldn't …
– answer the two questions by speculating and hypothesising about what the people might be learning about, and why they have chosen to learn in this way – continually compare and contrast the two pictures – choose photos for which they know a range of vocabulary – use a range of grammatical structures – use expressions for making comparisons – keep talking until the examiner tells them to stop – balance accuracy with fluency – use natural features of spoken language, such as paraphrasing, discourse markers, starting a sentence again, hesitating, using fillers such as *um/er* – self-correct if it can be done quickly	– only describe one photo at a time – stop speaking before their minute is over – worry that the examiner will disagree with their opinion – be afraid of making minor mistakes with grammar

4 LISTENING 10 Students listen to a student doing the task and tick the notes in the 'should' column in exercise 3 if the student does any of those things.
See p144 for the audioscript for this exercise.

Answer

The student does all of the things in the 'should' column above.

✓ EXAM SUCCESS **Ask students to read the advice in the box then refer them to Exam Success on page 131 for further suggestions.**

5 Students put the expressions in the correct place in the Speaking bank. Check answers and help with any pronunciation issues.

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Answers

Linking words/conjunctions used for comparing: although; while; however

Comparative forms: just as … as; nowhere near as … as

Other phrases: there's not much difference between; there are several points of similarity between; quite different to; (X) is … and (Y) seems … by comparison

6 SPEAKING In pairs, students practise doing the task in exercise 2. You could set a time limit for this so they can get used to how long they would have in the exam. Circulate and help with any problems with language. Ask students to give their partner feedback.

7 PRACTICE MAKES PERFECT SPEAKING In pairs, students do the task on page 144 taking it in turns to do each role. Remind them to use expressions from the Speaking bank. Circulate as they speak and make notes for things to correct in feedback.

TEACHER DEVELOPMENT: STUDENT TRAINING

Improving speaking in exam tasks

After a speaking task, ask students to review their own performance and consider the variety of language and expressions they used. (You could create a checklist of items to consider.) Ask them to reflect on whether they feel they stuck to the task and if they spoke for the given amount of time. In collaborative tasks ask students if they feel they worked well with their partner. Ask them to note down anything they would do differently, and then have them repeat the task with another partner.

Circulate while students are speaking and make note of any particular common errors. Put aside time at the end of the task to correct these errors as a class. Always ask students to try to come up with the correct version themselves rather than telling them directly, and, if possible, get them to use the corrected version straight away (e.g. by writing an example sentence then reading it aloud to a partner).

HOMEWORK

Assign students page 27 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp36–37

Writing a formal letter of application using appropriate expressions and structures

FAST TRACK

Ask students to read the texts in exercises 1 and 2 and the letter in exercise 4 before the lesson and look up any vocabulary they don't know. In the lesson they will be able to move through the reading parts more quickly.

WARMER

Ask students if they have ever done any work experience (either paid or unpaid). Elicit the word *internship* and ask students what they think the advantages or disadvantages of doing an internship could be.

A formal letter of application

1 SPEAKING In pairs, students read the advertisement and discuss the questions.

2 READING Students read the website information and in pairs decide if the statements 1–6 are True (T) or False (F).

Answers

1 T **2** T **3** F **4** T **5** F **6** T

FAST FINISHERS

Ask students to correct the false sentences.

Answers

3 A wide range of companies from most of the professions as well as other types of organisations offer internships.

5 Sometimes interns receive the same salary as other employees, but often they work voluntarily or for a very small amount.

3 SPEAKING In pairs, students agree on and underline the most important parts of the museum internship advertisement in exercise 1.

Answers

1 MoT is the nation's leading museum of its kind. (This is a major institution, not a small local museum.)

2 We are looking for interns to work in the following departments over the busy summer period. (Applicants must be available at this time.)

3 Candidates should be working towards, or have completed a relevant qualification … (Most interns are students or recent graduates.)

4 … and be motivated to participate in our unique environment. (Candidates must explain why MoT is the right fit for them.)

5 … and covering letter stating your preferred department. (Select from the five areas listed in the advertisement.)

EXTRA ACTIVITY

In pairs, students think of somewhere that they think would be an exciting place to work as an intern. Ask them to put together an advertisement for an intern describing the qualities and qualifications they think a potential candidate would need to work there.

✓ EXAM SUCCESS **Ask students to read the advice in the box then refer them to page 132 for further suggestions.**

4 Ask students to read the covering letter based on the advert in exercise 1. Ask students if the letter addresses all aspects of the advert.

Answers

Numbers relate to exercise 3 above:

1 Yes – the writer acknowledges this, e.g. *prestigious institution*, *were recently recognised as leaders*, etc.

2 Yes – the writer intends *to spend the summer months gaining relevant work experience*.

3 Yes – the writer is doing a BA in history.

4 Yes – the writer intends to write a dissertation on the topic of technology and history so MoT is a perfect fit.

5 Yes – community education

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5 Ask students to read the letter again and write the correct paragraph for each question.

Answers

1 paragraph 4 **2** paragraph 3 **3** paragraph 1 **4** paragraph 2

6 COHESION Students complete the expressions for giving personal opinions used in the letter in exercise 4. Nominate students to read out the full sentences and help with any pronunciation issues, noting the soft 's' sound in *fascinating* /ˈfæsɪneɪtɪŋ/ and *convinced* /kənˈvɪnst/.

Answers

2 I have found, fascinating
3 I consider myself to have
4 I am absolutely convinced that
5 these reasons I believe that I am

EXTRA ACTIVITY

Ask your students questions to which they must give a personal opinion in reply, using one of the expressions in exercise 6. For example:
What's the most beautiful area in our country?
Who's the best footballer in the world?
Who or what is the most overrated pop musician/band?
What do you consider to be your strengths as a student?

7 Students complete the Writing bank using the letter in exercise 4. Nominate students to give their answers.

Answers

a role/position/post in your community education …
It would be a wonderful opportunity for me.
I would particularly welcome the chance to …
I have excellent analytical and problem-solving skills.
You are leaders in the field of …
I am an ideal candidate for an internship

TEACHER DEVELOPMENT: STUDENT TRAINING

Correcting common errors

Encourage students to say *why* something is incorrect or to use any notation system that you use when marking their work (e.g. WO for word order, or T for tense, etc.).

8 COMMON MISTAKES Students rewrite the covering letter improving the language, style and formality. Nominate different students to read out each change they make and the new version. Where relevant, ask them to say why the original version was incorrect (e.g. incorrect register, wrong word form, unsuitable tense, etc.).

Answers

~~Hi!~~ **Dear Sir or Madam,**
~~I'm~~ **I am** writing in regard to the ~~ad~~ **advertisement** that is currently on your website for an internship at your charity. I read about the ~~cool~~ **fantastic** work you have been doing with homeless people. I was impressed to read that your organisation plays a key role in improving our local community. For that reason, I ~~want~~ **would like** to gain relevant work experience at your charity. I would be an ideal ~~guy~~ **candidate** for an internship because I have ~~super~~ **excellent** people skills.
~~Thanks in advance!~~ **Yours faithfully,**
[Name]

9 SPEAKING In pairs, students discuss the questions. Ask them to make notes of their answers if possible.

PRACTICE MAKES PERFECT

10 Give students time to read the task and then write the application letter. Tell them they can reply to the advertisement on page 144 if they wish. Remind them to use the language in the Writing bank, the phrases in exercise 6 and their notes from exercise 9 when writing their letter and to include all the necessary information.

EXTRA ACTIVITY

In small groups, students exchange and read over their application letters from the writing task and say who they would employ based on the content of the letter. Alternatively, if your students may be uncomfortable sharing their work, you could print off examples of covering letters from the Internet and ask them to comment on these.

HOMEWORK

Assign students page 28 in their Workbook or the relevant sections of the Online Workbook.

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4 Future science

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about science and technology in the future
- use different future forms to discuss the unit's topics
- understand the difference between plagiarising and paraphrasing
- perform a collaborative task using advanced future forms
- write an academic essay with a coherent structure and balanced argument

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Academic collocations Word formation 2 – suffixes Technology and education
Reading	Robotics forum CRITICAL THINKING Thinking about the ethical impact of robotics and AI
Grammar in context	Future forms Advanced future forms
Life skills	Academic skills: Synthesising information
Listening	Preparing a presentation – Smart Cities
Developing speaking	Collaborative tasks – 1
Developing writing	An academic essay
Exam success	Reading: Cross-text multiple-matching Use of English: Word formation Listening: Multiple choice Speaking: Interactive discussion

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 4
  - Grammar revision worksheet Unit 4
  - CEFR checklist Unit 4
  - Writing bank worksheet Units 2 & 4 – Essays
  - Literature worksheet Units 3 and 4

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–4
- Printable test Unit 4
- Gateway to exams Units 3 and 4 (end of Unit 4)

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Reading pp38–39

Using collocations to discuss robotics; skimming and scanning an article for global and specific information

FAST TRACK

Ask students to complete exercises 1a and 1b at home using a dictionary if necessary. Check the answers at the beginning of the lesson and do the Extra activity below if you want to give them extra practice before moving onto the speaking.

WARMER

Ask students to look at the title of the unit and the picture at the top of page 38. In pairs, ask students to think about what language and topics they will learn in the unit. Nominate pairs to give their suggestions.

VOCABULARY Academic collocations

1a In pairs, students look at the three completed phrases in the table in exercise 1b and explain their meaning. Nominate pairs to give their answers before writing the definitions on the board to confirm.

Answers

ample evidence = a lot of proof

to prove beyond doubt that = to show that something is definitely true

to pose a question = to ask someone a question, usually one that is complex or needs careful thought before answering

1b Students complete the table with the words in the box.

Answers

Verb + noun	Preposition + noun	Adjective + noun
to **provide** evidence	**on** the evidence of	**ample** evidence
to **hold** the view that	in view **of** the fact that	the **prevailing** view
to **voice** some doubt	to prove **beyond** doubt that	**growing** doubt
to **lend** support to	to come out **in** support of	**wholehearted** support
to **pose** a question	to call **into** question	a **hypothetical** question

EXTRA ACTIVITY

Write the following sentences on the board and ask students to work in pairs to rewrite the sentences using the words and phrases in the table in exercise 1b.

1 ***Most people think that smartphones are useful.***
2 ***I believe that one day robots will replace humans in the workplace.***
3 ***He challenged the research because he didn't think it was accurate.***

Answers

1 The prevailing view is that smartphones are useful.
2 I hold the view that one day robots will replace humans in the workplace.
3 He called the research into question as he didn't think it was accurate.

1c SPEAKING In pairs, ask students to complete the questions and then discuss the topics. After a few minutes, nominate students to give their responses, encouraging them to give the pros and cons of each suggestion.

Answers

1 wholehearted **2** voice

TEACHER DEVELOPMENT: STUDENT TRAINING

Academic language

When students prepare for a task, remind them that if the task is an academic one, they need to use the correct level of formality and objectivity. Remember to refer students back to the phrases in exercise 1b for the task in the Life skills lesson on page 43 and the writing task on page 47.

2 READING Tell students they are going to read an article in which four experts give their views on future robotics. Ask them to look at the headers for each expert and predict if they think he/she will be generally positive or negative on the topic. Give students time to read the article and decide who is the most negative.

Answer

Expert B is concerned that robot innovation will mean that 'humans will have ever-decreasing value' and her blog focusses on how automation will have a negative impact on human employment. Unlike the other experts, she has nothing positive to say about any aspect of robotic engineering.

✓ EXAM SUCCESS **Ask students to read the advice in the box. Ask them if they can think of any other approaches to this task type, then refer them to Exam Success on page 128 to compare their ideas.**

3a Students read the article again. Ask them to choose the correct expert (A–D) for questions 1–4. Remind them that they can choose each expert more than once. Give students time to read the questions before they start reading. Check answers as a class.

Answers

1 C
Robotics engineering is not a career for the incurious. That an early interest in the basics such as programming and electronics is vital goes without saying. None of this is wasted when moving on to a robotics engineering programme, however many years later.

2 B
However, there are those in the field determined to create machines they can pass off as humans. There is no justification for this. Humans have innate qualities that a machine will never replicate. I hold the view that there is something profoundly disturbing yet also futile about attempting to recreate the human essence.

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3 D
The leader was somewhat more reticent when it came to answering my concerns about the inevitable loss of jobs.

4 C
Vision is also imperative ... Then we must develop a market for them. If we don't manage to do that, it is pointless having a conversation about ethics.

3b For questions 5–8 ask students to decide which extract (A–D) contains the information. Nominate students to give their answers.

Answers

5 B
Robotic engineering and artificial intelligence are developing at such a pace that people are not given the time to voice doubt or call into question the supposed benefits of automation.

6 C
The time will therefore come when robots will take over certain parental duties; perhaps the collection of children from school or helping with homework.

7 A
… robots that are now already dealing with public enquiries in a particular bank. There have been teething troubles; the robots have not always been able to analyse facial expression correctly, and so have sometimes responded inappropriately, but this will all be resolved as we move forward.

8 D
What I had not expected was how disconcerting the experience turned out to be. Its eyes followed my every move, and the uncannily humanlike changes in its facial expression almost had me forgetting the face was silicone.

FAST FINISHERS

Ask students to sum up each expert's view using the words and phrases from the table in exercise 1b. For example, *Expert B calls into question the value of AI if it is not helpful to humans. She holds the view that humans have special qualities that robots can't replace.*

4 CRITICAL THINKING Give students time to read the questions and consider their own view before discussing in pairs or small groups.

Example answer

One expert mentions the problem of robots responding inappropriately. Another mentions the point at which robots become entitled to rights and whether it is acceptable to create something designed for servitude. She also talks about legal responsibilities, for example, when a machine 'drives' a car, whose responsibility is it if it causes an accident?
The point about legal responsibility concerns me the most, because ...

5 Refer students to the underlined words in the text. Encourage them to guess their meanings before checking their answers in the dictionary. Check answers as a class.

Answers

(to be) down to = (to be) caused by
grounding = basic knowledge of a subject
teething troubles = minor problems that a company or project may have when it starts out
drive = the effort and determination to achieve something
jeopardise = to put something at risk
take precedence over = to have more importance, priority or status than something else
to open up to = to become willing to listen or consider ideas, suggestions, possibilities
disconcerting = making you feel worried or anxious
reticent = not willing to provide information or express feelings
servitude = the state of being under the control of someone else and having no freedom

TEACHER DEVELOPMENT: CLASSROOM TIPS

Adapting exercises

For a less confident class, you could adapt exercise 5 to a matching exercise by writing the definitions on the board and having students choose the correct ones by looking at the context. For more confident classes, you could have students work in pairs and take half of the word list each and find definitions and then teach them to their partners.

6 SPEAKING **What about *you*?** Ask students to read the questions and make notes of their own answers before discussing in pairs or small groups.

HOMEWORK

Assign students pages 30–31 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p40

Using future forms to discuss technology and the future

FAST TRACK

Have students complete exercise 1 at home before class. Check answers at the beginning of the lesson and see if students are comfortable with form and use. If they are comfortable with all forms used, you can then move onto exercise 2a. If not, spend more time on the language and give further examples before referring students to the Grammar reference on page 137.

Test before you teach

Write the situations (a–i) from exercise 1 on the board and ask students to name the tense they would use and then write an example sentence. Circulate and check whether they are confident with form and use. Note particular situations that students are struggling with and focus on these more when you begin the lesson. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

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Future forms

1 Students look at the sentences and answer the questions. Check answers as a class. Where necessary revise the form for all personal pronouns.

Answers

1 e **2** c **3** h **4** b **5** i **6** f **7** g **8** a **9** f **10** d **11** d

FAST FINISHERS

Ask students to consider their plans in the future and ask them to write two or three sentences using some of the forms from exercise 1.

EXTRA ACTIVITY

Find two or three quotations about the future from the Internet. Dictate the quotations for the students to write in their notebooks. For example, you might find the quotation 'The future is now.' Ask students to work in pairs and discuss what they think the quotations mean. Encourage them to use structures from exercise 1. Give students two or three minutes to discuss whether they like to plan the future and whether they feel positive about it.

TEACHER DEVELOPMENT: LANGUAGE

Future forms

At CEFR C1 level, students are likely to be familiar with most of the forms in this lesson. The following expressions may be less familiar so it is worth giving some time to their form and use.

be due to + infinitive, is used for scheduled or timetabled events in the future. In colloquial British English *due* is often pronounced as /dʒuː/ as well as the more accepted correct pronunciation: /djuː/. In American English, /duː/ is more common. Note that *due to* has the alternative usage in English to mean 'owing to' or 'because of', for example, *Due to the rain, the concert has been cancelled.*

be likely to + infinitive, is used to express a probably future outcome, e.g. *It's likely to be crowded in town today.* It's opposite is *unlikely.*

on the verge of + *-ing* is used for something in the imminent future. For example, *He was on the verge of calling the doctor.* Note that it is often used in the past when the action *didn't* happen, e.g. *He was on the verge of calling the doctor, but then started to feel better.* It also commonly collocates with *breakthrough* and *breakdown*, e.g. *The scientists are on the verge of an important breakthrough; After all the stress he was on the verge of a breakdown.*

2a Students decide which is the correct alternative. Nominate students to give their answers, but don't ask for reasons at this stage as they do that in the next exercise.

Answers

1 **will just** is correct: 'will' is used for a factual prediction. We can't use 'are due to' with the vague time reference 'one day'. We can only use 'due to' with a specific time reference like 'next month/next year', when something has already been arranged or decided.

2 **we're going to** is correct. Here it is used as a prediction based on what we can already see happening. We can't use 'would', as this refers only to 'future in the past'.

3 **were** is correct. This is used to express future in the past. 'Are going to' is only for a future prediction, or intention.

4 **comes out** is correct. It is used to express the idea of a schedule. We can't use 'is on the verge of' with a specific time reference.

5 **would** is correct. This refers to future in the past. We can't use 'will' when it is preceded by a past time reference, e.g. 'I didn't …'.

6 **are on the verge of winning** is correct. It expresses the idea that something will happen in the immediate future. We can't use the present continuous form 'are winning' – as this refers to a fixed arrangement.

7 **we'll have to** is correct. It is used for decisions made at the time of speaking. We can't use 'we're having' as the present continuous is used to express the idea of arrangements for the future we have already made.

8 **due to** is correct. It refers to the idea of a schedule that the speaker has no control over. We can't say 'it is likely' – because the expiry date on a passport is fixed, not probable.

2b Ask students to look over their answers in exercise 2a and give reasons for choosing whether each of them were correct or incorrect.

3 Ask students to read the verbs in the box and check they understand the meanings. They then complete the article using correct future forms of the verbs. Nominate students to give their answers.

Answers

a verge of setting **b** is due to/going to announce **c** would/was going to inspire **d** will, display **e** likely to/going to attach **f** likely to/going to increase **g** are not going to/won't/will not attend **h** will/are going to stand **i** will/are going to manipulate **j** is appearing/will appear

4 Ask students to write six questions using different future forms to find out their partner's opinion on topics in this unit. For less confident students, you might want to model a few more questions on the board: *Do you think we are likely to have robot teachers in the future? Are you going to work in technology when you are older?* Circulate and check that students are using forms correctly.

5 SPEAKING Students interview their partner using their questions from exercise 4. Circulate and help with any pronunciation issues.

EXTRA ACTIVITY

Ask students to predict what other topics, and aspects of these topics, are likely to come up in the rest of the unit.

Refer students to the Grammar reference on page 137 if necessary.

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HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p41

Using suffixes to form words and complete an article about driverless cars

FAST TRACK

To prepare for the word-formation task in exercise 5, you could ask students to read through the article and look at the words in red. Ask them to think of other forms of the words and their meanings. Remind them not to do the exercise at this stage.

WARMER

Write the words *interest* and *success* on the board. Ask students to work in pairs and think of as many forms of the words as possible in one minute, by adding prefixes, suffixes or *-ing*, etc. to the word. After one minute nominate students to give answers and write the correct forms on the board.

Possible answers

interesting, interested, disinterest, disinterested, uninterested, uninteresting; successful, successive, unsuccessful

Elicit from students the term for what we add before the root word (*prefix*) and what we add after the root word (*suffix*).

Word formation 2 – suffixes

1 Ask students to look at the reading text on page 39 and find all the words based on the root word 'innovate'. Ask students to answer the questions and complete the table.

Answers

Adjective	Noun – abstract/ thing	Noun – person	Verb
innovative	innovation	innovator	innovate

2 Students complete the table using the suffixes in the box to write adjective forms for the words given. Remind students that all the words in the row must use the same suffix and they may have to make some spelling changes. Check answers as a class.

Answers

2 scientific, economic, academic
3 eventful, peaceful, successful (not possible: ~~eventless~~, etc.)
4 sensible, accessible, comprehensible
5 breathless, harmless, fearless (also possible: harmful, fearful)
6 environmental, logical, viral
7 preparatory, introductory, contradictory
8 receptive, collaborative, productive

EXTRA ACTIVITIES

1 Ask students to work in pairs and add one adjective to each row in the table in exercise 2. Make sure they know the meanings and allow them to use dictionaries. Then put each pair with another pair and have them share their words, explaining meaning where necessary.

Suggested answers

1 advisable, agreeable, available, excitable
2 electric, athletic, exotic
3 beautiful, boastful, careful
4 feasible, incredible, eligible
5 faultless, homeless
6 biological, mathematical, colloquial
7 advisory, predatory
8 attractive, expressive

2 Ask students to work in pairs and see if they can make any of the adjectives in exercise 2 negative by adding a prefix. Sometimes more than one prefix is possible.

Answers

un: recognisable, believable, questionable, scientific eventful, successful, receptive, productive
in: sensible, accessible, comprehensible
il: logical

TEACHER DEVELOPMENT: LANGUAGE

Suffixes

As with prefixes, there are some common patterns with the usage of suffixes. Though it isn't possible to make a concrete rule for each suffix, the following meanings apply in many cases: *-less* = without; *-able/-ible* = able to do; *-ise/-ize* = cause to be or be like; *-ment* = action or process, or the result of; *-ness* = condition, degree, quality or state.

Page 125 of the Student's Book has a list of common words formed from the suffixes in the lesson.

When adding suffixes to root words, students may often have to adapt the spelling. Sometimes there are rules that can be learnt (e.g. removing the end vowel *believe* > *believable*), but other words change to a greater degree (e.g. *receive* > *receptive*). Studying page 125 of the Student's Book and using these words as much as possible in written contexts will help familiarise students with the spellings. Note that the verb suffix *-ize* is preferred in American English.

3 Students match the root words (1–14) to the correct noun suffixes (a–n). Remind them to make any spelling changes that are necessary. Then ask them to think of at least one more noun with the same suffix.

Suggested answers

1 e equipment, development, requirement, etc.
2 c partnership, citizenship, leadership, etc.
3 a procedure, exposure, closure, etc.
4 g ingenuity, simplicity, complexity, etc.
5 b pianist, chemist, optimist, etc.
6 d eagerness, awareness, carelessness, etc.
7 n designer, researcher, producer, etc.
8 j intelligence, confidence, independence, etc.

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9 f inventor, doctor, investigator, etc.
10 h anxiety, safety, variety, etc.
11 k relevance, assurance, guidance, etc.
12 i participant, assistant, consultant, etc.
13 l secrecy, efficiency, accuracy, etc.
14 m implication, explanation, consumption, etc.

4 Ask students to complete the sentences with an appropriate verb, based on the word in capitals and one of the suffixes. Remind them that they may need to make some changes to the verb.

Answers

2 hardens **3** familiarise **4** captivate **5** classified

✓ EXAM SUCCESS **Ask students to read the text in the Exam Success box. In pairs, have students think about what types of words (word class) they might expect to see before and after a gapped word. Refer them to Exam Success on page 133 for further tips.**

5 Students use the word given in capitals at the end of selected rows to complete the text. Remind them to look at the words before and after each gap and to think about the possible correct form. Clarify that words can be nouns, adverbs, adjectives or verbs. Give them time to complete the text then nominate students to give their answers.

Answers

a creation (*not* creations) **b** anxiety **c** requirement
d admirably **e** chaotic **f** conventional **g** harmless
h engineers **i** conservatively **j** differentiate
k exceptions

>>> FAST FINISHERS

Ask students to name the form of the words in exercise 5.

Answers

a n **b** n **c** n **d** adv **e** adj **f** adj **g** adj **h** n
i adv **j** v **k** n

EXTRA ACTIVITY

Ask students to imagine that they have bought the first driverless car and to write a review of it using some of the adjectives they formed in exercise 2.

HOMEWORK

Assign students activities 1, 2 and 5 on page 33 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp42–43

Synthesising information

To become aware of the practice of synthesis in academic writing, to practise identifying an author's point of view and selecting relevant supporting information, using paraphrase and quotations and acknowledging sources

>>> FAST TRACK

Before the lesson you could ask students to read the texts in exercises 1b and 4a and make notes on their answers to the questions. Check answers at the appropriate point in the lesson. Students may need to read the texts in exercise 4a quickly again in the class in order to complete exercise 4b.

BACKGROUND INFORMATION

To write a good essay, students will need to include supporting evidence and references to other work. Copying without reference is referred to as plagiarising and can have serious consequences. Many higher education institutions will use online plagiarism checking programmes to find out whether a student is copying other people's work. In addition to this, using other people's ideas, even though they might be acknowledged, without adding anything new, is seen as unoriginal and unlikely to gain students good grades.

This lesson focusses on the importance of 'synthesis': the means of adding original thoughts and ideas to older information. Students read about and consider synthesis and paraphrase and then have the opportunity to analyse and add to an academic essay.

WARMER

Say the title of a famous poem or a song lyric that your students are likely to know. Say that you are the author. Your students may challenge you, or you may have to prompt them by asking if this is true or false. Ask them why this isn't true and elicit the word 'plagiarise'. Tell students they are going to learn about ways to avoid plagiarism in academic writing. Ask them to read through the lesson objectives and Key concepts and check any vocabulary they don't understand.

1a SPEAKING In pairs, students discuss the questions. Nominate different pairs to give their answers.

Suggested answers

1 In daily life, you might receive information from academic books, websites, other people's blogs, teachers, the radio, conversations with friends, family and fellow students, etc.
You might accept or reject the new information depending on whether it correlates to what you already know or believe.

2 When writing an academic essay, providing evidence for your opinions makes your arguments more convincing and shows the teacher that you have considered the issues raised in the question and have made an informed decision.

1b Ask students to read through the blog extract and answer the question.

Answer

He is giving advice about effective reading skills.

2a SPEAKING Ask students to read the task and note the things they have to do before writing their paragraph.

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Suggested answer

Find three sources to support your argument and make notes on them.

2b Ask students to look at the options and consider the best approach to the task in exercise 2a.

Answer

a integrate material from other writers with your own ideas to express an original point of view

3a LISTENING 11 Tell students they are going to listen to two students talking about completing the task in exercise 2a and to check if they discuss any points raised in the exercise. See p144 for the audioscript for this exercise.

3b 11 Draw students' attention to the bullet points and tell them to make notes on them when they listen again. Play the track and then nominate students to give their answers.

Answers

the thesis in an essay = the main idea/argument of your synthesis. It should be expressed as a single sentence: firstly by making a statement, and secondly by providing an assertion – which is your own point of view.

quotes and paraphrases = quotes should be used inside your own sentences – but credited to the appropriate source. When ideas or sentences are paraphrased, the source must also be credited.

the 'strawman' approach to synthesis = the idea is to present the opponent's argument first, but then destroy it through evidence and examples.

the summary approach to synthesis = the idea is to present the main arguments of relevant sources; the disadvantage of this approach is that it is hard to show your own opinion.

4a READING Ask students to read Sources 1 and 2 and say which points they agree or disagree on.

Answers

They agree that automation has reduced the number of jobs in the manufacturing industry – which includes factory and warehouse work – and other 'blue collar' jobs.

Source 1 (Sara Waysmith) also feels that white-collar jobs will be at risk, too. She thinks this will lead to inequality in terms of wealth, and that people who lose their jobs might not find other work.

Source 2 thinks that automation has made goods cheaper, and has therefore given people more money to spend on non-essential goods and services. Source 2 also maintains that automation has, overall, created more jobs than it has destroyed.

4b In pairs, students tell their partner what they have understood without looking back at the texts.

5 Ask students to read through the sentences and decide if they are paraphrases of statements made by Sara Waysmith (SW) or from Vision Journal (VJ). Nominate students to give their answers and encourage them to indicate the original sentences in the text. During feedback draw attention to useful synonyms and different phrases with the same meaning.

Answers

1 VJ **2** SW **3** VJ **4** SW

EXTRA ACTIVITY

To give students extra practice at paraphrasing you could ask them to turn back to the text in exercise 5 on page 41 and look at the first five lines of text. Draw their attention to the following words and phrases: *type, we'll be seeing a lot more of, state-of-the-art, safer, in tests so far.* Ask students to think of synonyms or other ways of phrasing these.

Suggested answers

type = model, sort, example of; we'll be seeing a lot more of = that will be increasingly popular; that is likely to become more widespread; we'll be accustomed to seeing; state-of-the-art = cutting-edge; safer = less dangerous, more secure; in tests so far = current research

6 Ask students to look through the information in the table in Source 3 and decide what information it provides that could be synthesised with the information in exercise 4.

Answer

From the graph we can see the change in UK employment from 1996–2016. Employment has risen in medicine (by 866%) and in education (by 566%), whereas it has decreased in agriculture by 67% and in metal work by 38%. This seems to show that manufacturing jobs have been affected by automation.

ACADEMIC TASK

Tell students they are going to work individually to analyse and extend an essay.

- ***Step 1***

  Ask students to quickly read the essay on page 144. Set a time limit if necessary. Ask them which of the approaches the writer takes and how they know.

Answer

This is a 'strawman' approach. We can see from the thesis statement in the first paragraph that the student is arguing *against* widespread automation. The second paragraph puts forward Vision Journal's point of view, and then the student proceeds to argue against this point of view in the third paragraph.

- ***Step 2***

  Ask students to identify the thesis.

Answer

There is now potential for many professions to become obsolete; and consequently, for a great number of people to struggle in finding new employment.

- ***Step 3***

  Students look at how the essay presents information from sources focussing on the punctuation in two situations.

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Answers

a The direct quote uses single quotation marks (‘’) to show that these are the words of the source, and ellipsis (…) to indicate that the quote is not starting at the beginning of the sentence.

b The source of the quote is presented in brackets/parentheses and gives the name of the source and its specific date or origin after a comma.

■ ***Step 4***

Students read the essay again and underline where the writer has paraphrased from their sources.

Answers

The view held by some commentators is that technology has not had a detrimental effect on levels of employment: ‘… there is now ample evidence to show that technology has in fact created more jobs over the last few decades than it has caused to disappear’ (Vision Journal, 2016). Vision Journal points out that **(a)** _____ and maintains that this is a direct consequence of automation. Data provided by UK Employment Survey (2016) seems to lend some support to this claim: we can see that the number of jobs in the financial sector has risen by 93% since 1996. This does seem to indicate that people have more money to invest.

However, we must call into question Vision Journal’s argument. It merely shows that the increase of technology has coincided with the increase of particular professions. What we do not have is any evidence of causation. What has been proved beyond doubt is that automation has reduced levels of employment in manual industries: for example, in the garment manufacturing trade this is down by approximately 70% and for metal workers by 38% (UK Employment Survey, 2016). There are no available statistics for how people in these industries have gone on to find new employment, but the impact on local communities can well be imagined. As Sara Waysmith concludes, **(b)** _____.

■ ***Step 5***

Students complete the essay using two of the paraphrases from exercise 5.

Answers

a the number of jobs in professions associated with lifestyle improvement have increased

b automation in manual industries will lead to a greater divide in terms of wealth distribution in the population

■ ***Step 6***

Students compare their answers in pairs.

Listening p44

Listening for opinion and detail

FAST TRACK

Have students prepare for the listening activity in exercise 3 by reading through all the options for 1–6 at home and underlining the key vocabulary. Ask them to consider any synonyms for words or alternative ways of phrasing things that may help them choose the correct answer when they do the task in class.

WARMER

To prepare students for the listening task in the lesson, have them consider some synonyms and alternative ways of phrasing words from the questions in exercise 3. Write the following on the board: *function; reduction; concern; old-fashioned; detail* and ask students to work in pairs and think of possible ways of rephrasing or synonyms. Nominate pairs to share their answers.

1 SPEAKING In pairs, students discuss the questions. Remind them that they don’t have to agree on their answers. Nominate students to give their answers. If possible, extend the discussion by asking follow-up questions, for example for question 2 ask in what way things will become easier or harder, or for question 4 ask students what things would work in their own city.

2 Tell students they are going to listen to two students talking about Smart Cities. Ask them what they think is meant by the term ‘Smart Cities’. Then ask them to work with a partner and think of five things they would like to know about them.

✓ EXAM SUCCESS **Ask students to read through the advice in the box. Ask them what ways they think two people could interact (e.g. they both agree on a topic, one person tries to persuade the other to take their point of view, one person changes his/her mind, etc.). Remind students that it’s best to listen until the end of the discussion before deciding answers. Refer them to Exam Success on page 129 for more advice on this task type.**

3 LISTENING ▶ 12 Give students time to read through the options before playing the track. Nominate students to give their answers. See p145 for the audioscript for this exercise.

Answers

1 c

Ben: … But we need to focus the presentation on more important uses of technology, don’t we?
Laura: But that’s the point. This is just the sort of thing we need to see more of. … But most of them are just thinking about infrastructure management.
Ben: Oh, OK, I see what you mean now.

2 a

… by cutting down … it can reduce CO_2 emissions by 400 tonnes in a city the size of Barcelona. That’s what makes it really worthwhile.

3 b

Ben: … we’ll have sensors everywhere … I think that’s a real worry.
Laura: Yeah, cities will be wired up to capture information about everything we do. Who’s going to have access to all that information? I’m nervous about that, too.
Ben: … people need to feel confident that their personal information will be protected.

4 d

In future, … it’ll be possible to buy your ticket straight from the billboard – there and then. Adverts will give you immediate access to their products.

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5 c

Ben: In some big cities, you know, the computer systems were put in place 20 or 30 years ago. ... And they're still in use today – which is amazing, right?
Laura: Yeah, that's incredible! They should have had an upgrade by now!

6 b

Laura: And it's all incredibly lifelike – er, traffic, hospitals, water, even an imaginary social network. I thought it was brilliant that the designers had thought of every little thing.
Ben: Yeah – it's really ingenious how they've managed to make it so realistic.

EXTRA ACTIVITY

Hand out copies of the audioscript (found on p145 and on the Teacher's Resource Centre) to students. Ask them to choose three or four words or phrases and find alternative ways of expressing them. Allow students to use dictionaries. Then have them work with a partner and share what they have found.

4 SPEAKING Students discuss the questions in pairs. Ask pairs for feedback and if necessary give them time to research and feedback for question 4.

HOMEWORK

Assign students activities 3–4 on page 33 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p45

Using advanced future forms in a collaborative task

FAST TRACK

Students could prepare for the grammar section of the lesson by completing exercises 5 and 6 at home. Check the answers at the relevant point in the class and if students are confident with form and use, you can move on to the speaking task in exercise 7.

WARMER

Revise some of the advanced future forms that students learnt earlier in the unit. Ask them to close their books and write *verge*, *due* and *likely* on the board. Ask students to write three sentences about the future. Allow them to turn to page 40 and correct any errors in their sentences.

Collaborative tasks – 1

1 Ask students to look at the jobs and think about which they would be most and least happy for a robot to do and give reasons for their response.

2a SPEAKING In pairs, students look at the diagram and discuss how technology might affect these aspects of working life in the future.

2b Students decide which of the aspects of working life from exercise 2a they feel will create the most dramatic change. Ask them to give their answers and encourage them to give reasons where possible.

EXTRA ACTIVITY

Ask students to work in pairs and add two extra aspects to working life that could be affected by technology to the diagram.

3 LISTENING 13 Tell students they are going to listen to two students doing the task in exercise 2. Ask them to list the order in which they discuss the aspects and whether they each discuss a different or the same aspect. see p145 for the audioscript for this exercise.

Answer

They discuss 'staying healthy at work', then 'working flexibly', 'how companies hire people', and finally 'communicating with others'. They do not discuss 'workers' salaries'. The students each discuss the same aspect by responding to each other's points and adding to them.

✓ EXAM SUCCESS **Ask students to read the text in the box and think about ways in which they can comment or add to what their partner has already said. Refer them to Exam Success on page 131 for further ideas.**

4 13 Play the track again for students to complete the phrases they hear in the Speaking bank.

Answers

Inviting partner's response: agree
Responding to partner's comment: right; that might be true; don't you think that

EXTRA ACTIVITY

Give students some practice in responding. Make a statement (e.g. *I think we're on the verge of having robot doctors*) and choose a student who has to respond with one of the phrases given in the Speaking bank. They then have to make a new statement and choose another student to respond.

GRAMMAR Advanced future forms

Test before you teach

Write the following on the board: *In 2030, people ...* and *By 2030, people ...* and ask students to complete the sentences. Circulate and check whether students are completing the sentences with grammatically correct forms. Nominate students to give their answers and write correct versions up on the board. Ask some concept-checking questions such as: *In this sentence has the action finished before 2030? Is the emphasis on duration in this sentence?* If they seem to be familiar with their use, then move through the Grammar guide exercise quickly in open class.

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TEACHER DEVELOPMENT: LANGUAGE

Advanced future forms

Form

The future continuous is formed with *will* + *be* + verb + *-ing*, e.g. *They'll be going in September.* The negative is formed with *won't* + *be* + verb + *-ing*. Questions are formed with *Will* + pronoun + *be* + verb + *-ing*, e.g. *Will they be going in September?*

The future perfect simple is formed with *will* + *have* + past participle, e.g. *He'll have gone.* If a point in time is referenced, we use the preposition *by* or *before*, e.g. *He'll have gone by 6.30 pm.* The negative is formed with *won't* + *have* + past participle. Questions are formed with *Will* + pronoun + *have* + past participle, e.g. *Will he have gone by 6.30 pm?*

The future perfect continuous is formed with *will* + *have* + *been* + verb + *-ing*, e.g. *We'll have been living there for 60 years.* The negative is formed with *won't* + *have* + *been* + verb + *-ing*. Questions are formed with *will* + object + *have* + *been* + verb + *-ing*, e.g. *How long will you have been living there?*

Use

The future continuous is used for unfinished actions in the future when we're making a prediction of talking about something that will be in progress at a particular time, e.g. *This time next year, we'll be doing our exams.* It is also used for things that we think are inevitable in the future, e.g. *We'll all be driving eco-cars by then.*

The future perfect simple is used for actions that are completed before a particular time in the future.

The future perfect continuous emphasises the duration of an event or action that continues up to a point in the future. Note the weak pronunciation of *will*, *have* and *been* in this structure.

5 Students look at the sentences and answer the questions. Nominate students to give their answers.

Answers

a 4 **b** 3 **c** 2 **d** 5 (we don't say 'will be being able to do that') **e** 1

FAST FINISHERS

Give students these parts of sentences from exercise 5 and ask them to complete them in a different way using one of the advanced future forms: *By 2050, someone ...; Do you think a computer ...; People will have been ... for years before then.*

6 Ask students to complete the sentences using the correct future forms from exercise 5 and the verbs given. Remind them that sometimes more than one answer is possible.

Answers

2 will have left/will be leaving
3 will have been sitting (also future perfect simple, will have sat)
4 will be going (also present simple, will go)
5 will have belonged (not ~~will have been belonging~~)
6 will have been living (also future perfect simple, will have lived)
7 will have known (not ~~will have been knowing~~)
8 will be living (also present simple, will live)
9 will have finished
10 will be doing

Refer students to the Grammar reference on page 137 if necessary.

7 **PRACTICE MAKES PERFECT** SPEAKING Ask students to work in groups of three. Ask Students A and B to look at the instructions on page 147 and Student C to look at the instructions on page 145. Ensure they know what they need to do in their roles and set a time limit. Circulate while Students A and B are talking and make note of any errors to correct at the end of the lesson. Then ask students to swap roles.

HOMEWORK

Assign students 34–35 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp46–47

Writing an academic essay using the appropriate structures and register

FAST TRACK

Before the lesson, ask students to read the short texts in exercises 1 and 2 and the essay in exercise 3a and check any vocabulary they don't understand.

WARMER

Ask students if they can remember the word from the Life skills lesson in this unit for copying large amounts of text without paraphrasing (*plagiarising*). Ask students if they know the general word for breaking rules in order to do well at something (*cheating*) and if they can think of other ways that students can cheat in academic situations.

An academic essay

1 SPEAKING In pairs, students read the text and discuss the questions. Nominate pairs to give their answers.

2 SPEAKING In pairs, students read the task and answer the questions. Check answers as a class.

Answers

1 Education
2 Technology gives better access to qualifications vs more risk of cheating
3 Discuss both sides of the debate. Give your own opinion.

3a Ask students to read the essay and answer the question.

Answer

Yes; the essay addresses both viewpoints and gives the student's own opinion.

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3b Ask students to look at the writer's paragraph plan and give each paragraph a heading. Ask them to complete the plan in note form with the main points for each paragraph.

Answers

Paragraph 1: Introduction
very general comments outlining the debate
examples of qualifications – i.e. defining terms from the question

Paragraph 2: Supporting proposition 1
better access to education/qualifications for the disabled
online courses for those in remote areas/poorer nations
opportunities to catch up with classwork that has been missed

Paragraph 3: Supporting proposition 2
students may cheat in exams
students may plagiarise
problem of false identity

Paragraph 4: Opinion
technology is beneficial, but safeguards are needed

4 COHESION Ask students to complete the Writing bank with expressions from the essay in exercise 3a. Check answers as a class.

Answers

Adverbs: Despite this; On the other hand
Conjunctions: while; even though
Concluding: To sum up

5 Students choose the words and phrases that aren't possible in the sentences and discuss why. Draw their attention to the example in 1. Remind them to think about whether the expressions are adverbs or conjunctions.

Answers

2 'on the other hand' is an adverb; a conjunction is needed
3 'Despite the fact that' must be followed by a clause: *Despite the fact that it was raining, we went to the beach.*
4 'On the contrary' is an adverb, but it has a different meaning and is used to correct something, e.g. A: *You love football, don't you?* **B:** *On the contrary, I hate it!*
5 'nevertheless' is an adverb; a conjunction is needed here
6 'however' is an adverb; a conjunction is needed here

VOCABULARY Technology and education

6 Read through the words in the box and check that students understand the meanings. Then ask them to complete the sentences. Nominate students to give their answers.

Answers

1 resources **2** attention **3** wireless **4** face-to-face
5 assessment **6** virtual **7** individual **8** blended

EXTRA ACTIVITIES

1 Ask students to write two or three sentences using at least one of the words/phrases from exercise 6 and a contrasting structure in each.

2 Students give each of the statements in exercise 6 a score from 1–10 showing their opinion. They then work with a partner to discuss their opinions. You could open this up to the class and add up the 'totals' for each statement and then ask students to discuss whether the results surprised them.

7 COMMON MISTAKES Ask students to correct the eight mistakes in the student's essay.

Answers

… and that is another advantage of using technology in schools.

~~But~~ **However**, there may also be some disadvantages. ~~In spite~~ **Despite the fact that** the capacity to use technology effectively is commonly associated with high-performing students, research suggests that handwriting is good for brain development. ~~On the contrary~~ **Despite this/ Nonetheless/Nevertheless**, many people do most of their writing on smartphones and other devices. ~~However~~ **While/Although** technology is frequently used in schools, most examinations are still handwritten. ~~Nonetheless~~, ~~some~~ **Some** say that young people are becoming dependent on spell checks and search engines. These are useful ~~assessment~~ tools, ~~whereas~~ **but** students also need the ability to think for themselves. ~~For conclude~~ **To conclude**, face-to-face interaction in class helps young people develop communication skills.

TEACHER DEVELOPMENT: LANGUAGE

Using conjunctions

Strictly speaking, 'but' is a conjunction and should not be used to start a sentence in formal writing. In exercise 7, the student has used 'but' not only to begin a sentence, but to begin a new paragraph of an essay, which in an exam would be inappropriate.

PRACTICE MAKES PERFECT

8 Ask students to read through the task and identify the topic, the two viewpoints and the paragraph structure they should use. Give students time to plan their writing and complete the task. Remind students to check that they have included all the correct elements and to check their punctuation and grammar.

Answers

General topic: education
Specific angle: role of technology vs possibility of becoming dependent
Use the same paragraph structure as the model answer.

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

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Reading p48

➤ TIP FOR READING EXAMS

Ask students to read the tip and then turn to Exam Success on page 128 for further advice. Then give them time to look through the statements in exercise 1 and think about the 'concrete information' that they may need to look for.

1 Students read the text and answer True (T), False (F) or Not Given (NG). Nominate students to give their answers.

Answers

1 T
… when you move your hand through the water, it appears to light up with a beautiful luminescent glow.
2 F
But this would be lighting without copper wires, cables or current of any sort.
3 NG
4 T
Taking an organism from its original ecosystem and introducing it into an alien habitat can have unforeseen consequences in terms of harm to the new ecosystem and the species that depend on it.
5 NG
6 T
The Van Gogh Path, so called after the artist who lived in the town in 1883, blends the traditional with the contemporary in a gesture that acknowledges Van Gogh's masterpiece *The Starry Night*, but also shows …
7 F
… concrete, but she says it's becoming increasingly easy to lay your hands on the exotic substance as the technology is becoming better understood.
8 NG
9 F
The city of Glasgow is attempting to use integrated computer technology and intelligent street lighting to monitor how citizens interact with the urban landscape and minimise electrical consumption and thus emissions.
10 F
He believes that this new definition of 'technology' can one day completely replace microchips and digital systems …

EXTRA ACTIVITY

Ask students to correct the false answers in exercise 1.

Speaking p49

➤ TIP FOR SPEAKING EXAMS

Ask students to read through the tip. Remind them that they need to address the actual questions the examiner asks, so have them read through the questions in exercise 2 and check they understand. Refer students to Exam Success on page 131.

2 Students work with a partner and look at the photos. They then have one minute to discuss the questions. Circulate while students are talking and make notes on any corrections for feedback after the task.

Use of English p49

➤ TIP FOR USE OF ENGLISH

Students read through the tip and think of other advice for this task type before turning to Exam Success on page 133 for further ideas.

3 Students use the word given in capitals at the end of some of the lines to complete the gap. Give them time to check their spelling at the end of the task.

Answers

a entertainment **b** inaccuracies **c** unfortunately
d unfashionable **e** researchers **f** dishonesty
g reference **h** comparison **i** production **j** countless
k occasional/occasionally **l** passionate

EXTRA ACTIVITY

Ask students to think of other forms of the words in capitals in exercise 3 (e.g. *entertainer, entertaining, accuracy*, etc.). Write them up on the board and then ask students to discuss why each answer would be incorrect for a–l.

Writing p49

➤ TIP FOR WRITING EXAMS

Ask students to turn to Exam Success on page 132 and read the tips for both task types.

4 Ask students to read through the writing tasks carefully before choosing which one to do. Make sure they are clear about what they need to include in their written work and give them a suitable word count. Give them time to complete their tasks and remind them to check through carefully afterwards.

HOMEWORK

Assign students pages 38–39 in their Workbook or the relevant sections of the Online Workbook.

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5 Express yourself

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about communication
- use different conditional forms to talk about a variety of topics
- give and receive constructive feedback
- negotiate, make suggestions and express agreement in a collaborative task
- write a proposal using conditional forms

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Getting meaning across Collocations – communication
Reading	Crying with laughter: How we learnt to speak emoji CRITICAL THINKING Thinking about the limitations of emoji and the criteria for selecting new emoji to create
Grammar in context	Review of conditional forms Advanced conditional forms
Life skills	Social skills: Giving feedback
Listening	Interview – the Hip Op-eration Crew
Developing speaking	Collaborative tasks – 2
Developing writing	A proposal – 1
Exam success	Reading: Matching headings Use of English: Multiple-choice cloze Listening: Multiple choice Speaking: Interactive decision making Writing: Proposal

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 5
  - Grammar revision worksheet Unit 5
  - CEFR checklist Unit 5
  - Writing bank worksheet Units 5 & 10 – Proposals
  - Literature worksheet Units 5 and 6

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–5
- Printable test Unit 5
- Gateway to exams Units 5 and 6 (end of Unit 6)

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Reading pp50–51

Using different words to get meaning across; reading for gist and specific information

FAST TRACK

Students could look at exercises 1a and 1b and make notes on the meanings of the words and whether they agree with the statements. Check answers for exercise 1a at the beginning of the class and then have students discuss exercise 1b in pairs.

WARMER

Either draw or display on the board five different emoji representing different feelings or emotions. Ask students if they know the name for these, and ask them what the user is trying to convey with each one.

VOCABULARY Getting meaning across

1a SPEAKING Ask students to work in pairs and discuss the meanings of the words in bold. Allow them to use a dictionary if necessary. Nominate different pairs to give their answers. Check students are confident with the pronunciation of *subtle* /ˈsʌt(ə)l/ and *vague* /veɪg/.

Answers

hint = something that you say to show what you are thinking or feeling, without saying it directly

vague = not clearly or fully explained

blunt = saying what is true or what you think, even if this offends or upsets people

ambiguous = not clear and therefore having the potential to be understood in more than one way

vocal = someone who is vocal expresses their opinions frequently and strongly

mumble = to say something in a way that is not loud or clear enough so that your words are difficult to understand

imply = to suggest that you believe something to be true without saying it directly

convey = to communicate ideas or feelings indirectly, for example through poetry, painting or photography

EXTRA ACTIVITY

Ask students to say what part of speech each bold word in exercise 1a is. Then ask them to mark the stressed syllable in *ambiguous, vocal, mumble, imply* and *conveys*. Read the words out to help students with this. Finally, ask students to write new sentences of their own with the words in a new context.

Answers

hint (noun or verb); *vague* (adjective); *blunt* (adjective); *am**big**uous* (adjective, second syllable stressed); ***vo**cal* (adjective, first syllable stressed); ***mum**ble* (verb, first syllable stressed); *im**ply*** (verb, second syllable stressed); *con**vey*** (verb, second syllable stressed)

1b Ask students to work with a partner and say whether they agree with the statements in exercise 1a. Remind them to give reasons for why/why not. Nominate students to share their responses.

✓ EXAM SUCCESS **Ask students to read the tip in the box and discuss it with a partner. Then refer them to Exam Success on page 129 for further help.**

2 READING Tell students they are going to read an article about a trend in human communication. Ask them to look at the pictures on page 51 and the title of the article as well as the two introduction sentences at the top. Students should think about what the main themes of the text might be and predict the author's attitude to the subject of emoji. For example, does s/he take them seriously or not? Then ask students to read the headings i–viii carefully before reading the article and matching them to each paragraph A–F. Remind them there are two extra headings. Nominate students to give their answers, and where possible, indicate the part of the text that helped them.

Answers

A vi

The increasing tendency to use emoji for everyday messages and for literary purposes

If he had been referring to the number of people using emoji in regular text messages, this may not have seemed so remarkable. What may surprise you more, though, is that the classic novel *Moby Dick* was translated into emoji and renamed *Emoji Dick*, with *Alice in Wonderland* undergoing the same update, … The author TR Richmond, … used emoji in *What She Left*, a novel built around texts, blogs and Facebook posts …

B vii

Emoji use no longer limited to young people

… Grathwohl, who is 44, avoided using emoji altogether because he worried that he would look as if he 'was trying to get in on teen culture. I felt inauthentic. But I think there was a tipping point this year. It's now moved into the mainstream.' Not only does he use emoji, but his mother sends him emoji-laden messages, too. Indeed, some 76% of the UK adult population owns a smartphone, and of those, between 80% and 90% use emoji.

C viii

The procedure for suggesting and evaluating new emoji

… Anyone can put forward an idea for an emoji … 'You simply submit a proposal, provide a rationale.' You'll hear back from the Unicode Tech Committee if your design meets their criteria. It's this group that considers proposals and releases new outlines of characters in a process that can take about two years.

D iv

Emoji allow more self-expression in some respects, but less in others

The picture is more complicated, he feels, with emoji offering both greater freedom and constraints than verbal language. He points out that anyone can invent a word and use it, but emoji are a limited language, subject to the selection processes of Unicode.

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E v

The inspiration behind the development of emoji

It was in Japan, in the late 1990s, that emoji were born. A Japanese telecom company had been looking for a way to entice teens to its pager service. One of its employees, Shigetaka Kurita, came up with the idea of adding simple images to its text offering, and began sketching out the possibilities. His imagination was stimulated by manga, Chinese characters and street signs

F ii

The potential for the exploitation and increased complexity of emoji

Like any sort of language, emoji are in a constant state of flux, particularly in the way that texters are choosing to deploy them. 'They are subtle and rich, and flexible,' Grathwohl says. … Grathwohl also explains: 'The strings [of emoji] people send me are becoming longer and starting to tell stories. They are expressing ideas and experiences with growing sophistication.'

FAST FINISHERS

Ask students to find the synonyms used in the headings and the article that helped them with their answers.

3 Ask students to read the article again and answer the questions. For less confident classes, you could pre-teach the following vocabulary from the statements: *reluctant, novel, unintentional, conventional.* Check answers as a class.

Answers

1 and 2 A and D

3 and 4 B and E

4 CRITICAL THINKING Ask students to consider their own answers to the questions before discussing with a partner or in a small group.

Example answer

I don't think emoji can express really sophisticated ideas. There are more words than there are emoji, so at the moment you can express yourself more clearly with words. Also, when you speak you are able to use intonation and your own facial expressions and body language to add depth to what you say. This isn't possible with emoji yet.

I think the selection criteria for new emoji should be that it is new and original and doesn't overlap with existing emoji. It should also reflect the way traditional language has moved, for example new words like *hangry* (when you are both hungry and angry at the same time) could be reflected.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionary. Ask different students to give their answers. Encourage them to note the form and pronunciation of new vocabulary when they record it as it will help them when they review it later.

Answers

oversee = to watch something in order to check that it works or happens in the way that it should

striking = attracting interest or attention because of some remarkable feature

shift = when something changes, especially an idea, attitude or plan

get in on = to become involved in something that other people are doing that is fun or interesting or offers some benefit

constraints = something that limits your freedom

subject to = being dependent on something, following certain conditions

underpin = to be an important basic part of something, allowing it to succeed or continue to exist

entice = to persuade someone to do something, especially by offering them an advantage or a reward

state of flux = a condition of continuous change

tame = bring under control

EXTRA ACTIVITY

Have students work in pairs or small groups and ask them to choose one of the underlined words in the text and create an emoji design for it. Ask them to give a description and draw a quick sketch, for example *oversee* = eyes with downward arrow below them. Then have students swap their idea with another pair/small group and see if they can guess which word the emoji represents. Ask them to say why they think their design would be effective and if they see any potential confusion with other words. You could also have a class vote on the best idea.

6 SPEAKING **What about *you*?** Ask students to read the questions and make notes of their own answers before discussing with a partner or in a small group. You could open the discussion up to the class and follow up with questions such as: *Do you think people are better or worse communicators than in the past? Do you think it's lazy or creative to use emoji? Have you ever had an emoji misinterpreted by the person you sent it to?*

HOMEWORK

Assign students pages 40–41 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p52

Using conditional forms to discuss a variety of topics

FAST TRACK

If you are not going to test before you teach, you could ask students to complete exercises 1a–d at home before the lesson (although exercise 1d involves partner discussion, which could be briefly done at the start of class). Check their answers at the beginning of the lesson and if they seem confident with form and use, you can move onto exercise 2.

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Test before you teach

Write the following situations on the board:

– *I wanted to go out with my friends. I didn't have time.*
– *You're wasting time. You won't pass the exam.*
– *He's given me a lot of money. Now I can afford a new guitar.*

Ask students if they can write sentences using conditional forms to express the sentences above. Remind them that they may need to change word order. Circulate and check how confident students are using a variety of conditional forms. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Suggested answers

If I'd had time, I would have gone out with my friends.
If you keep wasting time, you won't pass the exam.
If he hadn't given me a lot of money, I wouldn't be able to afford a new guitar./If it weren't for his money, I wouldn't be able to afford a new guitar.

Review of conditional forms

1a Ask students to name the conditionals in 1–4 and say when we use each. Nominate students to give their answers.

Answers

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

1b Ask students to read through sentences 1–6 and decide which are variations on the zero, first, second or third conditional. Ask them to focus on the uses in each situation. Check answers as a class.

Answers

1 second **2** third **3** first **4** first **5** first **6** third

1c Ask students to look at the underlined forms in exercise 1b and answer the questions.

Answers

a might never have been
b if it weren't for
c might never have been

1d Ask students to work in pairs and discuss questions a–c in connection to exercise 1b. Nominate students to give their answers.

Answers

a *wasn't*. Sentence 1 demonstrates the subjunctive mood. In formal English 'were' is the correct verb to use, though 'wasn't' is widely used in spoken English and considered correct in some situations.
b In 3, the continuous form is used to express the idea of an intention; in 6 the continuous form is used to express a hypothetical situation occurring at a particular moment.
c *Will* in 4 is used to express disapproval. (It is stressed in spoken language.) In 5, *will* indicates the desired result.

TEACHER DEVELOPMENT: LANGUAGE

Using conditionals

A common error when using conditionals even at advanced levels of English is to insert extra words into the *if* clause. For example, when using the second conditional, students may often add *would* to the wrong clause, e.g. *If you would study more, your English would be perfect*, rather than the correct *If you studied more, your English would be perfect.* Likewise, in the third conditional students may write *If you would have tried harder, you wouldn't have failed* rather than *If you had tried harder, you wouldn't have failed.*

It is important to identify and explain these mistakes before introducing students to the exceptions. For example, we can insert *will, could* and *would* into sentences to express disapproval, exasperation or criticism. For example, *If you will insist on going out without a coat, you'll end up with a cold!; If only you could keep a secret, then they wouldn't have found out.; If you would study more, your English would be a lot better.*

Be clear when teaching these examples to students that they have a specific usage, and that the *will, could* and *would* in the *if* clause are emphasised and rarely contracted.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Revising grammar

If the point of language being taught is a review of previously-learnt structures, you could ask some students to 'teach' the class or put students in small groups and have one member of the group teach the others. At this level, they are likely to be familiar with zero, first and second conditionals so you could nominate one student to teach each one. Ask them to focus on form and use and give examples of each. (Ensure that you monitor explanations, correct any mistakes and do a quick recap afterwards.) Having students teach is a good way to activate prior knowledge and to have them pay attention to the form and use of simpler structures before they start to build on them.

2 Ask students to put the verbs in the correct form according to the conditional type given in capitals. Check answers as a class.

Answers

1 were, wouldn't get
2 think, are
3 had checked, would have known
4 don't stop, will ask

EXTRA ACTIVITY

Ask students to use the *if* clause of each sentence and write a new result clause.

3 Ask students to choose the correct alternative in each sentence. Nominate students to give their answers, encouraging them to give reasons for their choices.

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Answers

1 'd had, would have
2 will, can't
3 are entering
4 would have been, hadn't seen
5 will help
6 weren't, would be feeling
7 were to create
8 If you happen to see

4 Ask students to correct the sentences that have a mistake, either by changing or adding a word.

Answers

1 If I had learnt another language, it ~~will~~ **would** have made studying abroad easier.
2 correct
3 correct
4 If I didn't have to study, ~~I'll~~ **I'd** be hanging out at the beach. But the exam is next week!
5 I would have got there on time if the train hadn't **been** running late.
6 If it wasn't **for** your advice, I probably wouldn't be going to university next year!
7 Accidents would be dramatically reduced if people ~~don't~~ **didn't** cross roads while texting, but everyone is addicted to their devices!
8 correct

EXTRA ACTIVITY

Read the sentences in exercise 4 out loud and have students note the contractions, weak forms and stress you use. Then drill them chorally as a class. Finally, have students read them out individually to a partner.

5 SPEAKING In pairs, ask students to use different conditional forms to ask and answer questions about the topics given. Circulate and help students out with any problems.

Refer students to the Grammar reference on page 138 if necessary.

HOMEWORK

Assign students page 42 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p53

Using collocations to complete a text and in a discussion

FAST TRACK

You could ask students to read the text in exercise 4 before the lesson and consider what type of word would fit each gap. Ask them to ignore the options at this stage and just to think what word would 'sound' right. Ask them to also look up any vocabulary they don't understand.

WARMER

Write the following pairs of phrases on the board (without underlining):

1 ***have a quick shower/have a fast shower***
2 ***become married/get married***
3 ***burst into tears/break into tears***

Ask students to work with a partner and say which one is correct in each of the pairs above. Confirm answers (underlined above). Ask students if they can remember the term for these structures (e.g. a combination of two or more words that often go together) and elicit *collocations*. Tell them that they are going to look at collocations connected with communication in the lesson.

Collocations – communication

1 Ask students to work with a partner and decide if the phrases collocate with *communication* or with *voice*. If students are struggling, encourage them to say them out loud with each option as one of them may sound more familiar. Check answers as a class.

