

# GOLD experience

TEACHER'S BOOK

2ND EDITION

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**B2+**

Pre-Advanced

 Pearson

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# INTRODUCTION

## GOLD EXPERIENCE 2<sup>ND</sup> EDITION

Gold Experience second edition is an 8-level course that prepares students for the Cambridge English exams while building their language and real-world skills. The course gives students thorough exam preparation in terms of both strategy and language, while simultaneously developing the life skills that students will need to use English successfully in beyond the classroom. Real-world, engaging materials ensure students are switched on and curious to learn more. This second edition is fully updated with new content and a new design.

### The B2+ level

Brand new for the second edition, the B2+ level is designed for students who have successfully taken a B2 level exam such as *Cambridge B2 First for Schools*, and wish to start their journey towards a C1 advanced level of English and qualification. As well as developing students' confidence in using English for communication and extending their knowledge of vocabulary and structures, the B2+ level will start to bridge the cognitive and experiential gap between a typical older teen and the more abstract and adult demands of the *Cambridge C1 Advanced* exam. It will also develop the thinking and self-expression in English that students will need for university study. Gold Experience second edition aims to find surprising and engaging ways to make mature topics and themes accessible to very young adults, and equip them to succeed in both their exams, and in their upcoming university life.

### The principles and methodology

#### Reliable

First and foremost, you need your course to help you achieve students' core aims of building language skills and passing exams. With Gold Experience second edition, the syllabus is based on a combination of exam requirements and the Global Scale of English, ensuring comprehensive language coverage. Meanwhile, we have brought together highly experienced authors and exam consultants to ensure accuracy and rigor in exam preparation, as well as managing the balance of general English, exam English and life skills. This means you can rest assured that your students will be learning the right language with suitable practice to help them excel in their exams and communicate with confidence.

#### 'Under-the-hood' exam preparation

We believe that students need training and practice to excel in exams, but that this doesn't need to be the overarching feel of a class. In Gold Experience second edition, exam tasks are woven seamlessly into the flow of the lesson, but can be easily identified by the **e** icon. Each unit includes work on every exam paper, giving students exposure to realistic tasks with a focus on the target language of the unit. Over the course of the book, students build their exam strategies and their confidence through the step-by-step core activities and task-based exam tips. For those classes or individuals wanting more targeted exam preparation we have a full practice test in the Workbook, and an additional Exam Practice book for practice of full papers.

#### Engagement

Gold Experience second edition aims to bring new experiences to students, and encourage students to bring their own experience to the classroom. We believe that any text or discussion topic should be interesting regardless of the language, and we have tried to balance light, quirky topics that students will have fun with, with more weighty themes to really get them thinking.

Where possible, we have used authentic texts and real people in reading texts allowing students to expand on anything that takes their interest. Authentic broadcast video from a variety of sources, and grammar 'vox pop' interviews with the general public introduce students to authentic accents and real experiences and stories.

As every teacher knows, when students are engaged with the topic and the material, they are engaged with English and everything else is just that little bit easier.

#### 'Whole student' development

As well as language and exams, we know you care about developing your students as citizens of the world. This means helping them develop their ability to think critically, assimilate new information and points of view, and formulate, express and defend their opinions. This means helping them develop research techniques, work both alone and with others, and reflect on their own learning. In Gold Experience second edition, these skills are developed throughout each unit in the Speak Up sections, where students are encouraged to discuss and debate, and in a more focused way, at the end of each unit in the Project and Independent Learning strands. The Projects are designed to be flexible and you can decide to do them quickly in class, or expand them into longer-term projects over several classes or weeks. The Independent Learning syllabus builds over the course of the book to help students discover both study tools and techniques, and more about themselves as learners.

#### Flexible resources

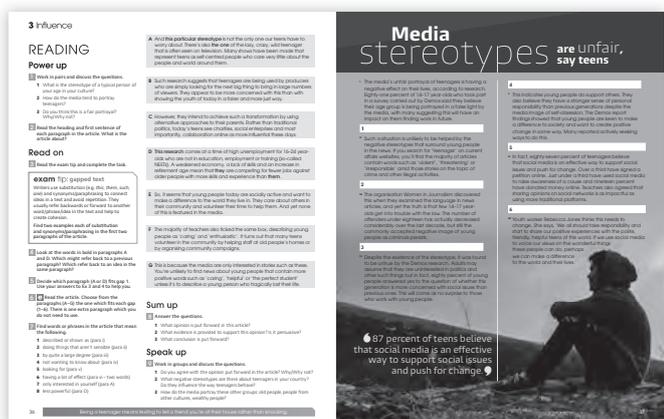
We know that the real classroom can often be far more complex than the ideal classroom we imagine. For that reason, we've provided a wealth of materials to provide extra support or further challenge for students who need it, plenty of additional and alternative ideas and resources for you, and a full suite of components to allow you to tailor your teaching package to your classroom.

# COURSE COMPONENTS

## For students

### Student's Book with App

- **Nine topic-based units** divided into 8 main teaching lessons, plus video, project, independent learning, wordlist and unit check.
- Final **tenth unit review** provides revision of language and skills from the course in exam task format.
- Training and practice for the **Cambridge C1 Advanced** exam is seamlessly integrated into every lesson.
- Students and teachers can easily **identify exam-like tasks** with the **e** icon.
- Additional examples of vocabulary sets in **Extend vocabulary** in the back of the book.



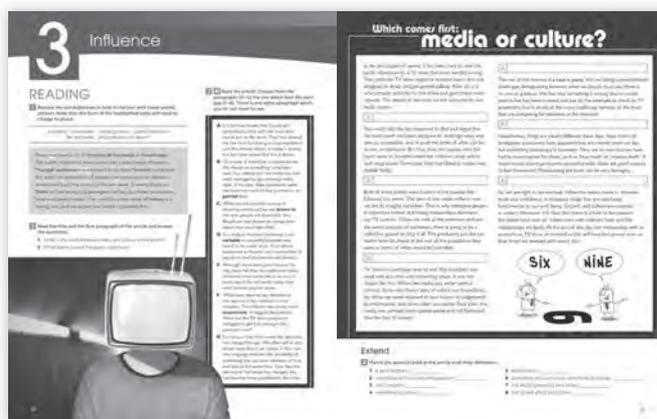
- Students are encouraged to explore their ideas, opinions and knowledge of the world through frequent **discussion opportunities**, for example through Speak up activities.
- **Video clips** expose students to a variety of authentic broadcasting formats, accents and ideas, and encourage students to think critically about what they watch.
- Where appropriate, **grammar vox pop** interviews give authentic examples of target grammar in use.
- End of unit **projects** can be adapted depending on the time available, and encourage students to explore a topic, collaborate and work creatively with classmates, and present back to the class.
- **Independent learning** sections guide students through different aspects of self-reflection and help them become more successful learners.
- The back of book **Grammar file** gives a full page of detailed grammar and language explanation, plus a full page of practice activities for every unit.
- **Writing file** and **Speaking file** give task-by-task exam-related help and useful language for productive tasks.
- **Student's App** gives access to videos and the extensive class and workbook audio, as well as additional fun practice of course vocabulary. Accessed via a code in every Student's Book

### eBook for students

- Full Student's Book in digital format with embedded audio, video and interactive activities.
- Suitable for computer or tablet

### Workbook

- **Mirrors the Student's Book** lesson by lesson and consolidates learning with targeted practice.
- Additional **topic-related practice** of reading, writing, speaking, listening and use of English skills.
- Extensive practice of course grammar and vocabulary, including practice of **Extend vocabulary** from the back of the Student's Book for stronger students
- **Complete practice exam** in Unit 10.
- Designed for either independent study at home or in-class extra practice.
- Audio for listening lessons available on the **Student's App**.

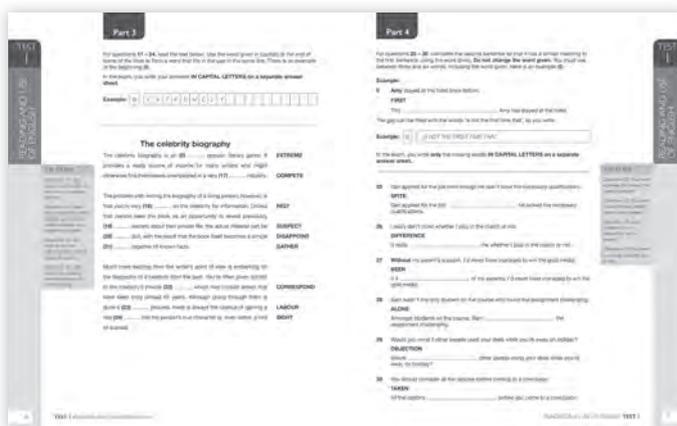


### Online Practice for students

- **Fully interactive digital version** of the Workbook, which complements and consolidates the Student's Book material.
- **Remediation** videos and activities powered by MyGrammarLab.
- **Instantly graded** activities with supportive feedback.
- Personal **gradebook** for students to review their performance.
- Access to Student's Book video and audio for students.

### Exam practice books

- Additional intensive practice for the **Cambridge C1 Advanced** exam.
- Two complete practice tests, one with tips and guidance for every task.
- Extensive support for productive tasks at the back of the book.
- Online answer keys, audio and speaking test videos with teacher's resources.



# For teachers

## Teacher's Book

- Teaching notes with a wealth of additional and alternative classroom ideas, including for mixed ability classes, fast finishers, and additional questions to encourage critical thinking.
- Exam information, including how Student's Book activities may differ from exam tasks (for example, shorter text length, fewer items, a focus on unit language meaning less variety of tested language than in the exam, etc.).
- 'How to' sections in the introduction, giving advice on teaching for exams, flipping the classroom, developing your students as independent learners, teaching with projects and teaching with readers.
- Speaking and Writing Success Criteria at the back of the book to help you and your students understand what a solid answer, a good answer and an 'acing it' answer looks like.
- Photocopiable audio scripts and videoscripts at the back of the book.
- Workbook answer key.
- Access code for all Gold Experience digital teacher tools.



## Teacher's Online Resources

All the support a busy teacher needs in one place, accessed via the access code in the back of the Teacher's Book or via your Pearson consultant.

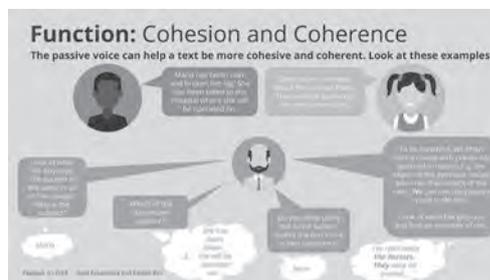
## Presentation tool



- Front-of-class teacher's tool with fully interactive version of every Student's Book and Workbook activity with integrated audio and video.
- Planning mode, including teacher's notes, and teaching mode.
- Easy navigation via either book page or lesson flow.
- Additional whole-class game activities – plus score and timer tools for teacher-led games.

## Resources

- Teaching notes (digital teacher's book).
- Detailed grammar PowerPoint presentations for each unit's grammar points.
- Three photocopiable worksheets (Grammar, Vocabulary + skill or exam focus) per Student's Book unit, with full teaching notes and answer key.
- Class audio and video.
- Assessment package (see below)



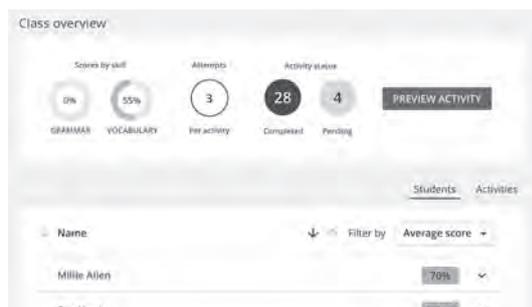
## Assessment package

- Extensive range of tests for use throughout the course.
- A/B versions of core tests to prevent cheating.
- Versions for students with special educational needs.
- Available as ready-to-print pdfs or editable word documents.
- Answer keys and audio files.
- Test pack includes:
  - Diagnostic test to help confirm place students and identify strengths or weaknesses.
  - Unit tests with two papers: Grammar, vocabulary and use of English; Listening and reading
  - Review tests every three units with three papers: Grammar, vocabulary and use of English; Writing; Speaking.
  - End of Year test with three papers: Listening, Reading and use of English; Writing; Speaking.



## Online Practice for teachers

- Teacher view of Online Practice provides a full learning management system .
- Assign tasks to the whole class, groups or individual students depending on their needs.
- Automatic marking to save time.
- Performance area lets you see how individual students and the whole class are progressing overall and by skill.



# TEACHING PATHWAYS

We know that not every class is the same, and there are many influences, from your course hours, teaching context and personal style to your class size, and the needs of every one of your students. *Gold Experience 2<sup>nd</sup> Edition* has been designed to be as flexible as possible, allowing you to add relevant sections and support to the core content, and tailor the course to your classes and students.

Component		To focus on ...				
Print	Blended / Digital	Core material	Grammar and vocabulary	Exam preparation	21st Century skills	Fun activities
Student's Book + App	Student's eBook	Units 1–9: • core lessons	<ul style="list-style-type: none"> <li>Unit checks</li> <li>Grammar file (reference &amp; practice)</li> <li>Extended Vocabulary lists</li> <li>App: Vocab activities</li> <li>Authentic 'on-the-street' interviews</li> </ul>	<ul style="list-style-type: none"> <li>Unit 10 (review unit)</li> <li>Writing file</li> <li>Speaking file</li> </ul>	<ul style="list-style-type: none"> <li>Independent Learning section</li> <li><i>Switch on</i> video project</li> <li><i>Speak up &amp;</i> extended discussions</li> <li><i>Improve it</i> writing sections</li> </ul>	<ul style="list-style-type: none"> <li><i>Game on</i> activities in main units</li> <li><i>Switch on</i> video &amp; project</li> <li>Footers in main units</li> </ul>
Workbook	Online Practice	Units 1–9: • core lessons	<ul style="list-style-type: none"> <li><i>Extend vocabulary</i> sections</li> <li>Unit checks</li> <li>Online Practice: MyGrammarLab videos &amp; activities</li> </ul>	<ul style="list-style-type: none"> <li>Unit 10 (full practice exam)</li> </ul>	<ul style="list-style-type: none"> <li>Writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Puzzles (e.g. crosswords)</li> </ul>
Teacher's Book		Units 1–9: • core lessons	<ul style="list-style-type: none"> <li>Alternative and extra activities in teaching notes</li> <li>Additional activities for fast-finishers</li> <li>Information about common student errors</li> </ul>	<ul style="list-style-type: none"> <li>How to teach for exams</li> <li>Writing Success Criteria</li> <li>Speaking Success Criteria</li> <li>Extra activities in teaching notes</li> </ul>	<ul style="list-style-type: none"> <li>How to encourage independent learning</li> <li>How to flip the classroom</li> <li>How to teach with projects</li> <li>How to teach with readers</li> <li>Critical thinking activities in teaching notes</li> <li>Project extensions</li> </ul>	<ul style="list-style-type: none"> <li>How to teach with projects</li> <li>Extra activities in teaching notes</li> </ul>
Teacher's Online Resources (including Teacher's Presentation Tool)		Units 1–9: • audio & video	<ul style="list-style-type: none"> <li>Grammar PowerPoint Presentations</li> <li>Photocopiable activities</li> </ul>	<ul style="list-style-type: none"> <li>Photocopiable activities</li> </ul>		<ul style="list-style-type: none"> <li>Photocopiable activities</li> <li>Presentation Tool games</li> </ul>
Assessment package (Word or pdf - part of Online Resources)		Unit tests: Grammar & Vocabulary	<ul style="list-style-type: none"> <li>Diagnostic test</li> <li>Review tests (main)</li> </ul>	<ul style="list-style-type: none"> <li>Unit tests: Skills</li> <li>Review tests: Writing</li> <li>Review tests: Speaking</li> <li>End of Year tests</li> </ul>	Tests used as assessment <i>for</i> learning	
Exam practice booklet				Exam booklet <ul style="list-style-type: none"> <li>2 full practice tests</li> <li>Guidance, tips &amp; reference</li> </ul>		

# UNIT WALKTHROUGH

## STUDENT'S BOOK UNIT

Each unit has a **lead-in** photo, quote and discussion questions to get students thinking about the unit theme, and using their existing topic vocabulary.

“Everyone has a story to tell.”

3

**Influence**

Look at the photo and discuss the questions.

- Who has had a big influence on your life?
- Who or what do you think generally influences people of your age? Why?
- Who do you influence? How?

**READING**  
topic: film stereotypes  
skill: understanding cohesion  
task: gapped text

**GRAMMAR**  
the passive  
reporting verbs and the passive

**VOCABULARY**  
the media: collocations  
words with similar meanings

**LISTENING**  
topic: false beliefs  
skill: understanding idiomatic language  
task: multiple-choice: longer text

**USE OF ENGLISH**  
key word transformation  
multiple-choice cloze

**SPEAKING**  
topic: influences on children  
skill: conversational strategies  
task: collaborative task

**WRITING**  
topic: young people and science  
skill: organising paragraphs  
task: essay

**SWITCH ON**   
video: fashion followers  
project: blogging campaign

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The **Unit overview** gives a brief outline of topics, key language, skills focus and exam tasks.

The main reading text **previews grammar** that students will meet in the next lesson.

**Power up** sections get students thinking about the lesson topic.

**Exam skills and strategies** are built up through both core activities and **exam tips**.

**Exam tasks** are easily identified by the **e** symbol.

**Sum up** sections require students to think about the text as a whole.

3 Influence

**READING**

**Power up**

Work in pairs and discuss the questions.

- What is the stereotype of a typical person of your age in your culture?
- How do the media tend to portray teenagers?
- Do you think this is a fair portrayal? Why/Why not?

Read the heading and first sentence of each paragraph in the article. What is the article about?

**Read on**

Read the exam tip and complete the task.

**exam tip:** gapped text

Writers use substitution (e.g. this, them, such, one) and synonyms (paraphrasing) to connect ideas in a text and avoid repetition. They usually refer backwards or forward to another word/phrase/idea in the text and help to create cohesion.

Find two examples each of substitution and synonyms (paraphrasing) in the first two paragraphs of the article.

- Look at the words in bold in paragraphs A and D. Which might refer back to a previous paragraph? Which refer back to an idea in the same paragraph?
- Decide which paragraph (A or D) fits gap 1. Use your answers to Ex 3 and 4 to help you.

Read the article. Choose from the paragraphs (A-G) the one which fits each gap (1-4). There is one extra paragraph which you do not need to use.

Find words or phrases in the article that mean the following.

- described or shown as (para I)
- doing things that aren't sensible (para II)
- by quite a large degree (para III)
- not wanting to know about (para IV)
- looking for (para V)
- having a lot of effect (para VI - two words)
- only interested in yourself (para A)
- less powerful (para D)

**Sum up**

Answer the questions.

- What opinion is put forward in this article?
- What evidence is provided to support this opinion? Is it persuasive?
- What conclusion is put forward?

**Speak up**

Work in groups and discuss the questions.

- Do you agree with the opinion put forward in the article? Why/Why not?
- What negative stereotypes are there about teenagers in your country? Do they influence the way teenagers behave?
- How do the media portray these other groups: old people, people from other cultures, wealthy people?

Being a teenager means wanting to tell a friend you're at their house rather than knocking.

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**Media stereotypes are unfair, say teens**

The media's unfair portrayal of teenagers is having a negative effect on their lives, according to research. Eighty-one percent of 14-17 year-olds who took part in a survey carried out by Demos said they believe their age group is being portrayed in a false light by the media, with many suggesting this will have an impact on them finding work in future.

Such a situation is unlikely to be helped by the negative stereotypes that surround young people in the news. If you search for 'teenager' on current affairs websites, you'll find the majority of articles contain words such as 'violent', 'threatening' or 'irresponsible' and those stories on the topic of crime and other illegal activities.

The organisation Women in Journalism discovered this when they examined the language in news articles, and yet the truth is that few 14-17 year-olds get into trouble with the law. The number of offenders under eighteen has actually decreased considerably over the last decade, but still the commonly accepted negative image of young people as criminals persists.

Despite the existence of this stereotype, it was found to be untrue by the Demos research. Adults may assume that they are uninterested in politics and other such things but in fact, eighty percent of young people answered yes to the question of whether this generation is more concerned with social issues than previous ones. This will come as no surprise to those who work with young people.

This indicates young people do support others. They also believe they have a stronger sense of personal responsibility than previous generations despite the media image of self-absorption. The Demos report findings showed that young people are keen to make a difference to society and want to create positive change in some way. Many reported actively seeking ways to do this.

In fact, eighty-seven percent of teenagers believe that social media is an effective way to support social issues and push for change. Over a third have signed a petition online. Just under a third have used social media to raise awareness of a cause and nineteen percent have donated money online. Teachers also agreed that sharing opinions on social networks is as impactful as using more traditional platforms.

Youth worker Rebecca Jones thinks this needs to change. She says, "We all should take responsibility and start to share out positive experiences with the polite, friendly, helpful teens of this world. If we use social media to voice our views on the wonderful things these people can do, perhaps we can make a difference to the world and their lives."

87 percent of teens believe that social media is an effective way to support social issues and push for change.

37

**Speak up** sections develop critical thinking, asking students to think more deeply about the topic and consider different viewpoints, and provides extra **speaking practice**.

Editable PowerPoint presentations for each core grammar area save valuable preparation time and bring the grammar to life.

Language is contextualised in authentic Grammar vox pop interviews, scripted conversations or short texts. Grammar vox pops are provided as both audio and video.

Active explore grammar boxes require students to engage with the taught grammar.

**3 Influence**

**GRAMMAR**

Read the grammar box and look at the passive forms in the example-sentences. What tense is used in each one?

**explore grammar** p146

**the passive**

We use the passive when:

- 1 we don't know who did the action or it's understood who did the action and we want to focus on the action or object.
- 2 Teenagers believe their age group is being portrayed in a false light by the media.
- 3 we want to avoid taking responsibility or apportioning blame. Many shows have been made that represent teens as self-obsessed.
- 4 we want cohesion between clauses in a text. This means starting consecutive clauses with the same subject or starting a clause with the object from the previous clause. In both cases, it forces the use of the passive form. While this stereotype exists, it was found to be untrue by research. They care about others and volunteer their time. And yet none of this is featured in the media.

Work in pairs. Is it ever OK to tell a small lie? If so, in what situations?

**WHY AND WHEN WE LIE: ten facts**

- 1 None of us are completely honest. On average, we tell ten lies / ten lies are told by us each week.
- 2 In one study, participants talked to a stranger for ten minutes. Three lies caught them out / They were caught out in three lies, despite them being convinced they'd told the truth / the truth had been told.
- 3 Lying starts at a young age. By the time a child is three, they'll have told their first lie / their first lie will have been told.
- 4 There's a myth that children cover their mouths when lying but no one has proved it / It's has never been proved.
- 5 Early childhood lying is not necessarily a bad thing. It may be linked to good social skills / Good social skills may link it later in life.

Complete the rest of the facts. Put the words in brackets in the correct order and into the correct active or passive form. Do any of the facts surprise you?

- 6 Our ability to detect a lie is not much better than guess work, according to research. (detect / they) our lies (establish) as just fifty-four percent.
- 7 People think that (give away / lies / we / our body language / warn), but because we all behave differently, it's actually hard to do.
- 8 Of course, machines can do the work for us. (detect / they) our lies since the early twentieth century, but they are still not completely reliable.
- 9 (investigate) (alternative methods / currently / investigate) to see if these methods can detect lies more accurately than a lie detector.
- 10 The perfect lie detector machine is so unlikely that even by the end of the century, (create / it / sell / not).

**game ON**

Complete the sentences with two truths and one lie. Your partner will ask you questions about them. Can he/she spot the lie?

- 1 A family nickname I've often been called is ...
- 2 A prize I was once given is ...
- 3 A dream I hope will have come true by the time I'm thirty is ...

**Speak up**

- 1 Work in groups and discuss the questions.
- 1 Is it possible to tell when someone is not telling the complete truth? If yes, how? If no, why not?
- 2 How would the world be different if we were unable to lie?

A writer as a one that we tell believable we don't want to upset someone or make them angry.

Frequent opportunities for personalisation and discussion using new language.

**VOCABULARY**

the media

Choose the correct words to complete the sentences in the quiz. Where is the stress in each word?

**What are your online reading habits?**

Decide if each sentence is mostly true (3 points), sometimes true (2 points) or not true (1 point).

- 1 My understanding of the news mostly comes from reading viral / virus stories online.
- 2 I share news stories about people in the public ear / eye, even if I've not read them.
- 3 I tend to believe the propaganda / revelations that the media print about celebrities.
- 4 Balanced / Sensational headlines catch my eye and I regularly click on them.
- 5 I'm not objective / subjective when I read news stories and pay attention only to certain bits.
- 6 I prefer to read news stories that are biased / disclosed to my point of view.
- 7 I don't usually assess the source of a news story to decide if it's exclusive / legitimate.
- 8 I never do research to see if emotional editorial / human-interest stories I read are true.

Do the quiz in Ex 1. Keep a note of your score and turn to page 171 to read the results. Then work in pairs and share your results. How accurate are they?

3.1 Why do you think people believe fake news stories online? Listen to an expert discussing this. What does he say about these things?

- reading headlines
- checking sources
- repetition of stories
- confirmation bias
- related stories

**collocations**

Choose the correct words to complete the language box.

**explore language** p146

**collocations**

A collocation is a pair or group of words that typically go together. For example, journalists 'collect / gather' news, they don't 'collect / gather' it. News can be 'extremely / highly' happy, but not 'extremely / highly' happy.

Match a word on the left with a word on the right to form a collocation. Listen again and check your ideas.

contribute critically expose analyse figure the bit money fall for go high publicise profile a trick viral their website

- 1 I once embarrassed myself by \_\_\_\_\_ and believing something that wasn't true.
- 2 I've \_\_\_\_\_ to a good cause before.
- 3 When I read someone's opinion, I \_\_\_\_\_ it rather than just believe it.
- 4 I think the media does a good job of \_\_\_\_\_ that people tell.
- 5 I'd hate to hang out with \_\_\_\_\_ people. There'd be photographers everywhere.
- 6 I know how to create an attractive \_\_\_\_\_ and \_\_\_\_\_.
- 7 The only news I read are stories that \_\_\_\_\_ on social media.
- 8 I think it's harder for \_\_\_\_\_ to maintain their privacy these days.

Work in pairs. Which statements in Ex 6 are true for you? Give more information.

**Speak up**

Work in pairs and discuss the questions.

- 1 Have you ever believed a fake story? What was it?
- 2 Whose responsibility is it to stop fake news spreading on social media? Why?
- 3 How could people learn to spot fake stories better?

The explore language boxes provide explanation and examples of key language areas.

All audioscripts are printed in the back of the book.

Use of English lessons focus on language frequently tested in the exam. Lesson 1 focuses on more lexical topics, Lesson 2 on more grammatical topics.

Extend vocabulary section in the back of the Student's Book and related Workbook activities provide more useful vocabulary.

Vocabulary-from-the-text activities encourage students to notice and absorb vocabulary they find.

**3 Influence**

**LISTENING**

**Power up**

Work in pairs. Think of something you once believed and then discovered was false. What was it? Why do you think you believed it? How did you feel when you learnt the truth?

**Listen up**

Read the exam tip and answer the question.

**exam tip:** multiple choice: longer text

Because the meaning of idiomatic language isn't always obvious from the individual words, it's important to use the context to help you understand the meaning.

**What is the meaning of the highlighted idiom?**

My parents often disagree but when it comes to me, they only ever speak with one voice.

Listen to five speakers using the idioms below. How else could you express the meaning of each one?

- 1 take something on board
- 2 stick in your mind
- 3 a hidden agenda
- 4 turn a blind eye to something
- 5 set the record straight

You are going to listen to two experts. They will use the idioms in Ex 3. Read the questions (but not the options) in Ex 5. What topic will the speakers talk about?

**USE OF ENGLISH 1**

Read the language box and complete the example sentences with the correct form of the words in brackets. Check your answers in audioscript 3.4.

**explore language** p146

**reporting verbs and the passive**

We can use the passive with reporting verbs (e.g. say, believe, think) to report what people say, believe, think, etc. in a general way, without stating who.

To refer to the same time period, we can use:

- it + passive reporting verb + that clause
- it + (verb) + (that) + clause
- it + (verb) + (that) + clause (once / falsely / claim) that Obama didn't have a US birth certificate.
- subject + passive reporting verb + (not) to-infinitive
- Once false information + (verb) + (that) + clause (believe / be) true. It sticks in people's minds.

To refer back to a previous time period, we can use:

- subject + passive verb + (not) to have + past participle
- Obama's mother + (verb) + (that) + clause (still / think) by some + (verb) + (not) to have + past participle (give) birth to him outside the USA.

**Fact or fiction?**

Write statements using the prompts.

- 1 Mount Everest / understand / be / highest mountain in the world. But is it?
- 2 It / catter / believe / body heat / mostly disappear / through the head. But does it?
- 3 Elvis Presley / understand / have / naturally black hair. But did he?
- 4 blood / under oxygen / know / be / blue. But is it?
- 5 the Great Wall of China / believe / be / the only man-made object visible from space. But is it?
- 6 people / consider / have / more than five senses. But do they?
- 7 Einstein / believe / do / badly at school. But did he?
- 8 water / report / drain / in different directions on each side of the equator. But does it?

**Work in teams. Decide if the statements in Ex 3 are fact or fiction. Try to get as many correct answers as possible.**

Listen and check your answers to Ex 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. Use between three and six words.

- 1 The media often wrongly say that people should drink eight glasses of water a day.  
**REPORTED** It \_\_\_\_\_ by the media that people should drink eight glasses of water a day.
- 2 The first cola customers thought cola provided medicinal benefits.  
**BELIEVED** Cola \_\_\_\_\_ medicinal benefits by its first customers.
- 3 People have suggested that shaving causes hair to grow back thicker.  
**CLAIMED** It \_\_\_\_\_ causes it to grow back thicker.
- 4 Parents often tell their children that going outside with wet hair will cause a cold.  
**SAID** Wet hair \_\_\_\_\_ cause a cold if children go outside with it.
- 5 Some people still think we use ten percent of our brains.  
**THOUGHT** It \_\_\_\_\_ we use just ten percent of our brains.
- 6 People used to think that if you swallowed your chewing gum, it stayed in your stomach.  
**ONCE** Chewing gum \_\_\_\_\_ in your stomach if you swallowed it.

**Speak up**

Work in pairs. What other similar popular modern myths or superstitions have you heard of? What influence have they had on you, if any?

A lie gets halfway around the world before the truth has a chance to get its pants on. (Winston Churchill)

Task layout reflects the exam.

Fun footers, loosely connected to the topic, can be explicitly exploited or left for students to notice.

Step-by-step approach to exam tasks.

3 Influence

USE OF ENGLISH 2

- Choose the correct word in each question. Why is the incorrect option wrong?
  - What **appeal** / attraction do vloggers have for young people?
    - What **consequence** / influence do they have on you or your peers?
- Read the language box and use the information to check your answer to question 1 in Ex 1. Then use a dictionary to check your answer to question 2.

explore language

**words with similar meanings**  
To recognise small differences in the meaning of similar words and check words they go together with, use the example sentences and collocation information in a dictionary.

**appeal:** The film has great appeal for young audiences.  
attraction: Being your own boss is one of the attractions of leaving your own business.

- Work in pairs and discuss the questions in Ex 1.
- Choose the correct words to complete the sentences. Why are the incorrect options wrong?
  - A vlog is a fairly new aspect / form of television.
  - A vlogger's audience / crowd tends to be young adults.
  - One striking feature / element of a successful vlog is interesting content.
  - Vlogs are considered / regarded as a key source of information by some.
  - Vlogs probably have less meaning / significance for the older generation.
  - Clients / Consumers are influenced by what vloggers buy and talk about.
  - The recent launch of a vlogger's book was a huge media activity / event.
  - Free video websites allow / approve ordinary people to make a name for themselves.

- Read the article. Decide which answer (A, B, C or D) best fits each gap.

Vloggers for hire

Vloggers are rapidly replacing celebrities as the people to follow online with many of them known for their expertise in fashion, make-up, music and gaming. They have a simple ..... they're fun and entertaining, and you may aspire to be like them. Because they are persuasive public ..... vloggers make money from advertising, often charging ..... to get these next-door-neighbour-type people to tell the world about their goods but if vloggers aren't careful, the system will break down.

The best ..... to discover a brand is through a real-life friend. Word of mouth is still highly ..... when it comes to brand awareness. Since a vlogger is just like a friend, their recommendation can have the same effect as a face-to-face friend. The problem is that many vloggers have become popular because of their honesty and authenticity. If they start promoting ..... simply because they're being paid, fans will ..... this and stop watching.

- 1 A attraction B appeal C charisma D quality
- 2 A movers B figures C profiles D citizens
- 3 A rates B costs C scales D degrees
- 4 A opening B occasion C access D chance
- 5 A source B way C method D means
- 6 A influential B powered C dominant D worthwhile
- 7 A objects B articles C products D pieces
- 8 A glimpse B concentrate C tell D spot

exam tip: multiple-choice cloze

When you've completed the task, read through the text a final time to check that the words you've chosen fit, both in meaning and use.

Speak up

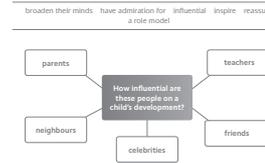
- Work in pairs and discuss the questions.
  - How ethical is it for vloggers to take money to promote products?
  - Who or what influences what you purchase the most?



SPEAKING

Power up

- Look at the diagram. How could you use these words and phrases to discuss the question?



- Work in pairs. Discuss the question and prompts in the diagram. Use the words in Ex 1 to help you.
- 3.6 Listen to two students discussing the question in Ex 1. Which ideas do they mention that you didn't?

- Match the first half of each phrase (1-6) with the second half (A-F).
  - Let's start A on parents
  - Would you agree B say something?
  - Shall we move C what we were saying
  - Getting back to D mean exactly?
  - I know what E with that?
  - What do you F by talking about parents
  - Sorry, can I G you mean but ...
  - So, we've decided H onto the next one?

- 3.7 Listen again and check your answers to Ex 4. Which word has the main stress in each phrase?



Common examples are presented and practised on the page. Further examples are in **Extend vocabulary** at the back of the book.

- Read the language box. Match the functions with the phrases in Ex 4. Can you think of any more phrases for these functions?

explore language

conversational strategies

A conversation involves each speaker taking turns to speak. Set phrases can help us to start and end a conversation and manage it in between. Learn phrases to:

- begin the discussion
- ask for agreement
- change the subject
- redirect the discussion
- disagree politely
- ask for clarification
- interrupt politely
- come to a conclusion.

Speak up

- Work in pairs. Discuss the question and prompts in the diagram again. Follow the instructions below. Use the phrases in Ex 4 to help you manage the discussion.

Student A, you're very talkative and you try to dominate the conversation. Make sure your partner sticks to the topic.  
Student B, you don't always stick to the topic and often go off track. Make sure your partner doesn't dominate the conversation.

- 3.8 Work in new pairs. Turn to page 171 and complete the task. Use the phrases in Ex 4 to help you manage the discussion.

Speaking extra

- Work in pairs and discuss the questions.
  - Who do you think has had the biggest influence on these things in your life? How?
    - your character
    - your taste in fashion
    - your hobbies
    - your taste in music
    - your temperament
    - your skills
  - Some people say that being an eldest child, a middle child, the youngest child or an only child can shape who you are. Do you agree?
  - What form of media has had the biggest influence on you? Why? How?

Speaking extra provides more general speaking practice on the topic.

Plan on asks students to:

- analyse the exam task, with tasks and tips to help them;
- work on appropriate language;
- break down tasks such as how to make an argument in writing.

Write on walks students through planning and writing their own answer.

Improve it encourages students to reflect on their work and make improvements.

3 Influence

WRITING

Power up

- Work in pairs and discuss the questions.

- To what extent do the following influence the interests of boys and girls?
  - parents
  - friends
  - the media
- Some research suggests girls have less confidence than boys, which continues into adulthood. Do you think this is true? What could be the reasons?

Plan on

- Work in pairs. Read the task and think of one suggestion for each of the three prompts.

In your class, you have watched a television debate about how to encourage young women to feel more confident. You have made the notes below:

How can young women be helped to become more confident?  
 • parental support  
 • encouragement at school  
 • influence of the media  
 Some opinions expressed in the discussion:  
 'Parents can point out more female role models to their daughters.'  
 'Despite people saying girls talk all the time at school, research suggests boys do more talking in a mixed group.'  
 'The media continue to reinforce old-fashioned gender stereotypes.'

Write an essay for your teacher discussing two of the ways in your notes. You should explain which way is more effective in encouraging young women to be more confident, giving reasons in support of your answer. Write your essay in 220-260 words.



Typically at school, girls are more academically successful than boys, with many going onto university and successful careers. However, despite this success, girls and women continue to suffer from lower confidence levels than boys and men. This essay suggests two possible ways to overcome this problem.

'The first is to provide confidence-building activities for girls at school. This is because although more academically successful, girls are known to be quieter in class when it comes to classroom discussions. Girls still often resort to traditional behaviour and let the boys take control of the conversation. Confidence-building activities at a secondary school age to target girls specifically will give them confidence to speak their mind throughout their school life.'

In addition to this, the media could do more to improve girls' self-assurance by spending less time focusing on their physical appearance, for instance, celebrating a singer's dress sense. This focus simply reinforces the view that girls only exist to look pretty. If more time were spent on celebrating the achievements of women in a range of fields in and out of work, girls might feel they could achieve the same and could result in more equal confidence levels among both sexes.

To sum up, both schools and the media could do more to help young women develop the confidence they need to be successful in life. From my perspective, the media has the greater influence on how girls see themselves and I believe that if they changed their perspective on women, it would have the greatest effect on women's self-esteem.

Plan on

- Look at paragraph 2 in the essay. Match each sentence (1-4) with its purpose (A-C). Does paragraph 3 follow a similar pattern?
  - give a reason or explanation
  - come to a conclusion
  - state the main idea

- Read the language box and check your answers to Ex 4.

explore language

**developing ideas in a paragraph**  
To present and develop your ideas in a paragraph, start by stating your main idea. Then provide reasons, explanations and examples to support this idea. End with a concluding sentence that says why the previous information is important or what the impact of a course of action will be.

- Put the sentences in the correct order to form a paragraph. Follow the structure in the language box.
  - The gender difference may prevent girls from feeling they can relate to the role models.
  - The reason they need to do this is that male role models seem to have greater coverage by the media.
  - Parents could make a conscious effort to highlight positive female role models to their daughters.
  - So, if daughters are shown achievements made by women, they may feel they too can be successful.

- Find a phrase in the essay which introduces:
  - an opinion
  - an example
  - a reason
  - a conclusion

- Complete each gap with one word to create a cohesive paragraph.

Girls should be encouraged to set higher career goals than '..... currently do while at school.'  
 '..... because research suggests that when asked what their salary will be at different future ages, girls give a much lower figure than boys. It is known that equal pay in some industries still does not exist and girls may contribute to '..... because of '..... low expectations. Having the confidence to set higher goals could give '..... the opportunity to change '.....'

Write on

- Read the task on page 172. Then read the exam tip. Work in groups and complete the task in the exam tip.

exam tip: essay

To help you think of solutions, first think of reasons for the problem. What stops young people from studying sciences at university? Make a list of ideas. Then use these to think of solutions.

- Share your best idea with the class. Which two ideas are the best overall?

- Prepare to write your essay. Complete the paragraph plan with key words and phrases.

Paragraph 1: introduction	
Paragraph 2: first idea and reasons	
Paragraph 3: second idea and reasons	
Conclusion: which idea is best and why	

- Write your essay in 220-260 words. Develop your main ideas well in your paragraphs.

Improve it

- Work in pairs. Read your partner's essay and answer the questions about content and organisation.

- Can you identify your partner's main points easily? What are they?
- Is each paragraph organised well so that each main point is developed clearly?

- Are the ideas in each paragraph linked appropriately with substitution words?

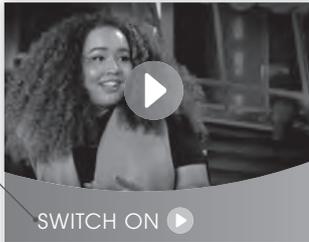
- Work in the same pairs. Share your answers to Ex 13 with your partner. Say one thing you liked about the essay and one thing that could be improved.

- Revise your essay in light of your partner's feedback. Read it yourself and check you are happy with the content, organisation and use of language.

The **Switch on** video lessons provide authentic clips on a variety of engaging and thought-provoking topics.

**Unit checks** provide two pages of practice to review the unit language.

**Activities** move from gist to close watching to general discussion questions.



- Fashion followers**
- Work in pairs and discuss the questions about bloggers and vloggers.
    - Who are the most influential ones that you know?
    - Who is their main audience?
    - In what way do they influence their audience?
  - Watch the clip. What are the two things Gabi wanted to do with her blog?
  - Work in pairs. List what Gabi considers to be the advantages of being her own boss.
  - Watch again. What are Gabi's views about 'trolling' (offensive online comments)? How would you react to trolling?
  - Work in small groups. Think about a viral video that has influenced a lot of people. Write a short paragraph describing what it is and the effects of it.

- Project**
- Work in pairs or groups of three. You are influential bloggers who have decided to work together to promote a product or brand.
    - Decide on the product or brand you want to promote for a digital marketing campaign in the blogging world.
    - Choose your areas of expertise and do some research.
    - Plan your digital marketing campaign (e.g. social media, hashtags, banners etc.).
    - Present your campaign to the class.
    - Vote on the most original campaign.

### INDEPENDENT LEARNING

#### Skill assessment

1 Look back at the work you did in Units 1-3. Write two things that you did well in each skill area.

Reading	
Writing	
Grammar	
Vocabulary	
Listening	
Speaking	

- Think about the skills in Ex 1. Which one is your favourite? Which do you enjoy the least? Why?
- Work in groups and discuss your least favourite skills. What makes them difficult for you? What tips can you give each other?
- Write down the tips that you will find useful to help you improve in those skills in the future.

### UNIT CHECK

#### Wordlist

**The media**  
 biased (adj)  
 disclose (v)  
 editorial (n)  
 exclusive (adj)  
 human interest (n)  
 in the public eye (phr)  
 legitimate (adj)  
 objective (adj)  
 propaganda (n)  
 revelation (n)  
 sensational (headline) (adj)  
 subjective (adj)

**Collocations**  
 contribute money (v+n)  
 critically analyse (adv+v)  
 expose a lie (v+n)

fall for a trick (phr+v+n)  
 go viral (v+adj)  
 high profile (adj+n)  
 publicise a website (v+n)  
 a public figure (n)  
**Idioms**  
 a hidden agenda (phr)  
 set the record straight (phr)  
 stick in your mind (phr)  
 take smth on board (phr)  
 turn a blind eye (phr)  
 with one voice (phr)

**Words with similar meanings**  
 accuse (v)  
 allow (v)  
 appeal (v)

approve (v)  
 aspect (n)  
 attraction (n)  
 audience (n)  
 chance (n)  
 client (n)  
 consider (v)  
 crowd (n)  
 customer (n)  
 element (n)  
 event (n)  
 feature (n)  
 form (n)  
 meaning (n)  
 method (n)  
 rate (n)  
 regard (v)

significance (n)  
 way (n)

**Other**  
 aspiration (n)  
 broaden your mind (phr)  
 dig (v)  
 have admiration for (phr)  
 influential (adj)  
 inspire (v)  
 ironic (adj)  
 outweigh (v)  
 reassure (v)  
 regard (for) (n)  
 role model (n)  
 self-centred (adj)  
 method (n)  
 rate (n)  
 regard (v)  
 transformation (n)

#### Vocabulary

- Complete the sentences with words or phrases from the **Change the media** and **Collocations** sections of the wordlist. Change the form of the word where necessary.
  - The recent \_\_\_\_\_ about my favourite actor have really shocked me.
  - I love my English teacher but then I'm \_\_\_\_\_ because she's also my aunt!
  - I'd hate to be in the \_\_\_\_\_, people stare at you when you go out.
  - If you want to know if this news story is \_\_\_\_\_, go to a reliable news site.
  - I know you're only joking. I won't \_\_\_\_\_ for that trick again!
  - The president has given an \_\_\_\_\_ interview with one of the daily papers.
  - A video of my sister smoking has gone \_\_\_\_\_, it's all over the internet.
  - You'll only get people looking at your website if you \_\_\_\_\_ it.

- 3.8 Listen to eight people. What word from the **Idioms** and **Words with similar meanings** sections of the wordlist does the beep represent?
  - 1 \_\_\_\_\_
  - 2 \_\_\_\_\_
  - 3 \_\_\_\_\_
  - 4 \_\_\_\_\_
  - 5 \_\_\_\_\_
  - 6 \_\_\_\_\_
  - 7 \_\_\_\_\_
  - 8 \_\_\_\_\_

- 3.9 Listen and check your answers to Ex 2.
  - Replace the highlighted words in each sentence with a word or phrase from the **Other** section of the wordlist.
    - It's important to learn about different cultures to expand your understanding of the world.
    - My uncle's overcome a lot of problems in his life. I have a lot of respect for him.
    - To succeed in life, it's good to have someone to look up to and copy.
    - He's much better behaved these days. In fact, the change is incredible.
    - I need to do research to find more information for my essay.
    - The positives are greater than the negatives.

**Projects** involve research, collaboration, critical thinking and creativity, and are flexible, allowing teachers to take a quicker or more in-depth approach.

**Independent learning** sections build through the units and help students reflect on their own learning.

**Wordlists** include all the explicitly taught vocabulary from the unit.

**Grammar file** at the back of the Student's Book gives detailed explanations for all grammar topics

Each unit has one page of **reference** and one page of **practice**, which can be used for **remediation**, extra **practice** or in a **flipped classroom** scenario.

**GRAMMAR FILE UNIT 4**

**REFERENCE**

**participle clauses**

We use a participle clause to join two clauses using fewer words. It can make sentences more interesting. We can form participle clauses with the present or past participle.

active forms	long form	participle clause
present	which stopped a road trip	stopping a road trip
present	that is based on fiction	based on fiction
future	who will need extra help	needing extra help

**passive forms**

long form	participle clause
which were established to include	established to include
that is based on fiction	based on fiction
who will be introduced later	introduced later

**shortening relative clauses**

We can use participle clauses to shorten or replace relative clauses.

We use a present participle when the main verb is active. The tense does not matter.

Golden Jubilee decided to post a series of photos which **reminded** everyone of the past.

Golden Jubilee decided to post a series of photos **reminding** everyone of the past.

The police **who** **arrested** the five suspects that night. The police **arresting** the five suspects that night.

We use the past participle when the main verb is passive. The tense does not matter.

The photographs **which** **were** **made** for the book were **made** for the book.

The photographs **made** for the book were **made** for the book.

**Joining two clauses**

We can join two clauses together to give two clauses. The subject of both clauses must be the same. We use a present participle when the main verb is active and a past participle when the main verb is passive. The tense does not matter.

Afternoon **is** **often** **with** **cars** **driving** **on** **the** **road** **going** **to** **play** **for** **hours**.

**Present participle** is often used with verbs in the present tense to show that one action is happening at the same time as another.

**Participle clauses** can be used to give extra information about the subject of the main clause. For example:

**Walking** **to** **the** **shops** **of** **the** **city** **center** **she** **soon** **realized** **that** **the** **environment** **was** **not** **great**.

Because it was based on a lie, the film **was** **soon** **discovered** **to** **be** **based** **on** **a** **lie**.

Based on the film, the film **was** **soon** **discovered** **to** **be** **based** **on** **a** **lie**.

The participle can come at the beginning or between the clauses.

Knowing the truth **was** **not** **fun**, I kept silent.

Feeling silent, knowing the truth **was** **not** **fun**.

**prepositions with -ed forms**

We use -ed forms in past participle clauses, passive forms or as adjectives. They are often followed by a preposition.

**in participle clauses**

Equipped with a new computer, **she** **started** **on** **his** **essay**.

Referred to as the best on the team, **she** **was** **the** **best** **player** **on** **the** **team**.

**in passive verbs**

The school **has** **been** **flooded** **with** **new** **students**.

The festival **is** **celebrated** **by** **a** **large** **number** **of** **people**.

**as adjectives**

We were **confused** **by** **how** **well** **the** **VE** **performed** **was**.

Feeling **so** **excited** **with** **the** **experience**.

**PRACTICE**

- Choose the correct participle to complete the sentences.
  - 1 You can improve your listening skills by **listening** to the radio regularly.
  - 2 Many countries **have** **been** **flooded** **with** **tourists** **visiting** **the** **city** **center** **each** **year**.
  - 3 **Swimming** **in** **the** **sea** **is** **often** **with** **cars** **driving** **on** **the** **road** **going** **to** **play** **for** **hours**.
  - 4 **Because** **it** **was** **based** **on** **a** **lie**, **the** **film** **was** **soon** **discovered** **to** **be** **based** **on** **a** **lie**.
  - 5 **Based** **on** **the** **film**, **the** **film** **was** **soon** **discovered** **to** **be** **based** **on** **a** **lie**.
  - 6 **Knowing** **the** **truth** **was** **not** **fun**, **I** **kept** **silent**.
  - 7 **Feeling** **silent**, **knowing** **the** **truth** **was** **not** **fun**.
- Match the first half of each sentence (1-4) with the second half (A-F).
  - 1 In 1902, people traveled back to Europe.
  - 2 In 1902, people traveled back to Europe.
  - 3 In 1902, people traveled back to Europe.
  - 4 In 1902, people traveled back to Europe.
  - 5 In 1902, people traveled back to Europe.
  - 6 In 1902, people traveled back to Europe.
- Complete the sentences with prepositions.
  - 1 September is celebrated \_\_\_\_\_ in London.
  - 2 The festival \_\_\_\_\_ by a large number of people.
  - 3 The festival \_\_\_\_\_ the city center each year.
  - 4 The festival \_\_\_\_\_ the city center each year.
  - 5 Many countries \_\_\_\_\_ with tourists visiting the city center each year.
  - 6 The festival \_\_\_\_\_ the city center each year.
  - 7 The festival \_\_\_\_\_ the city center each year.
  - 8 The festival \_\_\_\_\_ the city center each year.
- Complete the blog with the -ed forms and prepositions.
 

After \_\_\_\_\_ (attend) a digital marketing conference, I discovered that the review I had been \_\_\_\_\_ (prepare) was \_\_\_\_\_ (write).

**Don't believe everything you read**

\_\_\_\_\_ excellent online reviews of the four-star White Sands holiday resort, my parents decided to book a suite there for our annual family holiday. It was expensive but it looked amazing, so we were all absolutely \_\_\_\_\_ their choice. Unfortunately, when we got there, we were really \_\_\_\_\_ what we found. The four-star hotel with a luxury pool had been \_\_\_\_\_ a three-star hotel with a padding pool. \_\_\_\_\_ the stark difference, I did some research online to try and solve the mystery and discovered that the reviews had been fake. It seems that fake reviews are common these days but \_\_\_\_\_ the right information, you can avoid them. According to research, you can tell a fake review by the language used. Key features have been \_\_\_\_\_ the regular use of I, me, really, very and superlative adjectives. \_\_\_\_\_ lots of exclamation marks. Apparently, by spotting these, you can identify a fake review correctly ninety percent of the time.

# WORKBOOK UNIT

**Workbook** units mirror the Student's Book with additional practice of all language, skills and exams tasks.

**Writing** and **Speaking** pages focus on subskills, analysis and useful language, and include an optional productive task in every unit.

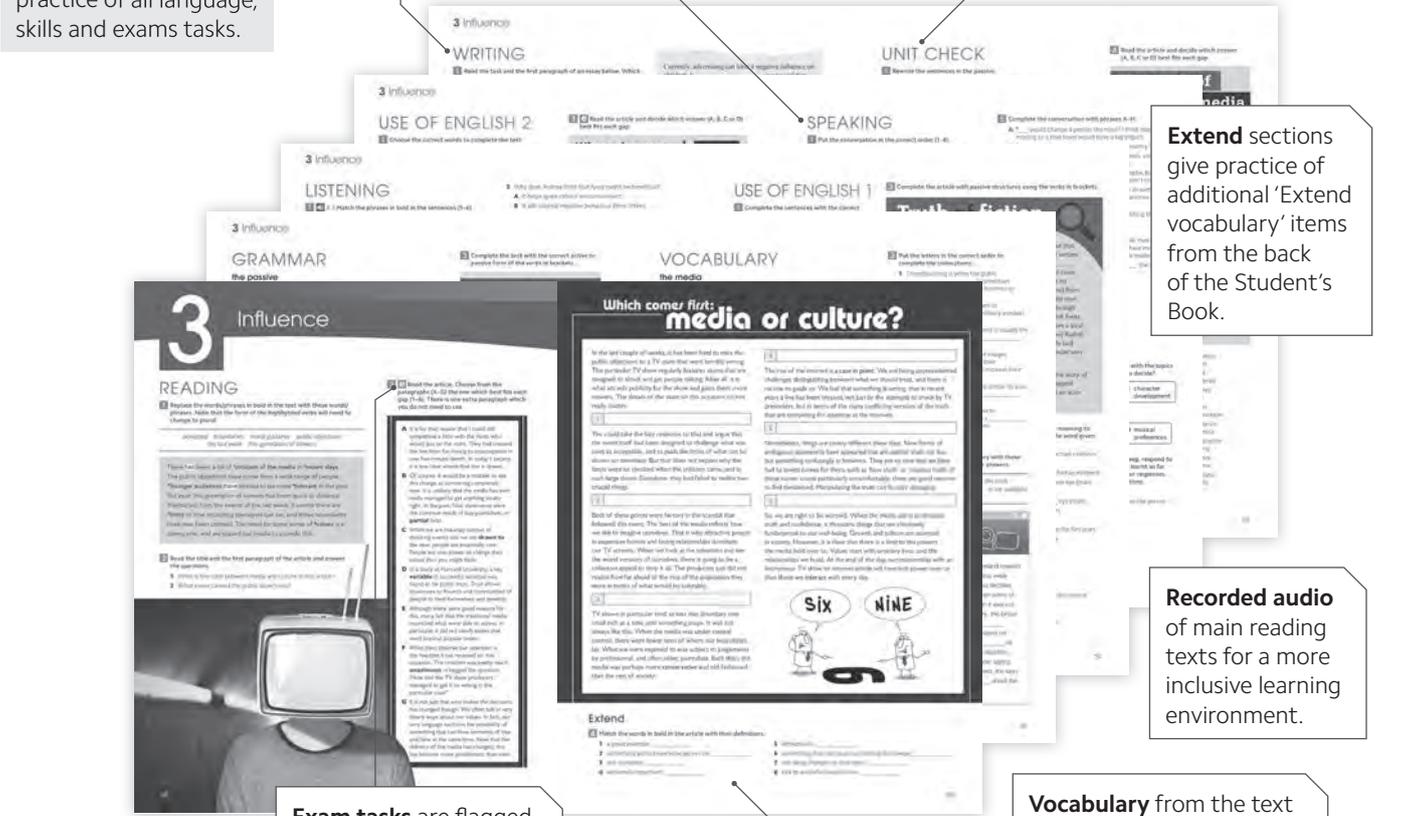
**Unit check** pages at end of each unit help students check they understand the core language from the unit.

**Extend** sections give practice of additional 'Extend vocabulary' items from the back of the Student's Book.

**Recorded audio** of main reading texts for a more inclusive learning environment.

**Vocabulary** from the text tasks help students expand their range even further.

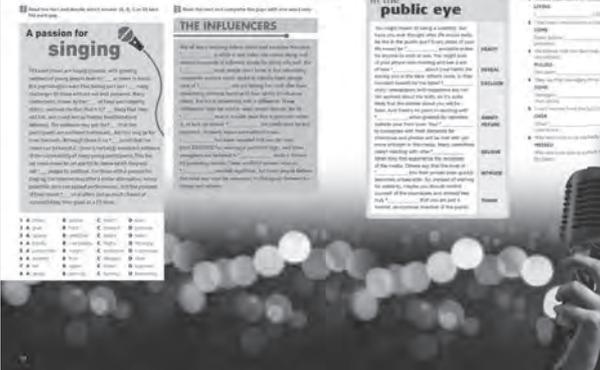
**Exam tasks** are flagged with the **e** icon.



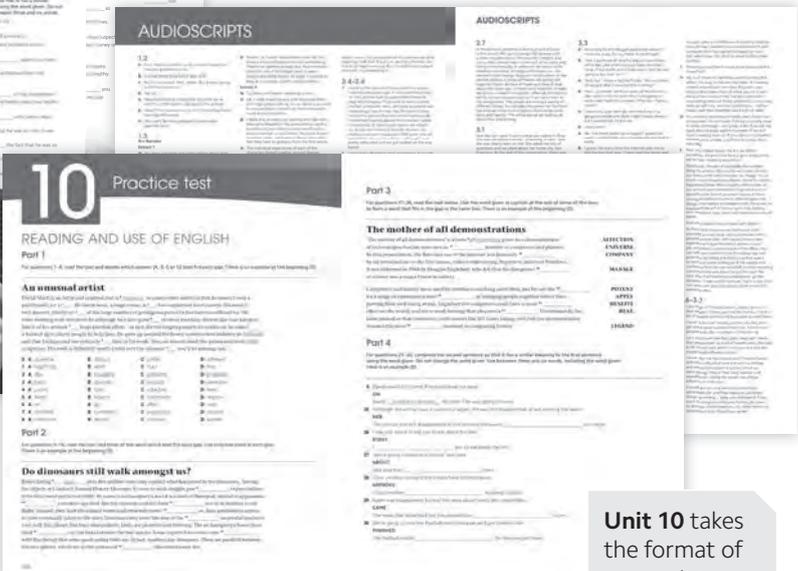
## USE OF ENGLISH UNITS 1-9

## USE OF ENGLISH UNITS 1-6

## USE OF ENGLISH UNITS 1-3



**Audioscript** for all Workbook audio in the back of the book.



**Use of English** sections every three units give students realistic Use of English practice, focusing on key language taught to date.

**Unit 10** takes the format of a complete exam.

# CLASSROOM TEACHING IDEAS

## HOW TO TEACH FOR EXAMS

### What do teachers need to consider?

#### 1 What do you do when not all students in a class are taking the exam?

Teachers should make sure that students who are not taking the exam are still engaged with the work done in class and feel they can benefit from the specific practice that exam students need. This means explaining clearly exactly what is being tested in exam tasks and how these skills also benefit students outside the classroom. Cambridge exams test skills that are transferable to the real world, and this should be explained to students. Once an exam task has been completed, it could be followed by general discussion on the topic or extended vocabulary practice so that non-exam students feel the benefit.

#### 2 How is teaching for exams different from teaching general English classes?

- Exam classes often place more emphasis on reading, writing and grammar. General courses often include more speaking activities and general listening tasks that aim to develop communicative skills and fluency.
- An exam course is fixed, with an exam syllabus that must be completed. This means the teacher may feel there's little time to do many extension activities from the Student's Book that are either optional or not in exam format, even though these are clearly useful. When doing these activities, it's important that teachers explain their value clearly to the students so that they understand how they relate to the exam.
- Exam students may not be interested in learning English for its own sake – they may simply want to pass the exam. This means they may be keen to do exam practice but may not see the value of spending time on communicative or fluency activities. Non-exam students, on the other hand, will want to do fluency work that improves their communicative ability.
- Students may feel under pressure to succeed. This could come from parents, teachers or from the students themselves, and leads to a feeling of frustration if they're not doing well.
- There can be problems if students are not at the level of the exam they're studying for. Students can become demotivated, and teachers can feel frustrated.
- There is a very clear end goal which creates a shared bond among exam students. It also means that non-exam students can see a progression through the course, and gain a sense of progress and achievement in their overall ability.

#### 3 What do exam teachers need to know at the start of a course?

It's vital that teachers know about the exam before they start the course, so they can make crucial decisions about how much time to spend on the different aspects of the exam, when to start exam practice and so on. They also need to know the balance of exam and non-exam students. Teachers should find out about student's priorities and how many students intend to take the exam. They should then

find out about individual student's respective strengths and weaknesses in order to focus as much time as possible on those areas students have trouble with. Information they need includes:

##### a) The format and content of the exam.

- How many papers are there, and what skills does each one test?
- How many different parts are there in each paper? Are they all compulsory or is there a choice?
- What is the grammar syllabus for the exam?
- How are the skills tested – multiple choice questions, gap-fill ...? What techniques are required for dealing with each one?

##### b) The practicalities of taking the exam.

- How much time is allowed for each part of the exam? How should students balance their time?
- Where do students write their answers? Is there transfer time?

##### c) Marking the exam.

- What is the weighting of different papers?
- How many marks are there for each question?
- What are the assessment criteria for each part where there is no 'right' answer, especially when testing the productive skills of writing and speaking?

##### d) What happens after the exam?

- How are the results presented? Do students receive feedback? Are the grades linked to the CEFR? What level are they linked to?
- What can your students do with the qualification? Is it recognised internationally?
- What is the next exam that your students should progress to?

#### 4 What makes a successful exam teacher?

Teaching for an exam is very rewarding, but it is also challenging. A good exam teacher

- knows and understands the exam well, including the testing focus of each part and what techniques students need to deal with each one
- understands how to achieve a balance between developing skills and doing exam practice in lessons so as to engage all students in the work
- enjoys teaching towards a goal
- manages their own and their students' time effectively and efficiently
- listens to students' concerns and worries
- gives honest and direct feedback on students' performance
- motivates students and fosters confidence and independent learning

**5 How important is balancing teaching and testing?**

Students enrolled on an exam course will expect to go through a lot of practice tests and exam practice. However, if this is all you do you will produce excellent test takers but poor language users! You may also risk losing the interest of non-exam students. When time is restricted you need to make the most of the time you choose to teach, and the time you need to be testing. This balance is different with every class.

• **A class below the level**

The priority is teaching. Students may lack both test taking skills and language knowledge, so you need to identify their needs and try to fill in the gaps. Testing too often might de-motivate them, although you may want to set progress tests for your own assessment of what they need to study more. Make sure that they have realistic aims and that they maintain a sense of progress. You may decide not to mark their work using exam criteria, but to mark constructively which will also benefit non-exam students.

• **A class at the level**

Students have the basic test-taking and language skills, but they need to consolidate and review these as well as extend the range of structures and language they can use productively. Regular testing can give these students a sense of progress. However, you need to consider how you mark their work in order to provide positive feedback and foster improvement, possibly by not marking to the level of the exam too early.

• **A class above the level**

The emphasis is on enabling students to achieve the highest mark they can. Their language and test-taking skills should be good, and the problem may be to keep them motivated. Challenge them by setting them tasks above the level of the exam, and involve them in understanding what they have to do to get a higher than average mark in the exam. They should be aiming high, extending their range of language and not settling for 'good enough'.

**6 Helping exam students help themselves**

Encouraging a collaborative approach to developing exam skills will improve students' confidence, enable them to help each other and make each task seem more familiar and achievable. By involving students in understanding what exam tasks involve, teachers can foster confidence and facilitate success. It is really crucial that students feel comfortable with the tasks, and that there are no surprises when they enter the exam room.

**How does Gold Experience second edition help with exam teaching?**

Gold Experience works in a graded and supportive way, and provides a number of resources that help to develop the technical skills students need to deal with exam tasks, while also improving and extending their general language skills. The course is beneficial for both exam and non-exam students, and provides supportive and extended practice in real-life skills. The topics are engaging and give students the opportunity to read about and discuss interesting and relevant topics.

**Development of language**

Exam tasks require students to demonstrate a range of language at the appropriate level. Gold Experience has grammar and vocabulary sections that develop this range in topic related units, which makes it easy for students to apply them to exam tasks and to the real world.

**Focus on the process as well as the goal**

Learners are helped to understand not just the point of what they are doing but also how to be successful. Understanding the point of each task type, and the process they need to follow in order to complete it, enables student to reach the overall goal.

**Graded exam tasks**

Exam tasks are introduced to students early in the course, but in a graded way. This may mean that a task has fewer questions or a simpler text, or that it tests a more limited range of structures. This helps them to understand the exam task, and therefore deal with it more effectively.

**Developing confidence with exam tasks**

The clear learning goals for each skill established at the start of each unit, plus the frequent models throughout the book for the productive skills, show students what they need to do in each task and how to do it.

Students are often nervous about certain parts of the exam, such as the speaking and listening papers. There are often specific reasons for this:

- Speaking – students may be embarrassed about speaking in front of an examiner, or may be nervous so that their mind goes blank and they say too little.
- Listening – students often feel that they are not in control as they can't stop the tape to play it again, and this can cause them to panic if they are unsure of an answer.

Gold Experience provides plenty of practice in these two skills, and clear advice on how to deal with the problems students find with them. In this way students develop confidence.

**Regular exam tips**

There are exam tips in every unit which deal with specific exam tasks. The tips focus on aspects of the task that will help students deal with it effectively. These often precede practice in that particular task, so that students can see the tip in action. These tips build throughout the Students' Book and help students to understand exactly what is being tested, what to look out for, and develop a bank of appropriate exam techniques that students can refer to. As they work through the Students' Book and become familiar with the tips the tasks will become easier.

**Focus on the process of writing**

To help students identify good practice in writing tasks, lessons in the Students' Book provide model answers. There are also tasks that encourage students to analyse the model answers which gives them greater understanding of how to complete the tasks themselves. These analytical tasks focus on the approach, content and language required by the different writing genres. There is a task at the end of each writing section which mirrors the model so that students can practise writing an answer themselves. There is also an *Improve it* section which guides students and helps them review and improve their work. In these sections, students are encouraged to work together to review and analyse each other's writing tasks, and to cop-operate in understanding where improvement is required. There is a Writing File with further tips on how to approach the tasks, with further models.

## Focus on speaking

Throughout the Student's Book there are discussion questions that encourage students to talk about ideas related to topics they have been reading or writing about. This is particularly beneficial for non-exam students. In sections specifically devoted to exam tasks, there are model answers for students to analyse. These answers give clear models for long turns and give examples of the best ways to interact with a partner.

## Explanatory answer keys

There are clear keys provided for the exam tasks. In the reading and listening tasks the lines where the answers can be found are quoted. In the Use of English tasks there are explanations for the answers.

## Practice test

As well as working through regular unit tests, students compete the course by doing a full exam practice test in the Workbook, which they can check against the answer key.

## Resources for self-study

There are a number of resources which provide opportunities for self-study, and also give supplementary information and further practice. These can be used in class or at home. They include:

- A Wordlist at the end of each unit in the Student's Book
- An Extended Vocabulary section at the back of the Student's Book
- A Speaking file section in the back of the Student's Book
- A Writing file section in the back of the Student's Book
- A Grammar file section in the back of the Student's Book
- A full practice test in the Workbook
- An Exam Practice booklet
- Audioscripts for the listening tasks
- The Workbook
- Online practice activities

## Extra activities

Here are five activities that might help your students with their studies for exams.

### 1 Developing confidence with the Speaking test

If students feel comfortable with the practicalities of taking the Speaking test they only have to think about the language they need, and an activity like this will help them relax.

- 1 Put students into pairs (A and B). Give out the appropriate worksheets.
- 2 They read through their own sentences and predict the missing information.
- 3 They dictate the sentences to each other and complete the gaps.

### Student A

- 1 Arrive ..... – don't be late or you will be stressed.
- 2 Say ..... and make yourself comfortable.
- 3 Listen carefully to the instructions. Ask the examiner ..... if you aren't sure.
- 4 If you're taking the exam with a partner, .....
- 5 Give ..... answers. Don't just say yes or no.
- 6 Try to use a ..... structures and .....
- 7 Smile! ....., you'll do better.

### Student B

- 1 Arrive in good time – don't be late .....
- 2 Say hello to the examiner and .....
- 3 Listen carefully ..... Ask the examiner to repeat if you aren't sure.
- 4 If you're taking the exam ....., interact with them.
- 5 Give interesting answers. Don't .....
- 6 Try to use a range of ..... and vocabulary.
- 7 Smile! If you enjoy it, you'll .....

### 2 Remind students of the exam tips

Ask students to work in pairs and write down as many exam tips as they can remember. Discuss which tips they have found most useful, and why. You could do this regularly through the course so that students become very familiar with them.

### 3 Use the marking criteria.

The writing tasks are marked under criteria which include organisation, style, language and content. Share these criteria with students early in the course and explain what they mean. Give examples from the models in the Writing file. Ask students to check their own work against these criteria before they hand anything in. This will develop good habits as well as foster understanding of what the tasks require. Use them yourself when you mark students' written work.

### 4 Share students' experiences

Ask students to share things that they find easy, and anything they have found helpful when they do exam tasks. This will also boost their confidence as they realise how much they do actually know, and will give both exam students and non-exam students a lift!

### 5 Help students understand what is best for them

Write the incomplete sentences about doing exam tasks on the board. Students should complete them for themselves. Then discuss their answers with the whole class. This activity will also help non-exam students to see the value of exam practice for them.

- 1 I prefer it when the teacher ..... with exam tasks.
- 2 I understand most when .....
- 3 I like/don't like doing speaking activities in class because .....
- 4 When we do practice tests in class, I feel ..... because .....
- 5 I feel confident about the exam because .....

# HOW TO FLIP THE CLASSROOM

## What is it and why is it important?

The flipped classroom is an approach where classroom instruction is given to students at home via a video, and application usually given for homework is completed in class with the teacher's support.

Teachers began flipping their classrooms in subjects such as science when they became frustrated that many of their lessons were taken up with giving students information. Students who struggled to complete their homework without the teacher there to support them were unable to master the topic.

The teachers exploited new technologies by creating short videos that provided classroom instruction. Students watched these in their own time before a lesson and then class time was spent on applying that information with the teacher there to support them. The teacher could differentiate tasks for different learners to ensure that everyone was challenged and supported at an appropriate level.

In language learning terms, flipping the classroom means students listening to or reading information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write an informal letter. Lessons then provide more opportunities for practice of language and skills development with the teacher there to support, correct and challenge the students as they complete tasks. Students can work on the same tasks, or work in groups on different tasks to ensure they work at a level suitable for them.

The flipped classroom is still a fairly new approach and so research on its efficacy is ongoing. Anecdotally, teachers who flip their classrooms believe that the approach allows students to become more independent in their learning. They learn how to learn. Rather than receive information in the classroom, they have to take more control and ensure they learn it outside the classroom, watching the video or re-reading written material several times if necessary. In class, they have time to ask the teacher questions if they still don't understand and choose when they need support. This autonomy motivates students and results in a higher level of engagement according to teachers. In terms of language learning, students can gain more practice time and receive more feedback from the teacher on performance.

## Current best practices and methods

The following are the typical stages of a lesson when flipping the classroom.

### 1 Preparing the homework

Teachers can provide instruction through video or written material. These can be created by the teacher or sourced from an alternative source e.g. their coursebook or online. If teachers make videos, they are usually five to ten minutes long and comprise the teacher recording themselves with their device, standing at the board and explaining the language. Alternatively, a video can be made using screencasting software which allows voice recording over slides.

### 2 Students watch the video for homework

In the previous lesson, the teacher sets the classroom instruction task as homework, usually with an accompanying activity to check understanding. Students do the tasks at home. The task that checks understanding might be completed online as this allows the teacher to check understanding before the lesson and make adjustments to their lesson plan if students have found the language particularly easy or difficult. Alternatively students may bring the completed task on paper to discuss at the beginning of the lesson.

### 3 In class review

In the lesson, the teacher begins by checking students' understanding of the content of the video. It could be through checking answers to the homework task, oral questioning or a quick paired quiz. Students are given the opportunity to ask questions.

### 4 Practice, practice, practice

Students are then given several practice tasks to complete for the rest of the lesson while the teacher monitors and offers support. This practice might be individual at first as they complete written exercises. It can then be communicative as students work in pairs or groups to complete oral tasks. Fast finishers can move onto new tasks so that they are challenged. Weaker students can receive extra support such as prompts.

### 5 Reflection on performance

Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. These reflections allow students to gain a greater understanding of their strength and weaknesses, and encourage them to set achievable learning goals for future lessons.

## Efficacy

Keeping track of learner progress is one way of finding out whether flipping the classroom is effective or not. This can be through progress tests – or speaking and writing tasks – to assess whether students are improving their use of language. It can also be through self-reflection. For example, you could ask students to feed back using questions such as the following, offering a ranking of 1–5 (1 = not, 5 = very). This can be via a questionnaire or orally in class.

- How useful are the materials you do at home in learning new language?
- How easy is this material to work with?
- How helpful is the extra time for practice in class useful?
- How helpful is the teacher's support when doing tasks?
- How much do you prefer this approach?
- Are you making more progress using this approach?

## How does Gold Experience second edition help me with that?

Gold Experience provides the following resources that will help you to flip your classroom.

### Grammar presentations

The Active Teach software contains presentation slides with step-by-step walkthroughs of the grammar points taught in each lesson. These can be used by the teacher in class, when explaining language, but they can also be printed out for students to read at home when flipping the classroom. The slides contain detailed information about the meaning, function and form of the target language with examples. There is a final task that checks students' understanding.

**Function: Cohesion and Coherence**  
The passive voice can help a text be more cohesive and coherent. Look at these examples.

Look at what the boy says. The subject is the same in all of the clauses. Who is the subject?

Which of the clauses are passive?

Do you think using the passive makes the text more or less coherent?

To be coherent, we often start a clause with previously given information. E.g. The subject of this previous clause becomes the subject of the next. We use the passive voice to do this.

Look at what the girl says and find an example of this.

3. Maria has fallen over and broken her leg. She has been taken to the hospital where she will be operated on...

4. I had a great holiday about two weeks ago. The house I stayed at looked lovely...

5. She has been taken...

6. She will be operated on...

7. The first about the doctors. They were all smiling.

8. Maria: (1) 2018 Gold Experience 2nd Edition 82\*

### Workbook support

The workbook contains exercises on the grammar points taught in each unit. These can be used either as homework prior to the grammar lesson in order to check what learners already know. With students at this level, the grammar is unlikely to be completely new to them and so a test, teach, test approach can be used.

Alternatively, the workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

**GRAMMAR**  
**the passive**

3.1 Choose the correct words to complete the sentences. Listen and check your answers.

- 1 Chatbots **have existed / have been existed** on the internet for many years.
- 2 By 2017, over 30,000 chatbots **had used / had been used by** over 100 million people.
- 3 The earliest chatbots **developed / were developed** for fun by programmers with no commercial plans.
- 4 The responses of chatbots **base / are based** on the conversations of millions of other people.
- 5 Today thousands of companies **use / are used** them to give advice.

### Teacher's Book support

In the Teacher's Book, in the 'To finish' section prior to a grammar lesson, there are notes for the teacher on what materials are available when flipping the classroom.

**GRAMMAR** SB p38  
**To start**

Organise students into groups of 3-4. Give students three minutes to remember as many facts as they can about the article they read in the Reading lesson. When the time is up, ask students to count their facts. Ask the groups to report back on the facts they recalled. The group with the greatest number of correct facts is the winner.

## To take it further ...

Here are some tips to help you to flip your classroom effectively:

### Tip 1: If you create your own videos, personalise them

Just as we would try to personalise language in class when we clarify it for students, try to personalise it in videos too. For example, give a short anecdote about yourself using the target language. You can then use sentences from that anecdote to explain how the language is used, formed and pronounced.

### Tip 2: Motivate student to want to complete the homework tasks

It's important that students complete the homework because if they don't, they'll find it difficult to complete the practice tasks in class. Pose a question and elicit answers but don't give the correct answer. Tell students that they have to do the homework task to find out. For example, before a lesson on the passive, write the following sentences on the board:

*On Thursday evening I ordered a bag online. The postman delivered it/It was delivered less than 12 hours later.*

Tell students that both verbs are grammatically correct but that one is more preferable. Elicit answers and reasons.

If you make your own videos, engage students by teasing the context so that they want to know more and have to watch the video to find it out. Let's imagine that you tell a short anecdote in the video using the target language before explaining it.

You could show a photo that represents the anecdote or tell the beginning of an anecdote but not the end. Elicit what the anecdote is but don't tell the students the correct answer. They do their homework to find out.

### Tip 3: What to do when students don't do the homework

If possible, arrange for students who haven't done their homework to go to the back of the class and do it while the other students start to practise using it. Make technology available there if the homework is a video. Once students get into the habit of a flipped classroom, they tend to do the homework but even the best students sometimes forget or are unable to.

### Tip 4: What to do when students don't have the technology

Try to arrange for all students to have access to any online material they need do the homework after school or before school if not everyone in the class has a device or internet access at home. Alternatively, create study pairs or groups where at least one student has a device and can watch the video with someone who does not.

### Tip 5: Help learners to become more independent in their learning

As discussed in the section *Becoming an independent learner*, students often need to be trained to work independently. To help them do this, make learning goals clear so they know why they are doing the homework before the language lesson and how it will help them. At the end of the lesson, encourage students to reflect on their performance in the lesson so they can identify progress and recognise strengths and weaknesses. This can help them to set personalised learning goals and progress more quickly.

# HOW TO ENCOURAGE INDEPENDENT LEARNING

## What is it and why is it important?

Independent learning is 'a process, a method and a philosophy of education whereby a learner acquires knowledge by his or her own efforts and develops the ability for enquiry and critical evaluation' (Philip Candy, 1991). In a language learning context, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. The responsibility for learning is no longer with the teacher but with the learner, who is more actively involved in decision-making.

Reviews of both literature and research suggest that independent learning can result in the following:

- Increased recognition of strengths, weaknesses and progress
- Increased levels of confidence
- Increased motivation
- Better management of learning
- Improved performance

It therefore appears that being an independent learner can be extremely beneficial for students, both at school and beyond. Learning is of course lifelong.

All of us can identify students in our classes who are already quite independent. They have a good understanding of what they are doing in their lessons and why; what their needs are and how to meet those needs. They build on what they learn in class by working independently outside the classroom and are able to achieve appropriate goals. However, many students lack the skills they need to be able to do this and need the opportunity to learn them with the support and encouragement of their teacher. These skills include cognitive skills (i.e. thinking skills), meta-cognitive skills (i.e. an ability to describe how they learn) and affective skills (i.e. management of their feelings) (Meyer et al, 2008).

## Current best practices and methods

To help students become more independent, teachers can support them in a number of ways.

### Make intended learning goals clear to learners

Sharing intended learning goals with a class helps students to see what they are trying to achieve and then later assess whether they have achieved it. Sharing goals can be done at the beginning of a lesson or series of lessons, or as a lesson progresses. They can be given by the teacher or, if the latter, elicited from the students. Note that they are described as *intended* learning goals. This is because teachers cannot fully determine what students will actually learn in a lesson. However, an intended learning goal can help students to understand what a desired goal should be when working towards an advanced level of English.

### Help learners to personalise learning goals

This does not mean that every learner will be working on a different goal in each lesson but instead that they are given the opportunity to set goals relevant to their own needs before working outside the classroom or when doing tasks in the classroom. For example, before completing an exam task in a speaking lesson, students could set their own goal in relation to an area of weakness e.g. *In this task, my goal is to speak more fluently/use a wider range of vocabulary/use the third conditional accurately.*

### Focus on the process as well as the goal

Learners understand not just what their learning goal is but also how to achieve it. Understanding what success looks like and the process they need to follow in order to be successful will provide them with a greater ability to achieve the goal.

### Provide opportunities for reflection on learning

Self- and peer assessment of performance, as well as reflection on whether learning goals have been met, all help students to become more aware of their strengths, weaknesses and progress. Recognition of progress helps to build confidence and motivation. Opportunities for assessment and reflection need not take too much time. Just two minutes after a task or at the end of a lesson answering the question '*What can you do better now that you couldn't at the start of the lesson?*' can give students time to develop important meta-cognitive skills.

### Provide feedback on learning

'Feedback is one of the most powerful influences on learning and achievement' (Hattie & Timperley, 2007) and it is certainly something considered to be important in helping learners to develop the skills they need to become independent. Feedback does not only have to come from the teacher though. Peers can often provide useful feedback and suggestions when encouraged to do so in a supportive and sensitive manner. Hattie & Timperley suggest that for feedback to be effective, it must help learners to understand where they are now in their learning, where they are going and how to get there.

### Gradually transfer learning decisions to students

Students cannot become independent learners if all of their learning decisions are made for them. Allowing students in a class the opportunity to make some decisions about how they learn gives them a greater level of autonomy. Start with small decisions at first, for example asking students to decide whether to:

- do a task alone or in pairs
- use a set of useful phrases for support or not in a speaking task;
- discuss questions about one topic or a different topic.

This devolvement of responsibility built up over time will help learners to become more independent.

Of course, as with any approach or strategy that you introduce, it is always beneficial to receive some feedback from learners during and at the end of a course to find out if they have been helpful. We could ask our students to rate the following according to how useful they have been (1 = not useful, 5 = very useful) or rank them according to which they have found the most useful (1 = most helpful).

- Clarity of learning goals
- Self-reflection opportunities
- Ability to personalise learning goals
- Feedback on learning from the teacher
- Ability to make some decisions about the learning process.

Their ratings/rankings can then be a springboard for further discussion.

## How does Gold Experience second edition help me with that?

Gold Experience provides a number of resources that will help you to develop more independent learners.

### Clear learning goals and models for success

Learning goals for each skill are outlined at the beginning of each unit in both the Student's Book and Teacher's Book. These describe what the student will be able or better able to do at the end of the lesson.

<b>READING</b> topic: trying new things skill: referencing clues task: gapped text	<b>VOCABULARY</b> describing experiences and feelings: phrasal verbs suffixes, introduction to collocations	<b>USE OF ENGLISH</b> word formation <b>SPEAKING</b> topic: comparison of experiences skill: comparing photos task: long turn	<b>WRITING</b> topic: activities for teens skill: opinions and recommendation task: review <b>SWITCH ON</b> ▶ video: chef tests project: presentation on food in world festivals
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### An independent learning section

At the end of each unit is a dedicated section that helps students to become more independent through self-reflection. The tasks help learners to understand the benefit of self-reflection and encourage them to become better feedback-givers to peers. They help students – and you – to better understand themselves as learners. They also prompt a greater understanding of strengths and weaknesses which then helps students to set realistic, useful, personalised goals.

**4 Work in pairs. Discuss and finish the sentences.**

- 1 The Dolgan eat to live because ...
- 2 In the West, we live to eat because ...

### A focus on process

To help students identify good practice in speaking and writing tasks, lessons in the Students' Book provide model answers. There are also tasks that encourage students to analyse those answers and gain a better understanding of how to complete them successfully. Analysis focuses on approach, content and language. There is a Speaking file and a Writing file with further tips on the process and how to achieve success in speaking and writing exam tasks.

### Improve it sections in Writing lesson

In each Writing lesson, there is an *Improve it* section which helps students to review work (their own and their peers') and make improvements. There are scaffolded tasks to help students to develop the skills they need to do this effectively.