Answers

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

TEACHER DEVELOPMENT: LANGUAGE

Collocations

There are many types of collocation and these can be made up from combinations of verb, noun, adjective, etc. Some of the most common types are:

- **adverb + adjective:** *absolutely excellent* (NOT ~~*completely*~~ *excellent*)
- **adjective + noun:** *chilly day* (NOT *chilly* ~~*drink*~~)
- **noun + noun:** *a discount store* (NOT *a* ~~*reduction*~~ *store*)
- **verb + adjective:** *do our best* (NOT ~~*make*~~ *our best*)
- **verb + noun:** *answer the door* (NOT ~~*attend to*~~ *the door*)
- **verb + expression with preposition:** *burst into tears* (NOT ~~*blow up*~~ *in tears*)
- **verb + adverb:** *rely heavily* (NOT *rely* ~~*deeply*~~)

Help students to memorise collocations by writing them in example sentences and saying them aloud so they get used to what 'sounds' right.

The more students read and hear English, the more collocations they will see and hear and become accustomed to, so encourage them to read books, websites and newspapers and listen to podcasts, songs, etc.

When students learn new words in English they could search online for common collocations and make note of them. Online corpora (see Unit 6 for more about corpora) are also a good way for students to see words in context and with all their collocations.

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2 Ask students to complete the sentences with collocations from exercise 1. Remind them that they may need to change the expression. Check answers as a class.

Answers

1 means of communication
2 tone of voice
3 face-to-face communication
4 at the top of his voice
5 speak with one voice
6 breakdown of communication
7 in regular communication
8 lower their voices

FAST FINISHERS

Ask students to write one more example for each of the collocations from exercise 1.

3 Ask students to complete the table with the phrases in the box. Remind them that sometimes more than one answer is possible.

Answers

say: be about to say (also: I was about to tell you something …); hate to say; hear someone say; not trust yourself to say (the right thing)

speak: hear someone speak (especially in the context of a speech or presentation); not be on speaking terms; not trust yourself to speak; speak out against; speak your mind

tell: hate to tell; tell someone what you think; tell the difference; tell the truth ('speak the truth' is also possible, but a less common collocation); tell you so, e.g. 'I told you so.'

FAST FINISHERS

Ask students to write sentences using one collocation from each column.

EXTRA ACTIVITY

Ask students to complete the sentences with collocations from exercise 3 using the word in capitals. Remind them to make any necessary changes to the word.

1 I had heard this discussion many times before and had _____ (SAY) so I kept my mouth shut.
2 She was well known for _____ (SPEAK) any injustice in society. In doing this, she made the world a fairer place.
3 A: Oh dear, the train left at 3.15, not 3.30, and now we've missed it!
B: I _____ (TELL)! I hope next time you'll listen to me.
4 I _____ (SAY) this, but you may have a puncture. The back tyre on your bike looks like it's going flat!

Answers

1 nothing to say **2** speaking out against
3 told you so **4** hate to say

✓ EXAM SUCCESS **Ask students to read the tip in the box and discuss with a partner why it's a good idea to read the text quickly the first time. Then refer them to Exam Success on page 133 for further ideas.**

4 Draw students' attention to the photograph and ask what type of person they think the woman could be, and why they think this. Then ask them to read the text and decide which answer (A, B, C or D) best fits each gap. Remind them of the collocations they have looked at and also the different structures that follow *tell* and *say*. Nominate students to give their answers. When giving answers, encourage students to read the complete sentence too as this will get them accustomed to the sound of the collocations used.

Answers

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

5 SPEAKING Ask students to work in pairs and discuss the questions. Elicit the meaning of *blunt* (saying what is true or what you think, even if this offends or upsets people). Nominate pairs to give their answers. You could open the discussion up to the class and ask follow-up questions such as: *Have you ever regretted speaking your mind, or not speaking your mind? Would you describe yourself as blunt?*

TEACHER DEVELOPMENT: LANGUAGE

Language games

Sometimes it might be appropriate to turn some activities into games with points scoring. This can be useful for games that revise grammar or vocabulary. One common game, whose name is based on a TV show from the UK, called *Call My Bluff*, is good for practising words and their definitions. For example, to play this game, students work in pairs or small groups and take a list of words (that you prepare on a sheet of paper). They then come up with three definitions for each word with one being the correct one and the other two being false. They read their definitions out to another pair/group for them to guess the correct ones. Groups take turns to make the definitions and to guess the definitions. They receive points for each correct answer.

HOMEWORK

Assign students activities 1a, 1b, 2 and 5 on page 43 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp54–55

Giving feedback

To clarify the concept and aims of feedback, to raise awareness of effective ways to feed back and to practise giving feedback to other students

FAST TRACK

You could ask students to look at the questions in exercise 1 before the lesson and to make notes of their answers. Remind them not to write full sentences.

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BACKGROUND INFORMATION

Your students will be used to getting feedback from you in terms of comments on their written work and oral feedback in class. They may not, however, have stopped to think about the importance of how feedback is given and received and how they themselves could be in situations where delivering feedback effectively is an important skill. Recent surveys have shown that strong employee engagement and satisfaction with their jobs correlated with the ability to give and receive feedback in a positive way. For example, a Forbes 2013 study of leaders showed that those ranked in the bottom 10% for giving feedback to employees were given 'engagement scores' (i.e. how engaged from 0–100 employees felt) of around 25. However, the leaders in the top 10% for giving feedback were given engagement scores averaging 77. So being able to give and receive feedback will likely benefit students in the workplace. Being able to give specific, useful and polite feedback to other students is the focus of this lesson. Students look at specific examples and language and discuss which ways of giving feedback would be most effective. They have the opportunity to listen to and evaluate students role-playing a situation where feedback is given on a class project. Students then have the chance to give constructive feedback to each other.

WARMER

Write the following sentences on the board: *Good job! I think you need to work harder on your technique. I thought the concert was enjoyable, but a little bit too long.* Ask students if they know what these could be considered examples of (Answer: feedback). Ask them if they think feedback is always positive or useful and if they can think of what adjectives often collocate with feedback (Answers: *constructive feedback; negative feedback*). Discuss the fact that constructive feedback doesn't always have to be 100% positive about someone's work – it just has to offer solutions for areas that aren't perfect. Then refer students to the lesson objectives and the Key concepts box and ask them to read through and check any vocabulary they don't understand.

1 SPEAKING In pairs, students discuss the questions. Encourage them to use the vocabulary and ideas in the Key concepts box. After a few minutes, nominate students to share their experiences.

2 READING Tell students they have two minutes to read an article about giving feedback. Ask them to note what is says about the three questions in exercise 1. After the time is up, ask students for their responses.

Answers

1 Commenting on another student's performance in class or discussing with a friend how their behaviour is affecting others in a club or team.
2 The recipient will be receptive to suggestions for improvement and will follow through with them.
3 Students' own answers

3 Students read the article again and take turns to explain what they should do in situations 1–5. Nominate students to give their answers.

Answers

1 Because they are too general and may come across as insincere.
2 Because the recipient will be reassured that you have bothered to observe him or her carefully, and you are not just inventing things.
3 Phrases like 'you need to' or 'you must' won't explain to the recipient what actually went wrong at some point in the past. Offering praise and then saying 'but' in the middle of a sentence will imply that the praise was insincere. Subjective adjectives like 'bad' or 'good' also make feedback less meaningful.
4 You can also express appreciation or show concern.
5 Don't comment on the other person's personality, and mention an equal number of positive things as negative ones.

EXTRA ACTIVITY

Ask students to think about a time when they have given or received inadequate or poorly-delivered feedback. Ask them to think about what they would do differently having read the article. Ask them to make notes and then share their thoughts with a partner.

4 LISTENING 14 Tell students they are going to listen to two pairs of students in a situation where one is giving feedback to the other. Ask them to choose which student gives feedback more effectively. See p146 for the audioscript for this exercise.

Answer

The second student

5 14 Play the track again for students to note how feedback was given effectively in the second situation. Ask them to use the ideas given. Nominate students to give their answers.

Answers

The student in the second situation gives feedback more effectively because:
the feedback is delivered away from other people.
the student is very specific about the way in which the music was used successfully.
the student expresses appreciation for the other person's work and abilities.
the student is specific about which scenes needed better editing, and comes up with a possible solution.
the student offers to provide further help if it's required.

EXTRA ACTIVITY

Hand out copies of the audioscript (on p146 and on the Teacher's Resource Centre) to pairs of students and ask them to read through the first situation. Then ask them to improve Students A's feedback by amending or adding to her dialogue. After a few minutes ask pairs to read out their improved dialogue.

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SOCIAL SKILLS TASK

Put students in pairs and tell them they are going to practise giving constructive feedback to each other. Ask them to turn to page 145 and look at the advertisement and then follow the instructions given.

- ***Step 1***
  In their pairs, ask students to choose four things from the list to feed back on. Remind them of the meanings of *slogan* and *logo* if necessary.
- ***Step 2***
  Students note down how they are going to phrase their feedback so it is constructive and specific. Remind them to look at the article and the audioscript from the lesson for some guidance.
- ***Step 3***
  Students choose who is going to be giving and receiving the feedback. Ask the person giving the feedback to practise.
- ***Step 4***
  Ask the recipients to comment on how fair, clear and constructive the feedback was. Ask them to think how it could have been improved.
- ***Step 5***
  Students swap roles and repeat steps 3 and 4. When all students have finished you could ask if anyone felt they received particularly good feedback and to say how/why.

Listening p56

Listening for specific information

FAST TRACK

Before class, ask students to read the Exam Success box and then turn to page 129 to read through the other suggestions for this task type. Remind them of this information before you do exercise 3.

WARMER

Write the following English expression on the board: *You can't teach an old dog new tricks.*
Ask students to work in pairs and discuss what it means and whether they agree with it or not. Nominate pairs to share their answers then tell the class they are going to listen to an interview with an older woman who has taken up an unusual hobby.

1 SPEAKING In pairs, ask students to look through the photos and discuss the questions. Nominate students to give their answers, but don't confirm any at this stage.

2 LISTENING 15 Play the track for students to check their answers in exercise 1. See p146 for the audioscript for this exercise.

Answers

1 over 90/in her 90s
2 Waiheke Island, New Zealand
3 hip hop dancing, travelling to other countries

✓ EXAM SUCCESS **Ask students to read through the tip. Remind them to read carefully through the 'stem' (the first part of the sentence) and the four options. Ask them to discuss with a partner any other ways to help approach this type of task, then refer them to page 129 for further suggestions.**

3 Ask students to read through the questions in exercise 4 and underline any key words and phrases. Ask them to think about what type of information they will be listening for and other ways that this may be expressed by the speaker.

4 15 Play the track again and ask students to choose the best answers. Nominate students to give their answers.

CULTURAL INFORMATION

Kara Nelson and the Hip Op-eration Crew

The Hip Op-eration Crew was started by 45-year-old Billie Jordan in 2012 and now holds the Guinness Book of World Records as the world's oldest dance crew. Though she has had no formal dance training, Jordan choreographs and teaches all the dance routines and works on an entirely voluntary basis. In 2015, she gave a talk on society's attitude to ageing at TED Talks – a talk which led to a standing ovation from the audience.

The current Hip Op-eration Crew has an average age of 80. One member is legally blind and partially deaf, one member uses a mobility aid and all members have arthritis. None of this has deterred the group, who take part in national and international competitions and performances.

Answers

1 d
And maybe I'm stubborn or something, but I wanted to turn that on its head and go and do the thing I wasn't supposed to. So I joined the dance group.

2 b
But over those first months, when we met every Sunday for rehearsals, no-one was ever absent. Never. And I've never seen that before.

3 c
But the thing was this. New Zealand is a small country. And hip hop would give us the chance to go to Las Vegas, and other places abroad, that are completely different to our little island.

4 a
But the lovely thing was, the kids really seemed to like *us* and said that *we* inspired them to work even harder at their dancing. So we all got a lot out of it.

5 b
I was amazed that such a wide range of people had come to dance in the desert!

6 a
But my big thing was, some of the others just couldn't dance to the beat of the music – they were too fast or too slow.

7 c
But the saddest thing I think is when people feel they have nothing to say anymore. Everyone has something to say, and it's just a matter of finding the right way to do it.

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EXTRA ACTIVITY

Put students in small groups and ask them to research Kara Nelson and the dance group the Hip Op-eration Crew and see what other information they can find, for example: the average age of the group; the names of other individuals in the crew and their reasons for joining; the motivation of the teacher who runs the group. Ask students to present their findings to the class.

5 SPEAKING **What about *you*?** Ask students to read through the questions and consider their own answers before discussing with a partner or in a small group. You could open the discussion up to the class and ask follow-up questions such as: *Do you think your community could benefit from more activities for the older generation? Do you think more could be done for generations to communicate and socialise with each other?*

HOMEWORK

Assign students activities 3–4 on page 43 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p57

Making decisions in a collaborative task

FAST TRACK

Ask students to prepare for the speaking task in exercise 1 at home. Ask them to make a list of the pros and cons of each job and then put them in the order that they would like to do them from most to least.

WARMER

Write the gapped text below on the board. Ask students to think back to the listening task in the previous lesson and ask them if they can complete the text with the words Kara Nelson used.

'… the saddest thing I think is when people feel they _____ anymore. Everyone _____, and it's just a matter of finding the right way to do it.'

Answers

have nothing to say, has something to say

Discuss with students the ways in which people express themselves and ask students to think of jobs and hobbies that allow people to express themselves.

Collaborative tasks – 2

1 SPEAKING Ask students to look through the photos and read the job types before discussing the question with a partner. Nominate pairs to share their opinions.

2 LISTENING 16 Ask students to read the instructions for a speaking task. Ask questions to check they have understood the task, e.g. *Are you talking on your own? Do you have to talk about which jobs you want to do? How long do you have to talk for?* Then tell them they are going to listen to two students doing the first part of the task, and to make notes on the points they make about the three jobs listed. Nominate students to give their answers. See p147 for the audioscript for this exercise.

Answers

Radio station presenters: Depending on the radio station, they might be required to be fairly conservative in what they say or do, or they might be expected to express strong views that audiences will react to – whether they really hold those views or not.

Video games developers: How much a person could express themselves would depend on exactly what role the games developer had: some roles such as the story developer could allow for self-expression, but a coding job probably wouldn't.

Novelists: They could express themselves through the dialogue of their characters – but it would depend on the characters they have created.

3 LISTENING 17 Ask students to listen to the students doing the second part of the speaking task and say whether they reach a decision. Ask them whether they think it is necessary to always agree with their partner in a speaking exam (see answer below). See p147 for the audioscript for this exercise.

Answer

Andrei and Sophia don't reach a joint decision. However, in English-language exams, the emphasis is usually on the range and appropriacy of the language used during the decision-making process. Students are not usually penalised for failing to agree.

✓ EXAM SUCCESS **Ask students to read the tip in the box and discuss ideas with a partner on how they could do this. Refer them to Exam Success on page 131 to compare their ideas.**

4 Ask students to put the expressions used by the speakers in exercise 3 into the correct place in the Speaking bank. Check answers in open class.

Answers

Stating your own choice
I'm going to have to stick with …
Attempting to persuade 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.

5 SPEAKING Ask students to work with a partner and practise doing the task in exercise 2. Circulate and help students where necessary.

6 **PRACTICE MAKES PERFECT** SPEAKING Ask students to work with a partner and do the Collaborative task on page 145. Remind them to use expressions from the Speaking bank for the second part of the task. Set a time limit of one minute for the second part of the task. Circulate and make note of any errors to go through in feedback.

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EXTRA ACTIVITY

You could put students in groups of three and ask them to repeat the speaking task in exercise 6. Ask them to think back to the Life skills lesson and the tips they learnt on giving feedback. Have one of the students watch the other two perform the task then give some constructive feedback. Then students swap roles.

HOMEWORK

Assign students page 45 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp58–59

Writing a proposal using advanced conditional forms and appropriate words and phrases

FAST TRACK

Before the lesson, ask students to make notes for their answers in exercise 1 and then do exercise 2. They will then be ready to do the speaking task at the beginning of the lesson, and following this you can check the answers to exercise 2.

WARMER

Ask students to look at the photo on page 58 and discuss what sort of things students may do in this sort of club and whether it appeals to them. Ask them if they have a similar club in their school, and if not whether they think it would be popular if there was one.

A proposal – 1

1 SPEAKING In pairs, ask students to discuss the questions. Nominate pairs to share their answers. You could ask students to think of what other clubs their school could have that would appeal to lots of students.

2 Ask students to read the post on the school website and then answer the questions.

Answers

1 The proposal will be read by the School Council, so it should be reasonably formal. However, it may be read by other people, too, so it should be accessible to a wider audience.

2 The website post asks for the following information: the type of club and what form it would take; the benefits it would offer students; how it would sit alongside existing clubs.

3 The proposal should talk about an imaginary future (bullet points 1 and 2), but would also need to refer to the present situation when talking about existing clubs (bullet point 3).

3 READING Students read the proposal and answer the question. Ask them to choose the correct heading for each paragraph from the list. Check answers as a class.

Answers

Yes, it responds to all three bullet points.

1 Introduction **2** How it would work **3** Advantages of the club **4** A distinct role **5** Conclusion

4 COHESION Ask students to complete the expressions in the Writing bank using the proposal in exercise 3. Check students are OK with the pronunciation of *initiative* /ɪˈnɪʃətɪv/ and *balance* /ˈbæləns/.

Answers

Introduction
The purpose of this proposal is …
Ways of referring to the present
currently, already in (existence), (As) things stand
Ways of referring to a possible future
are likely to, is bound to, going forward
Concluding/Recommending
To sum up

GRAMMAR Advanced conditional forms

Test before you teach

Write the following words on the board: *provided (that); unless; in case; Supposing (that)* and ask students if they can write conditional sentences using them. Circulate while they are writing and see how confident they are forming correct sentences. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

TEACHER DEVELOPMENT: LANGUAGE

Advanced conditional forms

This lesson focusses on advanced conditional forms and expressions. They are not necessarily as instantly recognisable as conditionals as they don't have an *if* clause and use other words to replace this.

We often use *supposing* instead of *if* in spoken situations when we want to express an act of imagination, e.g. *Supposing you could have any job in the world, what would it be?*

Unless tends to be used more in real conditionals and replaces *if not*. Note that we don't use it in questions, e.g. *Unless we use cars less frequently, this city will become really polluted.*

Provided (that) is also used in situations with some uncertainty, but only replaces *if*, e.g. *Provided that you pass your exams, we'll go on holiday in the summer.*

In case is used to suggest being prepared for a possible future event, e.g. *We'll take our ID to the cinema in case they want to check our age – we don't want to pay for an adult ticket!*

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5 Students look at sentences a–e and match them to their meaning 1–5. Check answers as a class.

Answers

a 2: 'on condition (that)' has a similar meaning
b 5
c 4: has a similar meaning to 'if … not' (i.e. '… if they don't take action to overcome their fears')
d 1
e 3

6 Ask students to join the pairs of sentences using one of the expressions in exercise 5. Remind them they may need to make changes to the sentences. Nominate students to give their answers.

Answers

1 I think you've got a good chance of passing your driving test, **provided (that)/as long as** you learn all the rules. (As with other conditionals, the order of clauses can be reversed, i.e. Provided that you learn all the rules, I think ...)
2 Take some sandwiches **in case** the journey takes longer than you expect. (In case the journey takes longer …)
3 **Even if** the weather is bad this weekend, I'm still going to the beach.
4 Jean wouldn't have prepared all of this food **unless** Mary had asked her to. (Unless Mary had asked her …)
5 **Supposing** United were able to win the Championship this season, it would be a fantastic feeling! (It would be a fantastic feeling, supposing …)

Refer students to the Grammar reference on page 139 if necessary.

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Ask them to work in pairs and discuss other ways to approach writing a proposal then refer them to Exam Success on page 132 to check their ideas.**

7 COMMON MISTAKES Ask students to correct the eight mistakes in the student's proposal. Check answers as a class.

Answers

This proposal relates **to** increasing school club membership. Some of the school's current clubs are too old-fashioned. As things ~~are standing~~ **stand**, the geology club does not appeal to today's teenagers. Unless ~~that~~ students actually want to go to a club, it is not likely to be a success. Another problem is that some clubs meet at times which are not convenient for students.

I propose that we have a comedy club. At present, many other schools have their own comedy clubs. ~~Supposed~~ **Supposing** we are successful in setting it up, the club could travel to one event outside school each term. ~~It'd~~ **It would** help students make new friends.

~~In~~ **On** balance, I think the comedy club **is** bound to be a success ~~in case~~ **as long as/provided that** we take into account when everyone is free to attend.

8 SPEAKING Ask students to read the email from a school principal and then discuss the questions in pairs.

TEACHER DEVELOPMENT: STUDENT TRAINING

Writing a proposal

When writing a proposal, candidates will need to refer to a proposed future, and sometimes the present (and possibly the past). They should read the question carefully to decide what is required in each instance. In very general terms, the balance will often be around 70% future and 30% present. In contrast, when writing a report, the majority of the text will usually focus on the present (see Unit 8).

PRACTICE MAKES PERFECT

9 Ask students to write the proposal following the steps given. Ask them to consider the time references given in the email in exercise 8 and the people who will read the proposal. Ask them to plan their paragraphs and to try to avoid using phrases from the email. Give students time to write their proposal, reminding them to use the language from the Writing bank. They should write between 220–260 words.

Answers

1 The principal refers to the last few years. Therefore, the proposal should refer to the present situation and give reasons why these clubs have not been popular. The proposal will be read by the school council so a formal style would be appropriate.
2 One possible plan would be as follows:
Introduction: the new club
Low membership: reasons why present clubs are not more popular
Structure of the new club: how the new club would be organised, where/when it would meet
An exciting programme: what the new club would do and why this would appeal to students
Conclusion
3 Students' own answers
4 Students' own answers

HOMEWORK

Assign students pages 44 and 46 in their Workbook or the relevant sections of the Online Workbook.

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6 Different worlds

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about travel and tourism
- use mixed and inverted advanced conditionals to form sentences about travel
- use phrasal verbs to ask and answer general questions
- plan and organise a trip to a foreign destination
- speak about different topics using a variety of structures
- write a review on an activity holiday

UNIT OVERVIEW

Vocabulary / Developing vocabulary	Negatives and positives Phrasal verbs 2 – new experiences Describing places
Reading	Tourism in the spotlight CRITICAL THINKING Thinking about the downsides to travel and tourism and the impact on local culture and economy
Grammar in context	Mixed conditionals; Inverted conditionals Past regrets
Life skills	Organisation: Planning a trip
Listening	Interviews – cultural exchanges
Developing speaking	Speaking about a topic
Developing writing	A review – 1
Exam success	Reading: Multiple choice Use of English: Open cloze Listening: Multiple choice Writing: Review

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 6
  - Grammar revision worksheet Unit 6
  - CEFR checklist Unit 6
  - Writing bank worksheet Units 6 & 9 – Reviews
  - Literature worksheet Units 5 and 6

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–6
- Printable tests Unit 6 and Review 2 (Units 4–6)
- Gateway to exams Units 5 and 6 (end of Unit 6)

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Reading pp60–61

Using positive and negative words to discuss the future of tourism; skimming and scanning an article for global and specific information

FAST TRACK

Ask students to complete exercises 1a and 1b at home before the lesson. Check answers at the beginning of the class and if students are confident, move on to the extra activities and reading tasks.

WARMER

Ask students to think of the places they have visited as a tourist. Ask them to discuss the following questions with a partner: *Do you think you learnt a lot about the culture? Did you mix with local people? Do you think you acted responsibly as a tourist?*

VOCABULARY Negatives and positives

1a Ask students to match each negative word to its opposite. Check answers as a class.

Answers

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

EXTRA ACTIVITY

Ask students to write down the part of speech for each word in exercise 1a.

Answers

Verbs: slam, disregard, ruin, enhance, praise, pay attention to

Nouns: decay, growth

Adjectives: poorer, troubled, detrimental, hostile, advantageous, unconcerned, better off, friendly

Note that some of the words can fit into more than one category – the answers above just reflect how they are used in exercises 1a and 1b.

1b Ask students to complete the sentences with words from exercise 1a. Remind them that they may have to change the word. Nominate students to give their answers.

Answers

1 poorer **2** advantageous **3** better off **4** Disregarding

TEACHER DEVELOPMENT: STUDENT TRAINING

Increasing vocabulary

Remember to regularly work on increasing the students' vocabulary. Encourage them to read and listen to English source material outside of class as this will increase their exposure to new language. If no transcripts are available for things that students listen to outside of class, and they have problems understanding what is being said at certain points, ask them to bring it into class and (if the content is suitable) you could work together as a class to piece together a transcript and work out the meaning of any unknown vocabulary. You could also suggest that students ask specific questions on the source material site such as through a comments function. When learning new vocabulary this way, always make note of whether the language is slang, formal, informal, etc. and remind students to think of what contexts to use it in.

It is also worth introducing students to corpora (singular: *corpus* – these are collections of texts, often used for language research) to help them with their vocabulary learning. There are some free online corpora which are searchable by word or phrase and the student is then given a list of examples of uses of the word/phrase (each use is referred to as a 'concordance'). Using corpora has many benefits to higher level students including: finding out the most common collocations with each word, finding out how native-level speakers speak and write (and the differences between these two), finding out the frequency of particular words and phrases. When teaching new words or phrasal verbs, you could ask students to look them up in a corpus at home and make note of any other frequent uses.

2 READING Ask students to read the review on page 61 quickly and say which sentence provides the best summary of the review.

Answer

B

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Then ask them to discuss other ways to approach a reading task before referring them to page 128 for further suggestions.**

3 Give students time to read the questions and answers before reading the review again and choosing the best answers.

Answers

1 c

… author and journalist Elizabeth Becker has travelled on behalf of readers to destinations where many no doubt would head if only they had the means. (... Bordeaux and Venice, ... luxury safaris in Zambia, ... cooking classes in Bangkok ...)

2 d

Overbooked slams pretty much all countries for messing up their tourism in ways both large and small. … And so that no-one could question her even-handed approach, she extends her criticism …

3 d

As the travel writer Robert Byron observed in the 1930s, tourists may be seen as 'a parasitic variation of the human species'. And yet, the host countries they visit continue to welcome them with open arms. If there is exploitation, at least it is mutual.

4 c

Some of these proposals are obvious and could be realised relatively easily, but others – dealing with corruption, for instance – are infinitely more challenging.

5 a

Tourism propaganda might make sense for countries whose existence people might otherwise forget. Should anyone still be ignorant of America, they probably won't learn about it by visiting its official website.

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4 CRITICAL THINKING Ask students to consider their own answer to the question before discussing with a partner or in a small group.

Example answer

I agree to some extent with James Smith, as there are lots of pros to tourism and many people's livelihoods depend on it. Likewise, with Lewis Roberts' comment, the infrastructure of cities is often improved because of tourism. Sean Reilly also makes a good point: it is true that many species have been saved because of ecotourism. However, the writer of the comment doesn't think about the downsides to ecotourism, for example the environmental damage from accommodation being built or the additional traffic in areas. Lucy Rayner seems a bit hypocritical – complaining about the crowds due to tourism in one place, but then saying it's what makes a place worth visiting, too. I think you have to accept crowds at airports if you are going to a popular destination and lots of crowds at US airports are due to increased security in recent years, which is really a necessary part of travel these days.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionary.

Answers

unregulated = not subject to limits or controls
get the thumbs down = receive a negative response
reproach = criticise someone when you feel disappointed with their behaviour
mutual = felt or done in the same way by each of two or more people
bounty = the good things (or money) that something can provide
shaming = the practice of criticising a particular group of people, especially on social media or in the press
trickle down = have an effect gradually or after a long time
reclaim = take back something that has been taken away from you
parrot = copy or repeat what someone says without thinking about it or understanding it properly
discernible = obvious, noticeable

TEACHER DEVELOPMENT: CLASSROOM TIPS

Recycling language

Recycling is an important part of consolidation for students as they see previously-learnt language in new context.
The Student's Book is structured so that students will reuse structures in different lessons, but you should also look out for opportunities to recycle language.

FAST FINISHERS

Ask students to write example sentences using the vocabulary in exercise 5.

EXTRA ACTIVITY

Write the following words and phrases from the comments section of the article on the board and ask students to come up with definitions based on the context before checking in a dictionary: a *off the beaten track* b *extinct* c *spot on* d *unfounded.*

Answers

a in or into a more isolated place
b no longer exists
c completely accurate
d not based on any evidence

6 SPEAKING **What about *you*?** Ask students to think of their own response to the question before discussing with a partner or in a small group.

HOMEWORK

Assign students pages 48–49 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p62

Using mixed and inverted conditionals to complete sentences

FAST TRACK

If you are not going to test before you teach, you could ask students to look at exercises 1 and 3 before the lesson. Check answers at the beginning of the class and if students seem confident with form and use, move onto the following exercises.

TEACHER DEVELOPMENT: LANGUAGE

Mixed conditionals

Form

Mixed conditionals combine the second and third conditionals:
If + past simple/continuous, *would/wouldn't have* + past participle
If + past perfect, *would/wouldn't* + infinitive

Use

We use mixed conditionals to speculate on the present results of a hypothetical past situation or event. They are often used to show regret or criticism, e.g.
If I hadn't gone out that night, I would still have my bag.
If I had tried harder, I would be fluent in Spanish now.
If I was losing, I would have given up.
They can also be used to hypothesise on the past consequences of an imaginary present situation, e.g.
She would have tried harder if she had more time.
You can help students by asking them to identify whether each situation is in the past or the present and whether it is real or hypothetical.

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Test before you teach
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. Circulate to check if students are comfortable using mixed conditionals.

Then, write an example sentence using a first, second or third conditional on the board, e.g. *If I were to go back there I would definitely visit the castle.* Ask students if they can alter the sentence to make it more formal. Circulate to check if students are able to form inverted conditionals. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Mixed conditionals

1a Ask students to look at the sentences (a–d) and answer the questions (1–2). Nominate students to give their answers.

Answers
1 a and c
2 b and d

1b Ask students to read through the statements and say for which sentences (a–d) they are true.

Answers
1 d **2** a and c **3** c **4** d

2a Ask students to read through the sentences and choose the correct alternative. Nominate students to give their answers.

Answers
1 be feeling **2** have been **3** 'd been looking
4 hadn't spent **5** weren't **6** 'd spent
7 hadn't brought **8** wouldn't be **9** have chosen
10 have arrived

2b Ask students to look at the sentences in exercise 2a again and decide which ones contain mixed conditionals.

Answers
Sentences 1, 4, 5, 8 and 10

EXTRA ACTIVITY

Ask students to look at each correct sentence in exercise 2a and decide whether the events mentioned are in the past or present and if they are real or hypothetical/imaginary.

Answers
1 present/real **2** past/real **3** past/real
4 present/real **5** past/real **6** past/hypothetical
7 past/real **8** present/real **9** past/hypothetical
10 present/real

Inverted conditionals

TEACHER DEVELOPMENT: LANGUAGE

Inverted conditionals

We use inverted forms of second, third and mixed conditionals (i.e. removing *if* and inverting verb and subject) in more formal contexts. For example:

If you need more information, you'll have to ask the teacher becomes *Should you need more information, you will have to ask the teacher.*

Inverted conditionals are also found in hypothetical or imagined situations. For example:

If I had known about his talents, I would have hired him becomes *Had I known about his talents, I would have hired him.*

If I were richer, I would have travelled first class becomes *Were I richer, I would have travelled first class.*

Were is used for the improbable future, *should* is used for present and future conditions as an alternative to the present simple (*should* is not used for obligation in these structures), *had* is used in sentences where something might have happened in the past, but didn't.

Note that in negative clauses with inversion, we don't use contracted forms:

Had *I* ***not*** *gone away, I wouldn't have been burgled;* ***Should*** *it* ***not*** *arrive in time, we will have to think of a different present.*

3a Ask students to look at the sentences and rewrite them using non-inverted conditionals. With less confident classes you might like to model sentence **a** as an example.

Answers
a If it weren't/wasn't for Venice's relaxed policy on the number of tourists it admits, …
b If we had thought for one moment that it would take three hours to get through customs, …
c If we were to invest/If we invested more in publicity abroad before the summer, …
d If anyone should still be/is still ignorant of America, …

FAST FINISHERS

Ask students to look through the sentences in exercise 2a and change them to inverted conditionals.

3b Ask students to answer questions 1–3. Check answers as a class.

Answers
1 place the auxiliary verb after the subject; add *if* before the subject
2 sentences a and c = present; sentence b = past; sentence d = future
3 formal contexts

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4 Ask students to read the sentences and choose the correct alternative. Nominate students to give their answers.

Answers

1 Were **2** Should **3** Had **4** Had **5** Were

5 Ask students to complete the sentences using the correct form of the word given. Tell them they may need to use the word 'not', inverted conditional forms and add a subject where necessary.

Answers

1 would have set **2** not been cancelled
3 Should you need **4** would have missed
5 would be looking **6** Had you paid/Had you been paying **7** Had we been treated

EXTRA ACTIVITY

Ask students to write 3–4 sentences about some past regrets or negative situations with a consequence, e.g. *I was ill so I couldn't go to the party. I didn't revise so I didn't pass the exam.* Then ask students to pass their sentences to a partner. Their partner has to rewrite their sentence using an inverted conditional, e.g. *Had she revised for the exam, she could have passed.* And then write a following sentence for a connected hypothetical situation in the future, e.g. *Should she have another exam in the future, she would spend more time revising.* Nominate pairs to read their initial sentences and their rewritten sentences to the class.

Refer students to the Grammar reference on page 139 if necessary.

HOMEWORK

Assign students page 50 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p63

Using phrasal verbs to complete a text and ask and answer questions

FAST TRACK

Ask students to read the text in exercise 1a before the class and note down what they think are the meanings of the words in bold, based on their context. They could then do exercise 1b. At the beginning of the lesson, students could discuss their ideas in class before you confirm answers.

WARMER

Ask students to look at the photo on page 63 and ask what the people are doing and what type of place they are in (a walk in a (tropical) forest). Elicit the word *trek*, and ask students to think what would be the pros and cons of trekking in a foreign country. Nominate students to share their ideas.

Phrasal verbs 2 – new experiences

1a Students read the text and discuss the meanings of the words in bold based on their context. Nominate students to give their answers, but don't confirm the correct answers yet.

1b Students match the phrasal verbs in exercise 1a to the synonyms/definitions a–l. Nominate students to give their answers.

Answers

1 d **2** h **3** e **4** l **5** k **6** c **7** a **8** j **9** b **10** f **11** g **12** i

EXTRA ACTIVITY

Ask students to discuss whether each phrasal verb in exercise 1a is separable or inseparable. Allow them to use dictionaries if necessary before checking answers as a class. (Note that separable phrasal verbs might not be separated in the text by an object – you could ask students to rework sentences 2, 8 and 9 in the alternative way with the object between the verb and the participle.)

Answers

1 inseparable **2** separable **3** inseparable
4 inseparable **5** inseparable **6** inseparable
7 separable **8** separable **9** separable
10 inseparable **11** inseparable **12** separable

2 Ask students to complete the second sentence so that it has a similar meaning to the first sentence. Tell them they must use one of the phrasal verbs from exercise 1a. Check answers as a class.

Answers

1 has grown on me since **2** had seen it through
3 ran into Chris **4** hadn't bargained for/wasn't bargaining for **5** never did anything to give away/never gave away her **6** turned out to be

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using advanced vocabulary

If you want students to use more advanced vocabulary in your lessons, it is important that you are also using more advanced lexis when you speak to them. Think about structures and phrases that you can use when leading in to a topic or when giving feedback.

To focus students on advanced vocabulary, you could use *wh-* or *yes/no* questions. For example, when teaching the phrasal verbs in this lesson, have dialogues with students as follows:

Teacher: *What have you seen through recently?*
Student: *I don't understand.*
Teacher: *What have you completed from beginning to end? What have you seen through?*
Teacher: *Did you see the course through?*
Student: *I'm not sure what that means.*
Teacher: *Did you complete the course?*
Student: *Yes, I did.*
Teacher: *So you did see it through?*
Student: *Yes, I saw the course through.*

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✓ EXAM SUCCESS **Ask students to read through the tip in the box before referring them to Exam Success on page 133 for further ideas.**

3 Give students time to read through the text and consider what type of word might fit in each gap. Remind them to consider phrasal verbs, as these are commonly used in this task type. Give students time to complete the text before nominating students to give their answers.

Answers

a on **b** of **c** points **d** Even **e** out **f** up **g** through

EXTRA ACTIVITY

Ask students to work in small groups and research possible working holidays in Australia for young people. Ask them to focus on two or three and note down the main responsibilities of the job, the skills required, and what's included for the employee (e.g. flights, accommodation, visa costs). Ask groups to present their research and then say whether they would consider applying for any of these working holidays.

4 SPEAKING Ask students to write questions for their partner using some of the phrasal verbs in exercise 1a. They then take turns asking and answering the questions. Circulate to check they are using the target language correctly and help with any pronunciation issues.

HOMEWORK

Assign students activities 1a, 1b and 3 on page 51 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp64–65

Planning a trip

To understand what potential problems may arise while on a trip in a foreign country, to consider how these problems can be minimised or avoided and to create a video or presentation highlighting problems and giving advice

FAST TRACK

You could ask students to read the text on page 65 before the lesson and answer exercise 5a. Check answers at the relevant point in the lesson.

BACKGROUND INFORMATION

Compared to previous generations, foreign travel is much more common and something that many people undertake several times a year. The rise of the 'gap year' (i.e. deferring a year before going to university) from the 1990s led many young people (and even some adults) to go abroad to travel or take on voluntary or paid work.

As well as gap years, opportunities for spending time in another country can come from university courses that have an optional or compulsory year abroad, or simply from travelling on shorter holidays. There are various travel websites which cater solely for the teenage market – offering cultural and educational travel experiences. One such company states on its website that it organises trips for over 55,000 teenagers per year from over 90 countries and 60 different cultural backgrounds. This is helped by the increase in low-cost airlines which makes travelling abroad less expensive.

This lesson focusses on the potential problems that can arise when in another country. For instance language barriers, travel, visa requirements, budgeting, etc. Many of these issues could be prevented with some planning or forethought, so the lesson concentrates on what students can prepare and plan beforehand.

WARMER

Ask students to discuss the following questions with a partner: *Have you ever been misunderstood when trying to communicate in another country? Why do you think this could have happened? How would you act differently to prevent the misunderstanding again?* Nominate students to share their experiences. Tell students they are going to look at ways to prevent potential problems when travelling abroad. Ask them to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

1 SPEAKING In pairs, ask students to discuss the questions. Nominate students to give their answers and see if the class agree on the most important factors to consider.

2 SPEAKING Draw students' attention to the news article headline and the map. Ask students what they think the article might be about.

VOCABULARY FOCUS

You might want to pre-teach the following words and phrases before reading the article.

to fork out [phrasal verb] = to pay an amount of money, usually unwillingly

exorbitant [adjective] = an exorbitant price or amount of money is much more than is reasonable

detour [noun] = a way of going from one place to another that is not the shortest or usual way

endeavour [noun] = an effort to do something, especially something new or difficult

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3 READING Ask students to read the article and check their answers to exercise 2.

4 SPEAKING In pairs, ask students to discuss the questions. Nominate students to share their answers.

5a READING Ask students to look at the blog entry. Tell them that the word 'globetrotter' refers to someone who undertakes global travel frequently, and the title is a reworking of this word. Have students read the blog and list the six main topics the writer gives advice about.

Answers

which destination to choose, how long to go for, eating and drinking, transport, free time activities, visas/passport issues

FAST FINISHERS

Ask students to list any other topics they think the blogger could have covered in her advice.

5b Ask students to read the blog again and explain 1–6 in their own words. Nominate students to give their answers. Note that this is a good opportunity to practise paraphrasing. If any students give particularly good examples in feedback, write the sentences on the board and draw the class' attention to any structures and synonyms they use.

EXTRA ACTIVITY

In small groups, ask students to research blogs and websites giving advice for tourists coming to their town or area. Ask them to summarise what they found and share it with the class and then say if they think the advice is useful and what they might add to it. This is a good opportunity for students to use conditional structures from Units 5 and 6, so encourage them to use them in their advice: *Should I come to this city on my own, I would definitely stay in a hotel*, etc.

6 LISTENING 18 Tell students they are going to listen to an expert giving advice on being organised. Ask them to put the suggestions in the order they hear them. See p147 for the audioscript for this exercise.

Answers

1 c **2** a **3** e **4** b **5** d

LIFE TASK

Tell students they are going to work in small groups and plan and organise a foreign trip.

- ***Step 1***
  Put students in groups of three or four.
- ***Step 2***
  Ask students to discuss the destination and activities. If possible, bring in some travel brochures to give them inspiration.
- ***Step 3***
  Ask students to make a list of the tasks that need doing, the order they need doing in and who is responsible. Ask them to organise their list in three columns as in the example given. Circulate and ensure they are dividing up tasks fairly.
- ***Step 4***
  Students research the tasks listed in step 3. Ensure they have access to the Internet or relevant print material.
- ***Step 5***
  Students present their plans to the rest of the class. Ask the other students to say if they think the trip is well planned or they think other areas might need some more focus.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Videoing Life skills tasks

The majority of the Life skills tasks at this level involve students giving some form of presentation, usually in a small group but occasionally in pairs or individually. Videoing these and other speaking tasks could help them as they will be able to evaluate their own performance, note any errors they made and they will also have something to refer back to when they want to revise particular language or skills. Knowing they will be filmed will also encourage students to prepare more thoroughly. Videoing also has advantages for you as you will not have to interrupt in order to correct errors, you'll have examples to refer back to in future lessons and you'll have a clearer record of students' progress in speaking over the school year.

Give students some warning before you intend to video activities and ensure that they are happy to be filmed. If you do upload the video anywhere for students to have access, make sure you check privacy settings so that only the student/class has access. It is also sensible to check your school's policy for videoing students as well.

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Listening p66

Listening for feeling, opinion and detail; discussing past regrets

FAST TRACK

Before class, you could ask students to complete the grammar part of the lesson by completing exercises 4a and 4b. Check answers at the relevant point in the lesson and if students seem confident with the forms, move onto exercise 5.

WARMER

Ask students to think about a recent trip or holiday. In pairs, ask them to discuss any regrets they had about the trip. Ask them to think about the following things: length of stay; places visited; people they went with; time of year they went, etc. Encourage them to use conditional structures from Unit 5: *If I went again, I wouldn't go in the rainy season and I would take my best friend as she can speak the language,* etc. If you have taken the Fast track option to the lesson, ask students to try to use these structures while they are talking.

1 SPEAKING In pairs, ask students to discuss the two questions. Nominate students to give their answers. You could extend the discussion by asking students how they would overcome these challenges, or if these challenges would be enough to put them off going to the places.

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Remind them that the information in the questions might not necessarily come in the same order as on the audio track so they should read through both questions carefully first. Refer students to page 129 for further information.**

2 LISTENING 19 Tell students they are going to listen to three different extracts and for questions 1–6 choose the answer that best fits. Remind them there are two questions for each extract. Give them time to read through the questions then play the audio. Check answers as a class. See p148 for the audioscript for this exercise.

Answers

1 a

Man: … I'd pick you up on one point, though. You say there was no sign of life. But I was making a natural history documentary in Patagonia, and of course what attracted me was the incredible *variety* of life forms down there. There's everything from mountain cats to tiny alpine flowers.

Woman: The only thing I can remember were a few sheep. Maybe I should've looked a bit harder. But most of the time it was raining so hard we really couldn't see much.

2 c

But the great thing about working there was … no distractions! So we could devote our entire attention to the film. We came in several weeks ahead of schedule, which is the only time that's ever happened – before or since!

3 b

Well, of course, the local women saw the notebook and pencil – and just froze! They wouldn't do anything, as long as I was watching them. I wish I'd thought this through more carefully before I got started. In the end I realised that I had to put the notebook away.

4 c

Man: Sounds amazing! If only I'd been a bit more adventurous when I was younger – but it's too late now. So, anyway, I mean, how did you get there? Was it a tough journey?

Woman: …

Man: Ooh, I'm quite jealous!

5 c

More than anything, that made me realise how cut off from the outside world I'd become.

6 b

Woman: But maybe it shows that on the ocean it's hard to predict what'll happen next.

Man: I think that's exactly right. Sailors are prepared for the weather and changes in the natural world. But actually some of the most memorable things that have happened to me have been encounters with people, when I wasn't prepared for that at all.

EXTRA ACTIVITY

Hand out copies of the audioscript (on p148 and on the Teacher's Resource Centre). Ask students to find the parts in the listening text that gave them the correct answers in exercise 2.

3 SPEAKING **What about *you*?** Ask students to consider their own answers to the question before discussing in pairs or in a small group. You could open the discussion up to the class and ask follow-up questions such as: *Would you think differently about being cast away if your friends/family could be with you on the island? Would you consider going on a reality TV show where contestants live together on an island?*

GRAMMAR Past regrets

Test before you teach

Ask students to think about something they regret doing in the past and ask them to express it in as many ways as they can think of. Circulate to see if they are able to use a variety of structures confidently. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

4a Ask students to look through sentences a–d and say whether each one expresses strong or mild regret. Nominate students to give their answers.

Answers

a mild **b** mild **c** strong **d** strong

4b Ask students to answer questions 1–3. Check answers as a class.

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Answers

1 c and d
2 the past participle
3 *rather* (in sentence b)

5 Ask students to complete the second sentence so that it has a similar meaning to the first sentence. Remind them to use the word given and not to change it.

Answers

1 wish I hadn't left the library
2 should have tried harder to
3 would rather have gone by train
4 If only I hadn't borrowed more money

EXTRA ACTIVITY

Ask students to think of four regrets from their past and list them in order of how much they regret the event. Then ask them to write sentences using the correct 'strength' of regret.

Refer students to the Grammar reference on page 139 if necessary.

TEACHER DEVELOPMENT: LANGUAGE

Expressing past regret

The simplest way to express past regret in English is by using *I regretted* + verb + *-ing* or *I regretted* + (pronoun) + noun or *I regretted* + *that* clause. For example: *I regretted going out so late. I regretted my purchase. I regretted that we didn't keep in touch.*

However, there are a variety of other ways to express past regret, e.g.

- Subject + *should (not) have* + past participle, e.g. *We should have left sooner.*
- Subject + *would rather/sooner (not) have* + past participle (only if the subject is the same in both parts), e.g. *I'd rather not have eaten dessert as I was so full.* OR subject + *would rather/sooner* + past simple/perfect, e.g. *I'd rather he left now.*
- The third conditional: *If* + past perfect + *would* + *have* + past participle, e.g. *If I'd worked hard I'd have passed.*
- Subject + *wish/wishes* + past perfect, e.g. *He wishes he had made more effort.*
- *If only* + subject + past perfect, e.g. *If only I had left five minutes earlier.*

Note that the last two examples in the list above are usually used for stronger regrets, with the others being used to express milder regrets. Native-level speakers often respond to a question with just 'If only!' or 'I wish!' when the nature of the regret is made clear in the question:
A: *Did you have lots of holiday this year?* **B:** *I wish!*
A: *Did you get a discount on those jeans?* **B:** *If only! I paid full price.*

HOMEWORK

Assign students activity 2 on page 51 and all of page 52 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p67

Speaking about a given topic using a variety of expressions

FAST TRACK

You could ask students to complete exercise 1 at home before the lesson and then to make notes on what they will discuss in exercise 3.

WARMER

Write the word *unfamiliar* on the board, and have students brainstorm synonyms and antonyms. After one or two minutes, nominate students to give their answers and write them up on the board. Encourage them to use some of these where possible in the speaking parts of the lesson to avoid repetition.

Suggested answers

Synonyms: strange, unusual, new, odd, abnormal, unexpected
Antonyms: normal, ordinary, familiar, usual

Speaking about a topic

1 Ask students to read the examiner's instructions and the topic card given to a student in a speaking test. Ask questions to check they have understood the information: *How long do you have to speak for?* (one or two minutes) *Are you allowed to make notes?* (yes) *What do you have to include in your description?* (the situation, who was involved, how they reacted).

2 SPEAKING In pairs, students take turns to read out the examiner's instructions and respond to the questions on the topic card. Set a time limit of two minutes before asking them to swap roles.

3 Students look at the two ways of organising notes and say which they prefer and why. Nominate students to give their opinions, and ask them if they have any other suggestions for how to approach note-taking.

Suggested answers

Student 1 has made a note for each question on the topic card; this will certainly help remind them to address each question while they are giving the talk. Their notes are clearly laid out and easy to read; however, they are rather brief and they may run out of things to say.
Student 2 has used headings to remind them of the questions they need to respond to; this student's notes are more detailed and may allow them to extend their talk for the full two minutes.

4a LISTENING 20 Tell students they are going to listen to Student 1 giving his talk and to answer the questions. See p148 for the audioscript for this exercise.

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Answers

We learn he was 12 years old when he went to Germany, the names of the host family members, that he enjoyed gaming with the other boy, and that he appreciated the host mother's efforts to make him feel welcome.

The examiner's follow-up questions are: *Do you think this experience changed you in any way? And would you recommend this experience to anyone else?*

4b 20 Play the track again for students to complete the Speaking bank.

Answers

Remembering past experiences
this quite vivid
most clearly
Referring back/adding to an earlier point
to mention
Moving on to talk about the final point
far as what I learnt

5 Ask students to read the exam task and make notes to plan and organise their talk. Remind them that they need to talk for up to two minutes. Circulate and help students with their plan.

6 SPEAKING Ask students to work in pairs and follow the instructions. Ask Student A to give their talk using expressions from the Speaking bank. Ask Student B to time the talk and then give feedback. They then swap roles and do the task again.

PRACTICE MAKES PERFECT

7a SPEAKING In pairs, students follow the instructions on page 146. Ask them to copy their chosen topic card onto a piece of paper.

7b Students exchange topic cards with another pair of students. Ask them to read the new card and make notes before giving their talk to their partner.

HOMEWORK

Assign students page 53 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp68–69

Writing a formal review of an activity holiday

FAST TRACK

Ask students to complete exercises 2a and 2b at home before the lesson. They will then be prepared for more detailed reading in exercise 3.

WARMER

Ask students to look at the photo on page 68 and say what activity the people are doing. Ask them if this is something they have tried or would like to try. Ask them what other types of activities they think would be available at the place in the photograph.

A review – 1

1 SPEAKING Students discuss the questions in pairs. Nominate students to give their answers. Ask them if they have ever had a particularly good activity holiday, and if so what made it good.

2a Ask students to imagine they are going on a surfing holiday in Cornwall. Ask them to note what sort of information they would like to know before the holiday.

CULTURAL INFORMATION

Cornwall

Cornwall is a county in the south-west of England with an area of just over 3,500km^2.

It is a unique county in England as it is recognised by several organisations to be one of the six Celtic nations, alongside Brittany, Ireland, the Isle of Man, Scotland and Wales.

It is a popular tourist destination for many British and foreign tourists, due to its mild climate and unique culture as well as its landscape and coastline. Tourism is estimated to contribute to up to 24% of Cornwall's gross domestic product. The south coast of the county is sometimes referred to as the Cornish Riviera, as it has lots of quaint harbour villages. The north coast has rugged cliffs and lots of seaside resorts which are favourite destinations with surfers.

2b READING Ask students to read the review and see if it answers any of their questions in exercise 2a.

3 Ask students to read the review again before working with a partner to answer the questions. Ask them to try to work out what question the text answers.

Suggested answer

An international website for teenagers is asking for reviews of activity holidays. You have decided to write a review of a surfing holiday in Cornwall, UK. Include details about surfing, places to stay, things for other family members to do and any other relevant information.

EXTRA ACTIVITY

Ask students to work in pairs and research what other things Cornwall has to offer to teenagers and discuss whether they think it's somewhere they would like to go. Ask them to look at other reviews of places in Cornwall and decide which ones they think are helpful or unhelpful.

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✓ EXAM SUCCESS **Ask students to read the tip in the box. Remind them to organise and plan their reviews with the subject in mind. Then refer them to Exam Success on page 132 for further information.**

4 COHESION Students complete the Writing bank with the underlined words and phrases in exercise 2b.

Answers

Personal opinions
Without doubt …
To be (perfectly) honest
Evaluating
… (the) biggest attraction (is) …
… is the best time to visit/participate/buy …
… the traffic (heat/crowds) can be terrible

VOCABULARY Describing places

5a Ask students to match the adjectives 1–8 to the nouns a–h. Tell them that sometimes more than one answer is possible. Check answers as a class and help students with the pronunciation of *budget* /ˈbʌdʒɪt/ and *rough* /rʌf/ if necessary.

Answers

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

5b Ask students to use adjectives from exercise 5a to describe the nouns in bold. Then ask them to think of another adjective to describe the underlined nouns. Nominate students to give their answers.

Suggested answers

2 We went for an easy walk in the rolling countryside.
3 The lively marketplace is in the centre of the picturesque village.
4 You can take a sailing boat across the tropical lagoon.
5 The international airport is sometimes closed because of dense fog.
6 A rough road leads to the ancient temple.
7 If you're looking for budget transport, you can take the local bus.
8 Our visit to the high waterfall was postponed because of heavy rain.

>>> FAST FINISHERS

Ask students to use the adjectives in exercises 5a and 5b to describe parts of town from the perspective of a visiting tourist.

6 Tell students they are going to do the task in exercise 9 and give them time to read it through. Ask them to make notes on an activity holiday they have been on or a fictional one. They can use the photos on the page as inspiration if necessary. Refer them to the paragraph plan and ask them to use it to organise their notes.

7 SPEAKING In pairs, students tell their partner about their activity holiday using their notes from exercise 6. Circulate and check that they are discussing the relevant information.

8 COMMON MISTAKES Ask students to correct the eight mistakes in the student's review. Check answers as a class.

Answers

Things we did

The great thing about the resort was that there was something for ~~each~~ **every** taste. Each day our group of eight teenagers did a different activity on the river. For example, we started with canoeing and the instructors taught us the proper techniques. ~~Tell~~ **To tell** the truth, I thought it would be difficult, but once we could balance and use the paddle correctly, it was quite easy and lots of fun. Next we went rafting, which was all about teamwork because everyone had to ~~make~~ **do** a particular job to steer the raft through the fast-flowing water. On the last day we went bodyboarding. Without ~~the~~ doubt, this was one of the most exciting things I'd ever done – I wished it could have gone on forever! For all the activities we were given safety equipment ~~as~~ **like** helmets and lifejackets so we never felt frightened and as far ~~that~~ **as** I'm concerned, we were never in any danger.

Local facilities

The hotel was right beside ~~of~~ the river and a short distance from the nearest town. To be perfectly honest, it wasn't the most luxurious hotel I have ever stayed in, but it wasn't bad either. The town itself was, ~~on~~ **in** my view, quite pretty, but not everyone agreed ...

PRACTICE MAKES PERFECT

9 Give students time to do the task using their notes and paragraph plan from exercise 6 and phrases from the Writing bank. Remind them to include all the necessary information and to make sure their task is between 220–260 words.

HOMEWORK

Assign students page 54 in their Workbook or the relevant sections of the Online Workbook.

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Listening p70

➤ TIP FOR LISTENING EXAMS

Ask students to read through the tip. Remind them that there may be a wide range of topics covered in tasks with three extracts so it's important to read the text carefully first. Refer them to page 129 for further guidance.

1 LISTENING 21 Give students time to read the instructions and answers. Remind them to choose answer a, b or c for each question and that there are two questions for each extract. Play the audio. See p149 for the audioscript for this exercise.

Answers

1 a
Many of those who go to see outdoor sculptures – they don't normally go to art exhibitions. To me, that's the most important point. That's what every artist wants – to express their ideas as widely as possible.
2 b
Man: That's where the artwork can be displayed with precision, because there's no visual interference.
Woman: But don't you think it's kind of limiting?
3 c
And, you know, sometimes it's fun just to mingle with them. And when you overhear someone say, 'How on *earth* did they get that *there*?' – well, that's what makes my job worthwhile.
4 b
So the decision about the site for each sculpture is extremely important. And it has to be made jointly – from the artist's point of view, and what they're trying to achieve, and from my point of view, which is more about practicalities and public safety.
5 a
Woman: We tend to forget that, originally, sculptures were always exhibited outdoors. The Chinese and Japanese built sculpture gardens in the seventh century. The British erected massive stone structures for spiritual and aesthetic purposes over a thousand years ago – long before anyone had thought of an art gallery.
Man: That's undoubtedly true and something that's easily overlooked.
6 c
The thing I hope to see more of in the future is sculpture parks displaying works in a number of different sites over the course of an exhibition, so we can see how …

EXTRA ACTIVITY

Hand out copies of the audioscript (on p149 and on the Teacher's Resource Centre) to pairs and have them act out each dialogue. Then ask them to identify the parts of the text that helped give them the correct answers in exercise 1.

Speaking p70

➤ TIP FOR SPEAKING EXAMS

Ask students to read the tip and discuss the advice with a partner. Refer them to page 131 for further advice.

2 Give students time to read the information before asking them to do the task with a partner. Remind them that they have to talk for about two minutes and let them know when the time is up.

Use of English p71

➤ TIP FOR USE OF ENGLISH

Ask students to read the tip. Remind them that choosing the right word to collocate often involves choosing what 'sounds' right: they should take time to read through answers so they can 'hear' the correct word. Refer them to page 133 for further guidance.

3 Ask students to read the text and choose the answer that best fits the gap. Give them time to read through their text to check it sounds correct.

Answers

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

EXTRA ACTIVITY

Ask students to work in pairs and discuss if they have ever experienced 'culture shock' and what things they did to help them acclimatise to the new culture.

Writing p71

➤ TIP FOR WRITING EXAMS

Ask students to turn to page 132 for guidance on writing proposals and reviews.

4 Ask students to read through the tasks carefully and choose which one they want to complete. Remind them to include all necessary elements.

HOMEWORK

Assign students pages 56–57 in their Workbook or the relevant sections of the Online Workbook.

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7 What defines you?

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about nature versus nurture
- use passive and causative structures to ask and answer questions on a variety of topics
- employ effective strategies to negotiate compromise and avoid conflict
- add emphasis to statements when discussing different situations
- speculate about what they can see in photographs using appropriate expressions and phrases
- write an accurate report based on information in a visual or graph

UNIT OVERVIEW

Vocabulary / Developing vocabulary	Defining factors – collocations Word formation 3 – prefixes and suffixes
Reading	Nature vs nurture CRITICAL THINKING Thinking about how parents should treat their children and how to assess twins
Grammar in context	Passives; Causatives Adding emphasis
Life skills	Social skills: How to negotiate
Listening	Interviews – childhood memories
Developing speaking	Discussing photos – 2
Developing writing	Describing a visual
Exam success	Reading: True/False/Not Given Listening: Multiple matching Speaking: Discussing photos Writing: Describing a graph or other visual

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 7
  - Grammar revision worksheet Unit 7
  - CEFR checklist Unit 7
  - Writing bank worksheet Unit 7 – Describing visuals
  - Literature worksheet Units 7 and 8

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–7
- Printable test Unit 7
- Gateway to exams Units 7 and 8 (end of Unit 8)

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Reading pp72–73

Using collocations to talk about attitudes to bringing up children; reading an article for gist and detail

FAST TRACK

Ask students to complete exercise 1a at home using a dictionary if necessary. Check answers at the beginning of the lesson and then move onto the speaking activity in exercise 1b.

WARMER

Give students one or two minutes to think how they would describe themselves to someone who didn't know them. Then put them in pairs and have them say their descriptions to their partner. Nominate students to share what their partner told them. Write a few of the traits that are discussed on the board, ensuring there are a mixture of physical and personality-based characteristics. Ask students if they know the word to describe a characteristic we are born with (*genetic*) and ask them which of the traits on the board they think are genetic. Underline their answers and refer back to them at the end of the lesson to see if they think differently having read the article.

VOCABULARY Defining factors – collocations

1a Students match each collocation (1–10) to the example or definition (a–j). Check answers and drill the pronunciation of *milestone* /ˈmaɪlˌstəʊn/, *rivalry* /ˈraɪv(ə)lri/, *streak* /striːk/, *idiosyncratic* /ˌɪdiəʊsɪŋˈkrætɪk/.

Answers

1 d **2** i **3** g **4** c **5** j **6** a **7** b/j **8** e **9** f **10** h

1b SPEAKING In pairs, students discuss other examples of the collocations in exercise 1a.

EXTRA ACTIVITY

In pairs, ask students to write down full sentences using each of the collocations in exercise 1a.

2a SPEAKING Elicit the meaning of *nurture* from students (to provide the care and attention necessary for a young child, animal or plant to grow and develop). Then, with a partner, students discuss the meaning of 'nature vs nurture' and suggest some examples. Nominate students to give their suggestions. You could extend the discussion to ask if students have heard of any particular experiments looking at 'nature vs nurture' and if they can remember how the research was conducted.

2b Ask students to work with a partner and discuss which of the topics might appear in the article.

2c READING Ask students to read the article quickly to see if their guesses in exercise 2b were correct. You could set a time limit for this to discourage students from reading in too much detail at this stage.

Answers

The article mentions 2 (paragraph 6) and 3 (paragraphs 3 and 4).

✓ EXAM SUCCESS Ask students to think about previous advice they have read on True/False/Not Given activities. Get them to discuss how they approach this kind of activity. Refer students to Exam Success on page 128 for further tips on this type of exam question.

3 Give students time to read through the statements before reading the article and deciding if they are True (T), False (F) or Not Given (NG). Check answers in open class and encourage students to indicate the part of the text that gave them their answer.

Answers

1 F
He was outgoing, confident and people were drawn to his general sunniness. But while I certainly looked up to him, I never yearned to be him.

2 F
Growing interest in human development led to the first ever intelligence test being devised – one that would explore the roles of genetic inheritance and social environment in human behaviour. While Darwin may well have been in a good position to contribute to the devising of these tests, his interests lay elsewhere, with his next literary sensation being *The Descent of Man*.

3 T
Certain leading British sociologists used the test results (flawed though they may have been) to suggest that firstborn sons would always be more successful than their siblings. The reason for this, they said, was that it was traditional for firstborn sons to be handed the family fortune, and they would therefore receive more 'parental investment'. This would have been a logical conclusion considering the social beliefs and practices of the time.

4 NG
There is no specific information provided in the text referring to the future success in life of youngest siblings: As for the youngest in the sibling hierarchy, Adler believed that as the 'baby', they will always be pampered, and so become dependent and manipulative, but also outgoing and charming.

5 NG
There is no specific information in the text referring to whether Bouchard had a different opinion prior to meeting the twins: Thomas Bouchard, a professor of psychology … concluded that certain human attributes were largely a result of genetic inheritance, regardless of upbringing.

6 NG
There is no specific information provided in the text about whether Anaïs had always suspected she was a twin before she started her online investigation: In 2014, a young French fashion designer, Anaïs Bordier, happened to watch a video clip which had been posted online by an American actress, Samantha Futerman. The resemblance between them was so uncanny, according to Anaïs, that she immediately looked for Samantha's online profile.

7 T
In fact, they [differences] become more apparent when twins have been raised by adoptive families from different socioeconomic backgrounds: a person's whole outlook

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on life, their attitude to politics, the way they form relationships – these are affected by whether or not that person had access to financial and educational resources.

8 F

With that amount of data, the findings of their research can hardly be disputed. And the result? The roles of nature and nurture have more or less equal input. Benyamin says that our social traits and our physical development are 49% down to our genes, and 51% are caused by our environment.

FAST FINISHERS

Ask students to correct the false sentences. (See answers above.)

4 CRITICAL THINKING Ask students to read through the questions and consider their answers before discussing in pairs or in small groups. Open up the discussion to the class.

Example answer

Parents should give their children the same amount of attention and love, but they shouldn't have to treat them in exactly the same way as all children are different. Some children, for example, will be more successful if their parents are strict about things like homework, whereas others will do better if their parents are more relaxed and don't push them.

The criteria I would use to assess whether twins have meaningful similarities would be to look at different aspects of behaviour such as social confidence, whether they are introvert or extrovert, their IQ, their attitude to risk-taking, their tastes in food, music, literature, etc.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionary.

Answers

inevitably = used to say something is certain to happen

to coin = to create an expression or saying that becomes very widely used

flawed = spoiled by something such as a fault or mark, or lacking something

fretting = worry about something continuously

hierarchy = a system for organising people according to their status in a society, organisation or other group

the case for = an argument or explanation in favour of something

diligence = the attitude or behaviour of someone who works very hard and very carefully

happen to = describing an action or situation that occurs by chance

consensus = agreement

to be down to = used for saying that something is caused by something else

EXTRA ACTIVITY

Ask students to underline three or four more words or phrases in the article that are new to them and then find the definitions in a dictionary. Ask them to write example sentences using the words or phrases before sharing with a partner.

6 SPEAKING **What about *you*?** Ask students to think about attitudes to bringing up children and how they might have changed over the last 20 years and to discuss in pairs. Open the discussion up to the class and ask if they think the changes have been positive or negative and what impact they might have had on society.

HOMEWORK

Assign students pages 58–59 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p74

Using passives and causatives

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could set exercises 1, 2a and 2b for students to do at home before the lesson. Check answers at the beginning of class and if students seem comfortable, they can move on to exercise 3.

Test before you teach

Write the following sentence on the board: *Charles Darwin wrote 'The Origin of Species'*. Ask students to identify the agent in the sentence (*Charles Darwin*). Ask students whether they think the agent is the focus of the sentence in this example (*yes*). Then ask students if they can rewrite the sentence so that *The Origin of Species* is the focus. Circulate to see if students correctly write '*The Origin of Species' was written by Charles Darwin.*

If students seem comfortable with this, write a few other sentences in a variety of tenses, e.g. *Scientists have found many similarities (Many similarities have been found [by scientists]); We will complete the survey next week (The survey will be completed [by us/them] next week).* Circulate to check whether students are able to manipulate the sentences accurately.

Finally, write a gapped sentence on the board using a word such as *dread, like* or *imagine*, e.g. *The student dreaded _____ asked to speak in class.* to check whether students are confident using the gerund form after these verbs. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Passives

1 Students look at the sentences and answer the questions. Nominate students to give their answers.

Answers

a Sentence 1 = passive gerund Sentence 3 = passive infinitive Sentence 10 = modal form of the passive

b

Sentence 2 = present simple (with adverb of frequency)
Sentence 4 = present simple
Sentence 5 = past perfect
Sentence 6 = past simple
Sentence 7 = present continuous
Sentence 8 = future simple
Sentence 9 = present perfect

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2a Students match three of the reasons a–e for using the passive to the sentences.

Answers

1 e **2** a **3** d

TEACHER DEVELOPMENT: LANGUAGE

Passives

The passive is formed with the appropriate form of the verb *be* + the past participle. It can be used with different past, present and future forms and tenses and is used when the focus is on the action rather than the agent. The agent can be mentioned preceded by the word *by*.

The more advanced passive forms in this unit focus on passives with gerunds and infinitives.

Particular verbs such as *enjoy, dread, like, imagine, don't mind* usually take the gerund. The passive gerund is formed with *being* + gerund and is used when the subject of the sentence is being acted upon, e.g. *The students didn't mind being tested every day*. Adjectival phrases that usually take the infinitive with *to*, are formed by using a passive infinitive (*to be* + past participle) *He was pleased to be made Director; She was disappointed to be left out of the team.*

Modal verbs use the passive infinitive without *to*: *Credit must be given to the author of the book; It could be used at home or in work.*

Give students practice at forming modal passives by writing active sentences on the board (*The audience should give credit to the author; People could use it at home or in work*, etc.) and ask students to rework them into passives.

2b Students decide which sentences in exercise 1 contain the agents given and the preposition *by*.

Answers

1 Sentence 4 **2** Sentence 7 **3** Sentence 9

3 Ask students to read through the sentences and correct the incorrect sentences. Nominate students to give their answers.

Answers

1 correct
2 I was given **a very beautiful gift by my** grandfather for my birthday.
3 Children should **be** encouraged to be high achievers …
4 … to be manipulated ~~from~~ **by** scientists …
5 correct
6 correct
7 … the coach will ~~replacing~~ be replaced …
8 correct
9 At no time is parking ~~be~~ permitted …
10 correct

EXTRA ACTIVITY

Ask students to look at the sentences in exercise 3 again and identify the agent in each case. Where there is no agent specified, ask students to write 'none'. You could extend the activity by asking who they think the implied agent is when none is specifically mentioned.

Answers/Suggested answers

1 grandparents **2** grandfather **3** none (parents implied) **4** scientists **5** none (parents implied) **6** none (parents implied) **7** none (sporting body or coach's superior/boss implied) **8** teacher **9** none (the school/local authorities implied) **10** none ('you' implied)

Causatives

TEACHER DEVELOPMENT: LANGUAGE

Causatives

We use a causative verb to talk about something that someone else did for us or for another person. It means that the subject caused the action to happen or was the recipient of the action, but didn't do it themselves. For example, the sentence *I cleaned my car* in causative construction becomes *I had my car cleaned* or *I got my car cleaned*. It is similar to the passive in that the agent (the person who did the cleaning) isn't the focus, though he/she can be mentioned preceded by *by*: *I had my car cleaned by a friend* OR the sentence can be altered so the agent goes after the causative verb: *I had a friend clean my car*.

Note that in the above examples *have* is slightly more formal than *get* and that in sentences with *have* we use the infinitive without *to*.

4a Students look at the sentences and decide in which one the twins tell their story themselves.

Answer

c This is an example of past perfect in the active form.

4b Students match the sentences a–d in exercise 4a to the structures 1–4.

Answers

1 d **2** a **3** c **4** b

5 Ask students to complete the sentences with the correct forms of the verbs. Nominate students to read out their answers.

Answers

1 having, fixed **2** got, clean **3** have, cut
4 had, shown **5** had, install

EXTRA ACTIVITY

Ask students to write two questions using either a passive or causative construction and then work in pairs to ask and answer.

Refer students to the Grammar reference on page 140 if necessary.

HOMEWORK

Assign students page 60 in their Workbook or the relevant sections of the Online Workbook.

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Developing vocabulary p75

Using prefixes and suffixes to form words and discussing an article about teenage behaviour

FAST TRACK

You could ask students to prepare for the task in exercise 4 by noting down all forms of the words in capitals (e.g. *reasonable, unreasonable, reasonably, unreasonably*, etc.). Ask them to read through the article too and think about what word form would best fit the gap (e.g. plural noun, negative adjective). Remind them not to complete the article yet as they will do this task in class.

WARMER

Put students in small groups and give them two or three minutes to brainstorm as many prefixes and suffixes as they can. Nominate students to give their answers and write them on the board. Then divide the class into four teams. Ask teams to come up with one example for each prefix and suffix with a contextual sentence. Tell them that for each correct answer and sentence they will receive a point and if they have come up with a word that no other team has used they will receive two points. Give them a time limit (depending on how many prefixes and suffixes you wrote on the board in the first part). When the time is up, nominate someone from each team to give their answers and award points accordingly.

Word formation 3 – prefixes and suffixes

1 Students use prefixes to complete the sentences. Allow them to look back to page 9 for help if necessary. Ask different students to read out each completed sentence.

Answers

1 co- **2** over- **3** ir **4** inter **5** dis **6** in

2 Draw students' attention to the example given and then ask them to find the other odd words out in each group and give reasons. Nominate students to give their answers.

Answers

2 disqualify is a verb; the others are adjectives
3 satisfactory is an adjective; the others are nouns
4 ignorance is a noun; the others are verbs
5 questionable is an adjective; the others are nouns
6 expectant is an adjective; the others are nouns for people (*-ant* can be both)

EXTRA ACTIVITY

Ask students to research other words with prefixes and suffixes and put together an odd one out exercise for their partners to do. They must do at least three groups with four words per group. Tell students that the different word can be 'odd' because of its meaning (e.g. *all of the other words are positive, this one is negative*; *all the other words describe people, this only describes an object*, etc.) or because of its part of speech (noun, verb, etc.).

3 Students read the sentences and decide which answer (A–D) best fits each gap. For less confident classes, go through each gap and elicit what type of word is likely to fit each one. This will help students eliminate some options.

Answers

1 D **2** C **3** A **4** A **5** D

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Ask them to discuss other ways to approach this type of task before referring them to page 133 for further ideas.**

4 Give students time to read through the text and consider the words before and after each gap. Ask them to look at the words in capitals at the end of the lines and think about different forms that could be possible. After they have completed the exercise, check answers as a class and discuss why other forms of the word would be incorrect in each case.

Answers

a unreasonable **b** explanations **c** development
d assistance **e** reconsider **f** unexpected(ly)
g influential **h** personality/personalities
i independent **j** dramatic

5 SPEAKING In pairs, students say which points in the text in exercise 4 they agree or disagree with. Nominate students to share their opinions, encouraging them to say why.

HOMEWORK

Assign students activities 1a, 1b, 2 and 5 on page 61 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp76–77

How to negotiate

To become aware of different approaches to negotiation, to recognise the value and purpose of compromise and to find effective ways to compromise during a negotiation

FAST TRACK

Ask students to prepare for the speaking tasks in exercises 1a and 1b before the lesson. Ask them to read the example in exercise 1a and then make notes for when negotiation could be important. Remind them not to write full sentences. Ask students to read the scenarios in exercise 1b and check they understand all the vocabulary before making notes on the advantages and disadvantages of each approach. Having done this preparation, they will be ready to start the speaking tasks after the Warmer.

BACKGROUND INFORMATION

Conflict of some degree is inevitable in life, and can arise in different areas from academic study to social arrangements. There are ways to avoid a conflict in the first place, but once it has arisen there are numerous ways to handle it, with different approaches being appropriate for different occasions. Negotiation is often a good choice of approach, but being able to do so effectively is a skill that can take

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some practice. This lesson focusses primarily on negotiating within an academic setting, but the methods students practise are transferable to other situations. They read advice about negotiating a compromise and listen to two students having a minor conflict then reaching a mutual agreement. They finish by role-playing a conflict that has come up when planning a presentation. This gives them the chance to look at different sides of a conflict and to reflect on and analyse the most effective ways of resolving it.

WARMER

Clear some space in the classroom and ask students to stand at the edge, while you position yourself in the centre of the room. Tell them that you represent a conflict (you could suggest something specific, e.g. a fight between strangers in the street, an argument between two close friends at lunchtime). Then ask them to think how they usually respond to a conflict and to position themselves in relation to you accordingly. For example, if they really dislike conflict then they should position themselves far away facing in the opposite direction. If they usually get directly involved they should stand as close to you as possible. Ask them to think about the direction they're facing, their body language and their distance from you. When all students have found a position, ask each of them to explain why their position reflects how they respond to a conflict.

When students have returned to their seats, tell them they are going to look at ways to negotiate and deal with conflict. Ask them to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

1a SPEAKING In pairs, students discuss when they think negotiation is useful and important. Draw their attention to the example. Ask them to think of five different situations where people might need to negotiate.

1b Ask students to read the scenarios and discuss the approach to managing conflict that each student takes, listing the advantages and disadvantages to each. You could ask them how they would have handled any scenarios differently.

2a READING Students read the first paragraph of a leaflet and answer the question.

Answer

Shannon is annoyed by other students' poor attention to accuracy in writing. But she has also heard a rumour that the other students think she is too controlling, probably because she corrects their mistakes.

2b Check students understand the words and phrases in the box. Check the pronunciation of *compromise* /ˈkɒmprəmaɪz/ (note the final syllable in relation to *promise* /ˈprɒmɪs/). Then ask them to read the middle section of the leaflet (A–D) and choose the correct heading for each paragraph.

Answers

A Avoiding conflict **B** Gloss over something
C Win at all costs **D** Compromise

2c Ask students to read the last section and highlight the main points. Nominate students to give their answers. There are no absolutely correct answers here, but it is worth monitoring that they are selective when highlighting points from the text. If you feel it is appropriate, you can ask one or two students to justify why they have chosen to select some words and not others.

Suggested answers

Meet face-to-face to discuss problems; Come prepared with a list of things you won't compromise on; Listen to the other person and don't interrupt; Don't make personal attacks; Think of positive solutions that benefit you both; Be clear about any responsibilities and deadlines with a written agreement if possible.

2d In pairs, ask students to cover the text and see if they can recall the main points.

3 Ask students to consider which of the approaches in the text in exercise 2b is the most similar to their own. Ask them to think about whether their approach to managing conflict works for them and whether it would be easy to change it.

EXTRA ACTIVITY

To give students extra practice with phrasal verbs, ask them to read back through the leaflet and find all the phrasal verbs. Ask them to work in pairs and write alternative or more formal ways of expressing them without changing their meaning in the context of the leaflet.

Suggested answers

to (be) let down: I really felt disappointed by other people […]
to storm off: I used to get upset and leave the room angrily
to give in: to admit defeat and let the dominant personality in the group win
to end up: you may finish in a deadlock
to meet up: before you convene […]
to come up with: think of some win-win situations […]
to write down: record them as you go […]

4a LISTENING 22 Tell students they are going to listen to two students talking to each other after a group meeting. Ask them to listen for the major cause of conflict between them. See p149 for the audioscript for this exercise.

Answer

Oliver thinks he *has* to do all the talking because none of the other students participate in discussion. Philippa, however, feels that Oliver won't *let* other students speak.

4b 22 Play the track for students to listen again and make notes in the table.

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Suggested answers

In what ways do you think they negotiate effectively?	How could they improve?	Overall, who do you think is better at negotiating?
Oliver – tries to find common ground; their worries and goals; acknowledges Philippa's concerns; restates what she has said; uses *I* statements Philippa – restates Oliver's suggestion to show she is listening; appears to be open to his suggestions	Philippa – should try not to interrupt; shouldn't make personal comments; should stick to what *she* thinks, rather than say 'everyone in the group thinks …' which could make Oliver defensive, and which may not be true anyway	Oliver – as he demonstrates more of the 'practical steps for successful negotiation'

4c SPEAKING In pairs, students compare their ideas about Philippa and Oliver to see whether they share the same opinions about their negotiating styles.

SOCIAL SKILLS TASK

Tell students they are going to role-play a negotiation between three students.

In groups of three, ask Student A to read the role card on page 146 and Student B to read the role card on page 147. Give them time to read and understand what they need to do and how they need to act. Ask Student C to look through the instructions on page 77 and to prepare a table for taking notes as illustrated. Give them time to do the negotiation and for Student C to feed back. You could ask more confident students to role-play their negotiation in front of the class and then get the class to give them constructive criticism.

Listening p78

Listening for gist and detail; adding emphasis

FAST TRACK

You could ask students to look at the grammar section of the lesson before the class. Ask them to complete exercise 5. Check their answers at the appropriate point in the lesson and if they seem confident with the different ways of adding emphasis, move on to exercise 6.

WARMER

Elicit the meaning of the word *childhood* from students (the phase of life from birth to adolescence). Give them two minutes to write down any words, places or experiences which they associate with their childhood. After two minutes, ask students to show their notes to a partner for them to ask follow-up questions, e.g. *Why is this place special? Did you go there often?*

1 SPEAKING In pairs, students look at the activities listed in Task 1 of exercise 2 and answer the question giving their reasons.

✓ EXAM SUCCESS **Ask students to read the advice in the box. Then refer them to Exam Success on page 130 for further ideas.**

EXTRA ACTIVITY

To prepare students for Task 2 in the listening you might want to revise some of the vocabulary. Write the following on the board and ask them to match each phrase to a definition:

1 inspired by 2 annoyed by 3 impressed by 4 jealous of 5 proud of 6 anxious about 7 surprised by 8 frustrated by

Something or someone that makes you feel:

a) irritated or a little bit angry b) a little distressed because of an inability to change or do something c) you can accomplish anything d) pleasure or satisfaction because of an accomplishment e) admiration and respect f) envious or resentful g) a little bit shocked by the unexpected h) nervous or concerned

Answers

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

2 LISTENING 23 Tell students they are going to listen to five people talking about their childhoods. Give them time to read through the tasks and think about how some of the terms could be paraphrased. Play the track. Check answers, but don't confirm at this stage. See p149 for the audioscript for this exercise.

3 23 If students haven't answered all the questions the first time, tell them to focus on these for the second listening. If they answered all the questions, remind them to use this opportunity to check. When checking Task 2, ask students to identify what the speakers said that helped them. If necessary, play the track again and pause after each answer.

Answers

Task 1

1 E **2** A **3** G **4** C **5** F

Task 2

6 G **7** H **8** D **9** A **10** C

EXTRA ACTIVITY

Ask students to close their books. Write the eight adjectives from exercise 2 on the board and ask students if they can remember which preposition follows each one.

4 SPEAKING **What about *you*?** Ask students to consider their responses to the questions and then discuss with their partner. Open the discussion up to the class and ask follow-up questions: *Do you still hang out with childhood friends? Do you think anyone is inspired by you?*

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TEACHER DEVELOPMENT: CLASSROOM TIPS

Handling sensitive topics

Exercise 4 requires students to discuss their childhood and happy memories. If you know, or suspect, this or any topic may be something certain students are uncomfortable talking about, prepare alternative questions or allow students to talk in a general rather than personal sense.

There may also be other topics that come up in discussion tasks addressing ideas linked to politics, religion, family matters, etc. In such situations, it is worth establishing some 'ground rules' first so students can participate without causing offence or being offended. For example: **1** Students can exercise their right not to share personal experiences; **2** Any personal experience shared in the classroom should be treated as confidential and not discussed outside the classroom; **3** You can 'attack' other people's ideas in a constructive way, but you can't 'attack' other people on a personal level; **4** You must show respect for other people's beliefs and opinions, even if you disagree. As a teacher, ensure that any rules are adhered to, that the discussion stays 'on topic' and has a legitimate and constructive purpose for the students.

GRAMMAR Adding emphasis

Test before you teach

Write the following sentences on the board:

I still want to go to university, but I'm feeling a bit nervous about it.

I really liked the film.

She does housework, but not often.

Ask students to think of one verb that they can use to add emphasis to a part of each sentence and then to rewrite them with the emphasis added. Circulate to check if students have chosen the correct verb (*do*) and if they have correctly rewritten the sentences.

Answers

I do still want to go to university …; I did really like the film; She does do housework, …

Give students the following situations where you might want to add emphasis. Ask if they can write sentences using a form of the verb *be* adding emphasis.

He likes French, not Spanish.

She wanted sushi, not pizza for dinner.

You feel anger, not sadness.

Suggested answers

It's French that he likes, not Spanish; It was sushi that she wanted for dinner, not pizza; What I'm feeling is anger, not sadness/It's anger (that) I'm feeling not sadness.

Circulate and check if students are able to construct correct sentences. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

5 Ask students to compare the pairs of sentences and say which ones use *do* to add emphasis. Ask them how emphasis is added in the other sentences.

Answers

4b and 5a. The others use the auxiliary *be*.

EXTRA ACTIVITIES

1 **Hand out copies of the audioscript for exercise 2 (on p149 and on the Teacher's Resource Centre). Ask students to find the sentences from exercise 5 in the audioscript and mark in pencil where they think the stressed syllables in each sentence will be. Then play the audio for them to check. Finally, drill each sentence for them to repeat.**

2 **To give students extra practice of the grammar point, ask them to work in pairs and say what the words in bold emphasise in each sentence.**

1b **It was the coast that we went to most of all because he loved the sea.**

2a **What happened was that my brothers and sister would keep disturbing me.**

3a **It was Mrs Harris who really made the difference.**

4b **Don't get me wrong – I did enjoy their company.**

5a **I do still remember how much she helped me.**

Answers

1b emphasises the ***coast*** (rather than the mountains or city, etc.)

2a emphasises what ***happened***, i.e. the event (rather than the time, place, etc.)

3a emphasises ***Mrs Harris***, i.e. the person (rather than the time, place, etc.)

4b emphasises ***enjoying*** their company (because it sounds a bit like he didn't enjoy it)

5a emphasises the fact that she can still ***remember*** (even though it was a long time ago)

TEACHER DEVELOPMENT: LANGUAGE

Adding emphasis

There are many ways to add emphasis in English. This lesson covers some of the most common ways.

One way is to add *do/did/does* to verb clauses. The main form is then used in the infinitive without *to*, e.g. **A:** *Does she study a lot?* **B:** *She does study a lot, but she doesn't enjoy it. does study* is used rather than *studies* to add emphasis to the fact that she studies despite not enjoying it. Students may find it strange that when the main verb is *do*, another *do* can still be added for emphasis resulting in sentences such as *We didn't used to help out, but we do do it now.* Native-level speakers will tend to add emphasis to the first *do* and shorten the second one.

Another way to add emphasis is with 'cleft sentences' introduced by *It is* or *It was.* These are often used to emphasise a specific subject or object. The introductory clause is followed by a relative pronoun, e.g. *It is the rain that's ruining the holiday, not the people; It was I who cancelled the show.* Note that while it is grammatically correct to use the subject pronoun following *is* or *was* (e.g. *It was I; It is he …*), many native-level speakers will use the object pronoun so it's common to hear *It was him who called the doctor; It is me in front of the shop*, etc.

Cleft sentences can also be introduced with *What.* The clause introduced by *What* functions as the subject of the sentence and is followed by *is* or *was*, e.g. *What I really want is a day off! What was surprising was the food – we hadn't realised it was so good.*

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6 Students complete the second sentence so that it has a similar meaning to the first. Check answers as a class.

Answers

1 It was Michael who repaired the car.
2 What happened was (that) I kept getting lost so I bought a satnav.
3 It's the Spanish team who/which/that have/has the best striker.
4 What happened was/is (that) I forgot my keys and got locked out of the house.
5 It was Michele Forth who gave the band their first real break in the music industry.
6 It's my little brother who is starting school this year.

7 Ask students to complete the sentences with an appropriate verb and use *do* for emphasis. Check answers as a class. After checking answers you could drill the sentences to help students with correct intonation.

Answers

1 did have **2** do go **3** did make **4** did take
5 does (still) do/carry out **6** did do

FAST FINISHERS

Ask students to write alternative endings to sentences 1, 2 and 4 in exercise 7 using *do* + a verb for emphasis. For example: *My parents weren't well off, but we did go on a few good holidays.*

Refer students to the Grammar reference on page 140 if necessary.

HOMEWORK

Assign students activities 3–4 on page 61 and all of page 62 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p79

Discussing photos using appropriate language

FAST TRACK

You could ask students to complete the Speaking bank in exercise 4 before the lesson. Check answers at the beginning of the lesson and then encourage students to use the words and phrases in exercise 3.

WARMER

Elicit the meaning of the word *speculate* from students and ask them to think of any particular words or phrases that would be commonly used when making speculative comments (e.g. *may, might, could be, maybe, probably, possible, not sure but, likely/unlikely*). Write a few example situations on the board (e.g. *A friend doesn't turn up to your party; The teacher is looking angry; You can't find your bus pass*) and ask students to work in pairs and speculate about what might have happened. Remind them to give reasons for their speculations (e.g. *Maybe the friend missed the bus because she got delayed at home. The teacher could be angry at the noisy students because they are not concentrating*, etc.).

Discussing photos – 2

1 Students look at the photos and decide which ones they would prefer to talk about. Tell them there is no right or wrong answer, but that they should think about the reasons for their preferences.

2a LISTENING 24 Ask students to read through the exam question. Play the track. Ask them which two photos in exercise 1 she chose to talk about. See p150 for the audioscript for this exercise.

Answer

Photo 2 and Photo 3

2b 24 Students listen again and answer the questions.

Answers

Photo 2: 1 the man has a problem and the assistant cannot help **2** both quite calm. The man is angry to miss his flight. The assistant isn't being helpful.
Photo 3: 1 the player doesn't agree with the referee's decision **2** the player is frustrated and angry but thinks the referee might be calmer

✓ EXAM SUCCESS **Students read the information in the box. Then refer them to Exam Success on page 131.**

3 SPEAKING In pairs, students speculate about the photo in exercise 1 that the student didn't refer to. Ask them to discuss at least six different scenarios. Nominate pairs to share the main points of their discussion.

4 Check the students are confident with the pronunciation and meaning of the words in the box. Then ask them to put them in the correct place in the Speaking bank.

Answers

situation, scenario/situation, experience, circumstances/situation, case

5 In pairs, students look at the photos on page 146 of people complaining. Ask them to make brief notes, speculating what the people might be complaining about.

PRACTICE MAKES PERFECT

6 SPEAKING In pairs, students read the examiner's instructions carefully. They then look at the photos and task on page 146. Give them time to do the task, before they swap roles.

HOMEWORK

Assign students page 63 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp80–81

Describing visual representations of information

FAST TRACK

You could ask students to label the visuals in exercise 2 at home and make notes for their discussions in exercise 3.

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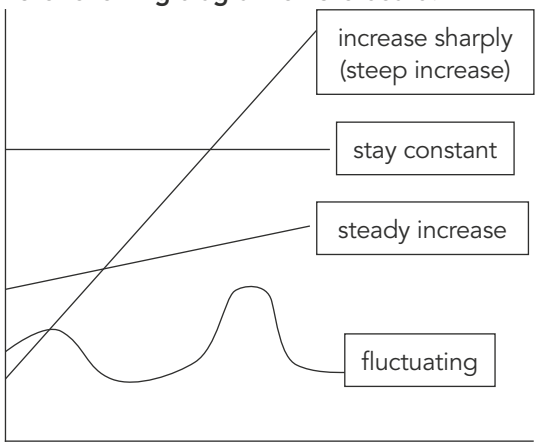
WARMER

Draw the following diagram on the board:



In pairs, ask students to come up with as many ways as possible to describe each line. Nominate students to give their suggestions.

Suggested answers

to increase dramatically, to increase sharply, to remain constant, to remain steady, to fluctuate, to increase steadily

Describing a visual

1 SPEAKING In pairs, students discuss the questions. If you have twins in the class you could ask them to share any similarities they feel they have.

2 Ask students to label the visuals using the words in the box and to think of what kind of information they usually show.

Answers

1 line graph. Shows information over a period of time.
2 pie chart. Shows information in proportion to a whole, usually as a percentage.
3 table. Shows numerical information under different headings at one or more fixed points of time.
4 flow chart. Shows the different stages in a process.
5 diagram. Shows the different parts or components of something.
6 bar graph. Shows information at a fixed point in time, or sometimes comparing two or more fixed points in time. Also called a 'bar chart'.

FAST FINISHERS

Ask students if they can think of any other ways of visually representing information.

Suggested answers

Illustration (e.g. for parts of an object), infographic, Venn diagram, histogram, pictogram, tally chart

EXTRA ACTIVITY

Give students some examples of information (e.g. their class' favourite food type; how one person spends their money over a year; the average temperature in their city over the year) and have them discuss in pairs what type of visual they would use to represent it.

3 Ask students to look at the graph and answer the questions.

Answers

1 bar graph/chart
2 It's perhaps unsurprising that identical twins shared more characteristics than non-identical twins

4 Ask students to read the model answer and answer the question.

Answer

No, it includes the main points shown in the graph, but not every detail.

TEACHER DEVELOPMENT: LANGUAGE

Former/latter

The text includes the words *former* and *latter*. These terms are used in English when two people or things have been mentioned in a previous sentence. They can be used as adjectives and nouns and are a useful device for avoiding repetition. *Former* refers to the first thing mentioned, *latter* replies to the second, e.g. *George W. Bush and Ronald Reagan were both presidents of the US. The former between 2001 and 2009, the latter between 1981 and 1989.*

5 SPEAKING Ask students to look again at the instructions for the task in exercise 3 and the model answer in exercise 4 and answer the questions. Ask them to find examples in the text to justify their answers.

Answers

1 It's a report written for a tutor.
2 It's a report for a tutor – an academic context – so the language is more formal, e.g. passives, no idioms/slang.
3 The first sentence explains what sort of information the graph shows.
4 The last sentence outlines the general trend shown in the graph (sometimes called the 'general trend sentence').
5 No, the first and last sentences have no statistics.
6 Together: one group of two characteristics and one group of three are described jointly. This enables the writer to summarise the information.
7 Mostly past simple; also present simple in the introductory sentence. The visuals nearly always state a date (or time period) in the past. This means that past simple is the most common tense, i.e. this task type is *not* usually complex in terms of the tenses; the challenge lies in the use of descriptive technical language.
8 No, the task is only to *describe* the graph. Candidates are *not* asked to suggest reasons for the information shown in the visual, and they should not do so.

✓ EXAM SUCCESS **Ask students to read the text in the box and discuss the advice. Ask them to think of things that aren't necessary to talk about when discussing the 'main features' of a graph. Refer them to Exam Success on page 132 to compare their ideas.**

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TEACHER DEVELOPMENT: STUDENT TRAINING

Discussing graphs

A *Discussing graphs* task features in the writing section of some English exams. Bar graphs and line graphs tend to be the most common.

Students may initially find discussing graphs and visuals quite challenging. Ensure that they understand that the visuals are often designed to present them with more information than it is possible to describe in the set word count and time limit of a test. The only way to complete the task satisfactorily is to summarise the main points only. One of the most common mistakes candidates make is to go into too much detail then they run out of time and provide a statistic-heavy, unsatisfactory response. Remind students that the task is about quality not quantity. The trick is to write a summary of the visual, which draws on statistics to provide examples/evidence, without too much repetition. Some repetition of terms is, however, almost inevitable, given the time pressure and technical complexity of the language. The principle students should remember is to try to avoid repeating words/phrases/terms/group names/research project titles *continuously* through the text. If no obvious synonym is available, changing the part of speech (*being extrovert – extroversion*) or the word order is beneficial.

6a COHESION Students match the underlined words and phrases in the model answer in exercise 4 to the synonyms (1–10). Nominate students to give their answers.

Answers

2 being a hard worker **3** questionnaire **4** the former
5 risk-taking **6** being patient **7** two groups
8 extroversion **9** research **10** character traits

6b Ask students to rewrite the sentences using the ideas in exercise 6a. Ask them to make any other changes they can think of using synonyms and paraphrasing. Draw their attention to the example sentence. Ask different students to give their answers and write all possible correct answers on the board so the whole class can see other ways of paraphrasing.

Suggested answers

2 A survey was filled in by 200 respondents.
3 The two most frequent responses were extroversion and patience.
4 The majority thought taking risks was important as well.
5 … of identical and non-identical twins. Nearly 45% of the former and 34% of the latter agreed.
6 Working hard was thought to be the most significant.

7 Students tick the expressions in the Writing bank that appear in the model answer in exercise 4.

Answers

10%
slightly less than

EXTRA ACTIVITY

Ask students to think of something that they would like to research that could be represented visually (e.g. heights of classmates, types of jobs in their city, etc.). Give them time to research online or undertake any necessary surveys. Then ask them to put together their visual and write a short summary of the information it shows. Put students in small groups and have them present their findings to each other.

8 COMMON MISTAKES Ask students to correct the errors in the student's description of a graph. Remind them that the mistakes are all connected with language here rather than accuracy of information.

Answers

1 The figure for men was nearly 50%, which was ~~double~~ **twice** as high as the figure for women.
2 The second ~~bigger~~ **biggest** change was in the group aged 21–31.
3 In 2015 the number declined ~~significant~~ **significantly** from 58% ~~at~~ **to** 39%.
4 Between 2014 ~~to~~ **and** 2016 attendance fluctuated at ~~slightly~~ **about/roughly/around** 20%.
5 25% ~~in~~ **of the** first group thought that genes **were** responsible for IQ.
6 The figure ~~of~~ **for** university students was almost the ~~similar as~~ **same** (**or, broadly similar**).
7 Over three-~~quarter~~ **quarters of** university students replied in the affirmative.
8 ~~Majority~~ **The majority of** high school students had a different opinion.

PRACTICE MAKES PERFECT

9 Ask students to look at the graph and read the task. Remind them to read through the task carefully and to look at all elements of the chart. Remind them to use words and phrases from the Writing bank. Give them a set time to complete the task. Set the word count at 150.

HOMEWORK

Assign students page 64 in their Workbook or the relevant sections of the Online Workbook.

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8 Give and take

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about charity and conservation programmes
- use reported speech to discuss the role of celebrities in raising awareness of global issues
- use expressions with *self* to discuss the pros and cons of taking selfies
- understand how to network effectively
- compare and contrast photos
- write a report about volunteering

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Offering assistance Expressions and phrases with *self* Personal growth
Reading	Charity matters CRITICAL THINKING Discussing the pros and cons of volunteering in another country
Grammar in context	Reported speech Inversion
Life skills	The world of work: How to network
Listening	Podcast – volunteering for a conservation programme
Developing speaking	Discussing photos – 3
Developing writing	A report
Exam success	Reading: Gapped text Listening: Sentence completion Speaking: Discussing photos Writing: Report

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 8
  - Grammar revision worksheet Unit 8
  - CEFR checklist Unit 8
  - Writing bank worksheet Unit 8 – Reports
  - Literature worksheet Units 7 and 8

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–8
- Printable test Unit 8
- Gateway to exams Units 7 and 8 (end of Unit 8)

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Reading pp82–83

Differentiating between words related to offering assistance; reading for global understanding and specific information

FAST TRACK

Before the lesson, students could think about the difference between the words in exercise 1a and be prepared to discuss them in class. They could also complete exercises 1b and 1c at home. In class, ask them to discuss what they think about the words in exercise 1a with a partner. Circulate and check they have understood the meanings, as well as being able to put the correct syllable stress on the words, then check the answers to exercises 1b and 1c. Finally, ask them to do the speaking part of exercise 1c.

WARMER

Write the word *help* on the board and ask students to think of any synonyms (for the verb or noun) or words with a similar meaning and write them on the board.

Suggested answers

(to) aid, to assist, assistance, (to) benefit, to lend a hand to, etc.

VOCABULARY Offering assistance

1a SPEAKING Students work with a partner and discuss the difference between the pairs of words. Circulate while they talk and check they have understood correctly. Nominate students to give their answers.

Suggested answers

1 ***voluntary*** [adj] = something you do out of choice, not because you are paid; ***vocational*** [adj] = something that's related directly to a particular vocation or job
2 ***donation*** [noun] = money or goods that you give to an organisation, especially one that helps people; ***contribution*** [noun] = an amount of money or something else of value that you give in order to achieve something or to help make it successful
3 ***beneficial*** [adj] = something that is beneficial has a good effect or influence on someone or something; ***profitable*** [adj] = something that is likely to increase your profits or give you a benefit or advantage
4 ***motive*** [noun] = the reason that you do something; ***incentive*** [noun] = something that makes you want to do something or to work harder, because you know that you will benefit by doing this
5 ***empathy*** [noun] = the ability to understand how someone feels because you can imagine what it is like to be them; ***sympathy*** [noun] = a natural feeling of kindness and understanding that you have for someone who is experiencing something very unpleasant
6 ***protests*** [plural noun] = a strong complaint or disagreement; ***campaigns*** [plural noun] a series of actions intended to produce political or social change

FAST FINISHERS

Ask students to choose two or three pairs of words from exercise 1a and write contextual sentences for each of them.

EXTRA ACTIVITY

Ask students to look at the words in exercise 1a again and write the type of word (adjective, countable noun, etc.). Then in pairs have Student A work on words 1–3 and Student B look at 4–6. Ask them to think of all the forms of the root word for each one (e.g. *volunteer, involuntary; donate, donor; benefit, benefactor*) and to write the type of word and meaning for each. Allow them to check their answers in a dictionary. Then have them share their lists with their partner. This type of exercise can help with word formation tasks in the Use of English part of many exams.

1b Students read the sentences and choose the correct alternative. Check answers as a class, encouraging students to read the full sentences when they give their responses.

Answers

1 protests **2** sympathy **3** Vocational **4** beneficial **5** contribution **6** motive

1c Students complete the questions with words from exercise 1a. Check their answers before they discuss the questions with a partner.

Answers

1 sympathy **2** vocational **3** contribution **4** incentive **5** campaigns

2 READING Ask students to read points 1–3 then read the article to see which of the points they think the author is making. Remind them to ignore the gaps and paragraphs A–G at this stage.

Answer

1 It is hard to know how best to help people in need.

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Then refer them to Exam Success on page 129 for further ideas.**

3 Give students time to apply the advice from the Exam Success box by reading through the missing paragraphs and underlining referencing (e.g. *it, this, those*) and considering words that may be synonyms for words in the main text. Then ask them to read the article again and choose from paragraphs A–G the one that best fits each gap. Remind them there is one paragraph they don't need.

Answers

1 E

… despite the fact that this child is unknown to you, and buy the hot drink for him instead?

Then consider a slightly different situation in which the potential recipient of your goodwill is more familiar to you. This happened to a friend only recently: her contribution to a collaborative project was far more significant in terms of time, effort and ideas than her classmate's.

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In his defence, the other person said he was stressed out …

2 D

… the term 'altruism' was coined by Auguste Comte, the French philosopher …

Scientists and psychologists have been debating the nature and evolutionary origins of altruistic behaviour ever since. …

3 A

… Many people claim that modern technology has made the world a smaller place, and has eliminated international borders.

It is true that real-time updates and live feeds allow you to view people's tragic situations in far-flung countries as never before. …

4 F

… He said he had been deeply moved by the people's plight and had wanted to do something 'proactive'.

Vague notions of tending to the sick, or helping to rebuild the infrastructure had begun to form. As with many other willing volunteers, the relinquishing of home comforts for a few months seemed to him a small sacrifice to make.

However, he was soon brought down to earth, …

5 G

… requiring medical attention from doctors that were already overwhelmed.

… many would-be volunteers rush in without weighing up what they can realistically contribute against how much they might actually hinder relief efforts.

6 C

… tweet 140 characters about a humanitarian crisis, and generate viral slogans from hashtags. But what does this accomplish?

Certainly it can help people to feel part of a global caring community. However, this is illusory in terms of creating impactful change, and it may also lead them to overlook the most practical thing in a critical situation.

According to relief agencies, there is plenty of goodwill, but a dearth of donations …

EXTRA ACTIVITY

Write the following expressions from the text on the board: 1 *You scratch my back, then I scratch yours* 2 *Stroke (someone's) ego* 3 *(to be) brought down to earth* 4 *(His) heart is in the right place*

Ask students to work in pairs to guess their meaning. Nominate students to give their suggestions before confirming answers.

Suggested answers

1 Someone does something nice or helpful for you and you reciprocate by helping them

2 To flatter and praise someone

3 To be forced to be realistic

4 Someone who has good intentions (with the implications that their actions may not necessarily be beneficial)

4 CRITICAL THINKING Students read the questions and consider their own answers before discussing in pairs or with the rest of the class.

Example answer

The author seems to be largely against going to other countries to volunteer unless you have a specific skill to offer. He/She gives the example of 'John' who seemed to be more of a hindrance than a help as he ended up eating food and needing medical attention from the local doctors.

The author is, however, just basing his/her opinion on the one anecdotal example. To make the argument more valid, the author should have interviewed lots of people who have volunteered to get a balanced view. He/She should also have considered volunteers who have travelled to another country with a particular skill as these examples are more likely to have been positive. Talking to people native to the country or directly affected by the event to see whether volunteering can be beneficial or harmful would also have given a more balanced view on the topic.

EXTRA ACTIVITY

Introduce students to the word *slacktivism* and ask them if they can guess what it means. (Answer: It's an informal English noun, formed by combining the words *slack*, (which can mean *lazy*) and *activism*.) Ask them if they can think what *slacktivism* can refer to and if they can find a paragraph in the article that discusses this behaviour. (Answer: It refers to actions on the Internet, usually for a good cause, that require little or no effort to do, e.g. sharing a news article for a campaign, clicking on an online petition, etc. Paragraph 5 in the article discusses these things.) Ask them if they know of any recent causes and campaigns that have required little effort to support.

5 Refer students to the underlined words and phrases in the text and then match them to the explanations and definitions (1–10).

Answers

1 avert **2** hinder **3** overwhelm **4** relinquish
5 bystander **6** since time immemorial **7** plight
8 in hindsight **9** dearth **10** contest

6 SPEAKING **What about *you*?** Students read and make notes for their own answers to the questions before discussing with a partner or in a small group. Open up the discussion to the class and ask some follow-up questions such as: *Have you ever participated in a social media campaign? Did it succeed in its aim?*

HOMEWORK

Assign students pages 66–67 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p84

Using reported speech to discuss the role celebrities play in global issues

FAST TRACK

Ask students to complete exercises 1a, 1b and 2 at home before the lesson as an alternative to testing before you teach. Correct answers at the beginning of the lesson and assess whether you need to spend more time on form and meaning in the class.

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Test before you teach

Write the following sentences on the board:

'We felt full after the meal.'

She said, 'I've already done my homework.'

He said, 'I'm ten years old.'

'It may be closed,' she said.

Ask students if the sentences are in direct or reported speech (Answer: direct speech). Then ask them to rewrite them in reported speech. Circulate to check they are confident with the usage and form.

Answers

They (said they) felt full after the meal.
She said she'd already done her homework.
He said he's ten years old./He said he was ten years old.
She said it might be closed.

If students appear confident with the more basic structures, ask them to try to complete the following sentences in a grammatically correct way:

Elena admitted …

The teacher reminded …

My friend asked …

The celebrity denied …

Suggested answers

Elena admitted that she had lied about her exam grade. (verb + *that* clause)
The teacher reminded us that we must do our homework. (verb + object + *that* clause)
My friend asked me not to tell anyone. (verb + object + *to* infinitive)
The celebrity denied having cosmetic surgery. (verb + gerund)

Circulate while students are completing their answers. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Reported speech

TEACHER DEVELOPMENT: LANGUAGE

Reported speech

At this level, students will be familiar with some of the rules of forming reported speech, but there may be some structures that are new to them and require more attention. We use a number of different structures in English, depending on the reporting verb used. Some verbs can be used by more than one structure.

- **verb + *that* clause** These verbs include: *admit, announce, complain, confirm, mention, point out, promise, say*, etc. For example, *She announced that the flight was delayed.*
- **verb + object + *that* clause** These verbs include: *assure, convince, inform, persuade, remind, tell*, etc. For example, *He informed the police that the robbers had left the property.*
- **verb + *(not) to* infinitive** These verbs include: *agree, ask, complain, demand, promise, refuse, threaten*, e.g. *She asked not to be named.*
- **verb + object + *(not) to* infinitive** These verbs include: *advise, ask, convince, encourage, invite, remind, tell, warn*, e.g. *They advised him to go to university.*
- **verb + (*that*) + object + (*should*) + infinitive without *to*** These verbs include: *ask, demand, insist, recommend, suggest*, e.g. *We recommended that the parcel go to you first.*
- **verb + gerund** These verbs include: *admit, deny, recommend, regret, suggest*, e.g. *He denied missing school to go to the football match.*
- **verb + (object) + preposition + gerund** These verbs include: *apologise for, confess to, congratulate on, criticise for, discourage from, insist on*, e.g. *We apologise for keeping you waiting.*

1a Students look at the sentences and say how they could rewrite them using direct speech. Remind them not to use *to* after *tell/told*.

Answers

a The other person said (to her)/told her 'I'm stressed out and I'm dealing with personal issues!'
b She said (to him)/told him 'You can take the credit instead of me. You have to hurry up and sort your life out, though!'

1b Ask students to identify which part of sentences **a** and **b** needed to change.

Answers

Personal pronouns, e.g. *I* → *he*, *you* → *he*
Auxiliaries, e.g. *am* → *was*, and shifts tense, from present to past
Modals, e.g. present *can* → past *could*
Cohesive devices, e.g. *though* → *but*, and shifts position to link the two clauses

2 Ask students to look at the sentences from the article and answer the questions. Nominate students to give their answers.

Answers

1 him not to, advised/told/cautioned
2 We can use the present perfect (rather than past perfect) when the reporting verb is in the present, and the situation is still true.
3 We need to use past perfect because the situation being described happened in a period of time before the conversation occurred.
4 *… he confessed + to + -ing*
5 The passive form of reported speech. This creates a more impersonal tone.

3 Students choose the correct alternative(s). Ask them to give their answers and where possible explain why it was the correct choice.

Answers

1 that we went/on us going
2 posting/that she had posted
3 from volunteering
4 to be/that it is/to have been
5 he would be/to us he would be
6 to sharing
7 he had not taken

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FAST FINISHERS

Ask students to change the sentences in exercise 3 into direct speech.

4 Check students understand the words in the box. Then ask them to use the direct speech to make reported speech sentences with the verbs in the box. Remind them not to use more than two words in each gap. Check answers as a class.

Answers

1 **a** pointed out **b** hadn't **c** that **d** conceded **e** could
2 **a** announced **b** would **c** admitted **d** had been
3 **a** congratulated **b** on doing **c** urged **d** not to
4 **a** denied **b** demanded **c** (should) apologise

EXTRA ACTIVITY

Ask students to write two to three statements like the ones in exercise 4. They should have one of the verbs from the box in exercise 4 in mind and should indicate a speaker (e.g. *the teacher, he*, etc.). They then swap with a partner who has to rewrite in reported speech using the correct verb.

5 Students use the verbs in bold and the underlined text to rewrite the article in reported speech. Remind them to use linking phrases if needed.

Answers

1 It has been/is predicted
2 Mia Hall told me that she felt the issue was being ignored, and so she believed it was her ...
3 he said that once all the money had been raised, it would be going directly … they had contacted.
4 Luke King and Isla Brown admitted to not realising how serious the situation was, until they had viewed some videos …
5 She explained that if they did that, the event would draw a huge crowd, which was what they needed to reach their target.
6 It is rumoured that a celebrity ...

6 SPEAKING Ask students to think about any celebrities they know that are involved in raising awareness of global issues. They then discuss in pairs. Ask them to make notes about what their partner thinks of these celebrities and their opinion on celebrities in general being involved in such causes. After a few minutes ask them to change partners and have them report what their original partner said to their new partner. Circulate to check they are using the form correctly.

Refer students to the Grammar reference on page 141 if necessary.

HOMEWORK

Assign students page 68 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p85

Using expressions with self *to discuss taking selfies*

FAST TRACK

You could ask students to complete exercise 2 at home before the lesson. Check answers after the speaking activity and if they are confident with the meanings, they can move onto exercise 3.

WARMER

Revise the grammar from the previous lesson and introduce the word *self* by writing the following gapped text on the board:

He admitted _____ (think) he was the most important person in the world: he was so _____ -absorbed. Although he denied _____ (be) interested in fashion, he was very _____ -conscious about how he looked. Many people pointed out _____ (be) very full of him_____.

Answers

that he thought; self; being; self; that he was; self

Check students' answers and draw their attention to the use of the word *self*. Ask them if they can identify when we use it based on the examples above and their knowledge of reflexives, etc.

Expressions and phrases with *self*

1 SPEAKING Students look through the two situations and discuss how the situations might be considered selfish or selfless.

2 Students match each of the phrases (A–F) to the definitions (1–6). Nominate students to give their answers.

Answers

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

3 Students use the phrases in exercise 2 to complete the sentences.

Answers

1 self-indulgence **2** self-preservation **3** self-doubt
4 self-deprecating **5** self-expression **6** self-serving

EXTRA ACTIVITY

Ask students to work in pairs and think what type of person could be saying each of the statements and in what type of context they were said (e.g. 1 a poster 2 a news report on trolling, etc.).

4 SPEAKING In pairs, students ask and answer the questions. Circulate and check they are using the new language correctly. Nominate pairs to share their answers. You could follow up with further questions such as: *Do you think it is always bad to be self-serving? What are the most interesting types of self-expression?*

5 Ask students to look through the sentences and choose the best word to complete the gap. Nominate students to give answers.

Answers

1 D **2** B **3** A **4** A **5** C

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FAST FINISHERS

Ask students to use the expressions in exercise 5 to write sentences about themselves.

EXTRA ACTIVITY

Ask students to think of alternative ways of phrasing the expressions used in exercise 5. Remind them there isn't just one correct answer for each. Nominate students to give their sentences.

Suggested answers

1 My grandfather is the perfect example of someone who became successful without any help from others.
2 […] but now he's not as strong or talented as he used to be.
3 I think my sister can be a bit self-centred at times.
4 When I get down, I like to get deeply absorbed in my music.
5 She goes on a long journey to discover who she is as a person again.

6 Ask students to read the text and think of the best words to complete gaps a–i. Remind them to use one word only in each gap.

Answers

b not **c** in **d** what/which **e** because **f** order
g Although/While **h** there **i** themselves

FAST FINISHERS

Ask students to find two to three words or expressions in the text that are new to them and to find definitions. Allow them to use a dictionary. Then have them teach the words to the rest of the class when everyone has finished.

7 SPEAKING Ask students to read the questions and then discuss with a partner or in a small group which points in exercise 6 they agree or disagree with. Open the discussion up to the class, prompting with questions such as: *Do you think selfies make us too self-absorbed? Do you think people care too much about how they look because of selfies? Do you think it is just a modern concern or do you think historically people were also too concerned with appearance?*

HOMEWORK

Assign students activities 1–2b and 5 on page 69 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp86–87

How to network

To understand the importance of networking, to evaluate different approaches and practise taking some first steps in expanding a network

FAST TRACK

You could ask students to look at the diagram in exercise 2 before the class and make notes for each category. They will then be ready to compare their ideas with a partner after they have completed exercise 1.

BACKGROUND INFORMATION

When you say the word 'networking', people will often think of more formal business-style events such as conferences and presentations. The term, however, now covers a much broader range of events and interactions, for example online networking via business sites or connecting at a volunteering project.

Networking is a valuable way of making contacts in a business context, and although students may be some years away from their first professional job, having some connections in place could put them at an advantage.

This lesson looks at a variety of ways to make connections and how to network efficiently and effectively. Students then have to role-play their techniques at a social event.

WARMER

Show students some examples of business cards (either online pictures or some real ones). Ask them to think of their dream job and write a business card including: Their name/Their company name, a short description of their product or services, their contact details (these don't have to be real). Tell them that they are going to try to use their cards in the 21st Century Skills Task later in the lesson.

Ask students to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

1 SPEAKING In pairs, students discuss the questions. Nominate students to give their answers.

2 Ask students to look at the networking diagram and answer the questions. Then ask them to compare their answers with a partner.

3 In pairs or small groups, have students discuss the advantages and disadvantages of both more traditional ways of networking and networking through social media. For less confident classes, you could help them think of more traditional ways of networking first (meeting face to face, social events, conferences, etc.). Nominate students to give their ideas and build up a list of pros and cons on the board.

Suggested answers

	Traditional	Social media
Advantages	Meeting face to face provides an opportunity to build genuine rapport and trust. Going to conferences provides the opportunity to hear and learn from professionals and keynote speakers.	Using social media allows you to reach a huge number of people, and very quickly. It's more cost-effective than spending money on travel, accommodation and socialising with people.
Disadvantages	Meeting face to face and going to conferences can take up a lot of time – it can eat into your social life, or detract from the time you spend at work or building your own business.	The strength and value of some social media relationships are questionable. You can have hundreds of 'contacts' – but will they really be prepared to help someone they don't really know and haven't met in person?

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4 READING Students read the interview about networking and then match the sentence beginnings to the endings. Remind them that one sentence ending is not necessary. Check answers in open class.

Answers

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

FAST FINISHERS

Ask students to look at the six pieces of advice in exercise 4 and order them from most useful to least useful. Then ask them to note down any of these things that they have already done or thought about doing.

5 LISTENING 25 Students listen to Ellie and Octavia meeting for the first time at a party. Ask them to make notes on 1–3. See p150 for the audioscript for this exercise.

Answers

1 The host is called Marie and went to high school with Octavia. Marie always throws a great party.
2 Ellie has been involved in robot design and took an engineering course at university. Octavia likes computer programming and works at a company that designs search and rescue robots.
3 Ellie asks for Octavia's phone number and Octavia asks for her email address.

6 25 Ask students to listen again and note down examples of when Ellie networks effectively.

Suggested answers

She starts the conversation.
She starts on common ground – the host of the party.
She asks questions about Octavia's interests.
She mentions her own qualifications and shows her interest by mentioning the viral video.
She introduces herself by name.
She asks for Octavia's number politely.

EXTRA ACTIVITY

Hand out copies of the audioscript (on p150 and on the Teacher's Resource Centre) and ask students to work in pairs and read through the dialogue. Before they start, play the track again and ask them to pay attention to how the speakers use intonation to express their interest. Also ask them to think about body language and how they can create a good impression when networking (*nodding to show interest, maintaining eye contact, shaking hands*, etc.). Circulate while they are speaking and help with any pronunciation.

21ST CENTURY SKILLS TASK

Tell students they are going to practise their networking technique at a social event. Put them in pairs and ask them to work through the steps.

- ***Step 1***
  In pairs, students think of a job or an industry they can both talk about.
- ***Step 2***
  Students brainstorm a set of social questions. Circulate and help less confident students if they are struggling with ideas.
- ***Step 3***
  Ask students to role-play their questions. If you have the equipment you may allow them to record themselves.
- ***Step 4***
  Students evaluate their performance. Draw their attention to the two questions.

Listening p88

Listening for specific information; using inversion for emphasis

FAST TRACK

Students could complete exercises 5 and 6 at home before the lesson. Check their answers at the relevant point in the lesson and if they seem comfortable with form and usage you can move onto exercise 7.

WARMER

Ask students to work in pairs and discuss the following questions:
Have you ever taken part in a voluntary programme?
What do you think would be the pros and cons of volunteering?
What types of volunteering can young people do in your (our) city?
After a few minutes, nominate different pairs to share their answers.

1 SPEAKING Draw students' attention to the photo. Ask them to work in pairs and discuss what they can see in the photo and what the people might be doing.

✓ EXAM SUCCESS **Have students read through the tip in the box. Remind them that in listening exams there are often 'distractors' that may initially seem like the correct answer, so they have to listen carefully to the detail. Then ask them to discuss with a partner any other approaches they have for gap fill listening exercises. Refer them to Exam Success on page 130 to compare their suggestions.**

2 SPEAKING In pairs, ask students to read the notes in exercise 3a and predict Silvia's answers.

3a LISTENING 26 Students listen and complete the sentences with one word in each gap. See p150 for the audioscript for this exercise.

3b 26 Students listen again to check their answers. Nominate students to share their answers and ask if their predictions in exercise 2 were correct.

Answers

1 comfortable **2** plastic **3** patience **4** heroic
5 interpreter **6** friendships **7** song **8** experiment

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TEACHER DEVELOPMENT: STUDENT TRAINING

Distractors

Listening tasks will often contain 'distractors' (incorrect alternatives, which are often deliberately misleading). Preparing before a task by looking at key vocabulary and possible synonyms in the questions will help students consider how answers could be differently (and incorrectly) phrased. After the task, hand out copies of the audioscript (on p150 and on the Teacher's Resource Centre) for students to find any distractors, e.g. the line *I'd assumed they'd be a lot more basic.* is a distractor for question 1 in exercise 3a.

4 SPEAKING Students work in pairs or small groups and discuss the question. Encourage them to give their reasons.

GRAMMAR Inversion

Test before you teach

Write the following gapped sentences and situations on the board and ask students to make sentences:

_____ *did she contact me that week. (She didn't contact me that week.)*

_____ *do you get a free book for joining, but you get the first month's membership for half price. (You get a free book and the first month's membership for half price.)*

Circulate to check whether they are comfortable completing the sentences. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Suggested answers

Not once; Not only

5 Have students read through **a** and **b**. Then ask them to look at the sentences and complete the text with the words from the box. When checking answers, highlight the parts of the example sentences **a** and **b** that are being referred to (i.e. auxiliary verb, subject, etc.).

Answers

1 adverbial **2** negative **3** emphasis **4** formal **5** reverse

TEACHER DEVELOPMENT: LANGUAGE

Inversion

The most common type of inversion is word order (i.e. when forming questions *you are* becomes *are you*), but there are other examples of inversion in English, for example, starting the sentence with a negative adverbial, e.g. *On no account should you go there after 10 pm.* In such cases the subject and auxiliary verb following the adverbial are inverted. If there is no auxiliary verb, we use *do, does* or *did*, e.g. *Not only do you insist on talking in class, you also refuse to do work.* Note that many of these structures are commonly found in more formal written English, e.g. *Seldom do you hear of good deeds these days. Never have we seen such destruction of the natural world.*

Inversion is also used after a number of phrases with *no, only* and *not*, e.g. *Under no circumstances should you cheat in an exam. Only after we left did we realise we'd forgotten to pay. No sooner had we set the picnic out, it started to rain.*

Inversion is used after the word *little* to mean *not at all*, e.g. *Little did we realise what was about to happen.*

6 Students rewrite the sentences as non-inverted. In less confident classes, do the first example as a class. Check answers as a class.

Answers

1 The programme had never seen such a huge number of volunteers.
2 The seals hardly ever come to shore.

EXTRA ACTIVITY

Students work in pairs. Ask Student A to write three inverted sentences and Student B to write three non-inverted sentences. They then swap sentences and rewrite them in the opposite way.

7 Students complete the second sentence using the word in capitals. Remind them to use no more than six words.

Answers

1 did we realise just how
2 when the battery ran out did
3 were the birds recognised as
4 no account must/can you swim by
5 sooner had we arrived than
6 did we understand what the demands

Refer students to the Grammar reference on page 141 if necessary.

HOMEWORK

Assign students activities 3–4 on page 69 and all of page 70 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p89

Discussing photos using appropriate expressions

FAST TRACK

Students could prepare for the speaking task by looking at exercises 1 and 2 at home and making some notes on their opinions. Remind them not to write full sentences. They will then be ready to begin the speaking tasks at the start of the lesson.

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WARMER

Write the expression *There's no i in team* on the board, and ask students to discuss what they think it means with a partner.

Suggested answer

It refers, literally, to the fact that there's no letter 'i' in the word *team*, but the expression makes the point that when in a team you shouldn't consider your wants or needs as an individual.

Ask students if they agree with the statement or not.

Discussing photos – 3

1 SPEAKING In pairs, students discuss the questions. Nominate students to report their partner's answer, giving reasons.

2 SPEAKING Students choose two of the photos and talk about them together. Remind them that they both have to talk and should ask each other questions.

3 LISTENING 27 Give students time to read through the task for Student A. Then tell them they are going to listen to a student attempting the task. Ask them to listen and answer the questions. See p151 for the audioscript for this exercise.