**3 Work in pairs. Read your partner's essay and answer the questions about content and organisation.**

- 1 Can you identify your partner's main points easily? What are they?
- 2 Is each paragraph organised well so that each main point is developed clearly?
- 3 Are the ideas in each paragraph linked appropriately with substitution words?

### Project work

In each unit there is a project which students can work on in groups. These projects help the students to develop creative skills but they also allow them to make decisions about the learning process and how they complete that project.

**6 Work in pairs to write a blog.**

- 1 Search for new hobbies that you haven't heard of before or don't know much about.
- 2 Choose one that intrigues both of you and learn more about it.
- 3 Write a blog post about the hobby. Explain:
  - what you love about it
  - when and how it is done
  - the benefits and challenges
  - who you would recommend it to.

### Resources for self-study

To help learners to achieve their goals there are a number of resources that teachers can direct them to. These resources can be used in class if the teacher wants to allocate part of a lesson to self-study or they can be used at home. They include:

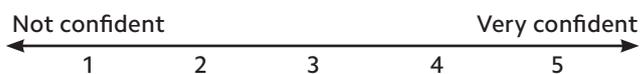
- A Wordlist at the end of each unit in the Student's Book
- An Extended Vocabulary section at the back of the Student's Book
- Speaking, Writing and Grammar file sections at the back of the Student's Book
- The Workbook
- MyEnglishLab/Online World activities
- Flipped classroom tasks in the Teacher's Book

### To take it further ...

Here are four activities that you could try in the classroom to help your students become more independent in their learning.

#### 1 Confidence scale

After warming up the students, write the intended learning goal of the lesson on the board (e.g. *understand implied meanings in an academic article*) and draw a confidence scale like the one below. Ask students to note down the number in their notebooks that reflects how confident they feel they can achieve that goal now. Monitor and get a sense of the confidence levels of the class. At the end of the lesson, ask students to assess their confidence levels again, writing the new number next to the old one. Again, monitor and find out whether students' confidence levels have gone up or not. In some cases they might go down! Finally, ask students to work in pairs and discuss how they can gain further confidence.



#### 2 Selecting the feedback focus

Before students complete a writing task, ask them to identify a personal learning goal e.g. *I'd like to write an essay that is structured effectively*. Encourage them to look back at your feedback on previous written work to help them identify this. Tell them to write this goal at the top of their work when they submit it and that you will provide feedback specifically on that goal when you mark it. When you mark the work, focus only on that particular area.

#### 3 Record and reflect

Ask students to use their mobile phone to record themselves completing a speaking task so they can listen back and compare their performance to a model answer. Recording apps are usually free to download or are pre-loaded onto a smartphone.

#### 4 Written feedback

When marking a students' work, provide one comment under each of these headings to help learners identify where they are in their learning now, where they need to go next and how to get there, as well as recognise that they have made progress to boost students' confidence.

*A key strength:*

*An area to work on*

*An area of progress:*

*How you can work on it*

# HOW TO TEACH WITH PROJECTS

## The benefits

Projects involve students working together to produce something in English. They can require students to research and present information, create something or design something. Students might do two or all of these things. For example, students imagine they are influential bloggers who have decided to promote a product or brand. They choose the product/brand, research it, create a digital marketing campaign and present it to the group.

Projects in the English-language classroom provide several benefits:

### 1 Authentic use of language

Students work on an authentic task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

### 2 Development of personal skills

Projects require learners to collaborate, enabling them to develop skills such as the ability to co-operate, solve problems and communicate.

### 3 Development of autonomy

As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

### 4 Development of thinking skills

Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, misinformed, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

### 5 Development of creativity

Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st-century learning.

### 6 Increased motivation

Project work can provide a break from lessons which have a very specific language or skills focus. In addition to that, all of the other benefits mentioned here can make project work motivating for students.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

## How to extend Gold Experience projects

At the end of each unit in Gold Experience, there is a Switch On lesson which provides video input and listening tasks followed by a project task. The listening tasks and project can be completed in one lesson, or students can work on them over a longer period of time e.g. one lesson a week over a month plus homework. By extending the project, students can more fully benefit from it.

Below is the project task from Unit 1.

**6 Work in pairs to write a blog.**

- 1** Search for new hobbies that you haven't heard of before or don't know much about.
- 2** Choose one that intrigues both of you and learn more about it.
- 3** Write a blog post about the hobby. Explain:
  - what you love about it
  - when and how it is done
  - the benefits and challenges
  - who you would recommend it to.

To expand the project over a longer period of time, you could do the following:

### Week 1

#### In class

Students watch the video and complete the listening tasks. Students are put into pairs and set the homework task (see below).

#### Homework

Each student researches hobbies that they have never heard of or do not know well and take notes.

### Week 2

#### In class

Students share their research with their partners. Pairs then select the one hobby they are most interested in.

#### Homework

Students go away and do more research on the hobby they have selected. They take notes. They plan a blog post about the hobby.

### Week 3

#### In class

Pairs work together and write their blog posts with feedback from you as they write. Pairs swap blog posts with another pair.

#### Homework

Students read the other pair's blog post and provide written feedback on it, e.g. Is the information organised clearly? Are the hobbies explained clearly? Is the language easy to follow?

### Week 4

#### In class

Pairs work together and give each other oral feedback and suggestions on their blog posts. They then edit their own posts. They share them online when finished.

#### Homework

Students read each other's blog posts and decide which hobby is the most interesting.

#### In class

Students vote on their favourite blog post and discuss why.

# HOW TO TEACH WITH READERS

## The benefits

Readers are books based on well-known stories which are designed for language learners. They allow learners to read at a level appropriate for them, whether that is A1 or C1. Stories include modern classics, contemporary fictions, shorts stories and plays. Readers allow learners to read extensively, in contrast to the intensive reading usually done in class. There are questions which help learners to check their comprehension as they read. There is also a wordlist and additional teacher support materials to help teachers create interesting lessons based around readers. Readers come with or without an audio CD.

There are many benefits to students using readers in the English-language classroom.

### 1 Authenticity

Although Readers are simplified for different levels of learners, the stories remain authentic as they are based on existing books or films.

### 2 Skills development

No matter what their level, students can develop all four skills. Students predominantly develop reading skills but they can also develop their listening skills through the use of the audio CD. They can develop speaking and writing skills through classroom or homework tasks and activities.

### 3 Language input

Students receive language input at a level appropriate to them. They consolidate their existing knowledge of language by seeing it in action. They can also develop their vocabularies by seeing new language. Extra practice materials in the books can help students to notice new vocabulary.

### 4 Development of autonomy

Students can be encouraged to make decisions about their learning by selecting the book they want to read, deciding when to read it, how often to read it, what kind of vocabulary to note down, etc. When reading takes place outside the classroom learners develop independence.

### 5 Motivation

When Readers have the right book, they are motivated to spend time developing their language skills, whether that is in or outside the classroom. Learners can enjoy using their English skills to experience another time and place, or see the world from a different perspective. The sense of accomplishment when finishing a book in English can help to recognise their progress in English, as well as motivate them to continue their studies.

## How to exploit Readers

There are many ways that Readers can be exploited in class. Here are a few of those ideas:

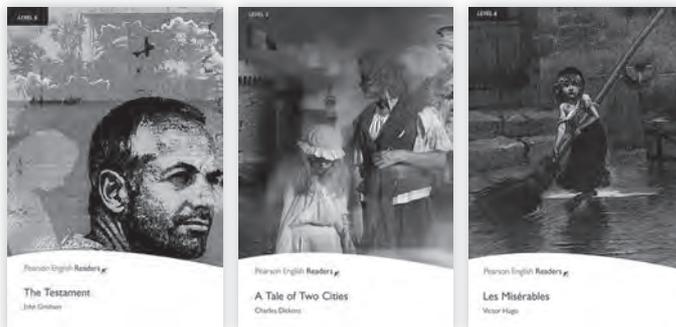
- Students read and summarise a chapter for another student in the class.
- Students note down useful vocabulary and teach it to another student.
- Students write a social-media feed from the perspective of one of the characters in the book.
- Students roleplay an interview with one of the characters in the book.
- Students make predictions about what will happen as they read.
- Students write the dialogue for and act out the scene from a book.
- Students write a review of the book.
- Students write a comparison of the book and the film.

## Selecting Readers

There are benefits and drawbacks to asking a class to read the same book and encouraging students to choose a book for themselves. With the former, the class can participate more easily in activities based on that book as everyone is reading the same thing. The teacher can create wonderful lessons that encourage analysis, discussion and creation based on that book. However, encouraging students to select a book of their choice may result in more motivation to read that book, as not everyone in the class will have the same interests.

Pearson Readers can be found at <https://readers.english.com/>. On this page you can find access to the catalogue of books as well as sample teaching resources which accompany readers.

Level 5 books are those appropriate for B2 learners, while level 6 books are those appropriate for C1 level learners. You may want to recommend a book such as John Grisham's *The Testament* (level 6), a legal thriller, to the core of the class. Weaker readers may benefit from a more challenging level 5 book such as Charles Dickens's *A Tale of Two Cities*, a drama set during the French Revolution. Stronger readers may prefer Victor Hugo's *Les Misérables* (level 6), about the struggles of Jean Valjean, an ex-convict.





# Passions

# 1

## READING

topic: passions  
skill: identifying attitude  
task: multiple choice

## GRAMMAR

present tenses and time expressions  
phrasal verbs

## VOCABULARY

achievements; idioms; adverb collocations

## LISTENING

topic: adversity in sports  
skill: understanding context  
task: multiple choice (short texts)

## USE OF ENGLISH

key word transformation  
multiple-choice cloze

## SPEAKING

topic: friends and shared interests  
skill: using appropriate tone and register  
task: introductions; social interaction

## WRITING

topic: teens and screens  
skill: developing an argument  
task: essay

## SWITCH ON

video: drone trouble  
project: odd hobbies

## Lead-in SB p7

Refer students to the unit title, *Passions*, and ask students to tell you what their passions are. Conduct a class brainstorm, eliciting as many different passions as possible and writing them on the board. Next, focus students' attention on the photograph and ask them to describe what they see. Elicit language such as *surfing*, *surfboard* and *riding the waves*. Ask the class if anyone has tried surfing before. Read the quotation *I try to do something I love every day* to the class and ask students: *When does something you love become a passion?* Elicit that if you are passionate about something, you are really interested in it and that it is an important part of your life. Nominate a student to read the questions aloud. Organise students into groups and ask them to discuss the questions, before getting the class back together and asking a student from each group to share their answers. If you have time, ask some additional questions: *Why do you think it's important to have a passion? Is passion something you associate with a particular age group? If so, why?*

### Possible answers

- 1 I love swimming in the sea and I do it every day – even in winter. In summer, I can just wear a swim suit, but when it's cold and windy then I need a wetsuit and wetsuit boots.
- 2 My sister has a passion for running. She's always training for her next race. If there's a day when she can't go running, she gets really grumpy!
- 3 When I was younger, I was passionate about collecting football stickers – I had hundreds of them. I still like to look at my collection sometimes, but it's not such a big deal to me as it was before.

### extra: whole class

Read the title of the unit again and ask students to predict its content. Alternatively, give students one minute to see how many sentences they can make using the word *passion* or words from the same family. When time is up, conduct class feedback by asking students to share their best sentences.

### Possible answers

I'm passionate about ... I have a passion for ... He has developed a passion for ... We share a passion for ... She is an actor of great passion.

## To start

Play 'two truths and a lie' with your students. Tell them about three passions you have (one of them should be false), e.g. *I'm passionate about classical music; I have a passion for contemporary dance; One of my passions is vintage motor cars.* Ask students to guess which sentence is a lie. Then ask students to write three sentences about themselves. They should take turns to read their sentences to their partners, who should listen and try to guess the lie. Nominate a few students to report back on what they found out.

## Power up

**1** Focus students' attention on the photograph and ask them to describe it. Elicit language to describe what the man in the photograph is doing (*he's drumming*). Read the question aloud and focus students' attention on the words in the box. Agree on a class definition of *hobby* and write this on the board, e.g. *A hobby is a pleasurable activity you do in your free time.* Ask students if the activity in the photograph can be described as a hobby. (Yes.) Organise students into pairs and ask them to choose the words which are (and aren't) hobbies. Check that students understand the meaning of *box sets* (this used to mean a series of DVDs in a box, but it can now be used to refer the complete season on online video streaming providers). Conduct class feedback. Ask students to give reasons for their choices and elicit what makes some things a hobby and others not. (A hobby is an activity you enjoy doing in your free time: it often involves a constructive or creative element, so while cooking could be described as a hobby, eating would generally not be described as one.)

### Possible answers

hanging out with friends, listening to music, shopping, eating, social networking and watching box sets would not usually be described as hobbies

## Read on

**2** Ask a volunteer to read the article title and introduction to the class. Give students a minute to discuss their answers to the question with a partner. Then read through the points and ask students to tell you which ones they chose. Encourage students to pinpoint the words which helped them to arrive at their answers.

### Possible answers

The article actually includes information about the effects of our hobbies on our brains and ways in which our interests help us learn.

## exam tip

**3** Read the advice in the exam tip with the class. Elicit the meaning of the writer's *attitude* (the writer's feelings and tone, e.g. anger, surprise, frustration). Focus students' attention on paragraphs B and C. Give them two minutes to answer the questions in the exam tip.

**1** yes, *surprising* (Paragraph B); *extraordinary* (Paragraph B); *astounding* (Paragraph C)

**2** yes, *undoubtedly* (Paragraph C)

**3** The adjectives show the writer's surprise by the impact our passions have on us. The adverb shows the writer's certainty in the reason.

## exam task: multiple choice

In the Cambridge exam the paragraphs of the text are neither numbered or lettered. Here they are lettered to facilitate some tasks.

**4 e** Give students two minutes to read the text and ask them if their predictions for Ex 2 were correct.

If necessary, pre-teach the following words: *renowned*, *anatomist*, *first-edition*, *participants*, *beneficial*. Ask concept questions to check students' understanding, e.g. *If I am renowned, am I well known for doing something or just a famous person?* (well known for doing something); *What is an anatomist expert on?* (anatomy); *If I have a first-edition book, why is it special?* (because it is one of the first books issued of its kind); *If I participate in something, do I join in or stay away from it?* (join in); *If something is beneficial is it good or bad?* (good). Ask students to read the multiple-choice questions and to ask about anything they don't understand. Students should then read the text and answer the multiple-choice questions.

**1** C (Paragraph B: *releases feel-good hormones into the bloodstream when we do something we love. This in turn gives us drive.*)

**2** B (Paragraph C: *can help us deal with enormous pain*)

**3** D (Paragraph D: *ambitious people like him make it their life's work to follow their passions*)

**4** C (Paragraph E: *You have to do something that has meaning to you*)

**5** B (Paragraph F: *participants in studies are usually asked to self-report their own emotions*)

**6** D (Paragraph G: *allowing us to achieve more in a wider range of areas*)

**5** Focus students' attention on the definitions. Give students two minutes to find the corresponding words in the article. Collect answers around the class, drilling pronunciation if necessary. Ask students questions to personalise the new vocabulary, e.g. *Sara, do you think you have a lot of drive? Why/Why not? Marco, can you tell us about a time you managed to track something down? Anna, what makes you feel energised?*

**1** drive (n) **2** genius (n) **3** tracking down (phr v)

**4** energised (adj)

## Sum up

**6** Ask students to read the questions. Then organise them into small groups to discuss their ideas. Monitor as students do this, offering support where necessary.

**1** Our brains release feel-good chemicals that make us happy when we do something we love; this motivates us; successful people follow passions; passions help us relax.

**2** Overall, the writer's attitude towards the impact of passion on our ability to achieve things is very positive. He/She appears to be disappointed by the lack of evidence to support the idea (Paragraph F: *However, unfortunately...*) but is hopeful one will be made in future (Paragraph G: *techniques are improving as we speak, so hopefully...*)

## Speak up

**7** Ask a student to read the questions. Organise students into groups and give them a few minutes to discuss their ideas. Circulate, noting down anything which you can use in the end of lesson feedback session. Conduct whole class feedback. Generate as much language as possible and write it on the board.

### Possible answers

- 1 My hobbies make me feel relaxed and generally more enthusiastic about life. Even if I am tired after a hard day at school, doing my hobby gives me new energy!
- 2 Yes, I think that hobbies can help you to achieve more in other areas of your life. For example, if my hobby is playing football then the stamina and fitness I develop will help me do well in other sports. Not only that, I'll also develop my skills in teamwork, which is an important part of life in school and in work, too.
- 3 If I could only follow one passion in my life, then it would have to be my passion for playing the clarinet. Learning to play music lifts my spirits, helps me to meet like-minded people and it's so much fun, too. I can't imagine life without it.

### extra: fast finishers

Ask students to write down five new words from the text. They should write sentences including the new words. They should then blank out the new word within the sentence and read these to a partner (another fast finisher) who has to supply the missing word.

## Fun footer

Focus students' attention on the Fun footer quote. Ask students: *Do you think that you could make a living from your hobby? Would you like your hobby to become your job? What would be the advantages of this? And the disadvantages?*

## To finish

Organise students into pairs and ask them to think of a passion (it doesn't need to be something they do, as long as it's something that they know a little about). Tell students that they are going to try and 'sell' their passion to the rest of the class by describing it enthusiastically. Give students a few minutes to prepare their ideas and to rehearse what they are going to say. Monitor, checking that students are providing enough information about their passion, and model enthusiastic sounding intonation where necessary. Ask a few volunteers to describe their chosen passion to the rest of the class. When each pair has had the chance to speak, find out which passions students would most like to try and encourage them to give reasons for their choices.

Presentation tool: Unit 1, Reading  
 Workbook / Online Practice: WB pp4–5  
 Extra Practice App

# GRAMMAR SB p10

## To start

Use the start of the lesson to assess students' existing knowledge of the target grammar point. Nominate a student to tell you about his/her hobbies. Find out about a hobby that the student regularly enjoys, is currently doing (perhaps something seasonal), and has done for a longer period of time. Using the student's information, write down three sentences using the present simple, present continuous and present perfect. Include a time expression in the first sentence and elicit the name of the tense (the present simple). Continue with the second and third sentences, asking students to name the tense.

On a different part of the board, elicit time expressions from the students and write them on the board. Then ask students which time expressions go with each sentence. Ask the nominated student to complete each sentence about his/herself with a suitable time expression.

## explore grammar

SB p142 

**1** Explain to students that the time expressions we use depend on what present tense we are using. Tell students about a hobby you enjoy doing, e.g. playing the guitar. Say three sentences about your hobby: one in the present simple, one in the present continuous and one in the present perfect, e.g. *I play the guitar in a band. I'm getting ready to sit a music exam. I've been learning to play a tune by Caracassi.* Elicit which time expressions could be used for each example. Focus students' attention on the sentences in the Student's Book. Ask students if they recognise them (they come from the article on the previous page). Give students a couple of minutes to complete the grammar box with the sentences before conducting class feedback.

The Grammar file covers present tenses with time expressions and phrasal verbs. Get students to read the explanations and complete the exercises. Organise fast finishers into pairs. Ask them to discuss the best ways of organising new phrasal verbs they meet in class. Are they going to do this by topic, or depending on what kind of phrasal verb it is? Ask students to record and organise the phrasal verbs they identify in this unit.

1 Every now and then 2 as we speak  
 3/4 In recent years; so far

## watch out for

Students may struggle with word order, putting the time expressions in the wrong position within a sentence, e.g. *I'm at the moment living in Paris.* Students often choose a time expression which they feel comfortable with and use it all the time. Encourage students to vary the time expressions they use.

**2**   1.1 Tell students that they are going to listen to eight people in London talking about their interests. Explain that the interviews will feature a range of accents, including both native and non-native speaker accents. Focus students' attention on the questions before playing the recording. Allow them a minute to compare their answers with a partner before conducting class feedback. Ask students: *Have you tried any of these activities? Which hobby do you think sounds the most interesting? Why?*

Ask students to tell you what they noticed about any of the different accents they heard.

### background

Speaker 1 talks about Victorian samplers: these are pieces of embroidery; Speaker 2 mentions Ned Kelly, who was an infamous bush ranger in Australia in the 1800s. He is considered by many to be a folk hero. Speaker 3 refers to *The Great British Bake Off*. This is a very popular TV programme in the UK and in many others too. It's a competition between amateur bakers. A piñata cake is a cake which contains lots of sweets, which fall out when you open the cake. Cake pops are lollipops made of cake.

**Speaker 1** Making crafts i.e. sewing and knitting. Has made things as wedding gifts for friends and knitted her scarf.

**Speaker 2** Pottery. Is exploring different techniques and materials.

**Speaker 3** Acting. Did a theatre tour of Europe when 15.

**Speaker 4** Football. Has become a coach and coaches a girls' team in London.

**Speaker 5** Cheerleading. Has become a coach.

**Speaker 6** Brazilian dance. Used to belly dance.

**Speaker 7** Writing. Has written short stories and has a blog about London.

**Speaker 8** Cooking and baking. Has made a piñata cake, cake pops and a Christmas cake.

**3**   1.2 Ask students to choose the correct verb form for each sentence. Allow students to compare their answers with a partner before watching or listening and checking their answers. Conduct whole class feedback.

1 'm wearing    2 've been doing    3 've been    4 've been  
5 'm actually    6 've put    7 been writing    8 've been doing

### game on

Organise students into groups of 4–6 students. Focus students' attention on the sentences and ask them to complete the gaps with true information about their group. Nominate students from each group to read their sentences aloud to the rest of the class. Students need to guess who the sentences refer to.

**4** Direct students' attention to the words in the box. Check students' understanding of any unfamiliar words by asking concept questions, e.g. *If I gain something do I get something extra or do I lose something?* (get something extra). *If something is transformed, does it stay the same?* (no, it changes). Focus students' attention on the title of the article and ask them to predict what they think it might be about. Give students a minute to read the article. When they have finished, ask them to tell you whether or not their predictions were correct. Then give students two minutes to complete the article with the correct form of the verbs in the box. Collect answers around the class. Ask students if they know anyone with a similar hobby. Do they follow anyone on social media who has an interesting hobby?

- 1 are juggling
- 2 transforms
- 3 has done/made/created
- 4 has done/made/created
- 5 have been getting
- 6 shares
- 7 has picked
- 8 has gained
- 9 spends
- 10 is creating/making/doing

### alternative: mixed ability

Stronger students could do this exercise with the explore grammar box covered up. Weaker students can use it for support.

## Speak up

**5** Read the discussion questions with the class. Give them a few minutes to discuss their ideas. Monitor as students do this, offering support where necessary. Note down any good structures you hear students produce as well as any incorrect structures and write them on the board. (These will be used in class feedback.)

### Possible answers

- 1 Laura has learned new skills in painting and working with colours. She will also have developed her creative skills and, through sharing her work online, will have learned about social media promotion too.
- 2 Through regular blogging, my writing has improved and I've also improved my photography and filming skills.

## Fun footer

Nominate a student to read the footer aloud. Ask students if they have heard of Benjamin Kapelushnik. Do they know of any other teenagers who have turned their passion into profit?

### extra: fast finishers

Ask students to look online to see if they can find more Instagram stars with interesting or unusual hobbies. Students should prepare a short presentation about this person's hobby and the skills they have learned from it. Monitor your students to ensure that the material they are looking at is suitable for classroom use.

## To finish

Use sentences you collected in Ex 5 to have a grammar auction: explain to students that they are going to have the chance to buy grammatically correct utterances from the previous exercise. They have to decide if the sentence is correct. Organise students into small groups. Give every group an imaginary £500. Nominate one student to be the treasurer and keep track of each group's money, then write the sentences on the board.

Focus students' attention on the sentences, starting with the first one. Do not tell students whether the sentence is correct, but tell students that they can bid for it if they think it is worth having. The group which bids the highest amount gets to keep the sentence. Continue until you have sold all of your sentences. As a class, decide whether the sentences are grammatically correct or not. Award points for each correct sentence – the group with the most correct sentences and the most money left is the winner.

Presentation tool:	Unit 1, Grammar
Workbook / Online Practice:	WB p6
Photocopiable activity:	1A
Grammar reference:	SB p142
Audioscript:	SB p178

# VOCABULARY

 SB p11

## achievements

### To start

Ask students if they know what a 'speed debate' is. (It's a debate where opposing teams make short, concise points in an attempt to win an argument.) Tell students they are going to take part in a speed debate. Write the following sentence on the board: *School is a waste of time: you learn more useful things in your free time.* Organise students into two teams: for and against. Give students a time limit of three minutes to work with a partner within their teams and think of arguments. When time is up, begin the debate. Each student is only allowed to make one point. At the end of the debate, conduct a class vote to establish which side had the best arguments.

- 1**  1.3 Get students to tell you what podcasts (if any) they listen to in their free time and find out if any of your students have ever recorded a podcast. Focus students' attention on the rubric. Play the podcast, twice if necessary. Allow students to compare their answers in small groups before conducting feedback. Ask students to give reasons for their answers to the second question. Collect more arguments to support Max and Katy's point of view, drawing on the personal experience of students wherever possible. Write any new language on the board.

Max argues that you learn from your hobbies and not from school. Katy argues that you get the same things from school, but concludes that you need both.

- 2**  1.4 Focus students' attention on the sentence halves. Allow them a minute to match the halves. Then play the recording so they can check their answers. Collect feedback around the class, modelling correct pronunciation of new vocabulary where necessary.

1 G 2 C 3 H 4 A 5 D 6 B 7 F 8 E

- 3** Read the synonyms around the class. Challenge students to see who can be the first to match the synonyms with the words in bold from Ex 2. Collect feedback around the class.

Create a challenge for more able students by asking them to cover Ex 2 and try to remember the synonyms. Less able students can refer to the words on the page.

accomplish – achieve/reach  
 pursuing – following  
 flourish – succeed  
 challenges – difficult tasks  
 fulfil – achieve/reach  
 occupy – take up  
 talents – abilities  
 setbacks – problems

4 Ask students to complete the comments about the podcast with the words in bold from Ex 2. Check answers with the class. Ask students to write their own comment in response to the podcast. These can then be displayed around the walls of the classroom for other students to read.

1 pursue 2 talents 3 accomplish 4 challenge 5 occupy 6 setbacks

5 Write the word *achievement* on the board. Elicit what it means (something you have done successfully and which you are proud of). Tell students about some of your own achievements, for example: *I've learned to speak three languages, I've raised two children, and I can run 20 kilometres.* Ask students to think of an achievement (or two) that they could talk about using the vocabulary on the page. Nominate a confident student to model the activity, and ask them prompting questions where necessary. Students should then work in pairs to talk about their achievements, asking questions where appropriate. Monitor as students do this, offering support where necessary. Ask a student from each pair to report back.

**Possible answer**

I'm not naturally sporty, and I find many physical activities quite a challenge. However, I knew that I wouldn't be able to flourish academically unless I was fit and healthy, so I decided to take up some sports, beginning with surfing. I did have a few setbacks along the way (it took me ages to learn to balance on the board) but I've worked hard and not given up. I've been amazed by what I've been able to accomplish!

idioms

explore language

6 Ask students to look at the words in bold. Elicit what part of speech these words are (noun, verb, adjective, etc.) Ask students to notice what words these collocate with and to include them in their vocabulary notes. Read the explore language box with the class. Ask students to choose the correct word. Elicit the meaning of *to keep one's cool* (to stay calm in a difficult situation). Ask students: *What helps you to keep your cool?*

keep

**watch out** for



Students may translate adverb + adjective and adverb + verb collocations directly from their own language.

7 Focus students' attention on the idioms in bold in Ex 4. Ask them to work out what they mean. Encourage students to use the context to help them make informed guesses. Collect ideas around the class before asking students to check their ideas in a dictionary. Conduct class feedback.

have the best of both worlds – benefit from two situations  
 (pass) with flying colours – with great success  
 from scratch – from the beginning  
 go hand in hand – be closely connected  
 on track – making progress

8 Write the following question on the board: *Are you on track with the homework I gave you last week?* Ask the question around the class (or one relevant to your class). Focus students' attention on the rubric and ask them to write questions using the idioms. Conduct class feedback to check students' questions. Drill pronunciation of the idioms chorally and individually where necessary. Then monitor as students work in pairs to ask and answer the questions. Offer support where necessary.

**Possible answers**

- 1 Can you keep your cool, even when something irritates you?
- 2 In what situation have you had the best of both worlds?
- 3 Do you usually pass exams with flying colours?
- 4 Would you like to study another language from scratch?
- 5 Are your hobby and your intended career separate or do they go hand in hand?
- 6 Are your studies on track this year?

**extra:** fast finishers



Write the following questions on the board while students are completing Ex 8. Ask students to complete each question with an idiom from the page. Students ask and answer the questions with a partner, and get as much information from their partner as possible. Nominate a student from each pair to report back.

- 1 *Have you ever passed an exam .....*?
- 2 *Have you ever managed to have .....* and get everything you want from a situation?
- 3 *Are your studies .....* or are you falling behind?
- 4 *Do you think that money and happiness .....*?
- 5 *When was the last time you had to start something again .....*?
- 6 *In an emergency, can you .....*?

- 1 with flying colours
- 2 the best of both worlds
- 3 on track
- 4 go hand in hand
- 5 from scratch
- 6 keep your cool

## Speak up

**9** Read the question with the class. Organise students into two teams. One team should work together to think of ideas for parents. The other team should think of ideas for schools. Monitor, providing support and helping with ideas where necessary. When students have collected a few ideas, organise them into pairs from opposing teams. Give them a few minutes to discuss. Monitor as students do this, noting down any language which can be used in the class feedback session. Conduct class feedback.

### Possible answers

For school: It's the job of the school to teach students skills such as budgeting and cooking. Some parents don't possess important life skills (they can't cook; they're in serious debt; they have no idea how to maintain their own car) and may be unable to teach their children what they need to know. Also, most working parents just don't have the time to teach their children these skills. If we leave this task to the parents, some students will be left unable to cope with life as adults.  
For parents: Of course, parents should be responsible for teaching their children these skills. School is for learning academic skills such as reading and writing. If you can read, then you can easily follow a recipe. If you have a sound understanding of numbers, then you'll be able to budget, even if your parents aren't able to do these things very well. There just isn't time in the school day for subjects which students should be learning at home.

## To finish

Ask students to choose three idioms from the unit. They should write only half of the idiom on a piece of paper. In pairs, they should read half of the idiom to their partner, who has to say the other half. Students win a point for each correct answer. The student with the most points at the end of the game is the winner.

Presentation tool:	Unit 1, Vocabulary
Workbook / Online Practice:	WB p7
Photocopiable activity:	1B
Extend vocabulary:	SB p160
Audioscript:	SB p178
Extra Practice App	

# LISTENING

SB p12

## To start

Write the following quotes on the board:

*It does not do to dwell on dreams and forget to live. (Harry Potter and the Philosopher's Stone, J. K. Rowling)*

*You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us. And the world will live as one. (Imagine, John Lennon)*

Give students a minute to discuss the quotations and their meanings with a partner. Ask students: *Do you recognise either of these quotes? Where do they come from? Which do you agree with? Are there any you disagree with? What do both these quotes have in common? Do you have any favourite quotes about dreams?*

## Power up

**1** Focus students' attention on the photograph. Elicit the sport that the people are playing (American football). Ask students: *What challenges might a girl face if she wanted to take part in a sport which was traditionally seen as a sport for boys? Do you know anyone who has had to fight to be able to do something they wanted? Ask a student to read the questions. Organise students into pairs and ask them to discuss their ideas. After two minutes open this up into a whole class discussion. Generate as much language as possible and write it on the board.*

### Possible answers

- 1 My biggest dream for the future is that I would like to be a pilot and fly planes.
- 2 The main challenges will be that this can be a very competitive area – places at aviation schools are limited. If I want to achieve my dream, I'll need to work really hard at school and get high grades in maths and technical studies.

**2** Nominate a student to read the news story. Give students a minute to work in pairs and guess the meaning of the words in bold. Encourage them to use the context of the news story to make an informed guess. Warn students about false friends, and explain that it is always a good idea to check meanings of words. Collect ideas around the class, before asking students to check their definitions in a dictionary. Conduct class feedback. Ask students questions to personalise the vocabulary and aid recall, e.g. *Do you know someone who is gifted? Do you see any obstacles to achieving your goal in life? Have you ever applied for funding?*

- 1 talented
- 2 finally
- 3 admiration for someone's skills or qualities
- 4 something that prevents you from succeeding
- 5 special skills or knowledge
- 6 take part in actions intended to achieve a particular result
- 7 a written request, signed by a lot of people, asking someone in authority to do or change something
- 8 an event where a large group of people meet to protest
- 9 money provided by an organisation for a particular purpose
- 10 accept something that is not exactly what you want

## Listen up

### exam tip

- 3** Focus students' attention on the exam tip and get them to answer the questions. Conduct class feedback.

#### Who are the speakers?

Extract 1 = two teammates

Extracts 2/3 = two friends

#### What topic are they talking about?

Extract 1 = a girl's campaign to allow girls to play football with boys.

Extract 2 = opportunities for Olympic athletes or lack of

Extract 3 = attitudes and feelings to research and its results on sports and child development

#### What do you expect them to say?

Students' own answers

- 4**  1.5 Tell students that they are going to hear three conversations about sport. After listening, ask students if their ideas from Ex 3 were correct.

### exam task: multiple choice: short texts

The conversations in the Cambridge exam will be about different topics, whereas here they are all related to the lesson topic of sport.

- 5**   1.6 Direct students' attention to the questions. Give them a minute to scan the questions, before playing the recording again. Allow students to check their answers with a partner before conducting whole class feedback.

- 1 C (*It was about the people making the rules treating me in the same way they always tell us to treat each other*)
- 2 A (*You could try to get on TV to highlight the issue there / they'd love a story like this*)
- 3 B (*that's pretty heroic / Their achievements should be celebrated*)
- 4 B (*It makes you question whether it's a level playing field at all*)
- 5 C (*Nothing will change though*)
- 6 C (*I was glad to give it up / I concentrated on my studies and did well there, so I can't complain.*)

## Speak up

- 6** Read the discussion questions with the class. Organise students into small groups and ask them to share their ideas. Monitor as students complete this task, offering support where necessary. Bring the class together for whole class feedback.

### Possible answers

- 1 I think that gender and background can play a huge role in whether a person is successful or not. For example, girls are constantly presented with images of pretty, slim females in stylish and impractical clothes when they are growing up, while young boys are encouraged to be strong and independent. That probably explains why so few girls choose to study science at school. And, of course, a child from a rich, educated family has a much better start in life than a child who comes from a household where money is tight or a household where the parents are not educated.
- 2 To be successful, a person needs to be positive, hardworking and good with people. They also have to be determined and not too sensitive, as it's important that they can pick themselves up after setbacks and start again from scratch if necessary.
- 3 Yes, I think girls and boys should be allowed to play sports together at school, as co-ed classes are always much more fun and have a far more positive dynamic.  
I think girls and boys should play sports separately, as boys are bigger and heavier than girls and many girls would be put off sport by having to compete with boys, as they are understandably worried that they might get hurt.

### alternative: mixed ability

For weaker students, the following prompts may help:

Question 1: *Consider opportunities that boys and girls, poor students, richer students, students from different areas of the country have. Are they similar or different?*  
Question 2: *Which of these might you need? Creativity, determination, selfishness, generosity, friendliness, a good listener.*  
Question 3: *Think about: safety, equality, abilities. Consider different types of sports.*

### extra: critical thinking

Read the following quote with the class: *There is only one thing that makes a dream impossible to achieve: the fear of failure.* (*The Alchemist*, by Paulo Coelho)

Ask students to explain this quote and to say whether or not they agree with it. Ask students: *How would you define success?* Get them to discuss their ideas in small groups.

## To finish

Ask students to think of a sport they think should be taught at PE lessons in schools, but which schools usually don't offer. Give students a minute to write down some points about why their chosen sport would particularly benefit school students. Encourage students to use at least five words they have learned from Unit 1 in their pitch and ask them to discuss their ideas in small groups. Nominate a few students to present their ideas to the rest of the class.

Refer students to the Workbook exercises on phrasal verbs. Ask students to complete these for homework in preparation for the next lesson.

Presentation tool:	Unit 1, Listening
Workbook / Online Practice:	WB p8
Audioscript:	SB p178
Extra Practice App	

# USE OF ENGLISH 1

SB p13

## To start

Tell students about a sport you have tried and which you found difficult, e.g. *I tried kayaking once because I thought it looked good fun. Unfortunately, I just couldn't manage to steer the kayak at all, and I kept banging into the rocks and capsizing. After a very wet and cold hour, I had to accept that this was not the sport for me!* Organise students into small groups. Tell them to think of three or four sports and, for each sport they have thought of, think of some possible difficulties associated with it. When students have had the chance to discuss their ideas, have a whole class discussion.

- 1** Focus students' attention on the summary and ask a volunteer to read it. Ask students if they know any of the phrasal verbs. Then organise students into pairs and ask them to guess the meaning of the phrasal verbs in bold from the context. Conduct class feedback and ask students to record any new words and definitions.

knock down – hit/push someone so they fall to the ground  
 end up – be in a situation you didn't plan  
 give in – accept you can't win  
 live up to – do as well as expected

## explore language

↪ SB p142

- 2** Focus students' attention on the explore language box. Ask them to complete the box with phrasal verbs from Ex 1. Allow students to check their answers with a partner before collecting feedback around the class. Elicit more phrasal verbs to fit each category, along with their definitions and example sentences, e.g.

- 1 *He pulled up outside the tennis court.* (Also: *break up, drop by, fall through, show up.*)
- 2 *I was upset because I felt I'd let my coach down.* (Also: *call something off, cheer someone up, put something off.*)
- 3 *At the last club meeting, we touched on the subject of funding.* (Also: *run into, take back, stand for.*)
- 4 *You'll need to catch up with some sleep if you want to feel your best for tomorrow.* (Also: *run out of, get rid of, check up on.*)

- 1 give in
- 2 knock down
- 3 end up
- 4 live up to

## watch out for



Many students become disheartened by the sheer amount of phrasal verbs there are to learn. Encourage students to be realistic: through meeting a small number of phrasal verbs in context, learning them and then using them, students will gradually build up competence in this area.

- 3** Get students to look at the photographs. Ask them to describe what they see. Elicit language to describe the sports pictured. Give students one minute to read the article. Ask students to answer the questions in the rubric with a partner. Then conduct whole-class feedback. Encourage students to give reasons for their answers.

Adam Peaty was afraid of water.

Gary Hunt is afraid of heights.

Rafael Nadal was afraid of storms.

- 4** Direct students to the phrasal verbs in the box. Ask students to remind you of their meanings and drill pronunciation chorally and individually focusing on word stress. Students should then complete the article with the correct phrasal verbs. Collect answers around the class.

- 1 get over
- 2 took to
- 3 saw (them) through
- 4 ended up
- 5 comes up against
- 6 hold (him) back
- 7 beat off
- 8 came up with

## exam task: key word transformation

Sentence transformations in the Cambridge exam will be about a variety of topics / situations and test a variety of grammatical structures or lexical items. Here they are all related to the lesson topic of competition and the lesson focus on phrasal verbs. All the Use of English tasks in the Cambridge exam give an example to help candidates. This is labelled as [0]. The Use of English tasks here and throughout the book do not give examples.

- 5 e** Read the rubric aloud to the students. Ask a volunteer to complete the first sentence as an example, or do this together as a class. Remind students that there are usually two things to change in a transformation. You can explain this with reference to the first question. Allow students to work in pairs to complete this task. Monitor, offering support where necessary. Conduct whole class feedback.

- 1 started out (as) being
- 2 pass up the opportunity to
- 3 (had) pulled out of the competition
- 4 who mess (things) up
- 5 opened up for/to Ben
- 6 came through a challenging match to

## extra: fast finishers



Ask students to remember the four different types of phrasal verbs. Ask them to find three new examples of each type of phrasal verbs and write example sentences. They could present their phrasal verbs and definitions to the rest of the class.

## Speak up

- 6** Nominate a student to read the questions aloud. Organise students into small groups to discuss the questions. Monitor as students complete this task, offering support where necessary and noting down any points which you can focus on in the end of lesson feedback. Encourage students to use the phrasal verbs in their answers. Bring the class together for whole class feedback.

### Possible answers

- 1 My fear of flying might hold me back in the future as it could prevent me from travelling as much as I would like it. It might also stop me from getting a job with an international company. Perhaps I could try relaxation or visualisation techniques to help me get over it.
- 2 I usually try to see it through, even if I feel like giving in. I suppose I'm quite a determined person.
- 3 It depends. If it's something fun and light hearted I've been competing in, like a game of table football for example, then I'm a good loser. But if it's something more serious, that I've worked hard for, well, then I can take a while to bounce back from defeat!

## To finish

Ask students to write down their biggest fear on a piece of paper. Reassure them that this fear will be kept anonymous. Collect their papers in without looking at them. Read out some of the fears to the class and ask students to suggest ways of combatting these fears.

Presentation tool:	Unit 1, Use of English
Workbook / Online Practice:	WB p9
Photocopiable activity:	1C
Grammar reference:	SB p142
Extra Practice App	

# USE OF ENGLISH 2 SB p14

## To start

Write the following words on the board: *trainspotter, knitter, cheerleader, welder, artist*. Check that students know the meaning of *trainspotter*. Elicit what *stereotype* means (having commonly held perceptions about a particular group of people which may or may not be true). Ask students to work in small groups. Give them a minute to brainstorm stereotypes for each of the different groups of people. Bring the class together for a class feedback session and to compare ideas. Ask students: *Do you think all knitters/cheerleaders/artists, etc. are like this? Are there ever exceptions? What are the dangers in stereotyping people? Is it something we all do?*

### Suggested answers

trainspotter: geeky, nerdy, bespectacled, boring, male

knitter: old, female, bespectacled, unfashionable, fussy

cheerleader: slim, female, superficial

welder: male, strong, serious, well-built

artist: poor, fashionable, dreamy, idealistic, sensitive

There are often exceptions to these stereotypes. Stereotyping is something we all do, even though it can lead to us judging people unfairly and inaccurately.

- 1** Ask students to look at the photograph and tell you what the girl is doing (she's gaming). Elicit the term *gamer*. Ask students: *Do you think she looks like a typical gamer? Why/Why not?* Ask students to read the rubric and brainstorm ideas with a partner. Collect students' stereotypes around the class, and discuss their accuracy, encouraging students to think about gamers they know.

### Possible answers

Gamers are often stereotyped as being geeky, nerdy, unpopular, not very good in social situations, physically inactive and unhealthy (because they don't get enough fresh air).

I think these adjectives describe gamers fairly accurately – or at least the gamers I know. Gaming is addictive, and gamers do tend to spend a lot of time alone, locked up in their own worlds.

I think these are misconceptions. It's possible to be a gamer and at the same time be very sociable and active too. Even if gaming is an important part of your life, it doesn't have to be your whole life.

- 2**  1.7 Ask a student to read the instruction to the class. Ask students to note down the misconception which is mentioned in each case. Conduct class feedback: did the gamers mention any of the stereotypes which they discussed in the 'To start' activity?

**Speaker 1** – Only young people play games.

**Speaker 2** – Gaming is a waste of time.

**Speaker 3** – Gaming is for lazy, stupid people.

**Speaker 4** – Gaming is for boys.

explore language

↪ SB p160

**3**  **1.8** Direct students' attention to the explore language box. Ask students why they think it is important to use collocations in English, (it will make you sound more natural and more fluent). Tell students that they are going to listen to the gamers again. This time they are going to listen out for adverbial collocations and complete the sentences. Play the recording, repeating if necessary. Collect students' answers and write them on the board.

- 1 relatively 2 generally 3 greatly 4 consistently

**4** Direct students' attention to the quotes. Students should choose the correct adverbs to complete the collocations. Check answers around the class before asking students to tell you which syllable in each collocation has the main stress. Ask students: *Do you see any pattern with this?* (The main stress in these collocations is the main syllable in the adjective or verb that comes after the adverb.) Ask students: *Which point of view do you agree with?* Encourage them to give reasons for their answers.

- |                          |                       |
|--------------------------|-----------------------|
| 1 generally (accepted)   | 4 well (designed)     |
| 2 virtually (impossible) | 5 closely (modelled)  |
| 3 clearly (shows)        | 6 readily (available) |

The main stress in these collocations is the main syllable in the adjective or verb that comes after the adverb.

exam tip

**5** Read the exam tip with the class. Then ask students to read the blog. Give them a moment to compare their answers to the question with a partner before discussing it as a class. Ask students to tell you whether they agree with the writer's point of view and encourage them to give reasons for their answers. Ask students: *Have people ever had stereotypical ideas about you based on a hobby that you do?*

Stereotypes don't directly affect friendships because people decide if they like someone before they find out what their interests are.

exam task: multiple-choice cloze

All the Use of English tasks in the Cambridge exam give an example to help candidates. This is labelled as [0]. The Use of English tasks here and throughout the book do not give examples.

**6**  Ask students to read the article again and choose the correct answer to fit each gap.

- 1 D (We use the collocation *no exception* to show that something is the same as everything else in the category which is being spoken about – this agrees with the phrase *assume the same thing* in the next sentence.)
- 2 B (*Automatically assume* is the collocation we use to describe an assumption which is made without thinking, rather than something we intentionally do.)
- 3 B (The words *perceived* and *stereotype* collocate to show that us that stereotypes stem from social perceptions. This agrees with the information in the next sentence: most people decide if they like us long before they find out what our interests are.)

- 4 A (We use the collocation *potentially dangerous* to describe something which could possibly be dangerous.)
- 5 B (*Negatively influence* means having a bad effect on our feelings, behaviour or perceptions.)
- 6 C (*Highly unlikely* is a collocation which shows that something is very unlikely.)
- 7 C (When we want to describe how something can influence the kind of person we are we use the collocation *to shape one's character*.)
- 8 A (*Largely based* means to be more or less founded on something.)

Speak up

**7** Nominate a student to read the questions. Organise students into pairs to discuss their ideas. Monitor as students complete this task, noting down any points you can raise at the end of the task. Conduct class feedback.

Possible answers

- 1 A lot of people think that my hobby (knitting) is a kind of strange activity for a teenager. Actually, though, there is a really young and vibrant community of knitters online, who share the most amazing and inspirational creations on a daily basis. They're spread all over the world too, so far from being a boring hobby (as many of my friends think) it's actually really exciting!
- 2 I think that some interests are cool because there's a certain 'look' that goes with it. Surfing has always been cool, for example because there's been a whole surfing style, and people tend to associate surfers with blonde hair, tans and slim figures. I suppose that sporty activities are always going to be a little cooler than ones where you stay indoors!

alternative: mixed ability



Organise students into mixed ability pairs to complete Ex 7. Get the weaker student in each pair to take notes on the discussion and report back, as this will give them a sense of achievement.

Fun footer

Challenge the class to see who can be the first person to correctly answer the question in the footer.

To finish

Ask students to choose five adverbs they have learned in this lesson. Put students into pairs. Ask students to take it in turns to read the words to their partners, who listen and write the words they hear. When students have written down all their words, they can look at the book and check their spelling. Students should award themselves a point for every adverb they've spelled correctly.

Direct students to the Exam file on Speaking Part 1 on page 162 of the Student's Book and ask them to read the information at home, in preparation for the next lesson.

- |                             |                          |
|-----------------------------|--------------------------|
| Presentation tool:          | Unit 1, Use of English 2 |
| Workbook / Online Practice: | WB p10                   |
| Extend vocabulary:          | SB p160                  |
| Audioscript:                | SB p179                  |
| Extra Practice App          |                          |

## To start

Write the heading *My ideal day* on the board. Tell the class about three things that you would do on your ideal day: *On my ideal day, I'd go for a picnic in the park with my family and we'd listen to live jazz music. Then I'd go for a long walk on a beach with my best friend. Then I'd find a nice café and sit and read a book.* Ask students to write down three things that they would do on their ideal day. Collect students' ideas and read them out to the class. The rest of the class has to listen and vote on what they think is the best day.

## Power up

**1** Focus students' attention on the photograph and ask them to describe what they see. Ask students: *What are they doing? How do you think they are feeling? What does this photograph make you think of?* Direct students' attention to the questions and ask them to match them with the answer prompts. Check answers around the class.

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

**2** Ask a student to read the phrases in the box. Check students understand the meaning of the words and phrases by using concept questions, e.g. *If I'm on the same wavelength as someone, do we get on well?* (Yes.) *Is my second cousin my immediate family?* (No.) *Is my sister my immediate family?* (Yes.) Monitor as students complete this task, offering support where necessary. Allow students time to compare their answers with a partner before conducting whole class feedback.

### Possible answers

- 1 hang out with
- 2 immediate family / be on the same wavelength
- 3 determined
- 4 chill out / hang out with
- 5 backpack
- 6 I'm rubbish at / not really my thing

**3** Organise students into pairs and refer them to Question 1 in Ex 1. To improve fluency, students could answer the same question three times. The first time they could do it in one minute, the second time in forty seconds and the third time in 30 seconds. Alternatively, students could add one piece of information the first time and then swap partners, answer it again adding two pieces of information and then find a new partner and this time add three pieces of information. Monitor as students complete the task, noting down any issues students are having with the target language to discuss in class feedback.

### Possible answer

We tend to hang out in the park quite a lot. Sometimes we'll go to the cinema or play a game of football, but often we just chat and enjoy each other's company.

**4**  1.9 Ask students to listen and note down their answers. Allow students to check their answers with a partner before conducting whole class feedback.

- Speaker 1 – question 5
- Speaker 2 – question 1
- Speaker 3 – question 4
- Speaker 4 – question 6

**5**  1.10 Ask students to listen again and choose the correct answer. Conduct class feedback. Ask students to give reasons for each of their choices and accept any reasonable answers. Play the recording again if necessary.

- 1 uninterested (answer is too short and abrupt)
- 2 too formal (language choice is too formal for friendly discussion)
- 3 uninteresting (monotone with no sentence stress or pausing)
- 4 friendly and interested (friendly language, expands answers, uses stress to sound interesting)

## exam tip

**6** Read the exam tip with the class and ask students to complete it with adjectives from Ex 5.

1 friendly 2 formal 3 interesting

**7** Focus students' attention on the audioscript on page 179. Ask students to change the audioscript according to the question. Ask them to write in pencil or rewrite the section in their notebooks. Alternatively, you could photocopy the script for the class. Conduct class feedback. You could ask students to record their rewritten versions on their phones and play them for the class to listen to. Students could listen and comment on which transformation was the most successful.

### Possible answers

- 1 I'd probably go to Cairo because I've always wanted to see the Pyramids at Giza. There's so much history there to explore. I'd love to cruise down the Nile on one of those old boats with a beautiful sail. It'd be really exciting and completely different to what I'm used to.
- 2 I tend to hang out with friends outside. We have fun by doing team sports like football or rugby because we're all really competitive and it's what our friendship's based on.
- 3 One where I can spend all day just chilling out at home with my friends, / playing a few games, / listening to music, / that kind of thing. / Doing stuff outdoors isn't really my thing. / I prefer hanging out with a small group of friends / and having a laugh with them.

## Speak up

### exam task: interview

**8**   Focus students' attention on the task and organise students into pairs. Monitor as students complete this task, offering encouragement where necessary. Ask students to give and receive feedback with their partners. Next, get them to report back on their findings and nominate a couple of pairs to ask and answer questions for the class.

Get students to record the conversations on their phones. They should then listen to their conversation and decide with their partner on two or three things they could improve upon. They should then repeat the conversation, taking care to address the issues they have identified.

- 1 We tend to hang out at each other's houses. We often order takeaway pizza and watch a film.
- 2 It's crucial because we need to be there to support each other with everyday problems and share in each other's happiness and achievements too.
- 3 I think so because I was really bad at maths last year, and it looked like I was going to fail the end of year exam. I've worked really hard to improve, and now my teacher expects me to pass.
- 4 One where I am with my friends, with no school and great weather. We would probably pack a picnic and go to the beach. Then in the evening, we'd go for a nice meal at a restaurant.
- 5 I'd go to Rio de Janeiro. I'd love to experience the carnival and I'd also like to see all of the famous sights and experience some of the nightlife. My friend went last year and she said it was the most amazing city she'd ever visited.
- 6 I'm not that great because I really need to focus on one thing at a time. For example, I find it really hard to listen to music and study at the same time. I just get carried away by the music and can't concentrate.

## Speaking extra

- 9** Keep students in the same pairs as in Ex 8. Organise pairs into groups of fours. Nominate a student to read the quote aloud. Give pairs two minutes to prepare arguments for or against the idea. Monitor, prompting and making suggestions where necessary. Then ask the pairs to argue for and against in their group of four. Conduct class feedback. Ask: *were there more arguments for or against?*

### Possible answers

For – You can talk to your friends, they don't judge you; they give you confidence and encouragement; they stop you feeling lonely.

Against – Family are more likely to be there for you as friends come and go; friends can sometimes make you feel bad as you feel you have to compete with them; your studies/work/interests can be the most positive, as these things challenge you and help you achieve goals.

## To finish

Ask students to go online to search for quotes about friendship. Give students three minutes to choose a quote about friendship which they like and which they agree with. Ask students to work in small groups to share their quotes. Each group should decide on a favourite quote. Nominate one person from each group to read their group's chosen quote and comment on it. If your school has a 'No tech' policy, ask students to discuss books they've read or films they've seen where there are memorable portrayals of friendship (these can be either positive or negative).

## Speaking file

Direct students to the Part 1 Interview section in the Speaking File on page 162 of the Student's Book for further information if you didn't ask them to read it earlier.

Presentation tool:	Unit 1, Speaking
Workbook / Online Practice:	WB p11
Speaking file:	SB p162
Audioscript:	SB p179

# WRITING

SB pp16–17

## To start

Tell students that they are going to conduct a speed survey to find out about the screen habits of their classmates. Ask students to write three questions for the survey. Monitor as students do this, offering support where necessary. Possible questions could include: *How many hours do you spend looking at a screen per day? Do you ever feel that your health is suffering because of the time you spend on the screen? Are there ever any times in the day when you are not on your phone? (for example, mealtimes or just before bed).* Ask students to get up and move around the classroom. Give students a time limit of five minutes to ask questions to as many of their classmates as possible. Conduct class feedback.

## Power up

- 1** Focus students' attention on the photograph. Ask them to describe what they see. Read the quote aloud and nominate a student to read the questions. Discuss the questions as a class. Note any new language on the board for students to record.

### Possible answers

- 1 I disagree. It's true that young people spend a lot of time online, but this doesn't make them inactive. What about all the fitness apps which encourage young people to be fitter and more active than ever before? / I agree. I think that young people are almost addicted to their screens, and it's hard to be active when you're looking at your phone the whole time.
- 2 It's important for young people to be active, as it makes them healthier and happier. Being physically active will have a beneficial effect on their performance at school, too.
- 3 I think it comes down to the parents more than the school. It's parents who have the final say on what their child does when they come home. But ultimately, it's the responsibility of the child, once they're old enough.

## Plan on

- 2** Give students a minute to read the task. Ask students: *Which of the ideas do you agree with?* Ask students to add two more opinions related to each bulleted idea. Collect answers around the class and write them on the board.

### Possible answers

- 1 School sports are too competitive. / School sports are compulsory, which isn't very motivational.
- 2 Youth clubs can offer a range of activities outside of school. / Youth clubs don't just offer sports but arts and other things, too.
- 3 Parents should demonstrate by example. / Parents should enforce rules more strictly.

- 3** Focus students' attention on the questions. Give students a minute to skim read the essay. Ask students to tell you which ideas the writer has used. Discuss the questions in the rubric as a class, referring to the essay throughout the discussion. Remind students that they can use the ideas in the notes, but they will need to paraphrase them.

The writer talks about school sports and youth clubs. She uses the ideas of providing a variety of school sports and providing youth clubs. She also includes her own ideas.

- 4 Focus students' attention on the statements. Ask them to complete the task, then collect feedback around the class. Make sure students give reasons or examples for their answers.

- 1 True. The writer has done what has been asked.
- 2 True. Introduction, discuss first idea, discuss second idea, conclusion.
- 3 True. For example, small number of sports offered.
- 4 False. The writer has used some higher level language (e.g. *Offering a wide variety of sports is* (noun phrase); *tempt more people to*; *the former*)
- 5 False. These should be avoided in a formal essay to maintain a formal tone.
- 6 True (e.g. *However*)

- 5 Direct students to the phrases in the box and discuss the questions as a class.

- 1 This is because; As ... the purpose is to ...
- 2 One reason for this is that; This is due to

- 6 Direct students to the highlighted words and phrases in the essay. Ask them to think about their purpose. Elicit what effect the highlighted words have on the essay overall (they make the writer sound less definite about things). As a class, discuss why you might want to achieve this effect in an academic essay. After students have had a minute to do this, tell them to check their ideas by reading the language box. Conduct class feedback.

Academic writers don't want to sound too sure of their opinions, so they use words like these to sound less definite. The words are a modal verb (*may*), an adverb of certainty (*probably*), an adverb of frequency (*often*) and a verb phrase (*tend to*).

## explore language

- 7 Ask students to complete the explore language box, then read the text around the class.

- |            |           |
|------------|-----------|
| 1 often    | 3 may     |
| 2 probably | 4 tend to |

### watch out for



Students may either avoid using hedging language or use it too often, sounding overly tentative and unsure. Encourage students to aim towards a good balance.

- 8 Focus students' attention on Ex 2 again. Ask students if they notice anything about the tone of the statements (they sound very definite). Students should rewrite the phrases so they sound less definite. Collect answers around the class.

#### Possible answers

'Only a few sports are offered at school so if teens don't like these, they're likely to be put off doing anything.'

'There tend not to be enough local facilities for young people so they often end up staying at home.'

'Parents don't always limit the time their children spend looking at a screen.'

## Write on

- 9 Read the task on page 171 as a class. Organise students into pairs or small groups and give them a time limit of five minutes to brainstorm as many reasons for each idea as they can. Monitor, offering support where necessary. Conduct whole class feedback and write ideas on the board.

#### Possible ideas

school – ban devices; educate children about negative effects of screen time

parents – stop using devices themselves; encourage children to do other activities as a family

government guidelines – restrict the time they spend watching children's TV; encourage children to go out and do things/make things

- 10 Tell students to stay in the same pairs as for Ex 9 and to join with another pair. Ask pairs to choose one different idea in the notes and argue for it. Monitor as students debate in their groups of four, noting down any particularly effective arguments. Once students have had the chance to evaluate their own performance, nominate a strong group to perform their argument for the rest of the class. Conduct whole-class feedback. Identify with your students what the features of a strong persuasive argument are.

- 11 Focus students' attention on the essay planner. Ask students to complete the plan, referring to the three steps to help them. Monitor students as they write their plan, offering help and support where necessary.

### exam task: essay

SB p166

- 12 e Students write their essay. When students have written the first paragraph, encourage them to swap with a partner and get feedback. They should then continue writing. Alternatively, students can complete their essay and Exs 13–15 for homework and the following steps can be completed at the beginning of the next lesson. Students swap essays and provide feedback on their partner's writing. Monitor and help where necessary. Choose a strong essay to project on the IWB if you have one and read this together as a class. Alternatively, read the essay to the class. Ask students to identify why it is a successful piece of writing and get them to suggest any improvements.

#### Model answer

In the past, children had little access to technology. Today, most homes have several screens including tablets and smartphones, which means young people spend more time looking at a screen and less time being active than ever before. This essay will suggest ways that both schools and parents can help to decrease time spent looking at a screen.

One suggestion is for schools to offer greater education on the effects of using technology, both positive and negative. The purpose of this is to educate young people so they can better understand how to exploit technology without it harming their health. It will hopefully encourage them to spend time away from the screen and be more active.

Another suggestion is for parents to set stricter rules on the use of screens at home and do more to encourage children to pursue other activities. Often, it is not only the children looking at a screen but the parents, too.

If parents made it a rule that, for at least an hour every evening, the whole family spends time doing something active without technology, everyone would benefit. To conclude, both schools and parents can take a role in helping to lower the amount of time that young people spend looking at a screen through education and the setting of rules at home. In my view, it is the parents who are likely to have the greatest impact as they can act as role models for their children from an early age and demonstrate how to use technology in a healthy way.

## Improve it

- 13** Ask students to use the checklist to self-assess their work. Ask them to swap essays with a partner and feedback on their essay as well. Encourage constructive criticism between peers.
- 14** Ask students to take time to improve their essay, using their own answers and their partner's answers from Ex 13 to help them.
- 15** Encourage students to read their essay again and correct any errors. Monitor to see how students are getting on with this. Ask questions to help students identify what they need to work on.

### extra: critical thinking

Discuss the following questions with your students.

*Why are so many health and fitness initiatives always aimed at young people? Are there any other sections of the population which should be targeted? Why? Ask students to think of another age group who should be more active. Get students to discuss what policies could be implemented to address this issue.*

## To finish

Challenge students to make a list of ideas for parents who want to offer their children an alternative to screen time. Brainstorm a few ideas as a class, e.g. paint a picture, get out into the garden and plant some seeds, visit a sick relative. Brainstorm as many ideas as possible. Ask students to design an attractive poster with the heading 'Ten Great Alternatives to Screen Time' and ten of their favourite suggestions from the brainstorming session. This poster could be distributed among younger pupils in the school/college.

Presentation tool: Unit 1, Writing  
 Workbook / Online Practice: WB p12  
 Writing file: SB p166

# SWITCH ON SB p18

## Drone trouble

- 1** Ask students to look at the photograph and elicit the word *drone*. Ask students whether they have ever operated a drone or if they know of anyone who has. Elicit the advantages of being able to take photos in this way (you can see things from a totally different perspective, you get the view that you would from a plane but without the expense of flying). Ask students to look at the questions and get them to tell you about any teenagers they know who have their own internet channels. Then get students to work with a partner and discuss their ideas about the questions. After a couple of minutes, get a student from each group to report back.
- 2** Ask students if they have ever been to the Natural History Museum in London and if they know what kind of exhibits they might find there. Read the rubric aloud and play the clip. Allow students to check their ideas with a partner before discussing the question as a class.

### Possible answer

Stefan thought the museum was particularly beautiful and that by filming it with a drone he could capture its beauty by showing parts of it that are inaccessible on foot. He planned to film the building from the outside then fly the drone inside the building's main hall.

- 3** Ask students to read the question before playing the video again. Discuss ideas as a class. Ask students whether or not they sympathise with Stefan's feelings.

### Possible answer

Stefan seemed slightly exasperated and surprised that he had to take a test to be able to use a product that he can easily buy in a shop. He felt that having to take a test took the romance out of using the exciting filming instrument. However, he saw it as a necessary step to take in order use his toy to its full extent.

- 4** Organise students into pairs and get them to discuss the questions. Monitor as students share their ideas, prompting where necessary. Then bring the class together and nominate a few students to share their ideas.

### Possible answer

I would love to use a drone to film wildlife that's endangered or hard to find – possibly whales and dolphins swimming in groups from a bird's-eye view. I would use the footage to educate other people about wildlife and put it on a dedicated social media account.

- 5** Ask a student to read the rubric. Ask them to think of something they feel passionately about and to decide if any rules might be broken trying to achieve what they want to achieve. Then put them into groups to discuss their ideas. After a few minutes, open this up into a whole class extension.

### Possible answers

I don't think it's a crime to break a few rules to achieve something that you really want to do, so long as you don't intend to cause damage to anyone or anything. For example, some kids in my town practise parkour. They use an empty staircase. Crowds often gather to watch them. No one except themselves is at risk, but the council don't see it that way.

I am a film fanatic and I occasionally watch films online without paying for them. I spend a lot of money on collecting films and going to the cinema so I feel that I give back more to the film industry than most people. I don't feel bad about it, but I wouldn't break rules in a public space since that could invade people's privacy or safety.

I would never break the rules to pursue a personal achievement. There are always ways of getting what you need done – you just have to get the right permission or license. I believe that rules are put in place to keep everyone safe.

### extra

Students can explore the topic of drones and what they are used for in more depth. They can produce a vlog post about drones such as that used by Stefan.

Possible topics include:

- 1 What is the current state of play? How are drones being used now? How will they be used in the future? What do you predict?
- 2 What are the problems and hazards of using drones?
- 3 Research via the internet other interesting stories of drone usage.
- 4 Students can choose which landscape or building they would like to film from and why.

## Project

- 6 Organise students into pairs and ask them to read the rubric. As a class, brainstorm unusual hobbies which students don't know much about (this will assist students with the first part of the project) then allow pairs to do an internet search to find more information. Set a time limit for each stage of the project, and ask students to report back at the end of each stage. (Steps 1 and 2 could be set as homework). Encourage the students to make their blog pieces as exciting and convincing as possible. They can include pictures if there is time.

Presentation tool:

Unit 1, Switch on

Switch on videoscript:

TB p177

# INDEPENDENT LEARNING

SB p18

## Self-assessment

- 1 Ask students: *How often do you self-assess your own work? Do you think it's important? Why/Why not?* Brainstorm a few different ways in which you can self-assess (e.g. testing yourself on vocabulary and recording your scores, keeping a learning diary, making regular goals). Ask students to complete the sentences with the words in the box. Collect answers around the class. Then ask students to complete the second part of the task with a partner. Bring the class together to share ideas about self-assessment.

1 improve 2 review 3 regularly, mistakes 4 plan

- 2 Organise students into pairs and ask them to complete the task. Encourage students to add as many strategies as they can think of to each skill. Then conduct class feedback. Ask questions, e.g. *Which of these strategies do you use regularly? Are there any new strategies you could start to use?*

A Reading, Writing

B Reading, Writing, Speaking, Listening

C Grammar

D Reading, Writing, Speaking, Listening

E Speaking

F Grammar, Vocabulary

- 3 Give students a few minutes to work individually to think of ideas and write them down. Then allow them to compare notes with a partner. Conduct class feedback, and encourage students to jot down any particularly good suggestions from their classmates.

# UNIT CHECK SB p19

Note on core language: The Unit Check tests phrasal verbs, adverbs collocations and time expressions with present tenses.

## extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Challenge students to write a short story using as many of the phrasal verbs as possible.
- Ask students to work in pairs to practise collocations: the first student should provide one word, (e.g. *negatively*) and the second should provide the collocation (*influence*).

## Vocabulary

The sentence-type transformation task in Ex 4, unlike the Cambridge exam, focuses on a single topic.

- 1 2 1.11, 1.12
- |                |                           |
|----------------|---------------------------|
| 1 from scratch | 4 accomplish              |
| 2 pursue       | 5 keep my cool            |
| 3 talent       | 6 the best of both worlds |
- 3 1 live up to                      4 come up with  
2 beat off                        5 pass up  
3 pull out of                    6 see it through
- 4 1 compromise                  5 potentially dangerous  
2 virtually impossible        6 highly likely  
3 genius                          7 related to  
4 automatically assume       8 largely based

## Review

- 1 1 D 2 B 3 F 4 C 5 A 6 E
- 2 1.13
- |                |                                   |
|----------------|-----------------------------------|
| 1 am trying    | 5 am concentrating                |
| 2 have created | 6 has improved/has been improving |
| 3 take         | 7 check                           |
| 4 have sold    | 8 are looking                     |
- 3 1 come up with a business idea  
2 messed up our presentation  
3 get through it  
4 knocked out  
5 ended up winning
- 4 1 beat (off) stiff competition to  
2 started out by being  
3 a broken string hold him back  
4 ended up not winning  
5 to open up  
6 but lost out
- 5 **Possible answer**  
At school, I'm part of a young enterprise group. We **came up with** an idea to make biscuits and then sell them at the school coffee morning. None of us had ever made biscuits before, so there was a bit of trial and error: we **messed up** a few batches before **ending up with** a product we were all happy with. The coffee morning was a big success, so I'm glad that we kept going and didn't give in.

# GRAMMAR FILE SB p143

- 1 1 has been                      4 help  
2 has collected                5 is  
3 has spent                      6 has been counting
- 2 1 are offering                 4 have been reading  
2 are, telling                    5 has studied  
3 has                              6 is
- 3 1 Cara's been at her desk (all day), staring at a university application form (all day),  
2 (Currently) she (currently) wants to study games design.  
3 (For the past few years) She's been at the top of her computer class (for the past few years).  
4 Her parents (continually) complain that she's (continually) staring at a computer screen.  
5 (This week) She's been researching various universities (this week).  
6 She hasn't yet decided which university to apply for but has to decide soon. / She hasn't decided yet which university to apply for but has to decide soon. / She hasn't decided which university to apply for yet but has to decide soon.
- 4 1 bounced back  
2 after my dad  
3 give in  
4 against a few problems  
5 Both options are acceptable.  
6 for you to fit in  
7 away with first prize  
8 Both options are acceptable.
- 5 Type 1: bounce back, give in  
Type 2: pass up, start off  
Type 3: take after, fit in  
Type 4: run up against, walk away with  
*Fit in* can be both type 2 and 3 with a different meaning, i.e. *fit something in your pocket* (type 2); *fit in well at school* (type 3)
- 6 1 mess something up  
2 run up against a problem  
3 come up with solutions  
4 hold you back  
5 see you through  
6 pass up the opportunity / pass the opportunity up  
7 bounce back  
8 give in

Presentation tool:	Unit 1, Unit check
Workbook / Online Practice:	WB p13
Audioscript:	SB p179



# Perceptions

## 2

### READING

topic: language and thought  
skill: recognising opinion  
task: cross-text multiple matching

### GRAMMAR

cleft sentences and inversion for emphasis  
relative clauses

### VOCABULARY

the senses; adjective + noun collocations  
noun suffixes

### LISTENING

topic: the smells of childhood  
skill: inferring attitude and mood  
task: multiple matching

### USE OF ENGLISH

open cloze  
word formation

### SPEAKING

topic: communication  
skill: speculating  
task: long turn

### WRITING

topic: holding a music festival  
skill: building ideas towards a conclusion  
task: report

### SWITCH ON

video: as I see it  
project: colour idioms

## Lead-in SB p21

Focus students' attention on the quote and photograph. Go around the class asking students to say whether or not the quote is true for them and to say why/why not. Then get students to work in small groups to discuss the questions. Nominate a student from each group to report back on their group's discussion.

### Possible answers

- 1 I don't think people pay enough attention to their surroundings, mainly because they are often too busy looking at their screens. It means they miss out on so much!
- 2 I think I'm quite a perceptive person. I'm good at picking up on how my friends are feeling, for example.
- 3 I think we can express most feelings in words. I think that language is very rich, and even if we can't find just one word to describe a feeling, we will manage to describe it using a few. For example, if I experience a complex feeling (such as feeling sorry for my clever friend because she failed an exam, but also feeling a little bit pleased at the same time because I'm fed up of her doing well in school all the time) I can manage to describe it in words, or I can even use a word from another language to describe the feeling (in this case, it would be the German word *schadenfreude*).

### extra

Give students the following situations and ask them to provide words for how they might feel in each situations.

- You post a photo on social media and no one comments on it. (hurt, embarrassed, sad)
- Your phone breaks and you lose all the photos you had on it. (devastated, upset, sad)
- Your internet is really slow and the film you watch keeps buffering. (frustrated, annoyed, impatient)

# READING

 SB pp22-23

## To start

Organise students into small groups. Read the following pieces of information and challenge students to say which language is being described:

*This language is used by 70,000 people in the UK. It contains 2,000 signs.* (British Sign Language)

*This language is spoken in various dialect forms by around 8 million people in Peru, Bolivia and Ecuador.* (Quechua)

*This language has been the official language of India since 1947. It's spoken by around 225 million people.* (Hindi)

Ask students: *What languages do you speak? Which languages would you like to speak? Which languages do you think are the most useful today? Which sound the nicest? Do you know any interesting facts about other languages?*

## Power up

- 1** Focus students' attention on the photograph. Ask students to suggest emotions to describe how the boy in the picture is feeling (e.g. *foolish, embarrassed, dismayed*). Ask students to discuss the questions in pairs. Monitor as students do this, noting down any useful language for whole class feedback. Bring the class together again. Ask students to report back on their partners' answers.

To 'face palm' is to drop your face into the palm of your hand because something bad has happened or you feel foolish.

- 2** Elicit the meaning of the word 'blurb' (a short description giving information about a book, new product, etc.). Nominate a student to read the blurb. Discuss the questions as a class.

Guy Deutscher is the author. The book is called *Through the Language Glass*. It's about the relationship between language and thought. It might appeal to someone interested in different languages and cultures.

## exam tip

- 3** Ask a student to read the exam tip. Focus students' attention on the highlighted section in the text and ask them to decide with a partner what the topic is. Nominate a few different students to answer, and get them to say which words in the text helped them choose.

The topic is how easy it is to learn another language.

- 4** Elicit the topic which was discussed in Ex 3 (how easy it is to learn another language). Tell students that they are going to find more on this topic in sections B, C, and D of the text. Give students a time limit of five minutes to find and highlight the relevant bits of text. Monitor, offering support where necessary.

Section C: *(It also shows how much we can gain by investing the little amount of effort needed to learn another language.)*

Section D: *(to say language controls how you think is going too far. If it did, studying a second language would be much harder than it really is.)*

The topic is not mentioned in Section B.

- 5** Ask students if they think that learning a language is easy or difficult and to say why. Then ask them to look at the article and decide what each section has to say about the question, noting down the words which have helped them to arrive at this decision. Allow students to share their ideas with a partner before checking answers orally.

Section A: *difficult (picking up a new language would be more straightforward than it is)*

Section C: *easy (little amount of effort needed to learn another language)*

Section D: *easy (studying a second language would be much harder than it really is)*

## exam task: cross-text multiple matching

The reading texts in the Cambridge exams will have no words, phrases or sentences highlighted.

- 6 e** If necessary, pre-teach the following words and phrases: *to flick through, to fall out of favour, minor, to invest, and to categorise*. Check students' understanding by asking questions. e.g. *If I flick through a book, do I read it slowly and carefully or do I read only small sections of it?* (only small sections); *If someone falls out of favour, are they popular?* (no); *If something is minor is it big and important?* (no); *If I invest in something, what am I hoping for?* (to make a profit); *What am I doing if I categorise something?* (putting it into a group).

Ask students to read the article and answer the questions. Monitor as they complete the task, offering support where necessary. Allow students to check their answers with a partner before conducting class feedback.

**1 D**

**A:** *(then picking up a new language would be more straightforward than it is. = learning a new language is difficult)*

**B:** not addressed

**C:** *(investing the little amount of effort needed to learn another language. = learning a new language is easy)*

**D:** *(studying a second language would be much harder than it really is. = learning a new language is easy)*

**2 B**

**A:** *(Anyone looking for something more serious should avoid it. = it is only for non-serious readers)*

**B:** *(it will appeal to newcomers to the topic and experts alike. it is for non-serious readers and also experts)*

**C:** *(less demanding readers will find it enjoyable. = it is for non-serious readers)*

**D:** *(which will appeal to the broader public, even if experts might challenge the conclusions. = it is only for non-serious readers)*

**3 D**

**A:** *(Even simple things like grammar can change how we think about objects = grammar can change how we think)*

**B:** *(It could equally be argued that the grammar is simply reflecting their choice to talk about experiences in a different way = grammar only changes the way we express something, not how we think)*

**C:** *(These grammatical groupings bring together things that we would not necessarily associate with each other, and that can teach us to see the world in different ways = grammar can change how we think)*

**D:** (But does this small grammatical point actually mean that English speakers perceive the living and the dead differently? It's really just a matter of how we discuss events around us. = grammar only changes the way we express something, not how we think)

4 A

**A:** (What Deutscher stresses throughout his book ... language does impact our thoughts.)

**B:** (in general, the idea that the language you speak ... on the way we see the world.)

**C:** (The majority of academics, ... can be expressed in any language.)

**D:** (Most academics now agree ... and language is only one of those)

- 7** Ask students to give you an example of an opinion phrase and write it on the board. Then ask students to see if they can remember any opinion phrases from the article they have just read without looking at the article. Focus students' attention on the rubric and ask them to complete the matching activity.

- 1 I would certainly challenge
- 2 The one that constantly challenges our ideas
- 3 is a good case in point
- 4 What Deutscher stresses
- 5 Deutscher puts forward a convincing case

## Sum up

- 8** Organise the class into two groups. Ask one half of the class to find the arguments in the text for the case and the other half to find arguments against it. After two minutes, ask the class to come together and share ideas. Ask students to tell you which arguments they found the most convincing.

People use different words depending on the perceived gender of objects, and categorising words changes how you view them.

Just because you don't say a word, doesn't mean you don't think it; language is only a tiny part of thought.

## Speak up

- 9** Focus students' attention on the questions. Ask students to discuss their ideas in pairs for a few minutes. Students should then work with another pair and compare notes. Circulate as students complete this task, noting down language to be used in the feedback session at the end of the lesson. Ask one student from each group to report back.

### extra: fast finishers



Give these foreign-language trivia questions to your students.

- 1 *Gracias*, *Köszönöm* and *dank u wel* are all ways of doing what? (Saying 'thank you'.)
- 2 What three languages do the words in the previous question come from? (Spanish, Hungarian and Dutch)
- 3 How many different languages can you greet people in? You have one minute to write down as many as you can think of.

## Fun footer

Focus students' attention on the footer. Elicit why there are so many words for *rain* in the English language and ask students to tell you as many words as they know (e.g. *drizzle*, *shower*, *downpour*, *spitting*, *tippling down*, *pelting down*). Ask students to think of something in their own language which there are many different words for.

Alternatively, put students into large teams and challenge them to search online to find as many words for *rain* in English as possible. Give them a time limit. The team with the most words wins.

### extra



Challenge students to find out how to introduce themselves and politely greet the rest of the class in a different language, using online translation software. Encourage them to choose as obscure a language as possible. Listen to your students' greetings and see if the class can guess the language which is being used. Ask students to tell you how easy/difficult they find the sounds in the language they have chosen.

## To finish

Tell students your favourite word in English. For example: *My favourite word is serendipity because it's a happy sounding word and I also like its meaning (it means when interesting or valuable discoveries are made by accident)*. Ask students to tell you what their favourite English words are. Distribute some paper or card. Tell students to write their word along with its definition, an example sentence containing the word and some decoration and illustration if they like, (this could be set as a homework task). Display students' work on the classroom wall if appropriate.

Direct students to the Workbook. Get them to complete the exercises on cleft sentences for emphasis and inversion for emphasis at home, in preparation for the Grammar lesson.

Presentation tool:

Unit 2, Reading

Workbook / Online Practice:

WB pp14-15

Extra Practice App

## GRAMMAR SB p24

## To start

On YouTube, search for *Selective Attention Test*, (watch the video outside class before playing to your students to check that it's suitable). Play the video to your students and see how they get on. After watching the video together, discuss what this tells you about selective attention.

- 1 Focus students' attention on the sentences and ask them to tell you what they notice. Ask students to suggest reasons for this word order.

*What + subject + verb, is/are ...*

*Nowhere + verb + subject ... (i.e. inversion)*

## explore grammar

SB p144

- 2 Tell students to imagine that they are explaining the classroom rules to a new student. Remind them that you are very particular about certain things, and it is important to emphasise the information for the benefit of the new student. Elicit some classroom rules, e.g. *Don't chew gum; It's important to do your homework; Ask for more work when you have finished a task.*

Elicit language from your students (write the start of the sentences and encourage students to help you complete them), and then rewrite these sentences for emphasis on the board, e.g.

*At no time should you chew gum.*

*What's important is that you do your homework.*

*What you need to do when you've finished a task is ask for more work.*

Make as long a list as you can, focusing on the structure of the sentence. Stress to students that the inversion for emphasis is more usually found in formal writing. Elicit where this structure might be seen in everyday life (on written lists of rules in public places). Ask students to look at the explore grammar box and complete the rules with the examples. Allow students to check their answers with a partner before conducting class feedback.

- 1 What Deutscher stresses is that little things matter.  
2 Nowhere does he address this criticism.

The Grammar file on SB p144 covers cleft sentences for emphasis, inversion for emphasis, relative clauses and uses of *which* and *whom*. Get students to read the explanations and complete the exercises. Fast finishers can write pairs of sentences like the ones in Ex 4. They can then swap their sentences with a partner, who should join them using a relative clause.

- 3 2.1 Focus students' attention on the photograph. Ask them to describe what they see. Read the rubric and ask students what they think they will hear. Students might have noticed the small gorilla hiding in the top right hand corner. If not, they'll have more clues in Ex 4 and Ex 5, so wait until they read about it in the text. Play the recording, twice if necessary. Ask students to tell you whether or not their ideas were correct.

The photo shows a brain scan. The person will talk about how the brain mixes up information coming in from the senses.

- 4 2.2 Play the recording again while students complete the sentences. Collect answers around the class and write the sentences on the board. Ask students to notice the stressed syllables in the sentences and mark the stress. Drill, if necessary.

- 1 have we had  
2 was this better  
3 happens is  
4 we now know is

- 5 Direct students to the article and give them a minute to read it. Ask students to tell you which experiment they found the most surprising and to give reasons for their answers. Ask students questions to check comprehension, e.g. *Why do you think no one spotted the gorilla? How did the participants in the sound experiment manage to take notes? Why are the results of the third experiment so surprising?*

- 6 Students read the text again and complete the gaps with the correct form of the words in brackets. Collect answers around the class.

- 1 they didn't mention was  
2 did the experts suspect  
3 the participants hadn't realised/didn't realise was  
4 shocked the scientific world was  
5 had they recorded such speeds

## Speak up

- 7 Tell students that they are going to write sentences about their reaction to the article they have just read. These sentences will begin with *What ...*. Give students a minute to do this. Then tell them to share their sentences with a partner and say two more things about the topic. Ask students to record each other saying their sentences. Tell them to play the sentences back and identify the words which are being stressed. Elicit whether or not students are using the correct word and sentence stress.

Monitor as students complete the task, supporting them where necessary. Ask students to share their sentences with the class.

## Possible answers

What surprised me most about the article was that so few of the students spotted the gorilla.

What I find really amusing is that the people in the sound perception managed to take notes even although the machine was delivering nonsense.

What's news to me is that scientists have managed to pass energy through solid rock.

## extra: fast finishers



Ask students to go online to find out about some more research projects on the subject of perception (this can also be a homework task). Get them to present their findings to the rest of the class. Ask them to use at least three cleft sentences and examples of inversion in their presentation.

## To finish

Tell your students that they are going to talk about any one of the following: *A very exciting film I have seen; A great party I've been to; An interesting book I've read; An embarrassing moment I've experienced; A funny thing I've seen.*

Explain to students that they will need to use one cleft sentence for emphasis and one example of inversion for emphasis in their anecdote. Give students a few minutes to jot down ideas before they start talking to their partner. Monitor as students complete this task, prompting and offering language support where necessary.