Answers

She talks about the second and third pictures. Yes – she compares the two photos – using appropriate phrases to contrast the situations throughout her minute of talking.

4 27 Tell students that they are going to listen again and will hear the reporting verbs listed below. Ask them to number the verbs in the order they are used and say whether they are all used accurately.

Answers

The correct order is: *tell*, *warn*, *suggest*, *ask*, *insist*.
All the verbs are used accurately, but *warn* is used to introduce direct speech.

5 27 Students complete the sentences from the recording then listen and check their answers. For less confident classes, you could play the recording before they attempt to complete the sentences and then again in order to check.

Answers

1 told them that they have to
2 warned the little boy not to
3 suggested that they could
4 asked if they need
5 insisted that everything is (going)

✓ EXAM SUCCESS **Ask students to read the tip in the box and then refer them to Exam Success on page 131.**

6 Ask students to read through the second part of the task and Student B's response. Ask them to look at the phrases in bold and decide their function.

Answers

Student B uses 'pointed out' to refer to a specific point that Student A already made – to show that he was paying attention, and to link his contribution in a way that develops the conversation further. He uses 'Having said that' to show that after considering the examiner's question in relation to one situation, he is now moving on to the second situation – and indicating a preference for the second.

7 Ask students which of the words or phrases listed could be synonyms for the phrases in bold. Ask them to add them to the Speaking bank.

Answers

1 mentioned/suggested/stated
2 on the other hand/that said/still

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pairwork

Before a pairwork activity, think about how to organise the students so they are not always with the same partner. You could pair them with a partner of a similar level as they are likely to have the same needs which you can then address at the same time. Alternatively, you could put the students with a partner of a different level, as the more confident student can help the less confident one. If you do pair a more talkative student with a quieter one, check the talkative student isn't dominating the conversation. If this is happening you might want to experiment with putting two quieter students together.
If there are an odd number of students, make a group of three, but ensure you rotate the 'extra' person so they have enough speaking time.

8 PRACTICE MAKES PERFECT SPEAKING In pairs, students look at the photos of people in charge of others on page 145 and follow the instructions for Students A and B. Give them a time limit for each part and circulate to ensure students are using language correctly and including the relevant information.

HOMEWORK

Assign students page 71 in their Workbook or the relevant sections of the Online Workbook.

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Developing writing pp90–91

Writing a report using appropriate phrases and expressions

FAST TRACK

Students could complete exercises 2 and 3 at home before the class. You could check answers at the appropriate point in the lesson before they continue to the vocabulary-focussed work in exercise 4.

WARMER

Write the following statements on the board and tell students these come from a recent survey in the UK on charitable giving.

- ***Nearly eight out of ten people had given to charity in the year prior to the survey.***
- ***People aged 16–24 were the least likely to be involved in a charity or to donate to a charity. Those aged 45–64 were the most likely.***
- ***'Medical research' was the largest beneficiary of donations in terms of proportion of donors, followed by 'children and young people' then 'hospitals and hospices'.***

Help students with any of the vocabulary then ask them to discuss the statements with a partner. Are they surprised by any of these findings? Do they think a survey in their own country would have similar results?

A report

1 SPEAKING In pairs, students discuss the questions. Nominate students to share their answers. Have a show of hands to see which of the causes to donate to is the most popular. Ask them to give their reasons for their choices.

2 Ask students to read the task and answer the questions. Ask them to share their suggestions for the third point. Have them think about ways that would work particularly well for their age group.

Suggested answers

To get your information, you could devise a paper or online survey or questionnaire to give to other students, or you could look up existing data or statistics on related websites.

EXTRA ACTIVITY

Put students in small groups and tell them to decide on a charity that they think would be good to donate to. Tell them to imagine that they need to involve the rest of the school in raising money and to come up with two or three fundraising ideas and then some further suggestions of how they would persuade other students to take part.

3 Ask students to read the report then respond to the questions. Remind them to ignore the underlined words and phrases.

Answers

1 'The report is based on a survey completed by 50 teenage students at my school.'

2 Students' own answers

3 **How the report is structured:** The report is divided into four paragraphs of roughly equal length. The introduction establishes the aims of the report (*to outline the attitudes of teens towards donating money, clothing and other possessions to good causes*), introduces its contents and identifies its source. The following three paragraphs address the three bullet points in the question. Each paragraph has a heading, which is a good idea in reports, though not obligatory. If headings are used, students should try not to repeat language from the question word for word; instead use synonyms, paraphrase, change the word order or parts of speech. If headings are not used, the first sentence of each paragraph should clearly identify the topic.

The register used: The 'target reader' is an international research group, so a formal register is used. The first person singular is used in the final paragraph when making suggestions; otherwise the style is impersonal. The report addresses every part of the question.

4 Ask students to look at the underlined words and phrases in exercise 3 and add them to the correct place in the Writing bank.

Answers

Introducing and setting a context
The aim of this report is to outline …
It will consider factors …
The report is based on a survey completed by …
Adding/Developing a point
Furthermore
… and also
Not only … but also …
What is more …
Indeed …
… as well as …
… and in fact …
Moreover …
In addition,
Making suggestions
… it would be a good step forward if …
I would propose that …

TEACHER DEVELOPMENT: ADVANCED WRITING

Genre-based writing

At the higher level, students should be aware of different types – or genres – of writing. Formal, academic genres might include report writing, book reviews, essays, case studies or business proposals. Getting students to notice the features that make a writing type the way it is can be useful to help understand what makes a piece of writing effective. Ask them how they know that a piece of writing is, e.g. a report. There can in fact be different ways to approach report writing, but common features of many reports include that they are based on

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factual information. Therefore, the writing needs to be objective and not subjective. A formal report writer should ideally avoid including his or her own opinions, although in the report on page 90, the writer uses 'I' to make a suggestion. This is not necessarily right or wrong, but you could discuss the strength of persuasiveness in a piece of writing with your students based on whether a writer uses a phrase such as 'I think that' or perhaps a distancing phrase such as 'One solution could be to …'.

VOCABULARY Personal growth

5a Check students understand the words in the box. Then ask them to complete the sentences.

Answers

1 interact **2** enhance **3** personal **4** step **5** make **6** expectations

FAST FINISHERS

Ask students to choose three of the words from exercise 5a and to write three more motives for doing voluntary work.

5b SPEAKING In pairs, ask students to look at the motives in exercise 5a and think about how important they are for them. Ask them to put them in order from 1–6 and then explain their choices to their partner.

6 SPEAKING Ask students to work in pairs and look through the volunteer programmes listed. Ask them to think about the ones they would be most/least likely to take part in, giving their reasons. Ask them to think what other things they might volunteer to do.

EXTRA ACTIVITY

Ask students to research voluntary programmes in their own communities and to discuss whether they would be interested in taking part in them.

7 COMMON MISTAKES Ask students to look through the report and find the eight mistakes. Ask them to correct them. Point out that two of the mistakes relate to a lack of formality for the type of writing, i.e. *What's more* > *What is more* and *don't* > *do not*. Contracted forms should be avoided in formal writing.

Answers

This report is based on a survey about volunteering ~~complete~~ **completed** by 470 British teenagers. ~~Not did only~~ **Not only did** 62% of them say they are mentors to younger students, but most also organise after-school activities like drama or music. ~~More over~~ **Moreover**, around 29% devote their time to causes not connected to their school, such as campaigns to protect the environment. ~~What's more~~ **What is more**, students who ~~don't~~ **do not** volunteer tend to achieve lower grades.

Persuading others to take part

One possible ~~cause~~ **course** of action would be to encourage schools to develop strong relations with local charities. This would ~~in deed~~ **indeed** provide young people with more opportunities to become volunteers. It would also be worth ~~consider~~ **considering** whether …

TEACHER DEVELOPMENT: STUDENT TRAINING

Target readers

Point out to your students that not all reports have the same target reader. The texts in exercise 3 and exercise 7 are both formal reports. The first report was for an international research group, so the register was very formal. But in exercise 8 the report is to be published in an online magazine, so the register can be less formal. Students should read the question carefully in order to determine who the target reader is in each case, and what register and language is appropriate.

✓ EXAM SUCCESS **Ask students to read the tip in the box. Ask them if they can think of any other ways of organising their reports to ensure the reader is fully informed. Refer them to Exam Success on page 132 to compare their answers.**

PRACTICE MAKES PERFECT

8 Ask students to read the task. Ask them to note all the things they have to include and who the target reader is before they start to plan. Remind them to consider how they are going to organise their paragraphs before they start writing and to think about how formal they need to be. Give them time to write and check their reports. Set a word count of 220–260 words.

Answer

The report will be published in an online magazine, so the target audience is the magazine's readers – most probably people who are interested in volunteer programmes or other activities that young people can take part in. A semi-formal style would be appropriate. Generally, the tone should be upbeat, accentuating the positive aspects of volunteering, though in Part 3 the report may outline obstacles preventing young people from volunteering and suggest solutions.

TEACHER DEVELOPMENT: STUDENT TRAINING

Creating exam conditions

Try to create exam conditions for this task. If possible, make sure students are sitting separately and don't allow talking for the duration of the task. Give them clear time limits in which to prepare and do the task and ensure they are able to see a clock. Most exam boards don't allow dictionaries at this level so it is good practice for students to do the task without access to one. When marking their work, pay close attention to the board's marking schema and explain to students why they have achieved a particular grade or band.

HOMEWORK

Assign students page 72 in their Workbook or the relevant sections of the Online Workbook.

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Reading p92

➤ TIP FOR READING EXAMS

Ask students to read the tip and discuss it as a class. Remind them to read the words before and after the gap and consider what sort of information they are looking for. Refer them to Exam Success on page 129 for more suggestions for this task type.

1 Tell students they are going to read a magazine article. Ask them to read the paragraphs A–G and to choose which one best fits each gap 1–6. Remind them that there is one paragraph they don't need to use.

Answers

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

VOCABULARY FOCUS

Before students read the text, you may wish to check their understanding of the following words and phrases:

potential [noun] = the possibility to develop or achieve something in the future

manipulate [verb] = to manipulate something or control someone in a clever or dishonest way

overloaded [adjective] = to be carrying, holding or supporting too much

mediocre [adjective] = average or below average in quality, ability or achievement

sprint [(verb), noun] = a short race at a fast speed

BACKGROUND INFORMATION

Rugby

Rugby is a team sport that was first played in England in 1871. The game is played between two teams of 15 players with an oval-shaped ball. There is a 'H-shaped' goal post at each end of the pitch. Points can be scored with a 'try', scored by the player putting the ball on the ground in the goal area (5 points) and a subsequent 'conversion' kick (kicking the ball over the crossbar in the H of the goal) scores 2 points; a successful penalty kick scores 3 points.

Sir Clive Woodward is a former rugby player and coach. He was the England coach from 1997 to 2004, and manager when England won the 2003 Rugby World Cup.

Speaking p93

➤ TIP FOR SPEAKING EXAMS

Ask students to talk about approaches to discussing photos in exams. Then have them read the tip before referring them to Exam Success on page 131 to compare their answers.

2 In pairs, students take turns to compare two of the photos. Remind them to read the question carefully to ensure they address the points they have been asked.

Writing p93

➤ TIP FOR WRITING EXAMS

Refer students to Exam Success on page 132 for guidance on describing graphs and for advice on writing reports.

3 Give students time to read through the two writing tasks carefully before deciding which one they are more confident answering. Ask them to read the details of each task and to note the elements they have to include. Give them time to complete the task.

EXTRA ACTIVITY

Ask students to consider the task they didn't choose and to write notes and a plan for how they would have answered. You could then ask them to write the task for homework.

Listening p93

➤ TIP FOR LISTENING EXAMS

Remind students that in multiple-matching listening activities they will hear the audio twice. Ask them to read the tip suggesting what they should focus on each time before referring them to Exam Success on page 130 for further suggestions.

4 LISTENING 28 Tell students they are going to listen to five people talking about doing voluntary work. Ask them to read through each task and note the key vocabulary in the options. Play the track for the first time. Give students time following the first listen to note what they need to listen to for the second time, then play the track again. See p151 for the audioscript for this exercise.

Answers

Task 1

1 G **2** D **3** B **4** F **5** H

Task 2

6 C **7** A **8** H **9** D **10** E

HOMEWORK

Assign students pages 74–75 in their Workbook or the relevant sections of the Online Workbook.

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9 Screen grab

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about the film industry
- use *can*, *could*, *may* and *might* to express ability, speculation and certainty
- use phrasal verbs to discuss the pros and cons of working in the film industry
- plan and deliver an effective speech
- answer abstract and concrete questions in an extended discussion
- write a film review using appropriate structures and expressions as well as ellipsis and substitution

UNIT OVERVIEW

Vocabulary/ Developing vocabulary	Idioms with *star* and *fame* Phrasal verbs – the film industry Describing a film
Reading	Are the Oscars still relevant? CRITICAL THINKING Thinking about the criteria for judging a film's worth
Grammar in context	Different uses of *can*, *could*, *may* and *might* Ellipsis and substitution
Life skills	Academic skills: Making effective speeches
Listening	Dialogues – the film industry
Developing speaking	Extended discussion – 2
Developing writing	A review – 2
Exam success	Reading: Cross-text multiple-matching Use of English: Open cloze Listening: Multiple choice Writing: Review

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 9
  - Grammar revision worksheet Unit 9
  - CEFR checklist Unit 9
  - Writing bank worksheet Units 6 & 9 – Reviews
  - Literature worksheet Units 9 and 10

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–9
- Printable tests Unit 9 and Review 3 (Units 7–9)
- Gateway to exams Units 9 and 10 (end of Unit 10)

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Reading pp94–95

Using idioms to talk about the Oscars; skimming and scanning an article for global and specific information

FAST TRACK

Ask students to complete exercises 1a and 1b at home before the class. Check answers at the beginning of the lesson before doing the speaking part of exercise 1b.

WARMER

Ask students to look at the title of the unit and think about what topics, language and ideas they might study in the unit. Nominate different students to share their predictions. Draw their attention to the double meaning of the unit's title: *screen grab* is usually used in an IT context for taking a shot of a screen, but as the word *screen* is also used for TV or cinema screens and the verb *grab* is used to mean 'take hold of in a rough or rude way', it also has the implication of someone grabbing for fame and celebrity.

VOCABULARY Idioms with *star* and *fame*

1a Students match the idioms (1–8) to the definitions (a–h).

Answers

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

EXTRA ACTIVITIES

1 **Ask students to think of a celebrity and individually write a short biography of them using at least two of the idioms in exercise 1a, without naming the person. Ask them to read their biography to their partner for them to guess who it is.**

2 **Write the following gapped sentences on the board and ask students to complete them with one of the idioms in exercise 1a. Remind them that they may have to change the form or tense.**

1 What would be your village/town/city's _____? Does it show your village/town/city in a positive or negative light?

2 Should young people be encouraged to _____, or does this kind of encouragement just result in disappointment?

3 Do you think that people who get married in their late teens or early 20s are being _____ and would you try to dissuade a friend from doing this?

4 Do you imagine you might someday get _____? What would it most likely be for?

5 Can you think of any celebrity that you would apply the phrase '_____' to? What unfortunate things happened to them?

Answers

1 claim to fame **2** reach for the stars **3** starry-eyed **4** 15 minutes of fame **5** what price fame

1b SPEAKING Ask students to complete the questions using the idioms from exercise 1a in the correct form. Then ask them to interview a partner.

Answers

1 written in the stars **2** shot to fame **3** thanked your lucky stars

2a READING Ask students what awards they know of in the film industry. Ask them which they think are the most important and why. Tell them they are going to read four commentaries about the relevance of the Oscars and to find five different aspects of the awards that are discussed by two or more of the writers.

Answers

Writers A and D:
the kind of films that tend to receive awards.
Writers A and C:
how young actors sometimes try to get themselves nominated for an award.
Writers A, B, C and D:
the lack of racial diversity in movies, and who is responsible for this.
Writers B and C:
Oscar goody bags.

2b SPEAKING Draw students' attention to the example of paraphrasing in the speech bubble. Ask them to underline the key words in the four questions in exercise 3a and think how they could be paraphrased. Nominate students to give their answers.

Suggested answers

Which writer agrees with B about giving gifts to Oscar nominees?; Which writer disagrees with A about the genres of films that are usually nominated for Oscars?; Which writer thinks in the same way as C about how appropriate it is for actors to promote themselves?; Which writer differs from others about the reason for not having nominees from different countries and backgrounds at the Oscars?

✓ EXAM SUCCESS **Ask students to read through the tip in the box. Remind them that the information in the questions will probably be phrased differently from the information in the article, so they should always consider how key words could be expressed in other ways. Refer them to Exam Success on page 128 for further ideas.**

3a Students read the text again and match questions 1–4 to writers A–D. Remind them that the writers can be chosen more than once. Check answers as a class.

Answers

1 C **2** D **3** A **4** A

3b Students decide which text (A–D) contains the information for questions 5–8. Nominate students to give their answers.

Answers

5 C **6** B **7** A **8** B

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4 CRITICAL THINKING Students read the question and think of their own response before discussing with a partner or in a small group.

Example answer

I think some awards should be given based on the film's popularity with the public – after all, it is a talent to write and produce a film with mass appeal. However, I think the more serious awards should be given for other things too, such as directing, special effects, acting, music, etc. Some films are excellent in these categories even though they haven't performed well at the box office. Also, someone, for example, working in special effects has no real control over how well the film does in a financial sense, but their efforts and talents deserve to be recognised.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking their answers in the dictionary.

Answers

disenchantment = the feeling of being disappointed and no longer enthusiastic about someone or something

hold someone accountable = to believe that someone is responsible for something

come under fire = to be criticised

grit your teeth = to show determination in a difficult situation

talk up = to talk about someone or something in a way that makes them seem more important or better than they really are

wreck = to damage something such as a plan or a relationship so badly that it no longer exists

sense of propriety = an understanding of behaviour that follows accepted social or moral standards

fired up = feeling very enthusiastic

intent on = determined to do something

overlook = to fail to consider someone or something, or to fail to recognise success

EXTRA ACTIVITY

Ask students to choose three of the new words from exercise 5 and write a gapped sentence for each one in a new context. Students then swap their sentences with a partner and complete each other's. This is a good way to check that students are confident with the meaning of the new language.

6 SPEAKING **What about *you*?** Students talk about the questions in pairs or small groups. You could extend the discussion by asking them what films they have seen in the last year that they think should or will be nominated for Oscars. Ask students if the number of awards a film has won would encourage them to see it.

HOMEWORK

Assign students pages 76–77 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p96

Using can, could, may and might to talk about different situations

FAST TRACK

As an alternative to testing before you teach, you could ask students to complete exercises 1 and 2 at home. Check answers at the beginning of class, and if students seem confident with form and use, move quickly through the initial part of the lesson and on to exercise 3.

Test before you teach

Ask students to work in pairs and brainstorm the ways and situations in which we can use the words *can, could, may* and *might*. After they have had a few minutes to think, write the following on the board:

– *ability in the past and present*

– *possibility in the past, present or future*

– *certainty in the present and past*

Ask students to think which of the words they can use in each situation and tense, and to write an example sentence of each. Circulate to check if they are confident. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Different uses of can, could, may and might

1 Ask students to choose the most suitable explanation (a–f) for the uses of *can* or *could* in sentences 1–7. Remind them to use one explanation twice. Ask them to turn back to page 95 and study the commentaries to help them decide which is the best explanation. Check answers as a class.

Answers

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

2 Ask students to match the uses of *may* and *might* to the explanations (a–f). Nominate students to give their answers. In feedback, draw their attention to sentences 1 and 5 and ask them to consider how they think *well* and *as well* affect the meaning. (Answers: In **1** *well* is added in the affirmative to say something has a strong possibility. It can also be added in this way to *may* and *could*. In **5**, the expression *might as well* is used to make a suggestion when the speaker thinks there is no better alternative. *May as well* is also used in this way.)

Answers

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

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EXTRA ACTIVITY

Ask students to look through the sentences in exercise 1 and discuss the questions:

1 **How can you rewrite sentence 4 so that it refers to the past? Complete the sentence:**
Previously, teenagers weren't _____ to win awards.
2 **Which two modal verbs could replace *can* in sentence 7, making it more formal?**
3 **If you changed *can* to *could*, which sentences would not necessarily be in the past?**

Answers
1 able **2** may, could **3** sentences 3, 6, 7

TEACHER DEVELOPMENT: LANGUAGE

Modal verbs

Can, could, may and *might* are used for expressing ability, speculation, certainty and for making concessions.

Ability: *Can* and *could* are used for talking about present and past ability, e.g. *He can ride a bike. He could ride a horse when he was four.* Note that we don't usually use *could* to talk about ability in a particular situation, *to be able to* is more common, e.g. *He was seriously ill, but the doctors were able to cure him.*

Speculation: We use *might, may* and *could* for past, present and future possibility, e.g *That might be the person who is going to teach us.* To express a past possibility, use *might/may/could* + *have* + past participle, e.g. *It might not have been possible without him.*

Might and *could* are also used for a past possibility which did not happen, e.g. *They might have been good friends, but she moved away.*

Certainty: We use *can't* or *couldn't* when we are fairly certain that something is or was true, e.g. *He can't possibly think he is going to pass – he never shows up to class!*

Making concessions: *May* or *might* can be used to make concessions, e.g. *It might be a good method, but let's try it first.*

Remind students of the reduced pronunciation forms of *have* when it is used with a modal, e.g. *She may have been* would be said /ʃiː meɪ (h)əv biːn/.

3 Ask students to look at the sentences and say whether they have the same meaning. Then have students explain the difference if they don't.

Answers
1a and 1b: The meaning is different. Sentence **a** expresses the idea of 'not allowed' and sentence **b** expresses the idea of 'deduction'; the speaker is certain this event didn't happen, e.g. because the actors weren't provided with the script.
2a and 2b: The meaning is the same. Both sentences express the idea that there is no better alternative than to stop filming.
3a and 3b: The meaning is different. Sentence **a** expresses 'possibility' and sentence **b** expresses 'deduction' and/or 'certainty'.
4a and 4b: The meaning is the same. Both sentences express the idea of strong possibility.
5a and 5b: The meaning is different. The use of *can* in **a** expresses the idea of 'tendency'. In **b**, *can* expresses 'ability'.

4 Students complete the sentences using the forms from exercises 1 and 2 and the verb in brackets.

Answers
1 might/may have had
2 might/may (well) have stolen
3 could/might (easily) have been injured
4 couldn't/can't have been
5 may/might as (well) ask
6 may/might not have achieved

FAST FINISHERS

Ask students to use the initial sentences in questions 1–3 of exercise 4 (*That actor's face looks different. Her new song sounds very familiar. The stunts in that movie were really dangerous.*) and write new second sentences for each using forms from exercises 1 and 2.

5a SPEAKING In pairs, students think of the forms from exercises 1 and 2 they need for each situation and then write an example sentence. Nominate pairs to give their answers.

Answers
2 might as well
3 can't/couldn't have + pp
4 might well
5 might have + pp
6 couldn't

5b Ask a student to read out the example in the speech bubble, then ask another student to respond to it. Students work in pairs to make statements about the situations in exercise 5a and to respond to their partner's statements.

Refer students to the Grammar reference on page 142 if necessary.

HOMEWORK

Assign students page 78 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p97

Using phrasal verbs to complete an article and discuss working in special effects

FAST TRACK

Students could prepare for exercise 3 before the lesson by reading through the text and considering the type of word which would best fit each gap by looking at the words before and after. Remind them not to do the exercise at this point as they will complete it in class.

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WARMER

Introduce students to the topic of the article in exercise 3, by writing *special effects make-up artist* on the board and asking them to brainstorm in pairs the types of effects they may have to produce. If possible, show some photos from films where varying degrees of make-up have been used.

Suggested answers

cuts, bruises, black eyes, burns, artificial ageing, prosthetics, etc.

Ask students if they have seen any films with particularly good make-up.

Phrasal verbs – the film industry

1 Students match each phrasal verb (1–12) to the correct meaning (a–l). Check answers as a class.

Answers

1 k **2** l **3** e **4** h **5** f **6** j **7** a **8** i **9** c **10** d **11** b **12** g

TEACHER DEVELOPMENT: LANGUAGE

Phrasal verbs

Many phrasal verbs in English have both a literal and figurative meaning. For example, *to get on* can mean *to get on a bus* in the literal sense, but *to get on with a person* is the more figurative usage of the phrasal verb.

A number of the phrasal verbs in exercise 1 have both meanings, but are used in the figurative sense here. For example *to break into* (*break into a house* [literal]; *break into a business* [figurative]) or *to put on* (*to put on a jumper* [literal]; *to put on a funny voice* [figurative]).

For more confident students, you might want to give all meanings (or more than one meaning) of a phrasal verb when they are first introduced to it, and allow them to work out which one is being used in the given text.

EXTRA ACTIVITY

To give students extra practice with the phrasal verbs in exercise 1, ask them to work in pairs and discuss the following questions:

1 **How do you think you come across to other people?**
2 **What do you want to do when you're older? Do you think it will be a difficult industry to break into? What qualifications does this job usually call for?**
3 **Have you ever been accused of putting on an act (for example, pretending you're ill when you're not)?**

2 Students rewrite the sentences using one of the phrasal verbs from exercise 1. Remind them that they may need to make changes to them.

Answers

1 … scene ~~required~~ called for many …
2 … easy to ~~get your first job~~ break into the film …
3 … so she ~~rehearsed it~~ ran through it/acted it out in front …
4 … have to ~~audition~~ read for a part …
5 … decision to ~~remove~~ write the most popular character out of the show.
6 … he's just ~~pretending~~ putting it on!

✓ EXAM SUCCESS **Students read the advice in the box and discuss the tip. Refer them to Exam Success on page 133 for further suggestions on open cloze activities.**

3 Students read the article and think of the word that best fits each gap. Remind them to use one word only in each gap. Give them time to read through their sentences after they have completed them to check that they 'sound' correct. Nominate different students to give their answers.

Answers

a turn **b** to **c** calls **d** much/lots **e** from **f** try **g** about **h** breaking **i** come **j** us **k** well **l** about **m** out **n** act/acted

EXTRA ACTIVITY

Ask students to look at the following words in the text and to consider possible synonyms: *transformed, to try out, vital, level of recognition*.

Suggested answers

changed, to experiment, crucial, amount of fame/kudos

4 SPEAKING **What about *you*?** In pairs, students discuss whether they would be interested in working as a special effects make-up artist, giving their reasons for and against. Nominate pairs to share their answers. You could extend the discussion and ask students what other jobs they would be interested in doing in the film industry.

HOMEWORK

Assign students activities 1, 2 and 5 on page 79 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp98–99

Making effective speeches

To learn how to form and structure a speech, to identify ways language can enhance a speech and to practise giving a speech

FAST TRACK

You could ask students to prepare for the speaking activity in exercise 1 by making short notes about their experiences. They could also read and makes notes on the list of strategies in exercise 2 at home before the lesson. They will then be ready to start the discussion at the beginning of class.

BACKGROUND INFORMATION

Speaking in public is something that many people feel anxious about, however confident they are of their subject matter. Yet giving a speech or presentation is something that is required of most people at some point whether in an academic, social or professional context (see also Unit 2 about giving a pitch).

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Putting together a good speech requires attention to detail: selecting relevant ideas and material, choosing appropriate and interesting language and structuring it in a way that holds the audience's attention. A good speech also relies on a confident delivery: often interesting content is obscured by a nervous or under-rehearsed speaker.

In this lesson, students look at both the content and delivery of a good speech and have the opportunity to write and present a speech to the rest of the class.

WARMER

Write the following quotes from famous speeches on the board and ask students to work in pairs and identify the speaker and the year the speech was delivered:

1 ***'I have a dream that one day …'***
2 ***'In this grave hour, perhaps the most fateful in our history, I send to every household of my peoples, both at home and overseas, this message …'***
3 ***'We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard …'***
4 ***'I never cut class. I loved getting As, I liked being smart. I liked being on time. I thought being smart is cooler than anything in the world.'***

Answers

1 Martin Luther King (1963) **2** King George VI (of England) (1939) **3** John F. Kennedy (1961) **4** Michelle Obama (2009)

Ask students what they know about these people and their speeches and what other famous speeches from history they have heard of. Ask students to read through the lesson objectives and the Key concepts and check any vocabulary they don't understand.

1 SPEAKING In pairs, students discuss the questions. Nominate students to share their experiences. You could write the suggestions for question 4 on the board and add to it as the lesson progresses.

2 Ask students to read through the strategies for preparing and delivering a speech. Check they understand the meaning of 'rhetorical questions' (a question you ask without expecting an answer). Ask them to decide which they think would be effective or ineffective strategies, and which would depend on the situation. Ask students to share their thoughts in open class.

3 READING Students read the transcript of the speech quickly and underline the places in the text where the writer refers to the strategies mentioned in exercise 2. Ask them to decide if the writer agrees or disagrees with the strategies.

Answers

Recommends: 1, 3, 4, 6, 7, 9
Argues against: 2, 5, 8, 10

4 Ask students to read the speech again and find examples of rhetorical questions, adjectives and adverbs. Ask them to give their answers.

Suggested answers

Rhetorical questions: *Why give it publicity? How clever is that? Aren't those guys … worthy of your attention?*
Adjectives: *laborious, fastidious*
Adverbs: *neatly, smoothly, immediately*

EXTRA ACTIVITY

Ask students to read over the transcript of the speech again and consider other adverbs and adjectives the speaker could have used and alternative points where they could have used a rhetorical question. Ask students if they think they could improve the speech with their suggestions.

5 SPEAKING Students work with a partner and answer the questions. Nominate students to share their opinions for question 2.

Answer

The writer explains that antithesis is about using opposites for dramatic effect.
The two quotes are: John F. Kennedy 'If a free society cannot help the many who are poor, it cannot save the few who are rich.' Martin Luther King 'We must learn to live together as brothers, or perish as fools.'

EXTRA ACTIVITY

Refer students back to the quotes from speeches in the Warmer. Ask them to work in pairs and research the historical context of each speech. Then ask them to find transcripts of the speeches (and, if possible, a video/audio recording) and analyse why these speeches were so effective and have become so well known. Students can present their findings to the rest of the class.

6 LISTENING 29 Students listen to the speech from exercise 3. As they listen, ask them to underline the words or phrases that the student emphasises. Ask them to use a / when there are significant pauses and a wavy line when the speaker shows emotion. See p151 for the audioscript for this exercise.

Suggested answer

Can you become a great speech maker? /
Today, I'm here to make a speech about making speeches! You can be sure that any speech which is truly moving, memorable or mesmerising is the result of laborious planning and fastidious editing, rather than spontaneous inspiration. Just like / this one. And of course, great speech makers have rehearsed what they're going to say / – again and again and again.
So / what are the secrets of success? How can *you* become a great speech maker? First point to bear in mind / – who are you speaking to? By that I mean, will your listeners be likely to already know a good deal about the topic of your speech, / or will they probably know very little? Anticipating the knowledge level of your audience will help you decide how much extra detail you can go into, or how you might need to simplify things.
So, if your speech is on a specialist subject / – that's great – / but don't be tempted to impress your audience with technical and industry jargon … unless your intention is to baffle them and eventually / send them to sleep!

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Once you've thought about your audience, you can start crafting your speech. The most important thing to know is that a great speech conveys / *one* idea only / – yes, really, *one* idea only – / but it should have at least three points to support your message, and a number of supporting examples. How can you be sure you've got one idea only? Well, you should be able, / if asked, / to neatly sum up your speech in a couple of sentences. Also, if you're arguing in favour of something – should you mention the counter-argument? The answer is / only briefly. Why give it publicity? That's not your job.

Now, what can you bring along to make sure your speech goes smoothly? By all means, use note cards to help you recall the main points of your speech – even the most seasoned of speech givers have these little prompts to hand. The other thing to have to hand is a prop. This is a favourite strategy of guest speakers doing TED lectures. Not long after you've started your speech, you can whip out a prop that immediately gets a reaction and recaptures everyone's attention. Like / this one. Yes – this is a photo of me before I gave my first big speech. Don't worry – I'm feeling more relaxed now!

Alright, as you're crafting your speech, think about how you can use language to your advantage. Why say, for example, 'I think crowdfunding is the answer to producing more independent movies.' / when you could liven things up by saying / 'crowdfunding is the absolutely / definitive answer to producing more / engaging, more / innovative, more / visionary movies'? Go on / – use a generous dose of adjectives and adverbs to inject / life into what you say. Even if your listeners can't recall word for word what you said, they'll remember how they felt / when they listened to you.

Now / here's another excellent technique, one beloved of politicians. / Antithesis. / Not sure what that is? No worries. Here's John F. Kennedy to give you an example: / 'If a free society cannot help the many who are poor, / it cannot save the few who are rich.' / That's what he said. How clever is that? / See how the idea of opposites works? What about this one? / 'We must learn to live together / as brothers, / or perish as fools.' / Martin Luther King, of course. That's an enduring quote, but more importantly, an enduring moral code.

Politicians and actors – they have this thing in common. They know how to speak calmly, / softly / and with understatement. And they also know how to / inject sudden passion, how to / put emphasis on the most important things. They're not afraid to use emotion – fear, anger, excitement, disappointment, happiness – to show how sincere they are when it comes to that / one idea they're talking about.

What else can you do to hook your audience? Ask / rhetorical questions, of course. But what do we mean by the term 'rhetorical question'? / Well, it's a type of question that's often used by speechwriters to emphasise the importance of what they're going to say next. It's a question / that they pose, / and then answer themselves. So, if you hear a rhetorical question, / there's no need to put your hand up and shout out an answer. But there's another thing that'll help you hook your audience. / Pausing. / By pausing, / you're naturally giving more emphasis to the important point that comes next.

One last thing / – it's a myth that you should look towards the back of the room when you're giving a speech. Aren't those guys down at the front, / at the sides, / near the aisle, / aren't they worthy of your attention? Make eye contact with individuals, make them feel involved.

So, can people learn to be effective or great speech makers? They certainly can. I hope I've shown you how. Thank you!

ACADEMIC TASK

Tell students they are going to write a speech about one of the topics on page 147.

- ***Step 1***
  Students choose a topic and think of their main idea.
- ***Step 2***
  Once they have chosen their main idea, ask students to note down examples to support it.
- ***Step 3***
  Ask students to write a draft of about 200–300 words. Ask them to review what they have written and add some adjectives and adverbs.
- ***Step 4***
  Ask students to think of at least two rhetorical questions and add them to their draft. Ask them to check they are in appropriate places in the speech.
- ***Step 5***
  Students find one place where they can create an example of antithesis. Help less confident students with putting an antithesis together.
- ***Step 6***
  Students read through their speeches and decide where they are going to pause or show emotion. They can use the same annotation as they did in exercise 6, or come up with their own way of marking the speech.
- ***Step 7***
  Ask students to make prompt cards of their main points. Remind them not to write out large chunks of the speech.
- ***Step 8***
  Give students time to practise their speech. You may want to allow them to practise at home before giving their speech in the following lesson. Students give their speeches to the class. Encourage the rest of the class to make notes on the content of the speech and ask follow-up questions afterwards.

Listening p100

Listening for feeling, opinion and detail

FAST TRACK

You could ask students to read through the questions in exercise 3 to prepare for the listening task. Ask them to check that they understand the meaning of the words and to underline key vocabulary. Ask them to think about how key words could be phrased differently.

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WARMER

Tell students that they are going to look at various roles involved in making a film.

Write the following films on the board and ask students to guess how many people were involved in making them (i.e. the number of people listed in the end credits):

***Avatar* (2009), *The Hobbit: An Unexpected Journey* (2012), *Thor* (2011)**

Answers

Avatar – 2,984 people; The Hobbit – 2,709; Thor – 2,384

Ask students if they think these are higher or lower than average, and what things might affect the number of people working on a film. (These figures come from Stephen Follows, a film producer and statistician.)

1 SPEAKING In pairs, students describe what they can see in the photos. Ask them to compare and contrast the film-making roles.

2 SPEAKING In pairs, students look at either list A or B and discuss what responsibilities each role has in the film-making industry. Help them with a very brief explanation of each role if they are unfamiliar with the terms, but don't give too much detail as they will discuss this with each other.

Answers

director = responsible for the creative aspects of the film. This includes overseeing the film's plot, directing the performances of the actors, choosing locations and managing some technical details of camera and sound work. The director is ultimately subordinate to the producer, although some distinguished directors do both roles.

producer = creates the conditions for film-making. In particular the producer is responsible for fundraising, hiring key personnel such as the director, and for distribution of the finished film.

casting director = chooses the actors who will play the characters in the film. This often includes running auditions.

cinematographer (sometimes called director of photography) = responsible for the cameras and camera crew. The cinematographer makes decisions about camera angles and lighting, working closely with the director to realise his/her goals.

prop master (or 'property' master) = responsible for finding all the props that appear on the film. This includes any item handled by the actors including food. In period films the prop master must ensure that these are authentic to the time period. Usually, a specialised 'armorer' is responsible for weapons including firearms.

costume designer = responsible for all clothing and costumes. This may include designing and making specific garments that are authentic to a particular time period.

hair and make-up artists = work with special effects to create each character's appearance for any given scene.

special effects department = manages all physical or mechanical effects that create optical illusions during filming.

visual effects department = creates photographic effects and computer-generated imagery to enhance the film.

stunt coordinator = manages the stunt men and women who will stand in for the actors during difficult or dangerous scenes.

✓ EXAM SUCCESS **Ask students to read through the advice in the box. Ask them to consider the expression 'read between the lines' and how they might be able to do this (e.g. listen to intonation, think about what is *not* being said). Refer them to Exam Success on page 129 for further help.**

3 LISTENING 30 Tell students they are going to hear three different extracts. Ask them to read through the text for questions 1–6 and to think about what language or tone the speakers might be using for each of the options. Play the track and ask students to choose a, b or c for each one. Check answers as a class. See p152 for the audioscript for this exercise.

Answers

1 c

Woman: … But there were a few little background things … they weren't historically accurate. …

Woman: … I mean, they were driving around in an Austin Twelve car, ten years before the first models were produced. You can't get away with that sort of thing in a costume drama – it's got to *look* real.

2 a

Man: You see, I could watch that movie ten times and I'd never notice. To be honest, I think it's a bit trivial. You're missing the big picture.

3 b

Man: … The people watching a film, if we've done it right, they don't notice that a stunt person has stepped in for the star. So we've never had the recognition from them.

4 b

Man: These days, it's all about computer-generated imagery. The visual effects people can manipulate the film in post-production in order to create the scenes they want – they won't need us.

Woman: But some of the best movies recently, they've used visual effects to enhance *real* stunts. So the work we do, it's still essential. I think there'll always be a place for live action stunts – the audience can tell the difference.

5 c

Woman: I mean, I just wish I'd never got involved at all. At the moment I'm doing …

Man: I thought you looked fantastic!

Woman: Well, thanks. … But if I could go back in time, I'd never go anywhere near it. I'm worried it's done my reputation real damage.

6 a

Man: ... But it was your comic timing he thought was so *sensational* when *Stardust* was such a hit at the box office! The point is, things move on. Your fans aren't going to remember this and you'll come back bigger and better than ever.

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4 SPEAKING **What about *you*?** Ask students to read through questions 1–3 and consider their answers before discussing in pairs or small groups. Open the discussion up to the class and ask follow-up questions such as: *Who or what do you think will replace stunt people in the future? Do you know of any actors or actresses who have played a wide variety of roles well?*

HOMEWORK

Assign students activities 3–4 on page 79 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p101

Taking part in an extended discussion containing abstract questions

FAST TRACK

Ask students to consider their answers to exercise 1 before the lesson. Then in class they can compare their thoughts with a partner and come to a mutual decision on each question.

WARMER

To prepare students for the speaking task, pre-teach the word *concrete* (/ˈkɒŋkriːt/) in the sense of a *concrete answer* (an answer based on facts or information, usually more specific). Ask students what they think the opposite might be and elicit the word *abstract*. Explain that abstract answers are usually broader and based on opinion.

Extended discussion – 2

1 SPEAKING In pairs, students read through questions a–f and decide which three questions have specific and concrete answers and which three are broader and more abstract.

Suggested answers

Specific/concrete: a, c, f

Broader/abstract: b, d, e

2 LISTENING 31 Students listen to an examiner conducting an extended discussion and answer the questions. Give them time to read the questions then play the track. Point out that in this type of task, the examiner may ask a direct question to one student or an open question to both. In the case of the latter, students are expected to respond not just to the examiner but also to the other student. See p152 for the audioscript for this exercise.

Answers

1 The examiner asks questions c, e and d.

2 no

3 31 Students listen again and write a summary of how each question was answered. Remind them just to note down the main points.

Suggested answers

Question 1: the lives of celebrities shouldn't be of concern to other people/some people are interested in the lives of celebrities because it provides an opportunity for escapism, and they can compare their own problems

Question 2: it's hard to define what is meant by good and bad, acting can be evaluated as good or bad, different people have different tastes in movies, a good film might be one that people still like many years after it has been released

Question 3: one student prefers movies which show a bleak future scenario, there are aspects in these films which show how modern problems and issues may develop in the future

4 31 Play the track again for students to complete the sentences. More confident students might want to try to complete the sentences before listening, and then listen again to check.

Answers

1 controversial **2** definition **3** biased **4** thought **5** generalise

EXTRA ACTIVITY

Play the track again and ask students to pay particular attention to intonation when the speakers are using the phrases in exercise 4. Then drill each sentence with the class.

5 Students add the completed phrases in exercise 4 to the correct place in the Speaking bank.

Answers

Giving yourself thinking time before responding

Hmm. That's quite a controversial question.

Um, well, that's not something I've ever given a lot of thought to.

Defining terms

In my opinion, I think it depends on your definition of …

Saying how other people may think or respond

So, you have to accept that everyone is biased to some extent.

I don't think that with this kind of question you can really generalise.

6 SPEAKING Students work in groups of three and take it in turns to ask and answer the questions in exercise 1. Remind them to use some of the phrases in the Speaking bank. Circulate and check that all students are getting the opportunity to speak.

PRACTICE MAKES PERFECT

7a SPEAKING In pairs, students choose three of the topics and write three abstract questions. Refer them to the list of common ways to start abstract questions. Circulate and check they have written their questions accurately.

7b Students find another pair to work with and take turns to ask and answer their questions. Remind them to use phrases from the Speaking bank.

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HOMEWORK

Assign students page 81 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp102–103

Writing a film review using appropriate structures and expressions

FAST TRACK

You could ask students to complete exercise 3 at home before class. Then check the answers at the appropriate point in the lesson.

WARMER

In pairs, ask students to think of the last film they saw and to discuss what made them go to see it. Ask them how often they read film reviews and if a good or bad review would influence their decision to go to a film.

A review – 2

1 SPEAKING Students read through the statements and work in pairs to rate each one from 10 (strongly agree) to 1 (strongly disagree). Ask them to discuss their reasons. If necessary, help them with useful phrases for when they don't have particularly strong opinions (e.g. *It's not particularly important to me; I'm indifferent to …; I don't feel strongly either way about …*).

2 SPEAKING Ask students to compare their answers with the rest of the class and to share which statements they feel most strongly about. You could hold a class vote just for the '1' and '10' options to see which statements were chosen for these most frequently.

VOCABULARY Describing a film

3 Ask students to read through the nouns in the box and then complete the sentences. Nominate different students to read out each answer.

Answers

1 screenplay **2** portrayal **3** narrator **4** adaptation
5 reception **6** box office **7** flaws **8** flashbacks
9 soundtrack **10** location

EXTRA ACTIVITY

Ask students to work in pairs and think of films that fit the descriptions or parts of the descriptions in exercise 3. Note that there are no right answers here. Nominate different pairs to give their suggestions.

4a Ask students to read the post and list the three things the post asks readers to include.

Answers

What it was about, who it will appeal to, why it was brilliant or how it could have been improved.

4b Students read the review and guess the rating out of five that the reviewer gave the film.

Suggested answer

The review is generally positive with one or two minor criticisms. The reviewer probably gave the film a rating of 4.

5 Students complete the Writing bank with words or phrases from the review in exercise 4b. Check answers as a class.

Answers

Evaluating
It's true that the characters don't develop much …
Describing your reactions
To be honest, I didn't completely understand …
Describing the film
It's set against the backdrop of …

GRAMMAR Ellipsis and substitution

TEACHER DEVELOPMENT: LANGUAGE

Ellipsis and substitution

Ellipsis and substitution are both ways of avoiding repetition in spoken and written English and enabling students to sound more fluent.

Ellipsis involves missing out a word or words yet still having a comprehensible sentence as the surrounding structures still communicate the meaning.

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).*

We can also leave out the complement to the verb, when it is clear what this is, e.g. **A:** *Why don't you go outside?* **B:** *I don't want to [go outside] – it's too cold.*

The main verb after an auxiliary can be omitted, e.g. *I wanted to go, but I couldn't [go].* To avoid repeating infinitives, the word *to* can be used on its own, e.g. *They asked me to wear a uniform, but I didn't want to [wear a uniform].*

Substitution involves replacing words with reference words like *so, one, do, there* and *then*.

We can use *so/neither/nor* + auxiliary verb + subject to avoid repeating a verb, e.g. *He loves rock music, and so do I.*

Here, there and *then* can be used to replace adverbials of time or place, e.g. *If you come to my house at 7 pm, I'll ask everyone else to come here at 8 pm.*

We use *it, them, one* and *ones* to avoid repeating nouns. *It* and *them* refer to definite things, but *one* and *ones* refer to indefinite things, e.g. *I need a pen. Have you got one?; I lent you my pen yesterday. Have you go it?*

Note that substitution can be used to refer backwards or forwards. Forward substitution is far less common than backward substitution, e.g. *If you want it, my phone is in my bag.* (forward substitution, it > phone); *I need a laptop for my presentation, have you got one?* (backward substitution, laptop < one).

After students have completed a writing (or speaking) task ask them to read or reflect on their task and see if they can fix any points of repetition using ellipsis or substitution.

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Test before you teach

Write the following sentences on the board:

We enjoy going to the cinema and we enjoy going to the park.

They like Italian food and we like Italian food, too.

He doesn't play football. I don't play football.

Ask students to find ways to alter the sentences to avoid repetition.

Suggested answers

We enjoy going to the cinema and the park.

They like Italian food and we do, too./They like Italian food and so do we.

He doesn't play football and neither do I.

Circulate and check how confident students are with these structures. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

6a Tell students that we often leave out words if they are unnecessary to communicate a particular meaning and that this is called 'ellipsis'. Ask them to match each example of ellipsis to the explanations (a–d).

Answers

1 d **2** a **3** c **4** b

6b Ask students if they know the term 'substitution' and if they can give an example. Confirm that it is when we use reference words such as *so, one, do, there* and *then* to indicate that something has been left out of a sentence and what it is. Ask them to look at the italic words in 1–4 and see if they can remember what they refer to in the review in exercise 4b. Then let them check their answers.

Answers

1 *so did* refers to 'I loved the first film', i.e. 'I loved the first film and most of my friends loved the first film, too.'

2 *this* refers to 'I loved the first film'

3 *there* refers to 'the backdrop of the Scorch'

4 *one* refers to 'YA dystopian adventures'

6c Ask students why they think we use ellipsis and substitution.

Answer

Ellipsis and substitution make language less repetitive and more fluent.

7 Students use ellipsis and/or substitution to improve the sentences. Nominate students to read out the sentences before and after improvement so they can hear the difference.

Answers

1 I don't like all his films, but his recent ~~films~~ 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 script and neither was Paula/and Paula wasn't either.

4 John Boyega is a big star, but Jennifer Lawrence is bigger.

5 The film came out in 2015, but I didn't see it ~~in 2015~~ then.

Refer students to the Grammar reference on page 142 if necessary.

8 COMMON MISTAKES Ask students to correct the eight mistakes in the student's film review.

Suggested answers

The film gives us ~~a flashback~~ **an insight** into the hopes and dreams of the main characters, Cleo and Arthur. ~~The relationship of the main characters, Cleo and Arthur~~, **Their relationship** is what makes the film really ~~stand up~~ **stand out**. While Joe Flatman's ~~portrait~~ **portrayal** of the Sheriff was not entirely ~~convinced~~ **convincing**, the other actors were excellent. ~~That~~ **What** I liked most was the moment when Cleo finds out why Arthur has been hiding from his brother. The ~~soundplay~~ **soundtrack** was also excellent, with period music adding to the film's authenticity. This film would ~~be~~ appeal to anyone who enjoys a good story with a bit of mystery and some great acting.

9 SPEAKING In pairs, students discuss what genres of film often win Oscars. If you have access to a list of winners in the last few decades you could circulate these or display on the board to see if students' ideas are correct.

✓ EXAM SUCCESS **Students read the advice in the box and discuss with a partner. Refer them to Exam Success on page 132 for further suggestions.**

PRACTICE MAKES PERFECT

10 Ask students to read the advertisement from a film magazine and think about what they need to include in the task. Remind them of the advice in the Exam Success box and give them a word count which they should keep in mind when planning and writing. Give them time to plan and write their review.

HOMEWORK

Assign students pages 80 and 82 in their Workbook or the relevant sections of the Online Workbook.

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10 Heroes

KEY LEARNING OUTCOMES

CEFR

Students will be able to:

- understand spoken and written texts about heroes, superheroes and anti-heroes
- find out personal information from another student using gerunds and infinitives
- practise leadership skills in a role-play
- take part in debates on a variety of topics
- write a proposal using persuasive language

UNIT OVERVIEW

Vocabulary / Developing vocabulary	Heroes and anti-heroes Prepositional phrases
Reading	Who are our heroes? CRITICAL THINKING Thinking about the pros and cons of considering people as heroes
Grammar in context	Gerunds and infinitives Participle clauses
Life skills	Social skills: Leading a team
Listening	Radio report – comic book heroes
Developing speaking	Debate
Developing writing	A proposal – 2
Exam success	Reading: Gapped text Use of English: Multiple-choice cloze Writing: Proposal

DIGITAL OVERVIEW

Presentation Kit

- **Interactive versions of Student's Book activities**
- **Integrated audio and answer key for all activities**
- **Workbook pages with answer key**

Teacher's Resource Centre

TRC

- **Worksheets for this unit, including:**
  - Vocabulary revision worksheet Unit 10
  - Grammar revision worksheet Unit 10
  - CEFR checklist Unit 10
  - Writing bank worksheet Units 5 & 10 – Proposals
  - Literature worksheet Units 9 and 10

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- Test Generator Units 1–10
- Printable tests Unit 10 and End of Year
- Gateway to exams Units 9 and 10 (end of Unit 10)

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Reading pp104–105

Discussing heroes and acts of heroism; reading for global understanding and specific information

FAST TRACK

Students could read the article on page 105 and complete exercise 2 before the lesson. Ask them to ignore the gaps at this stage. Check their answers at the relevant point in the lesson before they move on to the more detailed reading.

WARMER

Ask students to look at the unit title and photograph and discuss in pairs which topics, ideas and language they think will come up within the unit. Ask them to consider which individuals or types of people might be discussed. Finally, ask them to say whether they think they will be interested in the unit's topic.

VOCABULARY Heroes and anti-heroes

1a SPEAKING Students look at the phrases in bold and discuss them with a partner.

Answers

1 alter ego = a part of someone's personality that is different from their usual personality and that other people do not usually see
2 nemesis = someone or something that continues to oppose you and cannot easily be defeated
3 sidekick = a person who assists someone who is more important or powerful than they are
4 protagonist = the main character in a play, film, book or story
5 philanthropist = someone who believes in helping people, especially by giving money or aid to those who need it
6 humanitarian = someone who cares about others facing terrible conditions or who are receiving unfair treatment
7 mentor = an experienced, usually older person who helps someone who has less experience, often in their job
8 iconoclast = someone who attacks the beliefs, customs and opinions that most people in a society accept
9 role model = someone whose behaviour is considered to be a good example for other people to copy
10 villain = the main bad character in a story, play, film, etc.

1b With a partner, pairs think of an example of a person (real or fictional) for each description. Invite pairs to share their answers.

2 READING Ask students to look at the title and photographs for the article on page 105, and discuss what viewpoints the author might include. They then read the article and put the points i–vii in the order the writer makes them. Remind them to ignore the gaps and paragraphs A–G at this stage.

Answers

2 iii **3** vii **4** i **5** iv **6** vi **7** ii

✓ EXAM SUCCESS **Ask students to read the advice in the box and discuss with a partner. Refer them to Exam Success on page 129 for further suggestions.**

CULTURAL INFORMATION

Bill Gates (1955–present) was the co-founder of Microsoft in 1975, which went on to become the world's largest PC software company. He is one of the wealthiest people in the world, with a net worth of $83 billion in 2016. He is well known for his philanthropic work.

Angelina Jolie (1975–present) is an Oscar-winning actress, who in recent years has become equally recognised for her humanitarian work, particularly her involvement in the plight of refugees. She has also been a Goodwill Ambassador and Special Envoy for the UNHCR (United Nations High Commission for Refugees).

Taylor Swift (1989–present) is an American singer-songwriter. Her philanthropic efforts have seen her win numerous awards and accolades for her generosity.

Cristiano Ronaldo (1985–present) is a Portuguese footballer who currently plays for Real Madrid. He is known to be generous with his donations to charity, including selling the 'Golden Boot' he won in 2011 for €1.5 million and donating the funds to people in need. In 2015, he was named the world's most generous athlete.

3 Ask students to read the article again and choose the paragraphs (A–G) that best fit each gap (1–6). Give them time to read through the full text after they have answered to check that the sequence of events makes sense.

Answers

1 G
The list shows that the people we look up to today are valued more for their contribution to society than for their skills and talents.
Does this also hold true for our heroes in the realms of fiction? Many protagonists on the big screen still tend to fit into the mould of the 'classic' hero.

2 B
Social media campaigns that have pressed for better role models for young people show that the majority of parents welcome and approve of these new heroes.
What they might not realise, however, is that they themselves are the ones that young children first put up on a pedestal. Last year a team of British sociologists discovered that the feeling was not limited to certain cultures or societies.
As immediate caregivers possess the greatest moral authority at this stage of life, these findings came as no great surprise.

3 A
Superficial traits such as physical strength and beauty were mentioned, but there was also an appreciation for things such as team loyalty, kindness and being smart.
Another shift in thinking takes place with increasing maturity. The survey showed that the qualities now seen as admirable are the ability to think for yourself, ... This suggests that our heroes change radically as we move from childhood to adolescence, but doesn't account for why we need heroes in the first place.

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The fact that they [heroes] can be inspirational and encourage us to somehow follow in their footsteps may offer a partial explanation.

4 D

But can we also look at this inspirational heroism from a more rigorous, scientific perspective? Professor Jonathan Haidt and his colleagues at New York University have taken up the challenge.

Their [Haidt and his colleagues'] research has led them to conclude that reading or hearing about heroism can evoke a unique emotional reaction – a mix of awe, reverence and admiration for 'a morally beautiful act', which creates pleasant 'tingly' feelings in the chest.

But why would witnessing one stranger help out another stranger cause us to respond in such an intense and physical [referring to the feelings described in D] way?

5 F

Therefore, when a heroic act is observed, it gives us a 'thrilling sense' that we do live in such a world, and not the brutal one often depicted in media images and newspaper articles.

Many would concur with this idea. There are countless click bait stories with titles like, 'Navy are to carry out mission to rescue stranded dolphins,' or 'Woman rushes into burning building to pull out her neighbours' kids'.

These, and others like them, [stories about heroic activity in the media] can certainly give you a lift if you're feeling overwhelmed by modern-day pressures …

6 C

Yet at the same time, in some ways it seems that Haidt's theory doesn't quite cover it.

While his definition [Haidt's] of heroic is distinctly modern, the word 'hero' actually derives from a Greek term referring to the demigods. … They fought to gain honour for themselves, not for the greater good, and the desire for revenge was not seen as a fatal flaw.

This leaves us with only one possible conclusion: we identify people as heroes when an individual's actions or beliefs happen to coincide with, or exemplify, the values of a given time or culture.

FAST FINISHERS

Ask students to find all the famous people mentioned in the article and to order them from most heroic to least heroic in their opinion, giving reasons for their choices.

4 CRITICAL THINKING Ask students to read through the questions and consider their own ideas before discussing with a partner or in a small group. Open the discussion up to the class.

Example answer

Yes, I agree with the answers given in the article as to why we need heroes. At any age, we all need someone to look up to and aspire to be like. Given that the article talks about childhood heroes, it seems to be almost instinctive behaviour to want people to emulate. That doesn't mean that our choice of hero is necessarily a good one, but it does seem to show that it's a natural part of being human.

There are some downsides to regarding certain people as heroes. If, for example, you look up to a particular celebrity and they go and behave badly or illegally in some way it can be disappointing – or it could encourage some people to copy them. It can also impact on the individual who is considered to be a hero – he or she might not consider themselves in that way and the pressure to live up to expectations could be damaging.

5 Refer students to the underlined words in the text. Encourage them to guess the meaning before checking in the dictionary.

Answers

laud = to praise someone or something

shift = if an idea, attitude or plan shifts, or if someone shifts it, it changes

the odds are stacked against (you) = you are likely to fail, often because people are being unfair

put up on a pedestal = to admire someone so much that you believe they have no faults

languish = to fail to be successful or to improve

albeit with some reservation = with a feeling of doubt about whether something is good or right

not for the greater good = not for the benefit of the public or wider population but rather for the individual

fatal flaw = the trait in a hero that leads to his/her downfall

ubiquity = present everywhere

concur with = to agree with someone or something

EXTRA ACTIVITY

Draw students' attention to the point that the article makes about the nature of heroism changing over time (e.g. Greek heroes didn't necessarily fight for the greater good). Ask them to work in pairs and predict what sort of attributes heroes will have 50 years in the future.

6 SPEAKING **What about *you*?** Ask students to read through the two questions and think of their answers before discussing in pairs. Open the discussion up to the class and follow up with questions such as: *Do you still admire the people you did when you were young? Has anyone who you once thought of as a hero turned out to be a disappointment? Have you ever met one of your heroes? Did they live up to your expectations?*

HOMEWORK

Assign students pages 84–85 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p106

Using gerunds or infinitives to talk about regrets and plans

FAST TRACK

If you are not going to test before you teach, you could ask students to work through exercises 1a and 1b at home before the class. Check answers at the beginning of the lesson and if students seem comfortable with form and use you can move on to exercise 2.

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Test before you teach
Divide the board into two columns and label them *gerund* and *infinitive*. Read out the following words or phrases and ask students which column they think they go in based on what form of the verb comes after it: *permission, about, it's not worth, excited, can't stand, hope, like, admit, enough*

Answers
Gerund: about, it's not worth, can't stand, like, admit
Infinitive: permission, excited, hope, enough

Make sure all students are involved in answering and check other students concur with the answers given before you write the words in the column. Ask students to work individually and note down other words that they think would go in each column. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Gerunds and infinitives

1a In pairs, students look through the sentences and explain why each verb in bold is either a gerund or an infinitive. Don't check answers at this stage as they will match to explanations in exercise 1b.

1b Students complete the answers with 'gerund' or 'infinitive' and then match to the example sentences a–j.

Answers
1 infinitive (j) **2** infinitive (e) **3** gerund (d)
4 infinitive (g) **5** gerund (a) **6** infinitive (f)
7 gerund (h) **8** gerund (b) and (i) **9** gerund (c)

TEACHER DEVELOPMENT: LANGUAGE

Teaching gerunds and infinitives
Before teaching a lesson on gerunds and infinitives, you may want to review the basic meanings of these terms:
The gerund is a verb that always ends in *-ing* and functions as a noun either as a subject, object or complement, e.g.
Living here is really enjoyable. (*subject*)
He likes studying in the evenings. (*object*)
Their hobbies include dancing and cycling. (*complement*)
The infinitive can be used with or without *to* in different situations, and is the 'basic' form of the verb. It can also function as a subject, object or complement, e.g.
To sing on stage is exhilarating. (*subject*)
They want to go abroad. (*object*)
She wants a new car to travel to work more quickly. (*complement*)
There are some specific rules for when to use the gerund and when to use the infinitive form of the verb in English. Students are likely to be familiar with many of these rules at C1 level, but it is worth revising them at this stage. For more confident classes, you could ask them to list as many rules as they can (after the Test before you teach section of the lesson) and list as many verbs that take the gerund or infinitive as they can.

Students may struggle with the seemingly arbitrary rules where particular verbs take the gerund and others take the infinitive. Rather than learning these as a list, help them by writing example sentences for each or setting speaking tasks where students have to talk on a particular subject using at least two verbs with the gerund and two with the infinitive, for example.

2 Students complete the sentences with one of the verbs in the box using either the gerund or the infinitive.

Answers
1 to find **2** taking **3** holding **4** being
5 studying **6** getting **7** to get **8** to enjoy
9 having **10** to receive

EXTRA ACTIVITY

Ask students to look at the pairs of sentences and discuss the difference in meaning between each.
1a Moving to the countryside meant leaving his old life behind and starting again.
1b Moving to the countryside, he meant to leave his old life behind and start again.
2a Sienna didn't stop to think about her own safety as she rushed to help.
2b Sienna didn't stop thinking about her own safety as she rushed to help.
3a I remembered to talk to James about the film.
3b I remembered talking to James about the film.