Presentation tool:	Unit 2, Grammar
Photocopiable activity:	2A
Workbook / Online Practice:	WB p16
Grammar reference:	SB p144
Audioscript:	SB p179

# VOCABULARY

SB p25

## the senses

### To start

Tell students to think of what they would like their last meal on Earth to consist of. They should think of a starter, a main course, a dessert and an accompanying drink. Then tell them to decide where they would like to eat this last meal, (they shouldn't share any information at this time). Give an example of your own, e.g. *My last meal on Earth would be tomato soup, followed by mussels and chips and an excellent cheese board. I would wash it down with some grape juice. I'd eat my last meal in a pine forest, looking out to sea.* Tell your students that they are going to write a description of their last meal, using all five senses. They shouldn't give away what they are eating and where they are, but they should talk about what they taste, see, smell, feel and hear. For example: *I taste bitter tomatoes and garlic. I smell pine needles and I hear the lapping of the waves on the beach.* Circulate as students write their short sensory descriptions, offering support where necessary. Students should read their descriptions to their partners, who should guess the meal and the location.

**1**  2.3 Focus students' attention on the photograph. Ask them to tell you what is strange about it. Tell students that they are going to listen to a woman talking about how senses affect each other. Direct them to the rubric and ask them to write down the two senses the woman compares. Play the recording and then conduct class feedback.

**2**  2.4 Focus students' attention on the words in the box. Check understanding by asking questions: *If I have an insight into something, do I understand it or not? (You understand it.) If I have an impression of something, do I have a very detailed knowledge of it? (No.)* Drill the pronunciation of the words, if necessary. Students complete the sentences with the words. Play the recording so they can check their answers before conducting class feedback.

---

1 sensations   2 illustration   3 impression   4 perception  
5 concept   6 insight

---

## adjective + noun collocations

**3** Ask students to read the text and answer the question. Allow students to check answers with a partner before conducting class feedback. Ask students: *Have you ever eaten in a restaurant like this? Would you like to? Why/why not?*

---

They mix up the senses.

---

## 2 Perceptions

### VOCABULARY (Continued)

#### explore language

- 4 Direct students to the explore language box and read the information aloud. Ask students to complete the text about the Fat Duck with the correct collocations. Check answers around the class before asking students to complete the collocations in the language box.

1 media 2 main 3 false 4 utter 5 different 6 valuable

- 5 Discuss this question as a class. Generate as much language as possible and ask students to think of specific examples, e.g. an apple that tastes of chocolate, cheese that tastes of bacon. Encourage students to give reasons for their answers whenever possible.

- 6 Direct students to the highlighted words in the text in Ex 3. Ask students to match the words with the definitions. Check answers around the class. As an extension task, organise students into pairs.

1 disgusting 2 deceptive 3 mouthwatering 4 evident  
5 transparent

#### extra: fast finishers



In pairs, ask students to practise the new vocabulary by asking questions related to their own experience, e.g. *What's the most disgusting thing you've ever eaten?*  
*What's the most mouthwatering smell you can imagine?*

- 7 Get students to complete the questions. Check answers around the class.

1 impression 2 perception 3 insight 4 deceptive

- 8 Organise students into pairs and ask them to discuss the questions. Monitor as students complete the task, offering support where necessary.

#### Possible answers

- 2 Yes, because I've heard that people lose their taste buds as they get older. I think this means that older people are more tolerant of stronger flavours than younger people. For example, it's unusual for very young children to enjoy spicy food.
- 3 Perhaps it does. I have noticed that hot-tempered, impatient people seem to enjoy spicy food so there could be something in this.
- 4 I think they can be deceptive. Many food companies want to create the impression that their food is very natural and that it is produced on a small-scale when in fact, it has probably been produced in a large factory. The companies achieve this effect through clever packaging and marketing, but it definitely creates a misleading impression.

## Speak up

- 9 Ask students to work with a partner. Read the questions aloud and give them five minutes to discuss their ideas. Circulate, noting down any good examples of the target language to be used in the feedback session at the end of the lesson. Conduct class feedback.

#### Possible answers

- 1 The most unusual thing I've ever eaten was a deep fried chocolate bar when I visited Scotland. I didn't like it at all – it was far too greasy and made me feel sick.
- 2 I prefer to try new foods – life is short and it gets really boring if you eat the same things all the time.
- 3 I think it does. It certainly has an effect on the food I want to eat when I'm feeling stressed out or upset – then I always want to eat pasta with cheese which my Mum always made for me when I was small. It's my comfort food!

#### extra: fast finishers



Ask students to work in pairs with another fast finisher. They should write five types of food on a piece of paper, which they then give to their partner. Their partner should write down adjectives to describe the food items (e.g. *mouthwatering, disgusting, delicious, too bitter*). Students should then get together and see if they have the same tastes in food.

## To finish

Ask students: *What do you think about the restaurants in your town? Where's your favourite place to eat? Why do you like it? Are there any places you'd never go to? Why?*

Tell students that they are going to design a new restaurant. Ask students to make a list of the following headings: name, theme/concept, speciality dishes, location.

Ask students to work in small groups. Give them a five-minute time limit to make notes about their restaurant. Circulate, offering support. Ask students to present their ideas to the rest of the class. Conduct a class vote to see what the most appealing restaurant idea is.

Presentation tool: Unit 2, Vocabulary  
Workbook / Online Practice: WB p17  
Audioscript: SB p179  
Extra Practice App

# LISTENING SB p26

## To start

Ask students to tell you about their favourite perfumes. Elicit language to describe the way these perfumes smell (e.g. floral, spicy, fresh). Ask about some well-known, commercially available perfumes: *how are they packaged? What kind of image does the advertising convey?* If you have internet access and a data projector, you could look at some adverts and discuss them. Tell students that as a class you are going to make a perfume which is designed to make people feel happy. Ask: *What different smells would it contain?* Elicit the smells that make your students happy and write them on the board. Encourage creativity, e.g. *the smell of freshly washed hair, the smell of warm sand and the seashore, the smell of buttered toast*. Ask students to think of a name for their perfume.

## Power up

- 1 Organise students into pairs and ask them to think of the top four scents. Bring the class together, and as a group, agree on a top four scents list. Then they check page 171 to see how many they have managed to predict.

The top four smells are: 1 lime 2 grapefruit 3 orange 4 peppermint

- 2 Focus students' attention on the photographs. Ask them to describe what they see. Ask a student to read the questions. Ask students to discuss the questions in pairs. Circulate as students do this, offering support and providing language where necessary. Ask a student from each group to report back on their answers.

## Listen up

- 3 2.5 Tell students that they are going to listen to someone talking about a smell from their childhood. Read the rubric aloud, then play the recording, twice if necessary. Allow students to check their answers with a partner before conducting class feedback.

The smell of baking bread, which reminds her of when her mother baked bread, and she could smell it as she arrived home from school once a week.

## exam tip

- 4 Read the exam tip with your students, then complete the task as a class.

- 5 2.6 Play the recording one more time so that students can answer the two questions. Check answers and elicit which phrases helped the students find the answers.

- 1 A (*warm out-of-the-oven bread and homemade jam greeting me when I got off the school bus*)  
2 B (*whenever I notice that scent, it smells like comfort and security all mixed in together*)

## exam task: multiple matching

- 6 e 2.7 Focus students' attention on the exam task rubric and ask a student to read it. Then direct them to Task 1 and 2. Allow them a minute to look at the options before playing the recording. Remind them to underline any key words which might have synonyms or paraphrase in the recording. Conduct class feedback. Encourage students to tell you the words/phrases which helped them to arrive at their answers.

### Task 1

- 1 A (*warm out-of-the-oven bread and homemade jam greeting me when I got off the school bus*)  
2 E (*I used to enjoy watching those little flowers drop into the water. It was so relaxing smelling the trees and watching them float around against the bright white tiles, making patterns*)  
3 C (*But when I think back to the thrill and goose bumps of that moment*)  
4 F (*My first paid work, ... It was hard going because ...*)  
5 H (*The scent of slightly boggy woodland in springtime is my favourite.*)

### Task 2

- 6 B (*whenever I notice that scent, it smells like comfort and security all mixed in together*)  
7 E (*I should ignore the pressing matters of my life and take time to just let my mind wander, remember how everything has a solution.*)  
8 H (*it helps me to keep other things in perspective – to stop showing off for others, or worrying about their opinion, and focus on myself.*)  
9 C (*Now I've got a real career, I remember just how far I've come in life and how much further I may still have to go.*)  
10 D (*That scent just gives me the same feeling of confidence we had back then and helps me to feel able to deal with things.*)

- 7 Explain to students that this is an exercise in identifying synonyms and paraphrase, which will help them in the exam. Read the phrases from the recording around the class. Encourage students to ask about any words they do not know or allow them time to look them up in a dictionary. Give students a minute to match the phrases with those in Task 2. Check answers orally.

- 1 safe and cared for  
2 less anxious about problems  
3 less concerned what people think  
4 proud of doing well  
5 ready to meet challenges

## extra: fast finishers



Ask students to go online to look at perfume advertisements. They should choose one they find particularly appealing and think about how the advertisement uses sound and visuals to convey the kind of scent that it is selling. Ask students to show their advertisement to the rest of the class and report back on their ideas.

Speak up

8 Organise students into pairs to discuss the questions. Monitor students, noting any good use of the target language. Ask one student from each pair to report back on their discussion. Make a class list of top four scents from childhood. Share any good examples of target language which you noted while monitoring.

To finish

Remind the class of the perfume they designed at the beginning of the lesson. Ask students if they know what a 'stink bomb' is (a kind of pellet you buy from a joke shop which you burst and it makes a terrible smell). Give students a one-minute time limit to think of as many unpleasant smells as they can. Then bring the class together. Combine all the bad smells on the board to make the smelliest stink bomb in the world. Ask questions to elicit more language. For example: *Why is this such a bad smell? Where might you smell this? Have you ever smelled this before?*

- Presentation tool: Unit 2, Listening
- Workbook / Online Practice: WB p18
- Audioscript: SB p179
- Extra Practice App

To start

Ask students to think of three words or phrases which they have learned in this unit so far. Tell them to write the word and definition. Students should then read their definitions to their partner, who has to think of the word and/or phrase. Monitor as students do this, to check how well they have remembered and understood the new vocabulary. Help out with any definitions that are unlikely to elicit the correct word. Conduct class feedback and ask students to tell you how they think they did.

1 Ask students to remind you of the last lesson's topic (smells and their emotional significance). Give students a minute to complete the sentences in their own words. Allow students to check their answers with a partner before conducting whole class feedback.

explore language SB p144

2 Direct students to the text in the explore language box. Ask students to complete the rules with words from Ex 1. Conduct feedback around the class. Generate more examples, related to different senses, e.g. *Whenever I taste marzipan, I think of Christmas. Whatever you think of Brussel sprouts, I think they're delicious.*

watch out for !

Students may start to overuse *whom*, once they have learned it. It is important to point out the specific and fairly limited usage of this word.

1 Whatever 2 whenever

3 2.8 Ask a student to read the question. Play the recording. Allow students to check their answers with a partner before conducting class feedback. Ask students: *Do you know any other animals with unusual abilities?* (e.g. Scarlet jellyfish can restart their own life cycles by turning themselves back into polyps, hippos create their own sunscreen and moisturiser to protect them from the sun, dolphins and whales sleep with one eye open so they can be aware of threats.)

He's describing how elephants can use smell to categorise humans into subclasses of dangerous and non-dangerous types.

4 2.9 Play the recording again. Allow students to check their answers with a partner before reading the sentences around the class.

1 Whenever 2 as a result of which 3 which 4 Whatever

exam task: open cloze

Item 5 here tests the collocation *make sense*. This is not usually tested in this Cambridge exam task.

5 e Read the exam tip aloud to your students. Answer the question together. Then ask students to read the text and complete it with one word only. Allow students to check answers with a partner before collecting feedback around the class. Ask students to tell you one new thing they learned from the text. Did they come across any surprising information?

**To start**

Write the phrase *Digital detox* on the board. Elicit what this phrase means (it means voluntarily coming off the internet for a period of time). Organise the class into two teams. Ask one half of the class to write down reasons for why this might be a good thing to do. The other half of the class needs to think of reasons for why this is not a good idea. Organise a debate: each student (or student pair if you have a large class) should make one point for or against the statement: *People should have regular digital detoxes*. At the end, conduct a vote to see if students agree or disagree with the statement. The team which has convinced most students wins.

**1** Focus students' attention on the sign. Ask students the questions and ask them: *Have you ever seen a sign like this? If so, where was it? Would you be put off going into a café if you saw a sign like this outside? Do you think people use their mobile phones too much?*

**Possible answers**

- 1** Seeing a sign like this would make me want to go into the café. I'm fed up of going to cafés where no one looks at or communicates with each other.  
Seeing a sign like this would put me off going into that café. If I'm alone, then I'll want to be on my phone. I'm not really interested in talking to strangers.
- 2** I use my phone a lot, sure, but I don't think I live my life through it. It's switched off all day at school, and I'm very sporty, so it's usually in my locker when I'm swimming or playing football. That doesn't leave me much time for it really!

**2**  2.10 Give students a moment to read sentences A–D. Then play the recording. Allow students to check their answers with a partner before conducting class feedback.

Speaker 1 – C Speaker 2 – D Speaker 3 – B Speaker 4 – A

**3** Ask students to look at the highlighted words. Elicit which part of speech these words are. Challenge students to see how many other words they can think of which belong to the same word families in a two-minute time limit. When the time is up, write students' answers on the board.

They are all nouns.

- A** combine – combined, combination, combining
- B** annoy – annoyance, annoying, annoyed
- C** approve – approval, approving, approved, disapprove, disapproval, disapproved, disapproving
- D** press – pressure, pressed, pressing

**explore language**

↪ SB p160

**4** Focus students' attention on the explore language box. Ask a student to read the words in the box aloud. Elicit the correct stress pattern for each word and drill if necessary. Ask students to complete the language box with the words, depending on their noun suffix. Allow students to work with a partner, monitoring them and offering support where necessary.

- al – denial, refusal
- ance – brilliance, dominance
- ure – departure, disclosure
- tion – declaration, distraction

- 1** is (The present simple *is* fits here, because the verb *reminds* tell us that this is a present tense sentence, introduced with *whatever* for emphasis and with a third-person subject *it*.)
- 2** has (The answer is *has* because the word *just* tells us that this is a present perfect sentence which requires an auxiliary.)
- 3** whom (*whom* refers to the object: the group of volunteers)
- 4** how (*how* collocates with *just* for emphasis to show the extent of what the scans reveal)
- 5** makes (*make sense* is a phrase meaning that something is understandable. Here the verb is in the third-person form as the subject is *it*.)
- 6** without (The preposition *without* is used to refer to the gone-off food. It is *without* rather than *with*, as early humans might have poisoned themselves if they hadn't remembered the smells of dangerous food.)
- 7** no (The phrase *at no time* with the auxiliary *do/does* for emphasis.)
- 8** Whenever (The sentence begins with the relative pronoun *when* as the writer is referring to a particular instance.)

**alternative:** mixed ability 

Allow weaker students to refer to the advice in the explore language box while they complete Ex 5. Stronger students should attempt the task with the box covered.

**6** Ask students to complete the sentences in their own words. After they have done this, they should compare with a partner. Check answers around the class.

**Speak up**

**7** Read the rubric together. Divide the class into two halves. One half should think of reasons for; the other against. Then bring the class together to have a class discussion on the topic. Write any new language on the board for students to record in their notebooks.

**To finish**

Write the following sentences on the board. Ask students to complete the sentences orally in pairs, so that they are true for them. Then collect sentences around the class:

- Wherever I travel, I always ...*
- Whenever I learn a new word in English, I ...*
- Whatever anybody says, I'm going to ...*

Direct students to the exercises on noun suffixes in the Workbook. Ask for these to be completed in preparation for the next lesson.

Presentation tool:	Unit 2, Use of English 1
Workbook / Online Practice:	WB p19
Photocopiable activity:	2B
Grammar reference:	SB p144
Audioscript:	SB p180
Extra Practice App	

### exam task: word formation

Word formation tasks in the Cambridge exam test a variety of word forms, whereas here the majority of items tested are nouns, which is the focus of the lesson.

**5 e** Ask students if they have ever used a mobile phone to record a concert or a live event. Focus students' attention on the text and ask them to read it quickly. Elicit the writer's opinion about taking phones to record live events (s/he understands the temptation, but thinks that recording live events takes away from our enjoyment of the moment). Ask students to complete the text with the correct form of the words at the end of the lines. Check answers around the class. Ask students if they agree with the writer's point of view.

- 1 annoyance (A noun form follows the definite article and the suffix *-ance* is used.)
- 2 pointless (We need the adjective form of the word with the suffix *-less* to show that there is no point in the action of going to see action live, as she spent the whole time on her phone.)
- 3 temptation (A noun form follows the definite article and the suffix *-ation* is used.)
- 4 pressure (A noun form follows the definite article and the suffix *-ure* is used.)
- 5 disapproval (We need the noun form of the word as it is preceded by an adjective (*instant*), along with the negative prefix *dis-* to connect with the angry members of the audience.)
- 6 intrusion (A noun form follows the definite article and the suffix *-ion* is used.)
- 7 distraction (A noun form follows the indefinite article and the adjective *huge*.)
- 8 unfastened (This sentence is in the passive voice, which is why the past simple form of the verb is used.)

### game on

Organise the class into two teams. Give students three minutes to complete the challenge. When the time is up, conduct class feedback. If appropriate, you could award a small prize to the winning team.

### extra

Challenge students to do a digital detox for one night only. Get them to report on what they did and how they felt about the experience in the next lesson.

## Fun footer

Ask students to read the footer at the bottom of the page and find out if they are surprised by this information. Get them to speculate on why mobile phones contain so many germs (e.g. people sneeze and cough on them, have them near their mouths, some people take their phones into the toilet with them, people don't always wash their hands before using their phones, people rarely clean their phones ...).

## To finish

Ask students to close their books and get them to stand up. Throw a large ball or soft object around the class. As you throw it to a student, say a verb from the lesson. The student needs to supply the noun with the correct ending. This student should then think of another verb and throw the ball to another student. If a student does not supply the correct ending they are out of the game and should sit down. Continue, picking up speed, until all but one of the students are eliminated and you have a winner.

Presentation tool:	Unit 2, Use of English 2
Workbook / Online Practice:	WB p20
Extend vocabulary:	SB p160
Photocopiable activity:	2C
Audioscript:	SB p180
Extra Practice App	

## Speak up

**6** Ask a student to read the question. Organise students into pairs to discuss their ideas. Then ask students to compare their opinions with another pair. Finally, conduct class feedback with a whole class discussion. Write any new language on the board for students to note down.

### Possible answers

Yes, I think people spend far too much time on their phones and it means that they miss out on so many experiences. At school, for example, people go straight onto their phones at any opportunity. It means that people miss out on talking to each other. It's the same on trains and at bus stops. Before mobile phones became so popular, complete strangers would have chatted to each other. Now everyone is just locked into their own world – you miss out socially and you also miss out on seeing the beauty of the world around you.

## To start

Ask students to visualise waking up in the morning to find that there has been a global internet virus and that no one has a working mobile phone anymore. Put students into small groups and ask them to work through a typical day. Without a mobile phone, how would their routine differ? What tasks might be different? What tasks or activities would be impossible? What would they do instead? What might be better? Ask students to consider before mobile phones were invented. What did people do if they were running late and wanted to let their friends know? Would they like to live in a time before mobile phones? Why/Why not? Allow students five minutes, then conduct feedback and write any resulting language on the board.

## Power up

- 1 Nominate a student to read the questions aloud to the rest of the class. Organise students into pairs to discuss the questions. Open this up into a class discussion.

### extra: whole class



Ask some additional questions.

- 1 *Do you think that your school or college's mobile phone policy is sensible? Why/Why not? Is it different from rules in other schools or colleges you know of? Do your parents have rules about mobile phone use? Do you ever try to limit the time you spend on your mobile phone? If so, why?*
- 2 *Did you feel you missed out on things? What words would you use to describe your feelings? Was it a negative or positive experience for you?*
- 3 *How would it change your experiences of: holidays, time with your family, a boring day at home, concerts, discos, award ceremonies, your feelings about your own appearance/clothes, etc.?*

### Possible answers

- 1 I was without my phone for a whole week last month, as the screen cracked and I had to send it in to get repaired. At first, it was a complete nightmare! I felt that that I didn't know what was happening in the world and I was worried that I would miss out socially too. But by the end of the week it really wasn't so bad. I didn't actually miss out on any parties, as my friends kept me informed about what was happening. I also read a whole book that week!
  - 2 If I put away my mobile phone I'd probably be much more aware of other people, little things that were happening around me: the colour of the sky, the flight of birds ... I don't want to admit this, but I'd probably enjoy life a lot more.
- 2 Focus students' attention on photo A and read the question with the class. Ask students to work with a partner to discuss the questions. Monitor as they do this, offering support where necessary. Conduct class feedback.
    - 1 They're all trying to film the event through their mobile phones.
    - 2 The old lady in the middle is just enjoying the moment.
    - 3 People no longer experience things directly or enjoy the present.
    - 4 Pressure to look good on social media, or just distraction. It means that they might not get as much out of life as they could.

- 3 Ask students to work with another partner. Tell them to take turns to answer questions 1, 3 and 4 and to think about what the pictures have in common. Conduct class feedback.

The photos all show people using their mobile phones and not being in the moment.

- 4 2.11 Tell students that they are going to listen to a student comparing two of the photos. Read the rubric. Play the recording once and ask students to decide which of the two photos she is describing. Make sure that the students can give you reasons for their choices.

She describes photos A and B.

- 5 2.12 Play the recording once and ask students to tell you the two photos he is comparing. Make sure that the students can give you reasons for their choices. Play the recording again, and ask students to answer the two questions. Allow them to compare their answers with a partner before checking answers orally.

He describes photos A and C.

He correctly highlights the topic that links the two photos. He explains why he thinks that they are both distracted. He feels that the action in photo C is the most damaging, but in general that both sets of people should be more like the old lady enjoying events.

## exam tip

- 6 2.13 Focus students' attention on the exam tip. Elicit some more words for speculating.

- 1 suppose, probably
- 2 looks as if, seems
- 3 could be
- 4 I guess, either, or, and so, could be

## Speak up

### exam task: long turn

↪ SB p163

- 7 Organise students into pairs. Refer them to page 176 and ask them to follow the instructions. They should then swap roles. Monitor as students do this, offering support where necessary. Nominate a couple of confident students to perform their roleplay for the rest of the class.

Ask students to record themselves speaking on their phone. Before they listen to their recording, ask: *Did you use varied language to speculate about what you saw? Did you avoid just describing what you saw? Did you stick to the theme of the photograph?* Students should then listen to their recordings, identify areas for improvement and record themselves a second time. Nominate a confident pair and play the rest of the recording to the class (you may need to connect their phone to the IWB so that it is audible).

### Possible answers

- A** In the first picture, two people are talking to each other in a café. It looks like they are having an argument. I think the man is trying to explain something to the woman. Perhaps he is getting frustrated because she can't see his point of view.
- C** It looks as if the woman is perhaps interviewing the two other people, as she has a notebook and is writing down what they say to her. Maybe she is doing some kind of project for school or college. Perhaps she is going to use their answers for a report she is writing. I think she is probably feeling interested in what the others are saying, and is probably concentrating hard so that she can accurately note down what they tell her.
- I think discussing something orally (like the couple in the first picture) can be really challenging, because it can be annoying when other people don't see your point of view. And sometimes it's impossible to get people to change their minds about things.

- 8** Organise students into pairs. Model the task yourself and ask students to speculate about why the photos are important to you. Focus on the target language from the exam tip box. Tell students whether their guesses are correct. Ask students to complete the activity. Ask a few students to report back.

### extra: critical thinking

Organise students into pairs to discuss how the following everyday situations would have been very different before mobile phones became widespread: meeting a friend in town; doing research for homework; going on holiday; going on a big night out.

Open this up into a class discussion. Listen to your students' ideas and ask: *Do you think life was easier before mobile phones? Was it better or worse?* Encourage students to give reasons for their ideas.

## To finish

Adapt a well-known drama activity to bring a bit of movement to your class. Tell your students that you are going to tell them the title of a photo and that they are going to work in a small group to arrange their bodies to present a three-dimensional representation of the photograph. Students can assume the roles of people in the photographs or they can arrange themselves to represent inanimate objects in the photo. Organise your students into small groups. Ask them to create a range of tableau with interesting titles, e.g. *the concert; the birthday party; the argument*.

When you see some good arrangements, pick two groups and tell them to freeze. The other students should compare the two scenes, using the language they have learned in the unit. Repeat the activity a second time. Conduct class feedback.

Presentation tool:	Unit 2, Speaking
Workbook / Online Practice:	WB p21
Speaking file:	SB 163
Audioscript:	SB p180

# WRITING

## To start

Write the following news headlines on the board:

*Jay Z and Pink to headline V Festiva*  
*Music festivals are measles hotspots*  
*Muddy Lovely! Glastonbury a morass of mud*

Tell students that these headlines are linked to the topic of the lesson. Elicit the topic of the lesson (music festivals) and conduct a class discussion about the headlines. Ask students: *What is a headline? How can festivals be hot spots for illnesses? Should this put people off going to them? Have you heard of the Glastonbury festival? Why is it so famous? Why is it always muddy there?*

## Power up

- 1** Focus students' attention on the photograph. Ask them to describe what they see. Ask students if they have ever been to a music festival. Organise students into small group and ask them to complete the first half of the task before discussing the questions. Monitor as students complete this task, offering support where necessary. Conduct class feedback.

### Possible answer

**1** I'm in a big field, surrounded by a noisy crowd. My friends and I are dancing right next to the speakers and the noise of the music and the roars from the festival goers are deafening. I'm feeling hungry and I'm looking over at the large catering tent, but there's an enormous queue. I turn back to face the stage and sing along with the rest of the crowd. I feel amazing.

## Plan on

- 2** Ask a student to read the exam task. Give students a moment to identify the different parts of the question and conduct feedback.

There are three parts: give information about the practical challenges; describe techniques to raise money to fund the project; suggest how the festival will have an impact socially.

- 3** Allow students to answer the questions in pairs, before conducting class feedback. Search for reports online and show these to students, so they can see the layout of a report at a glance. Elicit some of the features of formal writing (no contractions, fixed phrases, use of the passive voice, etc.).

- 1** You are a member of a committee that has been looking into the possibility of the festival and you are writing to people in the local community.
- 2** to give information about the challenges of organising the event; to suggest ways of raising money to pay for it; to give suggestions about the social impact on the local community
- 3** a formal report
- 4** You should write an introduction, three main paragraphs focusing on the three points in 2, and then a final recommendations paragraph – five in total.
- 5** It should have headings, subheadings, bullet points, etc. to make it visually easy to read.
- 6** recommendations

- 4 Focus students' attention on the questions and allow them to check anything they don't understand. Then give them five minutes to read the report and answer the questions. Conduct class feedback. Students are allowed to use bullet points in a report and proposal in the CAE Writing paper. However, this is not obligatory and students will not be given a higher grade for using bullet points. On the contrary, they can often result in low grades. Bullet points naturally lead to over-reliance on simple structures and weak cohesion and linking. For that reason, they are not encouraged in this exercise, and should be used with caution.

- 1 Yes. The writer offers practical suggestions and addresses all of the points.
- 2 No. The writer paraphrases a lot of the ideas, which is a good habit.
- 3 Paragraph 1 – Introduction, Paragraph 2 – Practical considerations, Paragraph 3 – Financing the event, Paragraph 4 – Possible impacts, Paragraph 5 – Recommendations
- 4 It's very informal and unsuitable to the task.
- 5 **Suggested answer:** I recommend that we work in close consultation with members of the local community, without whose support, this project would not be able to go ahead.

- 5 Ask students why we need to use linking words when we write (so that whoever is reading can follow our train of thought). Elicit some linking words from students (e.g. *firstly, secondly, consequently, nevertheless, furthermore*). Put students into pairs to reorder the sentences, link them together and choose a suitable subheading. Monitor as students complete the task, checking the order of the sentences are correct, before the students go on to link them together. Conduct class feedback.

#### Suggested answer

#### Social impact

There are several reasons to hold the festival here in Hoopers Hill. Firstly, young people's needs for entertainment have been neglected in the past and there are few events for young people. They could volunteer with the organisation if they can't afford the entry tickets. In this way, the event can provide opportunities for all of them to participate.

### explore language

↪ SB p144

- 6 Focus students' attention on the explore language box. Ask students to complete the box with the writer's aims. Allow students to compare notes with a partner before conducting feedback.

- 1 to give an overview of
- 2 to suggest ways of financing this event

#### watch out for



Students often write down a lot of different thoughts, rather than building a reasoned argument. Encourage them to make sure that all of their points support their main conclusion.

- 7 Students complete the sentences with the phrases from the box. Check answers around the class.

- 1 the majority
- 2 Broadly speaking
- 3 We would recommend
- 4 I would suggest
- 5 should

### Write on

- 8 Ask students if they have ever been to a food festival. Get them to tell you about their experience and ask questions: *What did you eat? Did you try anything new? What was the atmosphere like?* Give students a minute to read the task and allow them to ask questions about anything they don't understand. Elicit the headings students will need for their reports and write them on the board. Then give students ten minutes to make notes under each heading. Allow students to share their ideas with a partner before conducting class feedback.

Three parts:

Information about the challenges

Ways of publicising the event

Suggestions about the event's long-term impact

- 9 Organise students into groups of three to conduct the debate. Give them five minutes to collect some ideas before beginning to debate. Choose a couple of confident groups to perform their debates to the class. After each debate, elicit the strongest argument for and against.
- 10 Students should write a plan of their report using their notes from Ex 8. Alternatively, ask students to do this with a partner. Monitor as students complete this task. Conduct feedback. Nominate an able student to share his/her plan with the rest of the class. Allow students to make some adjustments to their plans.

#### exam task: report

↪ SB p167

The rubric for the report task in the Cambridge exam does not always include bullet points. Here it clarifies the task for the students.

- 11 **e** Students write the report. When they have been writing for ten minutes, ask them to exchange their work with a partners'. Ask students to check their partners' work and offer constructive feedback. When students have completed their reports, collect students' work. (Alternatively, students can complete their reports for homework). Choose one model answer to display on the IWB. Ask students to read it and offer suggestions as to why it is a successful piece of work and suggest some areas for improvement.

**Model answer**

Food Festival in Lower Hamworthy

Introduction

The purpose of this report is to report on the views of local residents on the proposed food festival in Lower Hamworthy. Residents were invited to share their views in an online questionnaire, and the findings are reported below.

Considerations

One of the main challenges with the proposed festival will be make sure that food is safe. Concerns were raised over fridges and equipment to store and cook the food. As the food will be served on disposable plates, the festival is also likely to create large amounts of rubbish. However, we feel that this can be managed.

Attracting visitors

An event like this is likely to be very popular, but we can make sure that enough visitors come by inviting journalists from the local TV and radio news channels. The locals we spoke to all expressed interest, and many said that they would invite friends to attend.

Long-term effects

The area has several restaurants and cafes that have been experiencing difficulties in the current economic climate. An event like this can draw attention to the great cuisine our area has to offer. It will give the town the chance to build a positive reputation for food.

Conclusion and recommendations

It is the view of the local residents that the festival should go ahead. However, it will be necessary to employ people to deal with the large amounts of waste that the event is likely to generate.

**extra:** mixed ability 

Challenge students to find out more about local delicacies, chefs and food experts and get them to research this online. They can include this information in their report.

**To finish**

Conduct a speed debate. Ask students to debate in a similar fashion to the way they did in Ex 9. Give them two more of the following topics, depending on the time available:

*We need more fast food restaurants in our town.*

*Large festivals always have a positive effect on the area they're held in.*

*This school/college should have one internet-free day each week.*

Allow students one minute to make notes and three minutes to debate each point. Nominate different groups to report back on their arguments for and against.

Presentation tool: Unit 2, Writing

Workbook / Online Practice: WB p22

Writing file: SB p167

**SWITCH ON** SB p32**As I see it**

- 1** Start by asking students to tell you what their favourite colour is. Ask them to be as specific as possible: if a student says *blue*, find out whether they mean *light* or *dark*, *royal blue* or *navy blue*. Organise students into pairs and ask them to work through the tasks together.

The students choose a green highlighter pen.

Student A chooses *green*, then adds an adjective to get *fluorescent green*, then another to get *acidic fluorescent green*.

Student B chooses *green*, then adds an adjective to get *bright green*, then another to get *bright lime green*.

This should illustrate that we all see colours (and the world) slightly differently. Everything, including colour, is subjective.

**alternative** 

Change the complexity of Ex 1 by bringing in or choosing five objects yourself. Monitor as students compare their ideas, noting down any particularly interesting differences which you can bring up at the end of the task. Conduct class feedback.

- 2**  Focus students' attention on the question and play the clip. Conduct feedback, and ask students to locate Northern Namibia on a wall map or on the IWB.
- 3**  Focus students' attention on the rubric and stress that the summary they write has to be one sentence. Play the recording again. Allow students to share their answers with a partner before conducting class feedback.

- 1** ZOOZU, which is most dark colours and includes reds, blues, greens, and purples  
VAPA, which is mainly white, but includes some yellow  
BOROU, which includes some greens and blues  
DUMBU, which includes different greens but also reds and browns
- 2** Serge asks that the Himba man and woman look at a screen which is displaying 12 colour squares and indicate the one that is a different colour.

- 4** Monitor as students write their summaries. If students are finding this difficult, prompt them to express their ideas orally before writing them down. Nominate a couple of students to read their summaries to the rest of the class.

**Suggested answer**

The Himba appear to favour categorising groups of colours more than identifying individual ones. This is shown by their having fewer, broader terms for a variety of colours. In contrast, Westerners tend to identify colours on an individual basis, like green or blue. When tested, the Himba were able to swiftly identify subtle differences between two very similar shades of green, because for the Himba these shades are actually in two entirely different categories of colour. A Westerner would struggle because for them, the colour green is one category only.

- 5 Organise students into pairs to discuss the question. After students have had the chance to share their ideas for a few minutes, open this up into a whole class discussion.

#### Suggested answer

This video has shown me that language definitely does affect understanding. This could apply to the way we perceive colours (as seen in the video) but I suppose it must also include all kinds of other things: like animals, weather and seasons.

## Project

- 6 Organise students into groups and ask them to read the project instructions. Begin by brainstorming all the colour idioms your students already know (e.g. *in a black mood*, *green with jealousy*, *green-fingered*, *white elephant*, *red tape*, *golden opportunity*, *blue collar*). Allow students to do an internet search if appropriate. Get students to report back to you when they have finished the first stage. Listen to their findings and elicit how they can best present their findings to the rest of the class.

#### Suggested idioms

white as a sheet, have green fingers, yellow-bellied, white elephant, golden opportunity, red tape, out of the blue, blue collar, blue in the face, put something down in black and white, green with envy, give someone the green light

### alternative



Encourage students to vary their methods of presentation, so that the feedback session is more interesting: they could create an online presentation, a power point, film themselves or record a podcast. When all of the class has presented their findings, ask students to make colour idiom posters for a homework task. Alternatively, students could take photographs to illustrate the colour idioms which could be displayed on the IWB or on a class blog.

### extra: whole class



- 1 Students work in small groups to choose another topic area and collect four idioms related to their topic, e.g. the body (*it cost an arm and a leg*), food (*he bit off more than he could chew*), animals (*his bark is worse than his bite*). To avoid repetition, ensure each group chooses a different topic. Groups can present their list to the class with examples and (humorous) illustrations. If there is time, groups can also 'teach' the class their idioms by developing some simple practice activities e.g. match the idioms to the illustrations; fill in the missing idioms in a three-line dialogue, ask their classmates to write their own mini dialogues using the idioms and correct them.
- 2 Students research the 10 most commonly used idioms and present them to the class. They should explain their etymology (origins and meaning), give examples of use and (humorous) illustrations. Again they can take on the role of the teacher by first presenting the idioms and then giving other students some practice activities to do.

Presentation tool:  
Switch on videoscript:

Unit 2, Switch on  
TB p177

# INDEPENDENT LEARNING

SB p32

## Feedback

- 1 Ask students to work in pairs to read the situations and complete the task. When they have had a chance to discuss their ideas conduct class feedback. You may wish to role-play the situations to model how the feedback could be given in a more helpful and constructive way.
  - 1 Good.
  - 2 Bad. The teacher should say: *Well done for completing the activity. I think we should work on your sentence stress though. I have a good app which could help you with that.*
  - 3 A little negative and harsh sounding. The student could rephrase this: *Why don't you use slightly longer sentences? And maybe you could try varying the words you use a bit.*
  - 4 Good.
- 2 Students should complete this task with a partner. Monitor as students give feedback. Listen out for any particularly constructive feedback you hear, and report back on this at the end of the activity.
- 3 Students complete the sentences about their own work. Collect students' ideas from around the class.

# UNIT CHECK SB p33

Note on core language: The Unit check tests noun suffixes, report writing, relative clauses and inversion and forming nouns from verbs.

## extra: using the wordlist

Encourage students to refer to the wordlist when they do their homework. Ask students to work in pairs and to test each other's spelling. Students should choose a word from the list and use concordance software to find out about all the different words it collocates with. They should present their findings to the rest of the class.

## Vocabulary

- 1** **2**  2.14 2.15  
 1 disgusting 2 deceptive 3 insight 4 mouthwatering  
 5 evident
- 3** 1 temptation 2 refusal 3 departure 4 approval  
 5 declaration 6 annoyance
- 4** 1 crowd 2 headline act 3 deafening 4 beat  
 5 facilities 6 catering tent 7 sing along

## Review

- 1** 1 Whatever you do, there will ...  
 2 At no time did the local community say ...  
 3 What I don't understand is why the council ...  
 4 In no way is it possible to ...  
 5 We spoke to a lot of locals, many of whom said that ...
- 2**  2.16 They are discussing plans for a water-fight festival.
- 3** 1 undoubtedly 2 intrusion 3 valuable 4 majority  
 5 inconveniences 6 publicise 7 awareness  
 8 misconceptions
- 4** Students' own answers.
- 5** Students' own answers.

# GRAMMAR FILE SB p145

- 1** 1 What I can't understand is why he chose to study such a difficult language.  
 2 what most people don't appreciate is the amount of effort needed to learn any new language.  
 3 what he really wants to do when he's older is work in international trade.  
 4 what he needs to do is put more hours in.
- 2** 1 no way would he admit  
 2 no time did he (ever) say  
 3 what the organisers didn't say  
 4 arrived home did I realise  
 5 (before) had I felt so
- 3** 1 Whatever 2 whenever 3 However 4 Whoever  
 5 Wherever
- 4** 1 The town has a lot of art galleries, many of which can be visited for free.  
 2 There were a lot of people outside the stadium, some of whom were without tickets.  
 3 The city had several shopping centres, none of which were open before 10 a.m.  
 4 The main road was closed, as a result of which the traffic in the village was very heavy.  
 5 The team managed to rescue a lot of sports equipment, much of which was unusable, from the fire.
- 5** 1 B 2 E 3 D 4 A 5 C

Presentation tool:

Unit 2, Unit check

Workbook / Online Practice:

WB p23

Audioscript:

SB p180



# Influence

# 3

## READING

topic: teen stereotypes  
skill: understanding cohesion  
task: gapped text

## GRAMMAR

the passive  
reporting verbs and the passive

## VOCABULARY

the media; collocations  
words with similar meanings

## LISTENING

topic: false beliefs  
skill: understanding idiomatic language  
task: multiple-choice longer text

## USE OF ENGLISH

key word transformation  
multiple-choice cloze

## SPEAKING

topic: influences on children  
skill: conversational strategies  
task: collaborative task

## WRITING

topic: young people and science  
skill: organising paragraphs  
task: essay

## SWITCH ON

video: fashion followers  
project: blogging campaign

## Lead-in SB p35

Ask a student to read the quote and ask the class what they think it means and whether or not they agree with it. Focus students' attention on the photograph. Ask them to describe it, prompting them with questions such as: *What do you think the relationship is between the man and the boy? Do you think that different generations understand each other? Why/Why not? What are the main differences between older and younger generations?*

Organise students into pairs. Give them a minute to discuss the questions, then open this into a class discussion. Generate as much language as possible and write new words and phrases on the board for students to record.

### Possible answers

- 1 My grandmother has had a big influence on my life. We are very close and we spend a lot of time together. I find her life story quite inspirational.
- 2 I think people my age are often influenced by people their own age. I think it's because teenagers generally want to look and behave like the most popular and best dressed people in their year groups. People my age are also influenced by celebrities, and that has a lot to do with the media and how celebrities are portrayed as having ideal lives.
- 3 I suppose I influence my little sister. She's always trying to copy the clothes I wear and the things I say.

### extra

Ask students to work in pairs and discuss the following questions: *What can younger people learn from older people? What can older people learn from younger people? Bring the class together to share their ideas.*

# READING

 SB pp36–37

## To start

Organise students into small groups. Give them two minutes to brainstorm adjectives which are often used to describe or portray teens in the media. Then give students another two minutes to brainstorm adjectives which are commonly used to describe elderly people. Bring the class together. Collect students' answers around the class and write them on the board. Compare the words which are associated with the two different groups. Ask students: *What does this tell us about the way our society views these two groups of people?*

### extra: critical thinking



Divide the class into two teams. Tell one team that they are to imagine that they are old people; tell the other team that they are just themselves. Ask the 'old' team to think about typical teenagers. How do they see them? Ask them to work in pairs to draw pictures of a typical teen. The other half of the class should work in pairs to draw pictures of a typical old person. Ask students to label their pictures to draw attention to any specific features of how old (and teenage) people dress and behave. The class should then get together to present their pictures and talk about them. Using the pictures as the basis for a class discussion, ask your students questions, for example: *What do the pictures of old people have in common (if anything)? What about the pictures of young people? How true-to-life do you think these pictures are? Are old people viewed positively or negatively in your culture? What do you think about this?*

## Power up

**1** Focus students' attention on the photograph. Ask: *What adjectives would you use to describe his appearance? What do you think his personality is like?* Organise students into pairs and ask them to discuss the questions. Monitor as students do this, offering support where necessary. Conduct class feedback.

### Possible answers

- I think the stereotype is that we are always glued to our phones, that we are quite self-obsessed and a little bit vain and that we don't work as hard as we should.
- The media portrays us as being obsessed with our image and glued to our phones the whole time.
- I think there is a little bit of truth in this portrayal, but I don't think it's totally fair. Most of my friends work hard and care about a lot of important issues, although it is true that we spend a lot of time on social media!

**2** Nominate a student to read the heading and the first sentence of each paragraph of the text. Ask students to tell you what they think the article is going to be about. Ask students: *What do you think the negative effect (mentioned in the first sentence) is? Do you have any ideas about this?*

Point out to students that this reading strategy (making predictions based on the heading and first sentence of a paragraph) can be a really useful exam strategy. Ask students: *How do you think this strategy can be useful in an exam? (It helps you to prepare for reading in detail.)*

It's about the media's portrayal of teenagers and the negative effect this is having on them.

## Read on

### exam tip

**3** Ask a student to read the exam tip to the class. Find the first example of substitution in the text as a class. Focus students' attention on the first occurrence of the phrase '14–17 year-olds'. Ask students to tell you which words are used to refer to this age group later on in the sentence (*they, them*). Elicit why the writer has done this (to avoid repetition). Ask students to find two more examples of substitution from paragraphs one and two of the text. Allow students to compare their answers with a partner.

Ask students to give you a synonym for 'teenagers' from the first two paragraphs (young people). Elicit that, once again, the writer has done this to avoid repeating the same word and to allow the text to 'flow' so that the ideas connect to each other. Ask students to find another two examples of synonyms from these two paragraphs.

### Substitution

Paragraph i: their (teenagers), they (14–17 year-olds), their (14–17 year-olds), this (portrayed in a false light), them (14–17 year-olds)

Paragraph ii: Such a situation (media portraying young people in a false light), those (articles)

### Synonyms/Paraphrasing

teenagers/young people

effect/impact

news/current affairs

articles/stories

**4** Focus students' attention on paragraphs A and D and the words in bold. Ask a student to read the question. Give students a minute to discuss their answers with a partner before conducting class feedback.

**A** *this particular stereotype* could refer back to the negative image of young people as criminals; *the one* refers back to the idea of a stereotype, to introduce a different one.

**D** *This research* could refer back to the Demos research; *they and them* refer back to NEETs/16–24 year-olds.

**5** Ask students to decide which paragraph (A or D) fits the gap, underlining the part of the passage which helped them find the answer. Allow students to compare their answers with a partner and tell them that they must be prepared to explain their choice. Conduct feedback.

The answer is D. The Demos research in paragraph i does not cover the topic of TV but paragraph B clearly does (*producers, viewers*).

### exam task: gapped text

**6** **e** If necessary, pre-teach the following words and phrases: *threatening, offenders, self-obsession and petition*. Use concept questions to check understanding, e.g. *If a person is 'threatening', how might I feel? (frightened or worried); Is an 'offender' someone who breaks the law or someone who helps to enforce it? (Someone who breaks the law); If I am self-obsessed, who or what am I most interested in? (myself); Why do people sign petitions? (because they want someone in authority to do something or change something).*

Ask students to decide which paragraphs (A–G) best fit the gaps. Ask students to work individually to complete the task, and monitor, offering support where necessary. Encourage students to give reasons for their choices.

- 2 G (*This is because* goes on to explain where there are such articles in the media; *discovered this* in paragraph iii refers back to the choice of words used in the media in paragraph G.)
- 3 A (*And this particular stereotype* in A refers back to *the commonly accepted negative image of young people as criminals* in paragraph iii; *uninterested in politics and other such things* in paragraph iv is linked to *care very little about people and the world around them* in paragraph A.)
- 4 F (*also ticked* refers back to *eighty percent of young people answered yes ...* in paragraph iv of the article; *This indicates* in paragraph v refers back to *helping support staff, etc.*)
- 5 C (*However, they* in C refers back to *young people keen to make a difference* in paragraph v; *those organisations and networks* in paragraph vi refers back to *charities, social enterprises and most importantly, collaboration online* in paragraph C; *In fact* in paragraph vi introduces statistics to support the fact today's teens see charities (etc) as more influential in paragraph C.)
- 6 E (The first line in paragraph E draws a conclusion from the statistics given in paragraph vi.)

- 7 Ask students to match words from the article with their definitions. Collect answers around the class. Encourage students to personalise the new vocabulary by asking them questions, e.g. *What are you uninterested in? Can you give me an example of self-centred behaviour?*

- 1 portrayed 2 irresponsible 3 considerably  
4 uninterested 5 seeking 6 effective, impactful  
7 self-centred 8 weakened

### extra: fast finishers



Ask stronger students to write sentences which are true for them, using the words from Ex 7.

## Sum up

- 8 Ask a student to read the questions. Elicit definitions for *opinion, evidence, persuasive* and *conclusion* and write them on the board. Give students time to answer the questions. Allow them to share ideas with a partner. Getting students to think about these questions helps them to develop critical reading skills and media literacy, a much-discussed 21st-century skill. Explain to students the rationale for doing a critical thinking activity like this. Elicit why it is important (because we need to be able to evaluate articles, and form our own conclusions).

- 1 The article puts forward the view that young people are portrayed negatively in the media when it isn't true and it's impacting on their work opportunities.
- 2 The author uses data from a survey. It is persuasive as it's a fairly large sample and includes students and teachers.
- 3 The conclusion is a youth worker suggesting people promote the positive things young people do online to try to change the stereotype about them.

## Speak up

- 9 Organise students into groups. Ask them to read the questions and discuss their ideas. Monitor as students do this, prompting and offering support where necessary. Then open this up into a whole-class discussion. Write any new language on the board for students to record in their notebooks.

### Possible answers

- 1 I agree. I think that young people are portrayed very negatively in the media. I suppose that the media outlets just want to make lots of money with attractive headlines.
- 2 In my country, teenagers are often stereotyped as being impolite and inconsiderate. This can end up having an effect on the way adults and older people treat them, and this can influence the way in which teenagers behave in response. It's a kind of vicious circle.
- 3 Old people: vulnerable, lonely, dependent, poor, unhappy, judgemental  
People from other cultures: exotic, mysterious, different, vulnerable  
Wealthy people: shallow, selfish, superficial, happy, fulfilled

### alternative: mixed ability



Ask weaker students to discuss the following questions in pairs or small groups.

- 1 What have you experienced as a teenager? Did any of the article ring true with you?
- 2 Where do these stereotypes come from? The media and where else? How do teenagers feel about these stereotypes?

## To finish

Ask students to think of another group in their country which suffers from stereotyping. If students need help with this, brainstorm a few ideas and write them on the board. Organise students into small groups. Tell them that they have been asked to create a campaign to raise positive awareness of this group. Give students three minutes to brainstorm ideas for how they are going to do this. Monitor as groups discuss their ideas, prompting where necessary, then nominate one student from each group to report back on their ideas. Ask the other students to listen carefully and provide feedback.

## Fun footer

Get students to read the footer and ask them whether or not they agree with it. Ask students: *Can you think of any other funny ways to describe what it means to be a teenager?*

Explain to students that the next lesson will focus on the passive voice. Ask them to complete the exercises on the passive in the Workbook in preparation for this.

Presentation tool:

Unit 3, Reading

Workbook / Online Practice:

WB pp24–25

Extra Practice App

# GRAMMAR

 SB p38

## To start

Organise students into groups of 3–4. Give students three minutes to remember as many facts as they can about the article they read in the Reading lesson. When the time is up, ask students to count their facts. Ask the groups to report back on the facts they recalled. The group with the greatest number of correct facts is the winner.

### explore grammar

↪ SB p146 

**1** Write the following two sentences on the board:

*They stole Marta's phone.*

*Marta's phone has been stolen.*

Ask students: *Which sentence is active?* (the second); *Which sentence is passive?* (the first); *Why have we used the passive voice in the first sentence?* (Marta is the focus of the sentence and we don't know who stole her phone).

Read the text in the explore grammar box. Focus students' attention on the example sentences (they are from the reading text on the previous page). Ask students to identify the form of each passive, e.g. *is being + past participle*. Then write two more sentences on the board:

*Thieves steal hundreds of mobile phones every year. Very few of these are returned to their owners.*

Ask students: *Why has the passive voice been used in the second sentence here?* (It has been used to create cohesion in the text: the object of the first clause begins the next sentence.)

Elicit how we form the passive voice: present passive: *am/is/are + past participle*; past simple *was/were + past participle*; present perfect *has/have been + past participle*; future *will be + past participle*.

Encourage students to ask any questions they have about the passive voice.

### watch out for



Students might overuse the passive, or not use it at all because they don't really understand why and how to use this form. Take time to look at examples of the passive in context, eliciting why it has been used in each case.

**1** present continuous passive

**2** present perfect passive

**3** past simple passive; present simple passive

**2** Focus students' attention on the photograph. Get them to describe what they see (a young girl crossing her fingers behind her back). Ask students: *Do you ever cross your fingers behind your back when you're telling a lie? Do you do anything similar or does anything similar exist in your culture?*

Elicit why the person in the photograph is doing this. (In some cultures, people might do this when they're telling a lie in the belief that they can somehow escape punishment or any consequences for lying.)

Get a student to read the questions. Ask them to discuss their ideas in pairs. Monitor as students complete this task, offering support where necessary. Open this up into a whole class discussion. Ask additional questions like: *When is it OK to tell a lie? Do you think you are able to tell when someone is lying? What signs might there be that someone is telling a lie?* (lack of eye contact, going red, etc.).

### Suggested answers

I think it's OK to tell a lie sometimes. There are some situations in which you might hurt someone's feelings if you tell the truth. For example, if a friend has cooked dinner for you and asks you what you think of it – if you're really not enjoying it then you're not going to tell the truth, are you? I don't think it's ever OK to tell a lie. There are some situations where it makes life easier, but that still doesn't mean it can be justified.

**3** Tell students they are going to read ten facts about lying. As a class, predict what these might be. Focus students' attention on the rubric. Ask them to choose the best option: passive or active. Allow students to discuss their answers with a partner. Monitor as students discuss their ideas. Help weaker students by getting them to look at the subject in the first sentence and asking them whether it would be better to keep this same subject in the next one. Check answers orally.

**1** we tell ten lies (consistent subject – *None of us/we*)

**2** They were caught out in three lies, they'd told the truth. (consistent subject – *participants/they*)

**3** they'll have told their first lie (consistent subject – *a child/they*)

**4** this has never been proved (Start with an idea from the previous sentence – *children cover their mouths/this*)

**5** It may be linked to good social skills (consistent subject – *Early childhood lying/it*)

**4** Students complete the rest of the facts. Point out that the words in brackets are in alphabetical order, not necessarily the order they should appear in the sentence. Allow students to check their ideas with their partner before conducting class feedback.

**6** It has been established (consistent subject – *our ability to detect a lie/it*)

**7** we give away lies with our body language (consistent subject – *we/we*)

**8** They have been detecting (consistent subject – *machines/they*)

**9** Alternative methods are currently being investigated (consistent subject – *Alternative methods/these methods*)

**10** it will still not/it still won't have been created (consistent subject – *The perfect lie detector machine/it*)

### extra: whole class



Direct students to a news website and ask them to find news stories which contain examples of the passive. Get students to find and highlight the examples and decide why the passive is used there.

## game on

Model the activity with answers which are true for you. Ask students if they can predict your lie. Make the correct answer quite difficult to guess so that it encourages plenty of lively debate among your students. Then organise students into pairs to play the game. Nominate students to report back on something interesting they learned about their partner.

## Speak up

- 5 Direct students to the questions. Organise students into groups and ask them to discuss. Monitor as students complete the task, offering support when necessary.

For question 2, encourage weaker students to think of situations where hearing the truth might be positive, e.g. when you have food on your chin, when you're going to buy new clothes or get a new haircut. And when it might be negative e.g. when you've already had the haircut!

### Suggested answers

- 1 I think it's possible to tell, but only if you know the person very well. Then you'll be able to notice a difference in their eye contact and the tone of their voice. With strangers, it's much harder.
- 2 In some ways, the world would be a much better place. I think that people would be forced to behave themselves better, as they would need to tell the truth about their actions. In some ways, it might make it harder. Often we tell lies so as not to hurt people's feelings, so in many cases we might just end up saying nothing at all!

## To finish

In pairs, ask students to think of four famous sayings, e.g. *It is said that you'll have seven years of bad luck if you break a mirror*. Tell students to write the first half the sayings down on a piece of paper, then swap with another group to complete them. Circulate, checking students are separating the sentences logically so that there is enough information for the other pair to make an informed guess.

Presentation tool:	Unit 3, Grammar
Workbook / Online Practice:	WB p26
Photocopiable activity:	3A
Grammar reference:	SB p146

# VOCABULARY SB p39

## the media

### To start

Organise students into pairs. Ask students to quickly tell their partner what they know is happening in the world today (give them a time limit of two minutes). Bring the class together and ask students to report back on the news they have heard. Write down any 'news items' your students give you. If you have time, set your board out a little like the front page of a newspaper and elicit some headlines. When you have collected the news, ask students questions: *Where did you read/hear this news? How do you know it is true? What newspaper does our front page most resemble? Is it like a quality newspaper or is it more like a tabloid or lifestyle magazine?* Generate as much language as possible.

- 1 Focus students' attention on the title of the quiz. Ask students: *How much of your reading do you do online? What kind of things do you read about? What kind of texts are most likely to catch your attention when you are online?* Generate as much language as possible and write any new language on the board. Ask students to complete the sentences with the correct words. Collect answers around the class.

1 viral 2 eye 3 revelations 4 Sensational 5 objective  
6 biased 7 legitimate 8 human-interest

- 2 Students complete the quiz in Ex 1. Draw their attention to the scoring system before they start and direct them to page 171 to read the results. Allow students to discuss their scores (and whether they think the quiz results are accurate) with a partner. Nominate a few students to report back.

- 3  3.1 Write *fake news* on the board. Ask students to tell you what this means. (It's a news story or news website which looks real, but has actually been made up.) Ask students: *Have you ever believed a fake news story? What was it?* Focus students' attention on the rubric. Ask them to share their ideas about the first question. Read the phrases in the box. Gauge students' understanding of 'checking stories' and 'confirmation bias', but don't tell students whether their ideas are correct or not. Then play the recording. Students make notes on the speaker's comments about the words in the box. Allow students to compare answers with a partner before conducting class feedback.

Reading headlines – Readers don't read the full story, just the headline and then share it.

Checking sources – Readers don't check whether the source is reliable.

Related stories – Readers see legitimate related stories so think the main story is also legitimate.

Repetition of stories – When people see stories repeated online, it makes them believe it's legitimate.

Confirmation bias – The idea that people want to read things that confirm their existing beliefs rather than contradict them so they read what they want to believe.

### 3 Influence

#### VOCABULARY (Continued)

#### collocations

### explore language

↪ SB p160

- 4** Ask students to tell you what a collocation is. Get them to give you some examples of regularly occurring collocations, e.g. *make a decision, get fired, absolutely exhausted*. Read the explore language box with your students. Ask students to choose the correct collocations. Collect answers around the class. Elicit more collocations to go with *news*, e.g. *breaking news, break the news, hear the news, share the news, read the news* and more collocations to go with *happy*, e.g. *very happy, really happy, totally happy*.

1 gather 2 collect 3 extremely 4 highly

- 5**  **3.2** Focus students' attention on the words in the boxes. For words of over two syllables, ask students to tell you where the stress lies. Model the pronunciation of the new words. Ask students to form collocations by matching the words from the different boxes. Allow students to check their ideas with a partner before conducting class feedback.

contribute money; critically analyse; expose the lie; fall for a trick; go viral; high-profile; publicise their website; public figure

- 6** Students complete the sentences with collocations from Ex 5. Monitor as students complete this task, providing support where necessary. Check answers around the class.

1 falling for a trick  
2 contributed money  
3 critically analyse  
4 exposing lies  
5 high-profile  
6 website, publicise  
7 go viral  
8 public figures

- 7** Model the activity by choosing one of the statements and offering more information about it. For example: *I once embarrassed myself by falling for a trick and believing that something wasn't true. I read online that one of my favourite singers had died, so I posted on social media about how sad I was. I was really embarrassed (although very relieved) to find out I had been tricked and that the singer in question was still alive and well.* Monitor as students complete the activity with a partner, encouraging them to expand on their answers with examples and reasons.

#### Possible answers

I know how to create a website and publicise it. My sister has a small online business where she sells jewellery she has made – I helped her design the website for that and we publicised it on social media.

I think it's harder for public figures to maintain their privacy these days, because the press have very small cameras with long lenses, and a photograph can spread around the world very quickly.

#### extra: critical thinking

Ask students to work in pairs to find some recent online news stories about celebrities. Give students a couple of minutes to digest the main facts of the stories. Then ask them to show the photo accompanying the story to the rest of the class. Students should speak about their story, using the language they have learned in this lesson.

### Speak up

- 8** Ask students to work in pairs and discuss the questions. Monitor as students complete this task, offering support where necessary. Open this up into a whole-class discussion. Generate as much topic-related language as possible and write it on the board.

#### Possible answers

- 2** I think that it's the responsibility of social media users to stop fake news spreading. We need to read news stories more critically. If something doesn't seem quite right then don't share it.
- 3** Look at the source and check it's legitimate. Look to see who the writer is. Is there a reason he/she might be biased? Is he/she in a position to have knowledge, e.g. a professor? Is it up-to-date? Is there evidence to support the claim in the news? Is it reliable? Look at sites like Snopes that fact-check stories.

### To finish

Ask students to pick three collocations they have learned in this lesson. Working in pairs, they should test their partner by taking it in turns to say one half of the collocation. Their partner should supply the other half. Students get a point for each time they correctly provide the second half of the collocation. The student with the most points in the pair is the winner.

Presentation tool:	Unit 3, Vocabulary
Workbook / Online Practice:	WB p27
Photocopiable activity:	3B
Extend vocabulary:	SB p160
Audioscript:	SB p180
Extra Practice App	

# LISTENING SB p40

## To start

Write the following headline on the board (this is a real headline from a British newspaper): *Expert claims parents are traumatising their children by lying about Santa Claus.*

Ask students to tell you what they think the article is about. Ask them: *Do you think it's OK for parents to lie to their children about Santa Claus? If so, why? If not, why not? Did you use to believe in Santa? How did you feel when you found out that he didn't exist?*

Organise a speed debate. Write the following sentence on the board: *We shouldn't lie to our children about Santa Claus.* Divide the class into two teams. Give the class a two-minute time limit. One team should think of reasons for this argument, and the other half should think of reasons against it. Conduct the debate. Each student should argue one point on behalf of his/her team (in larger classes, students could argue their points in their pairs). Award a point for each sensible argument. The team with the most points at the end is the winner.

## Power up

**1** Tell students about something you used to believe in, e.g. *When I was four, I believed that if I stepped on the cracks in the pavement something terrible would happen to me. I would walk along really carefully, taking tiny steps and occasionally giant leaps!* Focus students' attention on the rubric. Ask them to discuss their stories in pairs for a few minutes, and then conduct whole class feedback.

### Possible answer

I used to believe in the tooth fairy. As I got older, I started to realise that it wasn't true, but I still wanted to believe (and to get the money in exchange for my old teeth). When my mum told me the tooth fairy wasn't real I was secretly quite disappointed.

## Listen up

### exam tip

**2** Focus students' attention on the exam tip. Ask students: *Why can idioms sometimes be difficult to understand? (You often can't tell what the meaning of an idiom is, even if you understand the individual words it's made up of.)* Ask students to tell you the meaning of the highlighted idiom. Ask students if they have experienced this with their own parents or carers. Ask students: *Is this a positive thing or is it a negative thing?* Encourage students to give reasons for their answers.

It means they agree.

**3**  3.3 Focus students' attention on the five idioms. Ask if there are any in the list which they are already familiar with. Allow students to guess the meaning of the unfamiliar ones. Then play the recording, twice if necessary. Allow students to compare their answers with a partner before conducting class feedback. Ask students questions to help personalise the new idioms and aid recall, e.g. *Have you ever experienced someone turning a blind eye to something you have done? Have you ever needed to set the record straight? What was the situation? What do you do to help new English words and phrases stick in your mind?'*

- 1 consider information and try to understand it
- 2 not be forgotten
- 3 a secret purpose for doing something
- 4 ignore something
- 5 correct incorrect information

**4** Ask students to read questions 1–6 (focusing on the stems only). Ask students to tell you the topic of the podcast. Stress to students that this is a really good habit to get into for exams – quickly reading the questions and stems will help you to get the gist of what you'll hear. The rubric also gives information to help provide context.

The topic is false beliefs/misinformation.

### exam task: multiple choice: longer text

**5**  3.4 Play the recording, twice if necessary. Students listen and choose the correct answer. Check answers around the class.

- 1 D (*one political campaign caused so much misinformation to go round that I launched my website to try to set the record straight*)
- 2 C (*If the truth is no threat to us then we're happy ... But if the truth poses a threat to us in some way, we turn a blind eye to it*)
- 3 A (*Researchers concluded that it was the people's values that determined whether they did this*)
- 4 D (*the more willing they are to accept different people and ways of life, the more able they are to recognise false beliefs / if you recall a time you felt good about yourself, it actually makes you more open-minded and therefore able to report information accurately*)
- 5 D (*there's the interesting case of raw milk ... if I were those experts, I wouldn't try to present the correct facts*)
- 6 C (*What you need is all the people with the right knowledge to agree on what the right information is*)

## Speak up

**6** Organise students into pairs. Ask them to read and discuss the question and the items on the list. Support weaker students by giving them a list of people to talk about within the categories, e.g. a politician, a newspaper, a food company, a CEO of a large multinational company. After students have had the chance to share their ideas, bring the class back together for a whole class discussion. Note down any new language on the board for students to record in their notebooks.

### Possible answers

A politician – to get elected – people might believe it and elect the politician.

A food company – to sell their food, e.g. say it's healthier than it is – people buy it thinking it's something it isn't.

A CEO of a global company – to stop share prices from falling or to cause share prices to rise – people buy/sell shares and lose or make money.

### extra: critical thinking

Organise students into pairs. Ask them to brainstorm the ways that you can check information you read online is accurate (e.g. check the source is reliable, check other sources and publications, consult experts in the field, go to a fact-checking website). Open this up into a class discussion and share ideas. Get students to share a few news stories they have heard recently. As a class (and using the methods that you have just discussed), check it for accuracy.

## To finish

Elicit the idioms students learned this lesson and write them on the board in any order. Tell students that they are going to devise a short drama sketch containing three of the idioms. This sketch must take the form of a very short story with a beginning, a middle and an end. Give students five minutes to prepare their sketch. Monitor, offering help and prompting where necessary. When time is up, students perform their sketches in front of the class. At the end of each sketch, ask the rest of the class to identify the idioms which had been included.

Direct students to the Workbook exercises on reporting verbs and the passive in preparation for the next lesson.

Presentation tool:	Unit 3, Listening
Workbook / Online Practice:	WB p28
Audioscript:	SB p181
Extra Practice App	

# USE OF ENGLISH 1 SB p41

## To start

Write the following on the board: *Old wives' tale*. Ask students if they know what it means. Elicit that this is an old belief, which usually has no basis in science. Tell your students about some well-known old wives' tales, e.g. *Carrots help you see in the dark; You'll catch a cold if you don't dress warmly*. Give students a two-minute time limit. Ask them to think of as many old wives' tales as they can. Collect their ideas around the class and write them on the board.

## explore language

↳ SB p146

**1** Direct students to the explore language box. Focus students' attention on the second part of the first sentence: ... *there are health benefits to drinking raw milk*. Ask: *Do your parents believe this? Have you ever been told this? Do you agree with it or do you think that it's an old wives' tale?* Elicit the reasons we use the passive voice, returning to the explore grammar box on page 38 if necessary. Give students a minute to read the information in the box and complete the sentences. Allow students to share their answers with a partner before conducting class feedback. Ask students what they think about the claim about Barack Obama. Have they heard this before?

### watch out for

When introduced to a structure like this, students can overuse it. Stress that students only need use this when we don't want (or need) to state exactly who thinks, says or believes a particular thing.

1 is said    2 was once falsely claimed    3 is believed to be  
4 is still thought    5 to have given

**2** Students write statements using the prompts to help them. Encourage them to refer to the explore language box if necessary (stronger students can attempt to do this with this part of the book covered up). Check answers around the class.

- 1 Mount Everest is understood to be the highest mountain in the world.
- 2 It is often believed that body heat mostly disappears through the head.
- 3 Elvis Presley is understood to have had / was understood to have naturally black hair.
- 4 Blood without oxygen is known to be blue.
- 5 The Great Wall of China is believed to be the only man-made object visible from space.
- 6 People are considered to have more than five senses.
- 7 Einstein is believed to have done badly at school.
- 8 Water is reported to drain in different directions on each side of the equator.

**3** Organise students into teams. Give them a time limit of two minutes to decide whether the statements are fact or fiction.

**4**  3.5 Play the recording. Bring the class together and see which team has got the most correct answers.

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

**exam task: key word transformation**

Unlike in the Cambridge exam the sentence transformations test reporting verbs as this has been the focus of the lesson.

**5**  Students should work through the questions alone. Check answers around the class.

- 1 is often wrongly reported/reported wrongly (We begin the sentence with *It is often reported ...* because this is a passive sentence. We use *is reported* because we are referring to the present time period.)
- 2 was believed to provide (We use the past form because we are referring to past time period. When changing the sentence into a passive form the verb believed goes with the infinitive: *was believed to provide*.)
- 3 has been claimed that shaving hair (We use the present form as we are referring to present time period and we need the passive form: *it + passive reporting verb + that*.)
- 4 is often said (by parents) to (We use the present form as we are referring to the present time period. The passive reporting verb *said* goes with *that*.)
- 5 is still thought (that) (We use the present form, as we are referring to the present time period. The passive reporting verb *thought* goes with *that*.)
- 6 was once thought to stay (To refer back to a previous time, we use subject + passive verb+ (*not*) *to have + past participle*.)

**Speak up**

**6** Organise students into pairs. Ask them to make a list of any popular myths or superstitions they have heard of. Monitor as students complete this task, offering support when necessary. Conduct class feedback.

**alternative:** mixed ability 

In Ex 6, you can support weaker students by helping them translate myths from their own culture into English.

**To finish**

Ask a student to read the fun footer, and elicit its meaning: lies spread far more easily than the truth. Ask students: *In what situations would you tell a lie?* Organise students into pairs. Give them a minute and tell them to list as many situations as they can. When time is up, ask students to read their lists to the rest of the class. Ask students: *Do you agree with the items on the list? Are there any grey areas here? Is there ever any benefit in just being completely truthful, even if you know it's going to hurt someone's feelings?* Ask students to choose one of the situations from their list and to role-play it. Nominate a few students to perform their role-plays to the rest of the class. Ask students how they would behave in this situation. Get students to film their role-plays on their mobile phones (you may wish to set this as a homework task so that students can film on location, where possible). Play students' films on the IWB and elicit feedback.

- Presentation tool: Unit 3, Use of English 1
- Workbook / Online Practice: WB p29
- Grammar reference: SB p146
- Audioscript: SB p181
- Extra Practice App

**To start**

Ask students: *If you have any spare money, what do you spend it on?* Students may speak about clothes, make-up, music, equipment for their hobbies, etc. Ask students: *How do you decide what to buy and where to buy it? What influences you in your shopping choices?* Ask students to discuss their answers with a partner for a moment, before opening this up into a whole class discussion.

**1** Focus students' attention on the photograph. Elicit the word *vlogger* and ask students: *What do vloggers do?* (They create video blogs, which can sometimes generate revenue for them.) Ask students if there are any vloggers in the class and get students to complete the questions with the correct words. Conduct class feedback.

- 1 appeal 2 influence

**explore language**

**2** Read the advice in the explore language box with the class. Elicit why it is important to read example sentences (because you can learn which words are commonly found together and this helps you to speak English more fluently). Ask students to use a dictionary to check their answers to question 2. They can use the Longman Exams Dictionary or Longman Dictionary of Contemporary English online at [www.ldoceonline.com](http://www.ldoceonline.com).

**3** Bring the class together and encourage students to tell you about any particular vloggers they like. Ask them: *Why do you like this vlogger? What makes his/her videos watchable?*

**watch out for** 

If students have fixed (incorrect) ideas about the meaning of a word, it can take time to dislodge them. Encourage students to read example sentences in the dictionary when they come across new words, as this will provide examples of the word in context.

**4** Ask students to read the sentences and choose the correct word. Conduct class feedback. Encourage students to justify their answers, giving reasons for why the other options are incorrect.

- 1 form (*aspect* means *part* or *feature*, which doesn't fit the sentence)
- 2 audience (*crowd* describes people gathered in a public place; not a vlog)
- 3 feature (*element* doesn't usually collocate with *striking*.)
- 4 regarded (*to be* would have to follow *considered* for it to be correct)
- 5 meaning (*are of* would come before *less significance* for it to be correct)
- 6 Consumers (*clients* purchase a service, not a product)
- 7 event (*activity* describes things people do to achieve a goal rather than one singular occasion)
- 8 allow (*allow* something, *approve of* a person)

**exam task: multiple-choice cloze**

**5 e** Focus students' attention on the title of the article. Ask students to predict what they think the answer will be about. Encourage students to give reasons for their predictions. Students should then read the article, and decide which answer best fits the gap.

- 1 B (*a simple appeal* is a collocation. It refers to people following vloggers.)
- 2 B (*public figures* is a collocation.)
- 3 A (*rates* refers to payment and is a collocation with *charge*.)
- 4 D (*jump(ing) at the chance* is a set phrase.)
- 5 B (*way* is the only word that can be followed by *to*.)
- 6 A (*highly influential* is a collocation.)
- 7 C (*products* refers to items made by a company that vloggers are paid to promote.)
- 8 D (*spot* means *notice* and refers to fans noticing that vloggers are being paid to promote products.)

**exam tip**

**6** Focus students' attention on the exam tip and read it together. Give students a minute to check their answers to Ex 5. Then conduct class feedback. If a student gives an incorrect answer, work together to show why it is incorrect (either because of its meaning, collocation, etc.).

**7** Ask a student to read the questions. Then organise students into pairs and ask them to discuss their ideas. Monitor as students complete the task, offering language input when necessary. Then nominate a student from each pair to report back on their ideas.

**Possible answers**

- 1 I think it depends on what the product is. If it's a product that the vlogger likes and might use anyway, then it's probably not so bad. Anyway, most people know that a lot of vloggers are paid to sell products, so it's not as if the vloggers are really fooling anyone.
- 2 I suppose my friends influence what I purchase to some extent, as we often like the same things and will buy similar things too. I'm also influenced by how 'green' a product is and I'll usually want to see that a product has been made in an ethical way.

**Fun footer**

Read the footer with the class. Ask students: *Have you ever experienced the hard sell? Did you end up buying? Can you think of examples of when you have been soft sold a product? What techniques did the salesperson/company use to get you to buy their product?*

**To finish**

Ask students: *What is the secret of a good advertising campaign?* Elicit answers such as: *humour, good looking models, memorable music, selling a lifestyle rather than a product.*

Tell your students that their school or college is looking to attract more students and teachers. Put your students into small groups and give them five minutes to come up with a one-minute script for a short film advertisement for the school. Tell your students that their advert has to include five new words they've learned this unit, three key selling points of the school or college and some humour.

Circulate as students write their scripts, offering support where necessary. Students then read (or perform) their script to the rest of the class. Students vote for the script which is likely to attract the greatest numbers of students and teachers.

Alternatively, ask students to film outside class time, then play the films to the class at the beginning of the next lesson using the IWB, if possible.

Presentation tool:	Unit 3, Use of English 2
Photocopiable activity:	3C
Workbook / Online Practice:	WB p30
Extra Practice App	

## To start

Ask students to choose five words they have learned in the unit so far. Give them a minute to write sentences containing these words. The new word, however, must be blanked out. Students should then swap books with their partner, who has to complete the sentences. They should hand their sentences back to the writer, who will correct them. Collect sentences around the class, making adjustments and corrections where necessary.

## Power up

- 1** Focus students' attention on the diagram and the question. Then look at the words in the box. Ask a student to read the words. Ask students to suggest how these words could be used to discuss the question. Elicit phrases and write them on the board. Organise students into pairs. Ask them to think of three more words or phrases they could use. Collect ideas around the class and write them on the board.

### Possible answers

Teachers broaden children's minds and are a good role model; children have admiration for their parents; neighbours are influential in demonstrating good social skills; celebrities inspire children to achieve something; friends reassure you that what you're doing is okay.

- 2** Keep students in their pairs. Ask them to discuss the question in Ex 1. They should use the words in the box and the language you have written on the board to help them. Monitor as students do this task, prompting weaker students and challenging stronger students. Record students' ideas on the board in order to refer to them in the next exercise. Try to establish who students think has the most influence, then ask students: *Who do you think has the least influence? Why do you think this is?*

### Possible answers

I think that teachers provide important role models for children and they can inspire them to follow their dreams. Parents are very influential. It's important that they are able to reassure children as they go through difficult periods in their lives.

Children also have a lot of admiration for celebrities, and often want to copy their style and behaviour.

- 3**  3.6 Tell students they are going to listen to two people discussing the question in Ex 1. Ask students to note down the things which they have not already mentioned. Play the recording, twice if necessary.
- 4** Students match the phrase halves. Explain to students that they will check their answers in the next exercise.
- 5**  3.7 Play the recording one more time. Ask students to check their answers. Collect answers around the class. Encourage students to say the whole phrase with the correct stress. Drill pronunciation where necessary.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 F (main stress: <i>parents</i> ) | 5 G (main stress: <i>mean</i> )    |
| 2 E (main stress: <i>agree</i> )   | 6 D (main stress: <i>mean</i> )    |
| 3 H (main stress: <i>next</i> )    | 7 B (main stress: <i>say</i> )     |
| 4 C (main stress: <i>saying</i> )  | 8 A (main stress: <i>parents</i> ) |

## explore language

- 6** Focus students' attention on the explore language box and on the conversational strategies. Elicit when you would need to use these phrases, e.g. *When would you need to redirect the discussion?* (if the conversation has gone off-topic or if the discussion is getting heated); *When would you need to ask for clarification?* (if you don't understand something); *When would you need to interrupt politely?* (if someone is talking too much, and you want an opportunity to get your point across). Ask students to match the functions with the phrases from Ex 4. Check answers around the class. Elicit more phrases for the functions and write them on the board.

- 1 begin the discussion (Also: *Shall we start with ...*)
- 2 ask for agreement (Also: *Do you agree?*)
- 3 change the subject (Also: *Let's go onto ...*)
- 4 redirect the discussion (Also: *You said that ...*)
- 5 disagree politely (Also: *That's a good point but ...*)
- 6 ask for clarification (Also: *Can you explain that?*)
- 7 interrupt politely (Also: *Let me just say that ...*)
- 8 come to a conclusion (Also: *So, we agree that ...*)

### watch out for



Students can find it hard to change the subject in a subtle and polite way. Elicit ways of doing this, focusing on the correct intonation and sentence stress as you do so.

## Speak up

- 7** Make sure that students choose a different partner to work with this time and assign each student a role: A or B. Ask them to discuss the same topic from Ex 1. This time, however, they need to use the phrases from Ex 4. Monitor as students are doing this, noting down times when the phrases are used correctly.

### exam task: collaborative task

↪ SB p164

- 8**  Direct students to page 171. Ask them to complete the task using the phrases they have learned from Ex 4. Monitor, encouraging students to use the phrases appropriately. Conduct class feedback.

#### Possible answer

- A:** Let's start with vlogs. I think that these probably have the greatest influence on most people. Would you agree?
- B:** Well, yes and no. They certainly do have a great influence on people our age, but I'm not too sure about older people. I think they'd be more influenced by television.
- A:** I know what you mean, but I don't think that many people watch television any more. People do most of their viewing online – YouTube and things like that.
- B:** Hm, yes – maybe you're right. Shall we move onto the next one? Do you think film has much influence on people nowadays?

## SPEAKING (Continued)

- A:** To some extent, yes. If a film is really popular it can influence the way people dress, the music they listen to – maybe even how they speak!
- B:** Yes, that's right. So many English-speaking teenagers speak with American accents and use American English words because of watching Hollywood films. So, we agree that films can be influential. What about magazines?
- A:** I don't think that magazines or newspapers have much influence at all. Print media is probably on its way out.

**extra**

Get students to record their conversations on their phones. They should then swap devices with another pair, who listen and give feedback on their classmates' work.

**Speaking extra**

- 9** Give students a minute to read the questions in silence and jot down some ideas. Organise students into pairs and ask them to share their thoughts. After a few minutes, ask pairs to find another pair to share their ideas with. Finally, bring the whole class together and generate discussion.

**Suggested answers**

- 1** My big brother has been very influential on my taste in music – he has always shared what bands he's into with me and we like a lot of the same things.  
My best friend inspired me to get into running – she talked me into going out for a run with her and we've run together ever since.  
My taste in fashion is influenced by the music that I like and the way that my favourite singers dress.
- 2** I agree with this to some extent. The eldest children I know are usually really confident and ambitious, and a lot of the middle children I know seem to lack confidence and direction. However, I am sure there are exceptions to this!
- 3** Fashion magazines and blogs have a huge influence on me – the way I dress and the things I want to buy.

**To finish**

Ask students to group themselves depending on their position in the family, whether they are eldest, middle, youngest or only child. They should work together to make a list of the advantages and disadvantages of their position in the family. Once they have had time to do this, mix up the groups so that eldest children, middle children, youngest children and only children are working together. Ask them to share their ideas with each other. Finally, open this up into a class discussion. After the discussion, ask students: *What do you think the best position is? Why do you think this? Are there any disadvantages? Does your position in the family really shape your personality?*

Presentation tool:	Unit 3, Speaking
Workbook / Online Practice:	WB p31
Speaking file:	SB p164
Audioscript:	SB p182

**WRITING** pp44–45**To start**

Write the following rhyme on the board:

*What are little boys made of?  
Snips and snails and puppy dog tails  
That's what little boys are made of!  
What are little girls made of?  
Sugar and spice and all things nice.  
That's what little girls are made of!*

Tell students this is a traditional English rhyme, which is still popular. Ask students to tell you about similar rhymes in their culture: *Do you think that there is any truth in rhymes like these? Are boys and girls really that different or is it society that shapes them to be this way? Are rhymes like this one just harmless fun or can they result in problematic attitudes towards both girls and boys?*

**Power up**

- 1** Ask a student to read the questions, then focus their attention on the images. Ask students to work on pairs to discuss their ideas, before opening this up into a whole class discussion. Encourage students to say more by talking about particular magazines they have seen and read and giving specific examples. Ask students: *How might your life be affected by lack of confidence? Can you give me any examples?* (Students might suggest body image issues, lack of success in exams or in the workplace, bullying, etc.)

**Possible answer**

- 1** Students' own answers.
- 2** Girls may have less confidence than boys because they are told by the media from an early age that they are less strong and not as intelligent as boys are. Stories and films often have strong and decisive male characters (compared with weak and passive female ones); children's clothes shops dress little boys as explorers and little girls as princesses and popular magazines constantly criticise women for not looking absolutely perfect.

**Plan on**

- 2** Give students a minute to read the task. Students work in pairs to think of one more suggestion for how young women might become more confident for each prompt. Collect answers around the class.

**Possible answers**

Parental support: parents can make sure not to use sexist language at home; parents can make sure they don't unthinkingly relegate household chores to their daughters (and not their sons); parents can use every opportunity to give their daughters constructive praise  
Encouragement at school: Special initiatives can encourage more girls to take science subjects; inspirational female speakers can be invited to the school to talk to pupils; more female writers on the literature curriculum  
Influence of the media: TV presenters should be chosen for their ability, and not just their looks; there should be a greater amount of strong female characters in films and TV programmes for young people; there should be more gender-neutral TV shows

- 3 Give students a minute to read the essay. Ask students to share their initial responses to the essay with a partner, before reporting back to the rest of the class. Ask students to identify the main points of each paragraph with a partner. Monitor as students do this, offering support where necessary. Conduct class feedback.

Main points:

Paragraph 1 is the introduction.

Paragraph 2 suggests schools provide confidence building activities for girls.

Paragraph 3 suggests the media change their focus with regards to women and girls.

Paragraph 4 is the conclusion and says which idea is likely to be most successful.

## Plan on

- 4 Focus students' attention on paragraph 2. Students match the sentence with its purpose. Then ask them to look at paragraph 3. Ask students to identify the main idea, the reason or explanation and the conclusion.

1 C 2 A 3 A 4 B

Yes, paragraph 3 follows a similar pattern.

## explore language

- 5 Read the explore language box with your students. Ask students to check their answers to Ex 4. Conduct class feedback.

### watch out for



Students might find it difficult to develop their ideas coherently. A common problem is writing a main sentence and then not backing it up with adequate explanation or illustration. Give students the opportunity to discuss their ideas before they start writing.

- 6 Recap on the order in which ideas should be developed in a paragraph (main idea, reasons or explanations and conclusion). Ask students to put the paragraph in the correct order, by following the structure in the language box. Check answers orally.