Answers
1 In sentence **a**, leaving is a consequence of moving to the countryside; in sentence **b**, 'to leave' is his intention in moving.
2 In sentence **a**, Sienna doesn't stop in order to think; in sentence **b**, Sienna is continuously thinking about her own safety.
3 In sentence **a**, the speaker remembers first and then talks to James; in sentence **b**, the order is different – the speaker talks to James and then later remembers it.

3 Students complete the second sentence so it has a similar meaning to the first. Remind them not to change the word they're given and to use between three and six words including the given word. Nominate students to give their answers.

Answers
1 it will mean changing/having to change
2 little/no point trying/attempting to change
3 stop borrowing your brother's phone
4 understanding Alana's refusal to
5 asking you to pick up Nina/Nina up

4 SPEAKING In pairs, students discuss the three situations. Circulate to check that they are using constructions correctly. Help less confident students with questions to ask to keep the discussion going, e.g. *Why do you regret it? What would you do differently now? Why haven't you done X yet? Why did you stop X? Will you start again in the future?*

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Refer students to the Grammar reference on page 143 if necessary.

HOMEWORK

Assign students page 86 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p107

Using prepositional phrases to complete a text

FAST TRACK

You could ask students to complete exercises 1 and 2 at home before the lesson. Check answers at the beginning of class and if students are confident with the meaning then continue to exercise 3.

WARMER

Revise the grammar from the previous lesson by writing the following sentence parts on the board and asking students to complete each one about themselves:

I don't feel like …

I resent …

It's reassuring …

Nominate students to give their answers and check they have used the correct forms of the verbs in completing their sentences.

Prepositional phrases

1 Students match each word or phrase to a preposition from the box. Remind them there may be more than one possible answer.

Answers

1 concentrate on **2** satisfied with/about **3** abstain from **4** in theory **5** intention of **6** anxious about/for **7** object to/about **8** sensitive to(wards)/about **9** praise somebody for/on/about **10** comparison between/with **11** attitude to(wards)/on **12** suspicious of/about

TEACHER DEVELOPMENT: LANGUAGE

Prepositional phrases

Prepositional phrases are made up of a preposition and its object. The object may be a noun, pronoun, gerund or clause, and this object may have modifiers before or after it. Prepositional phrases can function as adjectives and answer the question *Which one?*, e.g. *The book with the red cover is my favourite*, or they can function as adverbs and answer the questions *How? When? Where?*, e.g. *We will get some fresh air during the interval*.

2 Ask students to put the prepositional phrases from exercise 1 into the correct column. Nominate students to give their answers.

Answers

Verbs and prepositions	Adjectives and prepositions	Nouns and prepositions
concentrate on	satisfied with/about	in theory
abstain from	anxious about/for	intention of
object to/about	sensitive to(wards)/about	comparison between/with
praise somebody for/on/about	suspicious of/about	attitude to(wards)/on

3 Students read through the sentences and then complete them with a prepositional phrase from exercise 1.

Answers

1 satisfied with **2** concentrate on **3** In theory **4** suspicious of **5** objected to **6** abstain from **7** sensitive to **8** intention of

FAST FINISHERS

Ask students to add another prepositional phrase to each of the columns in exercise 2.

EXTRA ACTIVITY

Ask students to choose one of the sentences in exercise 3 and to write a sentence or response to follow it using another prepositional phrase. For example: ***Some people were suspicious of Mia's motives, but I believe she did what she thought was right. I don't think she had any intention of upsetting people.***

✓ EXAM SUCCESS **Ask students to read the tip in the box and ask what could help them guess the missing word. Ask them to discuss with a partner then refer them to Exam Success on page 133 for more ideas.**

4 Ask students to read through the text and decide which answer best fits each gap. Remind them to look before and after the gap and to read through each sentence to see what 'sounds' right. Check answers as a class.

Answers

1 D **2** B **3** A **4** C **5** C **6** D **7** B **8** B **9** D **10** B **11** A **12** C

HOMEWORK

Assign students activities 1, 2, 3 and 6 on page 87 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp108–109

Leading a team

To raise awareness of the qualities demonstrated by good leaders, to reflect on the kind of language leaders can use and to role-play situations in which effective leadership is vital

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FAST TRACK

You could ask students to read the quiz on page 109 before the lesson and check any vocabulary they are unsure of. They will then be prepared for the speaking task in exercise 3.

BACKGROUND INFORMATION

Though many people don't consider themselves 'natural' leaders, there are inevitably going to be points in life where leading a group of people will be required, be it as part of a school sports team, a university project or managing a team of people in the workplace. Leading effectively takes some skill and practice – good leaders are able to encourage without patronising, to organise without dominating and to command respect without being intimidating.

WARMER

Ask students to read through the Key concepts and ask if they know of anyone who leads by example and who commands respect. Ask them to discuss in pairs what qualities they think this person has that enable them to do this.

1 SPEAKING In pairs, students look at the four photos and say what they know about these people and why they might deserve their reputations for being good leaders.

2 Nominate different students to read out the quotes. Ask students to match the leaders to the quotes and then say which they like and why.

Answers

1 Angela Merkel **2** Oprah Winfrey **3** Barack Obama **4** Richard Branson

EXTRA ACTIVITY

Ask students to work in pairs and research another public figure who they consider to be a good leader and to find a quote from them that they think is particularly inspiring. Ask pairs to share their quotes and have a class vote on which one they think is best.

3 READING Students do the quiz then compare their answers with a partner.

Suggested answers

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

4 Ask students to look at the leadership qualities (a–f) and to match each one to the quiz questions (1–6).

Answers

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

5 SPEAKING Ask students to read the qualities in exercise 4 again and think about whether they have ever demonstrated any of these. Ask them to discuss specific instances with a partner. Nominate pairs to share their answers.

6 LISTENING 32 Tell students they are going to listen to someone trying to lead a team. Ask them to say whether they think the student is an effective leader who commands respect and to give their reasons. See p152 for the audioscript for this exercise.

Suggested answers

The student doesn't seem like an effective leader for the following reasons: doesn't delegate specific tasks, doesn't take time to listen to one of the team member's useful suggestions, is critical rather than encouraging, doesn't bother to lead by example by showing a team member how to tie knots, blames another team member for their failure rather than taking responsibility, doesn't communicate effectively.

SOCIAL SKILLS TASK

Tell students they are going to work in groups of four to role-play a situation where they can demonstrate leadership skills.

Ask students to read the scenario and to look at the picture on page 147.

Give them time to consider what they might say or do in the situation then perform the role-play. Tell them that you expect all of them to participate equally whether they have the leader role or not. Circulate and help students with any language they might need. Ask groups to volunteer to perform their role-plays in front of the class then invite other students to comment on the leadership skills and what they may have done differently.

Listening p110

Listening for specific information

FAST TRACK

You could ask students to read through the text in exercise 3 before the lesson and predict what words or phrases could be used to complete the sentences. This will save preparation time in the lesson as students will be ready to start the task in exercise 3.

WARMER

Ask students to look at the photos at the top of the page and discuss what they can see.

Suggested answers

A poster for the *X-Men* film and four people dressed in costume as superheroes or characters from films or comics – it looks as if they are at a public meeting or convention.

Ask students to predict what ideas might come up in the listening task.

Suggested answers

Superhero films, why people dress up as superheroes, going to comic conventions, etc.

1 SPEAKING Students work in pairs and discuss the questions. Nominate students to share their answers, but don't confirm them yet as they will check answers in exercise 2. You could ask some follow-up questions to extend the discussion, e.g. *Why do you think people need superheroes? Why do you think people might prefer them to regular characters? Do you think people living in particular eras or parts of the world were/are more interested in superheroes?*

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2 LISTENING 33 Ask students if they know what a comic convention is and if they or anyone they know has ever been to one. Tell them they are going to listen to a reporter attending a comic convention. Ask them to listen and check their answers to exercise 1. See p153 for the audioscript for this exercise.

Answers

1 Superman was the first comic book superhero. He was first drawn in a comic strip in 1933, although he didn't appear in print for five years. Batman was created in 1939 and Wonder Woman in 1941.
2 He was bitten by a radioactive spider.
3 c
4 b

3 33 Ask students to read through the text. You could ask more confident students to write what answers they remember in pencil first. Ask all students to consider what type of word might fit the gap before listening. Play the track again and check answers as a class. Ask students if they agree with the last point – that it is more socially acceptable to be a superhero fan today.

Answers

1 justice **2** team(s) **3** teenagers **4** big business
5 imagined universe **6** editorial meetings **7** games
8 socially acceptable

TEACHER DEVELOPMENT: STUDENT TRAINING

Dictation

Dictation provides invaluable practice for students' listening skills and will help them with accuracy. At this level, you could provide more challenging listening texts by finding clips on the Internet with examples of colloquial speech. Always play a track a number of times and ask students to leave gaps if they haven't managed to hear something. Replay the track and pause in parts to allow them to write. After listening a few times, ask students to give their suggestions for each sentence and put together a draft text on the board. Highlight where you think there are mistakes and play the track again and see if they can hear the correct version. Finally, hand out copies of the audioscript (on p153 and on the Teacher's Resource Centre) and have students read along with the audio and ask them to annotate which letters were silent, where the speaker placed the emphasis, etc.

4 SPEAKING In pairs, students discuss what they like or dislike about superhero stories and films.

EXTRA ACTIVITY

Ask students to work in pairs and research a less well-known superhero or heroine. Ask them to consider what their superpowers were and whether the era they were created in influenced their creator's choice in these.

HOMEWORK

Assign students activities 4–5 on page 87 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking pp110–111

Using participle clauses to express something economically; conducting a debate on a chosen topic

FAST TRACK

You could ask students to look at the grammar section of the lesson on page 111 before the class and complete exercises 4a and 4b at home. Check their answers at the relevant point in the lesson and if they seem confident with usage, move on to exercise 5.

WARMER

Write the word *debate* on the board and ask students to think how the word differs in meaning from the words *argue* and *argument*.

Suggested answers

A debate is usually on a particular subject and is either pre-planned or conducted in a more formal manner. An argument suggests something more spontaneous and can cover more personal conflicts.

Debate

1 SPEAKING Ask students to look at the photos and discuss what they think the people are debating. Ask them to consider what skills they would require to debate effectively.

2 Ask students to read through the 'propositions' (a–f) for debate. Ask them if these are topics that they would be interested in hearing debated. Then ask them to choose a number for each to show how strongly they agree or disagree with a proposition. Nominate students to give their answers and see if there are any topics that they felt particularly strongly about.

3a LISTENING 34 Tell students they are going to listen to two students starting a debate. Ask them which proposition in exercise 2 they are debating and what points they make for and against it. Circulate and check their answers and play the track again if necessary. See p153 for the audioscript for this exercise.

Answers

Proposition: Reality TV celebrities are modern-day heroes and positively influence young people.	
For the proposition	**Against the proposition**
... they do have an important role in many people's lives, especially young people.	By their very nature, reality TV programmes are created for purposes of entertainment, not education.
... programmes dealing with celebrities' problems can be very meaningful to people struggling with similar problems themselves.	... producers are encouraging show participants to behave in offensive or antisocial ways.
... the real-life situations they show and the way that people deal with them can be a source of inspiration and encouragement.	We are increasingly seeing more instances of racist abuse, foul language, even physical fighting.

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Programmes that show groups of people in conflict situations can show TV viewers how to manage conflict situations of their own.	... we saw two women name-calling and slandering each other in a way that would have been unacceptable on prime-time TV only a few years ago.
... the challenges they go through during the filming make them into real modern-day heroes.	Watching reality TV, children are more likely to be exposed to negative influences than positive ones.

3b 34 Play the track again for students to tick the things in the table that each speaker does. Nominate students to give their answers.

Answers

Student 1: 1, 3, 4, 5, 6
Student 2: 1, 2, 4, 5, 6

GRAMMAR Participle clauses

Test before you teach

Write the following sentence pairs on the board and ask students to complete the gaps with one word so they have the same or similar meanings:

1a I listened to her songs so many times, so I recognised her voice immediately.
b _____ listened to her songs so many times I recognised her voice immediately.
2a Because it was so expensive, we decided to eat at home.
b _____ so expensive, we decided to eat at home.
3a If it is mixed with some ice, it is very refreshing.
b _____ with some ice, it is very refreshing.

Answers

1 Having **2** Being **3** Mixed

Circulate while students are completing their sentences. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

4a Ask students if they have heard of participle clauses and if they can give an example. Confirm that they are used to avoid repetition and express longer clauses in a more economical way. Ask students to read sentences 1–6 then circle the present, past and perfect participles and underline the clauses that contain them.

Answers

1 Wanting to introduce tension and uncertainty into the show, the producers dream up a competitive element.
2 Having had such appalling role models, how can we expect the next generation to know what is acceptable social interaction?
3 TV programmes dealing with celebrities' problems can be very meaningful to people struggling with similar problems themselves.
4 Watching reality TV, children are more likely to be exposed to negative influences.
5 Fame being difficult to achieve, some people have seen reality TV as an easy option.
6 First shown in Holland, *Big Brother* is one of the most popular reality TV shows in the world.

4b Ask students to look at a–f and say what each one replaces in sentences 1–6.

Answers

1 e
Because they want to introduce tension and uncertainty into the show, the producers dream up a competitive element.
2 a
After they have had such appalling role models, how can we expect the next generation to know what is acceptable social interaction?
3 c
TV programmes that deal with celebrities' problems can be very meaningful to people who are struggling with similar problems themselves.
4 b
If they watch reality TV, children are more likely to be exposed to negative influences.
5 f
Because fame was difficult to achieve, some people have seen reality TV as an easy option.
6 d
Big Brother, which was first shown in Holland, is one of the most popular reality TV shows in the world.

5 Ask students to rewrite the sentences using a participle clause. For less confident classes, you might want to help students by identifying the part in each sentence that can be replaced for each one. Check answers as a class, drawing attention to questions 2 and 4 where there is more than one way to use participle clauses. Encourage students to read through both sentences (aloud if possible) in each instance, so they can hear which sounds more fluent.

Answers

1 Maintained properly (Properly maintained), your new bike should last for years.
2 Determined to win, Gustav put everything …/Being determined to win, Gustav put everything …
3 I found a website offering them at half price.
4 Paula was promoted to captain, making several important changes to the way the team approached their games./Promoted to captain, Paula made several important changes to the way the team approached their games.
5 The weather forecast not being very good, it might be sensible …
6 Having completed a driver training course, you should be ready to take your driving test.

FAST FINISHERS

Ask students to think of alternative ways to complete the sentences in exercise 5.

Refer students to the Grammar reference on page 143 if necessary.

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6 Put students in small groups (with a minimum of four in each) and ask them to look back at the propositions in exercise 2. Ask groups to divide into two, with half supporting the proposition and the other half opposing it. Remind students that they won't necessarily be debating their own personal point of view. Give them time to think of arguments to support their position.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Managing debates

It's important that the students understand how the debate is going to work so it may be a good idea to establish this before students do exercise 6 (or before any other debate). You could set the debate up in one lesson, and then allow the students time in the next lesson, or at home, to carry out their research and plan their team roles. After this, they can carry out the debate in class. Before the debate begins, establish the rules: the teacher is the chairperson and will be in charge of time. No speaker is allowed to speak for more than two to three minutes at a time. No-one is allowed to interrupt. Remind students that they should take notes while the other team members are speaking. This will allow them to prepare a counterargument to what the previous speaker has said. Again, you may want to establish this when setting up exercise 6.

7 **PRACTICE MAKES PERFECT** SPEAKING Students hold their debate on their chosen topic. Remind them to use the phrases from the Speaking bank and to make sure they provide convincing arguments and evidence to support any point they make. You could ask groups to hold their debates one at a time so other students can discuss which side was the more convincing.

HOMEWORK

Assign students pages 88–89 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp112–113

Writing a proposal using persuasive language and expressions

FAST TRACK

You could ask students to read the article in exercise 2b before the lesson and to think of suitable questions for each answer. You will have to adapt exercise 2a so students are discussing what they found out about Malala from reading the article – you could ask them to do this with their books closed so they are doing it from memory.

WARMER

Ask students to look at the photo on page 112 and identify the award the girl is holding up (The Nobel Peace Prize). Ask students if they know the names of any other people or organisations who have been awarded this prize.

Suggested answers

the EU, Barack Obama, Al Gore, the UN, Aung San Suu Kyi

A proposal – 2

1 SPEAKING In pairs, students look at the types of people and say which one inspires and influences them the most. Encourage them to give examples and reasons.

2a SPEAKING Students work with a partner and discuss what they know about Malala Yousafzai.

2b Ask students to read the Q&A about Malala and have them write a suitable question for each answer.

Suggested answers

1 What was Malala's childhood like?
2 Why did Malala become an education activist?
3 How did Malala become so well known around the world?

EXTRA ACTIVITY

Ask students to write two extra questions that they would like to ask Malala. If possible, give them time to research to see if the answers to their questions are online.

2c Ask students what new information they learnt about Malala from the Q&A. You could ask some follow-up questions such as: *Do you think Malala will have a career in politics? What do you admire most about her? What type of people do you think she particularly inspires?*

3a Students read the post and say which three things are required as part of an inspirational speaker proposal.

Answer

Background information on the speaker, reasons why students would attend and how the speaker would inspire them.

3b SPEAKING In pairs, students think of reasons why Malala would fit the criteria as an inspirational speaker for young people. Ask them to consider her attributes and personal experience.

3c Ask students to read the proposal and note how many of their ideas from exercise 3b were mentioned.

CULTURAL INFORMATION

Nobel Peace Prize

The Nobel Peace Prize is one of the five Nobel Prizes created by Alfred Nobel, along with the prizes in Chemistry, Physics, Physiology or Medicine and Literature. Since December 1901, it has been awarded to 'the person who shall have done the most or the best work for fraternity between nations, for the abolition or reduction of standing armies and for the holding and promotion of peace congresses' [Alfred Nobel]. To date, Malala Yousafzai is the youngest laureate at 17 years old.

4 Ask students to read the proposal in exercise 3c again and use their own words to comment on the parts of the text listed.

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Suggested answers

Malala's background: She's a campaigner for equal opportunity in education who raises awareness of the lack of education opportunities in the developing world.

Why college students would attend her speech: She comes from a similar age group so college students would relate to her. She also has a high profile, having been awarded the Nobel Peace Prize. Students would come to hear someone who became internationally famous as a teenager.

How she would inspire students to reach their potential: She has shown that young people can change the world. She's been brave and generous, giving her Nobel Prize money to help others.

5 Ask students to complete the Writing bank with words or phrases from the proposal in exercise 3c.

Answers

If Malala **agrees to speak** here, it **will be a great opportunity** for our students.

I **would strongly urge you to consider** inviting her.

One **benefit of** inviting Malala would be …

Through her character and determination she sets a **wonderful example** to us all.

✓ EXAM SUCCESS **Ask students to look at the tip in the box and to think of other ways they can make their proposal persuasive and effective. Refer them to Exam Success on page 132 to read other suggestions.**

6 COHESION Ask students to work with a partner and look at the list of structures they have covered in the course. Ask them to find examples of them in the text in exercise 3c.

Answers

reason/result: ... as a result ...

personal opinion: In my view, ...

contrast: Despite ...

conclusion: To sum up

conditionals: If Malala agrees to speak here, it will be a great opportunity …

synonyms: speeches – talks

adding a point: Furthermore, ...

substitution: here – at our college

ellipsis: … to consider inviting her [to speak at the college/here].

7 COMMON MISTAKES Ask students to find 12 mistakes in the student's proposal and to correct them.

Answers

Introduction

The aim of this proposal is ~~for suggesting~~ **to suggest** that we ask the co-founder of Instagram, Kevin Systrom, to speak at the school next year. There is ~~small~~ **little** doubt that Systrom would be an excellent speaker ~~who'd~~ **who would** have a positive influence on our students for the reasons ~~outline~~ **outlined** below. ~~You'd be crazy not to invite him!~~ [delete - informal]

A background of innovation

Systrom was born in 1983 and he developed an interest in computers as a teenager. After university he worked as an intern at Odeo, the company that later created Twitter. Then, while he was working for ~~google~~ **Google**, he began to focus on the idea of photo sharing. He quit his job and in 2010 launched Instagram**,** [add comma for non-defining relative clause] which had 10 million users a year later.

An example for young people

If Systrom tells our students how he achieved his success, they ~~would~~ **will** [first conditional] learn a lot to help with their own careers. ~~What's~~ **What is** [contraction in formal text] more, he could give an insight into the modern world of Internet-based companies …

Conclusion

A strong case can be made ~~to choose~~ **for choosing** Kevin Systrom. The fact that he launched Instagram would make him instantly interesting to students. ~~Further more~~ **Furthermore**, his business experience in the modern world could help inspire students to start ~~there~~ **their** own businesses.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Providing model answers

For writing and speaking tasks you may find it useful to prepare model answers for students before the lesson, and then hand them out following the task. For students to benefit from using these, it is a good idea for them to study the model answer and identify the positive features (e.g. use of wide range of structures, ordered in a coherent way, correct level of formality, within word count, etc.). Remind them not to try to memorise model answers, but to use them as a basis for future tasks.

For more confident classes, you could try to put together a model answer as a class. If a student agrees, use their task as an example (or write an imperfect one yourself) and hand out copies/find a way to display it so all students can see and then work together to suggest improvements.

PRACTICE MAKES PERFECT

8a Ask students to read through the writing task for writing a proposal and answer the questions.

Answers

1. The proposal should be quite formal as the principal and senior students will read it.
2. It should include a summary of the speaker's background, what he/she might talk about and what the students would get out of it.

8b Students follow the steps 1–4 to plan and write their proposal. Give them time to plan and write their proposal. Remind them to include all the necessary elements, to use language from the Writing bank and to consider the degree of formality that would be appropriate for this task.

HOMEWORK

Assign students page 90 in their Workbook or the relevant sections of the Online Workbook.

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Reading p114

➤ TIP FOR READING EXAMS

Ask students to read the tip and discuss it as a class. Refer them to Exam Success on page 128 for more suggestions.

1 Tell students they are going to read four extracts from articles in which psychologists talk about fame and celebrity. Ask them to answer questions 1–4. Remind them to follow the advice in the Exam Success box and read through all four texts for topics of agreement and disagreement.

Answers

1 A
C: From a psychologist's perspective, it seems fairly clear that people desire fame in order to be rich and enjoy an elevated social status, and these selfish values are the real cause of the personal difficulties that celebrities experience.
A: … the principal motivation for becoming a celebrity is the attainment of personal wealth and a high rank in society.

2 C
C: … the eagerness of today's celebrities to be seen helping the poor or saving the environment is just one more example of their desperation for attention and the approval of others. The only true way for famous people to remain balanced and happy is to commit themselves to the circle of people immediately around them …
A: Finding a role outside their own craft where they can feel they are making a real difference in the world is the key. A good example is the actor Matt Damon's *H2O Africa* campaign, where he is genuinely helping others …
B: The trick to surviving the dangers of fame is for celebrities to engage with worthy causes, such as the rock star Bono with his numerous charitable endeavours.
D: More helpful is to observe how some celebrities overcome the dark side of fame by finding a way of expressing their value as human beings, such as doing good work for the benefit of others, and Angelina Jolie's role for the UN Refugee Agency is a good example.

3 A
D: And while it's unlikely that anyone would ever intentionally slow down their career, those who are overnight successes are often less well able to deal with the demands of fame, while those who had to work hard over an extended period to reach their goals tend to manage more successfully …
A: I've also come to the conclusion that those who struggled for years often cope much better with fame when it eventually comes than those who achieve success instantly …

4 D
B: Whatever pressures stars were under in times gone by, what it means to be famous today is quite different from anything that has gone before. With the advent of the Internet, social media …
D: There is a common misconception that fame is somehow a recent creation, when in fact it's been a feature of most of human history as have those who have sought it, whether it be as warriors, emperors, composers or painters. The fundamentals of fame have always been the same …

Writing p115

➤ TIP FOR WRITING EXAMS

Ask students to turn to Exam Success on page 132 for guidance on writing reviews and writing proposals.

2 Students choose one of the two tasks and write their answers. Remind them to read each task carefully and plan their answers before starting to write.

Speaking p115

➤ TIP FOR SPEAKING EXAMS

Ask students to read the tip in the box. Remind them that they don't need to be experts on the subject, but should give their opinions, and be open to discussing different options. Refer them to Exam Success on page 130 for further guidance.

3 Students work with a partner and answer the questions. Remind them that they should speak for about 4–5 minutes.

EXTRA ACTIVITY

Have students swap partners and answer the questions again. Ask them which partner they felt they had more similar opinions to.

Use of English p115

➤ TIP FOR USE OF ENGLISH

Students read the tip and discuss it as a class. Remind them to check all their answers carefully. Refer them to Exam Success on page 133 for further guidance.

4 Students read the text and decide on the best word for each gap. Remind them to use one word only in each gap and to check their answers.

Answers

a these **b** less **c** at **d** out **e** from **f** be **g** little **h** to **i** is/being **j** as/for **k** which **l** could/would'

EXTRA ACTIVITY

After marking the answers to this activity, ask students to note the sentences where they made mistakes. Have them use the grammatical or lexical item in a sentence of their own, as this will make it easier to remember.

HOMEWORK

Assign students pages 92–93 in their Workbook or the relevant sections of the Online Workbook.

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Personal interviews p148

1

3, 7 and 8

2a

Candidate A explains her reasons for choosing Maui as the place she would travel to. Candidate B explains why it's important for him to spend time with his family, and gives the example of his dad living in Geneva.

2b

Candidate A: 'I would go to Maui'; 'stunning and relaxing beaches'; 'surf, which I love'

Candidate B: 'The fact that I can talk English to people on social networks'; 'friends … who are not going to let you down'; 'a wide list of contacts'

2c

Candidate A uses a relative clause to link her ideas ('Maui, which is an Hawaiian island')

Candidate B: 'as he kinda lives in Geneva'; 'So we really like …' ; 'but … is really important'

3

Both candidates perform well in terms of pronunciation and intonation. They are clearly intelligible at all times and stress the right parts of words and sentences.

4

Students' own answers

Discussing photos p149

1a and 1b

1 T **2** F (two photos) **3** T **4** F **5** T **6** T

2a and 2b

Students' own answers

3

1 Yes, both candidates talk for about one minute.

2 Candidate A compares the difficulties involved in each situation and contrasts the emotions the people in the two photos might be feeling (overjoyed/relieved). Candidate B compares the 'hands on', enjoyable learning in one photo with the type of learning in the other photo where he says 'you just have to memorise what you are taught'.

3 The candidates focus more on the differences, but do mention broad similarities, e.g. both photos show things that are difficult to achieve.

4 Yes, the candidates answer both questions.

5 Candidate A: 'graduating from high school or college'; 'keeping up with all the work'; 'a rescue operation'; 'at a high altitude'; 'overjoyed'; 'relieved'

Candidate B: 'a typical classroom'; 'a hands-on experience'; 'cooperating with other people'; 'enjoying themselves'

6 Both candidates use a variety of structures to describe and compare the situations in the pictures.

7 Candidate A: 'They've certainly faced some difficulties'; 'one of the main disadvantages of this is …'

Candidate B: 'in my own personal opinion … would be the most satisfying'; 'this picture … would be the most memorable'; 'this might be more efficient'

4

Students' own answers

Collaborative tasks p150

1a and 1b

1 15 **2** together **3** two **4** don't have to
5 negotiate or make a decision together
6 one minute **7** don't have to **8** will

2

The most useful skills would be: Comparing and contrasting ideas; Making suggestions; Expressing preferences; Asking for, expressing and justifying opinions; Organising the discussion; Describing; Negotiating and making a decision. The following may also be useful, depending on how the other person interacts: Interrupting politely; Inviting someone to talk; Asking for clarification. Discussing routines probably wouldn't be necessary.

3

Students' own answers

4

Students' own answers

Extended discussion p151

1a and 1b

Students' own answers

2a

1 b **2** a

2b

Answer **b** is better developed because it gives a number of examples and reasons for holding a particular opinion, justifying and backing up the opinion expressed. It uses a wide range of relevant vocabulary to do this, for example 'lost touch with older generations', 'experiences that have had a profound effect on the way we live today' and 'should stop putting up … barriers'. Answer **a** gives some examples, which is a good start, and expresses an opinion, but it only gives a single, rather superficial reason for holding this opinion.

3

Students' own answers

4

Students' own answers

Speaking test video – 2 and the accompanying worksheets, along with audioscripts for both videos, can be found on the Resource Centres.

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Class audioscript

A printable version of the Class audioscript is available on the Teacher's Resource Centre.

Unit 1

Gateway to life skills p11

4 01

Interviewer: Hello, take a seat. I'm Dr Kate Jenkins, I'm the senior Philosophy and Ethics tutor here. Thank you for coming down for the interview. Ryan Shaw, right?

Applicant: Yes.

Interviewer: Good. Um, I was having a look at your application form and you say that one of your interests is tai chi. So I was wondering, I don't know that much about tai chi. Is it a martial art?

Applicant: Yes, but it's more than that.

Interviewer: And how long have you been doing it?

Applicant: A few years.

Interviewer: OK, well, we're going to start with a couple of specific questions, and then we're going to think about Philosophy and Ethics in general. So, here's a question that some people might find interesting. Is someone who risks their own life (and those of others) in extreme sports or endurance activities a hero or a fool?

Applicant: Neither. But if I have to choose one, a fool.

Interviewer: A fool. Why do you say that?

Applicant: You know, if you put your *own* life in danger, and by that I mean *on purpose*, that's *your* problem, isn't it? It's selfish. You don't expect other people to have to rescue you, do you?

Interviewer: So why do you think extreme sports and endurance activities *are* popular with certain people?

Applicant: They like to push themselves. They want to know what their limits are. And when you do that, it has to be all about you. You have to put yourself first.

Interviewer: Interesting. And do you know what that has been called – the idea that seeking your own happiness should be your moral purpose in life?

Applicant: Er … is it relativism?

Interviewer: Not quite! Have you heard of objectivism?

Applicant: Yes – that's it! Sorry, I couldn't remember …

Interviewer: Don't worry, you're doing fine. So, what good might come out of this kind of thing – pushing yourself in an extreme sports situation or an endurance activity? And would it benefit just the individual, or perhaps society in general?

Applicant: Well, I suppose people who do these kinds of things – if they succeed – they become role models for younger people. Like the first people to the South Pole. It was a massive risk, and people died – but they were heroes, I guess. People looked at them and thought, 'That's brave. That's awesome. Maybe I could do something like that.' I think I've just said the opposite thing to my original answer!

Interviewer: Alright, Ryan, thank you. Now, can I ask you *why* you are interested in studying this subject?

Applicant: OK, yes, I sort of guessed you might ask me that question, and so I asked myself the same thing. Um, I think that no matter what field you end up working in – erm, you could be in finance or you could be in medicine, or working for a government department – actually you need to have an understanding of ethics. Erm, there are going to be times when the decisions you make have to be based on the bigger picture – and erm, you have to see things from all sides. Nothing is simple. You have to think about the needs and the interests of everyone that's involved, and, um, what the consequences of your decision – or your behaviour – what those consequences might be for other people.

Interviewer: Yes, go on.

Applicant: And yeah, um, I recently listened to a lecture on TED. The speaker was talking about a whole new set of ethical dilemmas that the Internet has created. For example, she was talking about the way companies are now paying people to review their products – thousands of people. And the question was, is this a legitimate business practice – something that everyone now accepts is normal? Or is it something we should be challenging? Personally I thought it was really quite interesting.

Interviewer: Well, Ryan, a lot of people would …

Listening p12

3 02

Morning, everyone, and welcome – it's great to see so many of you here for today's seminar. So let's get started … How to achieve your career goals.

Well, there's lots of advice available on this topic, right? It's all well-meaning, but that doesn't mean it's all well-informed, necessarily. What's different about today's seminar is that I'll be looking at the *science* relating to this topic. What are the experts telling us, based on their research?

So let's begin with some background. Well, for career success, the importance of hard work cannot be overstated. Hard work is a given. But increasingly we're hearing that it's not enough. The workplace is becoming ever more complex, and so the workforce needs a significantly broader range of skills and qualities.

This line of thinking started back in the 1970s with the famous Stanford marshmallow experiment. Here's how it worked. The researchers took a marshmallow and put it on a table. And sitting at the table was a small child. And that child was told that they could have the marshmallow immediately or, if they could resist eating the sweet for 15 minutes, they'd get two marshmallows. Psychologists have reproduced the same experiment many times, and the most important finding is this: those children who don't eat the marshmallow straight away – who wait 15 minutes – go on to have slightly better outcomes in later life, including in their careers. In other words, having patience is an important quality, at work and elsewhere. So this experiment shows the value of self-control.

Maybe surprising, right? Did you think that a 'go get 'em!' style would be better? Well, that's not what the marshmallow experiment has shown. Then there's been another finding as well. The subjects who passed the marshmallow test – those who resisted temptation and waited 15 minutes – later in life, when they experienced stress, they were able to cope with it much better.

OK, so that's some of the background. Now let's look at some more recent research. And I'll start with Professor Carol Dweck, a psychologist from Stanford University, because she's done some fascinating work here. What Professor Dweck did was to look at the relationship between school and work. And some of her results may surprise you. Easily the most significant finding was this: people who did well in their careers hadn't always done well in their school exams. That's a common misconception. In fact, the relationship between the two isn't very clear at all.

Now, Professor Dweck is particularly interested in the differences for boys and girls at school. I think it's generally accepted today that when they start school, girls are slightly ahead of boys in developmental terms. So by that I mean they have longer attention spans, are more socially skilled, and have better language skills. Basically, girls are better behaved at primary school. And the result of this is they don't get as much criticism as the boys. But the thing is, Dweck argues that this actually helps boys later in life when they get a job, because they're not so sensitive.

Then Professor Dweck also looked at school sports. And this was interesting because she found a close relationship between playing sports and career success. So why should this be true? Obviously, there are benefits in terms of health and fitness from being active, but Professor Dweck discounted these. Instead she's proposed that sportspeople inevitably have to deal with failure, and this is also – sometimes – a feature of working life. So learning to cope with setbacks on the sports field is good preparation for the obstacles you have to overcome in your career.

OK, let's move on to the research conducted by psychologists David Dunning and Joyce Ehrlinger. And their 'science' experiment had interesting results. What they did was, they asked a group of workers how good they were at science. Then, they gave them a science quiz to actually test their knowledge. The thing was, some of the workers *thought* they were a great deal better at science than others. But in fact, all the workers got roughly similar results in the test. Which showed that there's not always a connection between people's ability and the confidence that they have in their ability.

Dunning and Ehrlinger suspected that this would be important in the workplace. So they went to a multinational company and looked at the employee records. And they found that success came more quickly to workers who had a high opinion of themselves. Workers who believed they should be rewarded with promotion … well – in general – that was what they got! But those who weren't sure usually advanced more slowly, even though the records suggested that both groups were of equal ability.

Alright, well, the next thing I want to …

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Developing speaking p13

2 03

Student 1: Well, have you seen *How I Ended This Summer*? Er, it was directed by a Russian guy, I think. So anyway, it's, er, interesting, because, you know, it's set in this Arctic island – it's so remote – like, on a weather station. Yes, the only people there are these two guys who have to collect information about the weather. Probably, do you think it doesn't sound that amazing, but the way the director is shooting – er, shoots the landscapes, and the way he creates this feeling of, er, suspense and panic – it's really incredible, yes. You know, they say that you could lose your sanity in that kind of place … so isolated, I mean. When I saw that film, it has really – I mean it really inspired me, and that's why I've been thinking about going to film school. I think that …

Examiner: Thank you. Now, I wonder if you could tell me …

Student 2: OK, erm, I don't know if I can say I have, um, only one – I hang out with a group of people. Basically, like, one day we go to this person's house, the other day it's another one. We're probably into the same kind of things – I don't know, like multi-player video games. We go to the … erm … the place where you can play video games. Or skateboarding in the park. I mean, erm, we just hang out. That's it really …

Examiner: Thank you. Alright, I'll ask you one more question before we move on. What …

Student 3: That's an interesting question. Erm … There are a number of changes that I would like to talk about. First of all, I used to be bad at English, but in my opinion, I have improved. There are several reasons for this improvement. I have been studying very hard and, furthermore, I have been taking lessons with a tutor. There is another thing which has changed for me. In fact, I used to want to work for an airline, as a pilot, but recently I have become interested in architecture. So I am thinking that I might apply to study architecture at university next year. So, like I told you, this is how I think I've changed.

Examiner: Thank you. Let's talk about …

Unit 2

Gateway to life skills p20

5a and **5b** 04

So, probably like most of you, I'd say that my life is kind of busy – in a good way. I'm lucky, in that I like my job, I work with a great bunch of people, I get to be creative and independent in my role. I also have a pretty good social life – you know, I'm out meeting interesting people and seeing and trying new things.

All this takes up a lot of time (and, of course, I have no regrets there) but, you know, when I get home at the end of a long day, I'm hungry. And being hungry, I go to the fridge. And when I open the fridge …? Not a lot there that's inspiring. Not a lot that's healthy or hasn't gone past the sell-by date. It's actually a food graveyard. Do you know what I mean?

So, what am I going to do? I want to enjoy my lifestyle, but I don't want to compromise on my health and my well-being. And I don't just want to stock the fridge with celery and kale. And when I start talking to other people – my colleagues, my friends, even some of my clients on the phone – I find out that they have the same problem. Actually, they like food, but they just don't have time to shop for the kind of ingredients that are going to make a healthy, balanced meal.

So I get to thinking … How would it be if someone else did the shopping for me? And the things they shopped for were actually part of a menu that a nutritionist had put together – so that my meals were delicious, but also really good for me.

And then I think ... What if those ingredients and the recipes were delivered directly to my door? All I have to do is take the grocery bags inside and let myself be inspired and guided by the menus provided to me by chefs and experts. Imagine that you can actually look forward to going home to your apartment, knowing that there's something delicious waiting there for you!

And that's what Food Guru does for you. That's what we can deliver.

Listening p22

2 05

Presenter: Hello there and welcome to *The Food Show*, which this week is all about food fashions. Today, food commentator Simone Carver has come into the studio to give her predictions about what, and where, we'll be eating tomorrow. Simone, first of all, why is it that food trends change so quickly?

Simone: Well, it's a complex issue. Obviously, researchers are learning more about food and nutrition all the time, so that's one factor. The thing is, though, that food's such a fundamental part of our lives – for everybody, all around the world. It affects our health, it affects how we feel. So there's a natural tendency to think about food, experiment with it, seek improvements. And that's what's really behind food trends. You can't manufacture that sort of interest just through marketing campaigns for a new product.

Presenter: Alright, so let's get down to specifics. Make a prediction for us – what's going to be on the menu in the near future?

Simone: Well, there's a lot of buzz about 'new' burgers. I know, it sounds unlikely – what can be 'new' about a burger? But what we're seeing is burgers that go beyond the usual fillings of fish, beef or chicken. These new burgers include things like duck, lobster, tofu and squid … I hadn't expected so much variety. And then there's the bun, which is being replaced by all sorts of different breads – brioche, for example. They're really imaginative.

Presenter: Burgers have a reputation for being rather unhealthy. Are the new burgers better for you?

Simone: Well, it's not *that*, so much. They're a bit of a treat – something you'd go out for rather than making at home.

Presenter: I'm getting hungry already! And then thinking about food from around the world, is there any particular regional cuisine which will become more fashionable?

Simone: Well, new countries and cultures keep taking the food world by storm. And in my view the next one will be South Africa, where I lived and worked for several years.

Presenter: I'm not sure I know much about South African food, to be honest.

Simone: No, many people would probably say the same. What you need to remember is that, historically, South Africa was on the trade route between Europe and the Indian Ocean.

Presenter: So, what you're saying is, it's fusion food – a blend of European, Indian and Middle-Eastern cooking?

Simone: Yes, and also local African cooking traditions as well, so it's not the same as food found anywhere else in the world.

Presenter: Sounds like it would be difficult to cook though?

Simone: No, not really, because many of these cultures would only have had basic equipment in the past. And today it means that this is a really vibrant cuisine. One to watch, in my view.

Presenter: And then, what about more everyday food, the sort of thing we might cook for ourselves at home?

Simone: There's a lot of talk about foraging. That's the idea of finding food in the wild. So, for example, edible mushrooms grow in the wild and so do some types of garlic. Stinging nettles, dandelions and daisies can all be eaten as food. There are TV chefs who've been foraging for years. And, apparently, it's going to catch on with home cooks, too. There's certainly lots of information available about what to eat and what are the dangerous foods to look out for. I'm just concerned that it's not very practical – depending on where you are. Those living in apartment buildings in large urban centres, for example – how easily can they forage? So it's a nice idea, but it might be impractical.

Presenter: Now, this last one is something I feel really good about – 'brinner'. Tell us about that.

Simone: Ah yes, well, 'brinner'. It's a mix of 'breakfast' and 'dinner' – so, brinner! And the idea is … well, breakfast foods like pancakes with maple syrup or scrambled eggs on toast are really popular, but these days a lot of people don't have time to make a cooked breakfast in the mornings. So, I'm predicting that we're going to see more and more people eating *breakfast* foods for *dinner*.

Presenter: But we'll still be eating a meal in the evening, right?

Simone: Absolutely. But expect to see more evening meals with waffles, or a poached egg on top, that sort of thing. Or cereal being part of an evening meal.

Presenter: So, in some ways this is a bit like brunch – a combination of two popular meals?

Simone: I think you're right. It's just a continuation of a trend that's been around for a while.

Presenter: What's next, I wonder? How about 'lupper' – a cross between lunch and supper?

Simone: Who knows! When it comes to food trends, anything's possible!

Presenter: Yeah.

Simone: That's what makes it so fascinating.

Presenter: Well, thanks, Simone, for coming in and talking to us today.

Developing speaking p23

3a and **4** 06

Student 1: OK, that's an interesting question. I tend to think that it has a lot to do with marketing – I've come across this in a few

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articles, and there's evidence to show that if you use a famous person to endorse your clothes – erm, like your running shoes or your swimwear – then they're definitely going to sell more. Just from my own experience, and this is only anecdotal, but some people I knew in high school used to go out and buy brands just because they thought the celebrities buying them were, you know, attractive or cool. And they wanted to be the same – to have the same look. The same goes for adults, I'm sure. And, um, I'm also convinced that some brands are more successful because of the price. A company will deliberately put an expensive price tag on their clothes because it makes people think they're getting something special and exclusive. But probably a designer T-shirt isn't actually better quality than something you'd pick up in the mall. Erm, I think quite a lot of research has been done to back this up – the idea that people think the more you pay, the better the product. But that's not necessarily true at all.

Student 2: Hmm … Do trends reflect the whole of society? Perhaps to some extent – when it comes to behaviours like not smoking in public place, or the fact that more men are taking paternity leave or spend time looking after the children. Those kinds of trends are more to do with our cultural evolution – the things we actually think are acceptable or not acceptable behaviour. But there are other, less significant trends, too. You know – it could be with food, it could be with a new app … maybe where people go on holiday or the way they decorate their house. And they could be trends in *one* culture, or maybe be popular with *one* socio-economic group. But somewhere else, for *another* group of people, *they* might never have heard of it. And it's a generational thing, too. The kind of music I'm listening to – my parents aren't into it at all. They're always saying, 'That's just noise, not music!'. So I would go along with the idea that some trends reflect *sections* of society, but not society as a whole. And I can't accept that those kinds of trends have any sort of deep meaning or any long-term significance. Look – for example, a few years ago people would be saying stuff like, 'Pilates will change your life' or 'Don't eat anything with gluten in it'. And then those things go out of fashion and we move on to the next big thing.

Gateway to exams: Units 1–2

Listening p27

3 07

Presenter 1: Good morning and welcome. In today's programme we'll be looking at food trends – where do they come from, how do they start? Most of us are probably aware of some of the food trends that have developed in recent years. And we may like to *think* that our tastes are individual – that we decide for ourselves what we like and don't like. Trouble is, this may not actually be true. And that's because there is a 'tastemaker' industry that's been very successful at creating some recent food trends.

Presenter 2: So it often works like this. Industry bodies will decide on a possible new food trend and they'll commission research – you know, hoping to support this new food, and in particular showing that it has some health benefits that are likely to appeal to people. If they can get some sort of academic endorsement like this, then that's an extremely good start. Then the next step is to encourage the actual *use* of the food. Now they're not targeting the home cook at this stage – it's too soon in the process. What they really want to do is get fashionable restaurants serving it up, because that will have a knock-on effect that can be really influential. After that, they have to decide whether they're going to take it further or not – because the next step is expensive. And sometimes they may decide that a particular food just isn't going to catch on, and so they back away at this point. But if they think it's going to be worth it, they then invest in a substantial advertising campaign, really trying to get some coverage for the new food and some recognition in wider society.

Presenter 1: OK, so what we'll do now is look at one particular example, and that's cauliflower. Now, there's nothing new about cauliflower. It's a well-known vegetable, similar to broccoli. But, recently, cauliflower has become incredibly fashionable, with celebrity chefs in New York raving about it. So *why* and *how* has this happened? … Well, certainly it is very good for you, so that's part of it. But this particular food trend *also* developed at a time of economic recession, and cauliflower caught the public mood of the time because it's cheap. So it's that combination really that allowed the tastemaker industry to create this food trend.

And it's hard to overstate the success of this particular trend. Thanks to its *versatility*, cauliflower has become *extraordinarily* popular: it's used as a food, of course, in smoothies and potato chips; … it can be grated to make a nutritious alternative to rice; … it can also be used to make gluten-free pizza crust and bread; … it's even become a quite popular beauty treatment as a home-made face mask – which isn't something you can say about other food trends like fondue or chipotle!

Presenter 2: Alright, well, now – a few other issues associated with creating food trends. What's clear is that the tastemaker industry monitors the food scene very carefully indeed to try to predict where things are moving in terms of diets and food trends. And they take a very long-term view, exposing themselves to food 24/7. New products (or 'reborn' old ones like cauliflower) are dreamed up in advance, often as much as 18 months earlier, so this is very much a long-term process. And it's very much an international process as well. Food industry representatives and tastemakers travel widely, experiencing the food of different cultures, trying to predict what might be the next big thing. One important aspect of this work is to attend the numerous conferences that are staged around the world, where possible food trends are proposed and analysed.

Presenter 1: Now, certain countries are very influential at the moment. I'm thinking especially of Japan and South Korea. Both these nations are highly regarded for their interesting methods of food preservation, so they are observed by the tastemaker industry to see what technological developments they come up with next – because the whole area of *preserved* food is very fashionable at the moment.

Now there's one other thing that's essential to mention here, and that's the question of *support*. This is a crucial issue for any potential new food trend. At this stage, support for it must be given by large supermarket chains if a food trend is going to succeed. So the supermarkets are also an important component of the tastemaker industry.

Presenter 2: Now, if all this seems a bit sinister and you think food trends are all just manufactured by tastemakers – don't worry! The tastemaker industry is certainly important, but industry insiders are quick to point out that they can't simply create a new trend about *any* type of food. There has to be genuine public demand. And that can be very hard to predict, especially when likes and dislikes can be transmitted instantly by social media, which is something the tastemaker industry has little or no control over.

Presenter 1: OK, well that just about wraps it up for this week. In our next programme we'll be …

Unit 3

Gateway to life skills p33

6 08

Kiara: Right, so we're supposed to be creating our own professional profile. Hmm, what did the tutor say? … 'Approach it as if you were creating a brand.'

Joe: Yeah, that's right. She said we have to think about what kind of reputation we want to establish for ourselves. Think about the image we want to project to employers and admissions officers.

Kiara: Yeah, and I think it would be important if we ever wanted to apply for an internship.

Joe: I'm definitely going to do that! Anyway, the first thing is the photo. Apparently, a profile with a photo gets loads more views.

Kiara: What would you use? Something that shows you as a serious person, I guess?

Joe: Yeah, no silly faces or crazy hairstyles. And definitely don't include your cat – like in your personal photo, Kiara!

Kiara: Or a cartoon avatar, Joe. I can't even make out *what* your avatar is supposed to be!

Joe: OK. So the advice from the tutor was smart clothes, facing the camera, only you in the photo – no friends in the background.

Kiara: And smile.

Joe: Alright, I guess we can manage that.

Kiara: Yes, that's the easy bit. The tricky thing for me is that we're supposed to start the profile with a short summary – a mini history of ourselves. But I haven't had any work experience yet.

Joe: Me neither. Not much, anyway – although I did work in that café in the park last summer.

Kiara: Well, that counts!

Joe: I suppose so. But I think we should start off by saying what kind of things we're passionate about – and our values. Something about what we've already achieved, and what we want to achieve in the future – our goals.

Kiara: OK, I guess that would show someone what you were like as a person. And what motivates you.

Joe: We're supposed to put some easy-to-search key words in the headline above the summary.

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Kiara: Hmm, I'm not sure what that means …

Joe: Well, you're interested in graphic design, aren't you? So you should have that in your title. How about … 'School graduate seeking internship in graphic design studio'? Not something too vague like, 'Art is my passion.'

Kiara: Great idea! Thanks! Then, the other thing about the summary is whether we try and come across as super-confident or a bit more modest – you know, about the things we've done. I suppose that if we're trying to promote ourselves as a brand, then the summary isn't the right place for modesty, is it?

Joe: You're right. We have to show off a little bit. 'I was top in …', 'I was excellent at …' – that kind of thing.

Kiara: I guess so. I suppose that if someone's looking through a load of profiles, you have to differentiate yourself from the rest. I guess there's no point saying, 'I'm passionate about graphic design' when thousands of other people are, too.

Joe: Yeah, pointless. You're supposed to use examples in the summary that *demonstrate* your 'amazingness', like, 'My graphic design work was shortlisted and selected to illustrate the school website' … It's true, though, isn't it?

Kiara: But that was ages ago! Well, I'll use that. And then there's the 'experience' section. I guess I could mention the volunteer work I've done?

Joe: Yes – put that in. And I think she said we should list the classes we've taken, what languages we speak …

Kiara: … and any awards or certificates we've got …

Joe: … And projects we've collaborated on. We can also upload videos or documents to show our work.

Kiara: And I think it's not just school stuff. If you're involved in any kind of club or organisation, you can add that. And summer programmes – if you've done that kind of thing.

Joe: And you can also mention any part-time work you've done, even if it wasn't paid. … Should we write in the first person or the third person? What do you think?

Kiara: I don't think it matters, although, to be honest, I can't imagine writing about myself in the third person.

Joe: I don't know. I think – depending how you wrote it – maybe it could give the impression that you were being objective about yourself. Anyway, she said it was an option.

Kiara: Alright, so what …

Listening p34

2 09

Speaker 1: At university I specialised in modern Russian history, which isn't directly related to my job now, it's true, but it's still really useful. I spend a lot of time surveying and recording the sites where we're working, using drawings, photography and some computer tools as well. Then, obviously, I'm called on to protect ancient structures, and to clean and preserve any finds our group might make. I think, most of all, what I learnt from reading history was not to jump to conclusions. My lecturers and tutors always emphasised that we should objectively examine all the evidence before reaching a decision. And that's carried over very well into my career. It's so tempting, you know, when you're digging in the earth and see a shape emerge to *hope* you're looking at – say – a fragment of a wonderful, antique vase. But it's essential just to slow down and wait and see.

Speaker 2: My role is to develop, deliver and evaluate the programmes that we offer. These may be lectures, activities or workshops around the particular exhibitions that are on at the time. We set out to engage with people who may not normally visit an institution such as ours – those from disadvantaged backgrounds, the elderly – and families as well. Then we obviously have regular school visits, too, so it's essential that we present information in a way that's accessible for all different age groups. I believe that the key to this is communication. What I mean is, if our visitors can see that I genuinely love history – I live and *breathe* it – then maybe they'll experience something similar. And it was this sense of excitement for history that I developed during my time as an undergraduate.

Speaker 3: My degree taught me that past events don't just happen in isolation – they occur against a particular background. And you can't understand the former unless you investigate the latter. So, today, I offer advice on and generally promote different ways of preserving the built environment. And, in my career, that same principle I learnt at university has turned out to be extremely useful. I work with engineers and the construction industry to give them the appropriate background information that they need in order to do specialist work to protect a given structure. That might be a beautiful medieval building, a 19th-century lighthouse, a windmill, or an important residential or commercial property.

Speaker 4: The level of responsibility and types of task depend on the size and nature of the organisation. My current role, for a large multinational firm, is very diverse in that I provide administrative support for senior staff working on commissioning, planning and publishing books, journals and magazines. And with the growth of digital publishing there are increasing opportunities to work with online materials and social media. This may involve issuing contracts, overseeing royalty payments and liaising with writers and photographers. Or it might be more mundane things like dealing with phone or email enquiries. The point is, at college, working towards my degree, I had to see all parts of the process through – researching, analysing, collating, summarising, writing and a whole lot more. And that's equipped me very well in terms of doing a whole variety of different things … and often at the same time!

Speaker 5: At university we were taught that all reliable research depends on using material from as many different sources as possible. That way, all information can be authenticated. In my job now, I research news and current affairs content for television, radio and the Internet. I may find information from first-hand interviews, from the Internet, databases and archives, but the imperative to check and double-check everything remains the same and I'm fortunate that I learnt the value of this during my degree. It's helped me to provide balanced, reliable information, whether it be for news bulletins, documentaries or other factual programmes.

Developing speaking p35

4 10

Examiner: OK, here are three photos. There you are. Um, you're going to talk about two of them on your own for about a minute, and also answer a question briefly about your partner's photos. It's your turn first, Daniel. Your photos show people engaged in activities which will help them learn something about history. You must compare two of the pictures, and say what kind of things the people might be learning about and, er, why they might have chosen to learn this way.

Daniel: OK, so … I used to do this kind of thing a lot with my parents. Go to museums, I mean. And we often used to follow a tour guide or a teacher, like these girls here. So, in this kind of museum, the people might be learning about the history of some ancient people – how they lived, what kind of animals they hunted, what kind of clothes they wore, what their religious beliefs were … So about life in general for that particular culture. However, here, in this photo, the situation is quite different. It's an archaeological site, and these people seem to be experts who are searching for clues or hints about the past. I'm not sure what they've found … maybe they're dinosaur bones which they're going to take to a museum or a lab, so they can, um, classify them. Or it could be an ancient village that has only recently been discovered. This must be a very delicate job as the objects or bones, or whatever they are, look extremely old. They will probably be very fragile, too. Whereas in this photo, the girls are learning about history from someone else, in this photo the people are making discoveries by themselves, which I imagine is far more exciting by comparison. One thing they have in common is that the historical artefacts are probably very rare and valuable. The animal skull in this photo was probably found by people like the archaeologists in this one.

And the second part of the question? Why have they chosen to learn this way? Well, I'm just guessing, of course. For both pictures, it could be that these people have a special interest in history. The people in the museum look like they might be quite inexperienced and they need the guide to help them, or they're on a school trip and their teacher is teaching them; and with the people on the archaeological site – they have probably studied for a long time so they know what to look for and how to avoid damaging what they find. So, really, there's quite a big difference between them. If you visit a museum in a group with a guide, the experience is nowhere near as personal as making discoveries in the real world and maybe adding to other people's understanding of history at the same time. This would be my preference, anyway, although it looks like it might be hard work!

Unit 4

Gateway to life skills p42

3a and **3b** 11

Greg: Hey, Hannah, do you have a minute?

Hannah: Sure. What's up?

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Greg: Have a look at this task the tutor has just given us. On the implications of automation on the job market.

Hannah: OK, er, I see, we have to synthesise information from different sources, right? How far have you got?

Greg: Well, I've found the three sources I'm going to use. I've got a paragraph from an article by Sara Waysmith.

Hannah: Yeah, I've read some of her stuff.

Greg: And a section from *Vision Journal*, and some data from the UK Employment Survey. I think those are going to be useful, but I'm just not sure on what approach to take.

Hannah: Well, first you need to formulate a thesis.

Greg: Er … what's that again?

Hannah: That's the main idea that you want to present in your essay.

Greg: Ah … OK.

Hannah: It has to be a whole sentence, right? So, include a statement of the topic. That's what the synthesis is about. And also your assertion about the topic.

Greg: My assertion?

Hannah: Your own point of view, what you're hoping to persuade other people to believe as well.

Greg: OK. Good. Anything else I should know?

Hannah: Yes. You need to use quotes from your sources, but make sure they're contained in your own sentences. Don't just have them standing alone, like they're not connected to anything. You shouldn't just use quotes, though. You also need to paraphrase what your sources are saying – to show you understand what point they're making, and that you can use those points to support your own argument.

Greg: OK, so a balance of both.

Hannah: Exactly. And don't forget to refer to the sources every time you paraphrase what they've said – otherwise the tutor will say you've plagiarised them.

Greg: So use the authors' names or the name of the article?

Hannah: Yes, and the page number, too.

Greg: Isn't the synthesis supposed to include *my* point of view, too?

Hannah: Yes, definitely! When you write, you're just using your source material to provide evidence for your own opinion.

Greg: I'm just not sure how I should organise it all.

Hannah: Well, there are quite a few different approaches, but I mainly use two. There's something called the strawman approach …

Greg: Which is?

Hannah: So you present an introduction and your thesis. Then you present an argument against your thesis – the opposing view, I mean – but then you immediately show that this argument is a weak one, that it doesn't hold up.

Greg: That sounds like a good idea, if you want to persuade someone that you're right!

Hannah: Yes, or you could go for something simpler, like a summary. You just summarise all your relevant sources, and you'd probably finish with the one that's most important.

Greg: So it leaves a strong impression.

Hannah: Yes. The only downside to this approach is that you don't leave much room for your own opinion.

Greg: OK, I see. Well, thanks. That's made things a lot clearer.

Listening p44

3 12

Laura: So, Ben, in our presentation, the first thing we need to do is set the context, right? What are Smart Cities?

Ben: Well, I've made some notes about this, erm … Smart Cities are managed by integrated computer systems. So that means for everything – energy consumption, traffic regulation, water usage – there's one unified control system. Barcelona and Kansas are internationally recognised Smart Cities. And more cities are becoming smart all the time.

Laura: OK, that's a good introduction. And then – did you read that article I sent you about talking lampposts?

Ben: Sorry, Laura, I haven't had time yet.

Laura: That's OK. It was about a project in one Smart City where all the street furniture – like lampposts, post boxes, bus stops and things – as you walked past, you could send a message on your smartphone, and the lamppost would message you back, with content from other people who'd been at that place – experiences they'd had there, things to do in the area, and so on.

Ben: OK … I mean, it sounds like a fun experiment. But we need to focus the presentation on more important uses of technology, don't we?

Laura: But that's the point. This is just the sort of thing we need to see more of – citizens using technology to enhance the urban experience for other citizens. A few Smart Cities are starting to explore this. But most of them are just thinking about infrastructure management.

Ben: Oh, OK, I see what you mean now. Let's include that in the presentation … Then I found another example – smart parking. This one's quite interesting. Basically, it'll involve systems that alert drivers when there's a free parking space nearby. Think of how much more relaxed everyone will be! But the more significant thing is this: by cutting down the average time it takes to park by just three minutes, from 15 to 12 minutes, it can reduce CO_2 emissions by 400 tonnes in a city the size of Barcelona. That's what makes it really worthwhile. Though I guess it *may* just mean that more people will drive everywhere … But we'll have to wait and see whether that happens.

Laura: Yeah, good point. Then as another example of how Smart Cities will work, there's the question of sensors in new building materials.

Ben: Right. We'll have smart concrete, self-healing road surfaces, intelligent steel – because all these new materials will have sensors built into them.

Laura: So broken road surfaces will be able to repair themselves … That's got to be a good thing, right?

Ben: Absolutely. But there's another side to it. We'll have sensors everywhere gathering information. Not just about buildings and roads, but about the people using them. I think that's a real worry.

Laura: Yeah, cities will be wired up to capture information about everything we do. Who's going to have access to all that information? I'm nervous about that, too.

Ben: Um, people need to feel confident that their personal information will be protected.

Laura: For sure. Then I've also been reading about digital signage. I think that's got loads of potential. What it means is, adverts in Smart Cities will be personalised to each citizen. And they'll be able to provide services. So, for example, at the moment, we see concert posters on billboards all around the city, right? In future, if you want to go to the concert, it'll be possible to buy your ticket straight from the billboard – there and then. Adverts will give you immediate access to their products. It's a good example of how things will be more connected.

Ben: Alright – a nice point to make in the presentation. Then I think we should also mention criminals. It might sound like something from a sci-fi film, but what if a group of criminals breaks into a city's computer system and brings the city to a standstill, so they can pull off some robbery or whatever?

Laura: But is that actually realistic in a Smart City?

Ben: Well, according to some researchers, it's not so far-fetched. In some big cities, you know, the computer systems were put in place 20 or 30 years ago. No-one was really thinking about cyber defence at that stage. And they're still in use today – which is amazing, right?