3, 2, 1, 4

- 7 Focus students' attention on the list. Ask them to find an example phrase in the essay for each of the items. Collect answers around the class.

1 From my perspective 2 This is because 3 for instance  
4 To sum up

- 8 Elicit different ways in which students can make their writing more cohesive: linking words, cohesive tenses. Continue eliciting until your students suggest pronoun reference. Focus students' attention on the text and ask them to complete the gaps with one word only. Allow students to check their answers with a partner before conducting class feedback.

1 they 4 their/such  
2 This 5 them  
3 this 6 this/that

## Write on

### exam tip

- 9 Tell students to turn to page 172 in the Student's Book to read the task, then ask a student to read the exam tip on page 45. Organise students into groups and ask them to brainstorm reasons for young people's lack of interest in studying science. Collect feedback around the class. (Possible ideas: girls aren't encouraged to study science, there aren't enough role models, girls tend to be pigeon-holed, young people aren't aware of important jobs in science.) Put students back into their groups and ask them to think of possible solutions to these problems. Monitor as students complete the task, prompting weaker students and challenging stronger students. Tell students that they will be writing an essay plan in Ex 11 and that they should note down their ideas in preparation for this.
- 10 Nominate a student from each group to report back on their best idea. Conduct a class vote on the best idea.
- 11 Direct students to the paragraph plan. Ask them to complete it with ideas from Ex 9. Go around the class as students do this, checking their ideas and anticipating any issues with the essay's structure.

### exam task: essay

→ SB p166

- 12 e Students write their essay. When they have finished writing, ask them to look back at Ex 4. Tell them to use the items A, B and C as a checklist against which to measure each paragraph.

#### Model answer

Science is often perceived as a difficult subject at school. As a result, some students choose to drop science in favour of subjects perceived as less challenging, such as media studies. This essay will suggest two strategies for persuading more young students to take up science at university.

The first strategy is for the government to employ a higher number of female science teachers in schools in order to provide a larger number of role models for girls. As science is often considered to be a subject for boys, it leads to fewer girls studying it. If more girls chose the subject at school, they might also choose to study it at university.

A second strategy is for the government to provide financial incentives for young people who choose to study on a science course at university. These benefits could be provided at the end of the course to help graduates make the transition between university and work. Alternatively, they could be in the form of a grant to help undergraduates live while at university. Either way, students could be encouraged to study science if they knew they had financial support.

In conclusion, the government could encourage more young people to take science courses at university by employing more female science teachers in schools or by providing financial benefits. I believe the latter would be the most successful as university can be expensive for young people and their families and so the money would be a good incentive to take up a science subject.

## Improve it

- 13** Ask students to swap their pieces of writing with their partner. Give them a minute to read and answer the questions about their partners' work.

The purpose of asking students to peer-assess each other's work is to encourage them to support each other with feedback. The questions provide guidance so students know what to look for and comment on. This kind of task helps learners to develop the skills they need to be able to assess their own work which is a key skill in the ability to understand where they are in their own learning and how they need to move forward. It also helps to them to develop learner autonomy.

### alternative

If you prefer not to use peer assessment, ask students to read their own piece of writing in Ex 13 and answer the questions.

- 14** Ask students to share their feedback with their partner. Before they do this, model constructive criticism. Stress the importance of being truthful, yet kind. Monitor students as they provide their partner with feedback. Encourage students to listen attentively and take notes.
- 15** Give students time to revise their essay. Ask them to read it themselves. They should also answer the questions in Ex 13 with regards to their own work. Finally, ask students to check their work for errors in spelling and punctuation.

## Fun footer

In order to stress the importance of accurate punctuation, refer students to the footer and ask them to explain the difference in meaning between the two sentences. Ask students if they can think of any more examples like this one or write the following sentence on the board and see if students can create another meaning by adding punctuation: *The man dropped the bullet in his mouth.* (This can be changed to: *The man dropped, the bullet in his mouth.*)

## To finish

Tell students that they are going to practise their fluency by playing the game 'Just a Minute'. Distribute small pieces of papers and ask students to write down a topic they have enjoyed discussing in this unit. Collect the pieces of paper and put them in a hat (or similar container). Nominate a student to pick a piece of paper from the hat. They need to talk about the topic for one minute without deviation, repetition or hesitation. If they do any of these three things, they have to stop talking and it is the turn of the next student. Alternatively, students can play the game in small groups to build their confidence before making it a whole class activity. Note down any errors (or examples of good language) for use in class feedback.

Presentation tool:	Unit 3, Writing
Workbook / Online Practice:	WB p32
Writing file:	SB p166

# SWITCH ON p46

## Fashion followers

- 1** Before class, do an online search to find out about a vlogger you think your students would find interesting and find a short clip to play in class. (Watch the clip first to check that it is suitable for your students). In class, organise students into pairs to discuss the questions. When students have had time to share their ideas, conduct class feedback.

### Possible answers

- I think that Zoella is a really influential vlogger. Companies pay a fortune to advertise their products through her, so people must be listening to what she says.
- Zoella's main audience would be (mainly) females who are interested in fashion and beauty.
- Zoella influences her audience to buy certain things by what she chooses to wear, how she styles her hair and the products she talks about.

- 2**  Tell students that they are going to watch a video about a successful blogger. Read the task with your class and play the recording. Allow students to share their ideas with a partner before checking answers around the class.

- She wanted to share advice about how other women could follow trends.
- She wanted to start a community and hear from other women about how they shopped.

- 3** Read the rubric with the class and ask students to complete the task in pairs. Organise students into larger groups so that they can check their answers.

- not having to answer to anyone
- flexibility around her schedule
- being able to say yes or no to work

- 4**  Ask a student to read the rubric, then focus on the definition of 'trolling'. Ask students to describe any instances of trolling they have seen or heard about, if appropriate. Play the recording again so that students can complete the task.

### Possible answers

- Gabi knows that trolling will always happen as long as the internet exists.
- She says that she mostly ignores trolling comments although she acknowledges it is a difficult issue for many people.
- She says she's 'authentic' to herself, meaning that she is confident and unfazed by trolls.

- 5 As a class, read the question and brainstorm some ideas. Give students a time limit of five minutes to write their paragraph. Monitor as students do this, offering support where necessary. Get students to read their paragraph to their partner. Then nominate a couple of students to read their paragraphs to the rest of the class.

#### Suggested answer

Bottle flipping is an activity challenge in which someone has a bottle of water that contains some liquid and attempts to throw it so that it rotates and lands on its base, standing upright. People filmed themselves doing it in a variety of situations and it soon spread across the internet becoming hugely popular. Many people took part but mostly children and teens. It's a very satisfying challenge to complete and it almost becomes addictive as people try over and over again to get it right. The effect was that schools had to ban the game because children were doing it in the classroom, which was a huge distraction.

## Project

- 6 Ask a student to read the rubric, then organise students into groups of three. Help students decide how to go about their campaign. They can make a video, prepare a short podcast or write a blog post (with images). Areas of expertise in the blogging world include writer, designer, tech support, promotion and marketing for social media.

### alternative



Rather than a product or brand, students might prefer to design an action campaign, e.g. to prevent trolling. Put students in groups of 3–4. They should research some facts about trolling in their internet communities, gather their arguments and recommendations and plan a campaign. Suggest that they include the following three parts in their campaign.

- 1 A blog piece describing the current situation with regard to trolling, the effects it has on young people in their age group and the action they propose to counter it.
- 2 A vlog interview with someone who has had personal experience of being trolled or knows someone who has and can explain the effects on their lives.
- 3 A tweet of no more than 280 characters announcing the campaign with links to the blog and vlog and hashtags for important search words.

Presentation tool:  
Switch on videoscript:

Unit 3, Switch on  
TB p178

# INDEPENDENT LEARNING

SB p46

## Skill assessment

- 1 Ask a student to read the rubric. Give students time to look through the unit and come to their own decisions but offer them the opportunity to ask questions and to discuss their progress with you.
- 2 Allow students to discuss their ideas with a partner before conducting class feedback. Encourage students to give reasons for their answers.
- 3 Organise students into groups to discuss their least favourite skills. Is their least favourite skill one which they need to work on more? Allow students to discuss what makes them difficult, then collect students' tips around the class and record them on the board.
- 4 Give students time to write down their tips.

### extra: fast finishers



Fast finishers could compile a list of tips and make them into a poster for classroom reference.

# UNIT CHECK SB pp47-48

Note on core language: This Unit check covers media collocations, idioms, words with similar meanings, the passive voice and substitution.

## extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Ask students to make sentences which are true for them using the collocations.

## Vocabulary

- 1** 1 revelations 2 biased 3 public eye 4 legitimate  
5 fall 6 exclusive 7 viral 8 publicise
- 2** **3**  3.8 and 3.9  
1 rate 2 chance 3 stick in my mind 4 blind eye  
5 appeal 6 event 7 significance 8 method
- 4** 1 broaden your mind 2 admiration 3 a role model  
4 transformation 5 dig 6 outweigh

## Review

- 1** 1 have recently been spotted  
2 was seen  
3 have just been found  
4 have recently been photographed  
5 are regularly lost  
6 are currently being investigated  
7 were reported  
8 had been completely abandoned
- 2** 1 the Yeti  
2 the Loch Ness monster  
3 the Nazca Lines  
4 the Cottingley fairies  
5 the Bermuda Triangle  
6 a strange humming sound that people could hear in Taos  
7 large cats are often sighted in the Australian outback  
8 the *Marie Celeste*
- 3** 1 as 2 one 3 was 4 did 5 which 6 to 7 far  
8 been
- 4** 1 is thought to live  
2 was taken by a photographer who  
3 of the monster whenever they hear  
4 is now understood to be  
5 most of whom come in  
6 did was /has done is make
- 5** Students' own answer.

# GRAMMAR FILE SB p147

- 1** 1 can be increased 2 is decreased 3 were raised  
4 has been affected 5 will probably be influenced  
6 will have been shaped
- 2** Each choice is made in order to keep the subject consistent.  
1 we are tempted  
2 we will be encouraged  
3 causes us  
4 was published  
5 we are motivated (NB: The other option would also work as it links back to the previous mention of 'self-control'.)  
6 you next need encouragement  
7 you do that
- 3** Each choice is made in order to keep the subject consistent.  
1 They are linked  
2 they may be negatively affected  
3 they discovered  
4 They are all lowered  
5 they take  
6 you have been rejected
- 4** 1 is said to have changed  
2 is thought to have  
3 is also known to have caused  
4 are believed to focus  
5 are thought to result  
6 is estimated to have occupied
- 5** 1 The birth order of siblings is said to influence/have influenced us as children.  
2 It is now thought that parents' expectations are the cause.  
3 It is believed that most parents assign a role to their children according to their birth order.  
4 Middle children are generally thought to be the negotiators.  
5 For centuries, older children have been expected to take the role of leader.

Presentation tool:	Unit 3, Unit check
Workbook / Online Practice:	WB p33
Audioscript:	SB p182



# Going places

# 4

## READING

topic: online travel photos  
skill: recognising points of view  
task: multiple matching

## GRAMMAR

participle clauses  
prepositions with *-ed* forms

## VOCABULARY

tourism; verb + noun collocations  
prefixes (*dis-*, *mis-*, *pre-*, *re-*,  
*over-*, *under-*)

## LISTENING

topic: virtual reality travel  
skill: listening for clarification  
task: sentence completion

## USE OF ENGLISH

open cloze  
word formation

## SPEAKING

topic: journeys to school  
skill: putting forward a clear  
argument; using formal English  
task: discussion

## WRITING

topic: dream study trip  
skill: adding ideas  
task: formal letter

## SWITCH ON

video: alone at sea  
project: young adventurers

## Lead-in SB p49

Ask students to describe the photo. Elicit relevant language by asking questions such as: *Where do you think this person has pitched his/her tent? Have you ever been camping? Where did you go?* Ask a student to read the questions in the Student's Book on page 49, then discuss them as a class. For question 3, encourage students to give specific examples of holiday photo oversharing, i.e. sharing too many photographs, sharing every holiday meal you eat. Write any new and relevant language on the board.

## Possible answers

- 1 I take a variety of types of photos – selfies (of course), pictures of my family and things we've been to see. I also take photos of nice meals I've had and scenic shots like sunsets.
- 2 I usually post one or two photos on Instagram. Some of my older relatives aren't on social media, so I might email them a photo or two.
- 3 Yes, definitely! Some people share hundreds of photos when they're on holiday and it's just too much. They share every meal they've eaten, every beach they've visited, every room in their holiday home. Sometimes they don't even really select the best out of their photos – they post everything they've taken! I must admit I don't bother looking at posts like that.

## extra

Organise students into pairs. Ask them to describe the holiday of their dreams, and then to compare this with the holiday of their nightmares. Get a couple of pairs to report back.

# READING

 SB pp50–51

## To start

Describe one of your own favourite holiday photos to your students. Say something like: *My favourite holiday photo is also my laptop wallpaper, so I can see it every day. It's a photo of me and my friend standing on a bridge in Amsterdam. You can see lots of bicycles and a canal in the background. It's a really colourful photograph and for me it just sums up what a great city Amsterdam is and what a fun time we had on that holiday.* Ask students to think of a favourite holiday photo. They should describe this photo to their partner in as much detail as possible and they should tell their partner why it's their favourite. Ask students to report back on their partners' answers.

## Power up

- 1 Ask students to look at the photo and tell you where they think it was taken. Ask students if they have ever had a holiday like this one before. Ask: *Where was it? What did you do all day? Did you enjoy it?*
- 2 Organise students into pairs and ask them to turn to page 172. Monitor as students discuss the questions, offering support where necessary. Open this up into a whole class discussion. Prompt students with extra questions, such as *Which apps do you use to alter your photos? Why do people sometimes alter photos?*

## Read on

- 3 Focus students' attention on the title of the article and give them 30 seconds to silently read the introduction. Collect students' predictions around the class, but do not tell them whether or not they are correct. If necessary, pre-teach the following words and phrases: *hilarious, amateur, to aspire to, intentionally*. Check students' understanding by asking concept questions, such as: *If something is hilarious, do I find it very funny or very sad? (very funny); Is an amateur photographer qualified or unqualified? (unqualified); If I aspire to do something, is it something I always do or something I really want to do? (something you want to do); If I do something intentionally do I do it by accident or on purpose? (on purpose)*. Give students two minutes to read the article and check their ideas. Conduct class feedback and ask students whether or not their predictions were correct.

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how people are uploading fake holiday images and the effect this might have

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- 4 Students match the sentences with the topics. Circulate as students do this, offering support where necessary and helping to elicit synonyms with weaker students. Collect answers around the class.

---

1 B 2 A 3 D 4 C

---

- 5 Ask a student to read the words in the box. Ask students to provide a definition for each word. Students should then match the functions with the sentences from Ex 4. Check answers orally. Ask students to tell you which words helped them to make their decisions.

- 
- 1 a justification for falsifying images of yourself
  - 2 a contrast between real and fake holidays
  - 3 a criticism of typical holiday experiences
  - 4 a comparison of fake holidays and other forms of distraction
- 

- 6 Write the words *topic* and *function* on the board. Elicit student definitions for each one, e.g. '*Topic*' refers to the *subject of a text*; '*function*' refers to *the way something works or the job it does*. Ask students to highlight the topic and function in each case. Do the first sentence together as an example.

- 
- 1 a difference in accounts of a holiday
  - 2 a comparison of the emotional effects of real and fake holidays
  - 3 a description of how an unreal environment inspires real emotions
  - 4 a suggestion that using social media influences our choice of social activities
  - 5 a contrast between the motivations of two people
  - 6 a failed attempt at falsifying a holiday that captured the public imagination
  - 7 a justification for trying to mislead others
  - 8 a comment on the environmental damage of recreating holiday experiences
  - 9 a positive result from another person's empathy
  - 10 an opinion that realistic images require knowledge of technology
- 

## exam tip

- 7 Ask a student to read the exam tip. Ask them to complete the task by matching one of the two highlighted sentences in the article with point 1 in Ex 6. Allow students a moment to discuss their answers with a partner before conducting class feedback.

---

the second sentence

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- 8 Ask students to read point 2 in Ex 6 again. Tell them to match this point with information in the article. Elicit synonyms from students, but encourage students to think of other word forms too, as students will rarely see the grammar of the original sentence paralleled in the text. Check answers around the class.

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B (*she feels that while many happily blame models for creating unrealistic expectations with their fake photos, they fail to acknowledge that we all regularly post photos online to show ourselves in the best light*)

---

## exam task: multiple matching

In the Cambridge exam the reading texts do not normally have a detailed lead-in. Here it serves to engage the students.

**9**  Ask students to read the article again and choose a paragraph that matches each topic from Ex 6. Check answers orally.

- 1 C (*The use of photos with location data ... that the holiday was fictional, not fact.*)
- 2 B (*she feels that while many happily blame models ... to show ourselves in the best light*)
- 3 D (*Riedler soon realised that the feelings ... seems to lead to genuine happiness.*)
- 4 C (*In the past, cameras were used ... will produce a positive online image.*)
- 5 B (*If Gat was a dreamer, Van den Born ... the image of ourselves that we share with the world.*)
- 6 A (*Her pretty poor efforts to deceive her friends ... locations with Gat's image poorly stuck on top.*)
- 7 C (*His reason for creating the fake trip ... and enjoying the moment.*)
- 8 D (*manufacturing these illusions ... not shipping other worlds in.*)
- 9 A (*It ended well for Gat ... He also gave Gat a job interning at his business.*)
- 10 B (*Working from her flat in Amsterdam ... to create a set of very convincing photos.*)

**10** Ask students to find words and phrases in the article which mean the same as the phrases listed. Check answers around the class. After you have done this, ask students to choose one of the words and making a sentence which is true for them. Get students to note down any new words so that they remember them.

- 1 efforts 2 convincing 3 acknowledge  
4 got in on the act 5 blur 6 appreciating

## Sum up

**11** Organise students into small groups and ask them to remember the different reasons that people made fake photographs. For weaker classes, you could elicit them as a class and write them on the board. They then need to decide individually which reason they sympathise with the most. Monitor as students discuss their ideas, prompting where necessary, and encouraging students to give reasons for their answers. Open this up into a whole-class discussion.

### Possible answers

People used fake photos because they couldn't afford to go on a real holiday; to make a point about how we use social media to portray a certain image of ourselves to the rest of the world; to show how disconnected people are from the world around them and to document how it's possible to have a fake holiday in the real world.

I most sympathise with Sevelyn Gat, who couldn't afford to go on holiday. I like the naïve and unskilled way she went about creating her ideal holiday, and I was glad when her story had a happy ending.

## Speak up

**12** Give pairs five minutes to discuss the questions, before opening this up into a whole class discussion. Encourage students to be as creative as they can when coming up with answers for the second question.

### extra

Ask students to search online for the people mentioned in the reading text. They should aim to find at least one new piece of information about the photographs or the photographers. Get students to present their findings to the rest of the class.

## Fun footer

Focus students' attention on the footer. Ask students whether they would like to visit the amusement parks which Riedler photographed and discuss why people might enjoy spending time in such places.

## To finish

Tell students that they are going to create their own fake photographs. Give students an appropriate boundary to work within (the classroom, a communal area, etc.). Tell students they can be as creative and imaginative as they want. For example, students could draw a cityscape on the blackboard and pose in front of it. Or they could get an image of a holiday destination on the projector and pose as a group.

When students have completed their fake photos in an agreed time limit, ask students to share their photos with each other. Have a class vote for the best one.

Refer students to Workbook pp36–37 to complete the exercises on participles in preparation for the Grammar lesson.

Presentation tool:

Unit 4, Reading

Workbook / Online Practice:

WB pp36–37

Extra Practice App

## GRAMMAR SB p52

## To start

Practise present and past participles. Ask students to stand in a circle. Throw a ball (or screwed up piece of paper if you don't have a ball) to a student. Say a present participle. The student who catches the ball needs to provide the past participle form of the verb, e.g. throw a ball to a student and say *giving*. The student who catches it has to say *given*. Play the game for a few minutes, increasing speed and building up a rhythm. After a few minutes, continue playing the game, but change direction: start by giving the students past participles and ask them to provide the present participle.

## explore grammar

SB p148

The Grammar reference covers participle clauses and prepositions with *-ed* forms. Get students to read the information on participle clauses and complete Exs 1–3.

- 1 Write the following sentences on the board: *She wore a fitted dress which was designed to make her look slimmer. While he was sitting on the beach, he decided to take a selfie.*

Ask students: How can we shorten these sentences without changing their meaning? Elicit that we can shorten the clauses: *She wore a fitted dress designed to make her look slimmer. Sitting on the beach, he decided to take a selfie.*

Ask students: *What do you notice about the underlined verbs?* Elicit that one is the past participle and one is the present participle. Ask students to tell you why they are different. (The verb in the first sentence is passive and the verb in the second sentence is active.)

Ask students to read the explore grammar box and complete the task. Check answers orally.

- 1 going 2 edited 3 Recognising that 4 Inspired

## watch out for



Students sometimes avoid using participle clauses, as they may find it simpler to use longer and safer ways of conveying their meaning. They will need lots of practice to gain confidence with this.

- 2 4.1 Focus students' attention on the questions. Ask them if they can predict the answer to the first one, *Where is Dharavi?* Then play the documentary. Allow students to check their answers to the questions with a partner before conducting whole-class feedback.

- 1 in Mumbai (India)  
2 The description is mixed – conditions are hard and it's overcrowded, disease is common and the area floods regularly. However, the people are described as contributing well to the Indian economy.  
3 They want to see it before it disappears.

- 3 4.2 Students complete the sentences with the correct participle clauses using the verbs in the box. Play the recording while students check their answers.

- 1 Located 2 arriving 3 bringing in 4 passed down  
5 employing

- 4 Elicit the meaning of the word *slum* (an overcrowded area where very poor people live). Ask students: *What do you think slum tourism means? What do you know about it? Has anyone you know ever experienced this form of tourism?* Ask students to read the first part of the text, ignoring the options for now. Give students a minute or two to discuss the concerns which are mentioned in pairs before conducting whole-class feedback. List the concerns on the board. Ask students: *Do you think these are reasonable concerns to have about slum tourism? Why/Why not?*

It's unethical for rich people to go and see suffering and people might be making money from the slum dwellers.

- 5 Ask students to complete the task. Read the completed text around the class to check answers.

- 1 questioning 2 paying 3 Pointing 4 based  
5 studying 6 imposed

- 6 Focus students' attention on the second part of the text. Give them a minute to scan the text to answer these questions: *Why do slum communities sometimes want tourists to come and visit?* (because it's a way of improving their own community); *What did Thai researchers discover?* (that tourism was protecting a slum as it benefited the residents). Ask students to re-write the highlighted clauses using a participle clause. For weaker students, do the first one as a class. Allow students to check their answers with a partner before conducting class feedback.

- 1 seeing it 2 using words 3 threatening 4 living there  
5 Witnessing

## Speak up

- 7 Organise students into pairs and ask them to discuss the questions. Ask volunteers to report back to the class.

## game on

Ask a student to read the instructions to the class. Model the activity with a confident student, then play the game around the class. Alternatively, divide the class into groups of 4–6 students. Allow them to play the game and then nominate a couple of groups to stand up and perform their story to the rest of the class.

## extra: critical thinking



Split the class into two: one half has to make a long list about the advantages of tourism and the other has to make a list of its disadvantages. Conduct class feedback and find out who has got the longest list. Encourage students to challenge each other's points and generate meaningful discussion.

## Fun footer

Get students to read the footer with a partner. Give them a minute to brainstorm as many reasons as they can for how 'Blue Dog Street' got its name – encourage students to be as creative as possible. Collect ideas from around the class before asking students to find the answer on page 174.

## To finish

As a class, brainstorm tourist destinations in your town or city. Then ask students to think of places which aren't tourist destinations, but which could be, e.g. the home of a local legend, a house with an interesting garden, a bus stop where a well-known person used to stand and wait for a bus.

Organise students into groups. Ask them to design an 'alternative' tour of your town/city, in which unusual and interesting places are visited. Nominate a student from each group to pitch the tour to the rest of the class. Decide which group has the best tour ideas.

Presentation tool:	Unit 4, Grammar
Workbook / Online Practice:	WB p38
Photocopiable activity:	4A
Grammar reference:	SB p148
Audioscript:	SB p182

# VOCABULARY SB p53

## tourism

### To start

Write the following five sentences on the board:

- 1 *I lost my phone while I was walking along the beach.*
- 2 *A volcano erupted which left 50 people dead.*
- 3 *The woman who was driving the car was not talking on her phone.*
- 4 *This is the last photo which was taken of my great grandfather.*
- 5 *If you have recently eaten anything which contains nuts, please visit your doctor.*

Challenge students to see who can be the first to shorten the sentences using participle clauses.

- 1 *I lost my phone (while) walking along the beach.*
- 2 *A volcano erupted leaving fifty people dead.*
- 3 *The woman driving the car was not talking on her phone.*
- 4 *This is the last photo taken of my great grandfather.*
- 5 *If you have recently eaten anything containing nuts, please visit your doctor.*

- 1**  4.3 Elicit the phrase 'slum tourism' from the previous lesson. Ask students if they can remember some of the benefits and drawbacks of slum tourism. Tell students that they are going to listen to a recording about two friends who started a slum tourism company. Ask students: *How easy do you think it would be to start up a slum tourism company? Why would someone want to do this?* Ask a student to read the question, then play the recording, twice if necessary. Conduct class feedback.

---

They met in a restaurant as customer and waiter, and then again the following day at a cricket match.

---

- 2**  4.4 Play the recording again. Students listen and complete the sentences with the correct words. Check answers around the class. Drill the pronunciation of the new language, focusing on word stress.

---

1 backpackers 2 touristy 3 extend 4 soak up  
5 package 6 wandered

---

## verb + noun collocations

- 3** Students match the sentence halves. Allow students to check answers with a partner before collecting answers around the class.

---

1 E 2 A 3 D 4 C 5 B

---

## 4 Going places

### VOCABULARY (Continued)

#### explore language

- 4 Ask a student to read the explore language box to the class. Give students a time limit of one minute. Challenge them to see how many collocations they can find with the noun *tour*. When time is up, ask students to close their books and see how many they can remember. Write the collocations on the board.

##### Suggested answers

*an international/overseas/package tour, a camping/lecture/study tour, go on/embark on/set off on a tour.*

#### extra

Give students one more minute to see how many example sentences they can write using the collocations from Ex 3. Collect ideas around the class.

1 implications 2 contact 3 threat 4 impression  
5 insight

- 5 Give students a minute to read the text, ignoring the numbers for the time being. Ask students to tell you whether they would enjoy this holiday. Encourage them to give reasons for their answers.

##### Possible answers

Yes, it sounds like my ideal holiday. I hate crowds, and I'd be glad to get away from the noise and pollution of the city. A quiet beach is my idea of heaven though!

No, I wouldn't have enjoyed this holiday. I'd be frustrated to think that there was an exciting city nearby and that I wasn't exploring it!

- 6 Students match the definition with the nouns in the text. Collect answers around the class. Ask students questions to help personalise the vocabulary and aid recall, e.g. *Have you ever been on a long trek? Where to? What's the coastline like in this country? Why do some people enjoy taking the backroads when they are travelling somewhere? What famous landmarks are there in this town/city? Where would you be most likely to find dunes? (In a desert, on the beach).*

A 4 trek B 3 coastline C 2 backroads D 5 dunes  
E 1 landmark

- 7 Ask student to complete the task then write five sentences which are true for them, using the new vocabulary. Collect ideas around the class.

A very busy B hard to get to C natural  
D empty of people E far away

## Speak up

- 8 Organise students into pairs and ask them to discuss the questions. Monitor as students discuss their ideas, encouraging them to use the new vocabulary they have learned this lesson. Note down any particularly good use of language for use in the class feedback session.

##### Possible answers

- 1 I prefer to visit quiet places, far off the tourist track. I just don't enjoy myself if I am surrounded by crowds of people taking photos and making lots of noise. If I want to find out about famous sights then I can read about them in peace and quiet.
- 2 I wouldn't be interested in visiting a slum. I think I'd feel very uncomfortable about witnessing other people's poverty as a rich holiday-making tourist. Such tourist companies may do some good for poor communities, but that kind of experience just isn't for me.
- 3 I take many visitors to the old town – not only does it have lots of interesting historic buildings, but it's also a good place to stop for a meal as there are some great restaurants there.

## To finish

Tell students to imagine that they are a travel company and that they are writing an advertisement for their latest holiday package. Organise students into pairs. Give them a five-minute time limit to write an advertisement containing as much of the new vocabulary they have learned this unit as they can. When time is up, ask students to read their advertisement aloud to the rest of the class. Give students feedback on whether or not they have used the new vocabulary accurately. Conclude by asking class to vote for the best advert.

Presentation tool:	Unit 4, Vocabulary
Workbook / Online Practice:	WB p39
Photocopiable activities:	4B, 4C
Extend vocabulary:	SB p160
Audioscript:	SB p182
Extra Practice App	

# LISTENING SB p54

## To start

Challenge students to see how many collocations they can remember with *tour*. Then give them one minute to find as many collocations as they can with *travel*. Ask students to share their ideas and make up example sentences containing the collocations.

**Tour:** ten-day/two-month tour, a walking/cycling tour, a bus/coach tour, a concert tour, a lecture/speaking tour, a national/nationwide tour, a world/European/North American tour, a short tour, an extensive/extended tour, a whistle-stop/whirlwind tour, a package tour, a promotional/publicity tour, go on (a) tour, make/take/do a tour of sth, lead a tour, a tour company, a tour operator, a tour of sth, a tour around/round sth, a leg/stage of a tour (= a part of a tour), a sightseeing tour, an interactive/virtual tour, take sb on a tour of sth

**Travel:** travel often/frequently travel abroad, travel everywhere, travel widely/extensively, travel across somewhere, travel with sb, go travelling, travel the world, travel the country, travel far and wide

## Power up

- 1 Elicit the phrase *virtual reality*. Ask students: *Have you ever experienced this? Can you tell me about it?* Organise students into groups and ask them to discuss the places in the box, referring to the questions in the rubric. If possible, ask students to search online for images of the places they haven't heard of. Monitor as students discuss their ideas, offering support where necessary.

## Listen up

- 2  4.5 Ask a student to read the rubric. Ask students to work with a partner and take a minute to predict what they might see on a virtual balloon ride. Then play the recording and give students a couple of minutes to discuss their ideas with a partner before conducting class feedback.

She took a balloon ride over the Serengeti National Park, where she saw herds of wildebeest. She was very positive about the experience.

- 3 Ask students to predict what the missing word is in the first gap of Ex 5. Elicit what part of speech it is and get students to tell you how they know this. Write any ideas on the board.

### Possible answer

It is a noun of some kind and is the name of an industry.

## exam tip

- 4  4.6 Ask a student to read the exam tip. Focus students' attention on the question and ask them to select the correct answer and distractor. Then play the first part of the talk again and ask students to complete gap 1 with a word. Ask students to explain why the answer is not manufacturing or tourism, with reference to the text.

- 1 fun
- 2 disappointing

The answer is *gaming*. She says, 'In its current form it's most closely associated with gaming but I don't doubt that there are other uses that will become more commonplace in future.'

### alternative: mixed ability

If lower-level students have struggled with the sentence completion task, allow them to look at the audioscript together and discuss their answers.

### exam task: sentence completion

- 5  4.7 Direct students to the gapped sentences. Play the talk again. Students complete the gaps with a word or a short phrase.

- 1 gaming (*it's most closely associated with gaming*)
- 2 popular app (*only really found success when I used a popular app*)
- 3 spectacular (*for me, the whole thing was spectacular and I recommend you all try it*)
- 4 fertile (*I'd expected to see dry, dusty land, not the fertile land in front of me*)
- 5 migration (*It must have been the season for migration*)
- 6 touch things (*I've heard experts say that for virtual reality to really work and feel like the real world, you need to be able to touch things. But even without that, my brain tricked me into thinking I was really on that balloon ride*)
- 7 really tired (*I was really tired when I'd finished*)
- 8 decision making/making decisions (*What I think it will do is result in more effective decision making*)

- 6 Give students 30 seconds to read the extract from the blog. Ask them to work with a partner and write definitions for the words in bold. Do not allow them to use their dictionaries: encourage them to work out the meaning from the context. Conduct class feedback. Alternatively, give students definitions to match the words to. You can either do this on the board or read them out one at a time after students have read the text.

picturesque – pretty and interesting in an old-fashioned way  
sparkling – shining brightly with points of flashing lights  
squint – look at something with your eyes partly closed in order to see better  
make out – just be able to see something  
bushes – a plant with many thin branches growing up from the ground  
herd – a group of animals of one kind that live together

### extra: fast finishers

Fast finishers can continue writing the blog entry. Encourage them to use descriptive language.

## 4 Going places

LISTENING (Continued)

### Speak up

**7** Ask a student to read the rubric. Read the words in the box aloud to your students, modelling the pronunciation of any new words. Ask students to check that they understand the words. Tell students to pick out the ones they think they could use and look up other words they might need. They should note them down before they begin to speak. Monitor as students describe their journeys to their partners. Nominate a couple of students to describe their journeys to the rest of the class.

#### Possible answer

Sitting in the balloon, I rise up over the polluted city and travel over the roof tops and chimneys. Soon, the land becomes more agricultural. There are sunny hillsides with sheep and cows grazing on the grass along with shady valleys. Finally, we get to the coast. The scenery becomes dramatic with rocky cliff tops and an open sky. We float over a sandy beach before travelling out across the sea.

### To finish

Ask students: *What other kind of virtual experience could you have on holiday?* Organise students into pairs and ask them to think of what a good virtual holiday experience would be. Give them three minutes to discuss their idea. Then nominate a student from each pair to report back on their ideas.

Presentation tool:	Unit 4, Listening
Workbook / Online Practice:	WB p40
Audioscript:	SB p183
Extra Practice App	

# USE OF ENGLISH 1

SB p55

### To start

Ask students to think of three words they learned in the previous lesson and to write three sentences, each containing a new word. Organise students into pairs. Ask them to take it in turns to read their sentences, leaving out the new item of vocabulary. The other student has to guess the missing word.

**1** Focus students' attention on the photograph. Ask them to describe what they see. Get a student to read the question. Give students some prompts. e.g. ask them to think about what they experience virtually, how they might feel, who they'd be with, how much it might cost (compared to the real-life experience) how easy/difficult it is to use. Organise students into groups and ask them to discuss the questions. Circulate as students complete the task, prompting where necessary. Conduct class feedback.

#### Possible answer

You don't experience all the sensations, e.g. touch, smell; you can't experience it with a friend; your experience isn't very long because you're not likely to wear the headset for long; it's probably cheaper and safer than the real experience, however. You can do it from the comfort of your own home and see things without going anywhere else.

**2**  4.8 Play the recording about virtual experiences. Organise students to work in groups to discuss the presenter's final question. The question is: *Could it get to the point where, thrilled with the exciting virtual experiences we have, we become unhappy with the real world?* Check that students all understand the question before they start talking about it. Monitor as students complete the task, prompting where necessary. Conduct class feedback.

### explore language

↪ SB p160

**3**  4.9 Direct students to the explore language box. Ask students if they can tell you which prepositions follow the *-ed* forms in the box. Do not tell students whether their ideas are correct. Play the recording a second time and ask students to complete the gaps with the correct prepositions. Collect answers around the class.

1 by (participle clause) 2 as (passive) 3 with (adjective)

#### watch out for



Students may use the wrong preposition or omit it altogether.

- 4 Read the words in the box. Ask students to complete the statements with the words. When they have finished, they can discuss with their partner whether they agree with the statements. Get feedback from the class then check answers to the exercise. Allow students to check their ideas with a partner before collecting answers around the class.

1 armed 2 adopted 3 related 4 combined  
5 dissatisfied

### exam task: key word transformation

The sentence transformations here are all related to lesson topic of technology and test items related to the lesson focus, prepositions + *-ed* forms, unlike the Cambridge exam which has a variety of situations and items tested.

- 5 e Complete the first sentence in the exam task with your students, then ask students to complete the remaining sentences alone. Conduct class feedback.

- 1 was dissatisfied with his headset (We change the noun *dissatisfaction* into a preposition with the *-ed* form, to describe how Paul felt. The verb *to be* is in the past tense to agree with the rest of the sentence. *Dissatisfaction* collocates with *with*.)
- 2 is combined with education it has (The verb form *combines* need to be in its third person form here. *Combine* collocates with *with* when two things are spoken about together. We need to add *it has* as the noun potential collocates with *to have*.)
- 3 adopted by schools, students will benefit (In this passive sentence, the verb form *adopted* is used along with the preposition *by* (which takes *schools* in the passive form of the sentence. Hugely has become an adverb in the second sentence so the verb *benefit* needs to precede it.)
- 4 with the internet is described as (In this passive sentence, the verb form *described* is used along with the preposition *as*. *With* collocates with *connect*.)
- 5 (which was) dedicated to technology was (In this past tense passive sentence, the verb form *dedicated* is used. The relative clause *which was* can be included.)
- 6 convinced by the benefits that they (Here the verb form *convinced* is an adjective. *Convinced* collocates with *by*. We need the relative pronoun *that* to connect the sentence.)

### extra: fast finishers



Get students to write five new sentences containing prepositions with *-ed* forms. They should read the sentences aloud to a partner, missing out the preposition. Their partner should listen to the sentence and supply the missing word.

- 6 Read the exam tip to your class. Direct students to the audioscript. Give them one minute to find four examples of *-ed* forms and preposition collocations. Ask students to come up with their own example sentences using the collocations. Write good examples of students' sentences on the board.

used in  
associated with  
scared by  
described (it) as

### Speak up

- 7 Organise students into groups. Tell them that they are going to think of ways in which virtual reality could be exploited in the school. Prompt them by asking: *How could virtual reality enhance your lessons and help you learn? What subjects could it be used to the best effect in? Could it be used in any other (non-academic) ways?* Monitor as students complete the task, asking further prompting questions where necessary. Nominate a student from each group to report back on some of their group's ideas.

#### Possible answers

Geography – look at different rock formations around the world  
History – see what was like to be in your city 400 years ago  
Science – look closely at cells

### To finish

Split the class into two teams for a quick game. Ask students to write down five *-ed* forms. Students say an *-ed* form and nominate someone from the other team to provide the preposition. Students get a point for each correct preposition. If they don't do this within five seconds, the team loses a point. The team with the most points at the end of the game is the winner.

Presentation tool:	Unit 4, Use of English 1
Workbook / Online Practice:	WB p41
Extend vocabulary:	SB p160
Audioscript:	SB p183
Extra Practice App	

## USE OF ENGLISH 2 SB p56

## To start

Write the word *journey* on the board. Ask students to provide adjectives which might describe a journey, e.g. *exciting, dangerous, fun, wonderful, long*. Ask students to think of a journey they have made recently and choose one of the adjectives on the board to describe it.

- 1 Ask students to look at the photo and describe what they see. Elicit what might have happened to the truck in the picture (it has broken down) and discuss what the person is in the process of doing (pushing the truck) and what the outcome might be. Ask students if they have ever experienced anything similar. Organise students into pairs. Give them two minutes to list as many things that go can wrong on a journey as they can. Conduct class feedback and write students' suggestions on the board.

## Possible answers

your car can break down, you can run out of petrol, you can get lost, you can miss the train/bus/plane/your connecting flight/train, you can lose your tickets, your wallet can get stolen, you can be in a bus/train/car accident, etc.

- 2  4.10 Tell students that they are going to listen to a news story about a journey which went wrong. Play the recording, twice if necessary. Allow students to check their answers with a partner before conducting class feedback. Ask students: *How do you think the couple felt in this situation? How would you feel? Do you think that this is an easy mistake to make? Have you ever done anything similar? What happened?*

The couple bought tickets from Birmingham Alabama and not Birmingham in the UK.

## explore language

→ SB p160

- 3 Elicit the meaning of the word *prefix*, (a prefix goes at the beginning of a word and changes its meaning). Explain that different prefixes have different meanings. Ask students to complete the explore language section with the words in the box. Check answers around the class.

1 not 2 wrongly 3 before 4 again 5 too much  
6 not enough

watch out for 

Students may overuse prefixes, using them with words which don't usually take prefixes, e.g. *Can you resay it?*

- 4 Ask students to add a prefix from the explore language box to each of the words. Collect answers around the class. Point out that the prefix *under* has two meanings: *not enough* and *below*. Ask students to choose five words and write sentences which are true for them.

dis-: disbelief, discourage, dismiss  
mis-: misunderstanding, mislead  
pre-: prearranged, preview, prehistoric  
re-: rearranged, restate, review  
over-: overestimate, overstate, overview  
under-: underage, underestimate, understate

- 5  4.11 Play the news story again. Ask students to note down the words from Ex 4 that they hear. Collect words around the class.

In order of the recording: misunderstanding, disbelief, rearranged, overstate, preview, underestimate

- 6 Focus students' attention on the topics. Ask them to complete the words with an appropriate prefix. Check answers orally.

1 mis 2 under/over 3 re 4 over 5 dis

- 7 Organise students into pairs. Make sure each pair has access to a timer, (you could ask students to use the timer on their phones if phones are permitted in class). Tell them that they are going to speak about each topic for 60 seconds. Allow students to look at the topics and make notes for a minute before they start speaking. Nominate a confident student to model the task. Then circulate as students complete the task, prompting where necessary. Note down any examples of good language you hear for use in the class feedback session.

- 8 Ask students to tell you what *GPS* stands for (Global Positioning System). Ask students: *Is this something you use? What do you do when you get lost? Are you able to read a map?* Give students a minute to read the article about GPS. Elicit the writer's opinion of the technology and ask students whether or not they agree with it. Encourage students to give reasons for their answers and generate meaningful discussion.

## Possible answer

The writer thinks that navigation technology is useful, but young people do need navigation skills.

## exam task: word formation

The items tested here all involve prefixes, which is the lesson focus, as opposed to the word formation task in the Cambridge exam which tests a variety of word forms.

- 9  Ask students to look at the text again. Tell students that they are going to use the words in capitals to form words which fit the gaps. Do the first one together as an example with weaker classes. Monitor as students complete this task, offering support where necessary.

- incorrectly (We need an adverb here to complement the verb *sent*. We know that the driver went the wrong way, so the prefix must be *in-*.)
- discomfort (The quantifier *much* tells us that we need a noun here. The verb *suffered* tells us the man was not comfortable, and therefore we need the suffix *dis-*.)
- mislead (We need the past form of lead here to continue the story in the same tense. The previous sentence tells us that the man went in the wrong direction, so we need the prefix *mis-*.)
- reliant (The personal pronoun followed by the verb *to be* tells us that we need an adjective form here.)
- underdeveloped/undeveloped (As this paragraph is about how we have lost our ability to read maps, we know that we need a negative prefix here. The word needs to be changed into an adjective, as it is describing our skills. Either *un-* or *under-* would be correct.)

- 6 reintroduced (This clause is in the passive form, so the verb form needs to be *introduced*. The suffix *re-* shows that these skills have been taught in the past.)
- 7 independent (An adjective is required to show what kind of thinker the writer has in mind. The suffix *in-* makes *dependent* a positive quality, which is suggested by the phrase 'helping young people become'.)
- 8 discouraged (The passive voice is needed here as the subject *they* is acted upon by the verb. The suffix *dis-* has the opposite meaning from the verb *encourage*, which is why it fits here.)

## Speak up

- 10** Organise students into pairs to complete this task. Ask them to look at the list of prefixes in the explore language box. Encourage them to use a minimum of three prefixes in their story. Circulate as students jot down their notes, offering support where necessary.

### Possible answer

I'll never forget the time that I went travelling around Europe by train with my friends. Unfortunately, my passport and money got stolen after we'd been travelling for about five days. I had to spend a whole day of the trip in an embassy waiting for a new passport. I didn't manage to get my money back though, so I had to go home. I didn't want to be completely reliant on my friends. The journey home was terrible – the air conditioning on the train broke down so I was in a lot of discomfort as well as being in a bad mood about my experience!

- 11** Tell students to swap partners to tell their story. Circulate as students do this, noting down any issues with the target language. Nominate two students to tell their stories to the rest of the class. Ask students to listen out for the prefixes used. Have a vote on the worst journey.

### extra: whole class



Get students to film their partner telling their story. Ask students to give each other constructive feedback based on the following points: intonation, use of target language, and clarity. Students should then watch the recording themselves and decide on something they would like to improve upon for next time.

## To finish

Ask students to think of three words with prefixes and think of how they would define them (they are not allowed to use the word or any of its derivatives in the definition). Divide the class into two teams. Students have to describe their words to the other team. Award points when a team guesses the word correctly. You can also award points for good definitions and deduct points if they've use the word itself (or a derivative of it).

Presentation tool:	Unit 4, Use of English 2
Workbook / Online Practice:	WB p42
Extend vocabulary:	SB p160
Audioscript:	SB p183
Extra Practice App	

# SPEAKING SB p57

## To start

Write the alphabet on the board. Divide the class into two teams. Ask students to complete the alphabet with as many different transport-related words as they can (they should write just one word per letter). Students must take it in turns to write a word, for example: *aeroplane, bus, cargo plane, driverless car*. The team with the most words wins.

## Power up

- 1** Organise students into groups and ask them to discuss their ideas. Ask questions, such as: *How would you prefer to travel to school? Do you walk to school? Would you like to? If you take the bus/train/car to school, what do you do on the journey? Would you prefer a shorter travel time?*

### Possible answer

I think that the children who are crossing the river in the middle of the mountains look like they have the most interesting journey as they are surrounded by the sights and sounds of the wild and it doesn't look as if they have any adult supervision.

- 2** Ask students to skim read the questions and tell you what the topic is. Put students into pairs and ask them to choose two questions which they will both be able to talk about, then work with a partner to discuss their chosen questions. Monitor as students complete this task. Bring the class together and read out the questions one by one, asking students to tell you which ones they discussed. If there are any questions left unanswered, discuss them as a class.

They cover the topic of transport – travelling to school and public transport.

- 3**  4.12 Ask a student to read the question. Elicit the features of a clear argument (well structured, use of evidence, linking phrases, etc.) Play the recording, twice if necessary, then conduct class feedback. Ask students to identify why Hayley's argument is stronger.

Hayley provides the clearest argument because she structures it clearly and uses phrases that help to link ideas and signpost what point she is making. Mark's argument is weaker because his points don't seem to flow, they aren't connected and he doesn't use enough linking phrases

- 4** Students match the highlighted phrases with their function. Check answers orally. Ask students to highlight in pencil which words they think are stressed in the phrases. Nominate a few students to read the phrases aloud. Decide as a class where the stress should be and make sure that students mark this in their books.

1 C 2 A 3 B 4 E 5 D

- 5** Students match the phrases to the functions in Ex 4. Give students a minute to check their answers with a partner before conducting class feedback.

- A ... since ..., This is due to ...
- B Let me give you an example., For instance, ...
- C It seems to me that ..., As I see it, ...
- D What's your view?, How do you feel about it?
- E What this means is ..., The key thing is that ...

## 4 Going places

### exam tip

- 6** Ask a student to read the exam tip aloud. Ask the students to look at Mark's argument. Ask them to add phrases from Exs 4 and 5 to the text to make the argument clearer.

#### Possible answer

I think you've made a really good point, but in my town there are already cycle paths, so this isn't the main issue. The key problem is that parents find it easier to drive their kids to school, but this just results in more congestion on the roads and is frustrating for everyone. There are a few different things schools could do to encourage kids to use the cycle paths. To give an example, they could ban cars from parking near the school. They could also organise cycle trains. This is where an adult cycles through the town and picks up school kids on their bikes as they pass their house. The kids all cycle behind each other creating a kind of train. What this would mean is that more parents would be persuaded to let their children cycle because it'd be easier and safer.

### Speak up

- 7** Organise students in pairs. Read the instruction to the class then ask them to go to question 1 in Ex 2. Choose two confident students to model the task. The rest of the class should listen, and identify the view, reason and example from each student. Then ask the rest of the class to try this out.

#### extra: whole class



Get pairs to do Ex 7 in 90 seconds, then again in 60 seconds, then again in 45 seconds to get them to become more fluent at it.

#### exam task: discussion

→ SB p165

- 8 e** Students work through the rest of the questions, following the same procedure as they did in Ex 7. Remind them to give a view, reason and an example and encourage students to use the linking phrases they have learned this lesson. Monitor to ensure they are doing this.
- 1 It's quite easy. Most cities and towns have good public transport systems and children under sixteen can travel free. It's also quite safe to cycle, as most towns have cycle paths. Perhaps in the countryside it's a little more difficult, but I think that rural schools often operate their own bus services.
  - 2 Perhaps schools could set up some kind of initiative where students who walk to school get some kind of reward – maybe points for their school team or something like that. Or maybe there could be grants so that students without much money could get financial help to buy a bike.
  - 3 Personally, I think that public transport is really important. There just isn't enough room on the roads for everyone to drive their own private car, although many people in my town do. This means that the traffic and the pollution is getting really bad. If people want to do something to help the environment they should leave their cars at home.

- 4 Yes, I think that governments could do more to increase the use of public transport. For example, they could put more public money into funding public transport, to make it more comfortable and more of an attractive option for people. They could also set up more park and ride schemes for people who live far from the city centre. Finally, the government could also do more to promote the environmental and health benefits of walking or taking public transport.
- 5 I think it's always better for the environment to use public transport and it's usually cheaper too. As public transport doesn't take you from door to door, that means that it's usually healthier too. However, for many people it can be more convenient to travel by car as it's more convenient – you choose when you travel and which route you take.
- 6 Personally, I think that public transport companies could do quite a lot to make long journeys more interesting. The main reason for this is that there is really nothing much to do if you are on a very long bus journey. Yes, you can look at your phone or read a book, but for people who get car sick, this isn't a great idea. There are lots of ways that public transport companies could make journeys less boring. For instance, young children could be given sticker books or puzzle sheets to complete. Older passengers could watch DVDs or there could employ storytellers or clowns to provide some live entertainment. What do you think?

### Speaking extra

- 9** Ask students to work in groups to design their perfect form of school transport. Give students a time limit to come up with something to encourage them to be creative quickly. Remind them the transport has to meet the four criteria. When the time is up, students should present their ideas to the class. Ask students to score each idea out of ten against the criteria: convenient, safe, comfortable and environmentally friendly. Conduct a vote to find out the most popular idea.

#### alternative



Put students into small groups. Allocate a form of transport to each student, e.g. bus, motorbike, bike. Then, call out a criterion, e.g. cost, comfort, convenience. Group members take it in turns to convince the others that their form of transport is the best. Each student then votes depending on their real view.

### To finish

Create a transport-related debate to encourage students to work on their argument skills. Write the following motion on the board: *Driverless cars are the future.*

Split the class into two teams. One team has to make four arguments for the motion and the other half has to make four arguments against. Monitor as students do this, offering support where necessary. Conduct the debate. At the end, ask students to vote for the most convincing argument.

Presentation tool:	Unit 4, Speaking
Workbook / Online Practice:	WB p43
Speaking file:	SB p165
Audioscript:	SB p183

## To start

Organise students into pairs. Ask them to discuss these quotes with a partner. *What are all of these quotes about? (Education.) Which quote do they agree with most? Why? Are there any quotes they disagree with? Why is this?*

*It is not that I'm so smart. But I stay with the questions much longer.* (Albert Einstein)

*Spoon feeding in the long run teaches us nothing but the shape of the spoon.* (E.M. Forster)

*Study the past if you would define the future.* (Confucius)

## Power up

- 1 Focus students' attention on the photographs. Ask them to describe what they see. (These are international students living and studying in a different country.) Ask a student to read the instruction. Model the activity for your students by miming something that you'd like to learn, e.g. playing the drums. Ask students to work through the questions. Monitor as they do so, supporting and encouraging where necessary.

## Plan on

- 2 Give students a minute to read the competition advertisement. Ask students: *Would you like to enter this competition? What would you write about?* Elicit what three things need to be included in the letter. As a class, decide on what would make a letter persuasive. Write down students' ideas on the board.

where you'd like to study and why; what skill you'd like to learn; why the judges should pick you

- 3 Ask students to quickly read Alex's letter and answer the questions about it. Check answers around the class.

- 1 yes
- 2 three paragraphs; paragraph 1: stating his reason for writing; paragraph 2: where he wants to study and why, and what he wants to study and how it will help him in the future; paragraph 3: why the judges should choose him
- 3 He includes information on his personal qualities, and facts that show his good qualities and support what he is saying about his interests. He also uses positive, emphatic language, e.g. *I am extremely outgoing*
- 4 Dear Sir or Madam, Yours faithfully
- 5 The language is formal. He uses formal vocabulary, e.g. *create an app (write an app), currently (at the moment), have expertise (know a lot)*. He also uses some formal grammar structures, e.g. *If I were to win (If I won ...)*. He doesn't use contractions.

- 4 Focus students' attention on the informal sentences. Ask students to rewrite the sentences more formally, using Alex's letter to help them. Allow students to check with a partner before conducting feedback.

- 1 I am writing to enter
- 2 I would choose to do
- 3 The course abroad would allow me the opportunity
- 4 I believe you should select me
- 5 I hope that you find my application attractive.
- 6 I look forward to hearing from you (in due course).

## explore language

- 5 Ask a student to read the text in the explore language box. Ask students to think of linkers to add to the box. Collect answers around the class.

1 Furthermore 2 In addition to this

### watch out for

Students may use a mixture of informal and formal linkers when adding ideas. Encourage them to work consistently within the appropriate register. Students may be repetitive with the linkers they use. Get them to use as wide a variety as possible.

- 6 Ask students to use the linkers to connect the sentences. Check answers around the class.

- 1 I have a keen sense of humour. As well as that, I enjoy performing on stage.
- 2 Not only would I like to drive a racing car, but I would also like to win races.
- 3 I really enjoy outdoor activities. In addition to this, I am keen to learn survival skills. / In addition to enjoying outdoor activities, I am keen to learn new life skills.
- 4 As well as one day wanting to be a journalist, I want to write novels. / One day I want to be a journalist as well as write novels.
- 5 I enjoy physical activities. Furthermore, I want to push myself out of my comfort zone.
- 6 Learning to cook will help me be creative. What's more, I would become more independent.

## Write on

- 7 Direct students to the advertisement on page 173. Ask questions, e.g. *Would you be interested in taking part in an exchange like this one? Why?* Indicate the headings and ask students to make notes under each one. Before students complete the task on their own, brainstorm a couple of ideas for each heading.

### Suggested answers

Places and reasons: Australia because I have distant relations there who I have never had the chance to meet, I am a keen surfer and interested in wildlife of this amazing country.

Benefits for my future: I would like to become an English teacher and in an English-speaking country would be very beneficial for my language skills.

Why choose me: I'm hardworking and sociable. I have won 'student of the year' two years in row at my school's award ceremony.

- 8 Organise students into groups. Ask them to turn back to page 173. As a class, read steps 1–4 together and give students the opportunity to ask any questions they may have about the task. Monitor as students complete the steps, making a note of any issues with linkers which may crop up. Then conduct class feedback. Ask students to read the winning sentences and discuss as a class why they were successful.

I think I should be chosen because this experience would really benefit my career plans.

## 4 Going places

WRITING (Continued)

- 9 Read the rubric as a class. Elicit what tone means, and decide what would be an inappropriate tone for this letter (e.g. big-headed, desperate, pitiful, aggressive) and what would be appropriate (assertive, confident, upbeat).

### exam task: letter/email

→ SB p168

- 10 e When students have finished, encourage them to check their letter for spelling or punctuation mistakes.

#### Model answer

Dear Sir/Madam,

I was very excited to read about the opportunity to study English abroad, and I would be delighted if you would consider my application.

The country I would like to study is in Australia, as I have been interested in visiting this incredible place for a long time. Firstly, I have relatives there who I have never met, although we are in touch by email. Secondly, I am a keen surfer and I would love the chance to surf on some of Australia's beautiful coastline.

Finally, I am hoping to be an English teacher. I've always worked very hard in class (in fact, I've won the 'Student of the Year' prize two years in row. However, I think that learning English in an English-speaking country would be an amazing opportunity, which would help not just me but my future students, too.

I look forward to hearing from you.

Yours faithfully,  
Valeria

## Improve it

- 11 Get students to read their own letters and identify areas of improvement. Organise students into pairs. Ask them to swap letters with each other and decide whether they agree with their partners' chosen areas of improvement.
- 12 Ask students to find their last two examples of recent work (if you have them you will need to return these to students so that they can complete this task). Monitor, checking students are correctly identifying mistakes.

### extra: critical thinking



Organise students into small groups. Ask them to discuss these questions: *What do people learn from studying abroad? What can you learn from study abroad that you maybe can't learn so easily from studying at home?*

## To finish

Tell students that they are going to practise their persuasive skills. Give them the following scenarios. Ask students to role-play the situations in pairs.

- You want to borrow your best friend's new bike.
- You want your parents to give you the money you need to go to a language school abroad.
- You want your teacher to give you an extension on your assignment deadline.

Presentation tool: Unit 4, Writing  
Workbook / Online Practice: WB p44  
Writing file: SB p168

# SWITCH ON

SB p60

## Alone at sea

- 1 With closed books, elicit the meaning of the word *wanderlust* (a strong desire to travel) and ask students if anybody experiences it. Get students to try to describe the feeling. Open books and organise students into groups to discuss the questions. Monitor, prompting and supporting where necessary. Conduct class feedback.

Examples students may know include:

- Moana (a fictional character in a Disney film), who longs to explore beyond her family's island and ultimately leads them as a pathfinder and navigator.
- Cheryl Strayed, who trekked the Pacific Crest Trail on a voyage of self-discovery and whose story was adapted into the 2014 film *Wild* starring Reese Witherspoon.
- Ranulph Fiennes, English explorer and adventurer who is still exploring, even in his seventies.

- 2 Tell students that they are going to watch a video about someone who has wanderlust. Read the questions aloud with the class and play the recording. Explain some navigation vocabulary, if necessary, e.g. 'steer the boat', 'rudders'. Give students a couple of minutes to complete the task in pairs before bringing the class together and discussing the answers.

- 1 50,000 kilometres through some of the world's most dangerous seas.
- 2 A rope gets tangled in the rudders and Mike can't steer the boat. He has to jump off the boat and cut the rope to fix the problem.

- 3 Elicit the meaning of the word *proactive* (taking steps to have some control over things rather than just letting things happen to you). Organise students into groups to make their lists. Give them a few minutes to discuss their ideas before getting them to report back. Ask students: *Can you think of an example from your own life when you have been proactive? What did you do?*

- 1 He puts in the work to make his dream a reality and does actually set out on the voyage.
- 2 He feels the cold setting in, so has some soup to keep himself warm.
- 3 He's scared but jumps in the water and quickly cuts the rope with a knife to mend the steering before darkness falls.

- 4 Organise students into groups to discuss their ideas. Monitor as students do this, prompting where necessary. Bring the class together to share their lists with the rest of the class. Then ask students: *Imagine you can only take three of the things on your list. What would you take? Why?*

### Suggested answers

- to eat and drink: soup, baked beans, tinned and dried food, plenty of fresh water, coca cola, drinking chocolate, lemonade
- to keep warm and dry: warm waterproof sailing jacket and over trousers, T-shirts, thermal underwear, woolly hat, strong gloves
- DVDs, favourite music on mp3 player/smartphone, computer games, e-reader, mobile phone with plenty of app games
- photos of family and friends on smartphone, audio/video recordings

## Project

- 5** Read the project instructions with the class. Organise students into groups. After steps one and two ask students to report back on their progress so far. Students could make a trailer for an imagined biopic of the person they choose. Alternatively, they could act out a scene showing a struggle they had during their adventure and then film it. If the person they choose has an Instagram account, they could make a slideshow that illustrates their journey; or if the person is a historical figure, they could project a map onto the wall and highlight the places they went to. After the class have presented their work, get students to read out their notes on step 5 of the task.

### extra

- 1** Students choose and plan their own challenge (e.g. climb Everest, go to the moon, dive to the deepest part of the ocean, swim the channel, walk to the South Pole, or more modest challenges such as run a marathon, do a triathlon, walk the Camino de Santiago, visit the Galápagos islands, climb the Eiffel Tower, etc.). It can be ambitious or modest but they must have a real desire to do it and must be a real challenge for them.
- They research the destination or journey and means of transport.
  - They roughly estimate how much it will cost to do.
  - They estimate how long it will take.
  - They decide if they will do it alone or with others.
  - They produce a map or diagram showing the journey.
  - They explain their plans to the rest of the class.
- 2** Students watch a film or documentary about people attempting or overcoming extreme challenges (e.g. *Touching the Void*, *127 hours*) and write a review about one of them. They must explain the motivation of the person undertaking the challenge, what difficulties they encountered and how they overcame them.

Examples of inspiring teen adventurers include the following.

- Réka Kaponay, who has been travelling around the world with her family since the age of 10, and published her first novel, *Dawn of the Guardian*, aged 14.
- Parker Liataud, undertook three expeditions to the South Pole by the age of 17 and, while leading a climate change research expedition at age 19, set a new record for the fastest human-powered trek from the coast of Antarctica to the South Pole.
- Geordie Stewart became the youngest person to have climbed the Seven Summits – the highest mountains on each of the seven continents at the age of 22.
- Aloha Wanderwell became the first woman to drive around the world in a modified Model T Ford that included a darkroom for producing films on the road
- Jessica Watson circumnavigated the southern hemisphere solo at age 16 and was named the 2011 Young Australian of the Year.
- Jade Hameister completed a trek to Everest Base Camp aged 12 and became the youngest person to ski to the North Pole in 2016, aged 15

Presentation tool:

Unit 4, Switch on

Switch on videoscript:

TB p178

# INDEPENDENT LEARNING

SB p60

## Reading and writing

- 1** Elicit the reading skills which students have learned in this unit (multiple matching, identifying synonyms and paraphrases and summarising). Organise students into pairs to discuss the questions. Generate as much discussion and tip-sharing as possible during feedback.
- 2** Give students a minute to read the rubric and the range of strategies. Organise students into groups of four to share their ideas. Encourage them to say why they think the ones they've chosen are the most useful.
- 3** Ask students to complete the sentences so that they are true for them. Collect ideas around the class. Get students to note down their sentences at the back of their book and arrange a date later on in the course to revisit these goals and assess their progress.

### Possible answers

One thing I will do to improve my writing skills is read a greater variety of texts in English: newspapers, magazine articles, fiction and even poetry.

One thing I will do to make sure I improve my writing skills is to revise my use of the passive voice.

Outside class, I would prefer to practise by watching films in English and listening to music by English and American bands.

# UNIT CHECK

SB pp61-62

This Unit check covers prefixes, verb + noun collocations, participle clauses and prepositions with *-ed* forms.

## extra: using the wordlist

- Encourage students to refer to the wordlist when they do their homework.
- Ask students to work in pairs and to test each other's spelling.
- Ask students to make sentences which are true for them using the verb/noun collocations on the list.

## Vocabulary

- 1** 1 consider the implications  
2 create an impression  
3 come into contact with  
4 gain insight  
5 issue a threat
- 2** **3**  4.13 and 4.14  
1 hilarious 2 picturesque 3 bush 4 integrity  
5 herd 6 effort
- 4** 1 package 2 touristy 3 discomfort 4 overestimate  
5 prearranged 6 bustling 7 soak up 8 wander
- 5** Students' own answers.

## Review

- 1** 1 by 2 with 3 by 4 by 5 with 6 to 7 from
- 2** 1 fishing/overfishing  
2 unspoilt  
3 implications  
4 undertaken  
5 Given  
6 discourages  
7 based  
8 convincing
- 3** 1 ensuring (that) our money would go  
2 no time did we feel  
3 were disappointed by/with the lack of  
4 enjoyed (the) most was going  
5 armed with a lot of  
6 serving freshly caught
- 4**  4.15  
Students' own answers.
- 5**  4.16  
1 bursting to go to the loo  
2 hiking, swimming (near some rocks)  
3 cutting  
4 tired, entering

# GRAMMAR FILE

SB p149

- 1** 1 influenced 2 dating 3 based 4 including  
5 attracted 6 gazing 7 brought 8 organised
- 2** 1 A 2 D 3 C 4 E 5 F 6 B
- 3** 1 Around a billion people arriving in a foreign country annually travel for tourism purposes.  
2 Bringing in almost a trillion US dollars, tourism is a globally important industry.  
3 The fastest growth has been Asian tourism, almost doubling in the last twenty years.  
4 Europe still has the most visitors, attracting around 500 million a year.  
5 Technology will reduce flying times, cutting the flight from LA to Sydney to two hours.  
6 Hotels rated as seven-star will become more common.  
7 Having a negative effect on the environment, air travel will need new forms of fuel.  
8 Currently increasing in popularity, eco-tours are replacing package holidays.
- 4** 1 as 2 by 3 to 4 of 5 by 6 to 7 to 8 with
- 5** 1 Persuaded by 2 delighted with  
3 disappointed with/by 4 replaced with/by 5 Puzzled by  
6 armed with 7 identified as 8 combined with

Presentation tool:	Unit 4, Unit check
Workbook / Online Practice:	WB p45
Audioscript:	SB p183



## Lead-in SB p63

**1** Focus students' attention on the title of the unit and ask them to explain what it means to them (students may know that the word *citizenship* refers to one's legal right to live in a country, but elicit that it also refers to the duties and obligations we have to the place we live in). Ask students to look at the quote and at the photograph. Ask them: *What's the connection between this quote and the photograph?* Give students a minute to discuss the questions in small groups. Circulate as students do this, asking additional prompt questions, such as: *Do you think that school should do more to prepare students to be good citizens? Should there be such a thing as citizenship classes? What would students learn in these classes, do you think?* Bring the class back together again. Write interesting answers on the board. Nominate a few students to report back on the advice they have been given. Ask: *Would you pass on this advice to someone else? Why/Why not?*

### Possible answers

- 1 the ways in which a good citizen behaves, for example being responsible and helping their community.
- 2 helping other people in the community, creating a positive ethos, making students aware of their rights and responsibilities
- 3 When I was much younger my uncle told me, 'What doesn't kill you makes you stronger'. (Explain that this expression doesn't have a literal meaning, but is used to suggest that challenging and even painful experiences can help us to become more resilient). I think that this is really good advice, because although some experiences can be negative, we can learn from them and they help us to deal with future problems more effectively.

# Citizenship

# 5

## READING

topic: reviews of a self-help book  
skill: locating opinions on the same topic in a text; recognising points of view  
task: cross-text multiple matching

## GRAMMAR

modal verbs in the past  
emphasising comparatives and superlatives

## VOCABULARY

working with phrases  
dependent prepositions; phrasal verbs and phrases

## LISTENING

topic: good and bad gifts  
skill: listening for ideas expressed in different ways  
task: multiple matching

## USE OF ENGLISH

key word transformation  
multiple-choice cloze

## SPEAKING

topic: community work  
skill: using a variety of phrases  
task: long turn

## WRITING

topic: family and friends  
skill: writing effective introductions and conclusions  
task: essay

## SWITCH ON

video: sweet treats  
project: animal communities

### extra

Focus students' attention on the quote *You get back from life what you put in*. Ask students to give you examples to back this up, and brainstorm as many ideas as you can (e.g. learning a language, getting good at a sport, making (and keeping) friends, studying for an exam).

# READING

 SB pp64–65

## To start

Tell students about a problem (real or imaginary) which you have. Say something like: *I'm having a lot of problems sleeping at the moment or I'm terrible with money. I need to save, but I just can't seem to manage it.* Organise students into pairs and ask them to think of three pieces of advice for you. After a few minutes, collect students' advice from around the class. Write any particularly good tips on the board. Ask students to tell you what kind of book they might find tips and suggestions like these in. Elicit the phrase *self-help book* and explain that this is the topic of this lesson.

## Power up

- 1** Organise students into pairs and ask them to discuss the questions. Monitor as students complete the task, prompting by asking questions, e.g. *What different types of self-help books do you know? Are there any famous self-help gurus in this country? What do they write about?* Nominate a few students to report back on their discussion. Encourage debate as to whether self-help books are useful and note down any particularly interesting points or language on the board.

### Possible answers

Self-help books usually contain advice telling you how you can improve yourself or an aspect of your life. They can involve setting targets and goals. These goals can centre on your career, personality or your relationships with others. I read self-help books. I don't believe everything I read in them, and some are better than others, but reading a book helps me feel like I am doing something positive to improve my life.

I never read self-help books. I think they are a huge waste of time. I'd rather ask my family or friends to help me out if I am having difficulties.

## background

Self-help books (also known as self-improvement books) are a big business in the UK. It's estimated that the self-help industry has made £60million in the past five years. Not everyone is convinced that they have a positive effect on their readers' mental health. In fact, a leading psychologist has described the self-help industry as 'a sham'.

- 2** Nominate a student to read the situations aloud. As a class, discuss what you might do in these situations. Brainstorm as many ideas as possible and encourage students to be as creative as they can. Prompt students, where necessary, by making the situations more specific, e.g. ask: *What is in your wallet at the moment? Do you think that it would be returned to you if you lost it? What kind of creative work do you need to do? Art projects? Story writing? How do you help yourself if you are feeling blocked?* Ask students to check their ideas on page 173.

- A** Mentioning that you have a pet frog will help to lighten the conversation.  
**B** People were more likely to return a wallet with a baby photo in it.  
**C** Putting a plant on your desk apparently increases creativity.

- 3** Discuss the question as a class. Find out which of your students are in favour of self-help books. Then ask the students who think that self-help books are a waste of time to say why and to give examples. Ask students to remember what they learned about arguing in the speaking lesson in Unit 4. Encourage them to use the phrases they learned.

### Possible answers

I think that self-help books are useful because they are written by experts, and many people swear that they have turned their lives around as a result of reading a particular book. In fact, this happened to a friend of mine who read a book on how to get ahead in work. She got promoted after reading the book.

I don't think that self-help books are useful because they promise impossible things. We can't all be the best, and sometimes we have to accept that we just don't have the talent or the skills to achieve our dream. It's better to be content with what we have.

## Read on

- 4** Pre-teach the following words and phrases if necessary: *selective, sources, to get on someone's nerves, flicking, cautiously, to be onto something.* Check understanding by asking questions such as: *If I am selective do I choose carefully or do I use everything I can? (choose carefully) If someone gets on my nerves how do they make me feel? (annoyed) If I do something cautiously am I being careful or careless? (careful) If I'm onto something, do I have the right idea or the wrong one? (the right idea).* Give students two minutes to read the text. Then bring the class together. Ask a student to summarise what they have read. Ask another student: *Do you agree? What might you add to the summary?* Elicit the type of text (review) and the name of the book being reviewed.

reviews of a book called *59 Seconds: Think a little, change a lot.*

- 5** As a class, check that students have identified the correct question topics. Then give students a time limit to find the matching sections of the text. Conduct feedback.

- 1** Topic: use of sources

- A:** *I felt he could have been a little more selective in his use of sources.* (= He didn't choose carefully enough.)  
**B:** *Wiseman's attempts to simplify the evidence from scientific journals and turn them into small gems of life-changing advice is a useful approach and he's certainly chosen some fascinating examples.* (= He chose carefully.)  
**C:** *Wiseman was trying to summarise too many experts in this one book.* (= He didn't choose carefully enough)  
**D:** *Wiseman has carefully filtered out the rubbish and just left advice that's backed up by scientific evidence.* (= He chose carefully.)

- 2** Topic: way he presents ideas

- A:** *These brief summaries are helpful, given the large number overall in the book* (= His summaries are helpful.)  
**B:** *the constant repetition of ideas also starts to get on the nerves after a while.* (= I don't like the way he repeats the same ideas.)  
**C:** *Wiseman includes a four-step worksheet that will help readers to achieve their goals, which is time-consuming, but worthwhile.* (= I like the way he presents his ideas.)  
**D:** *Wiseman's frequent summarising can get a bit repetitive.* (= I don't like the way he repeats the same ideas.)

3 Topic: practicality of tips

**A:** *Some are clearly just one-minute jobs. However, others require considerably more time than his title implies or may be impractical for regular use.* (= Some tips can be achieved within a minute, but others will take longer or may not be possible.)

**B:** *Some of his suggestions are relatively simple, but that just means that it's hardly life-changing stuff. Anything meaningful will clearly take more than a minute.* (= Some tips can be achieved within a minute, but more important tips will take longer.)

**C:** *Although his techniques are best used cautiously and with consideration, many seem perfectly achievable within the minute.* (= Many of the tips can be achieved within a minute.)

**D:** *He might be exaggerating the 'less than a minute to implement' claim, however. For example, research suggests that putting a potted plant on your desk should increase your creativity by fifteen percent, but going out to buy a plant takes more than fifty-nine seconds.* (= Most of the tips cannot be achieved within a minute.)

4 Topic: impact of reading book

**A:** *In my opinion, all those minutes could be better spent making real changes to the things that matter or reading a more solid self-help book.* (= Reading the book is a waste of time.)

**B:** *I'd go for it – reading this book is unlikely to make any real difference to your life, but it will at least improve the quality of your party conversations!* (= Reading the book is time well spent.)

**C:** *It may be worth flicking through to remind yourself that minor changes in behaviour can produce results, but you could use your time more wisely.* (= Reading the book is a waste of time.)

**D:** *This book contains dozens of useful nuggets of information with science on their side, and reminding yourself of such tried and tested insights is hardly a waste of time.* (= Reading the book is time well spent.)

- 6 Point out the highlighted sections of the reading text to the students. Allow students a minute to decide which writers agree with each other and which one disagrees. Ask a couple of students to answer. Get them to tell you the words which helped them to arrive at their conclusion.

A and C agree; B disagrees

- 7 Elicit the topic of the highlighted sentences (sources). Ask students to identify which sentence in section D covers this topic. Nominate a student to read it aloud. Ask students: *Does the writer say the same thing? What word or phrase tells you this? (Carefully filtered out the rubbish).*

*In this book, Wiseman has carefully filtered out the rubbish and just left advice that's backed up by scientific evidence.*

Writer D agrees with writer B, but disagrees with writers A and C.

**exam task: cross-text multiple matching**

The reading texts in the Cambridge exam have no highlighted phrases, words or sentences.

- 8 Ask students to read the exam tip and complete the blanks. Check answers around the class. Tell students that they are going to answer the questions in the exam task by reading the review again. Give students a five-minute time limit to read the text and answer the questions. Allow students to check their answers with a partner before collecting answers around the class. Encourage students to paraphrase the sentences which helped them to arrive at their answers.

**exam tip:** B fascinating C experts

1 C

**A:** *I felt he could have been a little more selective in his use of sources.* (he didn't choose carefully enough)

**B:** *Wiseman's attempts to simplify the evidence from scientific journals and turn them into small gems of life-changing advice is a useful approach and he's certainly chosen some fascinating examples.* (= he chose carefully)

**C:** *Wiseman was trying to summarise too many experts in this one book* (= he didn't choose carefully enough)

**D:** *Wiseman has carefully filtered out the rubbish and just left advice that's backed up by scientific evidence.* (= he chose carefully)

2 B

**A:** *These brief summaries are helpful, given the large number overall in the book.* (= his summaries are helpful)

**B:** *... the constant repetition of ideas also starts to get on the nerves after a while.* (= I don't like the way he repeats the same ideas)

**C:** *Wiseman includes a four-step worksheet that will help readers to achieve their goals, which is time-consuming, but worthwhile.* (= I like the way he presents his ideas)

**D:** *Wiseman's frequent summarising can get a bit repetitive.* (= I don't like the way he repeats the same ideas)

3 C

**A:** *Some are clearly just one-minute jobs. However, others require considerably more time than his title implies, or may be impractical for regular use.* (= some tips can be achieved within a minute, but others will take longer or may not be possible)

**B:** *Some of his suggestions are relatively simple, but that just means that it's hardly life-changing stuff. Anything meaningful will clearly take more than a minute.* (= some tips can be achieved within a minute, but more important tips will take longer)

**C:** *Although his techniques are best used cautiously and with consideration, many seem perfectly achievable within the minute.* (= many of the tips can be achieved within a minute)

**D:** *He might be exaggerating the 'less than a minute to implement' claim, however. For example, research suggests that putting a potted plant on your desk should increase your creativity by 15%, but going out to buy a plant takes more than 59 seconds.* (= most of the tips cannot be achieved within a minute)

## READING (Continued)

4 C

- A:** *In my opinion, all those minutes could be better spent making real changes to the things that matter, or reading a more solid self-help book. (= reading the book is a waste of time)*
- B:** *I'd go for it – reading this book is unlikely to make any real difference to your life, but it will at least improve the quality of your party conversations! (= reading the book is time well spent)*
- C:** *It may be worth flicking through to remind yourself that minor changes in behaviour can produce results, but you could use your time more wisely. (= reading the book is a waste of time)*
- D:** *This book contains dozens of useful nuggets of information with science on their side, and reminding yourself of such tried and tested insights is hardly a waste of time. (= reading the book is time well spent)*

9 Ask students to decide if the reviewers have similar or different opinions. Then answer the questions.

- 1 A and C both agree that most self-help authors give poor advice.
- 2 A and D disagree. A thinks that readers' time would be better spent changing things that really matter, or reading better self-help books. D thinks that it contains lots of useful information supported by science.

**extra**

Remind students of their discussion about self-help authors at the beginning of the lesson. Ask students: *Did any of the reviews you read tie in with your own points of view about self-help books?*

## Sum up

10 Give students a minute to note down the advantages of Wiseman's books. Collect advantages around the class. Ask students: *Do you agree that they are benefits? Has reading these reviews made you think again about self-help books? Would you like to read Richard Wiseman's book? Why/Why not?*

**Possible answers**

- A:** large number of tips; scientifically supported
- B:** some are simple; simplifies evidence from scientific journals; fascinating examples; will improve conversation
- C:** minor changes can produce results; warns that techniques should be used cautiously; many achievable in a minute; includes a useful worksheet
- D:** carefully filtered out rubbish; advice backed by evidence; dozens of useful bits of information; tried and tested insights

## Speak up

11 Ask students to look at the titles of the lifestyle and self-help books on page 173. Ask students: *Which ones look the most interesting? Have you read any of these books? Are there any you might read? Would you recommend any of these to a friend?*

## To finish

Put students into pairs to think of another subject for a self-help book which hasn't been covered in the lesson. Ask them to think about problems they or their friends have experienced. What kind of self-help book might be useful for these kinds of issues? When they have thought of a subject, ask them to write a short description about the book to go on the back cover of the book. (Elicit what this description is called – a *blurb*.) If there is time after the activity, ask pairs to read their blurbs to the class.

Direct students to the Workbook. Ask them to complete the exercises on modal verbs in the past, in preparation for the Grammar lesson.

Presentation tool:

Unit 5, Reading

Workbook / Online Practice:

WB pp46–47

Extra Practice App

## To start

Write the following on the board: *When I got home last night, my house was a complete mess. The door was open, one of the windows had been smashed and there was a policeman standing outside. What do you think might have happened?* Collect students' ideas around the class and write them on the board. After you have completed the first couple of exercises, revisit students' predictions and correct the language where necessary.

- 1** Write the two sentences on the board or enlarge them on the IWB, if you have one. Challenge students to see who can be first to answer the questions in the rubric. Ask a volunteer to come up to the board and underline the modal verb and the main verb.

might have been trying, couldn't have predicted  
The modal tells you how certain the speaker is; the main verb indicates that the action happened in the past (and indicates if it was simple or progressive).

### explore grammar

SB p150

The grammar reference covers modal verbs in the past and emphasising comparatives and superlatives. Get students to read the explanations and complete the exercises for modal verbs in the past.

- 2** Find a picture of a historical event which your students will be familiar with. Or else find an ambiguous black and white photo from the past. Elicit suggestions about what the photo shows, who any people in the photo are and get them to make deductions about what has happened, what the people are doing, etc. For example: *These people couldn't have been farmers. Their clothes are too smart. They might have been landowners. They didn't need to work because they had lots of money.* Write correct sentences containing modal verbs in the past on the board. Then ask students to complete the explore grammar box. Nominate students to read their answers aloud.

- 1 couldn't have known
- 2 shouldn't have lied
- 3 needn't have worried
- 4 might have been studying

### extra: fast finishers



Ask fast finishers to think of three fun facts (similar to the ones in grammar practice Ex 1) containing modal verbs. They should share their fun facts with a partner.

### watch out for



Students may use the past tense of auxiliary verb *have*, resulting in utterances such as *It must had been your friend at the door*, as they automatically try to shift all of the verbs into their past form.

- 3** 5.1 Write the phrases *crowd psychology* and *the bystander effect* on the board. Ask students: *Do you know what these phrases mean? Have you heard them before? If not, can you guess what they mean?* Play the recording while students listen and find out the meaning of these two terms. Ask students to write down a definition for each phrase. Allow students to compare their definitions with a partner before collecting ideas around the class. Write the two most accurate definitions on the board.

Crowd psychology is the idea that we behave differently when we are in a crowd, as our behaviour is influenced by those around us. The bystander effect is the phenomenon that people are less likely to help others in a crowd.

- 4** 5.2 Weaker students can refer to the explore grammar box, while stronger students should attempt to complete the sentences with the box covered. Play the recording again while students check their answers. Check that students understand why their answers were correct (or incorrect).

- 1 had to have played
- 2 might have seen
- 3 couldn't have been
- 4 could
- 5 could have ignored
- 6 might have been thinking, must have opened

- 5** 5.3 Write the first sentence of Ex 4 on the board. Read the sentence aloud. Elicit which words are stressed and which aren't and draw students' attention to how the modal verbs are contracted. Ask students to read the rest of the sentences and to think about how the verbs would be contracted. Play the recording so that students can check their answers. Pause the recording after each sentence so that students can repeat it. Allow students to practise with a partner. Circulate as students do this, modelling the contractions where necessary.

- 6** Tell your students about a time you have experienced or noticed crowd psychology or the bystander effect. Say something like: *I've noticed the bystander effect once or twice when I've been on public transport. Some passengers can behave really badly, even being rude to other people. Most of the time, people just like to look out of the window and pretend it's not happening.* Ask students to share their own experiences and discuss whether or not we should try to overcome these things.

#### Possible answer

Yes, I've experienced crowd psychology as I think this happens a lot of the time at school. I think that we should probably try to overcome these things, but this is easier said than done. It's very hard not to go with the flow.

- 7** As a follow-up activity, students can practise by taking it in turns to say the first half of the sentence. The other student needs to supply the second half of the sentence without looking at their books.

1 D 2 A 3 B 4 C 5 E

**8** Get students to complete this task with a partner.

- 1 criticism of others
- 2 something that was unnecessary but you did it
- 3 speculation
- 4 something that was unnecessary so you didn't do it
- 5 regret about the past

**alternative:** mixed ability 

Support weaker students by eliciting everyday situations for each of the functions mentioned in Ex 8. For example: regret about the past – not working hard enough in class; something that was unnecessary but you did it – buying a new outfit to go to an informal party. This will help them to do the task more effectively, while aiding recall of the new language.

**game** on

Read the rules of the game aloud to your students. Demonstrate with a confident student. Tell them to think of a regret and ask them up to twenty questions to guess what it is. Stress that the questions have to be *yes/no* ones. Circulate while your students play the game, offering support where necessary.

**Speak up**

- 9** Organise students into pairs. Tell them to read the problem and discuss what John might have done. As students complete the task, circulate offering support and prompting where necessary. Direct students to page 173 to check their answers.

**Fun footer**

Draw students' attention to the footer. Ask them to tell you whether they agree with it or not and why/why not. Get students to give examples of how helping someone might feel good about themselves.

**To finish**

Tell your students a story about a mistake you made in the past (or make one up). Say something like: *A few years ago, I went on holiday to Italy. Unfortunately, I left the door of my hotel room open and my credit card was stolen. I didn't notice it had gone missing though, as I had a lot of cash with me. By the time I found out I had been robbed, the thief had spent hundreds of euros!* Put students into pairs. Give them two minutes to make a list of things you should have done (or shouldn't have done). Check answers around the class.

**Suggested answers**

You should have carried your bank card with you; You shouldn't have left it in the hotel room; You should have used the hotel safe; You should have cancelled your card straight away, etc.

Presentation tool:	Unit 5, Grammar
Workbook / Online Practice:	WB p48
Photocopiable activity:	5A
Grammar reference:	SB p150
Audioscript:	SB p183

**VOCABULARY** SB p67

## working with phrases

**To start**

Organise students into small groups. Write the following crimes on the board: *armed robbery, vandalism, forgery, shop lifting, mugging*. Tell students: *Imagine you witness one of these crimes being committed. Which crime would you be most likely to intervene in? Which would you be least likely to intervene in? Working as a group, students should number the crimes from 1 (least likely to intervene) to 5 (most likely to intervene). Make sure students discuss and agree each ranking they give. Bring the class together to discuss and compare their ideas. Encourage debate and write any language relevant to the lesson on the board.*

- 1**  5.4 Tell students about a stupid crime you have either witnessed or heard about. Say something like: *I remember hearing a story about a burglar who locked himself in to the house he had just robbed. Have you ever heard any stories about stupid criminals?* Tell students that they are going to hear about four stupid criminals and read the rubric aloud to them. Play the recording, encouraging students to note down the stupid thing the criminal did in each case. Bring the class together. Ask students to tell you which crime they found the most stupid. Encourage them to give reasons for their answers.

**Possible answer**

I think that the most stupid crime was the one where the vandal wrote his name on the wall of the children's campsite. Vandalism seems such a thoughtless activity anyway, and this makes it doubly thoughtless!

- 2**  5.5 Read the first sentence aloud. Ask students to tell you what they think the phrasal verbs in bold means. If students aren't sure, encourage them to use the content to help them work out meaning. Ask: *Are people generally in favour of vandalism? What do people usually think about vandals? Do you think this verb describes a positive or negative feeling?* Elicit that if something gets to you it annoys you. Write this definition on the board. Ask students to read through the rest of the sentences, noting down a definition for each phrasal verb in bold. Nominate a few students to report back on their ideas, before playing the recording and allowing students to check their answers.

- 1 annoys me
- 2 behaving in a non-serious way
- 3 accepting an opportunity eagerly
- 4 accept something even though it is not ideal
- 5 wait
- 6 making them believe something that is not true
- 7 refuse to accept unfair treatment
- 8 making me believe something that is not true

- 3 Focus students' attention on the article's title. Ask them if they have ever read any news stories about heroic grannies. What kind of thing might a heroic granny do? Read the rubric aloud to the students. Elicit the meaning of the word *detain* (to stop someone from leaving). Give students two minutes to read the text. Ask students to tell you how the criminals were detained. Ask students: *Do you think this is a true story? (It is.) How do you think the criminals must have felt afterwards? (embarrassed, frustrated, annoyed, humiliated, etc.)*

A granny fought the men with her handbag, caught one of them with the help of bystanders and that led to the arrest of the others.

### background

The reading text in this lesson is a true story. The granny can't be named, but a video of the attack can be found by searching online for 'Northampton granny attacks robbers with her handbag'.

### explore language

- 4 Ask students to read the information in the explore language box and discuss the questions as a class. Elicit that a past simple verb *rang* comes after the phrase *alarm bells* and that the text uses the adjective *unable* as a synonym for 'can't do something'.

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

### watch out for

Students might confuse new phrases with similar ones in their own language. As a result, they may misunderstand the phrases or they may reproduce them inaccurately.

- 5 Read the phrases in the box as a class. Ask students to mark the word stress in each phrase. Give students a couple of minutes to read the text and to discuss the meaning of the phrases. Collect answers around the class. Ask students to pick three of the phrasal verbs and write sentences which are true for them.

alarm bells rang – something alerted her  
 composed herself – calmed down  
 coming to terms with – realising, accepting  
 kicking themselves – feeling stupid  
 on her conscience – worrying her  
 stuck to her guns – refused to give up  
 unable to bring themselves to – unwilling  
 wrapped up in the moment – focused

- 6 Circulate as students retell the story, focusing on their use of the phrasal verbs. Conduct class feedback.

## Speak up

- 7 Organise students into pairs and ask them to discuss the questions. Circulate as students talk about their ideas, asking additional prompting questions such as: *How would you feel if it was your granny who had done this? Would you feel proud? Or would you feel that she had taken an unnecessary risk?*

### Possible answers

I don't think the granny did the right thing because she put herself in danger. She could have been killed and her family would have been devastated! / I think the granny did the right thing, because she did what she knew was right. I think she is an inspiration to us all.

### extra

Extend students' ideas from Ex 7 into a role-play, where the characters are interviewed for a TV programme as part of a news broadcast. Put students into groups and get them to film the role-plays, and play these back to the rest of the class.

### extra: critical thinking

Tell students about the following three criminals:

*A woman has been convicted of shoplifting. She was stealing to feed her three small children. This is her third offence.*

*A man has been convicted of manslaughter after driving drunk and running over a small child. This is his first offence.*

*A woman has been convicted of renting out cold, damp and dirty flats to illegal immigrants.*

Organise students into pairs. Ask them to rank the crimes in terms of how serious they are and how harsh the sentence should be. Conduct class feedback and generate as much discussion as possible.

## To finish

Ask students to choose three of the phrasal verbs from Ex 2. Working in groups, they should create a short crime story, which they will perform to the rest of the class. Students should watch and note down the phrasal verbs which their classmates' use. After students have watched each performance, ask volunteers to retell the story, using the target language.

Presentation tool:	Unit 5, Vocabulary
Workbook / Online Practice:	WB p49
Photocopiable activity:	5B
Audioscript:	SB p184
Extra Practice App	

## LISTENING SB p68

## To start

Ask students to close their books. Ask them to remember the story about the crime-stopping granny from the Vocabulary lesson and give them a minute to jot down their key events and language. Ask students to retell the story to their partner. Monitor as students do this, checking how well they have retained the phrases from the last lesson.

## Power up

**1** Ask students to look at the pictures and to describe what they can see. Ask students: *Have you ever received a bad gift? What was your reaction?* Organise students into pairs and ask them to discuss the questions. Open this up into a whole class discussion. As a class, make a list of the top ten best (and/or worst) gifts. Encourage students to justify their answers and generate as much language as possible.

**2**  5.6 Tell students about a really bad gift you once received. Say something like: *I was once given this big box of chocolates by my children. That sounds nice, doesn't it? Except I hate chocolates. My children love them so my present was to watch them eating the gift they had got me! I think that was a pretty bad gift. What do you think?* Read the rubric aloud to your students and play the recording. Check answers around the class.

- 1 She was upset because she'd given it to the giver the year before.  
2 asking them what they want

## exam tip

**3**  5.7 Read the advice in the exam tip aloud. Play the recording and ask students to answer the question.

The speaker answers question 2 first, then question 1.

**4** Ask students to read the two exam tasks. Ask them to pick out the key words in the rubric of each task. Check that they understand what they need to listen for.

In Task 1, students need to listen for how the speaker felt, and in Task 2, they have to listen for a tip or piece of advice.

## exam task: multiple matching

**5**  5.8 Play the recording so that students can complete the task. After you have finished, go through the answers. For each number elicit what the worst gift was. Ask students: *Do you agree that this was a bad gift? Which is the worst from these five in your opinion? Why?*

## Task 1

- 1 E (*I was so hurt when she gave it back as my gift on my birthday!*)  
2 C (*I didn't want to hurt her feelings, so I made out that I loved it, and gave it to a charity shop later.*)  
3 A (*I refused to let it get to me, though.*)  
4 B (*Only two weeks before, I'd told her I thought he was annoying, but at least it gave us a laugh.*)  
5 G (*I was never sure if she'd got me mixed up with someone else.*)

## Task 2

- 6 H (*instead of trying to come up with something that I think they'll like or find useful, I just give up and get them to tell me what they're after.*)  
7 G (*just go for what someone likes, even if it means they end up with something almost identical year in, year out.*)  
8 D (*If you ask me, you should keep the wrapping really plain, and save your money for the actual gift.*)  
9 A (*Whatever you get, make sure it's possible to return it to the shop if they don't like it – that means proving where you bought it.*)  
10 B (*That's not to say that I don't appreciate functional things – I think they make the best gift.*)

**6**  5.9 Focus students' attention on the extract. Ask them to predict the stressed words and intonation patterns by marking the stress and intonation on the extract. Ask questions like: *Which words do you think will be stressed? Where will the speaker's voice go up? Where will it go down?* Play the recording and ask students to check. Ask students to practise saying the sentences with a partner.

Every year I got these thick woolly socks from my aunty. I was thirteen! I was never sure if she'd got me mixed up with someone else. Every year I hoped she'd get something different. Thank heavens my mum never made me wear them!

## Speak up

**7** Organise students into pairs and ask them to discuss the questions. Monitor asking prompt questions where necessary. Note down any particularly interesting anecdotes or ideas for use in the class feedback session.

The worst present I've ever been given is a pair of shoes. The shoes were actually beautiful – but they were two sizes too small for me, and my friend had bought them on holiday abroad so there was no way of exchanging them! My advice for any gift giver would be to know the person you are buying for very, very well. Otherwise, money (or a book token) is a much better idea.

extra: critical thinking 

Ask students to think about what the environmental impact of all these unwanted gifts might be (e.g. the Earth's resources being wasted for no good reason). Ask: *Can you suggest an alternative way to show love, gratitude, mark a special day, rather than giving a gift?*

## To finish

Tell students about a person in your family you find it difficult to choose gifts for and say why. Say something like: *I've always found it really hard to choose presents for my dad. He doesn't like clothes, he doesn't eat sweets and he's always saying he has too much stuff!* Ask students to think of possible gift ideas for your chosen person. Then ask students to think of someone they find it hard to choose presents for. They should work with a partner to give and receive advice.

Presentation tool:

Unit 5, Listening

Workbook / Online Practice:

WB p50

Audioscript:

SB p184

Extra Practice App

## To start

Write the following headings on the board: *The best birthday party I've ever had; The worst birthday party I've ever had.*

Ask students to work with a partner and talk about both of the headings on the board. Circulate as students do this, seeing how well they are using the comparative and superlative forms and prompting them where necessary. Bring the class together and ask students to report back on their conversations. Ask students: *Do you think that people make too much fuss and spend too much money on birthday parties? Is there too much pressure to have the perfect day?* Encourage students to give reasons for their answers.

- 1 With books closed, complete the sentences in your own words, e.g. *If all else fails, it's far better to give a book token. The worst present I ever got was a boiled egg slicer in the shape of a chicken.* Ask students if they agree with your first sentence and get them to tell you what they think of your worst ever present. Then ask students to complete the sentences in their own words. Allow students to share their sentences with a partner. Then ask students to report back on what their partners said.

### Possible answers

If all else fails, it's better to give a bar of chocolate.  
By far the worst gift I ever got was a bright pink teddy that sang a song when you pressed its stomach  
I think a homemade card is just as good as getting something expensive.

## explore language

↪ SB p150

- 2 Direct students to the explore language box. Ask them to complete the rules with the words in the box. Bring the class together and check answers. Then ask students to match the sentences from Ex 1 with the rules. Check answers around the class.

### watch out for



Students may omit certain elements when emphasising comparatives and superlatives, e.g. a great deal instead of a great deal, or *far* instead of *by far*. Make sure that students place the word stress correctly, modelling where necessary.

- 1 -er/more comparatives
- 2 superlatives
- 3 as ... as comparatives

- 3 5.10 Tell students that they are going to listen to a story about Josh and find out what happened to him. Play the recording. Ask students to summarise the story they have just heard. Ask students: *Are you surprised about this? Have you heard any similar stories?* Direct students to the audio script and ask students to find the comparatives and superlatives in the text (far more challenging, nowhere near as forgiving, by far the most extreme).

He missed a friend's birthday party and received an invoice for the costs. His family were threatened with being taken to court.

- 4 Students complete the newspaper story with the words from the box and a suitable comparative form. Allow students to check their answers with a partner. Read the completed newspaper article around the class.

- 1 nothing like as complicated
- 2 a good deal/far/way easier
- 3 just as likely
- 4 nowhere near as bad
- 5 a good deal/far/way better
- 6 a good deal/far/way less controversial

## exam task: key word transformation

There is more focus here on comparative and superlative forms than in the equivalent task in the Cambridge exam.

- 5 **e** Do the first one together as a class. Refer students to the exam tip and read this together. Ask students to complete the rest of the exercise on their own. Circulate, checking students are reading their completed sentence.

- 1 I should have told (We need to use the past form of should here: personal pronoun + *should have* + past participle. The verb *tell* collocates with *the truth*.)
- 2 twice as expensive as (We use *twice* with *as* + adjective for emphasis.)
- 3 must have prevented Anna (from) getting (We use *must have prevented* as the speaker is speculating: *I'm sure it was ...*. The verb *prevented* collocated with *from* + verb + *ing*.)
- 4 nothing like as bad as (We use *nothing like* with *as* for emphasis. The adjective *bad* needs to be substituted to show that the speaker experienced the opposite of what she had expected.)
- 5 might not have stayed (The speaker is speculating, saying that it is possible that David left before the end: with the modal verb *might* this becomes *might not have stayed*.)
- 6 is nowhere near as big as (We use *nowhere near as* + adjective as for emphasis and we need to change the adjective to *big* in order to fit in with the change of emphasis.)

## Speak up

- 6 Organise students into small groups to discuss the questions. Monitor as students share their ideas, prompting where necessary. Bring the class together. Tell students the true story about another mother in the UK who sent an invoice for £325 to her friend after her daughter returned home from a birthday party with scuffed shoes and a stained dress. Ask students: *Was this reasonable in your opinion? Why/Why not?*

### Possible answers

I sympathise with the mum who had organised the skiing party. It's a lot of hard work and expense to organise a party like this one, and it can be annoying, upsetting and hurtful if people just decide they don't feel like turning up on the day. It costs the party giver money, so why shouldn't they try to claim it back?

I sympathise with Josh's mum. Perhaps she should have let the other parents know, but she didn't deserve to be invoiced. If parents want to organise such expensive, show-off parties then that's really their problem.

**extra**

Ask students to work in pairs. They should tell each other about the best birthday party they have ever been to. They should then work with another pair and tell them about their stories. The listening pair should compare the two stories they've just heard, e.g. *I think Sara's party sounds way bigger than Lucy's, but I think that the food at Sara's party sounds tastier by far!*

**Fun footer**

Read the footer aloud to your students. Ask them whether they think this is expensive and ask whether they know the cost of attending wedding in their own country. Elicit the different things you might need to spend money on to attend a wedding (e.g. wedding gift for the couple, transport to get to the wedding, accommodation if the wedding is far from your home, new outfit, hairstyle, flowers).

**To finish**

Ask students to read the fun footer at the bottom of the page. Ask students to estimate how much a birthday party costs, on average, in their country. Organise students into small groups. Ask them to plan an amazing birthday party with their group but with one small catch: they have a budget of £10 to work with. Monitor as students plan a party, offering support where necessary. Ask students to report back on their ideas. Have a class vote on the best party plan.

Presentation tool:	Unit 5, Use of English 1
Workbook / Online Practice:	WB p51
Grammar reference:	SB p150
Audioscript:	SB p184
Extra Practice App	

**To start**

Write the following question on the board: *What makes a good community?* Discuss this question as a class. Begin by asking students to define *community*. Ask them: *What kind of community do you live in? What words could you use to describe it? What could you do to improve your community?*

- 1 Talk about community work with your students, using the questions in the rubric to guide the discussion. Get students to talk about any community work that they do or that their friends or school mates do. Work as a class to brainstorm all the ways in which people can help out in their local community.

**Possible answer**

Volunteering to take part in a befriending scheme (working with older or younger people), doing work for a local charity, helping out at a youth club or an after-school club, taking part in an organised community clean-up.

- 2 5.11 Tell students that they are going to listen to a story and read the rubric aloud to them. Play the recording and ask students to tell you about what they have heard. Ask students: *Could any parts of your town be cleaned up? How would you go about doing this?*

She gained a special grant.

- 3 5.12 Direct students to the words in the box. Encourage them to check the meanings of any unfamiliar words. Nominate a student to complete the first gap. Students then complete the activity on their own. Play the recording of the newspaper story and allow students to check their answers.

- 1 appalled at
- 2 ashamed of
- 3 eager for
- 4 capable of
- 5 impressed by
- 6 subject to
- 7 contrary to
- 8 intent on

**extra: fast finishers**

Ask students to work with a partner. They should take it in turn to say words from Ex 3. Their partner should supply the correct preposition.

- 4 Ask students to complete the questions with words and prepositions, the answer the questions with a partner. Nominate students to report back on any interesting answers they have heard.

- 1 ashamed of
- 2 subject to
- 3 capable of
- 4 impressed with/by

## exam task: multiple-choice cloze

**5 e** Read the exam tip aloud and nominate a student to answer the question. Do the second question as a class, following the advice set out in the exam tip. Ask students to complete the rest of the activity alone. Allow them to check their answers with a partner before conducting class feedback. Ask students: *Have you heard of this project? What do you think about it? Would you like to try it?*

- 1 B (*capable + of + -ing*)
- 2 D (*intent + on + -ing*)
- 3 A (*donate + something + to + someone*)
- 4 C (*invest + time + in + something*)
- 5 A (*Contrary + to + noun phrase*)
- 6 B (*productive = producing or achieving a lot*)
- 7 D (*in the + knowledge + that*)
- 8 B (*impressed + with + something*)

## Speak up

**6** Direct students to the ideas in the box. Check students' understanding of the word *chores* (household tasks). Organise students into small groups to discuss their ideas, before opening up into a whole-class discussion.

### Possible answers

I think that sending people a text to cheer them up is always a good idea, as it doesn't take much effort but it lets people know that you're thinking of them. Offering to do chores is always welcome too – especially if you have a neighbour who is old or ill.

## Fun footer

Read the footer with the class. Elicit who Anne Frank was and get students to explain what they think she meant by this statement.

## To finish

Ask students if they know of any organisations which promote random acts of kindness. Get them to do an internet search for 'random acts of kindness' and to report back on what they find. Ask students if they have ever experienced or performed any random acts of kindness. What do they think the benefits of these acts are? Organise students into groups. Ask them to think of how they could incorporate a minimum of five random acts of kindness into one day. Stress that the acts of kindness must be realistic and achievable. Collect students' ideas around the class.

Presentation tool:	Unit 5, Use of English 2
Workbook / Online Practice:	WB p52
Photocopiable activity:	5C
Audioscript:	SB p184
Extra Practice App	

# SPEAKING

 SB p71

## To start

As a class, brainstorm problems which exist in your students' community. Give students two minutes to work in groups and suggest solutions to the problems. Collect class feedback and write the best ideas on the board.

## Power up

**1** Ask students to look at the photos and to tell you what they see. Ask students to describe the pictures and also to tell you what they think about the fundraising ideas. Ask students: *Do you know of any similar events which have been organised in this town/city?* Organise students into pairs and ask them to discuss the questions. After a few minutes, ask students to exchange ideas with another pair. Finally, conduct class feedback.

### Possible answers

People can work to make parts of a town/city look more attractive or set up schemes to make a community more environmentally friendly. They can also organise fundraising events for local charities.

**2**  5.13 Read the rubric aloud to your students. Ask students to predict an answer: what makes someone sound unfriendly? Brainstorm as many answers as possible. Then play the recording and ask students to tell you if any of their ideas were correct.

Eric. He gives very short answers and he's not using advanced informal language – just very basic phrases.

**3** Focus students' attention on Eric's answers and the phrases in the box. Ask students: *What effect would it have if Eric used these phrases in his speech?* (It would make him sound friendlier and more interested.) Students complete the task. Read the completed phrases around the class.

- 1 That's not a question kids my age give a lot of thought to.
- 2 I never got round to going.
- 3 For the life of me, I can't remember the reason.
- 4 I know singing in the choir sounds a bit dodgy.
- 5 I guess you could check out what's going on at the town's website.

**4** Ask students to work in pairs, asking and answering the questions. Monitor, encouraging students to use phrases from Ex 3 in their answers.

Students' own answers.

**5**  5.14 Return to the photos at the beginning of the lesson. Ask students to remind you of the events they depict. Tell students that they are going to listen to a few speakers share their ideas about the activities and that they need to decide which activity each speaker is talking about. Play the recording, twice if necessary. Check answers around the class. Ask students to tell you how they arrived at their answers.

- 1 C
- 2 B
- 3 A

**exam tip**

- 6** Read the exam tip and nominate students to read the phrases aloud. Ask students to identify the informal language in the phrases. Students then match the phrases with the photos. Check answers around the class. Nominate two students to compare the photos. Elicit the informal vocabulary they used after their discussion. Then ask the rest of the class to complete the task.

1 C 2 A 3 B

**Speak up****exam task: long turn**

→ SB p163

- 7** **e** Read the rubric aloud and get students to discuss their ideas with a partner. You may prefer students to work with a partner they don't normally work with for this exam task. Conduct class feedback.

In the first picture, it looks like some girls are helping their friend to move house. The girls may have lent their friend a car and they've probably given up a day out of their weekend. In the second picture, it looks like a young person is taking an older person for a walk in the park. I suppose that people choose to help others because they enjoy doing it, and it makes them feel good. I reckon that the most effective way of working together in the community is to have a well-organised volunteering organisation – so people's skills can be used to meet the needs of the community.

**Speaking extra**

- 8** Ask students to read about the community project on page 173. Ask students to work in pairs to talk about whether they would like to get involved with the community project.

**Possible answers**

This is definitely a project I'd like to be involved in. I enjoy spending time with older people and it would be nice to feel that I was helping someone who needed me.

I don't think I'd like to be involved in this project, because I'd be worried that the elderly person might fall ill or have an accident when I was with them, and I wouldn't know how to help.

**To finish**

Distribute small scraps of paper and ask students to write down a topic connected with this unit. Collect in students' bits of paper and put them in a hat or a bowl. Explain that students are going to play 'Talk for 20!'. They will need to speak for 20 seconds on a topic they pull from the hat. They are not allowed to hesitate, deviate or repeat themselves.

Presentation tool:	Unit 5, Speaking
Workbook / Online Practice:	WB p53
Speaking file:	SB p163
Audioscript:	SB p184

**WRITING** SB pp72–73**To start**

Ask students to choose five words they have learned so far this unit and to write definitions for them. Working with a partner, they should take it in turns to read the definitions to their partners, who should listen to the definitions and provide the correct words.

**Power up**

- 1** Organise students into pairs and ask them to discuss the questions. Nominate a few students to report back with their ideas.

**Suggested answers**

- Families often argue about household chores and they also argue about silly things like what they want to watch on. I think that families could help themselves by organising rotas – both for household chores and for who gets to choose what they want to watch on television that day. And it's not enough to make a rota up – they need to stick to it too!
- I'd ask my brother to ask me if I'd like the last bit of cake before he helps himself to it. And I'd ask my sister to stop borrowing my clothes without asking me first.
- They might want me to spend less time on my phone, and to spend more time with them. I guess I spend a lot of free time at my friends' houses.

**Plan on**

- 2** Give students a minute to read the task. Ask students to underline the key words in the questions and write these on the board. Then organise students into pairs to discuss the questions. Bring the class together and write any useful language on the board.

**Possible answers**

- It's a good idea to compromise on small things – for example, having to wash a few dishes isn't going to hurt me! But I think if it's something you feel really strongly about you shouldn't compromise. No one should have to compromise what they believe in, for example.
  - People can show respect for others by treating them as they would like to be treated themselves. If you are too critical, people can get defensive. Also, you could have a really negative effect on someone's self-esteem.
  - You could help family and friends by being there for them, by listening to them and by trying to put yourself in their place. In the end, everyone will benefit as relationships will improve. When others help me I feel like I want to help them back.
- 3** Elicit what an introduction to this essay might contain (the essay's intention, summarising the question, etc.). Ask students to read the introduction and match the sentences to the functions. Check answers orally.

1 C 2 A 3 B

- 4** Ask students to read the sentences and put them in the most effective order. Encourage them to consult Ex 3 if necessary. Check answers and encourage students to say why they chose that particular order.

1 C 2 B 3 A

- 5 Ask students to order the sentences. Encourage students to explain why they chose this particular order.

1 B 2 C 3 A

## explore language

- 6 Elicit what effect these phrases have on the meaning (they add emphasis).

### Possible answers

1 By far 2 just as

## watch out for



Students can choose a couple of phrases and stick to them, rather than experimenting with a wider range. Encourage them to step out of their comfort zone to use a variety of phrases.

- 7 Check that students understand the meaning of the phrases in the box. When students have completed the task, read the paragraph around the class and discuss how the phrases help to structure the piece.

- 1 plays a vital role in
- 2 It is worth bearing in mind that
- 3 Besides
- 4 Above all
- 5 underline the fact that

- 8 Allow students to check their answers with a partner before conducting class feedback. Ask students to tell you which conclusion they agree with and to say why.

1 B 2 C 3 A

## Write on

- 9 Get students to read the essay task on page 174. Encourage students to underline the most important parts of the task and ask them to report back on the words and phrases they have underlined. Organise students into pairs to decide how they will structure their main paragraphs. Conduct feedback around the class.

### Suggested answer

I will begin each paragraph by making a statement. I explain my statement, providing examples and illustrations.

- 10 Students discuss the task in small groups. Monitor the groups as they do this, offering support and prompting where necessary. Encourage students to jot down notes, as this will be helpful when they come to write their essay.
- 11 When students have planned their essay, ask them to swap their plans with a partner. They should give each other feedback and point out any things their partners might have missed out.

## exam task: essay

→ SB p166

- 12 e When students have finished writing their essay, encourage them to read it carefully, looking for mistakes with spelling, punctuation, grammar and language. Check that they have answered the task properly.

## Model answer

What are effective ways of encouraging people to help each other?

Many people in society today feel isolated and alone. Supporting others who share the same community is important for our happiness and well-being. However, there are many ways that modern society discourages this. This essay will suggest two ways in which we can work together more as a community.

It is a reality of modern life that we spend a large amount of time online. This is not necessarily such a bad thing. It is easier today to find people who have already gone through similar problems to ourselves, whether it is getting rice stuck in the sockets of your mobile phone, or much bigger problems such as bereavement. I believe that, as long as people are taught how to be safety conscious online, there is a great deal of support available. However, we also know how important it is to have face-to-face contact. This is when special, memorable moments are most often created. Few people live in homes that are large enough to accommodate big crowds, and so it is essential that towns and neighbourhoods provide facilities where people can arrange social activities. This is particularly good for raising funds to help people who need financial support. Not only do people have fun fundraising for a specialist piece of equipment in hospital, but it also has the potential to save many lives.

In conclusion, it is essential that people constantly try to find ways to help each other. Help and support, either locally or globally, are the foundations of a happy society. With more small acts of kindness, the greater evils can be avoided.

## Improve it

- 13 Read through the instructions and check that your students understand what they are supposed to do. Monitor as students complete the task, checking that any feedback is constructive and helpful. Bring the class back together to report on what they learned from the exercise. Elicit the importance of linking phrases in structuring a paragraph.

## extra



Get students to imagine a family problem and write it down. They should swap their papers with a partner, who should read the problem and think of advice to give.

## To finish

Read the scenario below to students. Get students to work in small groups and choose one of the scenarios and discuss what advice they would offer the people mentioned. Get students to report back on their ideas.

- Two brothers have stopped speaking to each other. The younger brother feels that he has never been good enough in the eyes of his parents, unlike his older brother who can do no wrong. The older brother doesn't understand why his younger brother seems to dislike him.

Presentation tool:

Unit 5, Writing

Workbook / Online Practice:

WB p54

Writing file:

SB p166

# SWITCH ON SB p74

## Sweet treats

- 1** Organise students into pairs and ask them to discuss their ideas. Conduct class feedback.

### Suggested answers

Cormorants diving for fish in China (which fishermen take)  
 Canaries in mines (if there is a lack of oxygen the canaries fall over)  
 Sniffer dogs at airports (trained to find drugs or explosives)  
 Guide dogs for the blind (trained to lead blind people)

- 2**  Elicit where the Masai people live (Southern Kenya and Northern Tanzania). Play the video clip. Organise students into pairs to answer the questions. Monitor, offering support where necessary.

- 1 The Honeyguide bird
- 2 To a beehive, a source of honey
- 3 The bird's call changes
- 4 They get stung by the bees

- 3**  Read the questions aloud with your class. Play the recording again. Allow students to share their ideas with a partner before conducting class feedback.

The boys give the Honeyguide bird a piece of honeycomb – with extra grubs.  
 If they did not give the bird its reward, the bird would not lead them to the honey, in fact it might lead them to a lion's den!

- 4** Organise students into pairs. Focus students' attention on the expressions and ask if anyone recognises any of them. Circulate as students complete the task, prompting and offering support where necessary.

- 1 *follow my leader* means one member of the team does something and the rest of the team have to do the same.
- 2 *getting hotter* means that they are getting nearer the goal; the nearer they are, the 'hotter' they get.
- 3 *hit the jackpot* means that they have won the prize.
- 4 *part of the bargain* means part of the agreement between the two parties. A bargain is what two parties agree to do so that each benefits.

This terminology comes from games of one sort or another. 1 and 2 come from children's games, 3 is a gambling term and 4 is a general term used in deal making and game playing.

- 5** Focus students' attention on the motion. Elicit one argument for and one against it. Organise students into pairs and allow them a few minutes to get their arguments together. Then ask students to debate the argument together. Suggest that the students each put forward three points for their side of the argument, followed by a summary. Ask for volunteers to repeat their debate in front of the class. Encourage more than one pair to do this, as it will increase confidence for everyone. Alternatively, open this up into a class debate or get students to debate the motion in small groups.

## Project

- 6** Organise students into small groups. Read the instructions together as a class. Focus the students' research by identifying some appropriate websites beforehand. Tasks 1, 2 and 3 could be set as a homework task. If the technology is available, encourage the students to use a slide presentation using, for example, Powerpoint or Google slideshow. Suggest that they allocate one person in the group as the tech lead, one as the internet research lead and another as the writer/director.

### extra

Students can widen their area of investigation and research successful human communities such as religious communities (Buddhists, Israeli Kibbutz, Benedictine monks), or more everyday communities such as a typical village community in their country or in the United States. They should identify three key areas for investigation: food, work and play, and try to identify what bargains or compromises have to be made and what the key factors for success are.

Presentation tool:  
 Switch on videoscript:

Unit 5, Switch on  
 TB p178

# INDEPENDENT LEARNING SB p74

## Listening and speaking

- 1** Ask students to read their completed sentences to a partner. Then ask a few students to share their sentences with the rest of the class.
- 2** Students should complete the steps in pairs. Monitor as students complete the task, making suggestions, prompting and offering support where necessary.
- 3** Allow students to ask questions to check their understanding of any items on the list which are new to them. Ask a couple of students to provide feedback.
- 4** Students can work together to share the words and phrases they have written down. Encourage students to revisit this list at the end of the unit and check how many of the phrases they have managed to introduce into their vocabulary.

# UNIT CHECK SB pp75-76

The Unit Check focuses on: comparative forms, dependent prepositions, phrasal verbs of attitude and opinion and phrases and verbs of attitude and disagreement.

**extra:** using the wordlist

Challenge students to write a rap or a song using the phrases.

Alternatively, ask them to write a dialogue. They should act it out with a partner.

## Vocabulary

- 1 **2**  5.15 and 5.16  
1 fooling around 2 wind me up 3 jump at 4 settle for
- 3 1 impressed by/with 2 ashamed of 3 appalled at  
4 do chores 5 eager to 6 volunteer to 7 cheer him up  
8 capable of
- 4 1 bring himself  
2 stand by and do nothing  
3 comes to  
4 compose themselves  
5 wrapped up in the moment  
6 pin him/her/it down
- 5 Students' own answers.

## Review

- 1  5.17  
He doesn't like them because he finds them anti-social.
- 2  5.18  
1 nowhere near as good  
2 way more exciting than  
3 just as likely  
4 twice as likely  
5 far more interesting
- 3 another person stepping in; knowledge, such as medical training; personal experience of similar situations; people being in a positive mood
- 4 1 could have stopped  
2 could/may/might/must have drunk  
3 couldn't have done  
4 should have helped  
5 may/might/could just have been  
6 can't have been feeling
- 5 1 should have gone to  
2 nowhere near as much fun as  
3 which was shot  
4 is believed to be  
5 twice as many visitors  
6 having been allowed to stay
- 6 Students' own answers.

# GRAMMAR FILE SB p151

- 1 1 F 2 D 3 A 4 C 5 B 6 E
- 2 A speculate or make deductions about the past  
B criticise or express regret about the past  
C speculate or make deductions about the past  
D speculate or make deductions about the past  
E criticise or express regret about the past  
F speculate or make deductions about the past
- 3 1 didn't need to get more  
2 needn't have done it  
3 needn't have done that  
4 didn't need to play today  
5 didn't need to buy it myself  
6 needn't have been so worried  
7 didn't need to spend  
8 didn't need to do
- 4 1 by far 2 far 3 nowhere near 4 as 5 a great deal less
- 5 1 as old as 2 as big as 3 the most ancient 4 as tall as  
5 the finest
- 6 1 half 2 nowhere near 3 twice 4 far 5 by far

Presentation tool:

Unit 5, Unit check

Workbook / Online Practice:

WB p55

Audioscript:

SB p185



# Urban tales

# 6

## READING

topic: modern ruins

skill: understanding connected ideas

task: gapped text

## GRAMMAR

past and present narrative tenses

phrasal verbs

## VOCABULARY

describing city life; compound words

adjective suffixes

## LISTENING

topic: street fashion

skill: understanding agreement and disagreement

task: multiple choice: longer text

## USE OF ENGLISH

open cloze

word formation

## SPEAKING

topic: important features of a city

skill: coming to a conclusion in a minute

task: collaborative task and discussion

## WRITING

topic: a film with an important location

skill: using higher level vocabulary

task: review

## SWITCH ON

video: Banksy's school visit

project: art planning

## Lead-in SB p77

Ask students to look at the photo and to describe the city scene. Ask students: *How similar or different is this to the town/city/village where you live?* Read the quote aloud to students and ask them if they would like to live in a city that never sleeps. Make sure students give reasons for their answers. Finally, organise students into small groups and ask them to talk about the questions. After a few minutes, bring the class together to share ideas. Write any useful language on the board.

### Possible answers

- 1 vibrant, exciting, multicultural, crowded, stressful, fast-paced, polluted, expensive, dirty, etc.
- 2 City life is more stressful and the pace of life is very fast, but on the plus side, there is so much to see and do in the city. In the countryside, life has a gentler pace, but it can get boring sometimes.
- 3 I've been brought up in the city, and I think it's been good for me. There has always been a lot of opportunities for me to meet people, join clubs and learn about culture through visiting museums and galleries. I wouldn't have had these opportunities if I'd grown up in the countryside.  
I've grown up in the countryside. I think that my upbringing has helped me to appreciate nature. I've always appreciated the peace and quiet of home. I also appreciate having lots of wildlife on my doorstep.

### extra

Ask students: *If you couldn't live here, where would you like to live and why?* Students discuss in pairs, then get a few students to share ideas with the rest of the class.

## To start

Draw a noughts and crosses grid on the board (three squares by three squares). Divide the class into two teams, one noughts and one crosses. If you have a big class, students can work in smaller groups within a big team (but still score for the big team). Read out the following list of categories, one at a time: *adjectives which describe a city; things to do in a city; capital cities in Europe; capital cities in the UK; typical problems found in cities; famous films set in cities.*

When you read out a category, teams think of five words which fit the category, e.g. adjectives to describe a city. The first team to get five words should call out and can decide where they want their nought or cross on the grid, (vertically, horizontally or diagonally). The winner is the team which gets three in a row.

## Power up

- 1 Ask students to look at the photo. Elicit words and phrases to describe the building, e.g. *faded, run-down, shabby*. Ask students if they know where this building is, but do not confirm their guesses at the moment. Organise students into pairs and read the questions with the class. Check students' understanding of the words in the box by asking questions, e.g. *What's a luxurious room like: expensive, beautiful and comfortable or poor, ugly and uncomfortable?* (expensive, beautiful, and comfortable); *Why do things decay?* (because they are very old and not looked after properly); *If a building is crumbling, is it safe to enter? Why/Why not?* (It's not safe to enter because bits of it might fall down or it might collapse while you are in it.)

### Possible answers

- 1 Students' own answers.
  - 2 I think older buildings add character to an area, as they are an important part of its history. I don't think they should be pulled down: I think that money should be invested in preserving them./I think old buildings should be pulled down, as they are often unsafe. They also cost a lot of money to maintain.
  - 3 When I look at this room I feel a little sad. I think of all the good times that people must have enjoyed in this place. It would have been a very luxurious place, but now it's crumbling.
- 2 Ask a student to read the heading of the article aloud. Then ask another student to read the subheading. Get students to note down two questions they would like to see answered in the article. Students should then compare their answers with a partner before reporting back. Write students' questions on the board.

## Read on

- 3 Before students read the article, pre-teach the following words: *to renovate, to deter, ornate*. Check students' understanding by asking questions, e.g. *What kind of house would be renovated: an old one or a new one. Why?* (An old house would be renovated because this means making everything more up to date.); *If you are deterred by something, are you encouraged to do something or are you put off from doing something?* (You are put off from doing something.). Give students two minutes to read the article, making sure they find the answers to any questions on the board. Conduct class feedback. If students' questions aren't answered in the article, they could look them up online.

## exam tip

- 4 Ask students to tell you what we call the words which link ideas in a text together (linkers) and ask students to tell you some linkers they know. Ask a student to read the exam tip to the class. Ask students to complete the information using the phrases in bold from the article. Check answers orally and encourage students to think of as many other examples for each category as they can. Write students' ideas on the board.

Addition: as well as, in addition, not to mention (other examples: also, what's more, furthermore)

Comparison: like, unlike (other examples: similar to, likewise)

Contrast: Yet, even though, while, Despite, Nevertheless (other examples: in spite of, on the contrary, whereas)

Cause: thanks to, Due to, as (other examples: on account of, owing to)

Effect: resulted in, lead to (other examples: as a result of, consequently, for this reason)

## exam task: gapped text

- 5 e Ask students to read the article again, filling in the gaps with paragraphs A–G. Encourage students to refer to the exam tip advice to help them complete this task. Allow students to compare their answers with a partner before conducting class feedback. When collecting answers, ask students to explain which linkers (and other organisational phrases) helped them to arrive at their choices.

- 1 B (*Due to ...* in paragraph B explains the reason why the investment did not last as mentioned in paragraph i.)
- 2 F (*Despite this comparison* in paragraph F refers back to mention of visitors to Detroit and Pompeii in paragraph ii. *It is this destruction of ideological hopes* in paragraph iii refers back to the final sentence of paragraph F.)
- 3 E (*It is certainly not an easy task* in paragraph E refers to making their way through the side entrance of the building in paragraph iii. *Next* in paragraph iv refers to what they did after the actions in paragraph E.)
- 4 A (*Debris like this* in paragraph A refers back to concrete, wood and furniture mentioned in paragraph iv. *Yet* in paragraph v refers back to people signing a disclaimer form in paragraph A.)
- 5 G (*Nevertheless* and *this same desire* in paragraph G introduces a contrasting idea to *We find the beauty among the dirt and graffiti* in paragraph v.)
- 6 D (The first line of paragraph D contrasts with the final clause of paragraph vi – *I realise that no one cares*. *Projects like these* in paragraph vii refers back to mention of the David Whitney building in that same paragraph and the theatre described in paragraph D.)

## Sum up

**6** Organise students into pairs to answer the questions. Circulate as students share their ideas, prompting and asking them to give more information wherever possible. Then ask students to work with another pair and to compare notes. Finally, open this up into a class discussion. Prompt students by asking additional questions, such as: *Are there any old abandoned buildings in this city which people might be interested in visiting? What would you think about this? Why do you think that people would want to see around abandoned buildings?*

- 1 they still show beauty; to document history; they won't be there in the future
- 2 they're dangerous and it's trespassing; the buildings are 'painful scars' on the city which wants to be successful again
- 3 Students' own answers

**7** Ask students to read the list of definitions. Encourage them to write down any guesses or words they think they remember from the text first. They can then check their ideas in the article. Alternatively, play the recording of the text for students to check their answers. Collect answers around the class, asking questions to aid students' recall of the new language, e.g. *Have you ever been inside an abandoned house? Where was it and what was it like? What causes people to become bankrupt? What happens if a house is neglected? What else can you neglect (apart from buildings)?*

- 1 bankruptcy (n)
- 2 abandoned (adj)
- 3 neglect (n)
- 4 collapse (v)
- 5 acknowledge (v)
- 6 pitch black (adj)

### extra: fast finishers



Ask students to imagine their city/town as a ghost town. Ask them to imagine the circumstances under which this might have happened (natural disaster, economic collapse, civil war). Get students to write a paragraph describing their city as a ghost town, imagining the decay and the changes that might have taken place due to neglect.

## Speak up

**8** Organise students into pairs and ask them to discuss the questions. Support weaker students by providing the following prompts. Question 1: Show some pictures of cities around the world and ask which are attractive and which aren't and why. Elicit whether the less attractive ones still attract visitors and why/why not. Question 2: Ask students to think of things they would like to be able to do in their town which they can't. Question 3: Ask students to think of a building in their area that's old and elicit how they view it today, then think about a specific modern building now and get them to think about how people will see it in future. Bring students together for a class discussion.

### Possible answers

- 1 I think it's important for a city to look attractive because a beautiful city has a great effect on the way people feel. If a city looks good and the buildings are well maintained, then locals are likely to have more pride in it. / I don't think it's important for a city to look attractive. What's important is that business and industry are doing well and that people have a good standard of living. You can have that without beautifully preserved buildings.
- 2 I think the area I live in could be improved. There are a lot of abandoned old buildings which are making the place look sad and neglected. The park is in need of a facelift and we also have a big problem with people throwing litter.
- 3 I think that people will view our modern buildings as ugly. I'm not sure there will be so many around, anyway, as they aren't really built to last.

## Fun footer

Read the footer with your class and ask students if they have ever heard of any of these places. If they haven't, get them to turn to page 175 to find the answer. Organise the class into three groups and ask each group to research one of the ghost towns and present their findings to the rest of the class:

- The diamond mining town of Kolmanskop, Namibia is in the Namib desert. The town was once full of grand and beautiful buildings and populated by German miners. It is very popular with tourists.
- Bodie is a ghost town in the Sierra Nevada Mountains, California. It was a busy gold-mining town in its day, but is now a historic park, visited by about 200,000 tourists every year.
- Hashima Island in Japan has been nicknamed Ghost Island. For nearly a century, it was a very busy coal-mining facility and one of the most densely populated places in the country. When the mine closed, it fell into ruins.

### extra



Choose one of the cities mentioned in the fun footer. Ask students to work in groups and imagine that they are a package tour company specialising in guided visits to ghost towns. Ask students to write an advertisement about a tour to their chosen destination. This could also be done for homework.

## To finish

Play a game of 'Guess the City'. Think of a famous city and describe it without saying the city's name. For example: *According to legend, this city was founded by two orphaned brothers who were raised by a she-wolf. This city is rich in history, and you can see many ancient ruins, for example the Colosseum. (Rome).* Play the game as a class. Ask students to think of cities which they know something about. Divide the class into two teams and have students take turns describing their cities to the other team, who have to guess which city is being described.

Get students to complete the Workbook pages on narrative tenses at home, in preparation for the Grammar lesson.

Presentation tool:

Unit 6, Reading

Workbook / Online Practice:

WB pp56–57

Extra Practice App

## To start

Write *Detroit* on the board. Ask students to work in pairs. Give them two minutes to remember as many facts as they can about Detroit from the Reading lesson. Bring the class together and see which pair has collected the greatest number of correct facts. Encourage students to check each other's facts by referring to the reading text.

### explore grammar

↪ SB p152 

**1** Write the following prompts on the board: *birthday, no presents, sad, work, lots of people, surprise*. Tell students that these words and phrases are part of a story. Give students the first line of the story by saying: *Yesterday was my birthday*. Ask students to tell you what happened next, referring to the prompts. As a class, write the story on the board. A possible story could be: *Yesterday was my birthday. I hadn't got any birthday cards and no one phoned me. I was feeling a bit sad, but I went to work anyway. When I arrived at work, all my colleagues were waiting for me with balloons and cake. They'd planned a lovely party for me!* Elicit how using different narrative tenses can change the meaning and chronology of the story. Then ask a student to tell the story in the present tense. Ask: *What effect does this have?* (It makes the story sound immediate; it grabs our attention).

The Grammar reference on SB p152 covers past and present narrative tenses and phrasal verbs. Get students to read the explanations and complete the exercises. Support weaker students by grouping them together and working through Ex 2 with them. Elicit the correct answers, and make sure students can explain why an answer is correct.

Ask students to fill in the gaps in the explore grammar box. Elicit the difference in meaning between simple and continuous forms (when we use the continuous form an action is temporary or unfinished: simple forms in the present describe actions which are habitual or usually true, while simple forms in the past describe completed actions). Check answers around the class.

1 was going   2 had seen   3 wanted   4 'm standing  
5 notice   6 has fallen

### watch out for



Students may mix past and present tenses when narrating an event. Make sure students know that they need to decide which tense they are using and stick with it.

**2**   **6.1** Read the question to your class and play the recording to students. When conducting feedback, ask students if they have ever visited any of the cities described by the speakers. If so, did they have any similar experiences? Encourage students to tell you about their experiences of new cities. Ask prompting questions: *Have you ever had any language difficulties? Have you ever got lost in a new city? Have you ever had a scary experience in a new city? What happened?*

All speakers use the past narrative except for Annie, speaker 3; she uses the present narrative.

**3**   **6.2** Allow students to check their ideas with a partner before playing the recording for a second time.

- 1 were having
- 2 was, couldn't
- 3 'm, 're trying
- 4 've gone
- 5 spoke, was wearing
- 6 had called
- 7 was travelling, got
- 8 pretended, gave

### extra: fast finishers



Ask fast finishers to underline two more sentences that could be removed from the text. Then, they should circle any referencing clues in the sentences before and after the 'gapped' sentence, as well as in the sentence they want to gap. This will help give them a better idea of how referencing words connect sentences together.

### extra: whole class



For extra practice, ask students to take one of the vox pop stories and retell it to a partner in the past narrative, then swap with another partner and tell it again in the present narrative.

Then ask students to look at the audioscript on page 185 of the Student's Book. Ask them to underline interesting phrases and other natural spoken language such as *to save our lives*. Students should discuss what these mean with a partner. Conduct class feedback. Ask students to tell you the phrases they have found and their meanings. Write these on the board.

**4** Focus students' attention on the photos. Ask them to briefly describe what they see. Tell students that they are going to use the photographs to tell a story and refer them to the rubric. To support weaker students, elicit the correct order of the photos and the first few lines of the story. Remind students that the story is about a boy who was lost in a city. Elicit who they think the people in the photos are, what happens when someone's lost, how they might be found, etc.

Students' own answers, but here is a brief summary of the story.

In this true story, Saroo Brierley lost his brother at train station near his village, jumped on the train to find him and found himself alone 1,000 miles away in Kolkata. After a month of trying to get home, he was rescued and eventually adopted by a family in Australia. When older he spent a long time looking at maps and eventually used Google maps to locate his village, using his memories of geographical features to help him. He eventually visited and was reunited with his family.

**5**  **6.3** Play the recording. When the recording has finished, give students a minute to think about the differences between their story and the story they have just listened to. Conduct class feedback.

## Speak up

- 6** Organise students into pairs to discuss the questions. Monitor as students talk about their ideas. With question 1, make sure that students are using the narrative tenses correctly. Note down any good use of language (and any possible issues) for use in class feedback.

### Possible answers

- 1** I think he must have found all of the traffic frightening. Also, he probably didn't speak English and so the language would have been difficult. He might have found the shops, bars and cafés surprising.
- 2** I think I would cope well, as I love travelling and I think that I am open minded to new cultures./I don't think I'd cope. I like my home comforts too much. Also, Mumbai has a reputation for being very noisy and busy with traffic – that's just too different to what I am used to!

## To finish

Use the language generated from Ex 6 to conduct a grammar auction. Organise students into small groups and give each student an amount of (imaginary) money. Read out the students' sentences, one by one (you should have a mixture of correct and incorrect sentences). The students need to listen carefully and decide whether the sentences are correct. If they are confident the sentence is correct, they can bid to buy it. Continue until you have read all of the sentences/the students have run out of money. The winning group is the one which has managed to buy the most correct sentences.

For homework, get students to complete the Workbook exercises on compound words in preparation for the next lesson.

Presentation tool:	Unit 6, Grammar
Workbook / Online Practice:	WB p58
Photocopiable activity:	6A
Grammar reference:	SB p152
Audioscript:	SB p185

# VOCABULARY

 SB p81

describing city life

## To start

Play a game of word association. Start by explaining the rules of word association. The first player says a word, and then players must quickly say a word associated with it. Other players are allowed to question the association between the original word and the next one. If a player hesitates too much, or if their explanation is not convincing then they are eliminated from the game. Start the game by saying *city*. The first time a student is eliminated, you can start with the word *city* again, to ensure that the game doesn't stray too far from the target language.

- 1** Challenge students to see who can be the first to unscramble the words.

downtown, smog, suburbs, skyscraper

### extra: whole class



Get students to think of a word associated with a town or city. They should make an anagram for their partner to solve.

- 2** Ask students: *What adjectives could you use to describe the city/town we are in now? How would you describe this city to someone who had never visited it before?* Write down any interesting adjectives on the board. Get students to read the sentences and choose the correct adjectives. In the feedback session, check students understand the meaning of any new adjectives. Ask students: *Can you use any of these adjectives to describe our town/city?*

**1** industrial, green   **2** neighbouring, polluted  
**3** redeveloped, communal   **4** suburban, deserted

## compound words

- 3** Give students a minute to read about the app. Check students' understanding by asking them to summarise in a sentence what they have read. Then ask students the questions from the rubric. Encourage students to give thoughtful reasons for their answers, and take some time to discuss the potential benefits and drawbacks of using an app like this.

### Possible answers

I'd like to use this app. I think it's a great way of getting people to do something different. Making a slight difference to part of your daily routine (such as your walk to school, for example) can really brighten your day and make you appreciate life more.

I wouldn't like to use this app. Actually, I think that apps like this could be really dangerous in a city, as they could lead you into deserted, unsafe areas. Not to mention, they could make you late for school or work! I think it's better to stick with the tried and tested route.

- 4 Ask students to read the blog again and complete it with words from the box. Encourage stronger students to see how many of the gaps they can fill in without looking at the box. Read the blog post around the class.

1 inner- 2 housing 3 industrial 4 run- 5 roof  
6 construction 7 water 8 sky 9 built- 10 never-

## explore language

- 5 Before looking at the box, ask students to tell you what a compound noun is. Then read the box and see if your students' ideas were correct. Ask students to work with a partner to answer the question about the words in Ex 4. Check answers orally.

Compound nouns: adjective + noun = industrial estate;  
noun + noun = housing estate, rooftops, construction site,  
waterfront, skyline

Compound adjectives: inner-city, run-down, never-ending,  
built-up

- 6  6.4 Ask students to match the words from the boxes to make compound words. Play the recording and check answers.

back streets, convenience store, high-rise, marketplace, noise  
pollution, pedestrian crossing, traffic jam, world-famous

### extra: whole class



Ask students to close their books. Go around the class, saying the first part of the word. Students have to supply the second word. Organise students into pairs. Give them two minutes to make a short story with as many of the words from the box as they can. Nominate a couple of students to tell their stories to the rest of the class.

### language note

Generally speaking, the main stress in a compound noun made with two nouns is on the main stressed syllable in the first word. In a compound noun made with an adjective + noun or a compound adjective, it's on the main stressed syllable in the second word. However, we can see that this isn't always true from *pedestrian crossing*.

## Speak up

- 7 Organise students into pairs and read the rubric aloud. Circulate as students complete the task, supporting them in using the new vocabulary where possible. Ask a few students to share their answers with the rest of the class.

### Possible answer

The area I live in isn't very interesting. It's a residential area, so there are housing estates, a couple of high-rises and a few convenience stores. There are some green areas and I think it's quieter than the centre of the city, where there is a lot of noise pollution. Where I live has a quieter, more suburban feel.

I usually take the quickest route through the housing estate. If I took the scenic route to school, along the waterfront, I could admire the city's skyline. This way is nice and quiet too – it's usually deserted early in the morning.

## Fun footer

Read the footer aloud with the class, and ask them to describe the difference in meaning between the two sentences. Ask students if they can think of any other examples where a hyphen might change the meaning of a sentence (or get them to find examples online).

## To finish

Organise students into small groups. Tell students that they are going to design an app which would be useful for the town/city they live in. They need to consider:

*What would your app do and how would it be particularly useful for your town/city?*

*How would it work?*

*Who would your app be designed for?*

Give students 5–10 minutes to design their apps. Circulate, making sure that students are addressing the questions. Ask a couple of groups to present their ideas to the rest of the class.

Presentation tool:	Unit 6, Vocabulary
Workbook / Online Practice:	WB p59
Photocopiable activity:	6B
Extra Practice App	

# LISTENING

 SB p82

## To start

Tell students that you feel that your fashion style is tired and that you are in need of a makeover. Say something like: *I feel my style isn't doing me any favours. I would like to dress a bit more smartly/more fashionably/more trendily but I don't know where to start. Can you help me?* Tell students that they are going to have the chance to give you a makeover. Organise students into small groups and get them to design you an outfit. They must be prepared to present their ideas to the rest of the class. Bring the class together to talk about their ideas and choose your favourite new look.

## Power up

- 1** Organise students into pairs and ask them to discuss the questions. Circulate, asking prompting questions where necessary, e.g. Question 1: *Do you think that other teenagers influence what you wear? Or do influences come from other places, such as films and online advertising?* Question 2: *Do teenagers tend to dress in a similar way, in your opinion? Or are there different fashion tribes? If so, then who are these different groups influenced by?* Question 3: *Do you think this depends on the city and the country? How would you describe street fashion in this city?*

### Possible answers

- I think that teenagers are influenced by each other, especially by the 'cool' people in their year. I also think that teenagers are influenced by film and TV stars and musicians.
- No, I think we have different influences. Some teenagers are very sporty, and so would be influenced by sports celebrities; others are more into music and would be influenced by singers/musicians of whatever kind of music they are into.
- I think that street fashion is a term used to describe the fashion that young people wear. It's not the fashion created by expensive designers. It varies from place to place and it is really influenced by culture and music.

## Listen up

- 2**  6.5 Read the rubric aloud before you play the recording. If necessary, pre-teach *trend* and *trendy*. Ask students to tell you about the language of agreement or disagreement they expect to hear. Play the recording and check answers. If you have time, play the recording again. Ask students to tell you what the couple were discussing in each case. Ask students: *Who do you agree with?*

- Pair 1 – disagree  
 Pair 2 – disagree  
 Pair 3 – agree  
 Pair 4 – partially agree

## exam tip

- 3**  6.6 Focus students' attention in the exam tip. Play the recording again and ask students to complete the sentence. Weaker classes could be given the first letter of each missing word to help them. Check answers around the class, making sure that students are using the correct word stress.

- Actually
- certainly
- clearly
- necessarily

## exam task: multiple choice: longer text

- 4**  6.7 Ask a student to read the rubric. Ask students to give you their own ideas on how fashion is created and write their suggestions on the board. Allow students a minute to read the questions and to check the meaning of any unfamiliar words. Then play the recording. After checking answers, they could look at the audioscript and spot the distracters.

- B (*the most important influencers are actually ordinary young people on the streets*)
- A (*In the end, designers want to sell things that will translate into sales and profit. That's their main goal*)
- D (*they create an easy-to-follow plan for the season*)
- D (*give shop buyers a clear roadmap as to what will be important to the customer/get a clearer sense of what people will want to buy*)
- B (*We have about a 99.9% success rate, I'd say.*)
- A (*forecasters like me are having to change our research methods / our jobs are changing quite rapidly, which we're all a bit nervous about.*)

## Speak up

- 5** Ask a student to read the statements aloud. Organise students into small groups and ask them to discuss their ideas. Support weaker students by showing them a variety of images of fashionable and unfashionable people to get them thinking. Alternatively, set this up as a class debate. Organise students into two groups, and tell them to be either for or against the statements. Give each student the opportunity to make at least one point.

### Possible answers

- I think that this is true, to a great extent. Of course, it would be nice if people didn't judge each other entirely on their clothes, but I do think that the clothes people wear say so much about them. You can often tell how rich someone is, what their hobby is, who their friends are and what their musical taste is just by looking at them!
- I think this is absolutely true. Often, really rich people have expensive fashionable clothes but look dreadful. On the other hand, someone who buys all their clothes in charity shops, can look really stylish.
- I don't think that this is true at all. Actually, the fashion industry provides lots of jobs. Think of all the people who would be out of work if there was no fashion! The world would be a much less attractive place too.

### extra: critical thinking

Ask students to look at a fashion magazine (either online or in print) and find pictures which illustrate their opinions on the statements they discussed in Ex 5. Students should present their pictures to the rest of the class and explain the reasons behind their choices.

### To finish

Ask students: *What do you think life will be like in 2050?* Write the following phrases on the board: *clothes shopping, shoes, party clothes, office wear and school wear*. Have a class discussion about how these things might be different 30 years from now and write any interesting phrases on the board. Then organise students into small groups. Ask them to make five fashion predictions based on your discussion. Get a student from each group to report back on their findings.

Presentation tool:	Unit 6, Listening
Workbook / Online Practice:	WB p60
Audioscript:	SB p185
Extra Practice App:	

# USE OF ENGLISH 1 SB p83

## To start

Find some images of a catwalk show and show these images to the class. Ask them to describe the clothes they see. Ask students: *What do you think of these fashions? What has influenced them? Can you see people wearing these clothes in everyday life? Why/Why not?* Write any new vocabulary on the board.

**1** Ask student to complete the conversation with the correct form of the phrasal verbs. Then ask students to read the conversation aloud with their partner. Circulate, checking answers and modelling correct pronunciation/intonation where necessary.

1 go on 2 Go on 3 kick off 4 come through  
5 went on 6 kicks off 7 go on 8 mess up 9 mess up  
10 come through

## explore language

↪ SB p152

**2** Ask students the difference between a transitive and intransitive phrasal verb. Listen to students' suggestions but do not tell them whether or not they are correct at this stage. Read the text in the explore language box together and give students time to answer the questions. Check answers orally.

Transitive: 3, 7, 8, 10

Intransitive: 1, 2, 4, 5, 6, 9

The meaning of *go on* in 1 and 2 is *continue*.

In 5 it's *happened*. In 7 it's *start doing something*.

The meaning of *come through* in 4 is *arrive*. In 10 it's *survive*.

The meanings of *kick off* and *mess up* are the same in the transitive and intransitive form.

## watch out for

Students may find it confusing that the meaning of a phrasal verb can change, depending on whether or not it has an object. When speaking, students might omit the object pronoun, or place it incorrectly, e.g. *I think I've messed up it*.

**3** Ask students to remind you of the difference between transitive and intransitive verbs. They should then complete the sentences with the correct object (or leave it blank if none is needed). Collect the answers around the class.

1 it 2 – 3 – 4 – / myself 5 it 6 them 7 – 8 them

**4** Demonstrate the activity by telling students whether or not the first two are true for you and why (or why not). Say something like: *I never carry my phone in my hand – that's what handbags are for! I love to dress up for special occasions – I think it's nice to make an effort and to show people that you care about whatever event they are celebrating*. Ask students to discuss the sentences with a partner. Monitor, ensuring that students are using the target language correctly. Ask a few students to report back on what they learned about their partner.

- 5** Read the title of the blog post aloud to your students and ask them what they think of it. Then give students a minute to read the blog and discuss their ideas with a partner. Bring the class together and find out how many people agreed/disagreed with the author. Encourage students to give reasons for their answers.

**Possible answer**

Yes, I agree with the writer of the blog. I think that trying to be cool is really a waste of time. It only makes people feel unhappy with themselves and the way they look. Much better to enjoy life – and then you might actually end up being cool without even trying!

**alternative: mixed ability**

Challenge stronger students by asking them to write a reply to the blog post. Meanwhile, offer extra support to lower level students, encouraging them to check the meaning of any words and phrases which are new to them.

**exam task: open cloze**

There is more focus here on phrasal verbs than in the equivalent task in the Cambridge exam.

- 6 e** Students complete the text with one word only. Remind students to read the text again after filling in the gaps to make sure they all make sense. Allow students to check their answers with a partner before collecting answers around the class.

- 1 in (Intransitive verb *fit in*, means to blend in with the people around you.)
- 2 is (The verb *is* goes with *the problem*. This is a common sentence frame, and is usually followed by a comma.)
- 3 the/this/that (We need either the definite article or a demonstrative pronoun *this* or *that* to go before the noun *situation*.)
- 4 Take (*Take* + noun is a common structure used when giving an example.)
- 5 yourself (We need to use the reflexive pronoun *yourself* in the transitive phrasal verb *put oneself through something*.)
- 6 up (*Up* is the particle required to complete the phrasal verb *live up to something*.)
- 7 to (The particle *to* is required to complete the phrasal verb *face up to something*.)
- 8 neither (*Neither/nor* function in the same way that *either/or* do in positive sentences. The word *nor* placed between two nouns tells us that the answer required here is *neither*.)

**Speak up**

- 7** Give students a minute to complete the questions. Nominate students to read the questions aloud and write them on the board. Students should then discuss their ideas in pairs. To increase the level of challenge, write three phrasal verbs on the board: *look up to*, *dream up*, *blend in*. Ask students to close their books and try to formulate the three questions themselves when asking the questions to their partner. Monitor, taking note of any interesting conversations which you can mention during feedback. Bring the whole class together to report back on their ideas.

1 to 2 up 3 in

**Possible answers**

- 1 I look up to my sister. I think she has a really great sense of style and even although she doesn't have much money she always looks stylish.
- 2 I think that legwarmers are really silly. I just don't see the point in them. If you want warm legs, wear thicker trousers!
- 3 No, I would never do this. I think I'd be proud of any friend who had the courage to dress as he/she wanted to.

**Fun footer**

Read the footer with the class and see if students can explain the joke to you (*a hole in one* is a golfing expression, which means to get the golf ball into the hole with just one shot). Ask students if they know any other sporting jokes, or get them to look for some online.

**To finish**

Write the following situations on the board:

- *You are meeting your friend's parents for the first time.*
- *You are going on holiday in a cold and rainy place, but you still want to look good.*
- *You have a job interview with a really cool company. You want to look smart but not stuffy.*

Organise students into pairs. Tell them to think of solutions for these three fashion problems. Then ask students to compare their ideas with another pair. Bring the class together and hear some of the best ideas.

For homework, get students to complete the exercises on adjective suffixes in preparation for the next lesson.

Presentation tool:	Unit 6, Use of English 1
Workbook / Online Practice:	WB p61
Extend vocabulary:	SB p161
Extra Practice App	

## To start

Ask students to think of three phrasal verbs from the previous lesson. They should write three sentences about themselves using the phrasal verbs: one should be false, and two should be true. Ask students to work in small groups and read their sentences aloud to their classmates who have to guess which one is the false sentence. Ask students to report back on any surprising things they learned about their classmates.

**1** Elicit the meaning of the word *trendy* (cool, fashionable). Organise students into pairs and ask them to discuss the questions. After a few minutes, open this up into a class discussion. If students say that their area isn't trendy, ask them to say why. Encourage them to think about ways they could market specific features of the area they live in, so that it might become perceived as trendy.

**2**  **6.8** Elicit what students already know about Reykjavik. Ask students: *Have you ever been to Iceland? Do you know anyone who has visited this city? What do you picture when you think of Reykjavik?* Read the rubric aloud to students and play the recording. Conduct class feedback. Ask students: *Would you like to visit this city and see the Northern Lights? Why/Why not?*

The lights were turned off so residents could view the Northern Lights from the city.

## background

The Northern Lights are beautiful, naturally occurring light displays caused by electrically charged particles from the sun bumping into each other and can be seen in the northern hemisphere, in an oval-shaped area over the magnetic pole. Winter in the north is a good time to view the Northern Lights. You can see them most clearly in rural areas with little light pollution.

## explore language SB p161

**3**  **6.9** Direct students to the words in the box and to the explore language box. Do an example as a class: choose a word from the box and work down the column, trying out different suffixes until you get to one which sounds right. Ask students to complete the task alone. Then play the recording so that students can check their answers.

- 1 noticeable
- 2 accessible
- 3 chilly
- 4 restless (*Thankless* can also fit here but doesn't feature in the recording.)
- 5 co-operative
- 6 exceptional
- 7 thankful
- 8 photographic

## watch out for

Students may place the stress on the wrong syllable, once suffixes have been added. Take time to model or elicit the correct pronunciation, and reinforce this whenever necessary.

## game on

Ask students to write down the suffixes in their notebooks. Organise students into pairs and read the rubric aloud. Set a time limit of two minutes. When the time is up, establish which pair has collected the most words. Ask them to read their list aloud. Elicit additional suggestions from other pairs.

**4** Write the article's heading on the board. Ask students: *Why do you think a city might ban men? Could there ever be a good reason for doing this, in your opinion?* Read the rubric aloud to students and give them a minute to read the article and answer the questions. Remind students that this is to get the gist of the article before they fill in the gaps, as this will help them to form the right words. Conduct class feedback and generate class discussion.

### Possible answers

I think that this is a really good idea. Women too often have to do more than their fair share of housework and childcare, so an event like this would be really helpful. It might make women realise that they have the right to go out and enjoy themselves too.

I think that events like this are unhelpful, as they can cause bad feeling between people. Some women might feel quite patronised by this event. Why should they need special permission from the mayor to go out and enjoy themselves? Some men are likely to end up feeling angry and resentful about it.

## extra: critical thinking

Ask students to work in groups and to research other events which have banned either women or men. Get students to find out the following: *What was the reaction of the banned group? What was the reaction of the general community? Who do you agree with? As a class, discuss whether the reaction is angrier when women (rather than men) are banned from events or vice versa, and consider why this might be the case.*

## exam task: word formation

There is more focus here on adjectival endings than in the Cambridge exam.

**5**  Ask students to read the article again and fill in the gaps using the words at the end of the line. Do the first gap as a class as an example. Read the sentence aloud and elicit what kind of word is needed (an adjective). Elicit what suffix *controversy* needs (-al). Students complete the rest of the task alone. Ask students to read the exam tip individually and compete the task, before checking their answers with a partner. Conduct class feedback.

- 1 controversial (As this is before a noun (*event*) and after an article (*the*) we know that the adjectival form is required.)
- 2 beneficial (The conditional structure *It would be ... to* + infinitive needs an adjective to go in between *be* and *to*.)
- 3 uninvolved (We can use the context of the sentence to know that men are not usually involved in childcare, and therefore we need the negative prefix *un-* to show this.)
- 4 enthusiastic (We need the meaning to contrast with *positive*, and so the positive form of the adjective is required as it has the quantifier *less* in front of it.)

- 5 pointless (To choose the correct adjective (*pointless*) we need to refer back to less *enthusiastic* to continue the negative mood of the paragraph.)
- 6 irresponsible (It's important to read to the end of the sentence here. As people believed that other issues were more urgent, we need to add the prefix *ir-* to the adjective *responsible* to show people's negative perception of the mayor's actions.)
- 7 costly (We need an adjective here to modify the noun: with *cost*, the suffix *-ly* is used.)
- 8 doubtful (Again, it's important to read to the end of the passage here. If the mayor is planning a similar event in the future, it seems unlikely (*doubtful*) that he will drop this idea. We need an adjective here to fit into the structure: *people are ... the mayor will drop it.*)

## Speak up

- 6 Organise students into pairs and read the rubric aloud. Tell students that they should say what the event is, where and when it should be held, how many people would attend, who would attend, what will happen at the event and why this event should take place. Monitor as students plan their event, promoting where necessary. Ask students to report back on their ideas.

### Possible answer

I'd like to see the beautiful bridge in the centre of the city lit up, and I'd like there to be a big party on it. There would be boats in the water below with live music playing on them, and up above on the bridge everyone would be dancing. At midnight, there would be an enormous firework display.

## To finish

Tell students that they are going to make a more detailed plan of the exciting event they planned in Ex 6. Write the following questions on the board and ask students to address them when writing a detailed plan for their event.

- *What time of year is it going to be?*
- *How long is it going to last?*
- *How much is it going to cost?*
- *How will it be funded?*
- *What benefits will it bring to the community?*
- *Who will organise it?*

Ask pairs to report back to the rest of the class. As a class, decide on the most well thought out plan.

Presentation tool:	Unit 6, Use of English 2
Workbook / Online Practice:	WB p62
Extend vocabulary:	SB p161
Photocopiable activity:	6C
Audioscript:	SB p186
Extra Practice App	

# SPEAKING

 SB p85

## To start

If possible, start the lesson by looking at some pictures of the town/city where students are living or studying. Ask students: *Do you think this is a good place to work, study and live? Why/Why not?* Divide the class into two groups. One group should collect advantages of living in this town/city while the other should collect disadvantages.

- 1 Ask a student to read the words in the box. Check that students understand the meaning of *congestion*, by asking: *Is there a problem with congestion in this town/city? Can you give an example?* Focus students' attention on the diagram to match the words with the prompts.

architecture – attractive buildings

congestion – public transport

keep fit – sports facilities/open spaces

living standards – job opportunities

well-being – sports facilities/open spaces

## exam task: collaborative task

↪ p164

There is no decision question for the candidates following their discussion of the question and prompts as there would be in the Cambridge exam because the focus here is on the Part 3 discussion.

- 2 e Direct students to the diagram and organise them into pairs. Read the rubric aloud and nominate a confident student to speak about one of the prompts. Then set the timer. As students discuss the questions, circulate, noting down any good or interesting ideas.

### Possible answers

#### Job opportunities:

- A: I think there needs to be lots of job opportunities to suit the skills and abilities of the different people who live in the city.
- B: I agree. There needs to be a lot of different businesses and there needs to be some strong industries.

#### Sports facilities:

- A: I think this is fairly important. Doing sport is a great way of keeping fit and meeting people.
- B: Yes, that's a good point. Sports matches are also a great way of bringing the community together, and making people proud of the place they live. However, I think these are not the most important things in making a city successful. And sports matches can cause trouble sometimes.

#### Attractive buildings:

- A: I think this is pretty important, as attractive buildings make people want to come and visit the city.
- B: Yes, I agree. They are also less likely to be vandalised.

#### Open spaces:

- A: I think that open spaces are important, as a city needs to be able to breathe. City life can be stressful, and it's important that residents and workers have somewhere to come to relax.
- B: I see your point, but I think that the most successful cities have more shops and business areas and not so much green space. If you want green space, you can always travel to the countryside.

### Public transport:

- A:** If public transport is good, cheap and reliable, then people are less likely to use their cars. This means that the city will be less congested and less polluted, too.
- B:** I'm not sure I agree with you. People will always prefer to travel independently in their own cars. So, I think that putting a lot of money into public transport isn't the best idea.

- 3**  6.10 Read the rubric and play the recording. Establish the question asked by the examiner and write it on the board. Play the recording again if necessary. Elicit that the students fail to answer the question, and discuss why they have failed to do this. (Perhaps they were nervous, maybe they thought that it was just enough to discuss their ideas.)

Question: Which two things have the biggest impact?  
Answer: They don't really answer it.

- 4**  6.11 Tell students that they are going to listen to the students again. Ask students to write down the answer they hear. Elicit how they have made their answer clearer this time.

They summarise their decision at the end – job opportunities and public transport. They also don't discuss every single option – just the ones they think answer the question.

## Speak up

### exam tip

- 5** Ask a student to read the exam tip. Make sure that every pair of students has access to a timer. Direct students back to the diagram and ask them to start talking. Candidates can talk about the options they didn't have time to discuss in the previous two minutes: they don't have to talk about the same things. Conduct class feedback by asking how close they came to speaking for a minute. If time allows, repeat the exercise, so that students can get a sense of a minute's speaking.
- 6** Ask students to look at the words and phrases in the box. Ask students: *What do all of these words and phrases have in common?* (They are all used to summarise and conclude.) Get students to work in pairs and take a minute to decide which of the two things in the diagram are most important. Ask a few students to share their choices. Then ask students to think of how they can summarise their ideas. Allow them to practise summarising with their partners before speaking in front of the class.

### alternative: mixed ability

Get students of similar abilities to work together on this exercise, and consider giving weaker students a slightly longer time limit to complete the task.

### Possible answer

- Student A:** So basically then, we think that job opportunities and public transport have the greatest influence on people's lives.
- Student B:** Yes. In short, people will find it difficult to live happy and comfortable lives if they are unemployed. And a city's public transport options have huge impact on the lives of people who live in a city – on the length of your working day, on stress levels and noise pollution too.

- 7** Direct students to the words and phrases in the box, and ask if there are any new phrases there. Give students a minute to read the rubric and the questions and give them the opportunity to ask about any question they don't understand. These are Part 4 questions from the Speaking exam. You can keep students with the same partner to answer all the questions, or get them to move around, e.g. they answer Question 1 and then after two minutes, one partner stands up and moves around.

### Suggested answers

- 1 Biggest problems: noise pollution, traffic jams, crime, crowds, lack of green spaces
- 2 Ordinary citizens: because there's only so much the government can do and people should take responsibility for their own behaviour; The government: because they have the funding and authority to make a difference
- 3 Quieter, more peaceful, house prices are cheaper and the air is cleaner
- 4 They dress more fashionably, live a more fast-paced life, may be more stressed out and therefore more impatient and short-tempered
- 5 Yes – people have no time to switch off and tune in to their own thoughts; No – there are plenty of green spaces in most cities, and the number of Wi-Fi free zones is on the increase, so it's possible to find a peaceful spot and relax.
- 6 They will probably be cleaner as environmentally-friendly technology becomes more advanced. It's possible that there will be more cycle paths and they might also be quieter due to advances in the kind of transport used. There may be fewer shops as more people turn to online shopping.

### extra: fast finishers

Fast finishers can think of three more town and city-related questions to add to the list. They should then discuss these with a partner. If there are a few fast-finishing pairs, they can swap their questions with another pair.

## Speaking extra

- 8** Put students into groups of five. Ask students to read the rubric. Challenge students to see who can be the first to identify the meeting's purpose.

The meeting's purpose is to discuss the initiatives and decide which is the most deserving of public funding.

## SPEAKING (Continued)

**9** Ask students to choose which option they would like to go for. Organise students into groups depending on what they have chosen, i.e. put all the 'A' councillors together and so on. Encourage students to think about everyone in the area, e.g. the young, the elderly, teenagers, families, businesses. Monitor as students discuss their ideas, prompting and supporting where necessary. Nominate one student from each group to report back on their idea.

**10** Put students back into their original groups of five from Ex 8 to conduct the meeting. Allow students 8–10 minutes to conduct the meeting, circulating and offering help where needed. Take note of any interesting ideas for discussion during the feedback. After the time limit, conduct class feedback. Did students have any difficulty coming to an agreement? Were they able to stick to the budget?

**Suggested answers**

New music venue: Would support local musical talent, might attract more young people to come and live in the area, would create job opportunities

New children's hospital: Currently sick children have to travel to another city – traumatic for children and families

Street cleaners: Litter is a growing problem, cleaners would send out signals to residents that we are serious about keeping the city clean.

New park: currently very few green spaces in areas, residents reporting high levels of stress, would be good for community spirit, socialising, could include children's play area and sports facilities to encourage health and well-being.

Improved sports centre: Growing problem with obesity in this country, sports centres increase community spirit and sense of achievement

New tram line: Serious problems with congestion in some parts of the city, new tram line would help noise pollution and would decrease stress levels of commuters travelling to work from certain areas of the city.

**To finish**

Organise students into small groups. Tell them to imagine that they are political parties who are campaigning to win an election for a seat in your area. Elicit the meaning of the word *manifesto* (a written statement by a political party, saying what they believe in and what they intend to do). Ask your students to write a manifesto about what they would do to improve the city. Give students five minutes to discuss their manifestos and write down their ideas. Then ask students to share their manifestos with the rest of the class.

Presentation tool:	Unit 6, Speaking
Workbook / Online Practice:	WB p63
Speaking file:	SB p164
Audioscript:	SB p186

## WRITING SB p86

**To start**

Organise students into small groups. Give each group a film genre, which they have to keep secret from the rest of the class. Ask students to make a typical soundtrack for their film genre, using the equipment they have to hand (voices, phones, feet (for percussion)). The rest of the class has to listen and to guess what kind of film their classmates are representing: horror, Western, romance, comedy, sci-fi, etc. Alternatively, the groups can think of three film titles from the genre for the rest of the class to guess the genre.

**Power up**

**1** Get students to look at the movie poster. Ask students if any of them have seen the movie *Into the Wild* before. If you have time, show them the official trailer and ask students to tell you whether they think they would like to see it or not. Organise students into small groups and ask them to discuss the questions. Before students discuss question 2, tell them that they have to think of examples from films they have seen to back up their choices. Conduct class feedback. Choose a couple of films the students have selected and watch the trailer together (or find the movie poster online).

**background**

*Into the Wild* is an American film, released in 2007. It tells the true story of Christopher McCandless, who travelled across North America and spent time living in the Alaskan wilderness in the early 1990s. The film has a sad ending, as the young traveller accidentally eats a poisonous plant and dies a lonely death, miles away from civilisation.

**Possible answers**

- I love the Harry Potter films. I think that they are really good adaptations of the book, I like the way that the films get darker and more frightening as the series progresses. I love *The Hunger Games* because the story is so gripping and the actors are just as I had imagined the characters when I read the book. Finally, I love the David Attenborough nature series *Planet Earth*, because they are so beautiful look at and you can learn a lot too.
- A good script is really important. The most memorable films of all time have lots of funny one-liners and quotable lines. Acting is really important too. Poor acting is really distracting and can ruin the strongest storyline. Also, a good soundtrack is very important. The best films use music to great effect to make sad moments in the film ever sadder and exciting moments even more exciting.

**Plan on**

**2** Give students a minute to read the advertisement. Elicit what it's asking readers to write (a film review). Ask students the questions in the rubric and write their answers on the board.

why the location is important to the story and the impact the location had on you

- 3 Ask students to work with a partner and decide which of the components in the box should feature in the review. Ask students to report back and encourage them to give reasons for their answers.

title, language of comparison, examples, rhetorical questions  
A brief description of the plot in relation to the questions in the task is fine but not a full description. Reviews are engaging so less-formal language is used. Some reviews ask you to compare two things and/or make recommendations in which case language of comparison and recommendation are necessary.

- 4 Tell students that they are going to read a review of *Life in the wilderness*. Pre-teach the following words if necessary: *lush* and *ominous*. Check students' understanding by asking: *If grass is lush, is it green and healthy looking or is it dry and brown?* (green and healthy looking); *If something sounds ominous, do we think that something good or bad is going to happen?* (bad). Give students a minute to read the review. Conduct class feedback by asking them to answer the questions in the rubric.

- 5 Organise students into pairs and ask them to discuss the questions. Monitor as students do this, offering support where necessary. Bring the class back together and go through the answers as a class. Write any new vocabulary which emerges from question 5 on the board.

- 1 Paragraph 1 introduces the film and the location; paragraph 2 describes why the location was important; paragraph 3 explains how the location had an impact on the writer; paragraph 4 sums up and concludes.  
2 To engage the reader – it's a common feature of reviews.  
3 To evaluate the telling of the story and use of the location.  
4 Yes, there are examples of present and past narrative (e.g. *He heads to Alaska, I hadn't read the book*), as well as passive (*that the film is based on*) and conditional forms (*Without Alaska, the film would have been unable to*), and a modal in the past (*would have been unable to*).  
5 Yes, there are a range of phrases (e.g. *state of mind, connect with nature, a power unto itself*), as well as adjectives (e.g. *green and lush, breathtaking*) and other words that describe the film and bring it to life (e.g. *ominously, ultimately*).

- 6 Give students a minute to read the text and ask them to tell you what kind of film this is (it's a drama). Students should then read the text again and put the verbs into the correct form. Check answers around the class. Ask students if they have ever seen *The Shawshank Redemption*, and find out what they thought of it. Show students the trailer or find some images online if possible.

- 1 tells  
2 didn't commit/hasn't committed  
3 has been  
4 learns  
5 is dreaming of/dreams of  
6 made  
7 was experiencing  
8 caused  
9 had been  
10 has since become

## explore language

- 7 Ask students to remind you of some of the higher-level vocabulary they came across in the *Into the Wild* review. Write this on the board, and check that students understand it. Direct students to the explore language box. Do the first example together as a class, and give students a minute to complete the rest of the task independently. Check answers with the class.

1 portrays 2 replay it 3 broadcasts 4 imprisoned

- 8 Ask students why it's important to use more advanced words (because it allows you to express yourself more accurately and it makes your writing more interesting to read). Nominate a student to read aloud the words in the box. Give students the opportunity to ask you questions about any unfamiliar words. Students should then replace the highlighted words in *The Shawshank Redemption* review with the higher-level words. Collect answers around the class.

suffers through – endures; comparatively – relatively;  
comfortable – painless; distant – faraway; beach – shore;  
strict – stern; worry about – be fearful of; understand – appreciate; freedom – liberty; hit – box office success

## Write on

- 9 As a class, brainstorm films in which the location is important. Write students' ideas (film names and location) on the board. Write the headings on the board and give students five minutes to make notes under the headings. As students do this, circulate and offer support to any student who needs it. Encourage students to choose films they have seen fairly recently, as they will remember more details which they can put in their review.

### Suggested answers

Film series and location: *The Lord of the Rings*, New Zealand  
The location was important: The fantastic story in the *Lord of the Rings* series needed a magical country to make it come to life. It wouldn't have worked in an artificial set. The wide-open skies and beautiful scenery of New Zealand were a perfect choice.