Laura: Yeah, that's incredible! They should have had an upgrade by now! But surely that will change pretty quickly now that people are more aware of the risks?

Ben: Well, maybe not. The criminals may always just stay one step ahead.

Laura: Well, on that point, what about Cyber City?

Ben: Oh, yeah – that's the game that's been developed in the US, isn't it?

Laura: Yes, that's right. It's like a model Smart City – and you can come and test your skills against it and see if you can hack into the system or not. And it's all incredibly lifelike – er, traffic, hospitals, water, even an imaginary social network. I thought it was brilliant that the designers had thought of every little thing.

Ben: Yeah – it's really ingenious how they've managed to make it so realistic. At the moment, only governments and some private companies can use it. And it really gives them a great insight into – you know, if you're building a Smart City, that sort of thing you need to think about, so that it really does make life better, whether you're talking about society in general or individual citizens.

Laura: Right. Then after the main part of our presentation we should let the rest of the class ask some questions and …

Developing speaking p45

3 and **4** 13

Examiner: Now, I'd like you to talk about something together for about two minutes. Here are some aspects of working 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 technology might affect these aspects of working life in the future.

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Student 1: OK, so … these are the aspects of working life, and we have to talk about them in the future. Would you agree?

Student 2: Yes, how technology is going to affect them. Like, for example, this one here: I can imagine that, in the future, people will be using some kind of technology that checks their heart rate, tells them when they need to get up and move about, around the office … it may be a normal part of the software in their work computer.

Student 1: That could be a good thing, if it helps them stay fit. But on the other hand, companies might use it to, um, get rid of people – you know, they could say, 'The computer says you don't exercise enough and you're a health risk. We don't want you anymore.'

Student 2: So there'd need to be laws to prevent that, I suppose …

Student 1: Good point. And how about this one? I'm sure that a lot more people will start working from home in the next few years. Employees from all around the world could work together virtually.

Student 2: All online, you mean? Yes, so that would probably mean you could work *where* you wanted.

Student 1: … Even the beach!

Student 2: Yes! And *when* you wanted. There's going to be a lot more flexibility, I think, about where and when you work, and about what you do, too. In the past, people just did one job for their whole life, but nowadays we expect to be doing something different all the time. People don't mind doing a range of tasks – it's less boring for them. So what do you think?

Student 1: Maybe, but don't you think that workers will have less, um, job security?

Student 2: Um, I guess that's right. What about this one? I think that, by 2050, we won't be having job interviews with a real person. They will have invented some kind of software that can interview candidates for positions in companies, so that people don't have to do it.

Student 1: Hmm … I can see how software could be used to help with hiring new staff, maybe sorting through CVs, but do you really think a computer will be able to ask questions in an interview – as well as a human, I mean?

Student 2: Who knows! Technology is developing so fast …

Student 1: … Anything might be possible. How about this one? I think that email will have become obsolete in ten years' time.

Student 2: Really? I suppose that might be true. People will have been using other technologies for years by then.

Student 1: Hmm, interesting point.

Examiner: Thank you. Now you have about a minute to decide which area of working life will be most affected by technology in the future …

Unit 5

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4 and **5** 14

SITUATION 1

Student A: Hi, Lewis. How's it going?

Student B (Lewis): Er, hello. What's up?

Student A: Lewis – do you remember that the tutor said we have to give some feedback on each other's films? Can we do it now and get it over with? Don't worry – no-one's listening, and it's not that bad. Er, can everyone mind their own business, please!

Student B: Didn't you like it?

Student A: No, no. I mean, of course I liked it. Look, I think it's great you did something kind of different with your film, Lewis, 'cos, you know, it was kind of unusual, wasn't it? But you needed to do some better editing, because, you know, sometimes I couldn't work out what was happening.

Student B: Er, OK.

Student A: So if you could do something with your editing, I think your films would be awesome. Right, I better get to class.

Student B: Alright.

SITUATION 2

Student A: Hello, Anya. Are you busy? Is now a good time for us to talk about your film?

Student B (Anya): Er, sure. That's fine.

Student A: So shall we use this room here? Is that OK? I'll close the door … so no-one bothers us. OK, I've made some notes on your film. I hope they're helpful.

Student B: So, what did you think of it?

Student A: Well, can I start with your choice of music? For each of the major scenes, the music you chose really seemed to complement the mood you were trying to convey. And the timing was effective too – the music matched the dramatic rhythm of each scene perfectly. I think you could actually give some of the rest of us some tips on that – it's not something that everyone can manage to do so easily. I mean, I know *I'd* appreciate your advice.

Student B: Oh, that's good to hear. Sure.

Student A: One thing, though … for the scene after the party, and the scene following on from the car journey, the narrative didn't make sense to me. I felt I'd missed something important.

Student B: Oh, so you didn't get what was happening, then?

Student A: No, not for those two particular scenes. Do you have any unused film? Perhaps you could have a look at that and see if you could add anything to your video – you know, just to fill in the gaps for the viewer!

Student B: Yeah, alright. I'll have a look.

Student A: OK, if you want, I'm really happy to have another look before you hand it in to the tutor.

Student B: OK, great. I'll message you.

Listening p56

2 and **4** 15

Interviewer: Well, I've come today to a small island called Waiheke, off the coast of New Zealand, to meet a rather unusual person – Kara Nelson, the world's oldest hip hop dancer.

Kara, perhaps I could begin by asking, when did you start dancing?

Kara: Well, I saw an advertisement on a noticeboard in the village. And it said something like, 'Hey – come and join the dancing. If you're over 65, come and try it.' So I went along with Mainie – I've known her for 50 years. There were 100 people at that first meeting. And six of us were over 90 years old! I'd never been a dancer – I was more into sports. It was more what it said in the advertisement – 'if you're *over* 65'. Quite a lot of things in life, it's more about if you're *under* 65. And when you get into your 90s, there's this idea that you should just go and sit in that chair over there and relax. I'd never heard anyone actually say that, of course. But I do think that's the assumption in society. And maybe I'm stubborn or something, but I wanted to turn that on its head and go and do the thing I wasn't supposed to. So I joined the dance group.

Interviewer: And how did you find those first rehearsals?

Kara: Well, we met every week, on Sunday afternoons, for three hours. And the lady organising it stood on a stage and did some dance moves and we copied her. They were closed rehearsals – we thought an audience might put people off. It was sort of pop music and rock 'n' roll we were dancing to in those days. And after a couple of months we decided to do a flash mob. So we got on the ferry and went into the city of Auckland. It was about 6 pm, so all the office workers were going home. And we stood about with our walking sticks and walking frames. And then the music came on and we all started dancing. And the effect was amazing! Hundreds of people were dancing along, singing and clapping. We couldn't believe it! We all wanted to do it again. And, you know, the effect on the group was extraordinary. In my life, I've been in lots of groups – all sorts of things. But over those first months, when we met every Sunday for rehearsals, no-one was ever absent. Never. And I've never seen that before. That tells you all you need to know about how expressing ourselves through dancing was changing our lives.

Interviewer: So then, I think you started doing hip hop dancing. Why did you make that change?

Kara: One Sunday, the lady organising us and a helper got up on stage and unfurled this big banner. And on the banner were two words – *Las Vegas*! And they shouted at the tops of their voices, 'We're going to the hip hop world championships in Las Vegas!' Well, we just looked at each other. *What's hip hop?* So I went home and looked it up on the Internet. And to tell the truth, I didn't particularly like it! It was very loud and the dancing looked a bit ugly to me! But the thing was this. New Zealand is a small country. And hip hop would give us the chance to go to Las Vegas, and other places abroad, that are completely different to our little island. It just surprised people so much that we'd do it. Our grandchildren said, 'You can't do *hip hop*, Grandma!' If we'd kept dancing to pop music, it wouldn't have had the same impact.

Interviewer: So how did you go about learning hip hop dancing?

Kara: We went to a place called Otara, in Auckland, New Zealand's largest city. Now, Otara is quite a poor suburb. And it has a reputation as a rough part of the city. But we went along to watch these Otara dancers, so we could learn hip hop. These kids were high school age and all afternoon we watched them dance and we practised their moves. At the end, we were exhausted and sat down for a cup of tea, and they came and talked to us. Now, I was a school teacher all my working life, so I know something about that age group. They said they rehearse for three

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hours every day after school. And that level of commitment impressed me a great deal and told me a lot about their character. But the lovely thing was, the kids really seemed to like *us* and said that *we* inspired them to work even harder at their dancing. So we all got a lot out of it. Later, they came over to the island and spent a day working with us over here.

Interviewer: And then you went to Las Vegas, didn't you?

Kara: Yes, to the world hip hop championships. I live on a little green island surrounded by blue sea, so just flying in over Las Vegas, in the middle of the desert, was incredible. There are the most extraordinary buildings, in the style of pyramids and Roman temples – it's all part of the fun! Then we went to this huge convention centre for the competition itself. And there were people from all around the world taking part – young children, high school students, university students … from Russia, Europe, China, Iceland … I was amazed that such a wide range of people had come to dance in the desert! We were doing a tribute performance – not competing as such, because we were too old. But we still got the loudest applause of the whole event! And the funny thing was, we'd come to expect it by then, because the same thing happened wherever we went!

Interviewer: And you all took stage names I think, didn't you?

Kara: We were told that, in hip hop, you had to have a stage name. The group itself was called the Hip Op-eration Crew – because so many had had operations on their hips or knees! But my big thing was, some of the others just couldn't dance to the beat of the music – they were too fast or too slow. There were a few of us who got fed up with this, so I started hitting the stage with my walking stick, along with the beat of the music, so everyone followed it. And because of that, they called me Kara Bang Bang.

Interviewer: And lastly, Kara, can I ask, looking back, what have you learnt from hip hop dancing?

Kara: Well, the thing is, whatever your age, don't be afraid to try another means of communicating who you are and how you're feeling. Hip hop was the way we did it, but for others it might be something completely different. As you get older, there'll probably be some things you can't do. But the saddest thing I think is when people feel they have nothing to say anymore. Everyone has something to say, and it's just a matter of finding the right way to do it.

Interviewer: Well, thank you so much, Kara, for talking to me today.

Kara: It's been my pleasure.

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2 16

Examiner: Now, I'd like you to talk about something together for about two minutes. Here are some different jobs which might enable people to express themselves, and a question for you to discuss.

Andrei and Sophia: Thanks.

Examiner: First you have some time to look at the task. Now, talk to each other about the extent to which people might be able to express themselves when doing these jobs.

Andrei: OK, shall we start with the radio station presenter?

Sophia: Sure. I'd say it depends on the radio station. You know, some of them might be quite conservative, and the presenters have to toe the line.

Andrei: Right, whereas other stations actually encourage their presenters to be as outspoken as possible. Even if their views are quite unusual, they can say what they like.

Sophia: Yes, although sometimes I think they come out with controversial statements just to get a reaction. It may not reflect what they actually think at all. Anyway … what about a video games developer? If you had that kind of job, it could be really interesting.

Andrei: Maybe it would depend on what kind of level you were working at, your actual role. Like, if you were developing the storyline or writing some of the dialogue, that could be quite creative. You could probably express some of your own views and opinions through the characters.

Sophia: Mmm, but if you were a games programmer, you'd just be working on writing the code. It would take a lot of skill, but I don't think you'd get to express yourself in any way.

Andrei: Probably not. Shall we look at the novelist next? That would really give you the opportunity to voice your feelings.

Sophia: … Depending on the novel. Like, in some books, you really get the impression that the author is using the characters to convey their own ideas, but perhaps not in other books.

Andrei: Yes, if the author really had the same outlook on life as some of the characters in novels, they'd be pretty weird. What do you think about …

Developing speaking p57

3 17

Examiner: Now you have about a minute to decide in which job people are most likely to take on a different persona.

Andrei: OK, well I'd probably go for the radio station presenter. I mean, they could easily be quite quiet or reserved in their own time, but on the radio you have to project self-confidence, you have to be funny all the time – pretend that you're really excited about talking to people that call in, that kind of thing. You might have to become someone completely different.

Sophia: But don't you think that you'd have to have an outgoing personality in order to get hired in the first place? My choice would be the novelist. I think that to write convincing dialogue for your characters, you'd really have to get inside their heads and almost *become* that person.

Andrei: Isn't it true, though, that you're not actually changing your persona – you're just using your imagination.

Sophia: But a radio presenter is only really exaggerating qualities they probably already have. What about a comedian? Do they change their persona?

Andrei: Not really. I think you have to be genuinely funny to make a successful career out of telling jokes.

Sophia: Although, perhaps – if they *only* do comedy part-time, and their actual job is, say, working in an office doing the accounts – they might not have the opportunity to be humorous all the time.

Andrei: I doubt that most comedians have conventional jobs.

Sophia: Well, we'd better pick one of these options.

Andrei: I'm going to have to stick with the radio presenter.

Sophia: Well, let's agree to disagree, shall we?

Examiner: So, what did you decide?

Andrei: Well, as you heard, we have completely different views on this …

Sophia: *I'm* pretty sure it would be a novelist.

Andrei: For *me*, it would be the radio presenter.

Examiner: OK, thank you.

Unit 6

Gateway to life skills p65

6 18

Effective organising and planning skills

Life can be hectic; what with trying to meet deadlines for school work, remembering commitments to extra-curricular activities, and juggling social arrangements. If remembering all the items on your mental 'to-do' list makes your head spin, then it might be a good idea to actually set it all out in writing. This is a typical technique that effective organisers use, and you can adapt it to suit your purposes. For example, you might find you work best with a single list, and by crossing things off as you go. Or you might prefer to create a long-term 'to-do' list, perhaps outlining more significant obligations, and also have a daily tasks list – with smaller jobs you wish to get done. There are plenty of apps that can help you out with this if you think you won't be able to keep track of bits of paper.

No matter whether you're trying to sort out your own life, or working collaboratively with others, it's a good idea to have in mind a clear timeline. Decide on which day you or others currently have a free slot in your schedule and pencil in the activity or task that needs to be achieved. Use a diary, calendar or your mobile phone to remind you. It's a helpful approach for a range of activities – from checking your work before handing it in, to comparing notes with fellow students on a joint project. If you leave things vague, you'll find the opportunity to do these things has slipped by.

Ever get to the end of the day and wonder how you achieved so little? Sometimes it's worth keeping an eye on how you're really spending your time. For instance, how many times did you check your phone while you were writing your essay? How often did friends come up and chat to you while you were trying to work on your assignment? If you want to get more done, it might be an idea to choose an hour or two in the day when you find a physical location that isolates you from these kinds of interruptions. It could be a quiet room in your library, or a room in your house where there's no digital device to hand. If you can't bear to be apart from your mobile phone, at least put it on silent so you can't be tempted to respond every time you hear a 'ping'.

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It's worth giving priority to two types of activities in particular. Last-minute activities which you might need to do to satisfy some kind of external requirement can be described as 'urgent'. For example, renewing a visa the day before you travel, or finishing off an assignment a few hours before the deadline expires. By contrast, 'important' activities are generally those which have more personal significance; for example, creating a good working relationship with people in your team, or anything that helps you achieve your long-term goals. Planning ahead will ensure you have enough time to manage these and address them properly. Don't procrastinate when it comes to dealing with the smaller tasks: otherwise they'll just pile up and prevent real progress.

Look at the next task on your list. Is it necessary to get the whole task done immediately? Or can it be split up and different parts given different priority? You might also consider whether it has to be you that does the task, or whether you can approach someone else. Things to consider are whether it would take as much time to delegate as to actually do the task, particularly if it's quick to do, but could take a while to explain. If it's fairly simple to explain, but time-consuming to do, it's an ideal task for delegation.

Listening p66

2 19

Extract One

Woman: Most of my movie was set in New York, but for these particular scenes we needed a location that was different in every way. So Patagonia – at the southern tip of South America – was perfect. The area we chose was just mountains, empty landscapes and sea – no sign of life at all. As a film-maker, it was great to put my characters in this alien environment, where they had to face up to a place that was so foreign to them.

Man: Yeah, that's fascinating – to see people's reactions to a different world. I'd pick you up on one point, though. You say there was no sign of life. But I was making a natural history documentary in Patagonia, and of course what attracted me was the incredible *variety* of life forms down there. There's everything from mountain cats to tiny alpine flowers.

Woman: The only thing I can remember were a few sheep. Maybe I should've looked a bit harder. But most of the time it was raining so hard we really couldn't see much.

Man: Yeah, the weather's challenging, even in summer. But, as it turned out, a lot of our problems came from the people rather than the natural world. It took ages to get permission to film in the area at all.

Woman: But that's fair enough, isn't it? I mean, the government has to protect that sort of unique environment. There are some very isolated communities – you can't just have film crews running around doing whatever they want.

Man: Actually, you're right. They have a duty to conserve the area. I'd rather not have spent so much time on paperwork, but once we got it sorted out the authorities were really supportive. Our budget was very high, because of the logistics of transporting all the equipment. But the great thing about working there was … no distractions! So we could devote our entire attention to the film. We came in several weeks ahead of schedule, which is the only time that's ever happened – before or since!

Extract Two

Woman: Well, when I was doing research for my PhD in anthropology, I went to live and work on an island called Tikopia in the South Pacific. Tikopia is one of the most remote tropical islands anywhere in the world. There's no airstrip, no hotel, no harbour and no electricity. So, for anthropological research, it's the perfect location – a chance to study a Pacific culture that's had almost no exposure to the outside world.

Man: Sounds amazing! If only I'd been a bit more adventurous when I was younger – but it's too late now. So, anyway, I mean, how did you get there? Was it a tough journey?

Woman: There's a supply ship that goes to the island every six months. The voyage took several days. And then finally I saw Tikopia for the first time, a tiny green cone – it's an extinct volcano – surrounded by white surf and blue sea.

Man: Ooh, I'm quite jealous!

Woman: Well, to be honest, I was very nervous! I was taken ashore in a canoe. All the houses were basically grass huts, and I was put up by one of the families. It was a simple life. The food was fish, coconuts and a few vegetables they grew in the gardens. We swam in the sea and slept on mats on the sand.

Man: Sounds like paradise, just relaxing all day …

Woman: Well, yes and no. Life wasn't that easy. And I was there to carry out research, remember. I was looking into the roles of women in this culture. So on about the second day, I got out my notebook and tried to get started. A lot of anthropological research is very passive. My job was to sit, observe and make notes. Well, of course, the local women saw the notebook and pencil – and just froze! They wouldn't do anything, as long as I was watching them. I wish I'd thought this through more carefully before I got started. In the end I realised that I had to put the notebook away. I spent many weeks first of all getting them to accept me as part of their group. Only then could I start doing my research. I had plenty of time after all – six months. I should've been more patient. By the time the ship finally returned, I had everything I needed to complete my PhD.

Extract Three

Man: Well, this was something that happened in the Gulf of Panama. I was sailing alone on my eight-metre sailing boat. It was the middle of a very dark night. And it was strange because I just got the feeling that there was something following me. And the feeling just got stronger and stronger, that there was something huge on the water right behind my boat, but I couldn't see anything.

Woman: That must have been quite frightening.

Man: Yeah, it was. And then the radio crackled: 'Vessel on my port bow, this is the United States Coastguard.' They said they wanted to board my vessel. So I said they had to identify themselves properly because, you know, you hear stories of piracy. So they turned on all the ship's deck lights – *wham*! And there was this big ship right behind me.

Woman: Did that give you a shock?

Man: A real shock – I physically jumped! I wished I'd never asked them to identify themselves. So anyway, a large inflatable boat came alongside and these four coastguards climbed onto my boat. And it was weird because, you know, I'd been absolutely by myself for ten days. And suddenly there were these four other guys here – literally arrived out of the night. And the thing I noticed most was that they smelt of soap and aftershave. More than anything, that made me realise how cut off from the outside world I'd become. They were so neat and tidy! Their uniforms were ironed!

Woman: So, what were they actually looking for?

Man: They were looking for contraband being smuggled from South America to the USA. They didn't search very hard, to be honest. We just chatted for about 20 minutes, and then they left.

Woman: It's interesting, because I thought a sailor would tell me a story about a storm, or a whale or something. But maybe it shows that on the ocean it's hard to predict what'll happen next.

Man: I think that's exactly right. Sailors are prepared for the weather and changes in the natural world. But actually some of the most memorable things that have happened to me have been encounters with people, when I wasn't prepared for that at all.

Developing speaking p67

4a and 4b 20

Examiner: Now, I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk, you'll have one minute to think about what you are going to say. You can make some notes if you wish. Here's some paper and a pencil for making notes, and here's your topic.

Student: Thank you.

Examiner: I'd like you to describe a time when you found yourself in an unfamiliar situation.

Student: OK. … OK, I'm ready.

Examiner: Alright. Can you start speaking now, please? I'll tell you when the time is up.

Student: OK. I have this quite vivid memory of a time when I was in an unfamiliar situation. I was 12 years old and my parents signed me up to a student exchange programme. I was sent off to live with a family in Germany. The aim was to improve my German – you know, if you're immersed in a foreign culture and you have to speak the language all day long, you *should* improve, right? So, the other people involved were the family I was staying with.

At first, I was nervous because, you know, it was all strange to me. But after a couple of days, I was actually quite excited. They took me to some interesting places and, as I recall, we even went skiing. And what stands out most clearly for me is that in the end I was quite sad about going home. Um, that was because I'd, er, got on really well with the family – Oh! I forgot to mention who they were. So, Daniel was my age; we were both really into gaming. And his parents were Helga and Stefan. Especially Helga, she really made an effort to include me.

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As far as what I learnt goes, I found out that if you go outside your comfort zone, you can have a really good experience. If I hadn't been on that trip, I wouldn't have met such nice people. And actually, I'm still in contact with them.

Examiner: Thank you. Now I have two more questions for you. Do you think this experience changed you in any way? And would you recommend this experience to anyone else?

Student: Did it change me in any way? OK, so …

Gateway to exams: Units 5–6

Listening p70

1 21

Extract One

Man: To be honest, I don't really get it. I know it's the in thing at the moment – exhibitions of sculptures outdoors, in parks or farmland or on cliff tops. Very trendy maybe, but what's actually the point of it?

Woman: Oh, because it adds a whole new dimension to the sculpture. The environment that you locate the piece in – that enhances it and makes it into an entirely new entity. Locating the artwork in a forest, for example, might have a completely different effect on the viewer than locating it on a bare hilltop.

Man: Well, certainly, how observers react to the artwork is essential. But a natural environment is just a distraction. I'm a 'white space' man myself – I like the bare white walls of a traditional indoor display area. That's where the artwork can be displayed with precision, because there's no visual interference.

Woman: But don't you think it's kind of limiting?

Man: No, not at all, modern exhibition spaces can accommodate work of every sort, from the largest installations to fragile carvings. The expense of staging some of these outdoor exhibitions can hardly be justified.

Woman: I don't think the cost should be a major consideration. The thing is, the public just find something really appealing about seeing these wonderful artworks in the natural environment. Many of those who go to see outdoor sculptures – they don't normally go to art exhibitions. To me, that's the most important point. That's what every artist wants – to express their ideas as widely as possible.

Extract Two

Man: Well, it's a sculpture exhibition that's located on a dramatic coastal footpath. So it's an extremely challenging location. Artists absolutely love it – there are few other locations where they can express themselves in quite the same way.

Woman: So, how do you decide where to locate each sculpture?

Man: Many are what we call site-specific. That means they've been created for one very specific location. That might be up in the treetops, down on the rocks beside the sea, or on an exposed headland. So the process is, I walk the footpath with each artist and they tell me about their work and what they hope to achieve with this particular piece. I know the path well, so sometimes I suggest a site. More often, they find what they're looking for. But it's true that some of the artists – especially if they've never done this sort of thing before – don't know much about the natural environment. We get storms and high winds, torrential rain and large breaking waves along the shoreline.

Woman: Have any of the sculptures ever been damaged?

Man: We get quite a lot of minor damage. And, over the years, one or two pieces have been totally destroyed. So the decision about the site for each sculpture is extremely important. And it has to be made jointly – from the artist's point of view, and what they're trying to achieve, and from my point of view, which is more about practicalities and public safety.

Woman: And how do you actually get the sculptures into position?

Man: Everything has to be done by hand. There's no access for cranes or other mechanical equipment. So the largest sculptures are built in smaller pieces and then carried on people's backs along the path. It's a very anxious time for the artists: we get a few tantrums, but most of them are pretty good and work right alongside the installers. Some pieces are floating on the sea – we use boats and divers for that. On a busy day, five thousand people walk the footpath. And, you know, sometimes it's fun just to mingle with them. And when you overhear someone say, 'How on *earth* did they get that *there*?' – well, that's what makes my job worthwhile. The artist gets all the credit for their stunning installation, and there's no trace at all of what we did to make it possible.

Extract Three

Man: I think that outdoor sculpture parks are one of the most exciting innovations in the visual arts in recent years.

Woman: Absolutely. What we're seeing is, the sculptors are increasingly engaging with the natural world and creating works that are dynamic, in that they respond to the environment in which they are displayed. This might be something like a wind sculpture that rotates or revolves with the wind. Or it might simply be the way an artwork is enhanced by exposure to the elements – the way the steel is weathered by wind and rain for example, or the new qualities it takes on as tiny plants grow on it.

Man: And the parks themselves are taking such different forms, too, from city-centre public gardens to farmland and remote wild spaces.

Woman: The thing I hope to see more of in the future is sculpture parks displaying works in a number of different sites over the course of an exhibition, so we can see how each one reacts to different conditions – the light, the weather, the backdrop – and experience the work in a range of different environments. We tend to forget that, originally, sculptures were always exhibited outdoors. The Chinese and Japanese built sculpture gardens in the seventh century. The British erected massive stone structures for spiritual and aesthetic purposes over a thousand years ago – long before anyone had thought of an art gallery.

Man: That's undoubtedly true and something that's easily overlooked.

Unit 7

Gateway to life skills p77

4a and **4b** 22

Oliver: Well, I don't think that went very well. I'm a bit worried about how this group work is going.

Philippa: Yes, I'm worried too. We've got to hand this project in by the 21st. It's really stressing me out.

Oliver: I guess we both want a good grade – so shall we try to work things out?

Philippa: Alright.

Oliver: OK, well, would you mind if I put my point of view across first? And then I'll listen to you, of course. Is that OK, Philippa?

Philippa: Go on then.

Oliver: OK, sometimes you … sometimes I feel that I'm carrying the group, you know, that I'm doing most of the talking when we have to discuss ideas and I –

Philippa: … But that's because –

Oliver: … I'd like other people to join in more. Actually, I think I'd like *you* to say more. If you participate more, we could hear *your* ideas. I know you're really good at geography, and if you participate more, I think we'll get a better grade for the project.

Philippa: But, Oliver, you never let anyone get a word in edgeways! It's like you think you know more than anyone else, like your opinion's more valid. Everyone in the group hates it when they try to make a point and you talk right over them.

Oliver: So you think I dominate the discussion too much?

Philippa: Exactly. The rest of the group don't feel that their opinions are valued.

Oliver: OK, so you think I talk too much and I think you don't talk enough. What can we do about that?

Philippa: I don't know …

Oliver: Well, how about … this might sound a bit strange – how about, at the beginning of a meeting, we quickly write down the names of everyone in our group? And each person has two minutes to put their point of view across.

Philippa: So, you mean, there's an order in which people speak?

Oliver: Exactly!

Philippa: OK, maybe that would work. And how about …?

Listening p78

2 and **3** 23

Speaker 1: Well, it's funny the things you remember about your childhood, isn't it? I mean, I've forgotten all my birthdays! I've seen photographs and everything – parties, lots of family and kids. I just can't remember being there. But I do recall some other things very clearly. Like, my dad always wanted to get away at the weekends. It was the coast that we went to most of all because he loved the sea. My sister hated those journeys – complained about the boredom. But as soon as we left home, I would always fall into this relaxed and calm state. I wasn't expecting it – it just happened. There was always something new to see out of the window – people, towns, countryside, even the other traffic. The only

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explanation I can think of is that my dad loved driving, so maybe it was just in my genes. It's certainly stayed with me because still today I love nothing more than driving all day.

Speaker 2: I was the oldest of four children; but even though we obviously share some of the same genetic make-up, when we were kids I didn't feel like we had much in common. The two youngest boys were twins, so they always did everything together and were really competitive. Then there was my sister, who was still quite a bit younger than me. We all had different talents and my mum and dad were very good at supporting us at whatever we wanted to do: football, music, or in my case more academic stuff. Well, every night after dinner, I'd sit down to do the tasks our teacher had set for us to do. But what happened was that my brothers and sister would keep disturbing me, bursting into my room and wanting to play or borrow something. I used to get really irritated with them because I had so much to do. I thought we were so *different*. But now we've all grown up a bit, I can see that actually we're quite similar in lots of ways.

Speaker 3: I was an only child, so I didn't have any brothers or sisters to compare myself to. I guess I was a product of my environment. But with other kids my age, well, I was a bit uncomfortable, I suppose. There were two or three of them especially – they seemed to be better than me at everything, and they always had the latest games or phones, which bugged me. There was a big group of us who just spent a lot of time messing about together after school and stuff. Don't get me wrong – I did enjoy their company. I was probably just insecure at the time. I think I overreacted, feeling so envious about such *small* things. It's silly to feel resentful towards others, because we all have our own talents and abilities. And I don't have any issues like that anymore, so I think you can change aspects of your personality if you really want to. It's not all predetermined by your genes.

Speaker 4: Let's face it, it's a big part of childhood. There's no choice, is there? You have to spend a lot of time doing it every day – well, except for the weekends and holidays. And I enjoyed it, mostly. Put it like this – there weren't any subjects I really disliked. And if you ask me, it was Mrs Harris who really made the difference. She was so passionate and believed in us – all of us – so that I started to believe in myself, too. I wasn't born with that – she taught me. She showed me how to cooperate with others and made the whole experience worthwhile. It's been years since I last went into that building, but I do still remember how much she helped me.

Speaker 5: I was really lucky growing up, no question. We had a big family – uncles, aunts, cousins – and they often came round for meals, or the cousins would stay over. There were lots of people from school who I was close to as well – we were texting all the time and chatting. I can see with hindsight that my mum and dad tried really hard to relate to me. After school, and when they got back from work, we'd all sit down together. And I felt like I could tell them anything. Some of the other girls were a bit envious of that. The big thing was, Mum and Dad didn't take life too seriously. I think some people are just born with that attitude. And it was a great stress-reliever – to hear their jokes. I was quite a nervous kid in some respects, so I think that was a great approach because it did make me relax and be really honest.

Developing speaking p79

2a and 2b 24

OK, I'm going to have a look at this one and this one. In this one you can see a sports player, probably a football player, shouting at a referee who's showing him a yellow card. He looks very frustrated and angry, perhaps because he thinks the referee's decision wasn't fair. It looks like a big, important match, as there is a large crowd in the background. I can't see the referee's face, but I imagine he is much calmer, as it's his job to be, er, unbiased and not to let emotion affect his judgement. Maybe this player fouled another player, or did something else against the rules.

Now in this photo, it's different because the two people are both quite calm. They're in an airport, I think, or maybe a big store. She is behind the counter because she works there; he's a customer and he looks like he's making a complaint. I've never been in that kind of situation myself, but I can imagine that he's angry that his plane is delayed or it's been cancelled. The assistant doesn't look like she's being very helpful. Maybe she can't do anything about the delay or the cancellation. That's the sort of scenario that you often see in a movie, when someone arrives too late at the airport. They're usually talking about how it wasn't their fault and now they've got to get on that plane!

Unit 8

Gateway to life skills p87

5 and 6 25

Ellie: Hi. How's it going?

Octavia: Good. There are some really cool people here.

Ellie: Yes, there are. Marie always throws a great party. How do you know her?

Octavia: Marie? We used to go to high school together … before we went on to university.

Ellie: Oh, so I know that she's really into her football. Were you in a team together?

Octavia: Me? No! Sport was Marie's thing, not mine. But we were both really into computers, I guess. We did a lot of coding – working on programs, that kind of thing.

Ellie: Really? So what field are you in now?

Octavia: Well, my company is involved in robotic engineering. We're looking at robots that can be used in search and rescue operations.

Ellie: That sounds awesome. I've been involved in robot design myself – it was one of the engineering projects we had to do at university last year. Did you see that viral video about the robot running?

Octavia: Hey, yeah, I know the one you mean. I was actually at a conference with the research team a couple of years ago. They've made a lot of progress since then.

Ellie: It was incredible. So, are you still involved in programming, or do you have a different role at the company?

Octavia: Still programming. Our challenge at the moment is to get our robots moving more efficiently – you know, they have to deal with all kinds of uneven surfaces in rescue operations.

Ellie: Yes, and I suppose you have to protect them from damage, too. My name's Ellie Robson, by the way.

Octavia: Octavia Stern. Nice to meet you.

Ellie: You too. Look, I hope it's alright for me to ask, but would it be OK for me to have your phone number? Perhaps you could give me some advice about the industry.

Octavia: Sure. That'd be fine. Actually, if you give me your email address, I can send you a link to my online profile and website. There might be some useful information on there, and it's the best way to get in touch with me.

Ellie: Thanks very much. I appreciate it.

Listening p88

3a and 3b 26

Presenter: Hello, you're listening to our weekly podcast of *The World Out There* in which we ask students to share their experiences of the world beyond the lecture hall. This week we're hearing from Silvia, about her experience as a volunteer on a marine conservation project.

Silvia: My name's Silvia and during the summer for one week I took part in a conservation programme as a volunteer. As most people listening will know, our ocean is facing many environmental problems – and I really wanted to do something to help.

I would like to start by saying something about the facilities at the conservation centre where I was staying. I was allowed to visit the laboratories. They're really good, very state-of-the-art, and plenty of room for the researchers to work in. I kind of expected that. But the rooms we volunteers were sleeping in – I couldn't believe how comfortable they were! I'd assumed they'd be a lot more basic. It was good to be able to relax once my busy day was over.

And it *is* a busy day. I mean, each day you're there, there's a full schedule. One of the first things we did was to clean up the beach. I was horrified by the amount of plastic we picked up. There was heaps of it – way more than I'd imagined. I thought it'd mainly be bottles and cans, but actually there was less of that around. Maybe it just gets buried in the sand?

On the second day, we were shown how to construct fences and how to make sure they don't just fall over in the sand. The fences are important because they stop – well, hopefully, they *discourage* people from walking into areas that are set aside for conservation. Making the fences and digging the holes wasn't technically challenging, but I think I ran out of patience at times. It's not a job you can rush. It's a step-by-step process, and you don't want to be making any mistakes by losing concentration.

One of the highlights of the week for me was going out on a boat with the researchers to look at the monk seals. We had to use binoculars, of course, because, as the researchers told us, 'on no account should you get too close to them'. As you know, the seals are endangered, but the researchers are doing everything they can to save them. It's sort of heroic, in a way, this attempt to prevent their extinction, and I wish it got more attention from the media.

I spent a lot of time with other volunteers and quite a few of them were from other countries. They were really enthusiastic and wanted to help, but sometimes there were communication problems and my team leader would ask me to translate – to act as an interpreter, I guess.

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Like one time when a guy called Tom had an allergic reaction to a jellyfish sting and we had to get medical help from a local doctor. Not a good experience for Tom – but it was quite interesting for me!

When you take part in the conservation programme, as you're only there for a week, you haven't really got time to settle in and you just have to get on with it. It's very much about teamwork and you're going to have to leave your ego behind. So what happens is that all these new friendships form very quickly – and that was brilliant, an unexpected bonus actually. And now I feel like I'm connected to a whole lot of new people.

The time seemed to fly by and the end of the week came sooner than I'd expected. I wasn't looking forward to saying goodbye. But the thing I was dreading most was having to perform a song on the final evening. Not only do you have to perform in front of all the other volunteers, but you have to do it without music. We were given the option of doing something traditional or something modern, but it's not really something that I'm good at. I'm terrible, actually. But I said I'd go first to get it over and done with – and then I was able to relax for the rest of the evening and just listen to everyone else and enjoy the barbecue.

Before I joined the conservation programme, I'd never spent much time away from home, and I was wondering whether I'd get homesick. I was also worried about whether I'd like the other people and whether what we'd be doing would really be useful. As it turned out, I needn't have worried at all. I learnt a lot – not just about the environment, but about myself, too. So I guess I could regard my time on the programme as a useful kind of experiment – that would certainly be one way to describe it. Anyway, I would really recommend …

Developing speaking p89

3, 4 and **5** 27

OK, so I'm going to compare this picture here, and this one here. I'm guessing that in this picture a tutor has told them that they have to work together – they didn't have a choice, whereas in this one it could either be the dad that got everyone together, or maybe it was the kids' idea. Anyway, I suppose that in both pictures you can see a kind of collaborative project.

Perhaps these people are trying to carry out some kind of experiment, and if they pool their knowledge, things might turn out more successful. In this picture, however, one person probably has far more control – he's in charge, I expect – but they can all come up with some different ideas, maybe inspire each other. It looks like they're cooking something: it could be birthday cupcakes for the mother.

Maybe the dad has just warned the little boy, 'Don't press down too hard!', or perhaps the girl has just suggested that they could add some decoration. And here, perhaps the man on the left has just asked if they need any assistance, and the girl has insisted that everything is going fine with the experiment.

I think the most significant difference between these two photos is the motive – the students are trying to achieve something for themselves, while for this family, the aim is to produce something which will make the mother happy.

Gateway to exams: Units 7–8

Listening p93

4 28

Speaker 1: I guess in many ways it's out of character. I mean, I've never done anything like this before. Actually, I spend a lot of my time online and using social media, so all of this is kind of a fresh start for me. But that's also the point, really. You see, my family had just arrived in town and I had no friends at all. And then, just down the road, I saw that they're constructing this facility, and it's mostly volunteers doing the work. It's quite ambitious. There's a half pipe, ramp, handrail and stairway – not just for boards, but scooters and bikes as well. So it gave me the chance to find out more about people in the community around here and meet some local kids of my age. It's been really great.

Speaker 2: I knew I wanted to work in the health sector. I'd spent a lot of time reading about all the different options. I went online, borrowed every book I could find, but I wasn't getting anywhere. There were just so many different possibilities, it all became a bit confusing. And none of my family or friends worked in that area. So it seemed like a great idea to spend some time here during the holidays and get more of an idea about what exactly I want to do within the sector. I've tried a bit of everything – I've been on the wards, doing admin, guiding visitors. And I know now that I want to train as a nurse.

Speaker 3: I came to live in this area about six months ago. I already had quite a few colleagues based in the area and I got a great new job opportunity in marketing. But the national park was a big attraction as well. In fact, I spend most of my weekends up there now. There's quite a large group of us involved as volunteers and we all get on well together. We do all sorts of things – weed control, tree planting, protecting endangered species, that sort of thing. It's hard work, no question about that, and I often get home completely exhausted. But I keep going because it's just something I feel really strongly about.

Speaker 4: I have a demanding role for a large IT company which involves a lot of international travel. I'm hardly ever home, and you'd think that when I was, I'd relax by walking in the park or playing sport or something. But I'm just not that sort of person. I've lived in this town all my life. And I just love working in the store every Saturday morning. We sell mostly second-hand clothes, but also household items … books … anything that people don't want anymore as long as it's in decent condition. All the profits go to people in need in our local area. For me, it's the perfect way to unwind and forget the pressures of my job, chatting to the customers, talking about local events. It's the complete opposite to my working life.

Speaker 5: A lot of organisations, they're totally focussed on volunteers going out into the community and interacting with the public – you know, standing with a bucket outside the supermarket fundraising, that sort of thing. And those activities are really important, obviously. But there are behind-the-scenes jobs for volunteers that are also important. I mean, some local organisations that are trying to help others don't have any online presence at all – they don't have people with the software knowledge to set that up. So the project I'm involved with, they actually teach you how to do it. That was the big attraction for me because I learnt something as well. And then I go out and help these small volunteer organisations by setting up a page for them and getting them on the Net. It's a win-win situation.

Unit 9

Gateway to life skills p98

6 29

Student: Can you become a great speech maker?

Today, I'm here to make a speech about making speeches! You can be sure that any speech which is truly moving, memorable or mesmerising is the result of laborious planning and fastidious editing, rather than spontaneous inspiration. Just like this one. And of course, great speech makers have rehearsed what they're going to say – again and again and again.

So what are the secrets of success? How can *you* become a great speech maker? First point to bear in mind – who are you speaking *to*? By that I mean, will your listeners be likely to already know a good deal about the topic of your speech, or will they probably know very little? Anticipating the knowledge level of your audience will help you decide how much extra detail you can go into, or how you might need to simplify things. So, if your speech is on a specialist subject – that's great – but don't be tempted to impress your audience with technical and industry jargon … unless your intention is to baffle them and eventually send them to sleep!

Once you've thought about your audience, you can start crafting your speech. The most important thing to know is that a great speech conveys *one* idea only – yes, really, *one* idea only – but it should have at least three points to support your message, and a number of supporting examples. How can you be sure you've got one idea only? Well, you should be able, if asked, to neatly sum up your speech in a couple of sentences. Also, if you're arguing in favour of something – should you mention the counter-argument? The answer is only briefly. Why give it publicity? That's not your job.

Now, what can you bring along to make sure your speech goes smoothly? By all means, use note cards to help you recall the main points of your speech – even the most seasoned of speech givers have these little prompts to hand. The other thing to have to hand is a prop. This is a favourite strategy of guest speakers doing TED lectures. Not long after you've started your speech, you can whip out a prop that immediately gets a reaction and recaptures everyone's attention. Like this one. Yes – this is a photo of me before I gave my first big speech. Don't worry – I'm feeling more relaxed now!

Alright, as you're crafting your speech, think about how you can use language to your advantage. Why say, for example, 'I think crowdfunding is the answer to producing more independent movies' when you could liven things up by saying 'crowdfunding is the absolutely definitive answer to producing more engaging, more innovative, more visionary movies'? Go on – use a generous dose of

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adjectives and adverbs to inject life into what you say. Even if your listeners can't recall word for word what you said, they'll remember how they felt when they listened to you.

Now here's another excellent technique, one beloved of politicians. Antithesis. Not sure what that is? No worries. Here's John F. Kennedy to give you an example: 'If a free society cannot help the many who are poor, it cannot save the few who are rich.' That's what he said. How clever is that? See how the idea of opposites works? What about this one? 'We must learn to live together as brothers, or perish as fools.' Martin Luther King, of course. That's an enduring quote, but more importantly, an enduring moral code.

Politicians and actors – they have this thing in common. They know how to speak calmly, softly and with understatement. And they also know how to inject sudden passion, how to put emphasis on the most important things. They're not afraid to use emotion – fear, anger, excitement, disappointment, happiness – to show how sincere they are when it comes to that one idea they're talking about.

What else can you do to hook your audience? Ask rhetorical questions, of course. But what do we mean by the term 'rhetorical question'? Well, it's a type of question that's often used by speechwriters to emphasise the importance of what they're going to say next. It's a question that they pose, and then answer themselves. So if you hear a rhetorical question, there's no need to put your hand up and shout out an answer. But there's another thing that'll help you hook your audience. Pausing. By pausing, you're naturally giving more emphasis to the important point that comes next.

One last thing – it's a myth that you should look towards the back of the room when you're giving a speech. Aren't those guys down at the front, at the sides, near the aisle, aren't they worthy of your attention? Make eye contact with individuals, make them feel involved.

So, can people learn to be effective or great speech makers? They certainly can. I hope I've shown you how. Thank you!

Student audience: Well done! That was great! Awesome! …

Listening p100

3 30

Extract One

Woman: I enjoyed it well enough. I mean, that sort of movie, it's a good way to pass a couple of hours. And actually, the casting was inspired – some of the smaller parts especially. But there were a few little background things … they weren't historically accurate. And that's down to the director, I guess.

Man: Oh, you can't blame her. She has *overall* responsibility, but she delegates to her team. It's up to them to get that right.

Woman: OK, fair enough – the props department are responsible, then. But, you know, it matters! I mean, they were driving around in an Austin Twelve car, ten years before the first models were produced. You can't get away with that sort of thing in a costume drama – it's got to *look* real.

Man: You see, I could watch that movie ten times and I'd never notice. To be honest, I think it's a bit trivial. You're missing the big picture.

Extract Two

Man: For me, one of the most rewarding things about our work is the friendships I've developed with some of the stars. More than anyone, they appreciate the risks we take and how we make them look good on screen. But it won't go on forever. What we do is becoming old-fashioned now. These days, it's all about computer-generated imagery. The visual effects people can manipulate the film in post-production in order to create the scenes they want – they won't need us.

Woman: But some of the best movies recently, they've used visual effects to enhance *real* stunts. So the work we do, it's still essential. I think there'll always be a place for live action stunts – the audience can tell the difference.

Man: I wish that were true. But you know, it's a funny job ours, because we've been most successful when the audience don't even know we exist. The people watching a film, if we've done it right, they don't notice that a stunt person has stepped in for the star. So we've never had the recognition from them.

Woman: Yeah, all the bruises and broken bones – they don't see that, do they?

Extract Three

Woman: I mean, I just wish I'd never got involved at all. At the moment I'm doing, you know, all the talk shows and radio interviews publicising the movie. I always forget just how exhausting it is. Especially as it's the same questions every time – what was it like spending three hours a day just getting ready to film, … having the false nose and mouth put on, … and those antennae on my head, … and getting into that incredible suit, so I'd look like an alien.

Man: I thought you looked fantastic!

Woman: Well, thanks. That's about the kindest thing anyone has said about the film, frankly. I mean, OK, it was always a risk I suppose – a little-known director and a small budget. But that was true of the first *Star Wars*, and look how *that* went! And I thought the script looked OK. But if I could go back in time, I'd never go anywhere near it. I'm worried it's done my reputation real damage.

Man: Oh, I don't know. I mean, when you look at the critics … That guy from the *Herald*, for example – he said you'd *never* had comic timing. But it was your comic timing he thought was so *sensational* when *Stardust* was such a hit at the box office! The point is, things move on. Your fans aren't going to remember this and you'll come back bigger and better than ever.

Developing speaking p101

2, 3 and **4** 31

Examiner: OK, so why do you think people enjoy reading about the lives of celebrities?

Student A: Actually, I really don't get that at all. You know, I don't know these people, these celebrities, personally, so what they do in their private lives – it's not my concern.

Student B: But I think that, for some people, it could be a form of escapism – maybe the way they relax. They buy a magazine or they click on a story, and they read about someone's personal struggle or their bad relationship with other people in their family, and perhaps it's something they can relate to. It's like, 'Oh look – that actor or that singer is really rich, but they have problems just like me.'

Student A: Well, people can't have very interesting lives themselves if they're so fascinated by what complete strangers are getting up to.

Examiner: Alright. Now, some people would argue that there are good films and bad films. Do you agree?

Student B: Hmm. That's quite a controversial question. But no, I'm not sure I do agree. Isn't it a matter of taste?

Student A: In my opinion, I think it depends on your definition of 'good' and 'bad'. Does 'good' mean that lots of people like it? Or does it mean that it has some kind of quality that other films don't have?

Student B: Alright, well if you're talking about the quality of acting, that is one thing you can say is good or bad. But, you know, different people prefer different kinds of film – action films, lots of car chases, the good guys versus the bad guys, and they're not going to like a romantic comedy. So, you have to accept that everyone is biased to some extent.

Student A: Well, just generally speaking, perhaps a good film is one that stands the test of time. You know, people are still watching it years after it was released.

Examiner: One more question: to what extent do films imitate life?

Student A: Um, well, that's not something I've ever given a lot of thought to.

Student B: Me neither.

Student A: Er, I'm trying to think about some of the films I've seen recently. I mean, me personally, I like films set in the future – you know, kind of post-apocalyptic, or in a dystopian society, where there're just a few people trying to rebel against the authorities. So I don't think they imitate life exactly – but they perhaps show certain aspects of life. So, you know, we already have problems with the environment … not enough resources like water or fuel, and these things might well get even worse in the future. So the kind of films I like – I suppose they're showing what might happen if we don't pay more attention to what's going on now. But films in general, do they imitate life? I don't think that with this kind of question you can really generalise.

Examiner: Thank you. That's the end of the …

Unit 10

Gateway to life skills p108

6 32

Stuart: OK, so … we've got to build this raft. We're never going to get it done in time! Look, the other teams have already started! … OK, I think we're supposed to put the smaller tyres on the outside, right, and make a triangle shape? Can someone help me move these tyres? So heavy! … John, the way you're tying that knot – you're not doing it properly. Do it properly! Weren't you watching when the instructor showed us? We're all going to sink, thanks to you! Come on, do it again.

John: Tsk … maybe if you …

Stuart: Joanna! Don't just stand there! Honestly! Do something useful!

Joanna: What do you want me to …?

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Stuart: What's that? Which tyres go on the outside? *I* don't have time to listen right now – we've just got to get this done. … OK, come on, come on! Do something with that rope, Eric. Throw it under that last tyre. … OK, guys, come on, come on! Just hurry up! … John –

John: What now?

Stuart: … You really are a waste of space.

Joanna: Um, I said the big tyres …

Stuart: What? What do you mean, you said the big tyres have to go on the outside! When did you say that?

Instructor: OK, time's up. Who was in charge here?

Stuart: Me.

Instructor: Right, I see. Um, those ropes aren't going to hold your wood and tyres together. If you put that out on the water, you're all going to sink.

Stuart: Yeah, well, that was John's job. I've no idea *what* he was doing.

Listening p110

2 and 3 33

Reporter: I'm here at the San Diego Comic Convention – generally known as Comic Con – an annual event to celebrate the world of superheroes from comic books, TV and cinema. Comic Con has become the centre of a global phenomenon. This year, 130,000 fans will attend the convention, of all ages and from every continent. So this seems like a good time to ask, who were the first superheroes? And why have they not just endured, but arguably become bigger than ever?

Well, the first such hero was Superman – created in a comic strip in 1933 by Jerry Siegel and Joe Shuster. But no-one was very interested at first and five years passed before DC Comics put Superman on the front cover of *Action Comics*. It sold out every copy! And the rest, as they say, is history. Batman was created in 1939 and Wonder Woman two years later. And I think the great appeal of these characters, the reason that they've stood the test of time, is that they represent justice – and that ideal has never gone out of fashion.

Then what we see in the 1960s is a second generation of superheroes, created by Stan Lee and Jack Kirby. They wanted some new ideas for a new period of history, because this was a time when society was changing quickly and so was technology. So – sure – Lee and Kirby invented more *individual* superheroes, like Iron Man and the Hulk. But what was new was that they came up with the first teams – superhero women and men who worked together, each with their own different powers and skills. So I'm thinking here particularly of the X-Men and the Avengers.

Well, another important milestone came with the creation of Spider-Man. Now Spider-Man marked a new departure in many ways. You probably know the story: young Peter Parker was bitten by a radioactive spider, which gave him superhuman abilities. But remember: Superman, for example, was also a reporter, so that ordinary people could relate to him. And the real point about Spider-Man was that Lee and Kirby needed a hero of a specific age, because they wanted to attract teenagers in particular. So they tried to make Spider-Man like *them* – a superhero, yes, but also one who had everyday problems that young people could relate to.

Well, without doubt, these characters were popular when they first appeared. But their creators probably never imagined how big they'd become. The Marvel Cinematic Universe – which includes Hulk, Iron Man, the Avengers and so on – has taken $3 billion globally at the box office. And the first edition of *Superman*, from 1938, has sold over 600 million copies to date, making it by far the most popular comic of all time. So certainly, while Comic Con is extremely popular with ordinary fans who flock to San Diego in their thousands, it's also true that superheroes have become big business – and I think that's illustrated by the huge scale of Comic Con today.

Alright, so superheroes are popular – but why? What's different about them? Well, earlier today I was talking to a sci-fi writer, who gave me this explanation:

Writer: With most other heroes – whether on TV screens or in books – you get a single story. But superheroes come complete with a whole imagined universe around them – so it's much more complex. Their stories have many instalments, multiple characters, and perhaps even invented languages. And this makes them much more fascinating and addictive than other characters in movies or books. And because of this, superhero stories take much longer to create.

Reporter: And when it comes to creating these stories, we heard in a session yesterday from Axel Alonso at Marvel Comics. And he was describing just what's involved. He says that all of the writers and various other staff are called in, and for two or three days they sit down in editorial meetings, to go through all the plots that they're working on. And the discussions are sometimes quite passionate, because the writers really care, and the idea is to make the stories as exciting as possible.

Now, there's another innovation at Marvel that's interesting, and this is about interaction. The ordinary fans can now actually influence what happens to their favourite characters in the future. To make this possible, Marvel have introduced a number of games – one of them has had more than 20 *million* downloads! So what we're seeing here is that the fans are becoming part of the process, helping to tell their own superhero stories.

Well, OK, to finish off, just one final comment. I'm looking across the floor of the convention centre, and I can see hundreds of fans wearing T-shirts showing their favourite superheroes. Now, in the past, you might not have seen that – people might have felt embarrassed. But it's changing very quickly: these days, well, being a fan of superheroes, that's socially acceptable in a way that wasn't true before.

And that's true whether you're a man or woman. I saw some survey data recently that suggested around 47% of self-identified comic fans are female, and that number is rising all the time. Superhero and comic book fans are on the right side of history. There are hundreds of cinema releases planned for the coming years, along with TV series, books, games … the list goes on. And there's no better place to activate your inner comic book fan than right here at Comic Con in San Diego.

Developing speaking pp110–111

3a and 3b 34

Speaker 1: Ladies and gentlemen, on the affirmative team we believe that reality TV stars are modern-day heroes and that they have a positive influence on young people. Before we proceed, I will define what we mean by reality TV stars, and what we mean by heroes. The reality TV genre gives us an inside view of real-life situations, which are either unscripted or partly scripted. They sometimes use people from the general public, who are unknown to viewers, or they may use celebrities. *Big Brother* is a well-known example. First shown in Holland, it is one of the most popular reality TV shows in the world. And it shows some of the best qualities of that genre. Wanting to introduce tension and uncertainty into the show, the producers dream up a competitive element, so that contestants hope to win a final prize, or avoid being eliminated from the show. By their very nature, reality TV programmes are created for purposes of entertainment, not education. However, they do have an important role in many people's lives, especially young people.

First of all, it's clear that TV programmes dealing with celebrities' problems can be very meaningful to people struggling with similar problems themselves. In addition, the real-life situations they show and the way that people deal with them can be a source of inspiration and encouragement. Programmes that show groups of people in conflict situations can show TV viewers how to manage conflict situations of their own. The participants may not enter the show in order to become heroes, but the challenges they go through during the filming make them into real modern-day heroes.

Speaker 2: Ladies and gentlemen, on the opposition team we take issue with the proposition that reality TV stars can be seen as heroes. Fame being difficult to achieve, some people have seen reality TV as an easy option. But is it a good one? The speaker on the affirmative team makes the following argument: that participants in reality TV shows set a good example for young people to follow. However, the reality is that these programmes are becoming more extreme as different TV networks try to compete with each other for ratings and media coverage. By extreme, I mean that producers are encouraging show participants to behave in offensive or antisocial ways. We are increasingly seeing more instances of racist abuse, foul language, even physical fighting. A case in point is the show *Survival Camp*, which began airing two months ago. In the first episode alone, we saw two women name-calling and slandering each other in a way that would have been unacceptable on prime-time TV only a few years ago. Does this have a positive influence on young people?

Watching reality TV, children are more likely to be exposed to negative influences than positive ones. They perceive that this kind of poor behaviour is the norm. Having had such appalling role models, how can we expect the next generation to know what is acceptable social interaction? Do we not owe it to our children to provide them with programmes that differentiate between good and bad behaviour and role models whose behaviour young people can aspire to? This is something that reality TV shows and their stars consistently fail to do. Therefore, the speaker's point is unconvincing.

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Workbook answer key

Printable versions of the Student's Book and Workbook answer keys are available on the Teacher's Resource Centre.

Unit 1

Reading pp4–5

1

Across: **6** ordeal **8** exploits **9** accomplishment **10** adventure

Down: **1** undertaking **2** hurdle **3** feat **4** trial **5** obstacles **7** mission

2

2

3

1 d **2** c **3** b **4** a **5** d

4

Students' own answers

5

intrinsic: relating to the essential qualities of something

confer: give as an honour or right

anomaly: something unusual or unexpected

stay the course: continue doing something in spite of difficulties

disposition: the way someone normally behaves

follow through on: continue doing something until it has been completed

tenets: principles or beliefs

Grammar in context p6

1

a PPS, PPC **b** PPS **c** PS **d** PPC **e** PPS

2

1 c **2** b **3** e **4** a, d

3

1 won, has been talking **2** has changed **3** have been attending, haven't learnt **4** 've done **5** moved, haven't heard

4

a has been doing **b** committed **c** have been **d** vowed **e** has made **f** vowed **g** have been training **h** haven't completed **i** have learnt **j** has shown **k** have changed

5

1 last time we ate **2** has been driving for more **3** first time I've visited **4** have been living here for **5** haven't seen Luis since **6** have written ten pages of

GRAMMAR CHALLENGE p6

6

1 for a while **2** the other day **3** long **4** so far **5** time and time again **6** for the time being

Developing vocabulary and listening p7

1

1 discomfort **2** illiterate **3** ineffective **4** improbable **5** irresistible **6** unbearable **7** coexist **8** interactive **9** misfortune **10** oversleep **11** reconsider **12** underestimate

2

1 informal **2** impractical **3** antisocial **4** disqualified **5** illegible **6** unbearable

3

2 inexperienced **3** irreplaceable **4** disapproved **5** unreliable **6** overrated

4

a apprenticeship **b** potential **c** careers **d** interviews **e** application **f** confidence **g** grades **h** 100,000

5

1 F **2** F **3** T **4** T **5** F

VOCABULARY EXTENSION p7

6

replace, rewind; disallowed, dishonest; overconfident, overpopulated; misjudged, misspelt; co-founded, co-worker; international, interpersonal; inconsistent, insufficient

Grammar in context p8

1

1 e **2** d **3** b **4** c **5** a

2

1 d **2** c **3** e **4** b **5** d **6** c **7** d **8** a, b

3

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

4

1 far more important than **2** most successful ever **3** easily the best **4** significantly higher than **5** by far the best-selling **6** more difficult by miles than **7** barely any bigger than **8** much the worst

GRAMMAR CHALLENGE p8

5

1 b **2** b **3** a **4** a **5** b **6** b

Developing speaking p9

1

1 E **2** S/W **3** E **4** S/W **5** S/W **6** S/W **7** E **8** E

2

1 and 2

Student 1 – question 7 Yes
Student 2 – question 5 Yes
Student 3 – question 2 No

3

1 well **2** in actual fact **3** they say that **4** apparently **5** So anyway **6** like I told you **7** To be honest with you **8** In fact **9** So anyway **10** In fact **11** as I was saying **12** basically

4

a well **b** they say that **c** apparently **d** To be honest with you **e** In fact **f** in any case

5

1 a Actually **b** Basically **c** they say that Question 6

2 d Apparently **e** honestly **f** In any case Question 1

6

Students' own answers

Developing writing p10

1

a first things first **b** If I were you, I'd **c** it's worth it **d** I'd also suggest **e** By the way **f** I've heard that **g** To be honest **h** At the end of the day **i** having said that **j** won't you

2

1 I've heard that **2** at the end of the day **3** first things first **4** to be honest **5** having said that **6** by the way

3

1 catch up with **2** brush up on **3** pick up **4** be up to your eyes in **5** a pain **6** No pain, no gain. **7** kid **8** get used to **9** reckon **10** get sorted

4, 5 and 6

Students' own answers

Revision: Unit 1

Grammar p11

1

1 saw, has she been doing **2** have you been having, Have you taken **3** have spent, got **4** did you think, Have you finished **5** has been studying, hasn't taken

2

1 A **2** A **3** B **4** C **5** A

3

1 ~~I ever read~~ I've ever read **2** ~~quite taller~~ (quite) a lot taller/much taller **3** ~~she's always~~ she's always been **4** ~~I've tried~~ I've been trying **5** ~~the most simply~~ simply the most

Vocabulary p11

1

1 undertaking **2** misfortune **3** accomplishments **4** overcome **5** illegal

2

1 in **2** im **3** inter **4** re **5** ir **6** super **7** co **8** dis

3

a uncomfortable **b** bearable **c** natural **d** misunderstood **e** logically **f** effective **g** underestimate **h** disapprove

Unit 2

Reading pp12–13

1a

1 backlash **2** must-have **3** cutting-edge **4** on trend **5** social influence **6** outdated **7** in the know **8** vintage **9** fusion **10** catch on

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1b

a backlash **b** social influence **c** vintage **d** outdated **e** must-have **f** cutting-edge **g** in the know **h** fusion **i** on trend **j** catch on

2

3

3

1 C **2** E **3** B **4** D **5** F **6** C **7** A **8** E **9** B **10** D

4

Students' own answers

5

1 provenance **2** gained momentum **3** watchwords **4** avert **5** impetus **6** nifty **7** mandatory

Grammar in context p14

1

1 Pr **2** Pr **3** Pr **4** Pa **5** Pr **6** Pr **7** Pa **8** Pa

2

1 e **2** c **3** b **4** d **5** a

3

1 will write **2** was always making **3** would, 're always doing **4** works **5** used to love

4

a are **b** will **c** would **d** will **e** use **f** was **g** would **h** doesn't

5

1 would argue a lot **2** didn't use to be **3** used to cycle every **4** was always letting me **5** is always gossiping so/which means

GRAMMAR CHALLENGE p14

6

1 A, C **2** A, B, C **3** A, B, C **4** A, B **5** A, C **6** B

Developing vocabulary and listening p15

1

1 keep **2** passing **3** height **4** back **5** start **6** statement **7** world

2

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

3

3

4

1 d **2** a **3** b **4** d **5** b

VOCABULARY EXTENSION p15

5

1 tasteful **2** lined **3** tasty **4** thriving **5** charismatic **6** icy **7** highly-charged **8** slow-moving

Grammar in context p16

1a

1 D **2** ND **3** D **4** ND **5** D

1b

1 defining **2** non-defining **3** non-defining **4** non-defining **5** defining

2

1 which **2** whose, that/which **3** who/that **4** where **5** who, 0

3

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

4

1 This is the recipe (that) I learnt from my grandmother. **2** I know a restaurant where you can have chocolate with fries. **3** The chef, whose restaurant it was, came to speak to us. **4** We decided to go to the restaurant on the corner, where we always go. **5** I liked the dish except for the sauce, which was too spicy.