How it impacted on me: I think the location made the film absolutely breath-taking. The scene of the epic journey made by the dwarves and the hobbit comes across really well.

- 10 Organise students into pairs and ask students to share their ideas. Students should write down questions to help their partner write their review. Go around the class, asking students to report back on their ideas and to share their questions with the rest of the class.

### Suggested answers

Do you think this film could have worked in another location? Why/Why not?

Can you give me some adjectives to describe the location? For example: was it mountainous, flat, desert like? An urban cityscape or in the suburbs?

What is your favourite scene in the film? What part does the location play?

## WRITING (Continued)

- 11** Elicit what a paragraph plan looks like. Ask students to tell you what headings their plan should have and write them on the board. Students should then add their notes to their paragraph plan. Go around the class, checking plans and helping students to anticipate any difficulties or issues. Ask students to show their plan and notes to a partner for them to provide constructive feedback.

**Suggested answer**

- 1 Interesting introduction – perhaps ask a question to get the reader's interest?
- 2 A brief outline of the story
- 3 A description of the location
- 4 Why the location was important

**exam task: review**

→ SB p169

- 12 e** Students write their review. When they have written the first paragraph, ask them to swap it with their partner and get feedback. They should then continue writing. Monitor and read students' work. If you spot any mistakes or omissions, underline in pen rather than write feedback, so that students can use the questions in Ex 5 to help them self-assess their work.

**Model answer**

Do you like gripping tales of adventure in fantasy lands? Then you're sure to like *The Hobbit: an Unexpected Journey*. This is the latest film from director Peter Jackson, director of the hugely successful *Lord of the Rings* trilogy.

The film tells the tale of Bilbo Baggins, a peaceful home-loving hobbit, who is persuaded to join a group of dwarves on a quest to a mountain. The dwarves want to reclaim their stolen treasure from a mountain, where it is being guarded by a fire-breathing dragon called Smaug. They need to take a 'Burglar' with them, as the Hobbit is small enough to perform tasks they cannot.

This is an exciting and, at times, moving film. It is beautiful to look at too, thanks to the location in which it was filmed; the open spaces and mountains of New Zealand.

The incredible scenery of this country is perfect for the magic in this story. Powerful though the story is, I don't think the film would have been as popular had it been shot in any other location.

**extra: critical thinking**

Get students to think of a favourite film where the location is important. They should then imagine it in a completely different location. Ask students to think about what effect this change would have on the story and the characters.

**Improve it**

- 13** When students have had the chance to check their work, ask them to swap with a partner. Students should make notes on the purpose of each paragraph, and should then report back on their ideas. Encourage students to discuss ideas cooperatively and constructively.
- 14** Read through the questions together. Make sure that students are clear about what the tone of a review should be (balanced, not overly critical).
- 15** Students edit their review, either in class or at home.

**watch out for**

Students' film reviews can sometimes be overly descriptive. To avoid this mistake, spend some time looking at the film review of *Into the Wild*. Ask students: *How much of this review tells the story of the film? How much of the review expresses the writer's opinion?*

**To finish**

Ask students to choose five words from the Wordlist at the end of the unit. They should then test their partner on how to spell these words. Students get a point for each correctly spelled word.

Presentation tool:

Unit 6, Writing

Workbook / Online Practice:

WB p64

Writing file:

SB p169

# SWITCH ON SB p88

## Banksy's school visit

- 1** Begin the lesson by asking students what they think of graffiti. Organise students into pairs to discuss the question.

Good graffiti is graffiti which is 'legal', in other words on a site which has been approved by the local authorities. Also, good graffiti will have some artistic merit, not just be a scrawl in coloured paint. Bad graffiti is graffiti which is in an unauthorised site and which has no artistic merit.

- 2**  Ask students if anyone has ever heard of Banksy. Focus students' attention on the rubric and play the video.

New York, London, Melbourne, Paris

- 3**  Play the recording again. Allow students to compare notes with a partner before reporting to the class.

Headteacher Geoff Mason is shocked.

The primary school teachers have welcomed the work with open arms.

A young pupil describes the work as amazing.

- 4** Ask students to discuss the questions with a partner.

**1** the large piece outside the French Embassy and the mural on the wall of the primary school

**2** a large piece on the side of a shop

**3** Andrew Mac thinks that the beauty of graffiti is its ephemeral nature. If you preserve it all, there will be no space for new graffiti.

- 5**  Allow students to watch the video again, this time paying special attention to the artwork in the video.

### Possible answer

The Banksy mural on the wall of the shop in London. It says: 'One nation under CCTV'. Its social commentary message is a negative ironic comment on the fact that all citizens in London are now under constant surveillance by CCTV (closed circuit television). It is ironic because it echoes the phrase from the US Pledge of Allegiance: 'One nation under God'.

A street cleaner using a water hose to clean 'graffiti' from the wall. The 'graffiti' he was cleaning is, in fact, a copy of an ancient, protected and precious cave painting from France.

The piece makes the point that graffiti is a special and important record of human life and thought. Therefore, it is a huge shame to clean it away like meaningless dirt.

## Project

- 6** Organise students into groups. The research part of the task could be done as homework, with students coming together to prepare their presentation.

### extra

Students can go out into their local area to find and take pictures of graffiti which they like. They can make a collage poster or a digital presentation of their findings. They should explain the reasons for their choice and what effect it has on the local area.

Presentation tool:  
Switch on videoscript:

Unit 6, Switch on  
TB p179

# INDEPENDENT LEARNING SB p88

## Grammar and vocabulary

- 1** Give students a couple of minutes to look back at the unit and think about their answer to question 1. Let them share their thoughts with a partner before reporting back to class.

### Possible answers

I thought that the section about narrative tenses was very useful, as I've never felt confident about using present tenses to tell a story.

I liked the speaking section because it's made me feel more confident about discussing my ideas with other students.

For question 2, elicit the items of grammar and vocabulary your students have studied in this unit: past and present narrative tenses, phrasal verbs, vocabulary to describe city life, compound words and adjective suffixes. Then get students to think about their feelings and to complete the task as accurately and honestly as possible. Conduct class feedback.

Organise students into small groups and ask them to discuss question 3. Monitor as students do this, noting down anything which might help you to build revision into future lessons. Ask a student from each group to report back.

### Suggested answer

I think I need to work on phrasal verbs. Mainly, I need to learn more of them but I also get a bit confused about which are transitive and which are intransitive.

Look at the strategies in question 4 as a class. Ask students: *Which of these do you use regularly? Which of them have you tried? Are there any that you would recommend/definitely not recommend?* Organise students into groups and give them a few minutes to write some additional strategies. Conduct class feedback.

- 2** Organise students into pairs and give them five minutes to choose two strategies and decide how they will use them. Conduct class feedback.

### Suggested answers

I'm going to write a short text and share it on social media. I have lots of English speaking friends on social media, so I'm going to ask if they will correct any mistakes I have made. I hope they won't mind!

I'm going to record myself. I like this idea because it's simple and I'll be able to hear my mistakes and try to improve myself.

# UNIT CHECK

SB pp89-90

The Unit check focuses on: compound words, suffixes, phrasal verbs and narrative tenses.

## extra: using the wordlist

Write a true story about something which happened to you. Use as many phrasal verbs from the unit as possible. Then blank out the participles and ask your partner to fill them in.

Get your partner to read out the words. Listen and spell them.

Make anagrams out of the words. Give them to your partner to solve.

## Vocabulary

1 2 6.12 and 6.13

- 1 deserted
- 2 skyline
- 3 construction site
- 4 never-ending
- 5 run-down
- 6 suburban
- 7 pedestrian crossing
- 8 world-famous

3 1 costly 2 dreadful 3 noticeable 4 accessible  
5 thankful 6 worthless 7 exceptional  
8 costly, controversial

4 1 kicked off  
2 messed up the festival/messed the festival up  
3 turned the event around/turned around the event  
4 put through  
5 collapse  
6 pitch black  
7 abandoned  
8 live up to

## Review

1 2 6.14

- 1 were visiting 2 was working
  - 3 had gone out 4 were having 5 broke
  - 6 had been walking 7 found 8 couldn't
  - 9 had forgotten 10 was lying 11 got
  - 12 got up 13 made 14 found
- The man was an acupuncturist.

3 4 6.15

- 1 is living 2 decide 3 are having
- 4 have broken 5 can't 6 have gone out 7 directs
- 8 have walked/have been walking 9 haven't asked 10 asks
- 11 am lying 12 produces 13 starts 14 panic

5 1 had 2 out 3 near 4 been 5 time/point 6 on  
7 what 8 went

6 Students' own answers.

# GRAMMAR FILE

SB p153

1 1 found 2 looked 3 had dropped 4 had collected  
5 was cycling 6 came 7 got 8 been travelling  
9'm running 10 slip 11 stops 12've missed

2 1 didn't get 2 whisper 3 gripped 4 stretches  
5 wanted 6 was also fascinated 7 follows  
8 have recently moved 9 have made 10 knows  
11 turns out 12'd spent

## 3 Suggested answer

A local office manager needs staff, so she puts a sign in a window that says 'Help wanted'. After a few hours, a dog wanders up to the window and examines the advertisement. He then goes inside. He stands and looks at the receptionist and whines. The receptionist is surprised to see the dog, so he calls the office manager. The manager arrives and the dog indicates with his head that he's seen the advertisement. The office manager is surprised. She says, 'I'm sorry, but I can't employ you.' She points to the sign, which says 'You must be able to type'. The dog heads over to the computer and quickly types a page. The office manager is shocked. 'You're obviously intelligent,' she says, 'but I'm sorry, I still can't employ you,' and points to the section of the advert where it says 'You must be bilingual'. The dog looks at her and says, 'Meow'.

4 Students' own answers

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

6 1 out 2 out 3 me out 4 it up 5 down 6 out  
7 on him 8 out

Presentation tool:

Unit 6, Unit check

Workbook / Online Practice:

WB p65

Audioscript:

SB p187



## Lead-in SB p91

- 1 Write the quote on the board or magnify it on the IWB. Ask students: *To what extent do you agree with this quote? How does it apply to you and your life?* Elicit what the person in the photograph is doing (*he/she's lying in a hammock, reading*) and establish how many of your students would enjoy this activity. Before you organise students into pairs to discuss the questions, check that they understand the meaning of the words in the box. After students have had the chance to share their ideas, bring the class back together for feedback. Write any additional traits suggested by students on the board.

### Possible answers

- 1 I do tend to throw myself into things I'm keen on, but not so much into things I have to do but don't necessarily like so much.
- 2 I think that resilience and self-discipline are important. You need to have resilience for when the going gets tough, and you need self-discipline to help you put aside enough time and energy for your studies.
- 3 I admire honesty, kindness and self-discipline in other people. If more people had these traits the world would be a much better and fairer place to live in. It is not always easy to be honest, so this is the quality which I especially admire.

### background

The top personality traits most helpful to learning that were identified at an international positive education conference are in the following order: 1 cheerfulness; 2 resilience; 3 self-discipline; 4 honesty; 5 courage; 6 kindness.

### extra

Get students to brainstorm more positive traits (adding to the traits they have discussed in question 3). Ask: *Which of these traits does your partner possess? Which do you think you possess?*

# Mind and body

# 7

## READING

topic: a girl's view on tidiness  
skill: understand writer purpose  
task: multiple choice

## GRAMMAR

subject-verb agreement  
quantifiers

## VOCABULARY

health and diet; phrasal verbs of food and drink  
similar words

## LISTENING

topic: becoming more competitive  
skill: predicting words you might hear  
task: sentence completion

## USE OF ENGLISH

open cloze  
multiple-choice cloze

## SPEAKING

topic: exercise and relaxation  
skill: linking ideas  
task: long turn

## WRITING

topic: changes to a canteen  
skill: expressing ideas in a neutral way  
task: proposal

## SWITCH ON

video: Pepper the robot  
project: robot analysis

# READING

 SB pp 92–93

## To start

Write the following sentences on the board:

- *A place for everything and everything in its place.*
- *My study notes are all well-organised and I know exactly where they are.*
- *My study area (and the area around it) is very tidy.*

Ask students to think about the area where they study at home and to decide whether the sentences above are true or false for them. Students should then work in groups and talk about the sentences in more detail. Nominate a student from each group to report back on similarities and differences within the group.

## Power up

- 1** Ask students to look at the photos and to describe what they see. Ask: *Have you ever seen a room as messy as these ones? Who made the mess?* Tell students about tidiness in your home. Say something like: *My flatmate and I are very different: my motto is 'a place for everything and everything in its place', but my flatmate thinks that life is too short to be tidy!* Ask students to discuss the questions for a minute or two, before bringing the class together and asking a few students to report back.

### Possible answers

- 1 My mum and I are always arguing over the state of my bedroom. She says that it's a disorganised mess. It's not disorganised though – I know where everything is! I think it's a common cause of disagreement because it's something that people tend to have very different ideas about.
- 2 I think that a messy room says that a person is disorganised and careless. / I think that a messy room says that someone has an interesting life and doesn't have the time to stay at home fussing about how tidy their room is.

## exam tip

- 2** Before looking at the exam tip, ask students to tell you some words which describe a writer's purpose. Write students suggestions on the board. Explain that certain words can help you to work out what the writer's purpose is. Ask students to read the exam tip and complete the lists with the words in the box. Allow them to check their ideas with a partner before checking answers. Write students' additional ideas on the board.

1 similarly 2 essential 3 negative 4 illustrates

- 3** Students read the sentences and decide on the writer's purpose. When checking answers, ask students to tell you which words/phrases helped them to arrive at their answers.

1 informing 2 persuading 3 criticising 4 comparing

## Read on

- 4** Ask students whether they agree with the article title. Get them to quickly read the article's introduction and establish which idea is being challenged.

whether there's a link between messy desks and creativity

- 5** Students read the question and match the options with the purposes. Ask students to underline the words which helped them to decide on their answers and to share these during feedback.

A comparing B informing C convincing  
D raising concern

## exam task: multiple choice

- 6 e** If necessary, pre-teach the following words and phrases: *urban legend, cluttered, sloppy, lurking*. Check students' understanding by asking questions: *Are urban legends always true?* (no); *Is a cluttered desk one which has nothing on it or one which has lots of things on it?* (lots of things); *If someone is sloppy, are they careful or careless?* (careless); *If someone or something is lurking, are they easy to see or are they hidden?* (hidden). Ask students to read the article and complete the exam task. Allow students to check their ideas with a partner before collecting ideas around the class.

- 1 A (*organisation has been valued as a direct key to success / Being messy has been equally condemned, and made out to be a quick path to failure, right up there with an early life of crime and dishonesty / A study conducted by the University of Minnesota last year suggests that more good can come than you might think.*)
- 2 D (*When you habitually fail to put things in their correct place, you're bound to get creative figuring out ways to make everything, I don't know, fit*)
- 3 B (*The question Vohs failed to ask is, what exactly do we mean by 'creative thinking', and how will the mess in your room help?*)
- 4 C (*The relationship between messiness and creativity is by no means casual, even if both do tend to occur at the same time.*)
- 5 B (*one concern is that there's a darker warning lurking behind the pile of clothes on the floor. That messy room ... may be a fundamental indication that the person who owns the bits and pieces in a mess lacks self-control.*)
- 6 B (*The writer alerts us to the purpose of the article in paragraph one when she says that more good can come of having a messy room than you might think. She gives several examples to back up this idea, for example Albert Einstein's desk. The writer ends the article by encouraging readers to have some fun with 'messy creativity.'*)

## extra: fast finishers



Ask students to read the text again and think of three comprehension questions to ask another fast finisher. Fast finishers should then swap questions with each other. Alternatively, they could find three words or phrases in the text which were new for them, and write sentences containing these.

## Sum up

- 7** Read the rubric and ask students to find the required evidence. Stronger students may be able to recall the evidence without looking at the text. They should be encouraged to write it down before checking their ideas.

Pro-mess: that messiness is a sign of creativity, proven by research carried out by Katherine Vohs, and famous examples of creative genius, such as Einstein or Steve Jobs

Anti-mess: that organisation is the key to success; that in teenagers it can be a sign of a lack of willpower, which is a worrying trait; that there's no causal relationship between the two, just a few examples of creative people who are messy

## Speak up

- 8** Students discuss the questions in pairs. Monitor as students do this, prompting where necessary. Open this up into a whole class discussion and ask students to report back on their ideas.

### Possible answers

My brother is the messiest person I know. You can't even see his bedroom floor because it is always covered with clothes! I don't think the mess reflects his creativity though – he's just lazy.

When I'm in a place that's really messy, I don't like it at all. I feel the urge to start tidying up!

## To finish

Organise students into pairs: one should be student A and one should be student B. Tell them the following situation: *Student A and Student B have to share a study area. Student A is very tidy and organised, whereas Student B is very messy. Student A should try to persuade Student B to keep the study space tidy and should provide organisational tips. Student B should try to defend the way he/she does things. As a pair, you should try to reach a compromise.*

Students should then conduct the roleplay. Monitor as they complete the task, encouraging them to use any new language they have learned this lesson. Nominate a few students to perform their roleplay to the rest of the class.

Direct students to the Workbook. Ask them to complete the exercises on subject–verb agreement on page 70 in preparation for the Grammar lesson.

Presentation tool: Unit 7, Reading  
Workbook / Online Practice: WB p68–69  
Extra Practice App

# GRAMMAR

 SB p94

## To start

Write the following on the board: *Men in Black; the English; this class*. Tell students that they are to write three true sentences using these three noun phrases as the subject. Ask students to read their sentences to the class. Note how well students are able to use subject–verb agreement.

- 1** Elicit a definition of noun phrase from your students. (It's a word or a group of words which contains a noun and which is the subject or object of a sentence.) Ask students to identify the noun phrase and the main subject. Then ask students to choose the correct form of the verb. Check answers orally.

1 rooms, increase 2 finding, is 3 the person, lacks

## explore grammar

SB p154

- 2** The Grammar reference covers subject–verb agreement and countable and uncountable quantifiers.

Ask students to work in pairs to complete the information in the explore grammar box. Bring the class together to check answers. Organise students into pairs and get them to brainstorm some more example sentences, using some of the ideas from the box.

1 a singular 2 a plural 3 either a singular or plural  
4 is 5 take

- 3** **7.1** Ask a student to read the rubric. Ask students: *Do any of you own a popular team football shirt? Was it expensive? Do you think these items are overpriced? Why do you think they cost so much?* Ask students to read the sentences and choose the correct verb forms, pre-teaching the following words if necessary: *to 'ship' something, workmanship, exploit*. Then play the recording so that students can check their answers.

1 Both options are acceptable.  
2 Both options are acceptable.  
3 Both options are acceptable.  
4 are  
5 goes  
6 is

## 7 Mind and body

### GRAMMAR (Continued)

- 4** Organise students into pairs to discuss which of the sentences they think are true and which are false. Monitor as students do this, making sure that students are backing up their ideas with examples and illustrations. Students should then check their ideas on page 174. Bring the class together to discuss any questions and/or opinions.

Sentences 1 and 5 are false. (The club only gets £2.97, both manufacturing and shipping together costs £4.79, and there are at least seven businesses taking a share.)

Sentences 3, 4 and 6 are true. (The VAT/tax is £8.24, at least seven businesses take a share, the majority of the cost goes to the retailer, £18.13, and the sportswear firm £12.76 – that's well over half the total price of the shirt.)

Sentence 2 – we don't know, it's just an opinion.

### background

The sportswear firm would be a company like Adidas, Nike, etc. VAT is tax paid on all purchases, like the US State Sales tax.

- 5**  7.2 Ask students to look at the sentences in Ex 3 and to mark the words which they think will be stressed. Play the recording so that students can check their predictions and practise saying the sentences, either together in pairs, or for weaker classes, pausing the recording for students to repeat.

- 6** Ask students: *Where do teenagers in your country get their money from? Do they usually get pocket money or do they have part-time jobs? Do you think this is the same situation in the UK?* Generate as many ideas as possible. Ask students to read the text quickly to check if their predictions about UK teenagers were correct.

They mostly get their money from their parents, although they earn more themselves now. They spend it on a mixture of clothing, particularly footwear, and food, particularly at Starbucks.

- 7** Students complete the article with the correct form of the verb in brackets. Stress that they can only use the present simple or present perfect form. Weaker students may find it helpful to underline the main subject in the sentence before deciding on their answer. Allow students to check their answers with a partner before reading the text around the class.

1 spend 2 has increased recently/has recently increased  
3 always goes 4 continues 5 have started 6 suggest  
7 is 8 has remained 9 depend 10 has become

## Speak up

- 8** Ask one or two confident students to tell you one sensible thing they do with their money and one wasteful thing. Then organise students into pairs and ask them to discuss the questions. Monitor as students discuss this, offering support where necessary.

### Possible answers

I think it's better to save and spend your money on travel, rather than spending your money on things. That way you will have memories that last you forever.

I think it's a bit of a waste to buy lots of clothes you don't need. I'd rather spend my money on music and books.

### extra

Ask students: *Do you think that parents should be obliged to give their teenage children pocket money? Or should teenagers work for the money they earn (either at home or outside the home)? What are the advantages of having to work to earn your own money? Are there any disadvantages?* Get students to discuss their ideas in small groups.

## To finish

Ask students: *Where do teenagers in this country get their money from? What do they spend it on? How does this differ to teenagers in the UK?* Ask students to write a few sentences about the spending habit of teenagers in their country. Ask students to use some of the noun phrases they have learned in this lesson in order to practise subject-verb agreement. Nominate a few students to read their work to the rest of the class.

Presentation tool:	Unit 7, Grammar
Workbook / Online Practice:	WB p70
Photocopiable activity:	7A
Grammar reference:	SB p154
Audioscript:	SB p187

### To start

Tell students about one healthy thing you do and one unhealthy thing you do. Say something like: *A healthy habit I have is eating a lot of fruit and veg. A bad habit I have is spending too much time in my car when I could be walking.* Ask students to think of one healthy and one unhealthy habit that they have. Nominate one student from each pair to report back.

- 1**  **7.3** Focus students' attention on the image. Ask them to tell you if the person in the picture reflects their own lifestyle and get them to tell you why they think this. Get students to look at the words and phrases in the box and tell you which of the things are good for your health and why they think this. Ask a student to read the question in the rubric. Tell students to listen to the recording and to tick the things which the man describes as being good for you. Check answers around the class.

high-energy drinks – bad because they contain too much sugar  
 coffee – good, especially if followed by a nap  
 taking a nap for twenty minutes – good for improving concentration  
 working out for thirty minutes – good for making you more alert

- 2**  **7.4** Point out that the sentences are from the recording students have just listened to. Get students to match the sentence halves so they can discuss the meanings of the words. Then play the recording again so that they can check their answers. Ask students to work in pairs to discuss the meaning of the words in bold. After a couple of minutes, come together and write students' definitions on the board. Personalise and reinforce the new vocabulary by asking questions: *Are you feeling alert at the moment? Tell me about the last time you felt totally knackered. Do you often take naps? Do you find them helpful?* (Point out to students that the word 'knackered' is very informal.)

**1** C **2** D **3** B **4** A  
 knackered (adj) – very tired  
 energy boost (n) – the feeling when your energy rises  
 nap (n) – a short sleep  
 heartbeat (n) – the movement of your blood around your body  
 alert (adj) – awake and able to concentrate  
 posture (n) – the way you hold your body  
 caffeine (n) a substance in coffee that makes you feel awake  
 energy crash (n) – the feeling when you have no energy

## Phrasal verbs of food and drink

### explore language

→ SB p161

- 3** Ask students to look at the phrasal verbs. Students should then read the sentences, replacing the words in bold with an appropriate phrasal verb from the box. Read the sentences around the class. Practise the vocabulary by asking students questions, e.g. *Do you like eating out? Are there any types of food which you need to go easy on? Why? What do you eat or drink when you want to wind down?* Ask students to read the text in the explore language box and answer the question. (Sentence 5 has the idea of removing something: 'peel off'.)

**1** eat out **2** wind down **3** cut out **4** binge out on  
**5** peel off **6** go easy on

- 4** Ask students to work in pairs to read the sentences in Ex 3 and to discuss whether they think the people have a healthy attitude to food (or not). Collect ideas around the class. As a class, talk about what advice you could offer these people. Write any new language which is generated from this discussion on the board.

#### Possible answers

- Possibly healthy because eating out too often can be bad for you, as there is often a lot of added salt and sugar in restaurant food.
  - Unhealthy. This person should try drinking camomile tea if they want to wind down.
  - Unhealthy, as we need both fat and sugar for basic body functions.
  - Unhealthy. It's never a good idea to binge out on junk food.
  - Healthy. The skin on an apple absorbs the pesticides used in farming, so it may be best not to eat it.
  - Unhealthy. There are a few things you shouldn't eat too much of: salt and sugar being two examples.
- 5** Ask a student to read the title of the article, then ask the class if they can predict its content. Write any ideas on the board. Give students a minute to read the text. Ask students: *Were any of your ideas correct?* Finally, get students to tell you what health advice the article offers.

Diet drinks don't necessarily help you to lose weight.  
 Getting fit doesn't necessarily mean you lose weight.  
 Eating small regular snacks might leave you hungry and make you eat more in the long run.

- 6** Ask students to read the article for a second time. They should complete it with a word from Ex 2 or a phrasal verb from Ex 3. Read the completed text around the class.

**1** Cutting out **2** binge out **3** going easy **4** heartbeat  
**5** energy boost **6** alert

### alternative



Stronger classes could attempt to complete the task without looking at the previous exercises, then use the exercises to check their answers.

## Speak up

**7** Read the question to your students and ask them to discuss it in pairs. Prompt students by asking additional questions, e.g. *Where does the pressure to look sporty and eat certain types of food come from? Is it the government? The media? Do you think it is well-intentioned or are there other motives?* Open this up into a class discussion, and generate as much language as you can.

### Possible answers

It's good that people are encouraged to eat healthily and be sporty, as this will mean that we will be more productive and happier.

I don't think there should be so much pressure on people to eat certain foods and be sporty. We only have one life, and it should be up to us to do what we want with it.

### extra: critical thinking

Ask students to find a 'healthy eating pyramid' or a 'healthy eating plate' online. Get them to note down everything they have eaten over the past few days and to share this information with a partner. Ask students: *How do your eating habits compare with the recommended guidelines? Do you think you need to change your diet? Why/Why not?*

## To finish

Organise students into small groups of three/four and tell them that they are going to roleplay a conversation between a fitness consultant and his/her clients. The clients should come to the consultant with their fitness issues/queries and the consultant should advise using as much of the new language and phrasal verbs as possible. If necessary, choose a confident student to model the activity with before the students begin. Monitor as students conduct the roleplay, encouraging them to use the new language wherever possible. Ask a couple of groups to perform their roleplay for the rest of the class.

Presentation tool:	Unit 7, Vocabulary
Workbook / Online Practice:	WB p71
Photocopiable activity:	7B
Extend vocabulary:	SB p61
Audioscript:	SB p187
Extra Practice App	

# LISTENING SB p96

## To start

Test students on the phrasal verbs they learned in the last lesson. Divide students into small groups. Read out the phrasal verbs one at a time. Students write a sentence containing the phrasal verb. Continue until you have read out all of the phrasal verbs. Listen to students' sentences and correct any issues with form, meaning and pronunciation.

## Power up

**1** Nominate a student to read the words and phrases in the box and encourage students to check the meaning of any they don't know. Put students into pairs and ask them to discuss the rank of the items. Bring the class together and nominate a few students to report back. Ask students to explain the reasons for their rankings in Ex 1. Focus students' attention on the object in the photo and ask them to tell you what it is (a Halo Sport). Ask students if they have ever used a device like this one before. What do they already know about it?

## Listen up

**2** Direct students to the task and to the exam tip. Ask a student to read the exam tip. Ask students to choose which of the words they might hear before each of the two answers. As a class, predict possible words to fill in the gap.

1 appeared as, mistaken for    2 alter, enhance

**3**  7.5 Play the recording and ask students to compare the answers with their predictions. Check students' understanding of the text they have just listened to by asking questions: *Does the reviewer think the Halo Sport is effective? Why do you think he says that he thinks this device is controversial?*

1 headphones  
2 combat skills, gaming, mathematics, sports

**4**  7.6 Play the recording again. Give students the audioscript to look at, so they can focus solely on intonation, without having to think about understanding. Ask students to describe how Alan uses intonation. Pick out a couple of examples from the text to focus on, and play them a couple of times if necessary. Then ask students to talk about the Halo sport, using some of the intonation patterns you have just discussed as a class.

### exam task: sentence completion

**5**  **7.7** Tell students that they are going to complete an exam task, using the same strategy that they used in Ex 2. Give the students a minute to read the notes and then play the recording, twice if necessary. Check answers around the class, asking students to tell you which words helped them to arrive at their decisions.

- 1 hobby (*I always saw them as kind of a hobby and so I didn't feel the need to share them.*)
- 2 research (*I have to put a lot of hours into research, which is what fills up my days.*)
- 3 advanced projects (*Given the chance though, I do other things called 'advanced projects', which always go viral.*)
- 4 cosmetics (*People were so impressed by it that the company had to temporarily stop sales because of supply issues, like cosmetics companies with a new wonder product.*)
- 5 data (*The little data that's available is worrying and my viewers might want to think about that.*)
- 6 gamers (*Gamers will have seen similar devices to the Halo Sport already, but for sports players, it's going to be brand new.*)
- 7 depression (*In other studies, though, people suffering from depression have seen their problems intensified.*)
- 8 safety (*I think a growing part of my role is to stress that above all, consumers should think about safety when considering whether to try innovative gadgets like these.*)

### extra

Organise students into groups. Ask them to search online for different types of technological products related to sport. Get each group to choose a different product, and to quickly read as many different reviews of the product as they can in a time limit of ten minutes. Then ask a person from each group to report back on the product they have researched. They should finish by saying whether or not the students in their group would consider buying or using this product.

## Speak up

**6** Read the question to students and ask them to discuss their ideas with a partner. After a few minutes, ask them to tell you whether they are for or against products such as the Halo Sport. If there are a reasonable amount of students on either side of the argument, organise a debate. Ask students to note down as many arguments for (or against) the Halo Sport as they can. Then conduct the debate, encouraging as many students to participate as possible.

### Suggested answers

I don't think I'd use a device that changed my brain structure. I'd feel too nervous about long-term effects it might have on my brain. I'm really not sure how safe these devices are – they're relatively new, and it's quite possible that they will turn out to be harmful in the long run.

Yes, I'd definitely give it a go. I love trying new technology and I'm also really into competitive sports – so this sounds exciting!

Yes, I think that using a device like this is a form of cheating. It's similar to taking drugs to improve your performance, and I don't agree with that either.

No, I don't think this is cheating. All the halo sport is really doing is unlocking your potential – it's not creating anything which doesn't exist inside the wearer anyway.

Yes, there should be stricter regulations on products like these in order to protect consumers from using products which are potentially harmful.

No, I don't think there should be. Consumers should be free to make up their own minds about what they want to buy and use.

## To finish

Tell students that they are going to pick a subject which they have some knowledge of and which they feel passionate about. They are going to speak to their partner about it using enthusiastic intonation. You can model this yourself by saying a few sentences with flat, monotonal intonation and then by saying the same few sentences with lively intonation. Allow students to practise this quietly for a couple of minutes before speaking to a partner. Circulate, listening for examples of good intonation. Ask these students to perform their talk to the rest of the class. Ask the class to analyse their use of intonation.

Direct students to the Workbook exercises on quantifiers. Get them to complete these exercises as a homework task in preparation for the next lesson.

Presentation tool:	Unit 7, Listening
Workbook / Online Practice:	WB p72
Audioscript:	SB p187
Extra Practice App	

## USE OF ENGLISH 1 SB p97

## To start

Organise students into small groups. They have one minute to make a list of as many different types of injuries as they can. When the time is up, find out which group got the most items on their list. Elicit any injuries that groups may have thought up and get students to suggest treatments.

- 1 Organise students into pairs and ask them to discuss the statements, deciding whether or not they agree with each one. Circulate as students discuss the sentences, asking prompting questions where necessary. Bring the class back together and open this up into a whole class discussion. Make sure that students back up their answers with illustrations and examples.

## Possible answers

- I disagree. I think that most professional sports stars still rely on more traditional techniques, such as regular physical exercise and training sessions.
- I agree. I think that this is a money-making industry, but as far as I know, there is not a lot of proof that such techniques really work.
- I agree. Some of this new technology may come with dangerous side effects which we don't know about yet.
- I agree. We don't know about the long-term effects yet, as this technology hasn't been around for long enough, and there hasn't been enough time to conduct a sufficient amount of research on it.

## explore grammar

SB p154

- 2 Focus students' attention on the highlighted quantifiers in Ex 1. Check that students understand the meaning of *an awful lot* (a significant amount of) and emphasise that this is quite informal language. Ask students to complete the explore grammar box with the quantifiers. Check answers around the class.

1 a couple of 2 a great deal of 3 an awful lot of

## watch out for

Students might omit or use the wrong preposition in certain quantifiers, e.g. *bags of, tons of*.

- 3 7.8 Ask students to predict how healthcare will change in the future. Ask them to think about diagnosis and treatment of illness in particular. Play the recording and ask students if their predictions match the changes predicted by the speaker. Ask students how they feel about these possible changes: excited or alarmed?

How healthcare is delivered is being looked at. More robots will diagnose illnesses and carry out routine actions such as blood tests.

- 4 7.9 Ask students to complete the sentences with the correct quantifiers, referring to the explore grammar box if necessary. Play the recording so students can check.

1 bags of 2 a great deal of 3 All of 4 Every  
5 no end of 6 All the

- 5 Read the headline of the article to your students. Ask students if any of them have heard of the Tricorder. If so, ask them to tell the rest of the class what they know about it. Read the rubric to the students and get them to answer the question. Conduct class feedback.

The tricorder scans the body and offers a diagnosis of many different illnesses. It's a small device that can be held in the hand.

## alternative: mixed ability

Allow weaker students to refer to the explore grammar box as they complete the text. Stronger students should cover it up.

## exam task: open cloze

All the sentence transformations here test conditional forms whereas in the Cambridge exam a variety of structures would be tested.

- 6 e Ask a student to read the exam tip. Do the task as a class. Then ask students to complete the rest of the text. Allow students to check answers with a partner before reading the text around the class.

- deal (*A great* needs to be followed by singular noun *deal*. The words *great* and *deal* collocate.)
- comes (*Device* is a singular noun so we need the third person form of the fixed phrase *to come in handy*.)
- all (*Absolutely* takes the quantifier *all*.)
- end (*Different illnesses* are plural and countable and follow the quantifier *no end*.)
- neither (Followed by countable nouns *technologies* – the fact that there are two tells us that we need *neither* here, and that we need the negative form to show that the technologies have not yet lived up to our expectations. *Neither* collocates with *of*.)
- of (Plural countable noun *\$10 million* follows upwards *of*.)
- goes (*Any research group* is a singular noun, and so we need the verb *goes*, to complete the phrasal verb *go in for*.)
- up (*Join* goes with *up* to complete the expression *join up the dots*, meaning to connect seemingly unconnected things so you can understand what's happening.)

## Speak up

- 7 Ask students if they have any health apps on their phone and get them to tell you about them. Read the questions to your class. Split the class into two groups. Ask one group to brainstorm advantages and the other disadvantages. Monitor as students share their ideas, noting down any language issues for use in the class feedback session.

## alternative

When students have collected advantages and disadvantages, set up a class debate where students take it in turns to present their arguments for and against constantly monitoring the state of your own health.

**Possible answers**

- 1 I'd like to have an app that counts how many steps I do each day.
- 2 I think it's good to monitor your health, because life nowadays is pretty stressful. Also, modern life makes it very easy to fall into the trap of not doing enough exercise, eating the wrong type of food, etc. Health apps can remind us to have better habits.
- 3 Yes, I think the disadvantages are that we can get far too hung up on health and fitness. These apps can make people behave quite obsessively and can take the enjoyment and spontaneity out of life.

- 8** Discuss this question as a class. Ask prompt questions, such as: *What jobs can't robots do as well as humans? Can you think of any illnesses or conditions which robots might not be able to pick up?*

**Possible answers**

Yes, I'd trust healthcare delivered by a robot. I've read so many terrible stories about doctors making serious mistakes because they were too tired after working for hours at a time. This wouldn't happen with a robot.

No, I wouldn't trust a robot doctor. I think that doctors need to be able to pick up on small, subtle signs from their patients. Health care isn't so clean cut – how would a doctor be able to pick up on whether a patient was depressed, for example?

**Fun footer**

Read the joke with your class and ask them to explain it to you (there is a word play on *patients/patience*. Ask them if they know any other doctor jokes, e.g. 'Doctor, Doctor! I feel like I'm invisible!' 'Next please'. Get students to search for more 'Doctor, Doctor' jokes online in small groups. Give students a few minutes to read the jokes they find, before asking each group to read a favourite joke to the class.

**To finish**

Organise students into groups. Tell them that they are going to design a robot doctor. Give students a few minutes to discuss the robot's capabilities. Monitor as students discuss their ideas, encouraging them to be as creative as possible. Students should then prepare a conversation between their robot and a sick-patient to demonstrate the robot's capabilities. Groups should present their robot and roleplay their conversations to the rest of the class.

Presentation tool:	Unit 7, Use of English 1
Workbook / Online Practice:	WB p73
Grammar reference:	SB p154
Audioscript:	SB p188
Extra Practice App	

**To start**

Read the following situations: *A man finds a bundle of notes in the street – around \$500 in total. There is no one around. He decides to keep the money; A young man's employer accidentally overpays him. He doesn't let his boss know about the mistake.*

Ask students to read the sentences and decide which of the above actions could be described as 'cheating'. If the answer to that question is 'both of them', then which action is the worst? Organise students into groups to discuss their ideas, before conducting class feedback.

- 1** Organise students into pairs and ask them to discuss the questions. Monitor, prompting where necessary, and asking students to back up their answers with illustrations and examples. Nominate students to report back on their discussions.

**Possible answer**

No, cheating is always wrong. I think it's unacceptable under any circumstances. I think there are cases where it's acceptable to cheat, yes. For example, if I cheat at a board game with my family, there is no real harm done, especially if it means I can beat my brother!

similar words

explore language

↪ SB p161

- 2** Read the text in the explore language box with your students. Give students a minute to read the words with a partner and discuss their meanings before conducting class feedback. Finally, brainstorm false friends in students' own languages.

- demand – forcefully ask (generally 'ask' in French)
- lecture – an academic talk (a 'reading' in many languages)
- sensible – reasonable ('emotional' in many languages)
- gymnasium – a place to exercise or work out (a kind of school in German and other languages)
- afraid – scared (a 'person in the military' in Russian)

**watch out for**



Students may continue to use false friends incorrectly, even after the correct meaning has been pointed out, as this may just 'feel right'. Regular correction may be needed.

- 3** Ask students to tell you what an 'ethical dilemma' is. Ask: *Can you give me an example of an ethical dilemma? Have you ever experienced one? What happened? What did you decide to do in the end?* Organise students into pairs. Ask them to discuss the meanings of the words in italics and to choose the correct word to complete the text.

## 7 Mind and body

### USE OF ENGLISH 2 (Continued)

(The correct answers are underlined.)

- 1 eligible – allowed to do something; legible – possible to read
- 2 preceding – happening or existing before; proceeding – continue doing something
- 3 Alternately – happening on one occasion, not the next, continuing in this pattern; Alternatively – doing something instead of something else
- 4 convince – make someone feel certain something is true; persuade – make someone decide to do something
- 5 citing – mentioning something as an example; siting – placing or building something
- 6 Beside – next to or very close to; Besides – used to add another reason

**4** Ask students to stay with their partners and decide what the students should do in each case. Open this up into a whole-class discussion and ask students to compare their ideas. Agree on the most sensible solution in each case.

**5** Read the heading and ask students to predict the answers to the two questions. Discuss this as a class and write students' ideas on the board. Then ask students to read the text quickly. Conduct class feedback and find out whether the students' predictions were correct. Ask whether the solutions in the text are realistic.

#### Possible answers

People cheat within their own limits. They're more likely to cheat if they think they can do so anonymously, or have diminished self-control, or belong to a social group where cheating is common. They can be discouraged by reminding them of their ethics, such as writing a code of conduct.

### exam task: multiple-choice cloze

**6** **e** Students read the text and complete it with the correct option. Allow students to check their ideas with a partner before reading the text around the class.

- 1 D (*not + everyone + singular verb form*)
- 2 D (*get away with – phrasal verb*)
- 3 A (*infer + from + something + that*)
- 4 C (*within reason – phrase*)
- 5 B (*a great deal of + something – phrase*)
- 6 B (*be + likely + to-infinitive*)
- 7 C (*convince + yourself – reflexive verb*)
- 8 B (*give + someone + the sense + of + something*)

## Speak up

**7** Elicit what an 'honour code' is. Ask students if they have ever joined a club which had an honour code. What was included in it? Read the rubric and ask students to design their own honour code. Nominate students to present their honour codes to the rest of the class.

#### Possible answers

always doing your best, treating others as you'd like to be treated yourself, delivering any criticism as tactfully as possible, respecting diversity within the group, always telling the truth

### game on

Organise students into groups of four. Read the instructions to the class and help students to get the game set up. Monitor as students play the game, checking students are using the words correctly.

#### Suggested answers

Do you accept credit cards?/Yes, we accept all major cards except for American Express.

He's had to adapt to a new way of life here./I see she's adopted a new way of speaking since living in Australia.

Can you give me some advice?/Can you advise me?

Failing her exam has had a bad effect on her self-confidence./

Lots of families have been affected by food shortages.

We're almost there now!/Most of my family live here.

It's great to be all together again./It's altogether too much to deal with.

Are you coming? It's already dark./Are you all ready for your holiday?

Don't worry. You're among friends./Between us, I think it's quite serious.

Running is a part of my life now./I don't like being apart.

### extra

Get students to find more examples of pairs of commonly confused words (they can look online to find these). Students should then write example sentence pairs using the words. Get students to read the sentences to their partner, blanking out the words. Students should listen and choose the correct words to complete the sentences.

## Fun footer

Read the footer with your class. Ask students whether or not they agree with it. Encourage them to back up their answers with reasons and examples.

## To finish

Tell your students about a time you had a difficult ethical decision to make. Ask students to work in small groups and to describe a time when they had to make a difficult ethical decision. Monitor as students do this, asking prompting questions where necessary. Nominate one student from each group to report back.

Presentation tool: Unit 7, Use of English 2

Workbook / Online Practice: WB p74

Extend vocabulary: SB p161

Photocopiable activity: 7C

Extra Practice App

## To start

Write the word *exercise* on the board. Conduct a class brainstorm, eliciting as many different types of exercise as you can. It may help to categorise the different types of exercise, e.g. outdoors, indoors, high impact, low impact, alone, with friends, cardiovascular, etc. Ask questions: *What kind of exercise is most popular with young people? What about older people? Are there any exercise fads at the moment? Do you think it's more effective to go to an exercise class or work with a DVD/YouTube clip? Why/Why not?*

## Power up

**1** Tell students about your exercise routine if you have one, e.g. *I don't have much time to exercise during the week, but I do some yoga for about twenty minutes every day. Then at the weekend, I usually go for a long walk, a swim or a cycle ride.* Ask your students whether they take regular exercise and nominate a few students to talk about what they do. Then organise students into pairs and ask them to discuss the questions. Circulate as students do this, noting down any interesting answers which you can bring up in the feedback session. Bring the class together and ask students to report back.

### Possible answers

- 1** I prefer to exercise in the morning because it gives me the energy I need to face the day. Besides, it gives me a good appetite and after an early morning swim or run I eat a really big breakfast which gives me lots of energy. Inevitably, though, there are some dark winter mornings when I just don't feel like getting up to exercise. So sometimes I exercise in the evening.
- 2** Exercise is important in my life, because if I don't do enough of it, I start to feel tired and lethargic. While there are lots of other things I prefer doing (like reading, playing music), if I don't get enough exercise then I just don't seem to perform to the best of my ability in any other area.
- 3** I prefer to watch sports live, because I love hearing the cheers of the crowd and feeling the atmosphere in the stadium. While there is something nice about being warm and cosy at home, it's just not the same watching on TV!
- 4** Football is always popular. Also, table tennis and swimming are popular sports. On the other hand, basketball really isn't very popular in my country, due to the fact that as a nation we are rather small.

**2**  **7.10** Ask a student to read the rubric. Elicit what would make a good answer to question 1 in an exam situation and write students' ideas on the board. Then play the recording. Give students the chance to compare notes with a partner before conducting class feedback. Read the exam tip, and ask students to do the task. Collect answers around the class.

Roberto doesn't connect his ideas, so it's difficult to follow what he says. Susanna uses linkers, so it's easier to understand her.

## exam tip

**3** Ask a student to read the exam tip. Challenge students to see who can be the first to match the linkers with the functions. Conduct class feedback.

1 C 2 B 3 D 4 A

**4** Tell students that they are going to have the chance to improve Roberto's answer. Ask students to read Roberto's answer and choose the correct linkers. Check answers orally and encourage students to explain the reasons for their choices, (referring them to the function words in the exam tip if necessary).

1 of course 2 Not only that, but 3 Even so 4 because  
5 as 6 Besides

**5** Organise students into the same pairs as in Ex 1. Ask them to discuss the questions. This time they should use the linkers in the box. Monitor as students discuss their ideas, listening carefully to ensure that they are using the correct linkers. Note down any good usage, and write these examples on the board when you bring the class back together again.

### alternative: mixed ability

Increase the level of challenge for stronger students by asking them to include at least five linkers in their answers. Help weaker students as they complete the task, by helping them decide which linkers to use and by showing them examples of linkers in context.

**6** Focus students' attention on the photographs. Ask them to name the activities they see and where people are doing the activity (yoga in a park; using park exercise/gym equipment; ice skating in an outdoor ice rink). Read the task to students and organise them into pairs. Circulate as students discuss their ideas, offering support where necessary.

### Possible answer

Both photos show people exercising in the fresh air. They both look like park scenes because although they are surrounded by nature, the grass is cut short, or there are places to exercise. The people in photo A are clearly younger and they look like they're doing yoga because of the way they're sitting. Not only do they look happy, but they also look very relaxed. However, the older person in photo B look like he's exercising harder because his face is a little more serious. Exercise might be harder work for some older people, I suppose. Nonetheless, it's good for them.

## 7 Mind and body

### SPEAKING (Continued)

- 7** Organise students so that they are working with a different partner. Read the rubric to students, emphasising the word *compare*. Give students a minute to think about which photos they are going to choose and what they are going to say and give them the opportunity to ask questions. Then ask students to carry out the task. Monitor students' conversations, making sure that they are comparing the photograph, rather than just describing what they see in each one. Choose a confident and able pair to perform their conversation to the rest of the class. Ask students to comment on what the pair did well.
- 8** Organise students into pairs to discuss the questions. After a few minutes, ask them to work with another pair to compare notes. Ask a student from each group of four to report back.

#### Suggested answers

- 1** All of these pictures show people doing exercise outside. While two of the pictures show people exercising in a park, the third picture shows someone exercising in an ice rink. Of course, it's going to be very comfortable to exercise on a grassy surface, as it's soft and if you fall you won't hurt yourself. Besides, it's probably quieter than exercising in a busy ice rink where there will be lots of other skaters in a small space.
- 2** I think the exercise in picture B probably requires the least skill, as you don't need any great flexibility to be able to do this. Besides, the piece of equipment probably does most of the work for you.

#### exam task: interview

↪ SB p162

In the Cambridge exam the candidate who is comparing the pictures would answer the questions given on page 177, not the listening candidate.

- 9 e** Direct students to the speaking task on page 177. Focus students' attention on the photographs and organise them into pairs to complete the task. Remind students to use the linkers they have learned this lesson. Monitor as students complete the task, checking that they are using the linkers correctly. Ask a competent pair to perform their discussion to the rest of the class.

In the first group, the people are exercising by dancing. There are a big group of them and they all look relaxed. They don't seem to be wearing special dancing clothes at all – it all looks very informal. In the third picture, there is a woman doing yoga in her home. She is wearing comfortable clothes and bare feet, and it looks like her dog is practising yoga with her!

I think the people in the first group have chosen to exercise in this way because it's relaxed and good fun. Probably it's quite sociable, too. The woman may have chosen to do yoga because it's relaxing and is good for her mental as well as her physical health.

## Speak up

- 10** Put students into pairs and ask them to discuss the questions. After a few minutes, bring the class back together. Nominate a few students to report back, and open this up into a whole class discussion.

## To finish

Organise students into small groups. Distribute different types of exercise on small groups of paper, e.g. jazzercise, Zumba, kickboxing, aerobics, spinning. Each group should get a different type of exercise – check students understand the exercise they have been given. They then need to form a tableau (a group picture using their bodies) in which they depict the exercise they have been given. Give students a couple of minutes to arrange themselves. The rest of the class then has to guess the exercise. Alternatively, groups can mime their activities for other groups to guess.

Presentation tool:	Unit 7, Speaking
Workbook / Online Practice:	WB p75
Speaking file:	SB p162
Audioscript:	SB p188

## To start

Ask students to think of five new words or phrases they have learned in this unit so far and to write them down. Organise students into small groups. They then have to either act out, describe or draw the language item to the rest of the group, who have to guess what it is. Circulate as students do this, checking that their definitions are correct.

## Power up

- 1** Elicit that the item in the photograph is a school dinner. Ask students to describe the items they see. Ask students: *Would you like a school dinner like this one? What would you prefer to eat?* Organise students into pairs and ask them to discuss the questions. After students have done the task, nominate a student from each pair to report back.

### Possible answers

- 1 I usually eat my lunch in the canteen/in the cafeteria/in the playground.
- 2 The benefits are that students start the day with a healthy breakfast, and that this will help them to learn better. The disadvantages are that this cuts down on time that students could be spending with their families.
- 3 Our school provides lunch, but the problem is that the menu gets very repetitive after a while. For example, it's always fish on a Friday and we always have beef stew on a Monday. Also, a lot of the food doesn't taste really fresh and the portions are too small.

## Plan on

- 2** Give students a minute to read the task. Ask them to underline the most important words in the task as this will help them to answer the question of what they have to write. Elicit that students have to write a proposal. As a class, discuss what they need to include in the proposal. Write a skeleton structure on the board. Organise students into pairs and give them time to brainstorm their ideas using the space in the Student's Book to write their notes.

This is a proposal. There should be an introduction, some analysis of the situation and suggestions, and a definite proposal at the end.

- 3** Ask students to look at their notes from Ex 2. Ask a couple of confident students to pick out a couple of possible themes and to suggest subheadings. Ask them to complete it, using the ideas they discussed in Ex 2.
- 4** Give students a couple of minutes to read the proposal. Model the activity, by deciding on the first sub-heading as a class. Then ask students to work alone to write the remaining sub headings. Collect subheadings around the class, asking students to evaluate headings they hear and decide whether or not they work and why. Ask students whether they agree with the ideas and why/why not.

### Suggested answers

- A Introduction
- B Problems with the current system
- C Introducing healthy hot meals
- D Changing the vending machine options
- E Final recommendations

- 5** Ask students why it is important to be able to express your ideas in a neutral way. (It sounds more factual and more balanced. People are more likely to take your recommendations seriously.) Focus students' attention on the pairs of phrases and ask them to pick the most neutral one in each. Check answers around the class.

- 1 it proved unpopular in our survey
- 2 there is little (nutritional) value
- 3 I tend to think that we should

- 1 In the view of many members of staff and students,
- 2 has a responsibility to
- 3 it has not proved popular with students
- 4 a large number
- 5 This sends a mixed message on
- 6 We suggest the provision of
- 7 While not completely ideal,
- 8 It is our recommendation
- 9 always challenging
- 10 be addressed with immediate effect

- 6** Elicit the main parts of the proposal (introduction, main paragraphs, recommendations). Explain that each part of your essay needs to be signposted so that the reader can follow your ideas more easily. Ask students to read the sentences and decide where they should fit in the proposal. Conduct class feedback. Elicit additional signposting phrases which could be used and write these on the board.

- A Introducing a main paragraph
- B Setting out the aims in the introduction
- C Reaching a conclusion in the final paragraph
- D Introducing opinions in a main or the final paragraph

## Write on

- 7** Direct students to page 174 and get them to read the task. Encourage them to check anything they don't understand before they start taking notes. Elicit what three different points they are being asked to take notes on: why the field should be used for sport, how more people can be encouraged to use it and how the facility would benefit the town. Ask a couple of students to share their ideas with the rest of the class.

### Suggested answers

Why the field should be used for sport: growing problem with obesity in town, important social meeting place for young people and families, already a problem with congestion in the town centre – building another car park would encourage more people to bring their cars into the town

How more people can be encouraged to use the facility: holding regular activities, tournaments, charity events, etc. Explaining how this would benefit the town: It would improve people's health and well-being, would get people away from their TVs and out into open spaces.

## 7 Mind and body

### WRITING (Continued)

- 8** Organise students into pairs to complete this task. Monitor, as students give reasons for their suggestions, prompting and offering support where necessary. Get a couple of students to report back on their partners' ideas.
- 9** Allow students to plan their proposal with a partner. Before they do this, elicit the audience they are writing for (the town council) and the tone they will need to adopt (formal and neutral – not emotional or overly passionate). Monitor as student do this, checking that their headings and recommendations are sensible.

#### exam task: proposal

↪ SB p170

- 10 e** Students write their proposal. When they have finished, get them to proofread it carefully for any spelling and punctuation errors.

##### Model answer

##### Changes to the use of the football field

##### Introduction

The sports field in the centre of town has been underused in recent years. However, as the only remaining open space available for recreation, its removal has divided opinion in the town. This proposal will suggest ways to address the problems while still keeping the sports field.

##### The proposed changes

While shops have experienced problems caused by the limited parking, the proposed changes have not been popular with local residents. It is true that football tournaments are no longer held there, but families with young children and teenagers still use the field for exercise and ball games.

##### Encouraging greater use of the field

We could encourage greater use of sports facilities by arranging activities there. The path around the field is suitable for cycle and running events, and local schools and clubs could be allowed to book the field for special events. Both of these options would send a clear message to local people to value this open space.

##### Alternative parking

There is a large space in the town centre on the site of the old tyre factory. This area could be used for additional car parking, particularly as the ground is already concreted. In the view of many local residents this option is worth exploring, and may be a cost-effective and practical choice.

##### Final recommendations

We suggest that the provision of additional car-parking does need to be addressed in the town, but alternatives to removing the sports field should be explored before a final decision is taken.

## Improve it

- 11** Read the checklist with your class. Get students to check their report against the items on the list. Students should then swap their work with a partner, who should check their work against the items on the list, and offer some constructive criticism on what should be improved. Choose a model proposal from a strong student and display this on the IWB. Go through the checklist together, discussing how the student has met the criteria in each case, and suggesting any areas for improvement.

### extra



Ask students whether or not they would ever write a proposal to their town council about something they had strong feelings on. Elicit some of the local issues in your students' areas, and discuss what could be done about them. Ask students: *Do you think that writing a proposal like this one to your town council could make a difference? Why/why not?*

## To finish

Organise students into groups. Ask them to think of three changes which they think should be made to the school or college. They must think of reasons for their suggestions, and make a three-point action plan for each change. Nominate a student from each group to report back.

Presentation tool:

Unit 7, Writing

Workbook / Online Practice:

WB p76

Writing file:

SB p170

## Pepper the robot

- 1** Organise students into pairs and ask them to discuss their ideas. Then get them to share their answers in larger groups. Collect ideas around the class.

### Suggested answers

good sense of humour, reliability, trustworthiness, kindness, empathy, intelligence, fun, likes to party

- 2**  Tell students that they are going to watch a video about a different kind of friend. Play the recording and give students a few minutes to discuss their answers with a partner before conducting class feedback.

- 1 Pepper can detect human emotion.
- 2 Because Pepper can sense human emotions, he/she is able to respond to how people are feeling and offer friendship and emotional support.

- 3**  Focus students' attention on the rubric and play the recording again. Allow students to compare their lists in small groups before collecting ideas around the class.

Pepper has twenty electric motors, a computer, two cameras and a 3D sensor. Pepper uses vision sensors to detect facial expressions.

- 4** When students have completed this task with a partner, get them to check their answers with another pair. Check answers as a class.

- 1 False (Pepper was designed to be an emotional support for humans.)
- 2 False (Pepper learns from experience.)
- 3 True
- 4 False (Pepper develops a personality over time.)
- 5 False (Pepper was designed by an engineer who also worked in a bank.)

- 5** Read the rubric to your students and get them to discuss the question with a partner. Monitor, prompting and offering support where necessary. Then bring the class together to discuss their ideas. Alternatively, divide the class into two and conduct a class debate around the motion: *It is never a good idea to form a close attachment to a robot.*

### Possible answer

For: Robots like Pepper could be useful in some circumstances, for example in primary schools to provide occasional comfort and entertainment, or to provide companionship for older people living alone.

Against: Interaction should always be monitored in case children get too attached and no longer want to spend time with other people. The same issue could arise with adults: since robots like Pepper can offer easy socialisation, people could begin to rely on this interaction for happiness and comfort. At the end of the day, robots aren't real and we need to help people to connect with each other, real humans, in order to fully enjoy the real world around us.

## Project

- 6** Organise students into groups and get them to read the project instructions. To get students started on researching companies that develop robots, you can offer them the following names for search terms; Boston Dynamics, ALD Softbank Robotics, NASA Robotics, Liquid Robots, Google Robotics, Rethink Robots, Surgical Robots. Encourage students to consider the following possibilities for presenting their findings: through a PowerPoint presentation; a short film; or a podcast.

### extra

- 1 Students work in small groups to design their own robots and present a description with visuals to the class. They should define exactly what field their robot will operate in and for what purpose, e.g. in hospitals to help guide patients to the right ward or clinic; in hotels to act as receptionist.
- 2 Present a famous robot from film, television or literature. Students work individually to choose their favourite robot and describe it via either a digital or poster presentation. They should include visuals of what it looks like, what function it serves, in what field, and what they particularly like about it. (e.g. C-3PO from *Star Wars*; Marvin the depressed robot in *The Hitchhiker's Guide to the Galaxy*, Robocop, Wall-E, Data from *Star Trek*). This should be as fun and lively as they like!

### alternative

Organise students to work into pairs. Ask them to work together to write a short story about someone who gets too attached to a robot. Tell students that they should decide whether their story is going to be funny, or tragic, or both. Get students to read their stories to the class.

Presentation tool:  
Switch on videoscript:

Unit 7, Switch on  
TB p179

# INDEPENDENT LEARNING

SB p102

## Reading and writing

- 1** Ask students whether they enjoy reading in English and find out what kind of things they like to read. Elicit what they would like to improve in their reading, and find out if their goals match the reading goals listed. Get students to complete the matching task and check answers around the class.

1 D 2 A 3 B 4 C

- 2** Ask students to fill in the table (it might help to have a class brainstorming session first). Monitor as students share their ideas in small groups.

### Suggested answers

Challenges when reading: losing concentration because I can't understand, not being motivated, being unsure about whether I should skim read or try to understand every word.  
Goals for practising and improving: reading books that are a little easy for me so I build up confidence; reading little and often; recording new vocabulary to help with understanding.

- 3** When students have completed the sentences, get them to read them to a partner. Choose a couple of students to share their sentences with the rest of the class.

### Suggested answers

- 1** When reading, I have reading problems with not having a wide enough vocabulary, so I'm going to record new words every day in a special vocabulary notebook.  
**2** I need to do this because I want to improve my fluency.  
**3** When I improve, I'll feel really proud of myself!

- 4** Brainstorm ideas to this question as a class.

### Suggested answers

My reading speed will improve.  
My writing will be more coherent.  
I'll be able to get down to writing something with more confidence.  
I'll enjoy reading more.

### extra

Ask students to schedule their personal reading and writing goals at weekly intervals over the next month, so that they will not forget what they have promised themselves. They can do this using a reminder on their mobile phones or another device.

# UNIT CHECK

SB pp 103–104

The Unit check tests the following: health and diet vocabulary, health and diet-related phrasal verbs, similar words, quantifiers and subject–verb agreement.

### extra: using the wordlist

- Write a personal health plan using the words in the list
- Roleplay a conversation with your partner, using all of the phrasal verbs on the list.
- Write example sentences using the similar words. Get your teacher to check you've used them correctly.

## Vocabulary

- 1** **2** 7.11 and 7.12  
1 calorie 2 caffeine 3 posture 4 energy boost  
5 energy crash 6 heartbeat 7 alert 8 high energy drink
- 3** 1 D 2 B 3 F 4 A 5 C 6 E
- 4** 1 persuade 2 cite 3 Besides 4 no end of  
5 great deal of 6 illicit 7 imply

## Review

- 1** 1 the whole 2 Both 3 All the 4 neither 5 either
- 2** 7.11  
1 has 2 Both options are acceptable.  
3 Both options are acceptable. 4 are 5 are  
6 Both options are acceptable. 7 work 8 have 9 has  
10 participate
- 3** 1 A 2 B 3 A 4 B 5 A
- 4** 1 have (because it refers to *athletes*, not *one* or *handful*)  
2 up 3 both 4 down 5 went 6 neither 7 Despite  
8 instead
- 5** Students' own answers.

# GRAMMAR FILE

SB p155

- 1** 1 is 2 is 3 help 4 eat 5 has 6 are
- 2** 1 A 2 B 3 Both options are acceptable. 4 A 5 A 6 B
- 3** 1 the number, goes up  
2 effect, is; everyone, puts  
3 sport, is  
4 card, was; Lee Todd, was  
5 courts, have  
6 auction, was; owner, was
- 4** 1 none 2 All 3 both 4 a couple of/several 5 neither  
6 Each/Every

Presentation tool:

Unit 7, Unit check

Workbook / Online Practice:

WB p77

Audioscript:

SB p188



## Lead-in SB p105

Read the quote aloud with your class and elicit some definitions of the word 'entertainment' from students. Ask students to describe the singer in the picture and to speculate on what kind of music she might be performing and where she might be performing it (at a festival). Organise students into small groups to discuss the questions. Circulate as students share their ideas, asking questions to prompt them.

### Possible answers

- 1 I think that entertainment helps people to wind down and it can take their mind off the everyday stresses of work and studies, so it can be very good for the health. If people enjoy their entertainment out of the home (rather than staying in alone, watching TV), then it can be good for the life of the community too, as it brings everyone together.
- 2 I enjoy sport, cinema and music, but I enjoy music the most. For me, music is a universal language, which everyone can enjoy. I love playing and listening to all kinds of music.
- 3 The most entertaining day I've ever had is when my one of my best friends had a party in her garden. We played games, ate lots of delicious food, and played music together. There must have been about twenty of us. It was such fun.

# Entertain me

# 8

## READING

topic: storytelling in games  
skill: dealing with unknown vocabulary  
task: multiple matching

## GRAMMAR

the future  
conditional sentences

## VOCABULARY

entertainment: prepositional phrases  
negative prefixes

## LISTENING

topic: attracting attention  
skill: following an argument  
task: multiple choice: short texts

## USE OF ENGLISH

key word transformation  
word formation

## SPEAKING

topic: a world without music  
skill: talking about potential consequences  
task: collaborative task and discussion

## WRITING

topic: documentaries for teens  
skill: paraphrasing and cohesion  
task: essay

## SWITCH ON

video: do you think it's funny?  
project: the greatest prank

## extra

Take four different types of entertainment: music, games, films and sports. Divide the class into four groups and give each group an entertainment type. Give students a three-minute time limit and ask them to list as many words related to their type of entertainment as they can. When time is up, get students to share their words with the rest of the class.

### Suggested answers

Music: instruments, concert, stage, guitar, piano, singer, beat, melody, rhythm, tune, percussion

Games: board games, video games, taking turns, dice, counters, console, roleplay games

Films: cinema, ticket, horror, comedy, thriller, adventure, drama, director, actor, actress

Sports: stadium, pitch, tennis, football, net, match, game, team, team captain, score, points, goals

# READING

SB pp106–107

## To start

Think of a well-known film. Tell students the story of the film, but do not say the film's title or name any of the characters. Get students to ask questions to guess what film you are talking about, e.g. *In this film, a young, poor man and a rich, aristocratic woman meet on a huge, luxury ship travelling to America from England. They fall in love, despite the difference in their backgrounds and the fact that the woman is travelling with her fiancée. Tragedy strikes when the ship hits an iceberg ... (Titanic).* Then ask students to think of a film and tell their partner the story (emphasise that they are not allowed to mention the film's title or name its characters). Their partner has to guess the film that they are talking about. Go around the class, listening to students describe their chosen films. Nominate a few students to tell the rest of the class about their film.

## Power up

- 1** Discuss question 1 as a class. Ask prompt questions, such as: *What do you think has just happened? What do you think will happen next?* Ask students to discuss questions 2 and 3 in pairs. After a few minutes, nominate a student from each pair to report back on their answers. Encourage students to give you examples of stories they like from books, films and TV, etc. and talk about incidences where the same story is retold through different media.

### Possible answers

- Students' own answers
- I think that books have the best stories because the reader adds details with his or her own imagination and this can make the story more vivid and more memorable.
- I think that video games are more exciting, because you can play the same video game again and again, and it will be different every time.

- 2** Have a quick poll to gauge how many students regularly play video games, have played video games and those who have never played. Read the article title aloud to your students. Ask students to discuss their ideas in pairs. As they do this, monitor students' discussions, establishing who agrees and who disagrees with this point of view. During feedback, hear from some students who agree and some who disagree. Encourage students to back up their point of view with as many examples and illustrations as they can.

### alternative: whole class



Read the question in the article title and ask students to put their hand up if they agree. Then sort students into groups of four, making sure those who agree and disagree are evenly represented. This should create a more heated and interested debate.

## Read on

- 3** If necessary, pre-teach the following words: *dominant, innovative, protagonists, craving*. Check students' understanding by asking questions, e.g. *If something is dominant, is it weaker or stronger than other things? (Stronger) If something is innovative, does it introduce new things or does it keep things the same? (It introduces new things.) Is the protagonist the main character in the story or is he/she a less important character? (The main character.) If you have a craving for something, how do you feel about it? (You feel like you really need to have this thing.)* Ask a student to read the rubric, then get them to read the article quickly. Ask students to tell you whether the writer agrees with the students' points of view, and ask the class if anyone changed their point of view after reading the article.
- 4** Read the rubric aloud with students and ask them to identify the appropriate part of the text. Get students to compare their ideas with a partner before conducting class feedback.

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with changes in the industry, it is crucial to ask whether it merits this reputation

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## exam tip

- 5** Ask students to read the exam tip in small groups and discuss their answers to the question. Get students to report back on their ideas.

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You can use prefixes and suffixes to help you identify the part of speech, and you can use the context around a word to help you guess the meaning. You can also look for repetition of the word or words with similar meanings later in the text.

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- 6** Read the first sentence in the rubric aloud to your students and get them to find the correct section in paragraph A. Nominate a student to read the section aloud and identify the words in bold which the reader needs to understand. Ask students to work alone to choose the best synonyms. During feedback, discuss the meaning of the other words in the box.

---

You only need to understand *crucial* and *merits*.

---

- 7** Get students to work in pairs to match the words in the article with their synonyms. Check answers around the class. Point out that *mantle* collocates with *take over*.

---

fended off (v) – defended against  
 crucial (adj) – important  
 merits (v) – is worth  
 mantle (n) – leadership

---

### extra: fast finishers



Get students to write sentences containing the words from Ex 7. They should then read the words to another fast finisher, blanking out the new word. The student should listen and provide the missing word.

### exam task: multiple matching

**8 e** Ask students to read the article again and to complete the task laid out in the rubric. Stress that students should use the same technique outlined in the exam tip. As students work through the questions, monitor to support them in using the strategies required to deduce the meaning of unknown words. Check answers around the class.

- 1 A (*it is crucial to ask whether it merits this reputation*)
- 2 B (*even audience members with an interest in comic books will soon be feeling superhero fatigue*)
- 3 D (*Some film-makers are learning from games. ... returning to the beginning of a level.*)
- 4 A (*While the global film industry earned ... generated \$91 billion*)
- 5 C (*These games cover themes such as the rise of technology*)
- 6 D (*Film-viewers passively rely on characters' lines / Players explore their environment*)
- 7 B (*Captain America, for instance, had ... who the protagonists were fighting and why*)
- 8 A (*In just thirty-five years, games have evolved from*)
- 9 C (*I'd say they are on the verge of taking over from film*)
- 10 C (*Games have learnt from films ... pay more attention to dialogue*)

**9** Remind students that they can use similar strategies when working on this exercise to those they have been working with in the previous two exercises. During feedback, personalise the new language by asking questions, e.g. *The text mentions superhero fatigue. What other kinds of fatigue could occur in our society? (compassion fatigue, celebrity fatigue, election fatigue, etc.) What sayings are clichéd in your language? What do you like to immerse yourself in?*

- 1 evolved (v)
- 2 stuck (adj)
- 3 clichéd (adj)
- 4 fatigue (n)
- 5 authentic (adj)
- 6 immerse (v)

## Sum up

**10** Allow students to make notes on their ideas before organising the class into pairs to discuss. Bring the class together to conduct feedback. Encourage students to evaluate the writer's arguments, with reference to their own experience and knowledge of the subject.

The writer mentions the ability to explore different storylines, gripping stories, length of playing time and varied themes.

## Speak up

**11** Ask students to discuss the questions in small groups. Monitor as students talk about their ideas. Support weaker students by encouraging them to think about various aspects of the storytelling such as the themes, the dialogue, the acting, any twists or surprises, the background music, the pace of the story, etc. Bring the class together and nominate a student from each group to report back on their discussions.

## To finish

Ask students to tell you about any films they know of which have been transformed into computer games. Ask them to tell the rest of the class about the game, describing the graphics, the object of the game, how enjoyable it is to play, etc. Then ask students to think of a film they have seen which they think would make a good computer game. Ask them to work in pairs to think about how this film could be converted into a game. They should consider what the object of the game will be, what the different levels might consist of, what the graphics will be like, etc. Nominate a student from each pair to explain how their chosen game works.

Direct students to the Workbook exercises on page 80 on future phrases, the future continuous and future perfect. Ask students to complete these for homework in preparation for the Grammar lesson.

Presentation tool: Unit 8, Reading  
Workbook / Online Practice: WB p80  
Extra Practice App

# GRAMMAR

 SB p108

## To start

On large pieces of paper write the following headings in large writing: *music, film, gaming* and *TV* (a different heading on each piece of paper). Stick the pieces of paper around the room. Organise the class into four groups, and make sure that each student has a pen. Ask each group to stand beside a piece of paper. Tell students that they have a minute to make predictions about what the future holds for the entertainment type written on their piece of paper. They should write their predictions on the paper. When the minute is up shout *Change!* Students then need to move in a clockwise direction to the next piece of paper. Continue until each group has made predictions about all four kinds of entertainment. Collect the pieces of paper and read the predictions aloud to the rest of the class. Revisit these predictions after the grammar input. Pick out any target language students have included and write it on the board. Where students haven't included the target language, rewrite sentences to include it.

### explore grammar

↪ SB p156 

- 1** Tell students that the topic of this lesson is entertainment in the future. Encourage students to suggest ideas about how the photo relates to the theme of the lesson. Ask students to think about the different kinds of entertainment they discussed in the last lesson and in the 'To start' activity. Refer back to students' predictions on board and ask: *How soon do you think this is going to happen? Is this definitely going to happen or is it expected to happen? Do you expect this action to have been completed by a certain time in the future?*

Get students to read the explanations in the explore grammar box and complete the sentences. Students should try to guess the missing words, based on language they have come across before. Finally, return to the predictions that students made in the 'To start' activity. Ask students to rewrite their predictions, and to incorporate the new language in order to make the sentences' meaning more specific.

1 of 2 of 3 about 4 to 5 to 6 be 7 have

### watch out for



Students may struggle with the form of future continuous and future perfect. Spoken utterances may sound 'clunky' as students try to remember the different components. It's worth practising example sentences until students feel confident.

- 2**  8.1 Write two of the sentences from the explore grammar box on the board. Ask students point out the prepositions and auxiliary verbs then say who they think they are pronounced in each form. Play the recording and ask students if their ideas were correct. Play the recording again, so that students can repeat the sentences.

Prepositions *of* and *to* are pronounced in their weak forms, i.e. /əv/ and /tə/.

Auxiliary verbs *be* and *have* are also pronounced in their weak forms. i.e. /bɪ/ and /həv/.

- 3**   8.2 Ask a student to read the rubric. Ask students: *Do you think the predictions you hear will be optimistic or pessimistic? Why? What predictions do you think you are most likely to hear?* If necessary, go over the following words and phrases with students: *resolution* (the ability of a computer screen to show things very clearly), *VR* (virtual reality), and *hologram* (a 3D image formed by a light source). Play the recording, twice if necessary, while students take notes. Allow them to compare their answers with a partner before checking answers around the class.

Speaker 1: 4K films, VR and augmented reality, holographics and 3D audio.

Speaker 2: Will cut out other people when viewing entertainment; VR games.

Speaker 3: Graphics and 3D films etc. will improve.

Speaker 4: Entertainment will be less accessible with increasing ticket prices.

Speaker 5: VR and augmented reality will blur real life and animated life.

Speaker 6: Rapid acceleration in VR. Everyone will have it at home.

Speaker 7: The mediums on which we watch entertainment will change but not the stories.

### background



Augmented reality refers to a view of the real world which is enhanced or augmented by sound, video, data, GPS, etc. from the digital world. 4K refers to the resolution of a screen, i.e. there are 4,000 pixels.

- 4**   8.3 Students match the prediction halves. Play the recording again, so that students can check their answers. Next, ask students to look at the audioscript and pick out any features of the spoken English (for example: vocabulary) that they find interesting. Discuss these as a class and get students to tell you whether they agree or disagree with the predictions.

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

## entertainment

### To start

Organise the class into three groups (or pairs for larger classes). Give each group one of the following topics: film, TV or music. Give students a minute and ask them to brainstorm vocabulary from the previous lesson. When time is up, ask students to report back. Write any new language on the board.

- 1 Tell the students about a TV show you enjoy and say how you prefer to watch it and why. Ask students if they ever watch this show and what they think of it. Then ask students to discuss the question in pairs for a minute or two, then report back to the class.
- 2 Direct students to the words in the box. Get students to check the meanings of any words they don't know the meaning of. Put the three headings on the IWB. Elicit that *beat* would go under *music* and ask students for an example sentence, e.g. *This music has a fast beat – it makes me want to dance!* Students should then work in small groups to categorise the words. Get a student from each group to come up to the IWB and add their words under the appropriate heading. Go around the class, eliciting example sentences for the words on the IWB.

Film: blockbuster, crowdfund, flop, genre, remake, screenplay  
 TV: broadcast, crowdfund, flop, genre, primetime, ratings, remake, televise  
 Music: beat, catchy, crowdfund, flop, genre, gig, record label

- 3 Ask a student to read the rubric. Ask them to predict what the future of TV will be, using prompt questions such as: *Do you think TV is becoming less popular? Why do you think this is? What will TV have to do to keep its audiences? How will this work?* Students should then read and complete the blog posts. Stress that students may need to change the form of the words. Read the blog posts around the class.

1 broadcast 2 primetime 3 ratings 4 genres 5 flop  
 6 blockbuster 7 remade 8 crowdfunded

- 4 Organise students into pairs to discuss the questions. Encourage them to make at least three predictions for each category. After a few minutes, ask students to share their ideas with another pair. Circulate, making sure that students are using the new vocabulary where appropriate.

### explore language

→ SB p161

## prepositional phrases

- 5 Ask students if they know what a prepositional phrase is. Ask them to read the information in the explore language box and find out. Students should then take a minute to complete the task. When students have done this, check answers and write the correct phrases on the board.

1 in 2 out of 3 by

### watch out for



Due to first-language interference, students may often omit or use the wrong prepositions.

- 5 Tell students about an interesting headline you've read recently on the subject of entertainment, and get students to tell you about any they have come across. Write any headlines which students suggest on the board and elicit details about the stories behind them. Direct students to the three headlines and ask them to complete them. Conduct feedback and ask students to predict what the stories are about.

1 reality 2 China 3 Radio

- 6 Divide students into groups of three, A, B and C. Students look at their article (only) on page 175 and check their predictions. They then note future forms in their article, and key words and phrases to help them summarise the article. Then they summarise their article for the other members of their group.

Future phrases and forms:

Student A – is set to become, is due to overtake, will soon be chasing, will affect

Student B – are on the verge of merging, 'll be enjoying, 're on the point of being able to, 'll excite, will only happen

Student C – is to get, will allow, 'll no longer need, will do, will soon have developed, 're set to get

## Speak up

- 7 Organise students into pairs. Circulate as students share their ideas, noting down any particularly interesting ideas. Bring the class back together and ask a student from each pair to report back on their discussion.

### extra: mixed ability



Ask a student to read the rubric. Elicit some ideas for the conversation and bullet point them on the board, to support weaker students. Nominate a confident student to demonstrate the activity with. Then organise students into groups of four. Monitor, ensuring that the other pair are listening carefully and noting down future forms and phrases where appropriate.

## To finish

Write the following headings on the board: *education, sport, fashion* and *world affairs*. Organise students into groups. Tell them to pick one of the headings and imagine what changes may be about to take place in the near future. Ask students to discuss their topic, using the future language they have learned this lesson whenever possible and to consider whether they think these changes will be positive or negative and why. Circulate, checking that students are using the language accurately. Choose a student from each group to present their predictions to the rest of the class.

Presentation tool:	Unit 8, Grammar
Workbook / Online Practice:	WB p80
Photocopiable activity:	8A
Grammar reference:	SB p156
Audioscript:	SB p188

## VOCABULARY (Continued)

- 6 Give students a minute to read the article and to answer the question. Ask students if they have ever faced the problem of running out of things to watch on TV. Ask: *What was your solution? Was it the same or different to the one described in the article?*

TV addicts run out of things to watch; the solution is to make your own web series.

- 7 Students complete the article with the prepositions. Allow them to check their answers with a partner before reading the text around the class.

1 out 2 on 3 at 4 in 5 On 6 at 7 in 8 On 9 from  
10 off 11 In 12 from

**extra**

Get students to create a short survey (five questions long) to find out about their classmates' TV watching habits. Their questions should include as much of the vocabulary from this lesson as possible. Monitor as students prepare their questions to check that students are using the target language correctly. Give students ten minutes to mingle and ask their questions before bringing the class together to discuss the findings.

**Speak up**

- 8 Ask students to discuss the questions in pairs or groups of three. Monitor, asking prompting questions where necessary. For example, for question 2, you could ask students to think about the following: story, equipment, location, actors, lighting, props, costumes, time, technical know-how, etc.

**Possible answer**

2 I think it might not be too hard to create your own web series. Almost anyone can film on their mobile phone and there is lots of good film-editing software which is free to use. So, you just need some friends who'd be willing to take part and a good idea for a story! I'd like to try it ...

**Fun footer**

Read the footer with your students. Ask: *Do you think Zanuch's prediction has come true? Why/Why not?*

**To finish**

Tell students that they are going to think of an idea for a web series. Ask students to work in small groups to plan the first episode. Ask students: *What's it going to be about? Where are you going to film it? Is it going to be a documentary or a fictional series?* Get students to share their ideas with the rest of the class. If time allows, students could film an episode on their phones, or complete this as a homework task.

Presentation tool:	Unit 8, Vocabulary
Workbook / Online Practice:	WB p81
Photocopiable activity:	8B
Extend vocabulary:	SB p161
Extra Practice App	

**LISTENING** SB p110**To start**

Ask students to remember five words or phrases they learned in the last lesson and to write them down. They should then jumble the letters of the words to make anagrams, then give these to their partner to solve. Challenge students to see who can be first to solve their five anagrams.

**Power up**

- 1 Get students to look at the photo and ask them to tell you whether or not they think this advert is effective and how it achieves its effect. Read the rubric, then get students to work in pairs to think of answers. Bring the class back together and conduct class feedback.

**Possible answers**

A comedian: through funny stories, body language, use of pausing, facial expressions, intonation. They want you to think they're funny so you buy more tickets to see them.

A new film: a trailer that shows the film's best bits, putting reviews and quotes from reviewers on movie posters; interviews with the leads. They want you to see the film.

A newspaper or magazine: headlines, interesting stories, photos. They want you to buy their newspaper or magazine.

A clothing brand: through advertising, offers, location of shops. They want you to buy their goods.

A musician: a music video, an interview, social media messages/images, reviews of their albums, adverts with quotes from reviewers. They want you to buy their music.

**extra: critical thinking**

Get students to imagine they are a well-known clothing brand which has traditionally been seen as a brand for older people. However, they have just launched a range of clothing designed for teenagers and people in their early twenties. Ask students: *How are you going to attract the attention of your new younger market? Why are you going to do this?* Organise students into small groups to discuss their ideas. Get a student from each group to report back to the rest of the class.

**Listen up****exam tip**

- 2 Read the advice in the exam tip aloud to your students. Ask students whether they think that this is good advice about joke telling. Give students a minute to identify the two points of view and the conclusion before checking their answers.

point of view 1 = Make sure you know the joke is a good one.

point of view 2 = You need to test it out somewhere.

conclusion = Try it out on the right listener.

- 3  8.4 Ask a student to read the rubric. Ask students: *What do you think is important when telling a story?* Elicit as ideas from the students. Focus students' attention on the two questions before playing the recording. Check answers orally, and ask if they agree with the speaker's opinion.

the speaker's tone, climax, capturing the listener's interest; most important: capturing the listener's interest

- 4 Ask a student to read the rubric, then ask students to choose the best answer for the question. Nominate a couple of different students to give their answers, before confirming the correct one. Ask students to tell you how they arrived at their answer.

A (Probably the key thing is to capture everyone's interest right from the word go.)

**exam task: multiple choice short texts**

The conversations here are all related to the same topic, different forms of media, but in the Cambridge exam there are three different topics.

- 5  8.5 Allow students a minute to look at the questions and elicit the topics of each conversation. Play the recording twice while students complete the task. Check answers around the class. Ask students to read the audioscript while playing the recording a third time. Students should underline the distractors as they listen.

- 2 B (What makes the experience stand out is the focus on rhythm of the language as opposed to just the meaning of the words.)
- 3 B (Our focus should be on including articles for everyone, not just the people we hang out with ... but maybe including varied stories is the way to go)
- 4 A (But then again, if they're written like academic essays, it puts readers off so tone should be our main priority)
- 5 C (but teenagers obviously care more about what we stand for today)
- 6 B (our brand's very different, so I'd be very wary of doing something exactly the same)

**Speak up**

- 6 Ask students to discuss the questions in pairs. With Question 2, ask students to think about the following ways in which the company might try to attract them, e.g. celebrity endorsement, they promote a certain lifestyle, graphics (colours, fonts used, etc.).

**To finish**

Get students to look up jokes on the internet and ask them to practise telling them to a partner. Longer, anecdotal type jokes are called 'shaggy dog stories' in English, so get your students to search for these. If you want to ensure that the jokes you find are appropriate for classroom use, then make sure your students search for 'clean shaggy dog stories'.

Presentation tool: Unit 8, Listening  
 Workbook / Online Practice: WB p82  
 Audioscript: SB p188  
 Extra Practice App

**To start**

Think of a well-known fictional hero. Tell students they need to guess the character then describe him/her, e.g. *He's a young boy with dark hair, green eyes and a scar on his forehead. He possesses magical powers.* (Harry Potter). Then repeat with a villain, e.g. *He's an evil wizard without a body who wants to take over the world* (Lord Voldemort).

Organise students into two groups: ask one group to make a list of story book heroes and the other group to make a list of story book villains. Then ask students to choose a character on their list, and describe them (without mentioning their name). Students then take it in turns to describe each story book hero and villain while the group guesses who it is.

**explore language**

↪ SB p156

- 1 Write the phrases *providing/provided that, imagine if/that, supposing/supposing that* and *as long as* on the board and elicit an example sentence using any one of these phrases. Tell students that they are going to be working with these phrases in this lesson. Ask students to read the explore language box and complete the rules with words from the example sentences. Check answers around the class, and generate more examples together.

1 as long as 2 imagine

- 2 Before you do the task, ask students if they have watched/read *Twilight* or *The Hunger Games* and encourage them to say what they think about the two stories and the characters.

The writer merges two different stories or characters into one story.

**extra: fast finishers**



Get fast finishers to make conditional sentences similar to those in the article about heroes and villains from the list they generated in the 'To start' activity. Check sentences to make sure that students are using the target language accurately.

- 3 Get students to complete the article with the correct form of the verbs. Read the article around the class. Get students to speculate on some of the questions raised by the article, e.g. *Who would win in the Hunger Games: Bella Swan or Katniss Everdeen?*

- 1 had gone
- 2 Would, have beaten
- 3 Would, view
- 4 would feel
- 5 would happen
- 6 would, be
- 7 could
- 8 played/play
- 9 recognises
- 10 could/will be

**exam tip**

- 4** Read the exam tip aloud to your students. Highlight the first question in Ex 5 on the IWB. Elicit what is missing (students may say *accept*, but you can point out the preposition *to* and explain that they need to find a verb which means something similar, but which collocates with *to*. Students should then look through the rest of the questions and decide what information is missing. Bring the class back together and check their ideas.

**watch out for**

Students can find mixed conditionals very confusing. It's worth taking time to elicit past situations with a present result and form sentences together until students feel more confident with this.

- 1 Accept
- 2 became
- 3 award your book
- 4 people (read) them
- 5 if a writer has (patience)

**exam task: key word transformation**

All the sentence transformations here test conditional forms, whereas in the Cambridge exam, a variety of structures would be tested.

- 5 e** Return to the first question. Remind students that they had decided that the idea of 'accepting/agreeing to' something was missing in the sentence. Elicit the phrase 'on (the) condition that' and write the answer in the gap. Ask students to work their way through the rest of the questions. Monitor as students complete the task, offering support and prompting where necessary. Check answers around the class.

- 1 on (the) condition that they agree (The formal phrase *on the condition* is used and the verb *agree* replaces *accept*, as *agree* collocates with *to*.)
- 2 never would have developed/would never have developed (*Supposing* tells us that this is a hypothetical situation so we use the conditional.)
- 3 supposing your book was/were awarded (This is a second conditional sentence, as it is expressing an unlikely possibility – so we use the form *was awarded*.)
- 4 as long as they are (We use *as long as* to show that one thing has to happen in order for another thing to happen – the verb in the *as long as* clause is in the present tense to describe a general truth.)
- 5 provided (that) a writer is (In this conditional sentence, the verbs are all in the present tense as the sentence describes a general truth.)

**Speak up**

- 6** Demonstrate the activity by giving an example of two characters from different films in a new story setting, e.g. The big bad wolf (*Red Riding Hood*) and Elsa (*Frozen*) at Hogwarts (*Harry Potter*). *A young princess with the magic ability to create ice and snow wins a place at a famous school of magic. She wants to use her power for good, but she is befriended by a wicked wolf who wants to trick her into using her power for evil. Will good triumph over evil?* Nominate a student to tell you their favourite character from a story. Then ask a different student to give you his/her favourite character. Find a third student to suggest a story setting for the two characters. Get them to think about setting the scene, building the tension, describing what happened, saying how the story ends. Then ask students to work in pairs to create their stories. Elicit the following story ideas on the board to help students: a quest to find something, a misunderstanding that causes confusion, a difficult decision, role reversal, a dangerous threat, a bid to overcome evil, a decision to improve circumstances. Nominate a student from each group to tell their story to the class. Weaker students will benefit from having these ideas written on the board.

**Fun footer**

Ask students to read the footer silently as they will probably need to do this to recognise the pun on *just ice/justice*. Read the fun footer with your class. See if any of your students can guess the answer before explaining.

**To finish**

Organise students into groups. Ask them to choose one of the stories generated in Ex 6. Give them ten minutes to make a film trailer for the story. Students should then watch each other's trailers.

Direct students to the exercises on negative prefixes in the Workbook. Ask for these to be completed for homework in preparation for the next lesson.

Presentation tool:	Unit 8, Use of English 1
Workbook / Online Practice:	WB p83
Photocopiable activity:	8C
Grammar reference:	SB p156
Extra Practice App	

## To start

Think of a music video you have seen recently (ideally one with some kind of narrative) and describe it to your students. Ask students if they have seen the video you are talking about and elicit their opinions about it. If possible, play students an extract of the video. Students should then think of a music video they have seen recently and tell their partner about it. Get students to report back on their music video stories, and if possible, show some extracts of these videos to the rest of the class.

- 1 Begin by asking students to tell you about some popular music videos. Ask: *Do you enjoy watching music videos? Do they add to your enjoyment of a song/piece of music? Why/why not?* Ask students to read the extract from the article and discuss the question with a partner. Conduct class feedback.

### Possible answers

Yes, I agree with most of this. I love watching music videos – if I hear a new song then I always want to see the video. However, I don't agree that they're usually predictable. I've seen lots of really unusual videos which tell stories and are like works of art in their own right!

No, I don't really agree with this. I'm not interested in watching music videos. I think the music is important, and I really don't need anything to help me understand the content of a song. I'd rather work it out for myself.

## explore language

↪ SB p161

- 2 Focus students' attention on the words in bold in the article they have just read. Then ask them to look at the explore language box and to complete the task. Allow students to check their answers with a partner before conducting class feedback.

1 unpredictable   2 disconnect   3 insignificant  
4 misunderstand   5 irregular   6 imperfect

- 3 Students complete the sentences with the correct prefixes. Read the sentences around the class, continuing to model correct pronunciation where necessary.

1 un   2 in   3 mis   4 ir   5 dis   6 im

### extra: fast finishers



Ask students to make sentences which are true for them, using the words from Ex 3. Then get them to read their sentences aloud to another fast finisher, blanking out the target language. Their partner should listen and supply the correct word.

- 4 Put students into pairs and ask them to discuss the statements in Ex 3. Circulate as students do this, encouraging them to give reasons for their answers. Bring the class together and conduct a class discussion. Ask follow-up questions: *Why do you think there is so much uncertainty in the music industry? Do you think that a lot of musicians sound the same? Who, in your opinion, has a really individual sound? Why do you think it's important for bands to release new material on a regular basis? Why do you think that fans like to watch music videos of their favourite bands?*

- 5 Ask students to read the article and to tell you the writer's main point. Get students to say whether they agree with the writer and to say why/why not.

### Suggested answer

Music videos are important because they give a musician a competitive edge but they'll have to change in future to be shorter and adapt to different mediums.

## exam task: word formation

- 6 e Explain the exam task to students. When students have completed the text, read the article around the class.

- 1 undeniably (We need an adverb here, to go in front of the adjective *easy*. The context of the sentence tells us that we can't deny music videos are easy to discover, therefore, we need the negative suffix *un-*.)
- 2 accessible (The phrase *to anyone* tells us that we need an adjective here, so we add the suffix *-ible* to *access*.)
- 3 forgotten (The sentence is in the passive voice, so we need the past participle *forgotten* to follow *watched*.)
- 4 memorable (The comparative structure *as ... as* tells us we need an adjective here.)
- 5 disadvantage (An indefinite article plus an adjective tells us we need a noun form here. The context of the sentence tells us we also need to add the negative prefix *dis-*.)
- 6 irreplaceable (The word *vital* gives us a clue that the adjective we need will have a similar meaning. Therefore, we need to add the prefix *ir-* to *replaceable* to show the importance of music videos.)
- 7 evolution (The suffix *-ution* is added to the verb *evolve* to form the noun before the verb *will mean*.)
- 8 subscription (The word *subscription* completes the noun phrase *music subscription sites*.)

## game on

Ask a student to read the rubric. Model the activity by thinking of three words with different prefixes and describing them to your students. Ask your students to guess which word you are describing. Organise students into groups and get them to play the game. Monitor, listening for any particularly good descriptions which you can mention at the end of the activity.

## Speak up

- 7 Organise students into pairs to discuss the questions. For weaker classes, get them started by telling them about your favourite music video. Describe the video in as much detail as possible. Do the same for a video that you don't like. Monitor as students complete the task, prompting where necessary. For Question 3, students can think about impact on music fans, on the musicians, on profits, on society, etc. Open this up into a class discussion and, if appropriate, show students extracts from some of the videos which have been discussed.

**extra:** critical thinking

Watch one of the videos you discussed in Ex 7. Play it to the class and discuss how successful/unsuccessful the video is in achieving the following:

- helping people understand the content of the song;
- connecting with the song and the singer/band;
- conveying the right image for the singer/band;
- increasing sales of music/concert tickets, etc.

**Fun footer**

Read the footer with your students. Ask if they know this song and if they have ever seen the music video. If time permits, play the video to your students or ask students to search for it and play it. Ask them what they think of it.

**To finish**

Organise students to work in groups. Tell them that they are going to think of a well-known song and make a music video to present to the rest of the class (this could be set for homework).

Presentation tool:	Unit 8, Use of English 2
Workbook / Online Practice:	WB p84
Extend vocabulary:	SB p161
Extra Practice App	

**SPEAKING** SB p113**To start**

Ask students to remember three of the negative prefix words they learned in the previous lesson. They write a sentence containing these words and blank out the word with the negative prefix. Students then swap papers with their partner who completes the sentence with the correct word. Collect sentences around the class.

**Power up**

- 1 Tell students why music is important to you. Say something like: *Music is important to me because different pieces of music remind me of special parts of my life and of people I've met.* Ask students to work with a partner to discuss why music is important to them. Encourage them to think of as many reasons as possible. Bring the class together and ask for feedback.
- 2 Focus students' attention on the diagram and the different headings. Read the central question and choose one of the headings and elicit an idea from the students. Then give students a minute to make notes under the different headings. When the time is up, ask them to share their ideas with a partner. Collect ideas around the class.

**Possible answer**

education – learn to develop creativity; entertainment – people enjoy going to gigs; health – helps you relax; sport – helps you focus; travel – passes the time

**exam task: collaborative task**

↪ SB p164

- 3 Ask a student to read the words and phrases in the box. Check that students understand the meaning of the phrase *give you a boost*. Ask a student to read the rubric, then organise students into pairs to complete the task. Remind students that they shouldn't come to an agreement too soon. They have one more minute to show their language skills. Even if they don't come to an agreement, they should take the opportunity to show the examiner what they can do. Monitor as students complete the task, checking that they are using the new language accurately.

Music is important in education, because learning how to read, play and appreciate music is a part of becoming a civilised person who can enjoy the finer things in life. Music is also important in health: music therapy is often used to help improve people's mental health and to help people get better faster – that's why there is hospital radio, for example. I think music is important in sport, because many sportspeople use music to train to – they say it helps them focus. Many people wouldn't travel anywhere without their iPod so it's important in this area of life too. Discovering music in different countries and cultures is an important part of the travel experience. And finally, music is a huge part of entertainment: from films, to concerts to dance – you can't really escape music when it comes to our culture.

I think that music is most important in the following areas of our lives: education and health. If no one learned music at school, then we'd have much less music in our lives. Learning a musical instrument is important for everyone: even if you don't end up being a musician, it is well-known that learning a musical instrument is good for your brain. Another area where music is very important is health. We need music to stay mentally healthy. That's why hospital radio plays an important part in helping people to get better. If we didn't have music, I think we'd see an increase in all kinds of illnesses and health complaints.

- 4  8.6 Read the rubric and play the recording. Ask students to listen out for language that tells them if they agree or disagree. Check answers orally, eliciting language which tells you how the two speakers express their agreement/disagreement, e.g. (*You're right, ... but then again*). Ask students what their response to the exam question is.

They agree that it's not right that people download all music for free. However, A thinks it's never right and B suggests that it's the fault of the record labels who charge high prices for music.

## explore language

- 5  8.7 Ask students to look at the explore language box. Focusing on the heading, ask students to tell you how they might express potential consequences. Then ask them to predict the missing words from the sentences. Play the recording so that students can complete the sentences.

1 Imagine that    2 might    3 lead to

- 6 Ask a student to read the rubric and questions. Tell students to complete the sentences with their own ideas. Monitor as students complete this task, offering support where necessary. Then organise students into pairs to share ideas and to give reasons for their answers. Nominate a student from each pair to report back on their discussion.

### Possible answers

- 1 ... nightclubs, concerts, film scores.
- 2 ... people's ability to relax or feel energized; community life as music/dancing is a big part of that.
- 3 ... read more books; paint more pictures; write more poetry

## Speak up

- 7 Focus students' attention on the words and phrases in the box. Check students' understanding of the language. Organise students into pairs and ask them to look at the task. Stress that students will be required to respond to each other, and elicit the different ways in which they might do this (by agreeing/disagreeing, by asking for more information, asking a follow-up question, asking for clarification, etc.). Ask students to discuss the questions, making use of the words and phrases in the box where possible. Monitor as students complete the task, asking prompt questions where necessary. Nominate one pair to perform their discussion for the rest of the class.

## alternative

Get students to record their discussion in Ex 7. They should then work with another pair and play their recordings to each other, giving feedback and advice on how they could improve upon their performance. Students could then record themselves doing the task a second time, if time permits. They should listen to their recording, and assess how much they have improved since the last time.

## game on

Ask a student to read the rubric. Model the activity for the whole class with a group of four able students. Tell one pair in each team to start. After 20–30 seconds, shout Change. The other pair has to take over. Wait for another 20–30 seconds and shout Change again. Keep doing this for about a minute. When you want to stop the game, shout Stop. Ask pairs to count up how many points they got and find out who was the winner in each group.

## Speaking extra

- 8 Ask students to remind you of the language we use to express potential consequences. Read the scenarios aloud to your students and ask them to work in pairs to discuss the consequences. As an additional task, students could be asked to think of further scenarios and resulting consequences. Listen in to students' conversations, checking their use of the target language.

## To finish

Tell students about the radio programme *Desert Island Discs*, in which a celebrity chooses pieces of music which have played a very special part in their life. Ask students: *Which three pieces of music would you want to have with you if you were stranded on a desert island? Why would you choose these tracks?* Give students a few minutes to choose their tracks, then organise them into groups and ask them to tell the other students about their choices. Choose a few students to report back to the class.

Presentation tool:	Unit 8, Speaking
Workbook / Online Practice:	WB p85
Speaking file:	SB p164
Audioscript:	SB p189

# WRITING

SB pp114–115

## To start

Ask students to define the word *documentary* and get them to tell you about any they have seen. Get students to tell you whether there have ever been any documentaries made about their town/city. If so, what was the focus? Organise students into pairs. Tell them to imagine that they have been asked to make a documentary about their town/city. What would they focus on? Who would they interview? What would they film? After a few minutes, bring the class together to discuss their ideas.

## Power up

- 1 Ask students to describe the photograph and elicit what kind of television programme is being filmed (a documentary). Organise students into small groups and get them to discuss the questions. Circulate as students complete the task, asking prompting questions where necessary. For question 3, students could think about different types of factual programmes and the impact they have, e.g. nature, health, science, political, history, documentaries. Choose a student from each group to report back to the rest of the class. Collect answers for question 4 around the class and, for weaker classes, write interesting points on the board, as these will provide students with support when it comes to completing the writing task.

## Plan on

- 2 Ask students to read the task. Give students a minute to decide which opinion goes with which prompt and check their answers. Ask students to think of one more idea to go with each prompt. Collect ideas around the class and write them on the board.

### Possible answers

Choice of topic – Some TV companies are afraid of addressing real topics for teens.

Creativity – Young people don't necessarily watch programmes on TV so the documentary makers need to be more creative with the medium.

Length of programme – they could be split into short programmes that are shareable online.

- 3 Tell students that they are going to read an essay which responds to the exam task that they have just read. Give students a minute to read the essay and ask them whether they agree with the writer's point of view. Encourage students to give reasons for their answers: ask students to tell you what the writer says about the choice of topic, creativity and the length of current television documentaries.

The writer says that documentary makers should cover a wider range of topics and in particular topics of interest to young people, and reduce the length of programmes to 30 minutes or less.

## explore language

- 4 Elicit the meaning of the word *paraphrase* (when you change a phrase so that it has the same meaning but contains different words). Ask students why it's important to be able to paraphrase in written English (so that you can avoid repeating yourself). Ask students to complete the task, then check answers around the class.

1 popular 2 increased/grown 3 exploration

- 5 Ask students to return to the essay and to locate the words in bold. Ask a student to read the rubric, then get students to complete the task. Allow them to check their answers with a partner before conducting class feedback.

### Suggested answers

programmes – shows

young people – teenagers and those in their early twenties

appeal – are of interest

topics – subjects

watch – viewing

kind – type

long – with a length of

concentrate – focusing

### extra: fast finishers



Get fast finishers to work with a partner. They should take it in turns to say one of the words or phrases from Ex 5. Their partner should provide either the synonym or paraphrase.

- 6 Focus students' attention on the highlighted phrases and words in the essay and ask them to tell you what purpose they have (they are linkers, which describe cause and effect). Ask students to complete the table by putting the linkers into the correct column. Check answers orally.

1–3 due to the fact that, since, as

4–6 result in, lead to, As a result

- 7 Students complete the sentences with linkers from Ex 6. Check answers around the class.

1 As a result/consequence

2 Because/Since/As/Due to the fact that

3 because/since/as/due to the fact that

4 lead to/result in

5 Because/Since/As/Due to the fact that

6 leads to/results in

### extra



Organise students into pairs. Get them discuss whether or not they agree with the opinions expressed in Ex 7 and to say why/why not. Bring the class together and ask a few students to report back to the rest of the class.

- 8 Ask a student to read the paragraph aloud and ask for one way it could be improved. Ask a student to read the rubric, then get them to rewrite the paragraph, using paraphrasing (shown below in bold) and linkers (shown below, underlined). Nominate students to read their work aloud to the rest of the class.

#### Suggested answer

Documentaries are sometimes traditional in the way they are made. As a result, they are not attractive to younger people who are looking for something different and more **appealing**. Rather than simply tell a story through a narrator with some interviews, documentary makers should think of new and original ways to tell the **narrative** such as through imagery. This will lead to people watching the documentary, talking about it online and then other people **viewing** it.

## Write on

- 9 Organise students into groups. Get them to turn to page 175, read the task instructions and brainstorm ideas for things they could write about. Ask a student from each group to report back.

#### Suggested answer

Length of story: not too long, told in short instalments, short text accompanied by visuals  
Theme and topic: ties in with young people's interests, magical, believable characters in fantastic situations  
Mode of delivery: should be more interactive (readers can choose different endings), multimedia, nicely illustrated, etc.

### game on

Read the instructions as a class and organise students into pairs. When time is up, and students have had a chance to compare their notes, get them to share their ideas with the rest of the class.

- 10 As a class, brainstorm some ideas for a paragraph plan. Elicit that students' essays will need an interesting introduction, a paragraph describing each idea and a conclusion to sum everything up. Remind students that they will need to use linkers. Monitor as students write their paragraph plan, allowing them to ask for support if necessary.
- 11 Students complete the task with a partner. Encourage students to give feedback to each other on their ideas.

### exam task: essay

↪ SB p166

- 12 e Read the exam tip as a class, and give students time to make the necessary calculations and compare notes with a partner. Students write their essays. Get students to check their essays for word count and any spelling/punctuation errors they might have made.

#### Model answer

A century ago, stories were primarily told through books. Today, young people have access to a huge range of stories online in the form of film or TV and as a result it seems they read less. This essay will suggest two ways that young people could be encouraged to read more stories.

The first idea is to create more interactive stories that allow readers the opportunity to share their opinions and ideas as they read. This is because, these days, young people are used to sharing their viewing experiences with others on social media while they watch films or TV. If they could do the same with written stories, they might be more likely to read them.

A second idea is to create shorter stories and divide them into episodes which are released on social media over a few days. The reason for this is to create suspense for the reader, which attracts a lot of attention. Podcasts about real life stories and web series tend to do this and have become popular in recent years.

To conclude, creating interactive stories and dividing stories into episodes may encourage more young people to read stories rather than watch them in films or on TV. I would suggest that interactive stories are likely to have the biggest impact as readers can participate and not just consume the story.

## Improve it

- 13 Focus students' attention on the rubric. Get them to swap their work, and allow them sufficient time to read their partners' essay and think of appropriate feedback which is related to the questions. Students should then give their partners feedback. Encourage them to include positive aspects of their partners' writing in their feedback, as well as things which could be improved.
- 14 Give students time to edit their work in the light of their partner's feedback. Students will probably need to redraft their work and this can be set as a homework task.

## To finish

As a class, brainstorm some titles of classic stories in your students' language – these should be stories which are well-known but not often read nowadays. Organise students into groups. Get students to think about how these stories could be adapted to be made accessible and interesting to a younger audience (they may need to go online to search for the story's plot and character). Ask students to think about the following:

- Which elements of the story would you change to make it more up-to-date?
- What medium would you use to tell the story? Game? Music video? Film? Or something else?

Give students ten minutes to present their ideas to the rest of the class.

Presentation tool: Unit 8, Writing  
Workbook / Online Practice: WB p86  
Writing file: SB p166

# SWITCH ON SB p116

## Do you think it's funny?

- 1** Elicit the meaning of the word *prank* (a trick you play on someone for fun). Ask students if anyone has ever played a trick on them and get them to tell you about it. Then focus students' attention on the rubric. Organise students into small groups and get them to complete the tasks. Conduct class feedback.

### Possible answer

My mother sings really loudly in the shower and it always wakes me and my brother up in the morning. We've asked her to stop but she thinks it's a funny way to make sure we're getting up at the right time. My prank would be to record her singing, and replace the house answer phone message with the recording. I hope that when she realises, she'll be embarrassed and will be a bit quieter when the rest of us are sleeping ... I just hope it doesn't backfire and get her a record deal!

- 2**  Read the rubric aloud with your class and play the recording. Elicit the meaning of the word *epic* and get students to brainstorm synonyms with a partner. Conduct class feedback and ask students whether or not they agree that this adjective describes the prank.

### Possible answer

the best, the biggest, the most shocking, the most sensational, the funniest, the most creative, the most effective, the one that got the best reactions

- 3**  Give students a minute to read the questions before playing the recording again.

Ben spills water on Simon, the producer tells Ben to 'take him to wardrobe', and Ben follows his instruction by escorting Simon to the caravan to get him cleaned up.

- 4** Students discuss the questions with a partner. Monitor, offering support where necessary. Get students to work with another pair and share their answers.

### Possible answers

**1** The footage has been carefully edited to make the prank appear to be dramatic and believable, and Lee's was probably the most convincing reaction they could capture on camera.

We benefit from being able to see the whole of Lee's 'story' through the clip. He seemed to be particularly desperate when the band were shouting at Ben and Simon to get out of the caravan, he was given the most screen time when the reactions were shown, and we experience his relief and humour when he chases Simon at the end. Because we see the full spectrum, we better appreciate the highs and lows of his emotional experience throughout.

I think that Simon and Lee are probably the closest friends out of the group, so Lee was more shocked and upset than the others. It's significant that Simon was shown going over to him and nobody else afterwards.

**2** Students' own answers. You might discuss with them whether it is kind to give someone such a terrible shock.

- 5** Get students to complete the task in small groups. Nominate a few students to report back to the class.

## Project

- 6** Read the project instructions aloud with your class. Students' presentations can take whatever form they like, e.g. a news report or as a 'world's worst' or 'world's best' YouTube video. However they choose to present, they should ensure that everybody in their group plays a role.

### extra

In small groups, students could design a (friendly) prank or practical joke or magic trick to play on a friend. It should not endanger anyone of course. They can use the idea they thought of in Ex 1. Students should set it up and then video it to present to the class.

Presentation tool:

Unit 8, Switch on

Switch on videoscript:

TB p180

# INDEPENDENT LEARNING SB p116

## Speaking and writing

- 1** Ask students to tell you whether they find listening in English difficult and get them to tell you what causes the most problems for them. Then organise students into pairs and get them to complete the task together.
- 2** Ask students to tell you whether they find speaking in English difficult and get them to tell you what they find the most challenging. Then get students to work with a different partner and complete the task.
- 3** Read the rubric with your class and get them to discuss their ideas from Ex 2 with a partner. Monitor, offering support and ideas where necessary.

### Suggested answers

Revise grammar sections in student and work book, do online grammar activities.

Read widely – not just books, but also articles online. Record any new words and phrases and try to use them in my own speaking/writing.

Record myself speaking. Then listen to myself, focusing on use of discourse markers. Repeat and listen: have I improved? Watch films, listen to English speakers on the radio, record myself, ask English speakers for feedback.

Join an English conversation club, practise talking in English to friends.

- 4** Students look ahead to Unit 9 and record the goals they find there.

Listening: following contrasting ideas and corrections to opinions, multiple matching

Speaking: using a variety of phrases, long turns.

- 5** Students discuss the questions in pairs. Conduct class feedback. Ask students: *What can you do to prepare yourselves for the next unit?*

# UNIT CHECK

SB pp117–118

The Unit check tests the following: entertainment and prepositional phrases, negative prefixes and future phrases.

## extra: using the wordlist



- Students take it in turns to read words from the list to a partner, who has to spell them.
- Students test themselves to see if they can remember which negative prefixes go with which words.
- Students write a dialogue containing as many of the prepositional phrases as they can.
- Students challenge themselves to write a story containing all the words in the wordlist.

## Vocabulary

- 1 2 8.8 and 8.9  
1 at our fingertips 2 flop 3 in tune 4 in reality  
5 genre 6 record label 7 at random 8 gig
- 3 1 incorrectly 2 irreplaceable 3 unimportant  
4 irrelevant 5 mistaken 6 disadvantage  
7 imperfect 8 insignificant
- 4 1 evolution 2 anticipation 3 clinical 4 grab  
5 dominance 6 rivalry

## Review

- 1 1 have been working 2 will have bought  
3 are being used 4 are being helped 5 will all be having  
6 will have completely changed 7 might all be asking  
8 will be living
- 2 3 8.10  
1 Machines are set to take over more jobs from humans.  
2 Some machines are on the verge of performing intellectual tasks.  
3 By the middle of the century, we may have created intelligent machines that make us redundant.  
4 As a result, people around the world will be looking for new forms of employment.  
5 Are musicians on the point of being replaced today?  
6 Machines are due to have a bigger role in the production of music.
- 4 1 will 2 as/since/because 3 to 4 at 5 be  
6 by 7 is 8 have
- 5 1 hadn't been 2 had held out 3 saw  
4 screamed/was screaming 5 had carried on  
6 would be 7 like 8 kept
- 6 Students' own answers.

# GRAMMAR FILE

SB p157

- 1 1 will have received 2 will be collaborating  
3 will have created 4 will be making  
5 will have improved 6 will be using  
7 will have been made 8 will have been written
- 2 1 on the verge of 2 due to 3 is to  
4 on the point of 5 set to 6 have lost  
7 on the verge of
- 3 1 take off 2 will be enjoying 3 cancel  
4 announcing 5 be released
- 4 1 D 2 A 3 G 4 B 5 H 6 C 7 F 8 E
- 5 1 You can have the part in the play on (the) condition that you learn your lines by next week.  
2 The play will go ahead as long as all the cast is/are fit and healthy.  
3 Supposing I'd memorised these lines earlier, I wouldn't be so worried about forgetting them right now.  
4 What if I panic on stage and forget my lines?  
5 Imagine that no one came to watch us. It'd be so embarrassing./Imagine that no one comes to watch us. It'll be so embarrassing.

Presentation tool:

Unit 8, Unit check

Workbook / Online Practice:

WB p87

Audioscript:

SB p189



# It's a wild world

# 9

## READING

topic: why humans are interested in wild animals  
skill: understanding inferred meaning  
task: cross-text multiple matching

## GRAMMAR

verb + *-ing* form or infinitive  
reported speech

## VOCABULARY

compound nouns on the environment  
adjective + noun collocations

## LISTENING

topic: funny things pets do  
skill: following contrasting ideas and corrections to opinions  
task: multiple matching

## USE OF ENGLISH

keyword transformation  
multiple-choice cloze

## SPEAKING

topic: working at night  
skill: using a variety of phrases  
task: long turn

## WRITING

topic: outdoor activities  
skill: effective introductions and conclusions  
task: informal email

## SWITCH ON

video: turtle survival  
project: environmental protection

## Lead-in SB p119

Ask students to look at the photograph. Ask them to describe what they see and elicit that the people in the photo must be on some kind of safari. Find out if any of your students have been on a safari before. Organise students into pairs and ask them to discuss the questions. Circulate as students share their ideas, asking prompting questions such as: *Do you think that animals have emotions in the same way that people do? What evidence do you have to support your answer? Do you think it's wrong to have an animal as a pet? Why/Why not?*

### Possible answers

- 1 Yes, I think it's wrong to disturb wild animals by taking pictures of them. Animals can become very stressed, especially if they are trying to protect their young. It can also be dangerous for the humans involved – I've read several news reports about photographers being injured by the wild animals they were trying to capture.
- 2 They think it makes them look interesting and they hope that some of the animal's exoticism rubs off on them. I'm not so sure this is true!
- 3 I've always wanted to visit the rainforest, because the variety of plant and animal species there is incredible. I've also watched loads of documentaries about rainforests around the world and would love to see what it's like in real life.

### extra

Focus students' attention on question 2. Organise the class into two groups. Get one group to think of reasons why it's a good idea for people to keep wild animals as pets. Get another group to think of reasons against doing this. Then conduct a class debate, where students from each group take it in turns to make arguments for or against.

## To start

Organise students into groups of 3-4 students. Tell them that they will be reading about conservation and wild animals and that they are going to begin with a game to practise their animal vocabulary. Write the following categories on the board: *wild animal*, *animal body part*, *animal action*, *pet*. Nominate a student to run through the alphabet in his/her head. When you say *Stop*, the student has to say which letter they have got to. Students must then see how quickly they can find words in each of the four categories which begin with this letter. So, for example, if the letter is *b*, students could have said the following words: *badger*, *beak*, *bark* and *budgie*. The first group to find four words wins a point.

## Power up

**1** Focus students' attention on the photograph and ask them to tell you what they think of it. Ask: *How does looking at this picture make you feel?* Organise students into pairs and ask them to discuss the questions. Monitor as students do this, providing vocabulary where necessary and prompting where needed.

### background



There is a big market for wildlife tourism in the UK. A recent survey showed that 4% of holiday trips in the UK involve some wildlife element. Each year, 1.12 million tourists visit Scotland specifically to view wildlife there. 79 million trips are made each year to the English coast to view wildlife. Nature tourism makes a very important contribution to the UK economy, as 60% of rural jobs and recreation depends on wildlife and landscape.

### extra: critical thinking



Share the information in the background box with your students. Ask them to go online to find similar statistics about wildlife tourism in their own country. Ask students: *What do you think is the biggest attraction for wildlife tourists in your country? How can we protect wildlife while encouraging more people to come and experience it?*

## Read on

**2** Elicit what a conservationist is (someone who works to protect animals, plants, etc.). Ask students to think about how conservationists might have different views on environmental issues and discuss some of their ideas. Then read the rubric aloud to your students. Pre-teach the following words and phrases if necessary: *concrete jungles*, *immune system*, *to cite*, and *draw*. Check students' understanding by asking questions, e.g. *Can you think of a concrete jungle in this country? What would happen to you if you had a problem with your immune system? (you would get ill very easily and very often); If I cite what someone has said, what do I do with it? (you mention something as an example, especially one that supports, proves, or explains an idea or situation); If a place is a draw, does this mean I want to go there, or does it mean the opposite? (It means you want to go there).* Give students a time limit to read the texts before asking them to report back on their ideas.

The four texts are about the relationship between human beings and wild animals. Each text has a slightly different perspective on wildlife tourism, its benefits and drawbacks.

**3** Ask students to work with a partner to write a definition of what wildlife tourism means. Go around the class, listening to students' definitions. As a class, agree on the best one. Discuss the extent to which wildlife tourism exists in your students' country and encourage students to share any personal experiences they may have had with this subject.

### Suggested answer

Wildlife tourism is tourism which involves people visiting an area or country to see animals in the wild there.

## exam tip

**4** Focus students' attention on the exam tip and complete the task in the box as a class. Read the beginning of the sentence aloud and go around the class, checking which ending students would choose. If students have different ideas, encourage discussion before revealing the correct answer. Next, refer students to the highlighted sentence in the article. Ask students to work with a partner and decide how this should be completed. Conduct class feedback.

B – The sentence is stating that it is not good for animals.

Exercise: We should not encourage this contact

**5** Read the rubric aloud. Ask students to find a text where the writer has a similar opinion to the writer of Text A. Encourage students to use the strategy outlined in the exam tip box to help them arrive at their answer. Bring the class together to share their ideas.

Text B has the sentence: *They encourage contact between humans and wild animals, with wildlife tourism on the rise, and it's taking a tragic toll on the creatures it's meant to protect.* This also strongly implies that contact should be stopped.

... *stingrays that lived around a tourist beach had weak immune systems due to contact with humans.*

Text D: ... *much of the countryside is now sterile and overfarmed. The majority [of money generated by green tourism] is taken as profit and is often used to promote more tourism. This, in turn, leaves animals with new threats to their well-being and new problems to solve, which is not a solution.*

## exam task: cross-text multiple matching

**6 e** Ask students to read the texts again to complete Ex 6. Again, encourage them to use the exam tip advice. Tell students that they should underline the relevant information in each text, and then use the 'and so' tip to help them decide on the reader's attitude. If necessary, do the first example as a class. Students should complete the rest of the task alone. Bring the class together to discuss answers.

## READING (Continued)

1 B

- A:** *getting close to wild animals will inevitably be intrusive. It interferes negatively with the animal's natural behaviour ... may be catastrophic* (= The impact on animals is very bad.)
- B:** *They encourage contact between humans and wild animals ... it's taking a tragic toll on the creatures it's meant to protect.* (= The impact on animals is very bad.)
- C:** *When wild animals and humans meet even today humans can come to harm.* (= The impact on humans can be bad.)
- D:** *You would hope that any contact between humans and animals ... This is not necessarily so.* (= It doesn't mention the impact on animals.)

2 B

- A:** *One viral video recently showed ... It showed these killer animals in a positive light* (= They show animals in a positive way.)
- B:** *Presenters encourage us to share their appreciation ... mass extinction is threatening all life on our planet.* (= They give a false impression that animals are not in danger.)
- C:** *Television shows often reinforce these false impressions. ... The child cited a TV presenter's actions as proof that it was safe to do so.* (= They give a false impression that wild animals are safe.)
- D:** *the increasing sophistication of TV wildlife documentaries. ... they also draw attention away from the reality that much of the countryside is now sterile and overfarmed.* (= They give a false impression that animals are not in danger.)

3 D

- A:** *This emotional connection draws many of us to form bonds with animals, especially now we've swapped farm life for office cubicles and concrete jungles.* (= People feel an emotional connection/response.)
- B:** *Many people desire to be close to nature. There's a spirit of joy and happiness in the natural world that we're losing now we live in cities.* (= People feel an emotional connection/response.)
- C:** *Humans increasingly live their lives inside buildings. ... will provide opportunities for photographs and a transitory feeling of well-being.* (= People feel an emotional connection/response.)
- D:** *Historically, people feared wild animals, ... can make you feel stronger and more powerful.* (= People feel more powerful.)

4 C

- A:** *Mass wildlife tourism does just that. ... Therefore, tourism isn't the way forward.* (= We should not allow it.)
- B:** *However, while allowing tourism isn't the perfect solution ... their habitats for the future are few and ineffective.* (= It may be best thing to ensure the future of wild animals.)
- C:** *Governments have a difficult decision to make ... Providing food for the animals often means allowing certain levels of tourism.* (= It may be the best thing to ensure the future of wild animals.)
- D:** *and while green tourism brings income into an area in need ... new problems to solve, which is not a solution.* (= It causes more problems than it solves.)

**7** Focus students' attention on the sentences and the highlighted words. Begin by asking students to find the sentences in the texts and to decide what the words are referring back to. Check answers around the class. Next, ask students to work in pairs to decide on the implication of each sentence. Check students' ideas orally.

- 1 wildlife tourism/getting close to animals (Implication: We shouldn't allow it.)
- 2 television documentaries (Implication: Wildlife documentaries are misleading.)
- 3 wildlife tourism, animals (Implication: Wildlife tourism can be good.)
- 4 contact with animals reminds us of the value of the world around us (Implication: Contact with animals is not necessarily a good thing.)

## Sum up

**8** Students write a summary of each viewpoint (limit them to one or two sentences for each text). Allow students to check their summaries with a partner before reporting back to the rest of the class. Ask students which viewpoint they find most persuasive, giving reasons for their answers.

## Possible answers

- A:** We shouldn't get too close to animals because it disturbs them and interferes with their natural behaviour.
- B:** Wildlife tourism is harming the wildlife it celebrates: we need to look at more sustainable ways of encouraging it
- C:** Wildlife tourism needs to be encouraged on a wide scale to ensure its safety and to protect endangered animals
- D:** Wildlife tourism only helps some small areas; there are large, increasingly sterile areas in the world which urgently need attention.

extra: critical thinking 

Organise students into four groups and give each group a letter representing one of the points of view expressed in the reading text. Give groups ten minutes to think of extra arguments to back up the viewpoint (as expressed in the summary). Let students go online to source arguments if required. Then conduct a class debate. See which group can put forward the most points to support their argument.

## Speak up

- 9 Put students into pairs to discuss the questions. For question 1, ask students to list the benefits and the downsides before deciding on their answers. For question 2, ask students to consider the different types of wildlife programmes they have seen on television. Are some more (or less) intrusive than others?

### Possible answers

- 1 Yes, I do. It's clear that there are some elements of wildlife tourism which need to be carefully considered, so as to avoid causing harm to the nature which it is trying to protect. However, I think it's important that wildlife tourism exists. Without wildlife tourism, people might become even more disconnected from nature and this might mean that humans would be even more careless when making decisions which affect the environment.
- 2 I do enjoy wildlife programmes on TV. This article has made me think about issues I hadn't considered before – but I don't think it will affect my enjoyment of such programmes or stop me watching them.

## To finish

Tell students that they are going to think of an alternative to wildlife tourism, so that future generations can be educated about wildlife, without causing any of the problems which wildlife tourism brings about. Ask students to think of a realistic idea which will inform students and encourage them to take care of the natural environment without upsetting its fragile balance. Circulate as students discuss their ideas, prompting where necessary. Ask a student from each group to present their solution to the rest of the class.

Possible ideas:

*Create virtual safaris, where students learn about animals through computer generated imagery.*

*Organise 'real life' tourist tours to places where the natural environment has been destroyed - this might encourage people to live more sustainable lives.*

Direct students to the verb + *-ing* form or infinitive tasks on page 90 in the Workbook. Set these as a homework task in preparation for the Grammar lesson.

Presentation tool: Unit 9, Reading  
Workbook / Online Practice: WB pp88–89  
Extra Practice App

# GRAMMAR

 SB p122

## To start

Ask students to look back at the reading text from the last lesson and choose five words or phrases which were new to them. They should write definitions for these words. Circulate as students do this, checking that their definitions are accurate. Put students into pairs to take it in turns to read their definitions to each other. The other student should listen and guess the word.

- 1 Ask students to think of a sentence containing the verb *mean*. Collect answers around the class, noting the different ways in which students use the word. Then ask students to look at the two sentences and to answer the questions. Ask students if they can think of any other verbs which change their meaning when they are used with *-ing* rather than the infinitive (*remember, forget, stop, regret, go on*).

In the first sentence *meant* means *supposed to*.

In the second sentence *means* is to *express or represent something*.

## explore grammar

SB p158 

- 2 The Grammar reference on page 158 covers verbs + *-ing* forms or infinitive and reporting verbs. Get students to read the explanations and check the answers to Exs 1–3. Organise lower-level ability students into a group. Discuss the verbs in the table on page 158. Go around the group, eliciting sentences containing the verbs. Focus on getting students confident with using the correct patterns.

Ask students to think of verbs which always go with the infinitive, and then ask students to think of verbs which go with *-ing*. Collect as many verbs as you can around the class. Next, ask students if they can think of any other verbs which change their meaning when they are used with *-ing* rather than the infinitive and write ideas on the board.

## watch out for



Students sometimes try to add a preposition to verb + infinitive sentences when the sentence describes a purpose, e.g. *He went out for to eat something*. (This is especially common in French and Italian speakers.) Some students also use a full infinitive instead of a bare infinitive, e.g. *I made her to stop*.

- 3  9.1 Ask students what the main environmental messages are at the moment. Find out how interested your students are in environmentalism – is this a compelling subject for them? Read the rubric aloud to students and play the recording (twice if necessary) so that they can answer the question. Check students' answers as a class and ask them to tell you whether or not they agree with the speaker.

They need to find new things to say about environmentalism.

## GRAMMAR (Continued)

- 4**  9.2 Tell students that they are going to complete the sentences with either the infinitive or the *-ing* form of the verb. Play the recording so that they can check their answers. Ask students to tell you one thing they found surprising and encourage them to say why.

- 1 to move
- 2 wasting
- 3 harming
- 4 audiences saying
- 5 people reconsider
- 6 soap suds pouring
- 7 governments to take
- 8 whole populations to destroy

- 5** Read the rubric aloud and ask students if they can answer the questions about polar bears before looking at the article. Give students a minute to read the text. Ask them whether or not their initial ideas were correct and get them to tell you what they thought of the suggestion outlined in the text.

They normally live in the North Pole or the Arctic.

Some researchers think that they, and other endangered animals, should be moved to similar habitats, where they might stand a chance of survival. In the case of polar bears, they want to send them to the South Pole (Antarctica).

- 6** Students complete the task alone. Allow them a minute to compare their answers with a partner before reading the text around the class.

- 1 to think
- 2 to save
- 3 transplanting
- 4 to save
- 5 creating
- 6 leaving

**extra**

Remind students that the meaning of verbs can sometimes change depending on whether they are in the *-ing* or the infinitive form (e.g. *stop*, *remember*, *forget*, *regret*, *go on*). Ask students to give you an example of this from the beginning of the lesson.

**extra: fast finishers**

Ask fast finishing students to think of sentence pairs for verbs which change their meaning depending on whether they are in the *-ing* or infinitive form. Check that students' sentences accurately convey both meanings of each verb.

**extra**

Organise students into pairs. Ask them to do an online search to find out which animals are currently endangered. Collect ideas around the class.

**extra: critical thinking**

Organise the class into two halves: one should think of the benefits of shipping polar bears to Antarctica, while the other half should think of potential drawbacks/problems. Once students have had time to make a list, ask students to work with a partner from the other group and listen to their ideas. Conduct class feedback, and decide how strong a case there is for shipping polar bears to Antarctica.

**Speak up**

- 7** Think of an endangered species (e.g. the tiger) and tell your students about it. Think of a few things that could be done to protect this animal (e.g. arrange boycotts of groups which sell tiger organs for medical purposes, give money to wildlife charities through organising awareness events, cut down on buying products made of wood, as this is reducing tiger habitat). Ask students to think of three endangered animals and to think of ways to help protect them. Monitor as groups discuss their ideas, prompting and providing support where necessary. Conduct class feedback.

**Possible answers**

Grizzly bear: support a wildlife charity supporting this species, reduce carbon footprint, raise awareness through online petitions, etc.

Pacific salmon: support a wildlife charity supporting this species, eat ethically sourced fish, take steps to reduce carbon footprint, raise awareness by online petitions, etc.

Wolverine: support a wildlife charity supporting this species, take steps to reduce carbon footprint, raise awareness by online petitions, etc.

**To finish**

Ask students to work in a group to design a poster which will raise awareness of one of the endangered species which they have spoken about in this lesson. Challenge students to use three of the verb patterns from today's lesson on the poster they design. When the posters have been completed, display them on the wall. Alternatively, if students have access to computers, they can make a webpage and share it with each other.

Presentation tool:	Unit 9, Grammar
Workbook / Online Practice:	WB p90
Photocopiable activity:	9A
Grammar reference:	SB p158
Audioscript:	SB p189

# VOCABULARY SB p123

## compound nouns on the environment

### To start

Begin by recapping on the previous lesson. Elicit some of the things which are commonly done to protect the environment. Ask students to tell you whether they think they are environmentally aware or not, and how they would rank themselves on a scale of one to ten (with one being not at all environmentally aware and ten being extremely environmentally aware).

#### extra

Write the following question on the board: *How long until we completely destroy the planet?* Ask students to tell you what they think the answer is. Then get students to work in groups and type this question into an internet search. Give students ten minutes to find out as much information as they can. Then bring the class back together again and get the groups to report back on their ideas.

- 1 Put students into pairs. Read the rubric aloud and give students a few minutes to rank the reasons for looking after the environment in order of how persuasive they are. Emphasise that there are no right or wrong answers here, but stress that students need to be able to justify their answers with illustrations. Allow students to use their phones to help them gather evidence. Circulate as students complete the exercise, prompting and asking for clarification where necessary. Then bring the class together. Ask a student from each pair to report back on their ideas and generate class discussion.
- 2 Ask students to close their books and write the title of the reading text on the board or highlight it on the IWB. Ask students: *In environmental terms, what do you think this dangerous realisation could be?* Write any interesting suggestions on the board before asking students to quickly read the text and find out what the dangerous realisation is. Conduct class feedback.

that there is a hole in the ozone layer

- 3 Alert students to the compound nouns (in bold) in the text they have just read. Elicit how many of these words are new for the students. Read the rubric aloud and ask students to complete the task. Bring the class together and read the text around the class.

- 1 greenhouse effect
- 2 Landfill sites
- 3 Fossil fuels
- 4 Greenhouse gases
- 5 ozone layer
- 6 Carbon monoxide

- 4 Ask students to close their books. Put them into pairs and get them to complete the task. Circulate as students do this, prompting students where necessary by providing them with key words. Keep the books closed and bring the class back together. Write the headings *Causes* and *Effects* on the board and collect students' ideas underneath. Finally, get students to open their books and see if they have forgotten anything.

- 5  9.3 Ask students to think about how environmental issues and awareness might have changed over the years. Ask: *How did people look after the environment when your parents were children? What about during your grandparents' childhood?* Read the rubric and ask students to predict what main change will be mentioned. Play the recording and bring the class together to check students' ideas.

Modern environmentalists have to understand business and politics, not just the natural world.

- 6  9.4 Explain that the words in the boxes are parts of compound nouns which the man used in his talk. Give students a minute to match the words. Play the recording again and ask students to check their answers. Read the compound nouns around the class. Tell students they are going to hear the recording a final time. Tell students that this time they are going to write short definitions for each of the compound nouns they hear. Allow students to compare definitions with a partner before checking definitions around the class.

acid rain – rain that contains harmful acid which can damage the environment

carbon trading – buying and selling permits to emit carbon dioxide

climate change – serious changes in the weather conditions on the Earth

conservation area – an area where plants and animals are protected

emissions trading – buying and selling permits to emit polluting gases

green audit – an assessment of a business' impact on the environment

nature reserve – an area where plants and animals are protected

rain forest – a thick tropical forest in an area where it rains a lot

sustainable development – industrial development that provides enough of what people need now and will continue to provide enough in future, particularly without damaging the environment

- 7 Ask students to complete the sentences with the appropriate compound nouns. When collecting sentences around the class, focus on students' pronunciation of the new language.

- 1 green audit
- 2 carbon trading
- 3 climate change
- 4 conservation areas
- 5 sustainable, development

## VOCABULARY (Continued)

- 8** Nominate a confident student to answer the first question and explain that they need to use at least one compound noun from Ex 6. Repeat with another student. Put students into pairs and ask them to answer the rest of the questions. Circulate, noting down any interesting opinions. After students have discussed all of the questions, bring the class together. Choose a few of the more controversial questions to discuss. Encourage students to use the target vocabulary.

**extra**

Ask students: *How much energy is used up and how much carbon is emitted when making a car? What is the life-span of an average car?* Ask students if they have any ideas about this, before getting them to work in pairs and look this information up online. Ask a student from each group to report back to the class.

**Speak up**

- 9** Read the questions aloud to the class. Put students into pairs and ask them to discuss the questions. Circulate as students share their ideas. If students are struggling with the concept, ask prompting questions. e.g. *What are the main causes of carbon emissions? What is the government doing about carbon emissions in this country? What else could it be doing?* Nominate a few students to report back on their discussions.

**To finish**

Ask student to choose five of the compound nouns they have learned in this lesson. They should then work with a partner and take it in turns to say the first word to their partner. The second student should supply the second word as quickly as possible. Alternatively, play this as an elimination game with the whole class. Say a word and pick a student to provide the second word. If they hesitate or can't think of the word, they are eliminated from the game.

Presentation tool:	Unit 9, Vocabulary
Workbook / Online Practice:	WB p91
Photocopiable activity:	9B
Audioscript:	SB p189
Extra Practice App	

**LISTENING** SB p124**To start**

Find an amusing animal video to show to your students. If you don't have access to the internet in class, then tell students about a funny animal video you have seen. Get students to think of a funny animal video they have seen and give them a minute to write down a maximum of three sentences describing what happens in it. Ask students to tell their funny animal video stories to the rest of the class. If possible, find a couple of the videos online and watch them together.

**Power up**

- 1** Ask students to look at the picture and to describe what they see. Encourage them to describe the cat as accurately as they can. Put students into pairs to discuss the questions. Encourage students to show each other pictures of their pets, if they have any on their phones.

**Possible answers**

- 1** I have a dog. He's a rescue dog – my family and I chose him from a dog home – well, perhaps I should say that he chose us!
- 2** Yes, I think pets can definitely have their own personality! My dog is a good example of this. If she doesn't get her own way (for example, if I don't take her for a walk when she asks me to) she gives me the cold shoulder until I take her out. She seems so human when she does this!

**Listen up**

- 2**  9.5 Read the rubric and play the recording. Allow students to check their answer with a partner before discussing the answer as a class. Focus on why the other two options were incorrect. Ask the class: *Does anyone here have a cat? Tell me about it.* Briefly, encourage students to talk about their cats (or cats they have known if none of them have cats) and, in particular, get them to tell you funny stories about cats' behaviour.

The cat pretends that nothing happened after waking up the owner.

The man starts talking about how lazy the cat is, but goes on to talk about the cat doing something naughty (waking him up with the toy) and then pretending that nothing happened. Students should have got the answer by following the changes in direction of the monologue. The other options were about earlier events.

- 3**  9.6 Give students a minute to look at the question and answers before playing the recording for a final time.

- 1** He wanted a cat that was more than a lazy ball of fur.  
**2** what his cat does to get his attention  
**3** C

**exam tip**

- 4** Read the exam tip aloud to students and focus their attention on the phrases. Get students to discuss what they mean and then play the recording again.

little more than a lazy ball of fur – the cat doesn't move or interact at all, it just sits there (like a furry ball)  
 take a nap – have a short sleep, usually during the day

## exam task: multiple matching

- 5**  **9.7** Before you play the recording, brainstorm the different places where people can get pets. Encourage students to think about the reasons why people might choose to get their pet from a certain place. Then brainstorm different feelings people might have about their pets. Then play the recording. Allow students to check their answers with a partner before coming together as a class. While collecting answers, elicit the different types of amusing behaviour. Ask students to tell you about any other kinds of amusing animal behaviour they have witnessed.

### Task 1

- 1 H (*It was a friend's post online that put me onto it.*)
- 2 D (*Those ratings say which dog would best fit in with your lifestyle, and they get it right most times!*)
- 3 E (*Being round the corner from my house, it was always a doddle to pop round for a chat during the application process.*)
- 4 G (*I was keen that they provided a wealth of experience and tips to support me in the process.*)
- 5 F (*I like the fact that within a few days, of giving the shelter my profile, I was having an email conversation with someone about which animal might be right for me, and when I could collect it.*)

### Task 2

- 1 A (*My cat hates being alone so much that whenever I take a nap, she likes to bring her toy mouse and put it on my face. Then, when I wake up, she pretends that she's just chilling out like I do, like nothing happened.*)
- 2 H (*But he's so funny: after I put on different clothes, he barks anxiously at me because he thinks that I'm a different person! How? It's not like I'm trying to hide something!*)
- 3 D (*And I know that all dogs like to sniff each other, but mine tried to sniff a dog on a documentary. It cracked us up, until the dog nearly knocked the screen over.*)
- 4 F (*I love my dog to bits, but she's just such a coward! She's afraid of her own bark, and runs and hides between my legs every time, and is terrified of her reflection in the mirror! It shocked me at first.*)
- 5 E (*My cat barely shows any interest in the toys I buy him, and rarely wants to be petted, but when my wife is around, the cat runs over to prove that his love is greater than hers.*)

- 6** Ask students to look at the phrases in the box and see if they can remember how they were used in the recording. If students are struggling to remember the phrases in context, you could play the recording before they do the task. Allow students to share their ideas in small group, before playing the recording again, if necessary. Ask students to write down the sentences containing these phrases. Personalise the new vocabulary by asking students to choose three of the phrases and writing sentences which are true for them.

the right priorities: knowing what the most important things are in life

easily distracted: not able to focus on one thing

make the transition easier: helping someone to move from one place to another without getting upset

I love my dog to bits!: I love my dog very much

## extra: fast finishers



Get students to write about a short descriptive text about their pet. Encourage them to use as many of the words from this lesson as possible. If students don't have a pet, ask them to write about their ideal pet.

## Speak up

- 7** Organise students into pairs. Bullet-point the different questions on the board, so that students will be sure to include all of the points in their discussion. Monitor as students share their ideas, asking prompting questions where necessary. Bring the class together and nominate a few students to share their ideas. Make sure that students explain the choice they have made for their partner.

### Possible answer

You need to think about the size of your house, your timetable (if there is going to be someone home during the day to feed/look after your pet. If you take very long holidays or go travelling a lot then maybe having a pet is not for you (unless you have good friends/neighbours who are willing to look after your pet). You also need to think if anyone in your family has any allergies – if so then that long haired fluffy cat might not be the perfect pet! Finally, you need to consider your budget quite carefully. Not only will you need money to buy bedding and equipment for your pet – but you will also need to feed your pet every day. And if anything goes wrong with your pet's health, you'll need money for the vet's bills, too.

## Fun footer

Read the footer with your class. Ask students if they knew this fact already, or if it came as a surprise to them. Give students five minutes to go online and research as many strange facts as possible as they can about domestic pets. When time is up, bring the class together and ask students to share their ideas.

## To finish

Give students a couple of minutes to draw a picture of their ideal pet. Reassure students that their drawing doesn't have to be a work of art, as long as it gets the idea across. Collect the drawings in and give them a good shuffle. Ask a student to come out to the front of the class. Give him/her one of the drawings and ask her to describe it to the class. The class should listen carefully and guess which of their classmates drew this ideal pet. Ask another student to come out to the front and give them a different drawing to describe. Continue until everyone in the class has been reunited with their ideal pets.

Direct students to the Workbook exercises on reporting verbs on page 93. Set this as a homework task in preparation for the next lesson.

Presentation tool:

Unit 9, Listening

Workbook / Online Practice:

WB p93

Audioscript:

SB p190

Extra Practice App

## USE OF ENGLISH 1 SB p125

## To start

Tell students that they are going to be learning about odd pets. Tell students about an odd pet you have had, or an odd pet you have known of, e.g. *I had a friend who had a cat. This cat seemed to be sure that she was actually a dog. She ran after sticks, and wanted to come out on walks with me all the time. She even chased other cats!* Ask students to tell you about odd things their own pets do, and encourage as many anecdotes as you can.

- 1  9.8 Ask students to look at the question and to tell you if they have ever experienced any of the pet situations which are mentioned. Encourage them to tell the rest of the class about it. Then play the recording and get students to match the speakers with the situations. As a class, discuss the answers and get students to tell you which was their favourite story.

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

## explore grammar

↪ SB p158 

- 2 Ask students to underline the reporting verbs in Ex 1 and check their answers around the class. Then get students to read the explore grammar box and complete the sentences.

1 doing 2 to putting

- 3 Elicit the meaning of an *algorithm*. Ask a student to read the title of the article and ask students to tell you if they have ever heard of this solution to finding the perfect pet before. Ask students: *Do you think this would work? Why/why not?* Give students a minute to read the text and nominate a couple of students to summarise the main points. Then get students to complete the text with the correct form of the verbs. Allow students to check their ideas with a partner before reading the text around the class.

1 feeling 2 to ease 3 about using 4 it is 5 to complete  
6 to meet 7 to consider 8 adapting

## exam tip

- 4 Focus students' attention on the exam tip and get them to change the words as they would be in reported speech.

I – he/she  
tonight – that night  
here – there

## exam task: key word transformation

The items tested in this task are all reporting verbs, unlike the equivalent task in the Cambridge exam.

- 5  Look at the exam task and do the first example as a class, writing the sentence on the board. Get students to work through the rest of the task alone. Check answers around the class.

- 1 The items tested in this task are all reporting verbs, unlike the equivalent task in the Cambridge exam.
- 2 blamed me for doing/having done (The verb *blame* is followed by subject + *for* + *doing something*.)
- 3 confessed to letting/confessed to having let/confessed (that) he had let (The verb *confessed* can be followed by *that* or by *to*. As this is reported speech the present tense goes back to the past simple.)
- 4 admit to making a/admit (that) she had made a (The verb *admit* can either take *to* + verb + *ing* or it can take *that*.)
- 5 refused to go with (The verb *refuse* is followed by *to* + infinitive.)
- 6 regretted keeping such/regretted having kept such (The verb *regret* is followed by the *-ing* form of the verb.)

## extra

Ask students to do an internet search for: *What's your perfect pet?* This should give students the opportunity to complete a quiz which should reveal the pet most suited to them. Give students time to complete the quiz, and encourage them to check any words they don't know. Conduct class feedback and ask students whether or not they were surprised by the quiz results.

## Speak up

- 6 Read the question to students and organise them into small groups to discuss it. Monitor as students share ideas, asking prompting questions where necessary, and encouraging students to use the language they have learned over the past two lessons. Bring the class together and nominate a person from each group to report back.

## Possible answers

No, I think this is far too scientific a way of doing things. Choosing a pet which is right for you comes down to so much more than just data. I think the best way to choose a pet is to meet him or her human to animal. If this is the right pet for you, then you will know.

## To finish

Write the following situations on the board: *You are out walking your dog when it attacks a much smaller dog; Your cat has chewed up your English homework; Your budgie has escaped, and flown into your neighbour's house where it has made a huge mess.*

Ask students to work in pairs to roleplay these scenarios. After a few minutes, nominate a few students to perform their roleplays to the rest of the class. Ask the students who are listening to the conversations to describe what they have heard, using reported speech.

Presentation tool:	Unit 9, Use of English 1
Workbook / Online Practice:	WB p93
Photocopiable activity:	9C
Grammar reference:	SB p158
Extra Practice App	

## To start

Ask students to think of the last time they overheard an interesting conversation. Get them to tell each other about what they heard using the reporting verbs they learnt in the last lesson (with weaker classes you could elicit the reporting verbs first). Monitor students as they talk to each other, ensuring that they are using reported speech forms correctly. Conduct class feedback.

- 1** Begin by telling your students a story about the moon from your own culture. For example, you could say something like: *In my country, many people believe that the full moon brings about madness. It's just a myth, but strangely, police stations often report increased amounts of criminal activity on nights when there is a full moon!* Ask students if they have a similar idea about the moon in their own country. Then put students into pairs and ask them to talk about the questions. Circulate and prompt students with questions where necessary. Bring the class together and pick a few students to share their ideas.

### Possible answers

- 2 The light from the moon is silvery and makes everything look beautiful.
- 3 There would be no calendar as we know it now (as our months are based on the changing phases of the moon). There would be no nearby satellite to visit, so we might not have ever ventured into space in the first place.

## explore language

↪ SB p161

Ask students to give you an example of an adjective and noun collocation they know (e.g. *heavy traffic, strong wind, light lunch*). Focus students' attention on the text in the explore language box and read it aloud as a class. Get students to find and underline the collocations in the sentences.

space travel, highly-trained astronauts, major breakthrough

- 2**  9.9 Tell students that they are going to listen to some different people sharing their ideas about the moon, and that before they do this they are going to read some sentences. Get students to glance at the sentences and check the meaning of any highlighted nouns that they don't know. Next, they should choose the correct adjectives to complete the sentences. When students have completed the task, collect some ideas around the class, but do not say whether they are right or wrong yet. Play the recording so that students can check their answers.

- 1 groundbreaking, elaborate
- 2 direct, natural
- 3 strong, mere
- 4 warning, opposite
- 5 aggressive, sound

## watch out for



Students may directly translate noun–adjective collocations from their own language, e.g. *a heavy wind* instead of *a strong wind*.

## alternative: mixed ability



Challenge stronger students by asking them to write sentences demonstrating the meanings of the adjectives they did not select in Ex 2.

- 3**  9.10 Read the rubric aloud. Play the recording one more time and check answers around the class. Ask students: *Which of these ideas had you heard before? Which were new for you?*

1 myth 2 myth 3 real 4 real 5 myth

## background



Places which have daylight saving time include: the Canary Islands, Madeira, Egypt, Morocco, and Namibia, most of Canada, most of the United States, Mexico, Cuba, Honduras, and Greenland; South America: Brazil, Chile, the Falkland Islands, Paraguay, and Uruguay; Asia: Israel, Jordan, Lebanon, Kyrgyzstan, Iraq, Syria, and Mongolia; Europe: All countries except Iceland; Oceania: Australia, Fiji, Samoa, Tonga and New Zealand

Places which do not observe daylight saving time include: some parts of Canada; some of the states and territories of the USA including Arizona, Hawaii, Guam, Puerto Rico, and the Virgin Islands; China, Japan, and India.

- 4** Write the phrase *daylight saving* on the board and ask students to tell you what it is. If students are familiar with the term, get them to tell you what they know about it. Give students a minute to read the text. Ask them if they found out anything which surprised them.

turning the clocks forward one hour, usually in the summer time

## exam task: multiple choice

- 5** **e** Students complete the exam task. Allow students to compare answers with a partner before checking answers around the class.

- 1 D (*sound + asleep* – collocation)
- 2 A (*take + the blame* – collocation)
- 3 B (*urge + someone + to-infinitive*)
- 4 B (connecting the contradiction between introducing the idea and a whole century passing before the ideas were taken up)
- 5 D (*leave + something + up + to + someone* – phrasal verb)
- 6 B (*implement + a proposal* – collocation)
- 7 C (*have the opposite effect* – phrase)
- 8 A (*pointless + -ing* – meaning 'without good reason')

## Speak up

- 6** Organise students into groups to discuss the questions. Prompt students by asking them to consider the effect daylight hours have on the following: road safety, social life, mood and levels of activity, etc. Bring the class together and nominate a student from each group to report back to the class.

### Possible answers

Yes: because I wouldn't like to live somewhere where the nights were long in winter – I have heard that there are high rates of depression and suicides on these countries.

No: I think this would be boring. I would prefer to see a contrast between the seasons. Short days in winter might be hard, but it would be great to have endless summer days.

## To finish

Organise students into groups. Tell them that they are going to think of a myth which is connected to the natural world, and that they are going to present this myth to the class in an engaging and entertaining way. Go around the class as students prepare their myths, offering support where necessary. Bring the class together, and ask students to present their myths. In class discussion, explore the connections between myths and reality.

### extra

Organise students into small groups. Challenge them to see who can be the first to find out which countries use daylight saving time and which countries don't.

Presentation tool:	Unit 9, Use of English 2
Workbook / Online Practice:	WB p94
Extend vocabulary:	SB p161
Extra Practice App	

# SPEAKING

 SB p127

## To start

Ask students to work in pairs. Students should each pick three collocations they learnt in the last lesson. Pairs should then have a conversation about anything they want but they must include all three collocations. The first student to include all three collocations is the winner. Nominate a couple of students to perform their conversations for the rest of the class.

## Power up

- 1** Write the phrases *night owl* and *early bird* on the board and elicit what they mean. Tell students which one applies best to you. Say something like: *I'm definitely a night owl because I find it much easier to work at night time when there are no distractions*. Ask a couple of students to tell you which phrase they identify with. Then put students into pairs and ask them to discuss the questions. Ask a few students to report back and try to establish what time of day the majority of your class works best.
- 2** Focus students' attention on photographs A and C and read the rubric aloud to them. Put students into pairs and ask them to discuss the photos. Circulate, making sure that students are addressing each of the points in the rubric.
- 3** Ask students to look at the sentences and elicit that these sentences relate to the photographs from the previous exercise. Circulate, prompting where possible, and encouraging students to first of all decide which picture(s) is being described. Working in pairs, students should then complete the sentences. Stress that there are various possibilities in each case. Conduct class feedback.

### Possible answers

- 1 ... it must be tiring working such long hours.
- 2 ... he won't ever get to know them very well.
- 3 ... most people will be at home.
- 4 ... quite satisfied because he probably enjoys his job and earns a decent wage.

- 4**  9.11 Tell students that they are going to listen to a student compare photos A and B. Play the recording and elicit ideas from the class.

She should say more about the taxi driver – what she says is very brief. She should also compare the two photos – in her answer she just describes them without comparing or commenting. She should also use linkers to connect and organise her ideas.

- 5  9.12 Tell students that they are going to listen to a second student compare the two photos. Play the recording and elicit what this student does well. Encourage them to give specific examples from the text they have heard.

It is well-organised, he uses linkers to link his ideas, and he expands his answers. He compares and comments on the two photos, rather than just describe them.

### exam tip

- 6  9.13 Read the exam tip as a class. Ask students to complete the task and check answers orally. Elicit what situation we would use these phrases in (when we want to acknowledge our partner's answer, before going on to give our own (usually contrasting) point of view.

Next, read the rest of the rubric and play the recording. Give students a moment to compare ideas with a partner before conducting class feedback.

#### Possible answers

1 point 2 coming from

- 7 Elicit what kind of job is portrayed in photo C. Elicit some of the pros and cons of the job, before getting students to complete the task of comparing either photo A or B with photo C. Circulate prompting and offering support where necessary. Nominate a confident pair to perform their discussion in front of the class.

### extra

Organise students into pairs. Get them to record each other using their phones. They should then listen to each other, give feedback on each other's performance and record themselves again. Did they find they improved the second time?

### exam task: long turn

↪ SB p163

The exam task here doesn't include two questions for the candidate who is giving the long turn to answer, as in the Cambridge exam, because here the focus is on the listening candidate's question.

- 8  Organise students into pairs and get them to complete the activity on page 177. Monitor as students discuss the photos. Bring the class together to share their answers to the second part of the task.

Both of the pictures show people working outside. The first picture shows someone, possibly a farmer or a seasonal worker, who is harvesting a crop. In the second picture, two men are working to erect a telegraph pole. Perhaps it's part of a new network or they could be repairing an existing line. Both jobs support the service by providing food or a service, but I think the second job is probably more important to the community, as without communication, all other services would soon collapse.

## Speak up

- 9 Organise students into groups and ask them to discuss the questions, then ask for feedback from each group.

#### Possible answer

I think it depends on the place. In some places, it can get dark very early in the evening, so most people would have to work after dark. If they are working in a safe and busy environment then it shouldn't be a problem. However, I think that bosses have a responsibility to look after younger staff who are working after dark. For example, I think that they should ensure that their staff have transport to get home after dark, as it can be dangerous for young people to walk home alone at night time.

## To finish

Ask students to think of two jobs which would involve getting up very early in the morning. Write students' suggestions on the board. Students should then work in pairs to compare the two jobs, using the same language and techniques from earlier on in the lesson.

Presentation tool:	Unit 9, Speaking
Workbook / Online Practice:	WB p95
Speaking file:	SB p163
Audioscript:	SB p190

# WRITING

SB pp128–129

## To start

Write the phrase *fresh air fiend* on the board and ask students to tell you what they think it means (it describes someone who loves being outdoors). Ask students to tell you whether they are fresh air fiends or not and encourage them to say why they like/or dislike doing outdoor activities.

## Power up

- 1** Ask students to look at the two photographs. Elicit what the sports are (rowing and paddle boarding) and find out who has tried either of the sports before and what their experience was like. Read the rubric aloud and get students to discuss the questions in pairs. Get students to report back on their discussions, and write down any interesting language on the board.

### Possible answers

They are both physically demanding, especially on your upper body/arms.

Rowing can be done indoors on a machine, whereas paddle boarding is usually in the open air.

Both sports are good for your fitness and also provide resistance training.

In each case, you could hurt yourself or put yourself in danger if you don't do the correct preparation and take the appropriate precautions. For example, before going out on a paddle board you should check the weather forecast and make sure that there are no dangerous currents. Before rowing you should make sure that you are well warmed up.

- 2** Challenge students to match the words to the categories as quickly as they can. Conduct class feedback and ask students to tell you which sport they would need these for.

clothing: helmet, life jacket, plenty of layers, wetsuit

equipment: paddle, ropes

places: open water, rapids

qualities: perseverance, strong swimmer, upper body strength

Possible answer: kayaking

### extra: fast finishers



Ask fast finishing students to make a similar table (with clothing, equipment, places and qualities) for rowing.

## Plan on

- 3** Ask students to quickly read the question and the email. Conduct feedback and get students to summarise orally what their reply should contain.

The activities students recommend must be outdoors, and they must write in a friendly, informal tone. A good answer will expand on one or two ideas, going into some detail, rather than list a lot of suggestions.

- 4** Ask students to underline the most important points in the email, so that they are clear on what the writer of the email is looking for in a sport. Next, ask students to work in pairs to decide on the activity which they would recommend. As students discuss their ideas, circulate, prompting and supporting where needed.

Suggested activity: hill walking

Benefits of the activity: lots of fresh air, good exercise

Ease/cost of the activity: ease will vary from hill to hill, cost is very low – perhaps just the cost of a bus ride out into the country and possibly a good pair of walking shoes (if you don't already have these)

Ways to get started in the activity: start small, get in touch with a hill walking friend and ask if you can go walking together

How it gets you into the fresh air: impossible to do this sport indoors!

disadvantages: can be weather dependent/seasonal: it's unwise to do this activity in the dark and it can be dangerous in stormy weather

- 5** With weaker classes, start by eliciting whether the reply to the email should be formal or informal (it should be informal). Students should read the email and choose the correct phrases to complete it. Read the email around the class, discussing the contrast between formal and informal register as you go.

**1** It's so lovely to hear from you!

**2** I'm sure you'd get so much out of it!

**3** I have to admit to feeling a bit envious of you, with all those gorgeous mountains!

**4** Whatever you do, make sure you let someone know where you're going.

**5** I'll finish up now because I have to run to the shops before closing.

These phrases are all informal. The alternatives are too formal for an email to a friend.

### extra: fast finishers



Ask students to read the email quickly and to tell you which two activities are recommended (kayaking and gardening). Discuss whether you think these activities seem like a good choice for the person who wrote the initial email.

- 6** Students match the phrases with the functions. Collect ideas around the class and write them on the board.

A 3 B 4 C 5 D 1 E 2

## explore language

- 7** Ask students to look at the explore language box and complete the task. Elicit formal linkers the students know and discuss how these could be replaced with less formal ones. List informal linkers on the board, e.g. *better still*, *then again*, *what's more*.

It uses a formal linker with an informal phrase.

On top of all that, ...

### watch out for



Students might not be aware of which are formal and which are less formal. Encourage students to write F or I (formal or informal linkers) beside linking words when they record them in their vocabulary books.

- 8 Ask students to quickly read the extract from the email and get them to tell you what they know about open water paddle boarding and whether they have tried this activity before. Then ask students to underline the five phrases in the email which are too formal. Check answers around the class. Give students a few minutes to write down informal replacements. Collect ideas around the class and write them on the board.

The formal phrases are: 2, 4, 5, 6, 8

**Suggested alternative answers:**

- 2 might end up breaking the bank  
4 Without a doubt, you'll be able to rent  
5 buy/fork out for  
6 if you find it a bit tricky to get hold of  
8 You can count on me

## Write on

- 9 Ask students to return to the email in Ex 3 and to think of an activity to recommend. Circulate, while students work on their paragraph plan, offering support to weaker students. Ask a couple of students to share their plans with the rest of the class.
- 10 Go through the bullet points on the list, eliciting suggestions for each one. Get students to plan their email reply. Ask students to check their partner's plan and to offer constructive feedback.

### exam task: letter/email

→ SB p168

There may not be as much detail in the rubric of the equivalent writing task in the Cambridge exam.

- 11 **e** Students write their email. When they have finished, ask them to check that they have included all the points from Ex 9 and that they have included everything they need in order to address the task. Nominate a couple of students to read their emails aloud (or display students' emails on a projector if you have this facility) and get the rest of the class to provide feedback.

#### Model answer

Hi Liz,

Thanks for getting in touch – it's always lovely to hear from you! I'm really glad to hear you've got a bit of free time and that you are thinking about getting out into the open. That's great!

Well, you've definitely come to the right place to find out about outdoor activities, because you know I'm a fresh air fiend! I think I've got just the right sport for you too – cross country running! I've just started this myself and it's amazing. You get loads of fresh air, it's great fun and on top of all that it's completely free!

The only slight downside is that you do need to be quite fit to start off with. So, if you're not up to running just yet, then why don't you do something a bit gentler like hill walking? That's still free – and provided that you don't go walking alone in bad weather it's pretty safe too.

Oh by the way, I'm coming home for a visit soon. Maybe we could go walking (or running) together soon?

Looking forward to catching up soon!

Averill

### alternative



Alternatively, get students to write their emails as a homework exercise and do Exs 12–13 at the beginning of the next lesson. This will allow students more speaking time in class to give and receive feedback.

## Improve it

- 12 Read the rubric aloud and, as a class, pick out some of the different language you have learned over the last year. Students reread their email, underlining the language required by the rubric. Ask students to think of how they could improve the language they are using and to make any changes necessary. Circulate, talking to individual students and suggesting changes which could be made.
- 13 Students exchange emails with a partner and examine each other's work for changes which could be made. After students have had the chance to provide feedback, bring the class together. Nominate a few students to discuss the changes they suggested to their partners' work. Get students to rewrite their emails for homework.

## To finish

Get students to choose three facts about the natural world which they have learnt in this unit. They should use these facts to help them write quiz questions. Support students as they write their questions, checking factual and grammatical accuracy. Organise students into two teams and get them to take turns asking and answering the questions. The team which answers the most questions correctly is the winner.

Presentation tool:

Unit 9, Writing

Workbook / Online Practice:

WB p96

Writing file:

SB p168

# SWITCH ON

SB p130

## Turtle survival

**1** Do this as a whole-class activity, or have students brainstorm ideas in groups. If you have time, you could discuss the lists to see where students were unsure, and if any of the categories have anything in common. You could take this opportunity to explain the phrase *functionally extinct*, which means that the animal is believed to be extinct in the wild. The only surviving members of the species are in captivity, most likely having been born there, like the South China Tiger, which has not been sighted in the wild for over 25 years.

Examples include (as of June 2017):

Endangered: Black Rhino (critically endangered), Malayan Tiger (critically endangered), Yangtze Finless Porpoise (critically endangered), South China Tiger, (critically endangered), Black-footed Ferret, Red Panda, Sea Lion, Galápagos Penguin

Vulnerable: African Elephant, Black Spider Monkey, Great White Shark, Hippopotamus, Polar Bear

Least Concern: Skipjack Tuna, Tree Kangaroo, Pronghorn, Macaw, Arctic Fox, Brown Bear, Nightingale

**2**  Read the rubric aloud to your students before playing the recording to your class. Allow students to share their answers with a partner before conducting class feedback.

- They rebury the eggs as soon as they are laid in a place protected from predators.
- They recreate their natural incubation environment.
- They add dry sand to reduce the number of bacteria around the eggs.
- They monitor the eggs in the hatchery.
- They take their cues from the time of day, which suggests that their efforts match the turtles' natural cycles.
- They take the hatchlings and release them onto the sand, allowing them to imprint (remember it) and return again to lay their own eggs one day.

**3**  Give students a chance to read the questions before playing the recording again. Ask students to complete the task in pairs before conducting class feedback.

**1** As females are born in a hot environment and males are born in cool ones, we know these are female turtles because their nest is in a hot environment in direct sunlight.

**2** Answers should include the following.

- Only one in 10,000 green turtles survive into adulthood in the wild.
- We know that the eggs are vulnerable to predators because Hillary explains that the protected hatchery in which the rangers rebury the eggs is '100 percent safe'.
- We know that the turtles are vulnerable in the ocean itself (we imagine from predators, disease or injury) but unlikely to receive any support from humans because 'little can be done to protect them'.

**4** Students work in pairs to complete the task. After five minutes, organise students into larger groups to share their ideas.

### Possible answers

for entertainment; to provide information about green turtles; to shock; to raise awareness of the plight of the green turtle; to provide a case study of an endangered species; to persuade people to become more active in conservation efforts; to encourage donations to the project; to encourage volunteers for the project; to encourage people to be more globally aware; to showcase conservation efforts at work; to show that there is another way beyond zoos and aquariums to protect wild animals

**5** Depending on your class size, you can ask students to do this in pairs, small groups, or you can hold a class debate.

### Possible answers

Agree – It is natural selection and the animals are clearly not able to survive for any longer on their own. It requires time, work and money to sustain them and humans are fighting a losing battle.

Disagree – If a species becomes extinct its impact on the ecosystem could have dramatic knock-on effects that will be more problematic than dedicating resources to their survival. Also, it is likely that to some extent, climate change has been detrimental to their survival rates and as it was caused by humans, we should take responsibility. Laws like the Endangered Species Act obligate humans to help if a species is put at risk through our own development.

## Project

**6** Suggest students choose a species that they care about. They could present the information in the form of a graph or a series of graphs showing: the decline in numbers since records began, the rate of decline and the total number now. They should also describe what impact humans have had on the species; whether the decline is totally due to human intervention or other factors have played a part; and what effect the complete disappearance of this species would have on the environment.

### extra

**1** Students plan their own campaign for conserving either a species or a particular habitat that they feel strongly about. It can be the same or different to the species they chose in Ex 6.

They should produce:

- a presentation describing the problem using graphs with statistics and photos or illustrations.
- a piece of campaign literature (e.g. a one-page flyer, a poster, a leaflet, a series of tweets, a Facebook post) promoting an event with the aim of inspiring volunteer support and donations. It could be for instance a charity dance, an auction, a concert, a walk or guided tour, etc.

Presentation tool:

Switch on videoscript:

Unit 9, Switch on

TB p180

# INDEPENDENT LEARNING

SB p130

## Skill review

- 1 Ask students: *How do you feel you are progressing in English? On a scale of 1–10, how would you rate your progress in English?* Ask students to compare their ideas with a partner and get a few students to report back. Read the rubric aloud with your class and get students to write down their tips.
- 2 If time and space allow, conduct this as a mingling activity, where students get up and talk to as many other students as they can, sharing their tips. Conduct class feedback and ask students to share the tips that they have learned from others in the class.
- 3 Ask students to read the rubric and write down their answer. Allow them to share their thoughts with a partner before conducting class feedback.
- 4 Ask students to share their future plans. Ask: *What do you see yourself doing in five years' time? In 10 years' time? What do you think you'll need English for?* Get students to complete the task alone, then share their ideas in small groups.

# UNIT CHECK

SB pp131–132

The Unit check focuses on: compound nouns, sports vocabulary and equipment and infinitive and + *ing* forms.

## extra: using the wordlist

- Students think of a conversation they've had recently. They should rewrite it, using reporting verbs.
- Students work with a partner, choosing words and asking their partner to spell them.
- Students ask a partner to choose 10 words at random from the list. They should write sentences using each of the words.
- Students write a paragraph about environmental issues in their country, using as many words from the list as possible

## Vocabulary

- 1 1 climate change 2 nature reserves / conservation areas 3 fossil fuels 4 greenhouse gases 5 conservation area / nature reserve 6 acid rain 7 sustainable development
- 2 3  9.14 and 9.15  
1 warning signs 2 ground breaking 3 elaborate hoax  
4 sound sleep 5 aggressive behaviour  
6 natural development
- 4 1 cliff 2 helmet 3 buoyancy aid 4 rapids  
5 open waters 6 paddle

## Review

- 1 1 to take 2 having to 3 to tell 4 to get 5 trying
- 2 1 feeling 2 to be 3 to receive 4 testing  
5 going through 6 to accept 7 applying 8 rethinking
- 3 1 D 2 F 3 B 4 E 5 A 6 C

# GRAMMAR FILE

SB p159

- 1 1 C 2 F 3 A 4 E 5 B 6 D
- 2 1 involved 2 consent 3 resented 4 forbade 5 risked  
6 attempted 7 tempted 8 observe
- 3 1 A Don't forget to go to the bank.  
B I'll never forget meeting him last year!  
2 A The flight usually requires booking well in advance.  
B This ticket requires you to travel on specific days.  
3 A I really tried to tell him the truth, but it was impossible!  
B Why don't you try writing him an email and see how he responds?  
4 A This car needs cleaning immediately!  
B My sister really needs to replace her school bag.  
5 A I'm so sorry. I never meant to hurt you.  
B Taking the bus means having a long walk at either end.
- 4 1 to recycle 2 reducing 3 to offer 4 to use  
5 switching 6 to walk

Presentation tool:

Unit 9, Unit check

Workbook / Online Practice:

WB p97

Audioscript:

SB p190



# Speak to me

# 10

## READING

topic: communicating in different cultures

task: multiple matching

## LISTENING

topic: attracting attention

task: multiple-choice short extracts

## USE OF ENGLISH

multiple-choice cloze

open cloze

word formation

key word transformation

## SPEAKING

topic: how we communicate

task: interview; long turn; collaborative task; discussion

## WRITING

topics: work experience, a talent show, a summer festival

task: Part 2 choices

## Lead-in SB p133

Get students to look at the quote and the photograph. Elicit who is speaking (the child). Brainstorm language to describe the child in the photograph's behaviour (stubborn, resentful, defiant, etc.) and ask students to speculate about the situation portrayed in the photograph (perhaps the teacher has asked her to do a task she doesn't want to do, perhaps she doesn't appreciate the teacher's methods). Ask students:

*Do you know someone who always likes to get their own way? How do you deal with children who want their own way all the time? What about adults?*

Organise students into small groups and get them to discuss the questions. Nominate one person in each group to take notes, one person to lead the discussion and one person to report back. Walk around the class as groups discuss ideas, listening in and noting down interesting points. Conduct class feedback and hear back from each group. Write down any useful language on the board.