GRAMMAR CHALLENGE p16

5

1 You ~~were~~ 're always going there **2** it's by ~~much~~ far the best restaurant **3** We ~~went~~ 've been going there since **4** the chef, ~~that~~ who is also a neighbour, has **5** I didn't ~~used~~ use to be **6** The risotto, which ~~it~~ is made **7** ~~misrated~~ overrated **8** you ~~would~~ (will) always see people **9** ~~on~~ in the know **10** I've been ~~going~~ there hundreds

Developing speaking p17

1

1 doesn't completely agree **2** agrees

2

1 Derek ✓ Emma ✓ **2** Derek ✓ Emma ✓ **3** Derek ✓ **4** Derek ✓ **5** Emma ✓

3a

1 accept **2** proved **3** partially **4** along with **5** assumption **6** talking about **7** evidence

3b

Phrases to justify opinions: 2, 6, 7 Phrases to agree: 3, 4, 5 Phrases to disagree: 1

4

a Quite a lot of research has been done to back this up. (7) **b** This is only anecdotal, but (6) **c** There's already proof of this happening./There's proof of this happening already. (2) **d** That's evidently untrue. (1) **e** Perhaps to some extent/To some extent perhaps (3)

5 and 6

Students' own answers

Developing writing p18

1

1 contemporary society **2** financial hardship **3** interacting with their peers **4** circulated **5** a greater influence

2

1 education and media campaigns **2** education

3

a That is why **b** so **c** For this reason **d** since **e** Therefore, **f** which means that **g** As a result, **h** as

4

Reason: That is why, For this reason, since, as
Result: so, Therefore, which means that, As a result

5 and 6

Students' own answers

Revision: Units 1–2

Grammar p19

1

1 ~~would~~ used to **2** ~~forever complains~~ is forever complaining **3** ~~will~~ would **4** ~~used~~ use **5** ✓ **6** ~~would go~~ went

2

1 My grandad, who is over 70, has just learnt to ski. **2** This is the café where my parents met. **3** He is the person who/that taught me to play the guitar. **4** Jenny arrived late, which really annoyed me. **5** We really enjoyed the film (which/that) you recommended. **6** Students whose diets contain a lot of protein do better in exams./Students do better in exams when their diets contain a lot of protein.

3

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

Vocabulary p19

1

1 in **2** to **3** up with **4** on **5** in **6** of

2

1 outdated **2** on trend **3** must-have **4** backlash **5** cutting-edge **6** catch on

3

1 big **2** overrated **3** undertaking **4** passing **5** feat **6** make **7** irresistible

Gateway to exams: Units 1–2

Reading p20

1

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

Use of English p21

2

1 who does that is more adventurous **2** was always getting lost **3** has been working for three years **4** will make a **5** whose names I call should **6** is bigger by a long way

Listening p21

3

a global trends **b** observation **c** reading **d** culture **e** dance/ballet **f** instant **g** passing fashions/fads **h** trend atlas **i** specialist agency **j** analytical

Writing p21

4

Students' own answers

COMMON MISTAKES p21

5

1 ~~been winning~~ won **2** ~~was too small that I bought~~ (that) I bought was too small **3** ~~of~~ in the whole country **4** we ~~would~~ used to live/lived **5** Altogether the ~~more~~ most popular trend **6** ~~that~~ who **7** ~~Are you~~ Have you been waiting long? **8** Cooking as a

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hobby is ~~by~~ far more popular **9** James ~~will~~ *would* say that, ~~won't~~ wouldn't he? **10** There's one place in particular ~~which we go~~ where we go/which we go to **11** you ~~arrived~~ have arrived **12** I didn't ~~used~~ use to like dance

Unit 3

Reading pp22–23

1a

1 cynical **2** reliable **3** supportive
4 tolerant **5** gullible **6** sceptical
7 trustworthy **8** naive
Historical figure: Napoleon

1b

1 trustworthy **2** gullible **3** tolerant
4 sceptical **5** supportive **6** reliable
7 naive **8** cynical

2

1, 4

3

1 F **2** NG **3** T **4** F **5** T **6** F **7** T
8 NG **9** F **10** NG

4

Students' own answers

5

1 bounty **2** appease **3** assembled
4 spurs **5** shrouded **6** quest
7 ostentatious

Grammar in context p24

1

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

2

1 found, was tidying, 'd lost **2** had been writing, knew **3** became, was living **4** dreamt, studied **5** met, was working, was visiting

3

1 didn't give, had studied **2** was listening, was trying **3** had been waiting, arrived **4** was raining, didn't have
5 were watching, heard

4

a was swimming **b** was staying **c** kept
d had found **e** had been walking
f noticed **g** had seen **h** took
i discovered **j** had given **k** was trying
l was walking

GRAMMAR CHALLENGE p24

5

1 ~~was playing~~ has been playing
2 ~~I've left~~ I'd left/I left **3** ✓ **4** ~~had never flown~~ has never flown **5** ~~talked~~ was talking **6** ✓

Developing vocabulary and listening p25

1

1 C **2** A **3** C **4** B **5** C

2

a carry **b** came **c** set **d** get
e counting **f** calling

3

1 called for a ban on dangerous sports
2 saw him off at the airport **3** make them up
4 carry it out **5** get away with it

4 and 5

Task 1:
1 E **2** H **3** C **4** F **5** B
Task 2:
6 C **7** H **8** E **9** B **10** A

VOCABULARY EXTENSION p25

6

1 b **2** c **3** a **4** d **5** e

Grammar in context p26

1a

1 opinion **2** size **3** age **4** shape
5 colour **6** origin **7** material **8** function

1b

1 opinion	beautiful, lovely, normal, ugly, simple
2 size	little, big
3 age	old
4 shape	oval, round, flat
5 colour	red, pink, grey
6 origin	Greek
7 material	silver, gold
8 function	jewellery

2

Opinion: comfortable, delicious, gorgeous, horrible, significant
Description: baggy, huge, Indian, medieval, silk

3

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

4

1 gorgeous beige woollen **2** smart grey leather **3** tiny one-storey wooden
4 small metal frying **5** cute black-and-white Dalmatian **6** flashy new Japanese **7** vintage black silk
8 new leather riding

GRAMMAR CHALLENGE p26

5

a which **b** by **c** had **d** when
e significantly/considerably/much/far
f that/which **g** would **h** who **i** where

Developing speaking p27

1

3, 4 and 6

2

1 photos B and C **2** Yes, she does.

3

Linking words: however, whereas
Comparative forms: far more (interesting), nowhere near as (personal)
Useful phrases: have nothing in common, quite different to, (seems rather dull) by comparison

4

Linking words: but, while, whereas
Comparative forms: far more (interesting), nowhere near as (personal)
Useful phrases: quite different to, (seems rather dull) by comparison

5 and 6

Students' own answers

Developing writing p28

1

1 b **2** d **3** a **4** c

2

a 2 **b** 4 **c** 5 **d** 1 **e** 3

3

a response **b** position **c** welcome
d excellent **e** further **f** impressed
g field **h** convinced **i** candidate
j attach **k** available

4

1 Position 2 **2** He wants to study journalism. **3** Awareness of cultures provides a global perspective in news reporting. **4** Knowledge of the past is vital to understand the present.
5 Volunteer work at the city museum, writing for the student newspaper.

5 and 6

Students' own answers

Revision: Units 1–3

Grammar p29

1

1 slipped out of my pocket while I was cycling to school **2** had known each other for several years before they became close friends **3** were making a lot of noise last night while I was trying to study **4** came up while we were talking about our summer plans **5** because I'd read the book

2

1 delicious chocolate birthday cake
2 big brown leather bag **3** cool new Spanish guitar **4** gorgeous square silver earrings **5** smart black denim jacket
6 small French record company
7 fantastic new Thai restaurant
8 great oval wooden sunglasses

3

1 ~~been reading~~ read **2** ~~already left~~ had already left **3** ~~never~~ ever **4** ✓
5 ~~didn't do~~ haven't done **6** ~~stayed~~ was staying **7** ✓

Vocabulary p29

1

1 reliable **2** sceptical **3** supportive
4 gullible **5** cynical **6** tolerant

2

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

3

1 illogical **2** outdated **3** accomplishment
4 underestimate **5** height **6** undertaking

Unit 4

Reading pp30–31

1a

1 pose **2** lend **3** provide **4** hold
5 voice

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1b
1 growing **2** prevailing **3** ample
4 wholehearted **5** hypothetical

1c
1 C **2** B **3** B **4** A **5** B

2
1 B **3** C **4** D **5** A

3a
1 C **2** A **3** D **4** B

3b
5 B **6** D **7** A **8** C

4
Students' own answers

5
1 idle **2** fraction **3** transformative
4 alongside **5** consensus **6** handle
7 foster

Grammar in context p32

1
1 k present simple **2** j present continuous **3** h be going to **4** d be going to **5** e will **6** g will **7** c due to, f on the verge of **8** b be likely to **9** a past continuous, i *would*

2
1 will **2** 'm going to **3** will have
4 'll **5** starts

3
1 is due to touch down at 3 this afternoon **2** are likely to do most manual jobs in the future **3** were going to publish their results, but decided to wait **4** they are on the verge of finding a cure **5** they would find so many volunteers

4
a are on the verge of **b** is opening
c starts **d** runs/will run **e** will be
f are going to study **g** will enjoy
h was going to be/would be **i** 'll do
j is really going to help **k** would be/was going to be **l** is due to

GRAMMAR CHALLENGE p32

5
1 B **2** C **3** A **4** C **5** A

Developing vocabulary and listening p33

1
Adjectives: eventful, preparatory, accessible, receptive, environmental, breathless, ignorant
Nouns: requirement, eagerness, intelligence, secrecy, relevance, partnership, anxiety
Verbs: simplify, harden, captivate, familiarise, differentiate

2
1 -ible **2** -ions **3** -ants **4** -ible
5 -less **6** -ure

3
1, 4 and 6

4
1 a **2** d **3** b **4** c **5** d

VOCABULARY EXTENSION p33

5
conclude, conclusive; hesitant, hesitation; preferable, preference; reliable, reliance/reliability; variable, variation; comparable, comparison; originate, original; sympathise, sympathetic

Grammar in context p34

1
1 c future perfect **2** a future continuous
3 d future simple **4** b future perfect continuous **5** e future continuous

2
1 A **2** C **3** C **4** C **5** B

3
a will have finished **b** will be doing
c will be **d** will get/will have got
e will have been working **f** Will everything be **g** will have bought
h will still need **i** will be arriving

4
1 I'll have been living in this flat for almost 15 years **2** he'll have already left/he'll have left already **3** you'll be able to make it on Saturday **4** 'll be moving into our new flat soon **5** won't have arrived by Friday

GRAMMAR CHALLENGE p34

5
a haven't written **b** been working
c have ended **d** have been
e Are you coming **f** be practising
g was on the verge of **h** been waiting
i due **j** starts **k** was **l** 'll

Developing speaking p35

1
1 c **2** e **3** a **4** b **5** d

2
Yes

3
1 c **2** f **3** a **4** d **5** b e not used

4
Students' own answers

5a
a about **b** Would **c** perspective **d** right
e see **f** point **g** don't **h** reminds

5b
meeting friends, doing sports, watching films

6
Students' own answers

Developing writing p36

1
1, 2, 4

2
1 c **2** b **3** d **4** a

3
a However **b** On the other hand
c Nevertheless **d** Even though
e To sum up

4
1 In spite of the fact that **2** While
3 Although **4** On the contrary
5 Nonetheless

5 and 6
Students' own answers

Revision: Units 1–4

Grammar p37

1
1 due to start **2** would **3** 'll see
4 's likely to **5** is having **6** gets in

2
1 will be doing **2** 'll have been learning
3 'll be sleeping **4** 'll call **5** 'll have been travelling **6** won't have eaten

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

Vocabulary p37

1
1 pose **2** ample **3** hold **4** voiced
5 lend **6** prevailing

2
a inventors **b** participant **c** ingenuity
d admirable **e** inexpensive **f** reliable
g implications **h** requirements

3
1 immigrate **2** irresistible **3** misfortune
4 cutting-edge **5** underrated

Gateway to exams: Units 3–4

Reading p38

1
1 NG **2** F **3** T **4** NG **5** T **6** NG
7 F **8** F **9** T **10** F

Use of English p39

2
a curiosity **b** inhabitants **c** Scientific
d inaccessible **e** Researchers **f** engineering
g unexplained **h** extraordinary **i** dramatically
j deforestation **k** ingenuity **l** environmental

Listening p39

3
1 c **2** a **3** d **4** b **5** d

Writing p39

4
Students' own answers

COMMON MISTAKES p39

5
1 ~~an ancient beautiful Greek vase~~ a beautiful ancient Greek vase **2** ~~I'll go~~ I'm going to visit/I'm visiting my cousins. **3** ~~that~~ which **4** ~~spend~~ spending **5** ~~that the museum will be~~ that the museum would be/the museum to be **6** (~~talked~~ was talking) ~~tried~~ was trying **7** ~~We on~~ We are on/We were on **8** ~~I'd been~~ I've been

Unit 5

Reading pp40–41

1a
Across: **5** hint **6** mumble **7** convey
Down: **1** blunt **2** vocal **3** ambiguous
4 imply **8** vague

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1b
1 mumble **2** vague **3** hinted **4** blunt **5** vocal **6** ambiguous **7** imply **8** convey

2
A vii **B** i **C** vi **D** iv **E** iii **F** v

3a
1 A **2** D

3b
3 C **4** E

4
Students' own answers

5
1 pre-emptive **2** wandering **3** idleness **4** spate **5** flattering **6** inadvertently **7** swindle

Grammar in context p42

1
zero conditional: 3, 4 first conditional: 6
second conditional: 1, 5 third conditional: 2

2
1 would have gone,'d had **2** weren't (wasn't), would speak **3** don't listen, am studying **4** break, will have to **5** uses, needs **6** hadn't been working, would have been able **7** would help, weren't (wasn't) **8** doesn't take, will get

3
1 we're going **2** If they were to **3** might not **4** had played **5** if it weren't for the fact that **6** if **7** hadn't left **8** happen to

4
1 weren't busy, I'd go **2** she might still be at home **3** might catch the bus **4** you will stay up late **5** the school were to close **6** weren't/wasn't for the fact that you leave **7** If the government were to lower

GRAMMAR CHALLENGE p42

5
a have **b** been **c** happen **d** would/will **e** was **f** who **g** less **h** weren't/wasn't **i** would **j** are

Developing vocabulary and listening p43

1a
1 breakdown **2** tone **3** voice **4** Face-to-face **5** top **6** regular

1b
1 ~~talking~~ speaking **2** ✓ **3** ~~say~~ tell **4** ✓ **5** ~~for~~ against **6** ~~say~~ tell

2
a say **b** communication **c** say **d** tell **e** mind **f** voice **g** saying **h** speaking

3
3

4
1 c **2** b **3** d **4** b **5** c

VOCABULARY EXTENSION p43

5
1 c **2** d **3** b **4** a **5** e

Grammar in context p44

1
1 supposing **2** provided that, as long as **3** Unless **4** in case

2
1 As long as **2** unless **3** Supposing **4** provided **5** in case **6** on condition that

3
1 won't finish/won't have finished **2** doesn't damage **3** took **4** would … say **5** stay **6** come **7** produced

4
1 as long as I take **2** taking gloves in case it gets **3** afford them, I would not buy **4** will not catch the train unless **5** had not invited you, would you **6** borrow my laptop provided (that) you **7** on condition that he would not

GRAMMAR CHALLENGE p44

5
1 ~~Even~~ Even if **2** ~~the fact~~ the fact that **3** ~~will~~ would **4** ~~will stay~~ stay **5** ~~Should you to be~~ Should you (happen to) be **6** ~~Were they lose~~ Were they to lose/If they lost **7** ~~they continue~~ they'll continue **8** ~~When~~ If

Developing speaking p45

1
1 go **2** choice **3** reach **4** case **5** pick **6** come **7** see **8** disagree **9** ground **10** views

2
1 playing a musical instrument, public speaking, doing an online course, drama classes **2** They agree (drama classes)

3
1 Don't you think that **2** I'd go for **3** Isn't it true though **4** My choice would be **5** We'd better pick **6** stick with **7** different views, eventually came to the decision

4a, 4b and 5
Students' own answers

Developing writing p46

1
1 purpose **2** stand **3** bound **4** forward **5** confidently **6** up

2
A iv **B** i **C** ii

3
1 students **2** reviews, opinions **3** production, staff **4** experience

4
1 This proposal is intended to **2** Currently **3** provided that **4** this is unlikely **5** I am confident that

5 and 6
Students' own answers

Revision: Units 1–5

Grammar p47

1
1 provided **2** unless **3** case **4** If/Supposing **5** long **6** happen

2
1 we leave now, we won't get there on time **2** you to practise, you'd get better at public speaking **3** (that) he has time, my dad will take us **4** you had the chance to study abroad, would you go **5** I had time, I wouldn't (want to) watch that TV show

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

Vocabulary p47

1
1 convey **2** told **3** tell **4** hint **5** vague **6** voice **7** say **8** tell

2
1 mumble, voice **2** imply, mind **3** blunt, terms **4** spoken, vocal **5** say, ambiguous

3
1 breakdown **2** hurdle **3** backlash **4** trustworthy **5** difference **6** undertaking **7** outdated **8** sceptical

Unit 6

Reading pp48–49

1a
1 decay **2** poorer **3** disregarded **4** advantageous **5** ruined **6** hostile **7** unconcerned **8** praise

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

2
2

3
1 d **2** a **3** b **4** d **5** b

4
Students' own answers

5
embark on: start a journey, or a difficult or long project or activity
agonising: spending time worrying or being upset about something
offset: balance the effect of something so that it is not negative or positive
frivolous: lacking any real purpose or importance
pristine: clean, new
debunk: prove that something is silly or false
unravel: understand something complicated by thinking about it for a long time

Grammar in context p50

1a
Present and past: 1, 2 and 4 Past: 3

1b
a past form **b** present form

1c
1 If it weren't for/Were it not for **2** If we were to/Were we to **3** If it had gone ahead/Had it gone ahead

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

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3

1 wouldn't have called **2** hadn't won **3** would be enjoying **4** would have won **5** could **6** had been given

4

1 the weather hadn't been bad, we'd have gone walking **2** I'd stayed up late last night, I'd be feeling tired now **3** it not for his teacher recommending him, Jamie wouldn't have got that job **4** they taken a map with them as I suggested, they wouldn't have got lost **5** they hadn't run out of money, the house would have been built **6** hadn't left the band, he might be famous now

GRAMMAR CHALLENGE p50

5

1 ~~offer~~ to offer **2** ~~You should~~ Should you **3** ~~doesn't give~~ gives **4** ~~I'll take~~ I take **5** ~~wouldn't be~~ hadn't been **6** ~~run~~ have run **7** ~~had told you~~ have told you **8** ~~Even~~ Even if

Developing vocabulary and listening p51

1a

1 B **2** A **3** C **4** A **5** B **6** C **7** B **8** A

1b

1 turned out **2** see … through **3** ran into **4** bargained for **5** picked up **6** take … on **7** gave … away **8** pointed out

2

1 b **2** a **3** b **4** c **5** a **6** b

VOCABULARY EXTENSION p51

3

1 fell **2** win **3** sailed **4** follows **5** pushed

Grammar in context p52

1

1 b **2** d **3** a **4** c

2

1 'd taken up **2** have gone **3** not have spent **4** hadn't broken **5** hadn't given

3

1 If only I'd started learning English sooner. **2** I'd rather Graeme had come camping with us last weekend. **3** I shouldn't have taken my new tablet to school. **4** I wish I hadn't eaten that second pizza. **5** I'd sooner my brother had driven me to school. **6** I should have chosen to do maths. **7** I'd sooner have done the project in groups. **8** I'd rather you hadn't left my bike outside the cinema.

4

a wouldn't have left, 3 **b** wouldn't have had to, 5 **c** 'd speak, 1 **d** would have been able, 7 **e** would have been, 2 **f** wouldn't feel/wouldn't be feeling, 4 **g** might have been stolen, 8 **h** could have applied, 6

GRAMMAR CHALLENGE p52

5

1 B **2** A **3** C **4** A **5** C **6** B **7** A **8** B

Developing speaking p53

1

1 going **2** Thinking **3** rightly **4** to mention **5** leave **6** learnt goes **7** it was

2

a by (overnight) train **b** it was a long weekend **c** to work harder (at school) **d** never failed a test again

3

Student 1:

2 But, [as I recall,] we almost didn't go at all … **3** But anyway, we decided to go and [I forgot to mention,] this was an overnight train. **4** one of the things [that stands out most clearly for me] was that we were hoping to sleep on the train. **5** [But on the question of why it was memorable,] I remember arriving in Naples in the morning …

Student 2:

6 [If I remember rightly,] I just read through the chapter and that was it … **7** [I shouldn't leave out the fact that] my best friend got nine out of ten, which made it even worse. **8** And so [in terms of what I learnt], it really showed me that if I worked hard … **9** and [thinking back,] it was a good thing I failed that test …

4, 5 and 6

Students' own answers

Developing writing p54

1a

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

1b

1 picturesque **2** budget **3** dilapidated **4** fascinating **5** family **6** sweltering **7** pavement **8** arduous

2

3

3

a Frankly **b** Without doubt **c** I found this **d** the biggest attraction **e** There's something for **f** the best time to visit **g** As far as I'm

4

Suggested answers: historical monuments, imposing (medieval) fortress, family home, luxurious (state) rooms, classical art, bustling (medieval) marketplace, leisurely walk, exotic plants (and trees), medieval times

5 and 6

Students' own answers

Revision: Units 1–6

Grammar p55

1

1 would **2** be feeling **3** were **4** he **5** might not have **6** had **7** wouldn't have been built

2

1 'd known, 'd have come, have told **2** 'd have forgotten, hadn't said **3** have gone out, wouldn't have stopped **4** had, 'd have driven, have left

3

1 would **2** been **3** have **4** had **5** are **6** have

Vocabulary p55

1

1 disregards **2** detrimental to **3** ✓ **4** decay **5** ruined **6** ✓

2

1 picks **2** through **3** ran **4** on **5** bargained **6** missed **7** away

3

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

Gateway to exams: Units 5–6

Reading p56

1

1 C **2** E **3** B **4** D

Listening p57

2

1 c **2** a **3** b **4** b **5** c **6** a

Use of English p57

3

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

Writing p57

4

Students' own answers

COMMON MISTAKES p57

5

1 ~~You should~~ Should you/If you should **2** ~~will take~~ take **3** ~~wish~~ hope/can ~~could~~ **4** ~~been going~~ been **5** ~~be finishing~~ have finished/be finished **6** ~~as long that~~ as long as

Unit 7

Reading pp58–59

1a

1 trait **2** inheritance **3** milestone **4** environment **5** rivalry **6** responsibility **7** streak **8** resemblance **9** mannerism **10** upbringing

1b

1 an idiosyncratic mannerism **2** an uncanny resemblance **3** a competitive streak **4** a social trait **5** a strict upbringing **6** genetic inheritance **7** sibling rivalry **8** parental responsibility

2

jobs/careers, social interaction, school

3

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

4

Students' own answers

5

1 stand out **2** gravitate **3** prestigious **4** dubbed **5** cues **6** inextricably **7** self-fulfilling prophecy

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Grammar in context p60

1

1 e **2** c **3** d **4** a **5** b

2

a is considered **b** have been banned
c were/was denied **d** being teased
e was ruled **f** be shortened
g had been given **h** to be included
i is pronounced **j** was forbidden
k are being invented (are invented)
l will be called

3a

1 without **2** past participle **3** with

3b

1 painted **2** to drive **3** to fix **4** look
5 get **6** have my eyes tested **7** look
8 warm up

4

1 has been awarded first prize **2** This project must be finished by Friday. **3** You should have/get your hair cut. **4** I love being given presents. **5** Don't forget to get your passport stamped. **6** In the past, children were often named after older family members. **7** I had Simon tell me one more time./I got Simon to tell me one more time. **8** We had the engine of our car checked by a mechanic./We had a mechanic check the engine of our car.

GRAMMAR CHALLENGE p60

5

1 ~~being discovered~~ are being discovered
2 ~~that means~~ which means **3** ~~have given~~ have been given **4** ~~inspired~~ were inspired
5 ~~is carried~~ carries **6** ~~is name~~ is named
7 ~~for the scientist~~ by the scientist **8** ~~was discovered~~ discovered **9** ~~Provided that~~ Unless **10** ~~isn't true~~ won't be true

Developing vocabulary and listening p61

1a

1 dishonest **2** inconsistent **3** disloyal
4 unreasonable **5** international
6 misunderstand

1b

1 al **2** ful **3** able **4** ant **5** ify **6** en
7 is(z)e **8** ate **9** ment **10** ance
11 ship **12** ant

2

1 industrialists **2** prosperity
3 independence **4** unsatisfactory
5 pleasure

3 and 4

Task 1:

1 F **2** B **3** A **4** G **5** D

Task 2:

6 E **7** A **8** B **9** C **10** G

VOCABULARY EXTENSION p61

5

1 forgetful **2** reminds **3** memorise
4 recall **5** memory **6** memories

Grammar in context p62

1

1 on a training day **2** We were asked one day to write a poem. **3** That teacher taught me that. **4** It made me realise that you shouldn't underestimate yourself.
5 I remember the food, which I thought was inedible.

2

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

3

1 was my sister who told me the good news
2 was that I did it without thinking
3 I remember most was that we were all together that night **4** was by studying hard that I passed my exams **5** was my teacher who suggested that I apply for the course **6** I really wanted was to learn to be independent **7** was that I actually won first prize

4

1 cycles, does take **2** did, did help
3 do have, want **4** did go, needed
5 do like, spent **6** tells, does talk
7 decided, did enjoy

GRAMMAR CHALLENGE p62

5

a 've loved **b** would be **c** hadn't moved
d happened **e** was given **f** moving
g was always complaining **h** made
i inspired **j** 'll have been playing
k goes **l** 'll be releasing

Developing speaking p63

1

1 scenario **2** circumstances **3** situation
4 experience **5** case

2

A and C; she uses 2, 3 and 4

3

a It looks as though **b** I presume
c could be moving **d** I'm guessing
e might have chosen **f** must be
g perhaps **h** going by the look on her face **i** might have written
j unlike the first photo

4, 5 and 6

Students' own answers

Developing writing p64

1

1 survey **2** complete **3** responses
4 value **5** respondents **6** former **7** latter

2

a data **b** survey **c** influences
d stand out **e** significant **f** Slightly
g influential **h** thought **i** overwhelming
j importance

3

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

4

1 ~~low~~ high/peak **2** ~~fluctuated~~ remained the same (changed little) **3** ~~Just under~~ Just over
4 ~~more~~ less **5** ✓ **6** ~~third~~ second **7** ✓

5 and 6

Students' own answers

Revision: Units 1–7

Grammar p65

1

1 call **2** must be handed in
3 to be elected **4** is being installed
5 borrowed **6** being given
7 have been going **8** had been solved
9 will be appointed

2

1 did enjoy that film **2** was a surprise that Sandra agreed to come **3** was that we got lost on the way home **4** was my cousin who taught me to play the guitar **5** does make sense to sleep well before an exam
6 I realised was that other people thought the same as me

3

1 ~~had painted our house~~ had our house painted **2** ~~tell~~ to tell **3** ~~give~~ given
4 ~~to check~~ check **5** ✓ **6** ~~take~~ taken **7** ✓

Vocabulary p65

1

1 rivalry **2** uncanny **3** milestone
4 parental **5** upbringing **6** genetic
7 streak **8** trait **9** idiosyncratic

2

1 irreversible **2** simplify
3 requirements **4** unjustifiable
5 overreacting **6** inconsistencies
7 prosperity **8** satisfactorily

3

1 unreasonable **2** applicants **3** a hint
4 off **5** view **6** point **7** slammed

Unit 8

Reading pp66–67

1a

1 voluntary **2** donation **3** profitable
4 contribution **5** beneficial **6** sympathy
7 incentive **8** empathy **9** motive
10 protests **11** vocational **12** campaigns

1b

a beneficial **b** voluntary **c** vocational
d campaign **e** donation **f** incentive
g sympathy **h** motive

2

2

3

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

4

Students' own answers

5

advocacy: strong public support for
impassioned: expressing a lot of emotion
tapping into: using or getting some benefit from
scope: the opportunity to develop something
outweigh: be more important than
partnering with: working together with
compelling: interesting or exciting enough to keep attention

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Grammar in context p68

1a

1 claim **2** offer **3** encourage **4** recommend **5** discourage

1b

1 announce, concede, point out **2** agree **3** remind, urge **4** deny **5** insist on, warn against

2

1 D **2** C **3** B **4** D **5** A

3

1 denied that there was **2** announced that they had bought **3** congratulated Sarah on winning **4** urged me to apply for **5** conceded that the other team had deserved

4

1 It is said that young people prefer to make donations online. **2** It was reported to have been the best event ever. **3** It is thought that celebrities sometimes promote themselves. **4** It is known that charities help people in need.

GRAMMAR CHALLENGE p68

5

1 ~~told~~ told us **2** ~~volunteered~~ volunteering/having volunteered **3** regrets not ~~be~~ being **4** ~~answers~~ answered **5** ~~reminded~~ reminded us **6** ~~perform~~ to perform **7** ~~to buy~~ buying **8** ~~isn't~~ weren't/wasn't **9** ~~don't know~~ wouldn't know **10** ~~insists on~~ insists that **11** ~~will release~~ will be released

Developing vocabulary and listening p69

1

1 doubt **2** indulgence **3** preservation **4** deprecating **5** serving **6** expression

2a

1 c **2** e **3** a **4** b **5** d

2b

1 lose myself in a book **2** was a shadow of her former self **3** wrapped up in himself **4** find themselves **5** is a self-made woman

3

1 T **2** F **3** F

4

a Creative Studies **b** a social need or problem **c** sleeping bag **d** construction **e** wasn't going to solve the problem **f** homeless, unemployed **g** a (major) contribution to her community **h** pride, independence and self-respect

VOCABULARY EXTENSION p69

5

1 self-defence **2** self-restraint **3** self-aware **4** self-proclaimed **5** self-pity **6** self-belief **7** self-determination

Grammar in context p70

1

1 There is **2** she came up with **3** They'd … got started **4** We rarely see **5** She didn't know

2

1 did I remember **2** than **3** do you hear **4** can we **5** had I been **6** finished **7** should you **8** but

3

1 have I met **2** did we know **3** can you go out **4** had we sat down **5** does Jake sing **6** do we stay

4

1 Rarely has a new business been so successful. **2** At no time were the students in the classroom alone. **3** Little did I know then that Carly and I would become best friends. **4** Not only was I tired but I was hungry as well. **5** Only once before had they been hiking in that area./Only once had they been hiking in that area before. **6** No sooner had I sent Ed a message than he called me.

GRAMMAR CHALLENGE p70

5

a was **b** had **c** would **d** which **e** unless **f** would **g** to **h** have **i** is **j** by **k** be

Developing speaking p71

1

A and C

2a and 2b

a asked for **b** offered to **c** insisted on **d** suggesting that **e** agreed to

3a

1 has … pointed out **2** on the other hand **3** has (already) stated **4** Having said that **5** has … mentioned **6** That said/Having said that **7** (has) suggested

3b

as David has already stated, Having said that, As David suggested

4a, 4b and 5

Students' own answers

Developing writing p72

1

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

2

1 They raise awareness of charitable causes, they offer students the chance to enhance skills, and they can be included in university and college applications. **2** activities that are beneficial to students personally, and those which involve their interests **3** to involve students in decision-making and in the organisation of events

3

a evaluate **b** Moreover **c** did they **d** they also believed **e** Furthermore **f** as well as **g** In addition **h** continue **i** involve **j** action **k** to select **l** Indeed

4 and 5

Students' own answers

Revision: Units 1–8

Grammar p73

1

1 that he has (got) too much to do **2** on paying for my/our lunch **3** not to go out during the storm **4** saying what I (had) said **5** to run around the pitch three times **6** that they had not finished/to not finishing/to not having finished the project on time **7** that we stay/stayed with them during the holidays

2

1 We are delighted ~~announce~~ to announce **2** Only once before ~~we have reached~~ have we reached **3** never ~~we have raised~~ have we raised **4** No sooner ~~did the call lines open~~ had the call lines opened **5** ~~when people started~~ than people started **6** at no time ~~there was~~ was there any doubt **7** ~~Only~~ Only after/when the call lines were closed **8** ~~they did take a break~~ did they take a break **9** ~~Hadn't it~~ If it hadn't been **10** the day ~~wouldn't be~~ wouldn't have been

3

1 is said that it is better **2** would ('d) rather have gone **3** hates being called by **4** you happen to see **5** was my grandmother who gave me

Vocabulary p73

1

1 incentive **2** campaigns **3** donation **4** empathy **5** beneficial **6** contribution **7** vocational

2

a self-indulgence **b** lose myself **c** self-made **d** self-preservation **e** self-serving **f** self-doubt **g** wrapped up in ourselves **h** self-deprecating **i** self-expression

3

1 enhanced **2** the height of fashion **3** a feat **4** ingenious **5** vocal **6** naive **7** praise **8** see something through

Gateway to exams: Units 7–8

Reading p74

1

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

Use of English p75

2

1 injury/injured foot prevented us from going **2** no circumstances should you miss **3** have been criticised for spending **4** it not been for the support **5** being criticised for forgetting things **6** was his creativity that inspired

Writing p75

3

Students' own answers

Listening p75

4

Task 1:

1 D **2** A **3** E **4** B **5** F

Task 2:

6 F **7** C **8** E **9** B **10** H

COMMON MISTAKES p75

5

1 ~~I had been given~~ had I been given **2** ~~make~~ be made **3** ~~to pick~~ pick **4** ~~on I stay~~ on me staying/that I stay

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5 ~~to be given~~ to being given
6 ~~Ellen was who told me~~ It was Ellen who told me/Ellen was the one who told me

Unit 9

Reading pp76–77

1a
1 reach **2** minutes **3** written **4** starry **5** lucky **6** claim **7** shoot **8** price

1b
1 shot to fame **2** thank my lucky stars **3** What price fame? **4** claim to fame **5** have 15 minutes of fame **6** reaching for the stars **7** starry-eyed **8** written in the stars

2
1 B and D **2** C **3** A

3a
1 B **2** A **3** D **4** C

3b
5 D **6** B **7** A **8** C

4
Students' own answers

5
1 morph **2** grossed **3** dazzled **4** shave off **5** paragons **6** leaping **7** blissfully unaware **8** plausible

Grammar in context p78

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

2
1 can't **2** can **3** may **4** have picked **5** might **6** may

3
1 can't have **2** must **3** may not **4** might as well **5** could well **6** must have been

4
a might/may/could **b** can **c** might **d** couldn't **e** might/may **f** could **g** must **h** might/may/could **i** might/may ... have **j** could **k** may **l** can

GRAMMAR CHALLENGE p78

5
1 be **2** far **3** doing **4** be **5** done **6** it **7** ✓ **8** have **9** ✓ **10** me **11** have **12** that

Developing vocabulary and listening p79

1
1 fade **2** on **3** for **4** break **5** into

2
1 call **2** through **3** Putting **4** written **5** out

3
1 f **2** c **3** a

4
1 b **2** a **3** b **4** c **5** b **6** a

VOCABULARY EXTENSION p79

5
1 play around **2** play down **3** play at **4** play out **5** play along with

Grammar in context p80

1a
a get to sleep **b** you need to turn off your **c** we were **d** at Zoe's **e** generalise (about screens) **f** I am **g** film

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

2
1 [she wanted] **2** [you are] **3** [bought tickets in advance] **4** [who were] **5** [he was] **6** [T-shirt] **7** [who is] **8** [come]

3
1 has **2** did **3** would **4** hadn't **5** can't **6** does **7** shouldn't have

4
1 Rosa suggested that we meet on Saturday afternoon, but I couldn't spare the time then. **2** I'm going to university next year. That is the plan, anyway. **3** I like all his films, but I think the last one was by far his best. **4** Is Maddie coming this evening? I think so. **5** If you're going to the gym later, I'll see you there. **6** Would you like to see my photos, the ones I took on holiday? **7** We haven't got a test tomorrow, at least I hope not.

GRAMMAR CHALLENGE p80

5
1 ~~it~~ so **2** ~~afford~~ afford to **3** ✓ **4** ~~Rarely we have~~ Rarely do we have **5** ~~it~~ one **6** ~~do~~ will **7** ✓

Developing speaking p81

1
1 controversial **2** thought **3** definition **4** understanding **5** statement **6** biased **7** generalise

2
1 b, c, d **2** they disagree on all three questions

3
1 that's a good question **2** (To be honest) that's not something I've ever given a lot of thought to. **3** to answer that, first you have to say what you mean by 'success' **4** in general terms, I think the majority of people would say that …

4, 5 and 6
Students' own answers

Developing writing p82

1
1 backdrop **2** dramatisation **3** stars **4** pleasantly **5** impressed **6** convincing **7** appeal

2
1, 2, 5, 6

3
a set **b** adaptation **c** portrayal **d** stand out **e** reception **f** flaws **g** insight **h** recommend

4, 5 and 6
Students' own answers

Revision: Units 1–9

Grammar p83

1
1 might/may **2** can/could **3** could/might **4** must/might **5** might/may **6** couldn't/can't

2
1 If you need any money, I've got some ~~money~~. **2** My sister's been to Rome twice, but I've never been ~~to Rome~~ there. **3** Last weekend, Elizabeth bought some new trainers and ~~she bought~~ a book. **4** I don't know if it'll rain this weekend, but I hope ~~it won't rain~~ not. (I hope it won't) **5** Spenser usually listens to music while ~~he is~~ doing his homework. **6** Joanne didn't enjoy the film, but I ~~enjoyed it~~ did.

3
1 Never **2** had **3** What **4** Provided **5** being **6** well

Vocabulary p83

1
1 claim to fame **2** shot to fame **3** starry-eyed **4** 15 minutes of fame **5** thank my lucky stars **6** written in the stars

2
1 A **2** C **3** B **4** D **5** C

3
1 shadow **2** on **3** advantageous **4** set **5** resemblance **6** view **7** streak **8** on

Unit 10

Reading pp84–85

1a
Across: **4** alter ego **5** nemesis **8** protagonist
Down: **1** iconoclast **2** philanthropist **3** humanitarian **6** mentor **7** sidekick

1b
a alter ego **b** philanthropist **c** humanitarians **d** sidekick **e** mentor **f** nemesis **g** protagonist **h** iconoclast

2
1 c **2** d **3** a **4** b

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

4
Students' own answers

5
1 lure **2** magnanimously **3** pales in comparison **4** pave the way **5** unsung **6** treacherous

Grammar in context p86

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

2
1 doing **2** going **3** to make **4** to avoid **5** to meet **6** Taking **7** complaining **8** to help

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3

1 learning **2** to warn **3** revising **4** to announce **5** skiing **6** to put

4

1 find it difficult to understand why **2** a few people manage to climb **3** are responsible for cleaning up **4** Seeing the documentary made me **5** don't regret staying **6** isn't worth reading this book

GRAMMAR CHALLENGE p86

5

1 to tell **2** preferred/would prefer **3** to have **4** are required **5** being/having been **6** will mean

Developing vocabulary and listening p87

1

1 on **2** for **3** of **4** about **5** with **6** to **7** from

2

1 at least **2** at the second attempt **3** at a glance **4** at a time **5** all at once **6** at home **7** good at **8** at my teacher's suggestion

3

1 C **2** D **3** A **4** C **5** A

4

1, 2, 4

5

a (hero) myths and stories **b** narrative structure **c** an invitation or challenge **d** a magic object or wisdom/knowledge **e** a series of challenges **f** (some special) treasure, power or recognition **g** stronger or wiser **h** the fears we have to overcome

VOCABULARY EXTENSION p87

6

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

Grammar in context p88

1

1 b (The hero becomes stronger **if** they overcome these obstacles.) **2** c (The hero makes their way back to the old world **because** they want to return to the old life.) **3** d (What's appealing for the person **who is** reading or watching these stories?) **4** a (The hero enters another world **after** accepting the quest.)

2

1 because he felt/was feeling tired **2** who is talking **3** After closing her book **4** if you exercise **5** which was falling **6** because he had left

3

1 Being **2** lying **3** Not knowing **4** Having arrived **5** Travelling **6** sitting **7** Having lived **8** Having been selected

4

1 Having nothing to do/Not having anything to do, Lana decided to go for a walk. **2** Having finished his chores, Liam sat down to read a book. **3** We noticed a lot of people taking photos. **4** Taking the bus, we'll get there earlier. **5** Having thought for a moment, Tony gave his answer. **6** What's that music playing in the background?

GRAMMAR CHALLENGE p88

5

1 B **2** B **3** D **4** C **5** A **6** C

Developing speaking p89

1a

a On the opposition team, we take issue with the proposition that … **b** The speaker on the affirmative team argues that … **c** Ladies and gentlemen **d** Before we proceed, I will define what we mean by … **e** Therefore, the evidence for the affirmative team does not exist. **f** On the affirmative team, we believe that …

1b

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

2

a both **b** 1 **c** both **d** 2

3

1 pertinent **2** in point **3** unfounded

4, 5, 6a, 6b and 7

Students' own answers

Developing writing p90

1

1 urge **2** candidate **3** beneficial **4** case **5** doubt, support **6** better

2

a aim **b** In addition **c** While **d** Furthermore **e** Unless **f** What's more **g** For this reason **h** To sum up **i** As far as I'm concerned **j** That's why

3

1 Despite the fact that they don't receive funding, they manage to help a lot of animals./They manage to help a lot of animals despite the fact that they don't receive funding. **2** They raise funds as well as publicising the cause./As well as raising funds, they publicise the cause. **3** Since it is always busy, the food bank needs more volunteers./The food bank needs more volunteers, since it is always busy. **4** He set up a youth centre, which means that young people now have somewhere to go. **5** Wildlife will suffer unless something is done to clean up the lakes and woods./Unless something is done to clean up the lakes and woods, wildlife will suffer. **6** All in all, I think they would be worthy recipients of the award.

4 and 5

Students' own answers

Revision: Units 1–10

Grammar p91

1

1 to have **2** to wait **3** tidying up **4** to attend **5** to check **6** travelling **7** taking

2

1 Having worked hard all year **2** Anyone wanting to join the debating club **3** Selling things online **4** Having the day free **5** The train leaving the station

3

1 ~~to get~~ getting **2** ~~there is~~ is there **3** ~~didn't know~~ wouldn't know/wouldn't have known **4** ~~would have been~~ had been **5** ~~call~~ to call **6** ~~what~~ who/that **7** ~~staying~~ to stay

Vocabulary p91

1

1 iconoclast **2** protagonists **3** philanthropist **4** nemesis **5** mentor **6** humanitarian

2

1 knowledge of **2** praised for **3** anxious about **4** admitted to **5** presented with **6** attitude towards **7** concentrate on

3

1 eventful **2** undertaking **3** inheritance **4** self-preservation **5** unprofitable **6** beneficial

Gateway to exams: Units 9–10

Reading p92

1a

1 C **2** B **3** A **4** D

1b

5 B **6** D **7** A **8** C

Writing p93

2

Students' own answers

Use of English p93

3

a for **b** would **c** put **d** being **e** been **f** who **g** her **h** admitted **i** making **j** up **k** let **l** of

Listening p93

4

a the mood **b** (from) speaking **c** musicals **d** music scores **e** non-verbal communication **f** geographical setting **g** create tension **h** emotions **i** stimulate fear **j** increase revenues

COMMON MISTAKES p93

5

1 ~~making~~ to make **2** ~~want~~ want to **3** ~~the acting was~~ was the acting **4** ~~might well~~ might as well **5** ~~see~~ saw/have seen **6** ~~haven't~~ didn't **7** ~~Having given~~ Having been given **8** ~~mustn't~~ can't **9** ~~should~~ should have

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Workbook audioscript

A printable version of the Workbook audioscript is available on the Teacher's Resource Centre.

Unit 1

Developing vocabulary and listening p7

4 and 5 01

Presenter: Hello and welcome to *Living forward*. In today's podcast, we're talking about mentorship. Now, it's not unusual for successful entrepreneurs to have had a mentor. Mark Zuckerberg, for example, was helped by Steve Jobs as he struggled in the early days of Facebook. But can young people, who are more likely to be thinking about passing exams than setting up a business, really benefit from having one? Here to talk about mentorship schemes for young people is our education correspondent, Emily Stuart. Emily, how did this all start?

Emily: Well, the idea of mentoring goes all the way back to ancient Greece when it was the practice to teach young men social and spiritual values. Then it developed into a sort of apprenticeship relationship, in which young people learnt a trade by working with a master artisan. So it's been around for a long time in professional fields, but it's a relatively new concept in education.

Presenter: And so how does mentoring work for students?

Emily: Well, let's say the goal of mentoring is to help young people manage their learning and develop their skills in order to maximise their potential. So it could take the form of one-to-one tuition or giving careers advice. It's basically allowing people to learn from the experience of others who have gone before them.

Presenter: I would imagine then that a mentor would be a teacher, or parent, or perhaps a family friend?

Emily: Yes, it could be a more informal relationship, but there are a lot of dedicated mentoring organisations in the UK and US now which connect individuals with mentors.

Presenter: Could you tell us about some of these? I mean, how exactly do they function?

Emily: Well, there's one in the UK that connects students at particular schools with slightly older ex-students. Apparently, nearly 40% of students don't know anyone in the job they'd like to do, so they're paired with former students who are working in that field and have the chance to ask them about it. And they do mock interviews together, both for jobs and university entrance, which, as I'm sure you know, is by far the best way to help them to prepare.

Presenter: I'm sure it is. And you mentioned similar schemes in the US?

Emily: Yes, there's one which matches university students with potential applicants. They talk by video chat or in person and the ones who are applying have the chance to ask about the application process and courses and about the university itself.

Presenter: Would you say then that the students who take advantage of these schemes are already high achievers? I mean, it seems to me that these are people who already have some initiative.

Emily: To some extent yes, but I think it's fair to say that altogether the biggest difference they can make is to young people who might not otherwise go to university. I mean, there are many young people who underestimate their abilities and so the biggest hurdle for them by far is to overcome a lack of confidence. And that's where a mentor can help – by believing in them and pushing them further than they think they can go.

Presenter: So people who think it's impossible to get into university can end up going?

Emily: That's right. They can get the help they need, as I was saying, in the form of one-to-one tuition – so, for example, a student might meet with a mentor to go over something they've done in class, or to practise exam techniques. You know, there is a surprisingly large number of students who are bright but don't perform well in exams.

Presenter: And, of course, if a teacher is busy, they may not have the time to offer that extra bit of help to individual students.

Emily: Exactly! And we've seen that students' grades and exam results have shot up, I mean, they're better by a *long* way, after a student has worked with a mentor.

Presenter: So they're able to go to university or pursue a career that might have seemed out of their reach.

Emily: That's right. There are so many ways having a mentor can help. As I said before, building confidence is crucial. There's a wonderful example of one of our students who wanted to go to a particular university to study law, but she was rejected because for some reason her choice of subjects at school disqualified her from the course she wanted to do. So she spoke to her mentor, and he encouraged her to write to the university. And she did that. She wrote a letter explaining why she felt her qualification would be of benefit and asking them to reconsider her application – and they did.

Presenter: That's great. So, Emily, given that this seems such a good idea, are the schemes oversubscribed? I mean, surely there are more students looking for mentors than there are mentors?

Emily: You'd be surprised. In the UK, there are already over 100,000 ex-students mentoring current students in one scheme alone, and even though mentors are often only asked to commit to six months, most of them end up staying much longer.

Presenter: Well, thanks Emily. I'm afraid that's all we have time for …

Developing speaking p9

2 and 3 02

Student 1: Umm … that's a good question … well, I've always been interested in flying so maybe, maybe I would learn to fly. It's crazy, I know … but, well, I've travelled a lot … with my parents and we … we always go by plane, and I like flying, but ... in actual fact, I'm a bit nervous because … you know, I'm not driving, I mean I'm not in control of the plane, and I think, I think if I learnt to fly, it would be better. And they say that it's an amazing experience, up in the sky, looking down on everything. But err … to be honest with you, I don't think it's something I'll ever do, because it's very expensive – apparently, it costs thousands and you need to have a lot of lessons and learn about safety and things. So anyway, I don't think it's something that I will do in the future, but like I told you, if I had the chance, I think that's what I'd do.

Student 2: To be honest with you, it isn't easy to find a job at the moment. In fact, we have a lot of … unemployment in my country, but … well, a lot of people want to be lawyers or doctors, they're good jobs and you can earn a high salary, but these jobs are … oversubscribed, you know, a lot of people go to university to study law or medicine, but they can't find a job when they graduate. So anyway, … we have a lot of tourists in my country and it's easier to find a job in a restaurant or in a hotel, especially if you speak English – English is very important. In fact, a lot of my friends work in restaurants at the weekend, and they have to speak in English with clients … with customers. So, as I was saying, I think the most popular jobs are lawyers and doctors, but basically, it's hard to find these jobs so people do other things.

Student 3: Umm … I think it's a good idea, you know, you need to find the time that you work best. I like to study in the morning, but I think everyone is different. And you should always study in the same place. I usually study in my bedroom, with my books and my music and things. And you should make a plan, especially when you have to revise for exams, and stick to that plan. I'm not very organised, but I think it's a good idea. And, you should also take time to do other things. Students who take time off to do sports and see friends actually learn better. Personally, I do sports three times a week and it helps me to relax. So, I think it's important, but I'm not always very good at it.

Unit 2

Developing vocabulary and listening p15

3 and 4 03

Beth: So, do you fancy going out to eat this evening? There's a new Thai restaurant just opened up. You like Asian food, don't you, Jake?

Jake: Sure, we've got a Thai restaurant on every corner back in New York.

Raj: Or we could just order something in. A tap of a button and we can sit back and wait for it to be delivered … and finish our game.

Beth: But I don't fancy fast food ...

Raj: It doesn't have to be fast food, we can get anything we like, from any restaurant – here, have a look.

Jake: Back home I usually order in. There are loads of companies that deliver. They don't

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actually make the food, they just give the restaurant a tablet, you order and they pick it up and bring it to you, and that's it. Quick and easy.

Beth: So how long will it take?

Raj: With this app, guaranteed less than ten minutes. It's only for local places. And they've got those warming ovens they wear on their backs, the bikers that is, so it'll be nice and hot.

Beth: Right, and your personal details get stored in yet one more place, as if there's not enough of your data out there already. Anyway, what's in this dish? I need to know if it's got nuts in it.

Raj: See if it's got a chat box, you can ask.

Jake: The service I use only has five options. It makes life easier, especially when you've got friends over, you know, no-one can decide what they want, and everyone wants something different. It's really quick – three minutes.

Beth: But what if you want something different?

Jake: Well, you can use the regular delivery. It's got all the dishes on any menu, but takes longer. Or I sometimes use the Popular Items tab, which just has the ten most popular dishes in any restaurant.

Raj: The only downside for restaurants, of course, is if they get bad reviews, 'cos anyone can write on the site.

Beth: So does anybody in the States cook anymore? I mean, I've got a friend who stayed there a few years ago, and she reckons she didn't cook once. She lived off takeaways.

Jake: Course they do! Supermarkets deliver, and then we have meal kits.

Raj: Meal what?

Jake: A meal kit. It's a kit which contains ingredients and step-by-step instructions. So you choose a dish or meal from a menu and you get it delivered, but you cook it yourself. You get, like, a single stalk of celery, and a teaspoon of paprika, or a small vial of vinegar – just the right amount. That's the best thing.

Beth: Right! So you don't have loads of food in the fridge going to waste.

Raj: Aren't they for people who want to count calories or sugar and things?

Jake: No, I think the first one was started by an entrepreneur, who's also a chef, and it was just that people don't have time to shop, but they don't want to live off convenience food so it's somewhere in-between. They're all the rage, even big-name chefs are cashing in and putting their names on boxes.

Raj: Sounds like a lot of work to me. Are they all fancy then, like gourmet recipes?

Jake: Not really, you can get all sorts. And they last a few days, so … but I mean, I've tried all sorts of things I'd never tried before, like catfish – I'd never normally buy that. And spices, new spices ...

Beth: Does it mean that the food's been hanging around for a while?

Jake: No, all the ingredients are fresh, fresher than you can get at your average chain grocery store.

Beth: Must be fun opening a box and seeing what's inside. So … would you say people are generally into healthy eating these days, or is there still a lot of processed food?

Jake: I think they are, yes. I mean, people really like 'clean menus' – you know, no chemicals, no artificial flavour or colouring. Everyone's worried about chemicals in their food.

Raj: Yeah, that's true here, too. Even the big fast-food chains are trying to clean up their act.

Beth: That's good.

Jake: And people eat lots of fruit and vegetables. Vegetables are in. It's not all burgers and fries. There's one place I know where they even serve vegetables as the main dish, with meat on the side.

Beth: Wow!

Raj: And I've heard there's a big thing about waste too, is that right? I read about a restaurant in San Francisco where they use scraps of waste from the kitchen to feed fish, which somehow create fertiliser, which then gets put on the vegetables they grow, which they then serve.

Jake: Right, or they just make dishes straight from the food that would otherwise end up in the trash. Vegetable scraps, fish heads, things like that.

Beth: Sounds disgusting!

Jake: 'Root to stem' dining it's called. It's the next big thing.

Beth: So, the other thing about eating out here is that you can do it anywhere. I mean, not just food halls, but places to eat inside shops.

Raj: Yeah, that's right. There's a clothes shop on Oxford Street, where I work, that sells cupcakes and drinks on every floor, so if you're feeling a bit peckish, you can just pick something up without having to go outside. Cool, right?

Jake: Yeah, that's the same. There are restaurants inside the big department stores on Fifth Avenue. So, of course, you end up staying in the stores longer and spending more. Pretty smart!

Raj: Right. So anyway, are you ready to order yet? I'm starving!

Developing speaking p17

1, 2 and **3a** 04

Examiner: Some people say people are too obsessed with health and fitness nowadays. Do you agree?

Derek: Well, people *are* concerned with health and fitness. I mean, you only have to look at a newspaper and you'll see an article about a new superfood, or a diet that's all the rage. And I also think it's true that many more people go to the gym nowadays or take some form of exercise. But I can't accept that people are *too* obsessed. I think that being concerned about health and fitness is a natural consequence of changes to our lifestyles. I mean, new technologies are making our lives easier. In the past, people would walk much more than they do now because they didn't have a car, or they'd do some kind of manual job. But nowadays, people drive everywhere, and they're more likely to have a job sitting down … in an office or working with a computer. So generally we lead more sedentary lives and we need to take care of our health. Plus, we have more free time now … I believe that studies have already proved this to be true ... so people use it to go to the gym or do sports. So, I agree partially, in the sense that people are interested in health and fitness, but I wouldn't say that they're *too* obsessed. In fact, I think it's a good thing.

Examiner: Some people think it's become fashionable to be concerned about 'green issues'. What's your opinion?

Emma: That's an interesting question. Well, I would go along with the idea that it's fashionable to be interested in the environment. I mean, we hear a lot at school and on TV about how we need to recycle things, and that we should buy products that are better for the planet. And it's a reasonable assumption that some companies are cashing in on it, you know, like restaurants that use waste in their cooking and even in the fashion industry, using recycled materials to make clothes. So yes, I think it's true that it's fashionable to be concerned about green issues and some people do things because they want to look good, or it's what their friends do, so they do the same – that's what I've heard other people talking about anyway – it's cool to be green. But, you know, I don't think that's a bad thing. I think it's OK because, I mean, it's important to look after the planet, and we hear a lot about how everybody can make a difference – just by turning off lights, or recycling bottles, or donating food to food banks and there's evidence to show that these things help. So … yeah, maybe it's a fashion, but it's not a passing fashion because I think we need to do these things.

Gateway to exams: Units 1–2

Gateway to exams p21

3 05

Hi. So I think I have the coolest job in the world. I'm a trend forecaster. In case you've never heard of that, it's my job to look into the future and predict what's going to happen, what *you* want to wear, long before you even know it. I interpret global trends and then work with fashion designers to create styles that will appeal to you months, if not years, in the future.

So how does that work? Well, contrary to the general perception, trend forecasting is not something we do by gazing into a crystal ball. It's not that simple. It actually takes a lot of in-depth research and observation to work out where society is heading. Information is everywhere. We read magazines and blogs and newspapers, and we travel all over the world looking for inspiration. One day I might be sitting at home researching on my tablet, and the next day I'm in the middle of a bustling fabric market. It can be hard work, but very exciting.

As a trend forecaster, it's important not to look just at fashion. I have to truly immerse myself in culture in order to find common threads that I can piece together to see the bigger picture. Music, art and film all go hand in hand when it comes to key areas to analyse for the latest trends. I take my camera along to music festivals and concerts, watch music videos, and even reality TV – I hate to say it, but reality stars can be key fashion influencers! Or it could be a lyric from a song that's trending

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or a video concept that I can interpret into a fashion trend. For example, 'dance', especially ballet, is having a huge influence on music videos and the fashion world at the moment.

Of course, trends can be born instantly online and so I focus my research on the 'instafamous', the people who have gained a huge following on Instagram, too. They almost have more influence than anyone these days because their style is more accessible and achievable. And on the other end of the scale, we have slow-burning trends, classic items of clothing that maybe came onto the market years ago, but continue to be popular with fashionistas on social media.

So, all of this information goes into a big pot, and the challenge for me is to work out where things go from here. It's tricky, because I have to distinguish between actual trends and mere fads. A trend is something more substantial and long-lasting, whereas a fad is just a passing fashion. It's my job to filter which trends I feel are the right ones to react to.

It's like a puzzle, and one of the things trend forecasters do to help solve this puzzle is to create what we call a trend atlas. This is a kind of visual display of all the factors that are shaping society at any given moment. We mount photos of these on a poster, and use it to get an overall picture of society, and to make connections between things.

For example, erm, in the fashion industry at the moment, we have the issue of global warming and the environment. Then we are also seeing a backlash against ideals of perfection in magazines and on TV. Another trend is an emphasis on individual style and creativity. We put photos representing these on our poster and then we can think about what comes next.

In fact, what this means for us is that customisation is a growing trend. People don't want to buy disposable items, they want good quality clothes that are going to last. At the same time, they want to celebrate their individuality and creativity, so that could be by adding a badge on denim jeans or a jacket, for example, or initials on a new scarf.

So far I've talked about the fashion industry, but, of course, trends aren't limited to fashion, they affect all sectors of society. There are trend forecasters working in all kinds of industries, from car manufacturing to furniture design. Many companies have their own in-house forecasters, but there are more and more specialist agencies whose job is to predict future trends.

This is definitely an area of expertise that is taking off in all sectors, but it's still relatively new. At the moment, there are no particular university courses to prepare you for this career, although I'm confident that there will be in the future. For the moment, if you were to ask me what qualities you need to become a trend forecaster, I'd say you need to have a curious nature and an enquiring mind, because you have to be constantly on the lookout for new ideas. You also need to be analytical and organised in order to synthesise all the information that is available. And on top of that, you need good communication and people skills, too.

It's a challenging career but also very rewarding, because it allows you to learn so much. I hope it's one that will appeal to some of you. Um, if you have any questions ...

Unit 3

Developing vocabulary and listening p25

4 and **5** 06

Speaker 1: The object I've chosen to speak about is, let's see, it's about two and a half thousand years old. I think it's incredibly beautiful because it's got this rich, dark background and then painted on top are these beautiful red Greek figures and it's like a snapshot of life at that time because you can imagine what they're doing and what they're saying and make up stories about the situation … maybe he's going off to war because he's wearing armour and a helmet and he's shaking hands with this man on his right. And then a woman is carrying a plate and something to drink so maybe she's his wife. There are small handles on either side so maybe that's what this was for, too. It's difficult to say because things back then maybe looked like the ones we have now, but they had a different function. Anyway, I look at this woman, maybe she's the same age as me now, and OK, she lived in another time and place, but I see myself in her shoes.

Speaker 2: If you look at this, it's really difficult to know what it was used for. It looks like two ordinary round stones, one bigger than the other. You might just think they're stones to build a wall or something but, if you look closely, you can see that the bottom part of this one is smooth and the top of the bigger one is smooth too, so someone must have rubbed them together, and that's in fact what it was, to grind grain and make flour. If you look at Egyptian paintings, they show people doing the same, that's how we know. It's about 6,000 years old, and that's what really fascinates me, to think that something like this has survived so long. I'm interested in how it came about, too. Before this time, people used to forage for food. Farming was carried out in Asia before it was here, but it eventually spread to Europe and so people needed to make something like this.

Speaker 3: So, I'm really fascinated with this period of history, we're talking about around 870 AD, and that's why this appealed to me. It was when the Vikings invaded Britain and made off with treasures and gold, but King Alfred came to the throne and he was successful in dealing with the Vikings, he called for peace, and he passed a lot of fair laws that helped ordinary people. He was the first king to put his head on coins and you can still find these little silver coins today. So this dates from that time. As you can see, it's a lovely oval-shaped gold object, with beautiful coloured glass inside. This glass shows a picture of a man. Another thing you need to know about King Alfred was that he was interested in education, and if you look closely, you can see the man has got really big round eyes. And that's probably to show he read a lot, and this jewel was something people used to put between the pages of whatever they were reading to keep their place.

Speaker 4: At first glance, this looks like a normal old jewellery box. But if you open it up, you'll see that there are lots of compartments and these were, in fact, for putting pens in. I have to say that I don't think it's a very pretty box. It's made of leather and it's a horrible dark colour, and the painting on the top isn't very nice – it's of fruit, and if you look closely, you can see there's an ugly pink fish head in the middle. But what's interesting about this box is who it belonged to. It was Florence Nightingale's, the nurse who looked after wounded and sick soldiers. So she would spend her days looking after her patients, and in the evening, perhaps to get away from things, she would go to her room and compose letters to people back home, to her family but also to newspapers, to inform them about what was going on. It's something that I didn't know and really admire.

Speaker 5: Right so, again, this isn't a very spectacular thing to look at – just a simple, flat, grey stone with some lines drawn on it. But then you've got these other little round black and white stones, too. Was it some early way to tell the time or read the stars? Well, first let me say that these things date from the Roman times, and this one was found here in England. There were no gladiators here and the Romans didn't go around fighting all the time. So what *did* they do? And that's where this comes in. They probably spent a lot of time using things like this to keep themselves amused. I guess I find it interesting that today we have so many gadgets and so much technology and we don't know what to do if the computer isn't working. But back then, they only had something like this to occupy themselves.

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2 and **4** 07

So, I think the people are thinking about very different things in relation to the past. For example, the girl is probably writing about something that happened during the day, maybe at school or with her friends, whereas the boy is looking at his coins and maybe he's thinking about a different time in history. You know, he could be wondering about the people who used the coins and how they lived, and what they used the coins to buy. So while she's probably writing about things that happened to *her* recently, he's thinking about what *other* people did a long time ago. And … well, I think people write diaries because they forget what they were doing on a particular day, so they can look back at their diary and remember. It's similar to taking photos when you're on holiday – it's fun to look at them and see where you were and what you were doing and who you were with. But collecting coins is quite different to writing a diary. It's nowhere near as personal. It's more of a hobby, like collecting stamps or badges. I mean, a lot of people do that … like my brother, he used to collect stamps when he was younger and he would spend hours looking at them and sorting them into categories. And he was fascinated by all the pictures of famous people and historical events. He would look up all the information about them and he learnt a lot about history that way. I think that's why he was always so good at history at school! And … well, the other thing about collecting is that it's something you can do with other people. You know, you can show people your collection and exchange items. In contrast, writing a diary is something you tend to do on your own. So I think collecting things is far more interesting, and writing a diary seems rather dull by comparison. But I mean, both of the people in these pictures look as if they're enjoying what they're doing.

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Unit 4

Developing vocabulary and listening p33

3 and **4** 08

Presenter: You can already do some crazy things these days to computerise and control your home, but so-called smart homes are just getting started. So we've invited our two tech reporters, Jeremy and Alice, to tell us *their* vision of the houses that we'll be living in a few years from now. So, Jeremy, let's get started. ...

Jeremy: Hi, right, well, before we even get into the house, let's just stand outside for a moment and look around. First off, traditional clay bricks are out, because we'll be using eco-friendly construction materials in the future. Natural cement produced from mushroom-based materials is the latest thing.

Alice: Yes, there's quite a buzz about this stuff at the moment, not only for buildings, but furniture, too. It's actually stronger than concrete and it's biodegradable, so I'm pretty sure we'll be using it a lot.

Jeremy: Right. Then we'll have roofs that provide habitats for insects, and maybe even for vegetables …

Alice: Well, I reckon we'll have special food farms for that, you know, high-rise buildings, so I don't know. The house I see people living in will be much cleaner, and instead of flowers in the garden, we'll have virtual spaces, so you'll press a button, and create any kind of landscape you want … a jungle, or a beach …

Jeremy: Well, I know the technology exists, but the house of the future should improve our quality of life, so I don't really see the advantage of that. Why not use technology to create attractive outdoor spaces instead – with robot gardeners, perhaps?

Presenter: Hey, can we go inside, guys?

Alice: Alright ... So, into the kitchen. Of course, everything here is designed to simplify life so we'll have fridges that tell us what we need to buy, and ovens with automatic temperature controls. And we'll be cooking with a recipe projected onto a screen …

Jeremy: We'll have been doing that for some time so that's not really news. But we probably won't have to cook at all. Have you seen the new kitchen robot arms? They look like something you see in factories.

Alice: Yeah, two disembodied arms hovering over the cooker and sink – they look a bit weird if you ask me.

Jeremy: I know, I tend to agree, but you just have to program a recipe and it does the job and cleans up afterwards.

Alice: I'll wait until I can have a full robot, I think.

Jeremy: Right! What else? Oh yes, 3D printers. They'll be as common as microwaves are now. You'll be able to print exactly what you want and adjust the flavours according to your taste …

Alice: I think they'll take a while to reach homes, though.

Jeremy: A few years, maybe, but then they'll be all the rage. There are a few things to sort out still, but they'll have solved those problems before long.

Alice: We'll see. Shall we move on? Let's go into the living room ... This place is all about relaxation, maybe you'll have your robot here, to bring you a drink and have a chat when you want one.

Jeremy: You'll get a running commentary of news headlines, and if you have any questions, you'll just ask your computer using your voice. If you want to know what the weather is like, for example.

Alice: Though I'm pretty sure we'll still have windows for that.

Jeremy: You'll be able to sit on your sofa with your VR glasses and go on a wildlife trip instead of watching a documentary on TV.

Alice: Yes, for sure, VR is much more accessible now, so there's no doubt about that. And probably we'll have a virtual-reality gym at home too, a kind of combination of a bike and glasses, so we won't have to walk to the gym.

Jeremy: It seems a bit contradictory, but you're right. OK, a couple more rooms left then ... So the bathroom, this is all about your health so your bathroom scales will analyse your heart rate and advise you about your diet.

Alice: Yes, I'm not looking forward to that part, but the mirror will also scan your face and tell you how you look, maybe recommendations about what you should wear.

Jeremy: Do you think so? I mean, I can understand that you might want to have a program to look after your well-being, but I'm not sure you need wardrobe advice. I wouldn't want that, anyway.

Alice: Well, you don't have to install one, if you don't want to.

Jeremy: OK, last room then. So we've known for ages that having technology in the bedroom disturbs sleep, so there'll be no blue lights of connected devices. We'll have everything set up to make our sleep as comfortable as possible. Noise generators will provide the sound of birds or the patter of rain …

Alice: Ah, but why stop at that? It'll be possible to do the same here as in the garden – create whole landscapes, so you'll be able to sleep under the stars, with the wind rustling in the trees.

Jeremy: Better here than in the garden! We'll be sleeping on a mattress that tracks our movements and sleep patterns, to make sure that we achieve the best night's sleep. Then it'll calculate exactly the right moment when we should wake up.

Alice: Yes, that sounds wonderful …

Developing speaking p35

2 and **3** 09

Examiner: Now, I'd like you to talk about something together for about two minutes.

Here are some aspects of news reporting, and a question for you to discuss. First, you have some time to look at the task. Now, talk to each other about how technology might change these aspects of news reporting in the future.

Luca: So what do you think?

Alisha: Well, I think that people probably won't sit down to watch the news on television at a particular time, like at 9 o'clock because we'll have access to news all the time. Would you agree?

Luca: Yes, I mean, we'll just look at our phones when we want to know what's happening. In fact, I think that a lot of people already do that.

Alisha: Right. So eventually, news programmes on TV will disappear. What about newspapers?

Luca: Well, I think it's likely that they'll disappear too, paper newspapers I mean … because most people already read the news online.

Alisha: Yes, but I think we probably won't *read* the news at all in the future. We'll watch videos instead. In fact, I heard somewhere that people will eventually stop reading and writing. We'll go back to the old days where everything was communicated by word of mouth.

Luca: Really? I suppose that might be true, but that's not going to happen any time soon. What do you think about the future of news reporters?

Alisha: Well, that's already changing because ordinary people are reporting the news much more, people who just happen to be there, in a situation. They can record what's happening and upload it. I think we'll be seeing much more of that in the future.

Luca: Yes, that's OK up to a point, but journalists are trained to report news, to give a balanced view, so there's a danger if that goes too far. I mean, it's an advantage to get the news quickly, and to get first-hand accounts, but …

Alisha: Yeah, good point. But there must be some kind of control, otherwise anybody could report whatever they wanted. People could actually invent news, we'd never know. What about devices to access the news? I've heard that we'll see the news in virtual reality in the future. What's your perspective on this?

Luca: Well, I know it's becoming more popular in the cinema and games, but it's a bit scary to have virtual news reporting. We don't want to actually experience an earthquake!

Alisha: Maybe, but don't you think we'll get used to it? I mean, it's just like seeing pictures on television. When TV news replaced radio news, people said the same.

Luca: It's possible, but I think it's quite controversial. I don't think it'll happen, personally, but who knows? Anyway, what about magazines and journals? Do you think they'll disappear, like newspapers?

Alisha: I think so, in print form anyway. But maybe we'll still read them on tablets, and perhaps we'll listen to podcasts, too. People with specialist interests will probably still subscribe to magazines.

Luca: I guess that's right, yes. Personally, I think it's a pity because I love flicking through magazines, especially when I'm going somewhere.

Examiner: Thank you. Now you have about a minute to decide which aspect of reporting will see the most dramatic change.

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Gateway to exams: Units 3–4

Gateway to exams p39

3 10

Presenter: There's something intriguing about a message in a bottle. The idea that something written and thrown into the sea could turn up years later or thousands of miles away and be read by a complete stranger never fails to fascinate us. Messages in bottles have been known to bring people together from all over the world – in fact, you could say it's the oldest form of social networking. But it's also a form of scientific discovery, and Jeremy Brayer is here to give us some details. Jeremy, welcome.

Jeremy: Hi there.

Presenter: So, first of all, messages in bottles are nothing new, right?

Jeremy: No, that's right, they've been around for thousands of years. The earliest sender that we know about was a Greek philosopher called Theophrastus, who threw bottles into the Mediterranean in around 310 BC. He did it to test his theory that the sea is actually formed by the inflow of water from the Atlantic.

Presenter: So in other words, it was an early science experiment.

Jeremy: Exactly! The story goes that Benjamin Franklin, the president of the US, did the same in the 1700s to find out about currents off the east coast of the States. Amazingly, his findings are still used by the US Navy today.

Presenter: So how did it work, exactly?

Jeremy: Well, typically, bottles would contain a pre-addressed postcard and either a cheque or the promise of a small reward if the finder noted the location where the bottle washed up and mailed the card. It's the way that scientists have charted ocean currents for hundreds of years.

Presenter: They weren't just for that though, were they?

Jeremy: No, in fact, back in the 16th century they were used by agents of Queen Elizabeth I of England as a way of sending intelligence reports. Ships spying on other fleets would throw bottles containing military secrets into the ocean, and because they knew about the currents, the bottles would wash up on the shore in England. Apparently, the Queen was so worried about the information falling into the wrong hands that she actually appointed an official 'Uncorker of Bottles', and made it a capital offence for anyone else to open them.

Presenter: Really? Fancy having that as your job title! But anyway, what can you tell us about more recent finds?

Jeremy: Well, the oldest message in a bottle to date washed up not so long ago on the North Sea island of Amrum, in Germany. It turns out it was one of 390 bottles placed in the ocean by a scientist called George Bidder back in 1906. It had only travelled a few hundred miles but took 110 years to get there! Bidder was a marine biologist who mainly focussed on sponges, and he was interested in the movements of these sea creatures so he perfected a bottle that sat just above the sea bed where they feed. The bottles helped him to discover that they prefer to move against the current.

Presenter: And did the finder get a reward?

Jeremy: Ah, yes, she did. She claimed the promised shilling! The marine association where Bidder worked actually went on eBay, found an old shilling and sent it to her with a thank you message!

Presenter: Good for them! So you mentioned earlier that scientists still use messages in bottles?

Jeremy: They do, to trace pollutants, for example, but nowadays, there are more sophisticated methods. There's a network of about 3,800 so-called 'Argo floats' – they're kind of bottles, but obviously much bigger. They can be programmed to travel at any depth of the ocean, and collect data on the temperature, levels of salt, oxygen and so on. They pop up to the surface every five to ten days to report their position and transmit data, then go back down again and carry on. They give us all sorts of information about the oceans, and the changing climate.

Presenter: What about accidental spills? I've heard a story about some plastic ducks that broke free a few years ago and are still bobbing around in the ocean.

Jeremy: Oh, yes, that was back in 1992. A shipping crate fell overboard just off the coast of Japan and thousands of these ducks, well, not just ducks, but turtles, beavers and frogs too, ended up in the Atlantic. These 'Friendly Floatees' as they're called, have been found as far away as Hawaii, Alaska, South America and Australia. Some even turned up frozen in Arctic ice! But they've actually revolutionised our understanding of currents, and taught us about plastic pollution in the process.

Presenter: How did that come about?

Jeremy: Well, we knew about some currents that stretch between Japan and Alaska, but we didn't know how long it took to complete a circuit. We now know that it takes exactly three years. And a lot have appeared in an area of rubbish, mostly floating plastic, and so they've helped to raise awareness about this problem. And there are a couple of thousand still out there, in case anyone finds one.

Presenter: Well, Jeremy, I'm sure you've got lots more stories to tell us, but I'm afraid we have to leave it there now. Thanks so much for telling us all about this.

Jeremy: Thank you.

Unit 5

Developing vocabulary and listening p43

3 and 4 11

Alice: OK, so now we come to the part of the show when we find out what's happening in music and the arts. We've got Jensen McCarthy with us to tell us about some interesting projects. Jensen.

Jensen: Hi Alice, well, as you say, there are lots of opportunities for young people to get involved, starting right here in London. So I've been checking out some courses at the Roundhouse. There's a media course, for any budding DJs out there. You get to learn how to produce a radio show, create apps or even make films, the kind *you*'d like to watch. Then there are performing arts projects, with everything from street circus to the spoken word. And, of course, music, for anyone wanting to join a band, or just develop their skills.

Alice: And I hear you dropped in on a couple of music sessions – is that right?

Jensen: I did, I did some face-to-face interviews and got to see some work in progress. So these are all musicians, not professional … not yet …, with different musical backgrounds and tastes, so you've got hip hop, rock, you name it. Some play an instrument, others sing. And they come together and work on projects, so they kind of feed off each other and help each other to develop.

Alice: How exactly does that work?

Jensen: Well, in one session, everybody had to pick a musical genre out of a hat, and then in groups, they had to come up with a song, in that genre. One group picked out dubstep electro, and … it was quite funny, the guy in the group … he wasn't afraid to speak his mind … he said he hated that kind of music. But he did it anyway, and so he got to experiment with a new style, and that, like, brings a new dimension to his music.

Alice: So I'm assuming there's someone running these sessions?

Jensen: Yeah, they get coaching and feedback on their music … some of the tutors have been in the music industry for a long time and have worked with big names. And then there are talks from labels and industry professionals. You know, supposing they make it big one day, they need to know how to manage their careers. And this leads up to putting on a show at the end, which is really throwing them in at the deep end because some of them have never performed in front of a live audience before.

Alice: And there's a festival, is that right?

Jensen: Yes, that's right, this is a big music festival with major artists, but anybody can perform there provided they've done one of these courses. So, that's great exposure, you know, it's difficult for new artists to get noticed unless there's some kind of platform like this. And the show is streamed live, in case people who can't make it want to watch it online. And by the way, the live stream film crews are trained at the Roundhouse, so they get hands-on experience, too.

Alice: Sounds great. So, for anyone interested, how do they get involved?

Jensen: Just check out the website, and you'll see all the courses, which, by the way, aren't expensive. You just pay a small annual fee and that's it.

Alice: Great, so, what else have you got for us?

Jensen: OK, so, the other thing I've been looking at is art courses and there are some interesting things happening at the MoMa, the Museum of Modern Art in New York. They've got some great courses which show that you don't need to be an expert to appreciate or produce art. It's all about meeting other creative people, getting together to discuss ideas, and experimenting with new materials and techniques.

Alice: So are these like the music courses then?

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Jensen: Yeah, in the sense that there's coaching, and an opportunity to put on an exhibition of work at the end, actually at the MoMa itself. Imagine, you're just starting out and you can say, oh, I've exhibited work there. That's pretty cool. Plus, the actual courses are really very contemporary and innovative – there's a sculpture course, making things out of paper, like a bicycle sculpture from a real bike mould, a multimedia course, and, I think this is my favourite, a performance art event based on alien abductions! Not the kind of artwork you normally get to do at school.

Alice: Right, that sounds wild, a chance to be really creative.

Jensen: Yes, but I think the real attraction is that you get to use the equipment at the MoMa, and have all the space you need to work in the museum itself. Oh, and the other thing I forgot to mention is the community vibe, which you don't get from working on your own, say, at home.

Alice: Exactly. So who can take part?

Jensen: Well, the courses are open to all young people … as long as they live in the city and can demonstrate an interest in art. They're free, together with materials and access to exhibitions, on condition that participants can show that they'll really benefit from being there.

But there are other courses like this in museums here, so for anybody interested, just check out what's on offer where you live.

Alice: OK, well, thanks for telling us all about what's on this summer, Jensen. Hopefully, we've been able to inspire some people out there. And now …

Developing speaking p45

2 and **3** ▶ 12

Examiner: Here are some different activities that encourage people to express themselves, and a question for you to discuss. First, you have time to look at the task.

Now, talk to each other about the advantages and disadvantages of these activities as ways of encouraging self-expression.

Tomasz: OK, shall we start with playing a musical instrument?

Elena: Sure, I'd say it's a good way. You know, playing an instrument is about technique, but also about expressing yourself … through the music.

Tomasz: Maybe, but not everyone is musical, so I don't know if it works for everyone. And it takes a lot of practice so I'd say listening to music is just as good. Or singing.

Elena: OK, what about public speaking?

Tomasz: I think it's a good way to overcome fears, if you're afraid of expressing your opinions.

Elena: I guess it has advantages because you learn to convey your ideas clearly and if you practise in a class, it may make it easier for you to speak in other situations. Disadvantages …?

Tomasz: Umm ... I don't know. Maybe you need to practise a lot too, to get better. What about doing an online course?

Elena: I'm not sure about this one. I mean, the fact that you're using a computer, it's not like face-to-face communication.

Tomasz: Well, it depends on the kind of course, but don't you think that some people find it easier to express themselves online, when they don't have a person in front of them?

Elena: Maybe, but I don't think it's the same. Anyway, what about drama classes? …

Examiner: Now you have about a minute to decide which way is the best to improve self-expression.

Elena: OK, well, I'd go for drama classes. I mean, you have to express yourself a lot to be good at acting. You have to learn how to show different emotions, and put yourself in the shoes of the character.

Tomasz: Isn't it true though that a lot of actors hide behind the characters they play? I mean, they're not the same in real life.

Elena: So what would you say is the best way?

Tomasz: Well, I wouldn't say doing an online course because they're too theoretical. It's not the same to know something in theory and do it in real life. My choice would be public speaking … doing a public speaking course, because you get practice in conveying ideas, in using language that isn't ambiguous, that gets straight to the point.

Elena: But don't you think that some people are shy about speaking in public? That doesn't mean they can't express themselves in smaller groups, or with people they know. I think the ability to speak in public is very useful, but it's just one way of expressing yourself, whereas doing drama, you practise speaking, but also conveying emotions.

Tomasz: I take your point, but good public speakers are convincing because they're not just presenting facts, they have to persuade an audience, too. But anyway, let's agree to disagree on that. We'd better pick one of these options.

Elena: I'm going to stick with drama classes. I think you have to overcome fears about speaking in public, but it's more than that.

Tomasz: OK, I see what you're saying.

Examiner: So what did you decide?

Elena: Well, as you heard, we have different views, but I think we eventually came to the decision that drama classes are the best.

Tomasz: Yes, I think so.

Examiner: OK, thank you.

Unit 6

Developing vocabulary and listening p51

2 ▶ 13

Extract One

Presenter: Jessica, how did you get into travelling?

Jessica: Well, I grew up in one place and we didn't use to travel much, but I think I've always had the heart of a wanderer. I *did* manage to organise a family holiday once, to Turkey, and that left a big impression on me. Then a couple of years later, I went on a school exchange trip to France. After that, I just started craving foreign adventures. So when I left school, I set off on a solo trip to Thailand, and that was it, game over. I've been living out of a backpack ever since. I can't really tell you why I travel except that I don't want to look back when I'm older and say … I wish I'd done that. There are so many amazing places to see, it seems a waste not to do it.

Presenter: So how do you fund these adventures?

Jessica: Well, I started by saving up. I did a paid internship in a graphic design studio, and I did loads of other work too – weekends in a clothes shop, nannying, selling handmade cards online. Since I've hit the road, I've done pretty much everything, but now I'm getting more media work online, and that's growing, so even though I don't make much, I keep my expenses super low, and it's enough to get by.

Presenter: What are the best and worst things about travelling?

Jessica: The worst is being away from my family, for sure. The best is probably the people I run into along the way. Travel is such a big part of my life now, I love talking to others like me and swapping stories. Conversations are always dotted with statements like … 'this one time in Indonesia ...'.

Presenter: What are your plans for the next three years?

Jessica: Well, I'm heading off to South America soon, which is pretty exciting. Some friends are going to put me up in Buenos Aires, and then I'll see where I go from there. Being on the road is pretty exhausting, so maybe I'll put down roots at some point. But I'm not ready to slow the pace yet.

Extract Two

Presenter: Tell us about yourself, Alex.

Alex: Well, travelling by water is my passion so I live and work on board a 40-metre private yacht, which sounds more glamorous than perhaps it is, but it's a cool way to see the world.

Presenter: And why did you decide to work on a boat, exactly?

Alex: Well, I studied engineering at university, and when I finished I was looking around for something to do. I didn't see myself fitting into some big corporate machine and I had a friend who'd been yachting for years, and looking at his posts online always made me really envious. And I thought, ten years from now, I'm going to think, 'If only I'd been like him …'. So I decided to follow in his footsteps. The other thing was that it was a way to earn and save money while travelling. My parents have always instilled in me a sense of financial responsibility, so I didn't want to spend all my savings and then have nothing left at the end of it.

Presenter: How did you get your job?

Alex: Well, my friend was an incredible help. He told me to go down to the yacht clubs and get myself known, so I did that, and it all started from there really. I didn't apply for jobs online, which most people do, I just got to know people and they offered me a job.

Presenter: So, what's working on a yacht like?

Alex: Well, maintaining a yacht is a lot of work, and ours is a small crew, so we all kind of pitch in. I deal with the mechanical side, engine rebuilds, things like that. The only thing I didn't bargain for was the close quarters. Living and working with

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the same group of people 24/7 is tough. If someone does something that annoys you, you can't have an argument and walk away. You just have to say 'I'd sooner you hadn't done that,' and that's it. Luckily, we all get on pretty well, and anyway, it's worth it. I haven't got any expenses, I get free accommodation wherever I go, and I get to see places.

Extract Three

Presenter: Ben, how did you start travelling?

Ben: My parents moved around a lot when I was younger so I guess it's in my blood. After school, I travelled across the States by bus and then at college, I signed up to spend my summer vacations writing for a series of guidebooks. I covered 80 towns in 90 days, sleeping in hostels and eating things I'd rather not have eaten. At the time, it seemed like real hardship. But looking back, I'd say it changed my life for the better.

Presenter: How did you get into full-time writing?

Ben: Well, I used to have all these incredible experiences and impressions, and then afterwards, half of them just got lost … so I remember thinking, I should have written them down. So then I started keeping a diary, and after that, all I wanted to do was scribble. And at some point, I thought, well, if I'm writing anyway, I might as well try to make a living out of it.

Presenter: What are the rewards of doing what you do?

Ben: I'd say the memories, the freedom and the new friends. Travel writing has taught me to look closely at places and listen to what's going on around me. Writing is all about catching those details, and passing them on.

Presenter: Any tips for writers out there?

Ben: I guess most people, when they're travelling, have amazing experiences, and they record them in some way, on blogs, with cameras. But I think the challenge is to try to find some new angle on things. So not to write about everything you see and do, millions of people do that, but to narrow it down to one specific thing, something that interests you, and make that the focus of your writing. And that's the hard part, when you've taken the trouble of recording every single detail, what can you possibly leave out? But if you don't, it's like showing your friends the thousands of photos you've taken, and you really don't want to do that!

Developing speaking p53

2 and **3** ▶ 14

Student 1: So, I have a very vivid memory of a journey I made from a place called Lecce in the South of Italy to Naples. It was a train journey, and I was staying in Italy at the time on a school exchange programme to improve my Italian and um ... we went to Naples because it was a long weekend and my friends and I wanted to take advantage of the extra day to go somewhere, and none of us had ever been to Naples before. But, as I recall, we almost didn't go at all, because it was winter at the time, and it was actually snowing, which almost never happens in the south of Italy. But anyway, we decided to go and … I forgot to mention, this was an overnight train, so one of the things that stands out most clearly for me was that we were hoping to sleep on the train, but we couldn't because the other people in our carriage kept chatting all night long! But on the question of why it was memorable, I remember arriving in Naples in the morning … it was cold, and we saw the most amazing sunrise, and I remember walking through the streets of Naples, early in the morning before anyone else was up … it was just magical. And we'd have missed that if we hadn't gone.

Student 2: So, this may sound like I'm trying to say the right thing, but the most important decision I made was actually to work harder at school. And it happened when I was in Year 7, so I was about 11 at the time. It was the first term, and we had a history test. It was the first time we'd had a history test, and it was very simple. The teacher asked ten questions and we had to write our answers on a piece of paper and she collected them in and gave us a mark. So, I didn't study very much for the test the night before. If I remember rightly, I just read through the chapter and that was it. So anyway, I got two out of ten on this test, and I was horrified! I shouldn't leave out the fact that my best friend got nine out of ten, which made it even worse. So I made the decision that I was never going to get a low mark again and the next time we had a test, I got ten out of ten. And that was it, I never failed a test again. In fact, I actually came top of the class at the end of the year. And so in terms of what I learnt, it really showed me that if I worked hard, I could achieve things and thinking back, it was a good thing I failed that test, because if I hadn't, I wouldn't be the person I am now.

Gateway to exams: Units 5–6

Gateway to exams p57

2 ▶ 15

Extract One

Man: I've just downloaded an app for my trip. It may not be perfect, but it's better than me trying to pronounce some incomprehensible nonsense. At least I can just type in a phrase and show it to someone.

Woman: Erm … I've had some pretty bizarre conversations using translating tools before. Once at a hotel, the receptionist typed in a message and it just came back as a string of unconnected words.

Man: I know, but they're getting better all the time. It's just a matter of more data, more power and better software. I reckon in about ten years' time we'll be able to converse in dozens of foreign languages. No more language barriers.

Woman: So will people stop speaking then, and show each other screens all the time?

Man: No, there'll be an earpiece and it'll whisper what's being said to you. Can you imagine at a party where everyone's speaking different languages? Or business meetings … just think of the opportunities.

Woman: Sure, it'll eliminate the need for a shared language, but think of how many languages there are in the world. I can imagine if you speak Spanish or Chinese or German you'll be alright, but what about if you speak some obscure language?

Man: Eventually, I think you'll just have a drop-down menu for any language so it will open up business and tourism to even the most remote corners of the world. Machines will even be able to interpret sign language, so you're talking about bringing people in who may be isolated at the moment. That's the main benefit.

Extract Two

Girl: So, I've been thinking about our project on disappearing languages.

Boy: Oh, yeah?

Girl: Have you heard of Manx?

Boy: No. What's that?

Girl: It's spoken on an island, north of Wales, called the Isle of Man. And yes, I thought we could use this. It's a perfect example of how a language became extinct and then was revived again.

Boy: Does it say how it died out?

Girl: Yes, economics of course. People thought it was worthless and associated with poverty, so they started using English, and little by little it disappeared.

Boy: Right, so we could start by talking about that. But how did they bring it back? Presumably someone still spoke it.

Girl: Yeah, a couple of guys travelled round the island making recordings, before it disappeared that is, so there was something to refer to. And now one of the main schools teaches in Manx, and the kids just learn English once a week. For me, it just goes to show that you only need one or two people to make a difference.

Boy: So the children speak Manx at school, and their parents learn it too, because they want to speak to their kids. But still there's not much tourism on the Isle of Man, and you can't speak it anywhere else …

Girl: No, but the children have pen pals in Scotland, because Manx and Scottish Gaelic are related. But it's part of their culture and identity, and it says here that people are choosing to listen to music in Manx. They have a tradition of storytelling, but not in literature, in music, so that's how they're communicating their culture and language.

Boy: OK, so back to the project, we could talk about language in education and in music …

Girl: Right, but I think the most important thing is technology. If you think about it, recordings kept the language alive, there are videos online and podcasts, an app for smartphones has been downloaded by thousands of learners. And tweets – the newest word in the language is 'tweetal'.

Boy: OK, well, let's start with that.

Extract Three

Man: Hey, do you fancy doing a quiz? Look at this. What does this mean?

Woman: Hotel …

Man: And this?

Woman: Turn left.

Man: Right. See, here's a system that beats language. It says here that thanks to digital communication, things like emoji and emoticons, signs are replacing the written word.

Woman: Well, it's true that if you go to an airport or train station, you can navigate your way without any language. Everybody

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understands the signs for a bank machine or a cafeteria.

Man: Right, and lifts in public buildings. And if you go to a fast-food restaurant, you can point to a picture or click on it. When you think about it, there are new icons all the time, like wi-fi, so as people travel more, and tourism increases, maybe there'll be more icons, not just in transport hubs but in cities, too. Perhaps this is the new global lingua franca, not English or Spanish or Mandarin.

Woman: It certainly makes travel easier, and I can imagine it would help people moving to a new country, they can find their way around, find the local amenities. It would take away the urgency for learning a new language, and perhaps reduce communication breakdowns. But that's not the only reason for learning a language.

Man: You mean for work and things?

Woman: Not just for that. I mean, one of the most fun parts of travel is interacting with people, even if you say just a few words like 'hello' or 'thank you'. You can't replace that with signs. There's no substitute for the skill of knowing a foreign language.

Unit 7

Developing vocabulary and listening p61

3 and **4** ▶ 16

Speaker 1: I guess I was about 13 at the time, and our German teacher had organised an exchange trip. We'd all been matched up with pen friends, and I was quite surprised when my parents actually agreed to let me go. I remember the moment the train pulled into the station and our host families were waiting to meet us. I think that was the moment it hit me that I was actually going to be there for three weeks. I was terrified! To be honest, the rest was a blur, but I do remember the food, which I thought was completely inedible. Of course, I just wasn't used to it, and I think I was homesick too, which is odd because I love travelling now. But what stands out in my mind was listening to the older kids from my school, who were there, too. I could only speak a few words back then, but they were having conversations in German. It was so impressive, I wanted to be able to do it, too.

Speaker 2: I used to play in all the school teams, which meant my Saturdays were always taken up with matches or training. Anyway, this particular time it was a training day we were on. Our coach had organised it and I think it was a big deal for him because it wasn't just for our school, it was a regional thing. So we'd spent the morning on the pitch, and it was cold and wet and so in the afternoon, a group of us decided we were going to stay in the locker room. I would have gone back out, but I guess I didn't want to be disloyal. When our coach found us, he was furious … I think he thought we'd let him down in front of the other schools and he kept saying we'd thrown away a great opportunity. I felt terrible! I realised we'd been inconsiderate, but more than that, I was annoyed with myself for having just gone along with someone else's idea.

Speaker 3: I'd never really excelled at anything before. I've got an older brother and sister, and a younger brother, so being the one in the middle, I think I always went unnoticed. We moved around a lot too, which was very stressful. Anyway, I was at primary school, and because I'd had so many teachers, I can't even recall this one's name. But what happened was that we were asked one day to write a poem, about a train. I have no idea why, it seemed a lot to ask, but I did it and handed it in along with everyone else. I don't think I gave it a second thought, but the next day the teacher read out my poem to the whole class. I remember feeling embarrassed, but at the same time it was nice to be singled out in that way. I don't think I've got any great talent, but it did make me realise that you shouldn't underestimate yourself and it was that teacher, whoever she was, who taught me that.

Speaker 4: So, it was just after I'd finished my exams and I went off to spend the summer with my aunt and uncle. They've got a small shop in a little tourist town, and I was going to have my first taste of independence working for them. I can still recall the excitement of opening my first payslip! But what was special was that my sister came to stay at the end of the summer and she brought me my exam results. I hadn't had the courage to look before, so what we did was we took a boat out on the sea and sat there with the envelope in front of us and eventually I plucked up the courage to open it, and the relief was incredible! I'd passed them all. I wanted to jump up and down, but I couldn't without tipping the boat over. Anyway, I'm not sure you could call it a defining moment, but I do remember it as one of my happiest moments ever.

Speaker 5: It was the year we won the World Cup. We hadn't had a good start, but we'd passed through the early rounds, and then came the final. Unfortunately, I couldn't go to the match, but everyone watched it on a big screen and the atmosphere was electric. I can still remember the moment that the final whistle blew and we'd won. We all celebrated, waving flags and people were driving through the streets, blowing their horns and cheering. It was like the whole town was in it together. Everyone was so ecstatic, like one big happy family. And I think that that's what makes it memorable – it was like being part of something big. I mean, we all spend our time worrying about insignificant things in our own lives, and for me it was that moment when I forgot about myself and got caught up in the big picture … like there are these important things going on in the world that put all the little details into perspective.

Developing speaking p63

2 and **3** ▶ 17

OK, so I'm going to compare these two photos. Both show an important day in someone's life.

Here, you can see a mother hugging her son. It looks as though he´s leaving home for the first time because he's putting a box of his belongings in the back of the car. I presume he's going away to college or university, although I suppose he could be moving into a flat with friends. But I'm guessing from the way they're saying goodbye, they aren't going to see each other for a long time, so he might have chosen a course a long way from home. And well, I've never been in that kind of situation myself, but I can imagine that the mother is telling her son to look after himself and perhaps to phone her when he gets there and let her know he's alright. And then, in this second photo, we have a very different situation. From the way they're sitting, I'd say this must be some kind of interview, probably a job interview. Most of us know from experience the kind of things they're probably talking about, you know, qualifications, experience, that kind of thing. But perhaps it's the woman's first interview because, going by the look on her face, she's feeling quite nervous, maybe even a bit defensive. Maybe she's being asked some really difficult questions, or she might have written something on her CV that was a bit of an exaggeration and now she's having to justify it. I think most of us have found ourselves in those kinds of circumstances at one time or another. So unlike the first photo, she doesn't seem happy about the situation, whereas the boy looks sad but fine.

Unit 8

Developing vocabulary and listening p69

3 and **4** ▶ 18

OK, so we were asked to do some research into inspiring stories, stories of young people who were making a difference in the world. So I'm going to tell you about a young woman who set up a business making warm coats for homeless people in Detroit.

Just to give you a bit of background information, Detroit is a city in the north-east of the US, on the border with Canada. It used to be a thriving city, with a lot of car-manufacturing, but now most of these industries have closed and areas of the city have fallen into decay. Not only is there high unemployment, but there's also a lot of homelessness, too. About one in every 45 people in the city doesn't have a place to live.

The other thing you need to know about Detroit is that it's one of the coldest cities in the United States. In winter, temperatures rarely rise above zero and sometimes it gets nearly as cold as the North Pole.

So, that's a bit of background … now … onto the story. This is Veronika Scott and a few years ago, she was a normal student at the School of Creative Studies in Detroit. She was doing a course in product design during the day, and in the evenings, she volunteered at some shelters, cooking and serving food. As part of her course, she … and the others … had to identify a need – a social need or problem – and then they had to create a product to address it.

She'd been working with homeless people, so of course, that was the first thing she thought of. She saw these people every day, and naturally had a lot of empathy for them. So she came up with the idea of creating a coat that would keep them warm in winter, and double as a sleeping bag at night.

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She started to experiment, making different coats. She knew they had to be economical and waterproof, and she wanted to use sustainable materials, so she started off with plastic bags. That didn't work, so then she used old woollen coats … and so on. Not until she'd made five prototypes did she come up with this … a kind of insulating material used in construction, and with this, and other fabrics, she eventually came up with this … a jacket that rolls out at night to make a sleeping bag, and then turns into a coat for during the day.

So Veronika had finished her school project, but that wasn't the end of the story. She took it round some shelters and most people were fine, they liked the coat, but at one point she ended up being screamed at. This woman probably thought she was just some self-serving college student and yelled at her. She said, 'This isn't going to solve the problem. People don't need coats, they need jobs! What are you going to do about that?'

And Veronika knew that she was right. She realised that just making coats wasn't enough and she didn't want to just give people hand-outs. Plus, she couldn't make all the coats herself … she needed someone to make them.

So what did she do? She decided to hire homeless people to make them. She started off with just two part-time jobs for women from the shelter, with money she'd got from donations, and she trained them to sew. These were people who didn't have good CVs so couldn't get jobs and seemed hopeless. But it turned out that no sooner had they got started, than they were already talking about getting a raise, and moving up the ladder.

So anyway, Veronika took her coats out into some really tough neighbourhoods. These were places where the only thing that mattered was self-preservation, so she teamed up with other volunteers to go there. And a few months later, she managed to get more donations, and moved into a bigger space and … now she's CEO of this company … employing nearly 20 people and making these jackets, which, by the way, can also be carried like a bag.

So what inspires me about this story? Well, it's not just that she's a self-made woman in the sense that she's set up a profitable business. I mean, she had to overcome obstacles like most entrepreneurs – some predicted she would fail, that it would never work, so she did have moments of self-doubt, but that didn't stop her. And it's not just that she's giving people things they need … though of course she does that, too. It's that she's making a major contribution to her community … by providing jobs, which people need … to get back on their feet … to earn money and find somewhere to live. Some of the women in the factory have gone back to education, which means they'll be able to get better jobs in the future. It's like giving people back their pride, and independence and self-respect. I think, we often hear about people doing good things, but rarely do we see something like this.

So, a few years ago, Veronika was just 20 years old, a normal student doing a course, who had a neat idea. Little did she know that that was going to change the course of her own life, and the lives of many others, too. And that's it. If anyone has any questions …

Developing speaking p71

1 and **2b** 19

OK, so I'm going to talk about these two photos here. In this one, there's a young woman and she's obviously helping an elderly lady with her shopping. Maybe she's someone she met in the street, or a neighbour, or maybe they're related in some way … she could be her grandmother, for example. So she's helping someone just err… on a … on a one-to-one basis, so she's not part of an organisation, whereas this is a group of volunteers, they're part of a team and they're involved in a community project … they're clearing up waste in a park, or … by the side of a river, so they're doing something to help the whole community … and wildlife, too. So as for what they're saying … well, this woman might have stopped the younger woman in the street and asked for help, or maybe the younger woman offered to help … she saw the older woman struggling a bit and insisted on carrying her bag for her. In the other photo, I'd say the man on the left is showing the girl how to put something in her bag. He looks older than the others so he could be the person in charge of the project. Maybe he's suggesting that the girl hold the bag in a particular way. The girl might have just asked him a question. Perhaps this is the first time the girl has agreed to do this.

Developing speaking p71

3b 20

Well, as David has already stated, the people in the second photo are clearing up litter in a park, which means that they're benefiting the local community *and* having an impact on the environment. I think this kind of work is very valuable, not only for local people and wildlife, but for the volunteers who are participating in the project, too. Having said that, I do believe that it's important for young people to help the elderly at every opportunity. As David suggested, this might be someone who stopped the woman in the street to ask for assistance. Still, I think the people in the second photo are contributing the most.

Developing speaking p71

4a 21

OK, so I'm going to compare these two photos here. In the first photo, the girl is helping an elderly woman do a jigsaw puzzle. She could be the woman's granddaughter, or perhaps she's a volunteer who visits elderly people in her free time. It looks as though they're in the woman's home, although it could be in a residence, it's difficult to say. Perhaps the woman has suggested that they do the puzzle during the visit, and the girl has agreed. In the second photo, on the other hand, the people appear to be strangers, in the street. The man is pointing and explaining something to the woman so I think she might have just asked for directions, and the man is pointing out where she should go. In the first situation, I think it's fair to say that the girl is not only helping with the puzzle, but keeping the woman company, too. Perhaps the woman is lonely and doesn't have many visitors so she's glad to have someone to talk to … you know, that's often a problem for elderly people. The second photo just shows a simple request for information. Normally, you'd expect someone on a bike to know where they are going, or to just look up where they want to go on their phone, but perhaps this woman is a visitor and prefers to ask a local person for help.

Gateway to exams: Units 7–8

Gateway to exams p75

4 22

Speaker 1: A few years ago, I had to have an operation. There was no guarantee everything would turn out alright, but I had my tablet to keep my mind off things. Everything was fine, but I couldn't do sports for a while after that so I searched high and low for an app I could use to mix some music. I couldn't find one so I went online, joined some communities and got advice and learnt how to make one myself. And I sold it, too. Anyway, I was still going back for treatment at that time and when I saw kids, I remembered how I felt so I decided to use the money I earned to buy them gadgets to keep their minds occupied. I still go back now, to help staff and patients and show them how to use the equipment.

Speaker 2: I used to play this quiz game in my free time and every time you got an answer right, the sponsors donated food to people who needed it. I thought it was cool, and I was volunteering at an animal shelter at the time so I wondered if I could do the same with pets. So I went door to door to see if I could get sponsors, and set up a site with trivia questions. There wasn't much traffic at first, but little by little it caught on and now the site is really busy, which means there are more donations. In fact, it's got some publicity, so now I can help not only here, but all across the country. The only thing is, I have to spend my free time coming up with new questions.

Speaker 3: We'd finished our end-of-year exams, but we still had a few weeks left. Our teacher happened to mention they were going to cut down a tree in the park so we decided to spend the rest of the term trying to do something about it. We'd all hung out there when we were younger and it was a part of the community. So we organised a meeting and set up a page to spread the word. It was packed and we managed to raise quite a lot of money and got signatures and then we went to the council and did a presentation. By this point some conservation groups had contacted us to lend their support. In the end, our efforts paid off and it's still there, which just goes to show what a bunch of students can do.

Speaker 4: I was looking for somewhere to volunteer in my area so I asked everyone I knew and searched online, but I couldn't find anything for people my age. In the end, I started helping out at a children's centre, playing with the kids and doing some fundraising, but there was still no information, which was frustrating. My brother is pretty tech-savvy so we put the site together one summer and then I went to local places and told them about it. The food banks and shelters were fine, but I wanted more options so I called everywhere and was amazed at the possibilities. It's just that a lot of them hadn't thought about it before. Kids come up

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to me now and tell me they're amazed at the number of ways there are for them to pitch in and help.

Speaker 5: I guess the idea of being a global citizen has always been important to me. My parents used to take me on volunteering holidays when I was a kid. I was doing some research for my Scout's Award when I came across some information about some schools in Tanzania, in pretty impoverished rural areas. They lacked basic resources so I set up an after-school reading club and we collected donations of books and supplies and then I went there with my parents to donate them. A guide helped us choose a school and the teachers were really enthusiastic – even offering to stay late and give extra tuition. Since then I've set up a website and asked for donations so we're able to send materials to other schools, too.

Unit 9

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Conversation One

Speaker 1: Ah, this is interesting. Look at this.

Speaker 2: Oh, yes … that's what I was trying to tell you. You can't generalise when you talk about screens. It just doesn't make sense.

Speaker 1: Exactly, but you can understand why people do. It's easier to put a number on it. And all we ever hear about is how much damage it does.

Speaker 2: But as it says here, it depends what you're using that time for. Sitting in front of the TV isn't the same as learning on a touch screen and that's not the same as fighting monsters. It all depends what's on the screen.

Speaker 1: Right, try getting that across to my parents. But I think in our case, it's more to do with the fact that they'd rather we were running up and down a basketball court.

Speaker 2: Well, I get that, but people always assume that it means you're sitting down all the time, but my game bike is the best workout ever.

Speaker 1: And when we were on our geography field trip, we were using our tablets to look up wildlife while hiking up 40-degree slopes. You can hardly put that in the same category as being stretched out on the sofa watching TV.

Speaker 2: Right … And that's the other thing, people think of sitting in front of a screen as an antisocial activity, as something you do on your own, but a lot of the time we're collaborating on projects.

Speaker 1: I can see you feel strongly about this. Is this what you're going to do your social science project on?

Speaker 2: I think so.

Conversation Two

Speaker 1: Oh, I didn't expect that to be the last scene. It just faded out to the credits. So, what's your verdict?

Speaker 2: Well, it was OK, I guess. I didn't like it as much as the first one in the series. It was a novel idea, but I don't think he quite pulled it off. Too serious somehow … there needed to be a few more funny moments, you know, the one-liners, those are the things you remember.

Speaker 1: Umm, I quite liked it, it wasn't the typical thing … the second part was better, more action. When they actually turned into superheroes, I mean. And the effects were awesome – you hardly noticed them.

Speaker 2: Are you sure you didn't just miss them? You had one eye on the film and the other on your phone the whole time. What were you doing, anyway?

Speaker 1: I was just checking out the cast, and then Aiden sent a message, so I was chatting to him. He wants to know if we'd like to meet up later. He's going to go round to Zoe's so we can meet him there.

Speaker 2: How's he doing?

Speaker 1: He seems fine, but I think he's just putting on a brave face. You know Aiden. He never talks about what's bothering him.

Speaker 2:

Well, I know he was disappointed, but he can always apply again next year.

Speaker 1: Yeah, well, you can tell him that yourself later.

Speaker 2: Actually, I'd like to go, but I can't. I've got practice at seven. You go, though.

Conversation Three

Speaker 1: Hey … Sophie … it's late.

Speaker 2: I know, sorry, did I wake you?

Speaker 1: Well, sort of … what's up?

Speaker 2: I couldn't sleep, so I thought I might as well give you a call. What's new?

Speaker 1: Nothing much … listen, this is the third night in a row you've called me at this time. And today in class you were half asleep. It's a good thing Mr Evans didn't notice, but I did. What's going on?

Speaker 2: I don't know. I've been trying to get to sleep, and believe me, I need to. It's been non-stop all day. First classes, then drama club. Then I came home and did my homework. Then I had to run through my lines for the school play, and because I couldn't focus, it took me twice as long as it should have. So then I watched TV, thinking that would help me to nod off.

Speaker 1: Listen, that's probably the problem. You've been in front of a screen the whole time. Your brain's picking up signals, telling you it's daytime. You need to turn off your TV and computer at least a couple of hours before you go to bed. You should know that.

Speaker 2: I know … I know … it's just well, there's nothing on worth watching until about ten. And then … well, you have to unwind. But honestly, this is turning into a bit of a nightmare. Only five more hours and we have to be up again.

Speaker 1: Tell me about it. Look, turn off your phone for now, put it somewhere else, and let's talk tomorrow, OK?

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2 and **3** ▶ 24

Examiner: OK, so why do you think some people prefer watching films at the cinema to watching at home?

Student 1: Ah, that's a good question. Personally, I think nothing beats watching a film on the big screen, especially when it's a big production … you want to appreciate all the special effects.

Student 2: But for a lot of people, it's just more convenient to watch at home – you don't have to go out, or be in a particular place at a particular time. You can pause the film when you need to … and you can invite your friends over … watch it together. It's just more social, I think.

Student 1: But the whole point of watching a film is to immerse yourself in it, and I think that's the attraction of the cinema, sitting in the dark, without interruptions and losing yourself in what's going on. It's a completely different experience.

Examiner: Alright. Now, how can you account for people seeking fame?

Student 2: Erm. To be honest, that's not something I've ever given a lot of thought to. I suppose there's just so much media coverage of famous people … it somehow sends the message that fame is important, like it's something we should aspire to.

Student 1: That's true, but I think it's a bit of a sweeping statement to say a lot of people seek fame. I mean, most people would prefer to remain anonymous. We see famous people hounded by the press all the time, and that puts people off.

Student 2: Still, some people do want attention – whether it's putting videos of themselves online, or … you know … appearing in a reality show. I do think it's that … just wanting to be noticed … perhaps it's insecurity.

Student 1: Yeah, maybe … I think it depends a bit on your definition of 'fame'. I mean, I think it's quite common for people to want recognition … but usually it's for something they've done, or something they're good at. The problem is just wanting to be famous for the sake of it.

Examiner: OK, so just one more question. Some people say that actors determine the success of a film. Do you agree?

Student 2: Mmm ... to answer that, first you have to say what you mean by 'success'.

Student 1: Yes, I mean, there's commercial success and then there's critical success …

Student 2: Right … my understanding of 'success' is when you have both, when a film is well-received by critics *and* makes money at the box office.

Student 1: Maybe, but going back to the question … do actors determine success? I think that's a controversial question. I mean, sometimes what makes a film successful is the director … or the plot, or even the special effects. The actors have to be good, but they're not the most important factor.

Student 2: True, but in general terms, I think the majority of people would say that actors determine success because people often go to see a film because of the stars … I mean, if you have a famous name in a film, you might think … Oh, I'll go and see that because so and so is in it. That's why directors hire big names …

Unit 10

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4 and **5** ▶ 25

What do Frodo Baggins, Katniss Everdeen and Harry Potter all have in common with the heroes of ancient myths? On the surface of it, not much, but when you start to look more

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closely, you'll see that they're all variants of the same hero. You'll see a recurring pattern in the way their fate unfolds, and the same can be said of many heroes in fiction and film today. So while I'm talking to you, I'd like you to think of a favourite hero of yours and consider to what extent their journey follows the one I'm about to describe. And we'll discuss those similarities at the end of the lecture.

But first, I'd like to give a little bit of background. Back in 1949, a mythology researcher by the name of Joseph Campbell wrote a famous book entitled *The Hero with a Thousand Faces*. The book was the culmination of many years of research, during which Campbell examined hero myths and stories from around the world. What he discovered was that no matter which culture they came from, heroes went through the same stages on the so-called hero-quest. He called this narrative structure 'the monomyth'. Now, it's quite likely that Campbell's work would have faded into history if it weren't for the fact that George Lucas used it as a source of inspiration for the *Star Wars* films. In fact, Lucas famously credits Campbell for guiding him in the development of the *Star Wars* story.

So what is the hero's journey? Well, it starts in the hero's ordinary world. Luke Skywalker is on Tatooine for example, and Baggins is in The Shire. In order to begin their journey, the hero must be called away from that world. They receive a message – an invitation or a challenge. In the case of Baggins, Gandalf the wizard arrives; in *Star Wars*, it's R2D2's cryptic message. Sometimes the hero is reluctant to leave their home, but they can't resist. They're presented with a quest or task that only they can carry out.

Having accepted the quest, the hero enters another world. It could be a fantasy world, like Middle Earth, or outer space, but whatever it is, it has its own set of rules and it's full of dangers. The hero needs assistance in the form of an object with magical powers, such as a ring, or a lightsaber. Or it could simply be wisdom from an older person who shares their knowledge of the new world.

The hero also needs a sidekick, a friend who helps them along the way. Frodo Baggins has Sam Gamgee to accompany him; Katniss Everdeen, her ally Peeta. And so they travel through the new world, and are confronted with a series of challenges. Maybe they have to fight a monster, or escape a trap or solve some kind of puzzle. Overcoming these obstacles, the hero becomes stronger and able to face the final test. This is the supreme ordeal, the deciding moment, and it represents the hero's darkest hour.

But the hero wins out in the end and, as a result, claims some special treasure, power or recognition. It's a reward for their courage and strength. Once this moment has passed, the tension is relieved and the quest, while not officially over, has been successful.

Wanting to return to their old life, the hero makes their way back to the old world, but they're not the same person as before. The quest has changed them in some way, making them stronger or wiser. Sometimes the quest has been life-changing for others, too; Frodo Baggins has been able to save The Shire. And so, the story ends, in the old world, but life is not as it was before. It's been upgraded to a whole new level.

So … as I mentioned before, this formula appears time and time again in films and fiction, and has done for hundreds of years. It isn't always set in a fantasy land, it can equally take place in the real world, but the journey remains the same.

So let's just take a moment to consider the enduring success of the monomyth. What's appealing for the person reading or watching these stories? Well, these heroes are human, just like us, and their journeys allow us to reflect on our own lives. We leave our worlds, our comfort zones, and have experiences which transform us. We don't literally fight dragons, of course, but we face problems that are just as scary. As Campbell says, 'The cave you fear to enter holds the treasure you seek.' The trials of the hero are symbolic of the fears we have to overcome, whether it's auditioning for a play, attending a job interview, or taking part in trials for a sports team. They are stages we go through on our quests, whatever they may be.

It's worth watching out for this formula in books, films and TV shows from now on, because you'll spot it everywhere you look. And it's also worth being sensitive to it in your own lives. You'll hear the call for adventure. Do you accept the challenge, conquer your fears and claim your treasure? And once you've done so, do you do it all over again?

That's all for now. As I mentioned at the beginning …

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2 and **3** ▶ 26

Speaker 1: Ladies and gentlemen, we on the affirmative team believe that the best heroes are ordinary people. Before we proceed, I will define what we mean by a hero. A hero is generally considered to be a brave person who deserves admiration. If we are to evaluate what type of hero is best, we also need to say what makes a hero good. We suggest that a hero is a person that others not only admire, but also aspire to be like. A good hero, therefore, acts as a role model for others to follow. There are many instances of people who act as heroes on a daily basis. A pertinent example would be firefighters, who put themselves in danger to rescue others. There are other cases of people who simply happen to be in a situation where they see someone in need of help, and respond to save them as a spontaneous act. These are heroes that the majority of us can relate to, as they are ordinary people without any special gifts or abilities. In comparison, the typical heroes of comic books or action films are entertaining, but we cannot aspire to be like them because we don't, and cannot ever aspire to have, extraordinary powers. For this reason, we believe that the best heroes, the ones who can truly inspire, are ordinary people who act bravely in an everyday situation.

Speaker 2: Ladies and gentlemen, we on the opposition side take issue with the proposition that ordinary people are the best heroes. The speaker on the affirmative team argues that the heroes that appear in fiction do not have the same ability to inspire, or are less worthy of our admiration, because they often have special abilities. However, the heroes in films and books portray the same noble behaviour as any hero. The situations may not be the same, but the values that they represent are. Throughout history, there have been stories of heroes in extraordinary circumstances. A case in point is the story of a brave knight fighting a dragon, which exists in many cultures. To suggest that any of us will ever be faced with a dragon is, of course, absurd, but the purpose of these stories is to demonstrate how we should act in our own situations. They are a type of lesson, told in a fantasy story. The same can be said of heroes that we see in comic books or films of superheroes. They represent an ideal of behaviour that is communicated in a way that is accessible and enjoyable for a large number of people. Therefore, the speaker's point is unfounded.

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Speaker 1: Ladies and gentlemen, we on the affirmative team believe that entrepreneurs are modern-day heroes. Before we proceed, I will define what we mean by an entrepreneur. An entrepreneur is a person who starts a business, usually with considerable risk and initiative. Their ability to take a new idea and make it a reality is the reason why we have so many amazing technologies today. They have been responsible for improving lives around the world, and making luxuries available and affordable for ordinary people. Steve Jobs, whose mission was to allow everyone to own a computer, is a case in point. Without his vision, we can safely say that the world would be a different place. Entrepreneurs are also the primary creators of new jobs. They are the real force behind a thriving economy. What's more, there are many entrepreneurs who use their personal wealth to benefit others. Bill Gates, the co-founder of Microsoft, would be a pertinent example. The Gates Foundation, the charity which he founded with his wife, has provided healthcare and helped to reduce poverty in both industrialised and developing countries. There is sometimes a tendency to think of entrepreneurs as privileged individuals, but the reality is that it takes a great deal of hard work and perseverance to be successful. They often have to overcome hurdles and continue in the face of challenges. For all these reasons, we believe that entrepreneurs are excellent role models and deserve to be called modern-day heroes.

Gateway to exams: Units 9–10

Gateway to exams p93

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Good morning. We generally think of watching a film as a visual experience. I'm here to tell you it's not. Although we certainly receive a film through our eyes, we just as surely experience it through our ears. A soundtrack can be as important as the images we see or the dialogue spoken. And here's why.

Let's start by going back to the very beginning. In the 1920s, before talking pictures, music made up for the absence of speech. A live piano, later full orchestras, was the way to interpret and explain the action on the screen and establish the mood. When a villain appeared, for example, the

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pianist played a minor chord progression that conveyed an eerie feeling. When a hero was presented, an uplifting anthem would be played. A fast-paced scene was accompanied by a rapid tempo piece to give the sensation of running, and so on. Music literally provided the sound effects. It also masked the sound of a noisy projector, and prevented the audience from speaking, by the way. In many ways, music in films still has the same function today.

The first full-length sound film, *The Jazz Singer,* was released in 1927, and like most of the films in the next decade, it was a musical. Little by little, dialogue took over, even leading to a rebellious movement in the 1950s which led some directors to exclude music scores from their films altogether. There was, they argued, no music to provide the background to our day-to-day conversations in real life, so why have it in films? Not surprisingly, the movement didn't last long. With a few exceptions, directors soon realised that without music, a film's impact and the audience's enjoyment and engagement were diminished.

So why is music so important? Well, apart from what it tells us about the characters and plot, music works on our unconscious minds. It's like a non-verbal form of communication. Often we don't understand what a piece of music means, but we know how it makes us feel. Funnily enough, film-goers often take music for granted, so much so that five minutes after a film ends, they can't tell you if they've heard music or not. But they have subconsciously.

So let's look at the different ways music is used in films today. The first is to set the scene. It can help to establish the geographical setting – Irish music for Ireland, French music for France, and also the time period. Even the techno-synthesised music that we hear in science fiction films like *The Matrix* and *Tron* locate the films in the future, or outer space.

Another use is to help with the narrative. Especially when there are disconnected scenes or a series of flashbacks, the music has a unifying influence that holds the story together and tells us what's going on. Dramatic music just before something significant is about to happen gives us a warning of the event. This is a technique that Alfred Hitchcock used to create tension in his thrillers, or if any of you are familiar with the Spielberg film *Jaws*, we hear the 'duh-duh, duh-duh, duh-duh duh-duh duh-duh …' just before the shark attacks. In the Bond films, loud and stirring music tells us that James Bond is going to do something exciting.

The third thing to look out for is the use of music as a way of telling us about the emotions of the characters. You may see a face with a fixed expression – but the music evokes in the audience what their feelings are or how they're reacting to a situation.

Which brings us to perhaps the strongest impact of music in a film, and that is the way it influences the audience's responses. Think of a horror film you've seen, and the way the music stimulates your fear. It could also be excitement, sadness, humour or happiness, but in horror films it's most evident. We have almost a physical reaction to the high volume or increasing rapid drum beat – a racing heart, for example. Imagine watching the same scene with no music at all and you'll understand what I mean. Your response would probably be neutral, or you might even find it comical. As an aside, some film-makers are now using infrasound to induce fear in audiences. These vibrations have a frequency below the range of the human ear, so you don't even realise it's happening. After one producer used the technique, the audience admitted to feeling disorientated and even slightly unwell after seeing the film.

I haven't mentioned so far the commercial attractions of soundtracks to films, which is obviously a consideration, too. Music released as an album increases revenues, and a well-chosen single can promote a film before it appears in the cinemas. Think of Adele, or any of the singles that accompany the credits of a *James Bond* film. Or the success of 'My Heart Will Go On' from *Titanic*, for example.

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