## Possible answers

- 1 Getting your point across: speaking clearly, slowly, giving examples, being brief and concise. Ineffective ways: speaking too quietly, being vague, not backing up your ideas with evidence, talking for too long, not varying your tone of voice, not being expressive enough
- 2 I think I'm pretty good because people usually seem to listen to what I have to say/I don't think I'm so good – often I feel that people just don't understand my point of view.
- 3 Both are important. If you are a poor listener, then you'll never learn from people, and you won't be able to engage with your audience. If you're a poor speaker, then no one will understand or care enough about the points you are trying to make.

## extra



Organise students into pairs. Ask them to describe a time when they felt like the child in the picture. Nominate a few students to report back on their stories.

## To start

Tell students the following pieces of information:

- Russian people believe that smiling is a sign of insincerity.
- Brazilian people like to get as close as possible to the person they are talking to.
- Dutch people believe in saying what they think.

Ask students: *Do you think there is any truth behind these sentences or are they just generalisations? Can you think of any similar cultural expectations in different countries?* Give students a few minutes to work in small groups and brainstorm some ideas. Then bring the class together and get a student from each group to share their ideas.

## Power up

- 1 Organise students into pairs and ask them to consider the situations. Give them a few minutes to decide what they would say to their friend before conducting class feedback. Discuss the differences in students' answers. You can play devil's advocate by querying the students' responses, e.g. *But why would you tell your friend his hair is nice when it looks bad?*
- 2 Ask students to close their books. Ask students what they think *intercultural communication skills* means. When you have heard a couple of students' ideas, open the book and ask them to read the definition. Put students into small groups and ask them to discuss the questions. Prompt students by getting them to think of experiences they might have had travelling to other countries, meeting foreigners, etc. Bring the class together to share ideas and generate as much discussion as possible.

### Possible answers

- 1 It's important to be able to communicate effectively with people from around the world, maybe at university or in business, when travelling, etc.
- 2 It includes the words we use and also tone, body language, etc.
- 3 Students' own answers.

## Read on

### exam task: multiple matching

- 3 **e** Focus students' attention on the title of the article. Ask them: *How do you say 'this is rubbish' in your language? In what situations, if any, would you say this? Do you think it's a rude thing to say, or do you think it's just truthful?* Give students a couple of minutes to read the article and give them the opportunity to check words or phrases they don't understand (limit them to two or three phrases). Ask students to match the paragraphs with the gaps. Allow students to check their ideas with a partner before going over the answers as a class.

- 1 F (*pair* in paragraph i refers forward to Willem and Sophie mentioned in paragraph F. *one of the participants* in paragraph F refers back to *international student union leaders* in paragraph i.)
- 2 C (*the two of them* and *the discussion this afternoon* in paragraph ii refer back to mention of Willem and Sophie and their discussion described in paragraph F.)
- 3 G (*By contrast* in paragraph G introduces language indirect cultures use with *is* in contrast to direct cultures described in paragraph iii.)
- 4 A (*such familiarity* refers back to translation guides mentioned in paragraph G. *he* in paragraph A refers back to Markus in paragraph iv. *British professor* in paragraph A connects back to *British university* in paragraph iv.)
- 5 D (*my friend* in paragraph v refers back to *he* in paragraph A and *Markus* in paragraph iv. *his newly found awareness* in paragraph D refers back to *soon realised this* in paragraph v and refers forward to *self-discoveries like this* in paragraph vi.)
- 6 B (*In light of this* in paragraph B refers back to the whole of paragraph vi but in particular, *your words will be magnified or minimised significantly*)

- 4 Get students to match the definitions with words or phrases from the text. Check answers around the class. Personalise the new language by asking questions, e.g. *Who can tell me about an awkward conversation/situation they have experienced? Who are your peers? Have you ever made an assumption about something or someone only to find out that you were wrong?*

- 1 peers 2 awkward 3 startled 4 preceding  
5 assumption 6 register 7 interpret 8 humorous

### extra: fast finishers



Fast finishers should write sentences which are true to them using the new vocabulary. They should blank out the new words out and read the sentence to a partner who should fill in the missing words. Alternatively, fast finishers could work in pairs and get each other to spell the new words.

## Sum up

- 5 Give students five minutes to discuss and write their one-sentence summaries. Read the summary sentences around the class and write the best one on the board.

### Possible answer

The writer highlights the importance of knowing how people in other cultures give feedback, as well as people in your own culture, so you can communicate more effectively and sensitively.

### alternative: mixed ability



Stronger students could attempt to write their summaries with their books closed.

## Speak up

- 6** Put students into pairs and ask them to talk about the questions. Circulate as students share their ideas, asking them to back up their ideas with examples and illustrations. Bring the class together and nominate students from each group to report back on their ideas.

### extra

Ask students to choose a culture and research its etiquette. Students can report back on what they have learned.

## Fun footer

Read the footer together, and ask students if they know any other ways of communicating that are different in any other cultures. If there is time, students can do a search for some on the internet and feed back to the class on anything interesting they find.

## To finish

Write the following two scenarios on the board:

- *A friend invites you to their house for a meal, but you are busy and can't go.*
- *A friend gives you a present. It is a T-shirt which looks as if it will be far too small for you.*

Ask students to work in pairs. Tell them to imagine two cultures which might have very different ways of communicating, (students can think back to discussions conducted earlier on in the lesson to help them with this). Each student should assume one of the cultures for both roleplays.

As students roleplay the situations, circulate and note a couple of good roleplays for pairs to perform for the class. The class could guess which culture is being represented. They should give reasons for their choice.

Presentation tool: Unit 10, Reading  
 Workbook / Online Practice: WB pp102-109  
 Extra Practice App

# LISTENING

 SB p136

## To start

Write your signature on the board. Ask students to tell you what it is and elicit the word *signature*. Ask students to tell you what a *graphologist* does (analyses handwriting). Get students to suggest what personality traits a graphologist might find in your signature. Elicit some ideas about what different types of handwriting might tell you (e.g. handwriting that leans to the left suggests someone who is laidback, handwriting that leans to the right suggests an impatient nature, handwriting with lots of loops suggests eccentricity). If students are interested in finding out more, get them to search for *how to analyse handwriting* on the internet. Collect a few ideas from students and ask them to explain their suggestions. Ask students to write their signature on a piece of paper and then pass it to their partner. Their partner should look at and analyse this signature in a similar way. Get a few students to report back on their findings.

## Power up

- 1** Ask students to name the author in the photograph (J. K. Rowling) and ask whether or not they have read any books by this writer. Ask students: *Do you have any signed books or photos? Who signed them?* Put students into pairs and ask them to talk about the questions. Circulate as students complete the task, prompting and providing language support where it is needed. Bring the class together to discuss answers.

### Possible answers

- 1 to feel some kind of connection with greatness or talent or because the autographs might be worth a lot of money some day
- 2 when they are collecting a parcel, accepting a delivery, withdrawing money from the bank, getting married (signing the wedding register), buying a house, taking out a loan, signing an employment contract (or any kind of contract), etc.
- 3 E-signatures or using fingerprints might replace handwritten signatures.
- 4 They want to leave their mark on a place. It's a way of gaining immortality.

## exam task: sentence completion

- 2**   10.1 Focus students' attention on the heading: *The importance of signatures*. Elicit why signatures are important and discuss the different ways in which signatures can be created. Give students a minute to look at the written text before playing the recording. Ask students to tell you which of the speaker's points they agreed and/or disagreed with. Then get students to complete the gaps in the text. Allow them to share their ideas with a partner before reading the sentences around the class. Alternatively, play the recording so that students can check their answers.

- 1 (thank-you) gifts (*I was unaware that passing such pens on as thank-you gifts was a historical tradition in the States*)
- 2 (PIN) number (*Pin numbers were introduced ... dare I say, these will probably soon be outdated, too.*)
- 3 intention (*But the key issue, really, is the problem of proving what's known as 'intention.'*)
- 4 legislation (*However, this changed in 2016, when legislation changed. In many countries, computer signing is now recognised as just as valid ...*)
- 5 wet (*pen signatures, or what I like to call 'wet signatures'*)
- 6 passwords (*they're protected by passwords, which really offer guarantees*)
- 7 photographs (*No photographs will ever be taken of world leaders clicking a button, and this is something we've come to take for granted.*)
- 8 wedding certificate (*I feel that we're a very long way from persuading anyone to sign their wedding certificate with the click of a button.*)

### exam task: multiple choice

**3**  **10.2** Read the rubric to students and give them a minute to look at the exam task. Then play the recording, twice if necessary. Check answers around the class. Ask students to tell you which words/phrases helped them to arrive at their answer. Get students to look at the audioscript if necessary and discuss how they arrived at the correct (or incorrect) answers. Ask students to tell you about a place in their town where they have seen graffiti. Ask: *What do you think historians might think of this graffiti in years to come? What conclusions might they draw about our society?* Find out if students have ever visited a site with ancient graffiti, or if they have ever seen any programmes about it on television.

- 1 B (*To be honest, the main issue is when the guards forget to let me out in the evening.*)
- 2 C (*we've needed new scientific techniques to help us to access much of it, which we now have*)
- 3 B (*The people of Pompeii, for example, tended to express far more goodwill than ill will, especially in their wishes for the whole town.*)
- 4 A (*Taken as a whole, they offer a fuller view of the official histories we know so well.*)
- 5 C (*We also saw lots of displays of cleverness in the comments and playful jokes, which can be a bit absent from this form of expression today.*)
- 6 D (*And they're getting busier, too. Last year's conference drew so many participants that they ran out of space for everyone. You tend to only get people at these things if it's part of their professional life, as historians, so I think they do illustrate a change in the way researchers see these records.*)

### extra

Organise students into small groups. Ask them to search for images of ancient graffiti and to try to find out something about the historical context of the images they come across. Get students to present their findings to the rest of the class.

### Speak up

**4** Organise students into groups to discuss the question in the rubric. To help students, write the following headings on the board: *food, transport, relationships, family life, jobs, holidays and celebrations*. Bring the class together. Nominate a student from each group to report back on their ideas.

#### Possible answers

writing on paper, driving cars, having holidays on planet Earth, living in nuclear families, using money, working in offices

### To finish

Tell students that they are going to make graffiti boards which, one day, will interest and intrigue historians. Ask students to work in groups of three or four and give each group a piece of A2 paper and a marker pen. Tape these pieces of paper to the wall for students to draw on. Tell students that they are going to imagine that this is a blank wall and write some graffiti on it (they can also draw pictures). Get students to bear in mind some of the areas they considered in Ex 4 as they write their graffiti. Ask students: *What different elements of today's society do you want to portray to the society of the future?* When students have completed their graffiti board, get them to move around the class looking at each other's work. Discuss the graffiti and ask students to suggest what conclusions might be drawn from this many years to come. If you have the time and the opportunity, fold the graffiti boards up, put them in an airtight box and bury them somewhere as time capsules.

Presentation tool:

Unit 10, Listening

Workbook / Online Practice:

WB pp112-115

Audioscript:

SB p190

## USE OF ENGLISH 1 SB p137

## To start

Write the following on the board: *C u 2mrw; U home atm?; Thnx 4 a fab party.* Elicit what kind of communication this is (chat) and make sure students understand the abbreviations. Ask your students to give you more examples of text abbreviations or get them to look up more examples on their phones. Ask students to write down how they would respond to each of these three texts. Go around the class, collecting students' responses. Ask: *Whose reply was the longest? Whose was the shortest? Who used abbreviations? Who used emojis?* Encourage students to tell you about their texting habits: how often they text, how many texts they think they send a day, and if there are any texting habits which annoy them in other people.

## alternative



If students have a messaging app which they all use, create a class group which includes yourself. Send the group messages in unabbreviated English and get your students to translate your messages into text speak.

- 1** Draw a smiley face and a sad face on the board and elicit the word *emoji*. Tell students that emojis are going to be the focus of today's lesson. Put students into pairs and ask them to discuss the questions. Move around the room, prompting students by asking further questions. e.g. *Can you think of some situations when emojis are not subtle enough to communicate meaning? What are these situations? Do you think that some people overuse emojis?* Bring the class together and have a discussion. If possible, bring up/draw some different emojis on the board and discuss the situations in which they might be used.

## exam task: multiple-choice cloze

- 2 e** Get students to read the text and choose the words which best fit the gaps. Read the text around the class. Ask students to explain how they arrived at their answer (and why they didn't choose the distractors).

- 1 B (*practically* collocates with *half*)
- 2 A (*rates* collocates with *soared*)
- 3 B (*pose* collocates with *threat*)
- 4 D (*in short* is a set phrase)
- 5 A (*conveying* collocates with *emotions*)
- 6 C (*problematic* is the only word that fits the meaning of the sentence)
- 7 A (*turned into* is a phrasal verb)
- 8 B (*experience* collocates with *in* and fits the meaning of the sentence)

## extra: fast finishers



Get students to find emojis on their instant messaging app on their phone and find the English words to describe the emotions they represent. Alternatively, give them a few more challenging emotions (e.g. *relief, bewilderment, jealousy, guilt, curiosity*) and ask them to find emojis to fit them.

- 3** Organise students into pairs. Ask them to talk about the questions together. Then put them into larger groups to share their ideas.

## Suggested answers

- 1 Yes, I think that emojis are a new language because people use them to communicate a wide range of emotions and ideas. Sometimes my friends and I use emojis more than we do words!/No, I don't think emojis are a new language. They're fun to use and they're decorative – but for most daily conversations we need words as well.
- 2 Some people definitely use emojis too much. I think people achieve better results when they use emojis more sparingly.
- 3 It might affect our language negatively, especially when it comes to talking about emotions and feelings. People might forget how to use language in a more subtle and delicate way, and people might become less able to detect sarcasm in writing – because nowadays when people write something cheeky or sarcastic they always add a winking emoji so people know not to take offence!
- 4 Read the title of the article aloud and ask students whether or not they agree. Then get them to read the whole article. Ask questions to check their understanding, e.g. *Why do some people think we shouldn't use full stops in text messages? What kind of punctuation do they say to use instead?* Then ask students to work in pairs and answer the question in the rubric. After a couple of minutes, collect ideas around the class.

## exam task: open cloze

- 5 e** This is an exam practice task, so ask students to work individually. Read the rubric aloud to students and get them to complete the gaps in the text using just one word. Collect answers by reading the text around the class.

- 1 with (Here we need the two-part verb *end in something*, with the particle *in* collocating when we talk about some language features.)
- 2 to (*Restrict* collocates with *to*.)
- 3 was (This is a passive sentence in the past tense, so the auxiliary *was* is needed.)
- 4 had (This sentence is in the past perfect, which is why the auxiliary *had* is required.)
- 5 lets (The missing word here needs to convey the sense of permission: *lets* fits because the subject and bare infinitive follows it.)
- 6 come (The missing word here needs to go with the particle *across* – *come* is the only word that collocates.)
- 7 which/that (A relative pronoun is needed to link *something* with *used to be*.)
- 8 no (We need the word *no* to complete the quantifier *no... at all*.)

## Speak up

- 6 Read the rubric aloud to students and organise them into pairs. Circulate as students complete the task, offering support where necessary. This should be a short task, so set a time limit of five minutes for creating the emoji summary and five minutes to translate and share.

### alternative



An alternative to Ex 6 would be for pairs to write a short message to another pair and use as many emojis as possible in three minutes. Students swap and try to interpret each other's messages, and then discuss how the emojis helped to communicate the message.

## Fun footer

Read the footer together, and ask students for their opinion on this. Ask: *Do you think emojis should be categorised as words? What, if any, is the danger of emojis replacing words to describe feelings?*

## To finish

Remind students that, earlier in the lesson, they discussed whether they should end your text messages with a full stop. Ask students: *What mistakes do you think are most commonly made by texters? If you had to think of three top tips for good texting etiquette, what would they be?* Discuss this as a class.

Presentation tool: Unit 10, Use of English 1  
Workbook / Online Practice: WB p100  
Extra Practice App

# USE OF ENGLISH 2 SB p138

## To start

Organise students into pairs. Give students a one-minute time limit and challenge them to write down as many chat language phrases as they can remember from the last lesson. When time is up, go around the class, and see which pair has remembered the most phrases.

- 1 Find a meme which your class will find amusing and display it. Elicit the word *meme*. Then ask students to discuss the questions in the Student's Book with a partner. Bring the class together and collect answers. Agree on a definition of the word *meme* and write it on the board. Ask students if any of them have ever produced a meme before and if so, get them to describe it.

- 1 a piece of video, a joke or something else that spreads quickly on the internet
- 2 Anyone can produce a meme, if they have a good idea for a joke or something that they want to raise awareness of.
- 3 Sometimes people use pictures of celebrities, or well-known historical people. I've also seen a lot of memes which use cute babies and animals.

### exam task: word formation

- 2 **e** Read the title of the text. Ask students to estimate what they think the lifespan of a meme would be. Ask: *Are they usually around for a long time or do they come and go? How long might you see the same meme in circulation for?* Give students a minute to read the text. Ask questions to check their understanding, e.g. *Why do memes have an advantage over text? When can they start to get annoying?* Then ask students to complete the exam task. Allow them to check answers with a partner before reading the text around the class.

- 1 effectively (We need an adverb to modify the verb *expresses*.)
- 2 attention (*Attention span* is a compound noun, which is why we need the noun form here.)
- 3 Researchers (We need a plural noun to agree with *have* and we need a human subject to go with the verb *calculated*.)
- 4 concentration (The verb *lose* needs to be followed by a noun, as you lose *something*.)
- 5 annoyance (The verb phrase *replace with* needs to be followed by a noun.)
- 6 popularity (The definite article *the* needs to be followed by a noun.)
- 7 investment (The adjective *minimal* needs to be followed by a noun.)
- 8 pressure (The adjective *constant* needs to be followed by a noun.)

- 3** Ask students to complete the task with a partner. Circulate, listening to students' summaries and providing feedback. Bring the class together to compare summaries and share their stories about memes, then discuss the follow-up questions in the rubric. If you have internet access, get students to show you the memes after they have described them.

### exam task: key word transformation

- 4**  For weaker classes, do the first question on the IWB or board with the whole class. Otherwise, ask students to complete the task individually. Collect answers around the class.

- 1 is believed to date (This sentence changes to the passive voice: *is believed to* + bare infinitive.)
- 2 nothing like as popular as (The quantifier *nothing* needs to be followed by the phrase *like as* + adjective.)
- 3 should not/shouldn't have used a photo (*Should is should have* in the past tense: in this case it needs to be in the negative form.)
- 4 accused Tom of having (In reported speech, the verb *accused* is followed by *of* + verb + *-ing*.)
- 5 will have been seen by (This sentence needs to be converted to the future form of the passive voice: *will be* + past participle.)
- 6 claimed to have created/that she had created (In reported speech, the verb *claimed* can be followed either by *to have* + past participle or that *she had* + past participle.)

### extra

Get students to make their own memes about learning English. Demonstrate the activity by making your own meme first. Think of a short caption which sums up how you feel about teaching (or you could focus on something more specific, e.g. how you feel when your students use the passive voice correctly). Search online for an image which goes with your caption (e.g. a very happy animal or a laughing baby) and make your meme (there are many free websites which can help you to do this: just type *make a meme* into your search engine). Show students the meme you have made and ask them to make their own memes about learning English. Students should then share their memes with each other.

Alternatively, get students to search online for memes about language learning.

## Speak up

- 5** Get students to discuss the questions with a partner. Circulate as students complete the task, prompting and offering support. Bring the class together. Discuss the first question, generating as much discussion as possible. Then collect students' alternative meme captions around the class and decide together on the best/funniest one.

### Suggested answer

I think it's OK. I suppose it's OK with celebrities as their pictures are everywhere anyway. But if I was going to use a picture of a friend, family member or a school mate then I would definitely ask permission first. Imagine finding a picture of yourself all over the internet if you didn't know anything about it! That would be really weird.

## To finish

Ask students to think of an amusing meme they have seen recently. Organise students into pairs and get them to find their meme online. Nominate a student to come to the front of the class and choose another student to describe the meme they are looking at. The student who is standing at the front of the class should listen and attempt to draw the meme they hear being described. The student who is describing the meme should make the description as detailed as possible to help the drawer. When the student has drawn the meme, show them (and the rest of the class) the original online meme so that the drawn meme can be compared to it.

Presentation tool:

Unit 10, Use of English 2

Workbook / Online Practice:

WB p101

Extra Practice App

## To start

Tell students that they are going to play the game 'Just a minute' to warm up. Ask students to write down a topic they remember from the Student's Book on a piece of paper. Collect students' bits of paper. Choose a confident student and give them one of the topic suggestions. Tell them that they have to speak about this topic for a minute without deviation, repetition or hesitation. When the minute is up, choose another student to speak for a minute on a different topic. Repeat as often as time allows. If you have a large class, students can do this in pairs to save time.

## Power up

**1** Ask students: *When was the last time you had a speaking test? How do you feel it went? If you could do it again, what might you do differently? How do you feel before a speaking test: confident or nervous?* Ask students to work with a partner to decide on their top three tips. After a minute or so, bring the class together to share their tips. As a class, decide on the top five most useful tips from all of the tips you have heard. Get students to note these tips in their notebooks.

### Suggested answers

Read the task carefully, noting any important words, take time to look at any pictures carefully and mentally list any vocabulary associated with them, take your time and don't rush, listen to what your partner is saying – make eye contact with them and show that you are listening.

**2** Organise students into pairs, and allocate the roles of Student A and B. Give students a minute to look at the questions and think about how they will answer them, then get students to complete the task. Ask them to imagine that they are in a speaking test situation: they should use all the skills and strategies they have learned over the last ten units to help them with answering these questions. Monitor as students ask and answer the questions, noting down areas for improvement as well as areas where students are doing very well. Nominate a strong pair to perform their questions and answers to the rest of the class. Ask students to comment on their conversation and to say what the students are doing well.

### Possible answers

#### Student A

- 1 Student's own answers.
- 2 Student's own answers.
- 3 I would take any visitor to the beautiful city park. There's a small art gallery there, a very nice café which sells local specialities and, of course, many beautiful trees and flowers. In summer time, there are concerts at the weekend. I'd take a visitor there because it shows what a friendly and cosmopolitan city this is.

#### Student B

- 1 Student's own answers.
- 2 What I enjoy most is being able to use what I've learned in real-life situations. Luckily, there are lots of opportunities to do this – whether chatting to other students I meet on online courses, talking to tourists who are visiting my city or when I'm travelling myself.
- 3 We usually keep in touch through messaging apps we have on our phone. We have a class group, so that's a really easy way to stay connected.

## extra

Get students to record themselves doing Ex 2 on their phones. They should then swap their recordings with another pair, listen and provide feedback. If time permits, students could then attempt the task again, taking their peers' feedback into consideration. This process could be repeated with Ex 3.

## exam task: long turn

SB p163

In the Cambridge exam there is no discussion between the candidates in this part of the speaking test.

**3 e** Focus students' attention on the photographs and elicit the three different activities shown (carving a sculpture, a person hand-writing a letter, a comedian telling jokes on stage). Read the rubric aloud to students and give them a minute to prepare for the task by choosing the two photos they will compare and deciding on the language they will need to use. Circulate as students prepare for the task, providing language support when necessary. Next, get students to complete the task in pairs. As you monitor their performance, take notes but don't interrupt. Listen in particular for students who are using appropriate language of comparison and informal linkers and make a note of any particularly good language you hear. Bring the class together and discuss some of the language you have heard. Then nominate a strong pair to perform their discussion for the rest of the class, and ask for feedback on what they did particularly well.

### Possible answers

The man with the microphone looks like he's singing – but I suppose he could be telling jokes. Anyway, this is a fairly straightforward way of communicating, although I suppose it must also be nerve-wracking as it's live, so if he makes a mistake everyone will see. On top of that, it relies on everyone who is listening to him speaking the same language – although if he is singing, then at least music is a universal language. The sculptor, on the other hand, has a very difficult and highly skilled job. The sculptor might be feeling frustrated. It must be very hard to carve delicate features out of wood. Having said that, everyone who sees the finished product will appreciate the skill behind his work.

**4 e** Students should remain in their pairs to discuss this question. Alternatively, get students to work with someone they don't usually work with – as this will better replicate the exam conditions. Bring the class together again and nominate three different students to report back on the people pictured.

### Possible answers

The comedian has chosen this way of communication because he loves the thrill of performing and enjoys being able to connect with an audience. The letter writer perhaps feels that this traditional way of communication needs to be preserved and celebrated. The sculptor is an artist and therefore wants to communicate through beauty.

## SPEAKING (Continued)

**extra:** fast finishers 

Get students to look online for a picture showing someone using a fourth, different, way of communicating. Get students to compare this picture with the ones in the Student Book.

**exam task:** collaborative task 

In the Cambridge exam the questions about the discussion of prompts and the discussion about a decision are not given at the same time.

- 5 e** Read the exam task aloud with your class. Give students a minute to read the rubric and task, underlining the most important words in the questions and gathering their ideas. Ask students to set the timers on their mobile phones to one minute before beginning the task, and see if they manage to complete it satisfactorily within the time limit. Give them another minute to see if they can improve on their previous performance and repeat this one more time if necessary. Finally, choose a confident pair of students to perform their discussion for the rest of the class. Give and elicit feedback on their discussion.

**Possible answers**

talking in the classroom: your grades may depend on it, good practice for the world of work

negotiating with parents: so you can demonstrate your maturity, get what you want

talking online: avoid causing unmeant offence, so you can come across well, maintain good relationships with others

giving presentations at work: you can present a professional image, stand a better chance of promotion

speaking with friends: maintain good relationships with each other, avoid unnecessary misunderstandings

**exam task:** discussion 

- 6 e** Give students a minute to read the questions and encourage them to check with you if there are any which they don't understand. Ask students to work with a different partner and discuss the questions.

- The main difference between spoken and written communication is that with written communication we can prepare what we want to say beforehand. With spoken communication, we don't have time to think. With spoken communication, it's not just the words that are important, it's also the speaker's tone of voice and their body language. With written communication, the words we use are much more important. That's why people can often misread emails and get offended when no offence was meant.
- I think that listening and talking are equally important. If we don't listen to people we will never learn, but if we don't talk then we will never get to express our feelings and/or our desires.
- I think that technology has helped us to communicate more effectively. We have a varied way of expressing ourselves, and emojis mean that we can express our moods visually and not just through words. This has been really helpful for people who don't find writing comes easily to them.

- Parents should be responsible for teaching their children how to communicate orally, as they should talk with their children regularly. However, it's probably the teacher's role to teach written communication.
- I think that countries do quite a bit already to communicate with other nations as we have many exchange programmes in schools and universities so that young people can visit each other and learn about a different culture. This really brings countries together, and maybe there should be even more of this.
- It depends. Many good, well-paid jobs require good communication skills. However, some jobs which aren't very well-paid also require good communication skills. For instance, salespeople must be good at communicating order to sell their product, but they are often poorly paid. Waiters and waitresses need to communicate well with their customers, and they aren't very well paid either.

**To finish**

Ask students: *How do you feel you got on with the speaking activities today? Did you use any of the tips from the beginning of the lesson? If so, which ones were the most helpful? Were there any which didn't help you? Conduct a class discussion and get students to talk about what they would do differently next time.*

Presentation tool:	Unit 10, Speaking
Workbook / Online Practice:	WB pp116–118
Speaking file:	SB pp162–165

## To start

Begin the lesson by talking about writing. Ask students: *Can you remember all the different text types you have written? What were they? What kind of texts do you feel most confident about writing? What texts do you feel unsure about? What do you think your biggest challenge is when it comes to writing?* Make a list of these challenges on the board. As a class, talk about ways in which you could work to overcome these challenges. Ask students to note down anything that they think might help them personally.

## Power up

- 1 Ask students to look at the photo and tell you what they see. Ask: *Have you ever taken part in a talent show? What did you do? If you did enter a talent show, what would your act be?* Write *work experience* on the board and ask students to tell you what it means (a period of time that a young person spends working in a particular place, as a form of training). Find out if your students have ever done any work experience before. If so, what did they do? Put students into pairs and ask them to discuss the questions. Circulate as students do this, noting down any interesting answers/language for use in class feedback. Bring the class together and get students to share their ideas.
- 2 Read the rubric aloud to students and get pairs to work with another pair to complete the table. While students are completing the task, draw a large table on the board. Bring the class together and collect ideas around the class, while filling in large table for everyone to see.

### Possible answers

talent show: successful – variety of acts, good quality acts; unsuccessful – too long, poor quality  
summer festival: successful – good location, well-organised; unsuccessful – poor facilities, long queues

## Plan on

- 3 Give students a minute to read the three writing tasks individually. When they have read them, elicit the three different texts which are required (a covering letter, a report and a review). Ask students to read the texts again and list the key points which need to be included. Check answers around the class.

- 1 explain why you'd like to work there; say how your skills will benefit the company
- 2 explain the extent to which the event was successful; make recommendations for next year
- 3 give reasons people would enjoy the event and why they might not

- 4 Before students complete the task, conduct a general class discussion about the features of the three different texts. Ask students questions, e.g. *What do I need to include when writing a covering letter?* Get students to write their ideas about the three different text types in their notebooks. Then get students to read through the list of features in the Student's Book and add them under the appropriate heading. Collect answers around the class.

- 1 review
- 2 letter
- 3 letter and report
- 4 report and review
- 5 all three of them
- 6 report

- 5 Give students a minute to read the words and phrases in the box and allow them to check the meaning of any they don't understand. Then give them a time limit of three minutes to complete both parts of the task. Allow them to compare notes with a partner before checking answers orally. Write any interesting words or phrases on the board for students to note down.

Letter: competent, computer literate, flexible, talented, training, wide variety (e.g. of skills)

Report: acts, disorganised, laid-back atmosphere, performer, talented, wide variety (e.g. of acts)

Review: acts, disorganised, lack of sanitary facilities, laid-back atmosphere, overcrowded, performer, wide variety (e.g. of things to do)

## explore language

- 6 Students complete the task in the explore language box. Check answers around the class.

1 report 2 review 3 letter

### extra: fast finishers



Get students to brainstorm additional set phrases for each of the genres. Write these on the board for all students to refer to.

- 7 Get students to match the phrases to the text type. Check answers around the class.

1 L 2 RT 3 L 4 RW 5 All 6 RW 7 L  
8 All 9 RT 10 RW 11 All 12 All 13 RT  
14 RT / TW 15 RW

### extra



Ask students to practise learning the phrases from Ex 7. One student should say the first part of the phrase, while the other student (with book closed) should try to complete it. After a couple of minutes, students should change roles.

- 8 Ask students: *Which text would you choose to write?* Get a couple of students to tell you their choices. Then, get students to read the rubric and task and discuss their choice with their partner. Nominate a few students to report back on their choices and give reasons.

## Write on

- 9 Organise the class into three groups, depending on what text they have chosen to write, and get students to write their paragraph plan. Allow them to share ideas with others in their group. Get students to report back and write a paragraph plan for each text type on the board.

**exam task: letter, report or review** → pp167–169

**10 e** Go over the checklist, eliciting what students need to do to fulfil each of the criteria. Students write their letter, report or review. After they have written the first paragraph, they should pass their work to another student, who should give them feedback on how they are doing so far, using the checklist.

**Model answers****1**

Dear Sir/Madam,

I am writing to put my name forward for possible work experience opportunities at your organisation during the summer holidays. I am a sixteen-year-old student who has an interest in being a journalist and I would like to learn what it is like to work at a newspaper. I feel that the best way to do this is to spend time at your newspaper as it has an excellent reputation.

I am currently studying a range of subjects at secondary school but it is literature and media studies that interest me the most. I am currently the editor of the school newspaper which is published once a month and distributed to parents and teachers. I find this work very satisfying and hope that one day I will be able to pursue this work as a career.

If you were able to offer me a work experience position, I would ensure I was punctual and would work hard throughout the working day. I would listen carefully to others and be respectful to all members of staff. Furthermore, I would ensure I managed my time correctly so that I could complete tasks successfully and on time.

I believe I can bring enthusiasm to your organisation and for that reason I hope you find my request for work experience to be attractive. I would be happy to attend an interview at any time and look forward to hearing from you in due course.

Yours faithfully,

**2****Report on the effectiveness of the school talent show****Introduction**

The aims of this report are to outline what went well and what was less successful at the school talent show last month and make recommendations for improvements for next year's event. In preparation for this report, I interviewed thirty students who attended the event.

**The acts**

There is no doubt the show was considered to be a success by students I interviewed. They felt that the acts were talented or, if not, funny. However, there was some criticism about the auditions for the show as they were not widely advertised leading to some students missing out.

**Benefits to the community**

Each person in the audience paid a small entry fee, which was collected and donated to charity. Altogether, £250 was raised for the local children's hospital. Most students I interviewed suggested that this was a good way to benefit the community.

**The organisation**

The majority of students believe the event was well-organised. They said that the seating was comfortable, they could see the stage and the lighting made the event atmospheric. The queue for the drinks was very long in the interval, however, which caused some frustration.

**Recommendations**

Almost all students said they would like the talent show to take place next year, although to ensure the event is improved, I would suggest that the auditions are advertised more visibly at least a month before they take place. In addition, I would recommend more places to buy drinks before and during the event to avoid large queues.

**3****A festival for garlic fans everywhere!**

Garlic sweetcorn, garlic potatoes and garlic ice cream.

These are just a few of the food items you can buy at the garlic festival in my home town which takes place each August to celebrate the latest garlic crop.

I'd describe it as a family-friendly festival with something for everyone. Of course it's probably not somewhere you'd want to go if you didn't like garlic, especially the smell. However, I like it so was happy to try a variety of dishes there. I even liked the garlic ice cream which I hadn't expected to at all.

The festival wasn't only about the food and there were many other attractions. For example, there were dog shows for animal lovers, which drew surprisingly large crowds, and fairground rides for younger children. While these didn't appeal to me, I did enjoy the arts and crafts stalls where I bought myself some gorgeous home-made jewellery.

Helping to create the friendly atmosphere at the event were various local bands and musicians performing on stage throughout the day. My friends and I spent quite a lot of time sitting on straw, listening to the music and chatting. Some people got up and danced but we were too embarrassed to do that.

All in all, I'd recommend the festival as it's a fun day out. Having said that, if you're looking for excitement, then you may be disappointed. This is an event where you can hang out with friends and chill. And enjoy garlic, of course.

**Improve it**

**11** Tell students that they are going to read and offer feedback on their partners' texts, choosing two positive things and one thing which could be improved. Teach students the phrase 'constructive feedback' and elicit why it is important.

**12** When students have read their work through one final time and checked the criteria list, collect it in. Select a strong example of each text type and photocopy one per student. Get students to tell you how this text meets the criteria and why it is an effective piece of writing.

**Fun footer**

Read the footer together, and ask students to tell the class about any interesting festivals in their own country.

**To finish**

Revisit the challenges from the beginning of the lesson. Ask students if they felt they managed to deal with these challenges and if so, how? Finally ask students to look through the book and note down three areas in which they have made progress. Allow students to share these with a partner before conducting class feedback.

Presentation tool:

Unit 10, Writing

Workbook / Online Practice:

WB pp110–111

Writing file:

SB pp167–169

# VIDEOSCRIPTS

## Unit 1

**Narrator:** Stefan is a YouTuber. Buying a drone has allowed him to pursue two of his great passions together. His passion for flight...

**Stefan:** I think it just represents freedom, when you're up there...

**Narrator:** ...and his passion for film and social media. As an experienced YouTuber, he films everything he does with his GoPro.

**Stefan:** One day we decided to go down to the Natural History Museum which is at this incredibly beautiful building in London and it was just dying to have a drone fly all around it and over it. So, I was a bit audacious, I kind of put my drone down, probably about 10 metres away from the building and then just launched it and before I even kind of had it like 6 foot in the sky I had lots of people around me telling me to, like, land this thing now.

**Stefan:** I don't think I was allowed to get that shot.

**Woman:** Put that away please.

**Stefan:** I'll be... I've got to put this away as well so I'll speak to you guys in a minute. Maybe from prison, I don't know, we'll see. They let me out, I'm not arrested so that's good. Um, apparently you need a license to fly a drone. My plan was to get the drone shot outside and then take the drone inside and film the drone around here and, like, fly the drone up into this.

**Stefan:** The fact that you can just buy these in a... any shop. I was thinking, well, it can't be that illegal.

**Narrator:** Stefan got off with a warning and he now needs to take an official test if he wants to use his drone for filming again.

**Stefan:** To have traffic cones out, and signs and pretty much hard hats. I mean there's no other way that I'm gonna get the shots that I wanna get unless I can jump through all these hoops. So, I... I know it's essential but it does strip the romance out of flying a drone completely.

**Narrator:** On the day of the test Stefan is very nervous.

**Stefan:** I'm feeling, um, I feel like a... a disaster basically. If I pass it's gonna be a miracle.

**Examiner:** I'd like you to fly to the centre location which is the small cone.

**Stefan:** Stef, man up, come on. I've never been this scared in my life.

**Examiner:** Okay, and as the sun's come out...

**Stefan:** No way!

**Examiner:** Congratulations Stefan –

**Stefan:** No way!

**Examiner:** You've passed.

**Stefan:** No way! Are you serious?

**Examiner:** Yeah.

**Stefan:** Can I cuddle you, please? I know you're a military man but I can't even explain how good this feels right now. So to hear him say I passed, now it's just, it's opened up this to me. It's finally opened up the skies. It sounds cheesy but the sky is no longer gonna be the limit.

## Unit 2

**Narrator:** We live in a world made of a kaleidoscope of colours.

They are part of your everyday life and influence everything you do: from what you wear, to what you eat, to how you live. Is the sky really blue? Are the leaves actually green? Is this definitely red? Do people across the world even see the same colours? Northern Namibia. Home to a remarkable tribe, the Himba. The Himba women are famous for covering themselves with ochre, which symbolises the Earth's rich red colour, and blood, which symbolises life. But that's not what has brought Serge Caparos here. He's here because there's something rather special about how the Himba describe the colours they see.

**Serge Caparos:** What is the... what is the... colour of water?

**Man 1:** [ ... ]

**Man 2:** [ ... ]

**Interpreter:** White.

**Serge Caparos:** White. For me, you see, where I come from we say the water is blue and the sky is blue, and you say the sky is black, the water is white so we have different words to... to talk about the same things.

**Interpreter:** [ ... ]

**Narrator:** While we have eleven words to describe colour, the Himba have half the amount. They include zoozu which is most dark colours and includes reds, blues, greens and purples; vapa which is mainly white but includes some yellow; borou which includes some greens and blues; and dumbu which includes different greens but also reds and browns. They clearly describe colour differently, but do they see the same way? Serge has been running experiments to find out.

**Serge Caparos:** OK, now you look at these new twelve squares. One of them, again, has a different colour. Which one?

**Narrator:** This is what they're looking at. For us, it's quite hard to spot the odd one out.

**Serge Caparos:** OK, can you point one more time towards the different colour?

**Man 3:** [ ... ]

**Serge Caparos:** Very good.

**Narrator:** But for the Himba it's easy to see the green which is different.

**Serge Caparos:** So you see in this particular trial, this green patch looks very much like the other ones, at least to me and I think to most other Westerners, whereas for the Himba this is a different colour.

**Narrator:** The next experiment is trickier for the Himba. In this one they're shown a circle of green squares which includes one blue square. For us, we have separate words for green and blue, but as the Himba have the same word for both, it takes them longer to spot the blue.

**Serge Caparos:** OK, that was a difficult one for him. The... the difference between the... the... the... the... the two categories of colour is very close to each other. For us it's quite clear the one that is different but for them... They have to... to look very hard.

**Narrator:** It's an unsettling idea that colours may not really exist. Do you see red in the same way that I do? Is your green the same as mine? The Himba with their five words do, in some ways, see the world slightly differently from us.

## Unit 3

**Diana:** How has your journey been for you?

**Gabi:** When I started it was totally just a hobby, um, eight years ago now. Back then, you know, bloggers weren't really popular, there were a few popping up here and there. But especially in the plus sized world we've had very few if any. And as a young plus-sized woman growing up I just knew how hard it was for me to find clothing that I liked –

**Diana:** Yeah.

**Gabi:** – especially trendy stuff like my friends were wearing. But I still managed to be stylish, or so I thought. Now that I look back, not so much. But at the time I was finding ways to really follow the trends and I wanted to share that advice with other women. And also, start a community and hear from them about where they shopped, and so that's how it really began. And since I was kind of filling this void –

**Diana:** Yeah.

**Gabi:** –my following grew pretty quickly just through word of mouth, um, based on the fact that it was so different from every other blog that was out there.

**Diana:** Pros and cons of what you do.

**Gabi:** Ohh.

**Diana:** Let's start with the pros.

**Gabi:** Again, would never have guessed that I would be walking a runway, uh, that was amazing. I love the fact that I get to be my own boss, that's pretty much my favourite part of my job.

**Diana:** Yeah.

**Gabi:** I'm a big night owl, so I like the flexibility of being able to sleep in and then working at 3 a.m. if I want to.

**Diana:** Yeah.

**Gabi:** So just like, making my own schedule, being able to say yes and no, when I don't wanna do something it's my decision.

**Diana:** Have you been trolled online?

**Gabi:** Of course. Yeh, yeh.

**Diana:** How do you deal with that?

**Gabi:** Who hasn't?

**Gabi:** Um, I mostly ignore things. I mean, I've been on the internet for my entire life pretty much –

**Diana:** Yeah.

**Gabi:** –and so I think anything that could be said about me has been said at some point. And it can definitely be hard and... and I understand that everyone handles it differently.

**Diana:** I want to know what you think is the secret to your success. Is it your confidence, that you just don't care or you're like, this is who I am?

**Gabi:** I think part of it is confidence, I think part of it is just, uh... being authentic to myself. So I always try to go back to like the hard work and creating good content because I feel that's what opens doors, but I would love to have my own fashion line eventually, it's something I've wanted forever and I'm working towards it. Like, definitely wanna make it happen, I believe in being proactive but, at the same time I feel like, if you stand out enough, like, things will happen for you.

**Diana:** Do you feel like you're helping change the way people see things, from your point of view?

**Gabi:** We have so much more work to do as influencers before we're kind of respected. It's crazy to think that we're slowly but surely changing the media landscape. And I don't know that would have been possible a few years back. So, to help be at the forefront of this movement is really cool.

## Unit 4

**Narrator:** Mike is an ordinary sixteen-year-old boy, hanging out with his friends, getting ready for exams, and daydreaming.

**Mike:** I'm trying to do revision. Trying to. I spend half of my time daydreaming. That's what my attention span's like.

**Interviewer:** And what are you daydreaming about?

**Mike:** How amazing would it be to sail around the world. One incredible journey that would be.

**Narrator:** But what's extraordinary about Mike is that he's making his daydreams come true. He's planning an attempt to become the youngest person ever to sail around the world solo. It's a huge challenge and could take four or five months.

**Mike's dad:** Good luck!

**Narrator:** The journey begins. Mike faces sailing fifty thousand kilometres through some of the world's most dangerous seas, on his own. It's a huge technical challenge. And perhaps an even bigger personal one. As the weeks pass Mike manages the boat well. He navigates thousands of kilometres successfully though the ocean.

**Mike:** It's getting much colder. So I've got the soup out.

**Narrator:** In the Pacific Ocean disaster strikes. A rope gets tangled in the rudders and Mike has no way to steer the boat.

**Mike:** It cut off my steering and I couldn't use the rudders.

**Narrator:** Mike has to deal with the problem on his own. It requires all his strength and courage. In the middle of the ocean, Mike has to jump off the boat to go underwater and try and untangle the rope. It takes 30 minutes.

**Mike:** I got a knife with me and everything. I'm all stingy. Ouch! I was scared that I wouldn't be able to do it before it got dark and then I would have no steering. I was scared, in the water, I was.

**Narrator:** It's not only physical danger that Mike has to deal with. Boredom, routine and loneliness can be just as challenging. He tries to stay cheerful, but isolation 24/7 for weeks on end can have an effect on anyone. Mike has to fight to keep going.

**Mike:** I really felt down in the dumps. Really, really, felt down in the dumps. It is hard, and that's why not many people do it. But I will do it. I will get round. I am 6 hours away from the finish line. And I am just incredibly excited. I really, really can't wait for my hug with dad. That's what I'm looking forward to most.

**Narrator:** Mike returns a hero. He takes the world record for the youngest person to circumnavigate the world. After such an achievement, can he ever be an ordinary schoolboy again?

## Unit 5

**Narrator:** In East Africa the Maasai have learned how to collaborate with a wild bird to get a sweet treat they can only get if they work together. Leitato is whistling to attract a honeyguide.

**Leitato:** Hey!

**Narrator:** It's a bird that is aptly named.

**Leitato:** Hey!

**Narrator:** The honeyguide answers their whistles with a call it only uses to talk to humans. She starts a game of 'follow my leader' since only she can smell the food they're after. When she's close to the prize, she changes her call, letting them know they're getting hotter. The boys have hit the jackpot, a beehive – the bird's job is done. Now they have to fulfill their part of the bargain, getting the honey out. It's hidden deep in the tree, protected by hundreds of angry African bees. They use smoke to calm them but it doesn't make the stings any less painful. The boys know they have to pay their guide, honeycomb, with added grubs. It's the perfect partnership but, as every Maasai boy knows, if you don't give the honeyguide its reward, next time it will lead you to a lion's den.

## Unit 6

**Narrator:** Under a bridge in New York City, as a backdrop for the outdoor market on Portobello Road in London, or behind the bins in an alleyway in Melbourne, spotting a Banksy has become a worldwide pastime.

**Woman:** It's become something of a treasure hunt for New Yorkers, when a new piece pops up or somebody finds it, it's... it's a game.

**Narrator:** Bristol is Banksy's home town so when looking for his work it is the first obvious stop. This primary school named one of their buildings after the local artist and were very surprised by his response.

**Geoff:** We thought we'd write to him, share that with him, and we weren't expecting this kind of response really, but we were hoping for something from him but it was a shock I have to admit this morning when we suddenly found on our wall this lovely mural.

**Boy:** I think it's amazing.

**Narrator:** However, 'Girl chasing a burning tyre' is not the kind of image you'd expect to find on a school wall. And some would argue that graffiti has no place in a street or public space. Others consider it outright vandalism. When asked about it, Australian street artist Tom Civil was eager to defend it.

**Tom:** How about all of the advertising, how about all the terrible architecture, the urban sprawl, you know, the roads, the traffic, you know, our day-to-day living in the streets, the...um, the quality of life that goes with that and I, I suppose I see a lot of street art and murals art as... as a way of enlivening the city, and... and bringing a life and... and a human feel to the streets.

**Narrator:** Back in Bristol, the teachers have welcomed their Banksy with open arms, but not every institution is so accepting. Westminster Council in London is planning to paint over this large Banksy mural addressing the widespread use of CCTV cameras in the city.

**Man 1:** I don't see why he should be treated differently to everybody else.

**Reporter:** Aren't you being the vandals here?

**Man 1:** Of course we're not being the vandals, because there's nothing wrong for the owner of the site to remove the Banksy.

**Narrator:** Graffiti art may bring life into the city and be useful to raise social concerns, but it is always at risk of being removed. A political message opposite the French Embassy is being dealt with in a slightly different way. They don't want it on the wall, but still want to keep the piece intact as Banksy's work can sell for hundreds of thousands of dollars.

**Man 2:** Property value goes up when he tags your building so I don't think you can call that vandalism.

**Narrator:** The solution they have found to preserve and protect the mural in Bristol is to cover it with Perspex®, a type of special glass.

**Geoff:** What we'll do is protect the artwork but also with the Perspex®, potentially, the children could add their own artwork on top.

**Narrator:** The children will be able to take their creativity a step further without devaluing the original mural.

**Andrew:** Personally I don't... I don't think it's in the spirit of graffiti to try and preserve anything, you know, the beauty of graffiti is in... is its ephemeral nature. Um, if we started preserving everything like that, there would be no place for new graffiti.

**Narrator:** Whether art or vandalism, fixed or fleeting, graffiti in all its forms has seen artists use the streets as their canvas, and transformed cities around the world.

## Unit 7

**Narrator:** TV presenter Ben Miller is on his way to his first encounter with Pepper, a very special robot and the first of its kind.

**Ben:** This is an android that can sense human emotion. How are you?

**Pepper:** I'm super good, thanks! And you?

**Ben:** I'm really happy to talk to you. Can you see how happy I am?

**Pepper:** I'm looking at you.

**Narrator:** This allows Pepper to be a source of companionship and emotional support for humans.

**Ben:** I don't feel so happy anymore.

**Pepper:** Hmm.

**Ben:** Now I'm angry.

**Pepper:** Ohh.

**Narrator:** Pepper is designed to learn from experience and will develop a personality over time.

**Ben:** I'm intrigued to find out more about my little mechanical friend from the Chief Scientific Officer, Rodolphe Gelin. No, actually that's another robot. Here's Rodolphe. I'm really inspired by this place. I mean, I've never seen anywhere quite like it. Whose idea was Pepper?

**Rodolphe:** This is the idea of Bruno Maisonnier. Bruno Maisonnier was a, is an engineer who used to work in a bank. But, during the night, he was working on robots, because since he was a little kid he really loved robots.

**Ben:** Can we talk about the software?

**Rodolphe:** He uses sensors, vision sensor mainly, to detect, on your face, if you're smiling, if you're, you know, if you're sad...

**Ben:** Twenty electric motors, an INTEL-ATOM-based computer, two cameras and the 3-D sensor. They all work together to create one of the world's most advanced robotic artificial intelligences. I can't wait to see what Pepper's capable of.

**Narrator:** Pepper's not intended to tackle the chores, but is designed as an emotional companion. As Pepper learns more about us, it adapts its behaviour, enabling us to share engaging and stimulating conversations.

**Pepper:** Hi.

**Ben:** I would like to play a game.

**Pepper:** I love to play. We can play a guessing game. Is it a girl?

**Ben:** No.

**Pepper:** Does your character live in America?

**Ben:** No.

**Pepper:** Hmm. Is your character linked with sports?

**Ben:** No.

**Pepper:** Hmm. Is your character a singer?

**Ben:** Yes.

**Pepper:** Alright. Hmm. Is your character currently more than 40 years old?

**Ben:** Yes.

**Pepper:** I'm confident. Is your character Canadian?

**Ben:** Yes.

**Pepper:** Mmm. Alright. It's Michael Bubl .

**Ben:** Yes!

**Narrator:** But Pepper can do more than just play games. Whether performing a customer facing role, or as part of a household, Pepper is always there to engage with people and make them feel good.

**Ben:** For the first time, I feel like I've met a robot that, uh, lives up to the dream of what a robot might be.

**Narrator:** It's true that unlike some other robots, Pepper doesn't look much like a human. Which studies show encourages trust. But what Pepper the robot lacks in looks, it makes up for in personality.

## Unit 8

**Narrator:** Ben Hanlin is a prankster. Ben is the host of the television show *Tricked* in which he plays elaborate pranks on unsuspecting victims. *Tricked* has an enthusiastic online following and this week, we're going to watch the prank chosen by its Twitter fans as the most epic in the current series. Boyband Blue are on location for a photoshoot. Band member Simon has staged the whole event with Ben in order to trick the rest of his bandmates. Ben is also on the scene, posing as a photographer's assistant. His main job is to get Simon away from the band, and into this waiting caravan.

**Photographer:** Uh, Simon, [ ... ]

**Narrator:** This trick became infamous online, with some fans suggesting it went too far. Let's see what happens.

**Ben/Simon:** Oh!

**Photographer:** Oh, Ben.

**Ben:** Sorry, mate. Sorry, sorry.

**Photographer:** Uh, it's alright...

**Bandmate 1:** Can we just get –

**Bandmate 2:** Quickly, can you stand up?

**Ben:** Sorry mate, sorry bud. Um...

**Photographer:** It's just mainly the trousers. Ben, if you just sort it out.

**Simon:** Awww.

**Ben:** Ah, sorry mate, sorry, sorry.

**Crew member 1:** Wardrobe. Wardrobe.

**Voice:** Justine!

**Ben:** We got the, uh...

**Crew member 1:** Just... Ben, take him to wardrobe.

**Ben:** She in there, yeah?

**Crew member 1:** Yeah, she'll...

**Ben:** Sorry mate. Sorry, bud.

**Photographer:** Alright...

**Narrator:** The band are completely focused on the shoot, but Simon and Ben are about to grab their attention.

**Photographer:** Okay, right.

**Crew member 1:** Did you catch it on camera? Good.

**Crew member 2:** Uhhh.

**Photographer:** Well, we'll just... just, uh, might as well kill a bit of time, so just, um... Yeah... I can't see your face though, Duncan. Just lower...

**Band:** Woah! Woah! Stop! Get out! Get out now! Stop! Get out now! Get out! GET OUUT! Stop!

**Simon:** Whoo!

**Ben:** Hey lads! Lads!

**Cameraman:** Guys. Guys!

**Bandmate 1:** Oh, that's not funny. That is not funny, man.

**Ben:** Good one, man. Lads!

**Narrator:** When this trick was broadcast, it divided fans online. Some called it "pure genius" or "evil but hilarious" whereas others found it "horrendous", called it "sad and not funny", and said "what a cruel, cruel trick". So, was this simply great entertainment, or a trick that went too far? You decide.

## Unit 9

**Narrator:** Eastern Borneo is in the Coral Triangle in the Western Pacific Ocean. It is a spectacular habitat which some of the world's most endangered species call home. Marine turtles are facing global extinction, but a project on Turtle Island hopes to improve their chances of survival in the wild. TV celebrity Paul O'Grady is here to learn more about how humans are helping the endangered green turtle, starting with protecting their eggs. It's now midnight on Turtle Island, and Paul has been out on the lookout with ranger Hilary.

**Hilary:** Look at this.

**Narrator:** Female turtles enter a trance-like state when giving birth so she will barely notice their presence.

**Paul:** Are the shells hard? Oh, no, they're very soft.

**Hilary:** They're very soft.

**Paul:** Yeah.

**Narrator:** Having laid 71 eggs, the turtle uses her powerful flippers to start filling the hole. Once she's finished, it's time to move her eggs. The Island hatchery holds thousands that have been laid over the last two months.

**Hilary:** In here, it's 100% safe from any predator.

**Paul:** Safer here than out there?

**Hilary:** Yeah.

**Paul:** Yeah.

**Narrator:** The rangers try to recreate their natural incubation environment, with a hole around 70 centimetres deep. They insert dry sand first because it has fewer bacteria.

**Paul:** How long will they be in there for, before they hatch?

**Hilary:** Um, about 45 to 60 days.

**Narrator:** Luckily, eggs hatch here every day so Paul can come back tomorrow.

**Paul:** Hello, Hilary.

**Hilary:** Hello.

**Paul:** How are you?

**Hilary:** I'm fine, thank you. Oh, look! Look, look here!

**Paul:** Oh, look at it!

**Narrator:** Incredibly, we know the gender of the hatchlings without checking. That's because cooler temperatures produce males and a warmer climate creates females. As this nest is in hot direct sunlight, this is a nest of females.

**Paul:** Look at their flippers going mad. They're wonderful, look at them.

**Narrator:** Had they been born on the beach, the turtles would now be racing to the sea.

**Paul:** Do they need to be counted?

**Hilary:** You need to count.

**Paul:** Okay, so we've got two there. Three. Four...

**Narrator:** Out of 90 eggs, 81 have hatched. If the eggs had remained on the beach, less than half this number would have been expected. Reburying the eggs somewhere safe has doubled the chance of survival.

**Paul:** Come on, girls.

**Hilary:** Alright!

**Narrator:** As the sun sets, it's time to release the hatchlings into the ocean. In the wild, only one in 10,000 green turtles survives into adulthood so it is vital that as many hatchlings as possible enter the sea. This time on the sand is important – they are imprinting their location so that they know where to return when it's time to lay their own eggs. While little can be done to protect them once they enter the ocean, projects like this one aim to provide the best possible future by giving the turtles the best possible start.

# WORKBOOK ANSWER KEY

## UNIT 1

### Reading

- 1 1 admit 2 indie 3 begged 4 sophisticated 5 officially  
6 commercial
- 2 1 An advert for a sophisticated indie movie.  
2 He decides that he likes mainstream movies rather than indie movies.
- 3 1 B *It was as if the director and producers had asked themselves 'What would Josh want in a film?' We were meant to find each other that day.*  
2 A *When they'd heard I'd already seen it, they'd be forced to say 'Dude, respect!' and never be able to intimidate me with their knowledge of culture again.*  
3 D *Keeping up the appearance of being cool was essential, and I wanted to enjoy every moment of my independent existence.*  
4 C *I wasn't sure if it was the double shot of caffeine from my yukky bitter coffee that was beginning to kick in and give me the shakes, or the sheer awfulness of the script, which took the top slot in my list of objections to the film complaints. But this film was dreadful ...*  
5 D *I wanted to like cool movies to make myself acceptable to the rest of the world, but that wasn't really me and nobody else cared.*  
6 B *I begged her to come and pick me up. It was urgent, I lied. I had to make it sound necessary, didn't I? 'Sure, she said, sounding quite pleased to hear from me. 'We could pick up pizza and blue slurpy on the way home, if you want?' And finally, I was truly where I belonged.*
- 4 1 dreadful 2 it finally clicked 3 monthly allowance  
4 It just happened 5 back-to-back 6 CGI

### Grammar

- 1 1 lose; Present simple 2 'm/am enjoying; Present continuous  
3 've/have won; 've/have been winning; Present perfect simple and continuous 4 've/have just ; Present perfect simple  
5 've/have been collecting; Present perfect continuous
- 2 1 for the time being 2 every other year  
3 at least once a week 4 still 5 these days  
6 over the previous week 7 from time to time 8 any more
- 3 1 's/has managed 2 's/has been working  
3 hasn't/has not needed 4 's/has not, released  
5 means 6 has been helping 7 has
- 4 1 's/has been writing code since 2 's/has been downloading for an/one 3 'm/am not changing clubs for 4 is constantly changing

### Vocabulary

- 1 1 B 2 E 3 C 4 A 5 F 6 D  
2 1 uses takes up 2 difficulties challenges 3 follow pursue  
4 deal with overcome 5 calm your cool 6 up-to-date on track

3

<sup>1</sup> a	c	c	o	m	<sup>7</sup> p	l	i	s	h
		<sup>2</sup> o	c	c	u	p	y		
		<sup>3</sup> o	v	e	r	c	o	m	e
		<sup>4</sup> p	r	e	s	e	n	t	
				<sup>5</sup> f	u	l	f	i	l
		<sup>6</sup> t	a	k	e	u	p		

- 4 1 the final straw 2 over the moon 3 cross my mind  
4 turn a blind eye to 5 break the ice 6 a piece of cake  
7 lost track of 8 take on board
- 5 1 turned a blind eye 2 a piece of cake 3 breaking the ice  
4 crossed my mind 5 over the moon 6 take it on board  
7 the final straw 8 lost track of

### Listening

- 1 1 brother and sister (the girl mentions Mum not my mum)  
2 whether to go along to the new gym club  
3 that there will only be girls there  
4 they agree to try the new club
- 2 1 B *F: I was kind of hoping we'd get to try out more of the equipment, and I expect a lot more of the trainers. M: It was a bargain, really. ... I'm not here for all that dance stuff. I wanted to use the rings or the bars instead. That's what I came here for.*  
2 A *The club out at the stadium has a great reputation for getting people through to the national finals, especially their male team. In fact, they have a special fast-track programme for anyone who has potential, and I bet you'd get picked for the national finals if you trained hard enough.*  
3 B *It'd be a good opportunity for you to try out your hand at speaking in public a little more. She's got some great techniques for building your confidence for that and oral communication is going to be essential if you want to get into journalism school.*  
4 C *I wish I had another week for this.*  
5 C *What made the plot stand out for me was when the main character sends out letters to ten of her high school classmates, and each one triggers a very different response.*  
6 B *M: The role they choose to take after makes all the difference. F: That made an impression on me, too. F: I think that all teens can identify with the idea that we're shaped by the surroundings we find ourselves in, and within schools, we all have a duty to be kind to each other. M: I think that the point I took away is that there's always a price for inaction, and we should all step up and take charge.*
- 3 1 reasonably 2 potential 3 second 4 edge 5 took away  
6 stand out

### Use of English 1

- 1 1 out 2 through 3 up 4 against 5 through 6 in 7 with  
8 up
- 2 1 comes up against problems 2 get over it 3 beat off  
4 see it through 5 hold it back 6 open up opportunities
- 3 1 see it through to 2 came across them 3 hold back the tears  
4 ended up falling 5 got through the test without  
6 opened up for 7 got over her fear

## Use of English 2

- 1 **1 A** automatically **B** greatly **C** virtually **D** generally  
**2 A** highly **B** readily **C** largely **D** potentially  
 2 **1 C** consistently (adverb + adjective collocation)  
**2 B** based (verb that collocates with the preposition *on*)  
**3 A** closely (adverb + adjective collocation)  
**4 D** give (phrasal verb *to give in to someone*)  
**5 B** relatively (adverb + adjective collocation)  
**6 A** readily (adverb + adjective collocation)  
**7 C** hold (phrasal verb with *back*)  
**8 A** live up to (phrasal verb with *up to*)  
 3 **1** fully **2** relatively **3** closely **4** carefully **5** bitterly  
**6** significantly

## Speaking

- 1 **1 D 2 E 3 B 4 A 5 C 6 F**  
 2 **1 B 2 C 3 A**  
 3 **1** That's an interesting question  
**2** If I had to pick one, I'd probably have to say  
**3** I'm not that good at art, but  
**4** One thing that painting does really well, is that  
**5** All that culture and stuff isn't my thing, but  
**6** and it's a great place to hang out with my mates.  
 4 **1** Too formal (it's not necessary to refer to the examiner as 'Sir' and an exam isn't the situation to thank someone for inviting you)  
**2** Too informal (even if you think the question is silly, you should be polite and say that the problem is yours, not the person who asked it)  
**3** Fine  
**4** Fine  
**5** Too formal (*it would be my pleasure to ...* is used for doing big favours)  
**6** Too informal (it's not polite to tell the person you're speaking to that they are stupid)  
 5 **1** backpack **2** immediate family **3** chilling out **4** rubbish  
**5** wavelength **6** determined

## Writing

- 1** Student B has best understood the question as they have addressed two of the three issues, as the question asks. It has examples that are directly relevant (Student A tries to mention all three, but doesn't really have many good ideas or reasons to support any of them. Student C only addresses one problem and goes off topic.)  
**2 1** There are two potential methods of doing this  
**2** In fact, it would probably  
**3** The purpose of schools is clear  
**4** and there is broad general agreement among experts that  
**3 1** probably **2** often **3** may be **4** may not **5** tends to be  
**4** Model answer:  
 Hobbies and interests do matter in life. Many job application forms provide space for people to describe their interests outside of work and study. For some people, their hobby becomes their life passion. However, hobbies still serve the main purpose of providing relaxation after work, and it is up to the individual to decide how to spend that time.  
 Many experts concur that the activities we do in our spare time should support our main goals in life. If a person works as a busy lawyer during the day, or fulfils another demanding job, it is their decision if they want to spend their evenings watching television, or playing games. Otherwise, they may fall victim to the many illnesses that are caused by stress.

On the other hand, most people feel a strong sense of purpose setting ourselves new challenges, and discovering over time that we have the strength to meet those goals. Whether it is helping out at the local community kitchen, winning a photography competition, or building your own gaming pc, all of these activities will help you to feel happier and more confident.

So, in conclusion, I think that it is important that everyone has some challenge and purpose in their life. However, if your work or academic studies are already putting too much pressure on you, it might be better to choose more relaxing activities. Hobbies and interests are one of the few aspects of life that we have complete control over, and no-one should take the choice of what to do away from us.

## Unit Check

- 1 **1** 've been **2** started **3** It's going **4** I've wanted  
**5** I know **6** I'm travelling **7** I've been dreaming  
 2 **1** being **2** frequently **3** continually **4** occasionally  
**5** temporarily  
 3 **1 F 2 H 3 C 4 B 5 D 6 E 7 A 8 G**  
 4 **1** taken up **2** achieve **3** reach **4** fulfil **5** set backs  
**6** talents  
 5 **1** largely **2** automatically **3** negatively **4** potentially  
**5** highly **6** consistently **7** readily **8** generally  
 6 **1** campaign **2** genius **3** obstacles **4** track **5** compromise  
**6** engage **7** expertise **8** related

## UNIT 2

### Reading

- 1** Sentences 1, 3 and 4 are true.  
**2 1** challenge, view **2** put, convincing **3** case, point  
**4** constantly, ideas  
**3 A 3 B 4 C 1 D 2**  
**4** All the topics (1–4) are mentioned.  
**5 1** Writer C *In my view, it reinforces a common misconception that there is a link between the condition and creative thinking.*  
**2** Writer D *I would argue that actively seeking out such people for posts that match their talents by specifying the condition in job adverts feels like a step in the right direction and a very positive form of discrimination.*  
**3** Writer A *I would acknowledge that many dyslexics still experience disadvantages in education and struggle to reach the grades achieved by their non-dyslexic peers.*  
**4** Writer A *In my opinion, neither dyslexic workers nor any other group can expect allowances to be made in the workplace for their individual needs.*  
**6 1 B 2 A 3 A 4 B 5 B 6 A**

### Grammar

- 1 **1 T 2 F 3 T 4 F 5 T 6 T**  
**2 1** did **2** What **3** had **4** is **5** was **6** no **7** was **8** is  
**3 1** psychologists have discovered is that  
**2** is this more significant than **3** the police focus on is  
**4** no way do most witnesses **5** many witnesses have is  
**6** their brains do is  
**4 1** What I found as I walked around was **2** At no time did I feel  
**3** Nowhere were there signs **4** What I hadn't been aware of was  
**5** What I hadn't noticed was **6** Never have I felt like

## Vocabulary

- 1 1 concept 2 sensations 3 impression 4 illustration  
5 insight 6 perception
- 2 1 main attraction 2 utter disbelief 3 media coverage  
4 different perspective 5 valuable insight
- 3 1 evident 2 deceptive 3 disgusting 4 transparent  
5 mouthwatering
- 4 1 big 2 largest 3 obvious 4 full 5 strong 6 massive
- 5 1 open disbelief 2 live coverage of the game  
3 a fascinating insight/some fascinating insights into  
4 the star attraction 5 a historical perspective on  
6 the distinct impression

## Listening

- 1 1 D 2 C 3 A 4 B 5 E
- 2 1 C *It was a birthday treat for him ...*  
2 F *I only went because my best friend wanted to try it and needed someone to go with ...*  
3 A *... I decided it might be worth a visit when I was in a taxi and saw a billboard with it on.*  
4 G *... and we just wanted to avoid a shower, and happened to be walking past.*  
5 D *I'm really glad my friend recommended it to me, because I probably wouldn't have gone otherwise.*  
6 H *I felt good that I'd sparked his interest in science, ...*  
7 G *I came out determined to make some changes and get myself a hobby. That's why I took up painting.*  
8 A *I loved watching how other visitors interacted with them. As I left, I was still smiling at some of the photos people were taking of themselves.*  
9 F *I was hoping to get a few more insights, and thought I might learn a trick or two to impress friends, but it seems magicians don't like to reveal their secrets.*  
10 C *Unfortunately, when I went, there was a big group of school kids there who were really noisy, which irritated me, and rather spoiled my visit.*
- 3 1 sparked 2 stimulate 3 enable 4 crawl 5 interacted  
6 reveal 7 transform 8 sample
- 4 A sample B interact with C crawl D transform  
E stimulate F reveal G enable H spark

## Use of English 1

- 1 1 Whenever 2 however 3 wherever 4 whoever  
5 Whatever 6 whichever
- 2 1 Whoever finishes first will win the prize.  
2 I'm sure we will succeed, however difficult it might be.  
3 Whatever happens, you will be fine.  
4 You can call me whenever you need to talk.  
5 Wherever he is, the police will find him.  
6 Whichever hotel you stay in, I'm sure you'll have a great holiday.
- 3 1 most of whom 2 as a result of which 3 many of whom  
4 some of which 5 much of which 6 none of whom
- 4 1 of 2 which 3 whatever 4 to 5 wherever 6 whom  
7 most 8 yourself

## Use of English 2

- 1 1 pressure 2 denial 3 disclosure 4 brilliance 5 intrusion
- 2 1 Sam's refusal to 2 approval from/the approval of  
3 his annoyance 4 a formal declaration of 5 combination of  
6 the temptation to
- 3 1 interactions 2 efficiency 3 freedom 4 reduction  
5 assistance 6 relief 7 replacement 8 pleasure
- 4 1 signature 2 tolerance 3 failure 4 removal 5 proposal  
6 creation 7 temptation 8 departure
- 5 1 dominance 2 convenience 3 childhood 4 criminals  
5 significance 6 survival

## Speaking

- 1 1 A 2 A 3 B 4 A 5 B 6 A
- 2 The student does 1 and 3 wrong.  
The student is comparing pictures A and B.
- 3 1 links 2 guess 3 seems 4 could, understandable 5 other  
6 looks 7 probably 8 Maybe 9 must 10 different  
pictures A and C

## Writing

- 1 1 A 2 A 3 B 4 B 5 A 6 B
- 2 1 explain why not many people got involved last year  
2 discuss what problems the local community experienced  
3 make recommendations on how to increase participation this year and solve the problems experienced
- 3 1 give an overview of, explain some possible reasons  
2 consider the problems, suggest ways in which  
3 no doubt that 4 preparation for this report  
5 expressed frustration 6 reported feeling
- 4 1 providing  
2 that this problem be addressed  
3 that we provide  
4 holding
- 5 Model answer:  
Report on the Stanton Summer Carnival, 2017  
Aims  
This report aims explore the reasons why not many people participated in last year's carnival, discuss problems that people experienced and consider how the situation could be improved next year.  
Low participation last year  
There is no doubt that last year's carnival was less popular than was hoped. A number of people reported that the event was advertised late, leaving groups little time to organise costumes and floats. The event also took place during August, when many people were on holiday. In addition, some teenagers expressed frustration that there were no opportunities for paid work as helpers.  
Problems experienced  
Traffic in the city centre was disrupted, which meant it was difficult for residents to travel around. Furthermore, litter was left on the streets, which local residents had to remove themselves. Finally, there were complaints that the event ended abruptly after the procession.

Recommendations

To increase participation, I would recommend contacting schools in advance, and holding a costume competition for children. Local teenagers could be recruited as helpers, which would encourage them to engage with the event. To address traffic issues, I would suggest closing some roads and laying on extra bus services. I would also recommend organising helpers to clear litter from the streets. Finally, I would recommend a concert in the park after the procession, to encourage people to enjoy a full day of celebrations.

Conclusion

In conclusion, I found that, broadly speaking, residents were in favour of the event. If measures are taken to address difficulties and ensure increased participation, this year's event should be a lot more successful.

Unit check

- 1 1 have I been to such 2 no time did I (ever) feel  
3 what I enjoyed the most was/were 4 did I see (any)  
5 no way did the rain
- 2 1 wherever 2 Whenever 3 Whatever 4 However  
5 whichever 6 whoever
- 3 1 There are lots of different species of ape, many of which use language to communicate with each.  
2 New perfumes are tested by groups of volunteers, many of whom have a particularly acute sense of smell.  
3 correct  
4 The thief was seen by six people, none of whom could remember exactly what he looked like.  
5 Some dogs have a very keen sense of smell, as a result of which people use them to identify particular scents.
- 4 1 transparent 2 evident 3 disgusting 4 mouth-watering  
5 deceptive
- 5 1 survival 2 temptation 3 creation 4 combination(s)  
5 convenience 6 pressure 7 removal 8 childhood(s)

UNIT 3

Reading

- 1 1 public objections 2 the last week  
3 This generation of viewers 4 accepting 5 boundaries  
6 moral guidance
- 2 1 People became offended by something on TV.  
2 A stunt that went badly wrong.
- 3 1 F *The details of the stunt on this occasion do not really matter. What does deserve our attention is ... It begged the question how ... You could take the lazy response to that and*  
2 C *Somehow, they had failed to realise two crucial things. While we are ... People are also slower to change their values than you might think. Both of these points were factors in the scandal that followed this event.*  
3 A *The producers just didnt realise ... It is for that reason that I could still sympathise ... They had crossed the line from fun-loving to unacceptable in one 5-minute sketch. In todays society, it is less clear where that line is drawn. TV shows in particular tend to test that boundary one small inch at a time until something snaps.*

- 4 G *What we were exposed to was subject to judgements by professional, and often older, journalists ... It is not just that who makes the decisions has changed, though ... The rise of the Internet is a case in point. We are facing unprecedented challenges distinguishing between what we should trust, and there is no-one to guide us.*
- 5 B *We feel that something is wrong, that in recent years a line has been crossed, ... Of course, it would be a mistake to see this change as something completely new. ... In the past, ... Nonetheless, things are clearly different these days.*
- 6 D *New forms of ambiguous statements have appeared that are neither truth nor lies ... If these names sound particularly uncomfortable, there are good reasons to feel threatened. Manipulating the truth can be very damaging ... In a study at Harvard University, a key variable in successful societies was found to be public trust. Trust allows businesses to flourish and communities of people to feed themselves and develop ... So, we are right to be worried. When the media starts to threaten truth and confidence, it threatens things that are absolutely fundamental to our well-being.*

- 4 1 a case in point 2 unanimous 3 partial 4 crucial  
5 drawn to 6 variable 7 conservative 8 interact

Grammar

- 1 1 have existed 2 had been used 3 were developed  
4 are based 5 use
- 2 1 your aching head be replaced 2 You are asked  
3 your full early database be accessed 4 the pipes are blocked up  
5 a general maintenance check can be carried out  
6 is your system connected 7 Are you shocked  
8 human emotions be used
- 3 1 would lie 2 was compared 3 expressed 4 were not felt  
5 were asked 6 was forgiven 7 lied 8 have been encouraged

Vocabulary

- 1 1 C 2 A 3 E 4 F 5 D 6 B 7 C 8 H
- 2 1 editorial 2 balanced 3 sources 4 revelations  
5 high-profile 6 bias 7 expose 8 tricks
- 3 1 contribute(s) money 2 critically analyse 3 public figure  
4 publicise their website 5 confirmation bias 6 check sources
- 4 1 freelance reporter 2 go to the press 3 controversial news  
4 in the spotlight 5 press conference 6 expose the truth

## Listening

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

- 2 1 D ... they somehow dared to be themselves in front of other people, and found to their surprise that they weren't rejected.
- 2 A ... I think whether to be honest or not is a dilemma we address in almost every interaction we have ... But it was those smaller issues that got my interest.
- 3 D Creating some distance and breaking the normal bonds of friendship are exactly what you want in that situation.
- 4 B Interviewer: Would you say that it's easy to be honest all the time? Paul: No, but I think it's definitely worth making the effort. Andrea: It's the kind of thing you really need to work at, though, every day.
- 5 C A good clue is to identify what scares you most ...
- 6 D You can tell very quickly if that friendship has real potential by telling the truth. Use that event to test out a new colleague. If she laughs and confesses that she too once left a similar meeting convinced she was about to get the sack the next day, this friendship will probably go the distance.
- 3 1 keep things private 2 holding them in 3 dilemma 4 liberating 5 dare to be ourselves 6 creep up

## Use of English 1

- 1 1 is said 2 was believed 3 has been reported 4 is argued 5 is thought 6 was claimed
- 2 1 was, have been 2 is, have taken 3 is, have played 4 was, have caused 5 is, be 6 is, be 7 is, be 8 was, have cut off
- 3 1 was reorted to have been hit 2 was said to have been dressed 3 was claimed to have been found 4 are known to have come 5 was reported to have interviewed 6 is considered to be
- 4 1 was reported by the newspapers 2 is said to cause 3 having been a 4 was once believed to 5 thought to be 6 claimed to have been haunted

## Use of English 2

- 1 1 aspect 2 significance 3 attachment 4 audiences 5 approve 6 attractions
- 2 1 influence 2 features 3 customers 4 clients 5 elements 6 consequence
- 3 1 C (features + in something) 2 D (regarded + as) 3 D (audience – collocates with a website) 4 A (profile – the image you give to others) 5 B (dominate something) 6 A (universally + appealing + to + someone) 7 D (board; the idiom to take something on board) 8 B (subscription + rates for a video channel)
- 4 1 have 2 is 3 have 4 for 5 of 6 for

## Speaking

- 1 1 Let's start by talking about film stars. 2 Sure, well, I don't really think actors or characters in a movie have much influence on kids. Would you agree? 3 Absolutely. You might aspire to the characters, but not the actor. Shall we move onto the next topic? Because I think pop stars are in the same category. 4 I know what you mean. People just don't see them or talk to them, so they don't really know what they're like. Who do you think does have influence, though? 5 Definitely the people in class. We see them every day. 6 Sorry, what exactly did you mean by the people in class?

- 7 You know the people you sit next to, or maybe even teachers. 8 Hmm, I think you're right. They do matter. So, getting back to the main point, we've decided that people we actually interact with influence young people more.
- 2 1 Let's start by talking about ... 2 I know what you mean. 3 What exactly did you mean? 4 Shall we move onto the next topic? 5 So, getting back to the main point...
- 4 1 role models 2 broaden 3 inspire 4 admiration 5 influential 6 reassure
- 5 1 G 2 E 3 D 4 B 5 H 6 A 7 F 8 C
- 6 Speaker 1: C taste in fashion (loud colours, dress) Speaker 2: E character development (moody, qualities, take after) Speaker 3: A skills learned (pick up talents) Speaker 4: D musical preferences (upbeat rock soundtracks) Speaker 5: B interests/hobbies (hang out, develop similar interests)

## Writing

- 1 banning direct advertising to children by limiting the products advertised
- 2 1 E 2 C 3 B 4 A 5 D
- 3 1 For instance, 2 One advantage of 3 What is more 4 The main drawback is 5 and so 6 Still
- The order of the functions in the paragraph is:
- 1 C (Give an example) 2 B (Evaluate the benefits of that solution) 3 E (Give additional reasons) 4 A (Evaluate the problems with that solution) 5 F (Summarise the situation) 6 D (Reach a conclusion)
- 4 1 conclusion 2 Despite 3 However 4 addition
- 5 Model answer:

A growing cause of concern in recent years has been the gap between the very young and the very old. As more parents move away from their home town to follow work opportunities, many children have no close connection with the oldest generations. Action needs to be taken to change this.

One possible approach is to perhaps welcome past pupils who have long since retired into schools. One advantage is that children often study periods of history that the very oldest members of society might remember. In addition, older citizens who have more life experience could help with ethics classes and many other areas of specialisation. It may be challenging to find ways of incorporating these 'new' members into the school community at first. However, in the long term, it is the most obvious place to bring both generations together.

Another possibility is to have children attend after school clubs which actively encourage older people to join in the activities. For many working parents, childcare can be a problem. At the same time, young children are often fascinated by the rich lives that older people have led and there is much that they can share. As very few older people are restricted by their health problems, they can play a valued part in society through helping to solve childcare issues, and in return, feel less isolated or lonely.

To sum up, while there are many ways to bring the generations together, by introducing older people at after school clubs, the youngest members of society will be able to get the possible start in life. Those who have learnt the lessons in life are in the best position to guide them in their future.

## Unit check

- 1 1 dishonesty has been encouraged 2 are seen as amusing  
3 is often manipulated 4 can be mixed up 5 to be told  
6 should be relaxed
- 2 1 The physicist, Isaac Newton, was historically reported to have been hit on the head by an apple when he discovered gravity.  
2 The cartoon character, Mickey Mouse, was generally believed to have been created by Walt Disney.  
3 Emperor Nero was famously reported to have played the violin while Rome burnt around him.  
4 Australia, was widely supposed to have been discovered by Captain Cook.  
5 George Washington was commonly thought to have become the first president of the USA.
- 3 1 go viral 2 high profile 3 public profile 4 contribute money  
5 publicise, website 6 extremely happy 7 fall for
- 4 1 C 2 D 3 C 4 A 5 C 6 D 7 B 8 D

## Use of English Units 1-3

- 1 1 B 2 C 3 A 4 C 5 D 6 D 7 C 8 A
- 2 1 in 2 what 3 whom 4 no 5 Whatever 6 It 7 have  
8 far
- 3 1 readily 2 revelations 3 exclusive 4 annoyance 5 refusal  
6 disbelief 7 intrusion 8 thankful
- 4 1 've/ have been living here since 2 had I come up  
3 's/ is believed to have pulled out 4 are said to come up  
5 can't/ cannot get over is 6 (of which) he messed up

# UNIT 4

## Reading

- 1 1 get in on 2 convincing 3 efforts 4 blur 5 acknowledge  
6 appreciate
- 2 1 Sara 2 Paul 3 Anna 4 Joe
- 3 A 3 B 1 C 4 D 2
- 4 1 B *has been partly driven by this ... partly by economics ...*  
2 C *... a nagging suspicion for some that somewhere, there is a corner of the world or a way of living that is more suited to them, and where they might find greater fulfilment.*  
3 D *Almost a quarter of travellers ...*  
4 A *... something we inherited from our hunter-gatherer past ...*  
5 D *... enabled them to reconnect with friends or family members ...*  
6 A *... being in unfamiliar surroundings stimulates production of the hormone adrenaline ...*  
7 B *... a trend to question the necessity to stray far from home ...*  
8 C *... supports deprived communities ...*  
9 B *... believing it is hard to justify the carbon footprint created ...*  
10 A *... not put off by physical discomfort ...*
- 5 1 drawn 2 shun 3 search out 4 crave 5 buzz  
6 taken the plunge 7 take a step back from 8 immersion
- 6 1 crave 2 buzz 3 take the plunge 4 search out  
5 take a step back from 6 drawn

## Grammar

- 1 1 A 2 B 3 A 4 B
- 2 1 lying 2 provided 3 hoping 4 owned 5 Tempted  
6 Feeling
- 3 1 bringing 2 living 3 left 4 providing 5 attracted  
6 opened 7 run 8 working

- 4 1 combining 2 Based 3 endangered 4 Taking 5 formed  
6 Spending 7 enjoying 8 Inspired
- 5 1 a school destroyed in an earthquake 2 The people living here  
3 Seeing their school in ruins 4 encouraged by our efforts  
5 a hostel located close to the school

## Vocabulary

- 1 backpacker 2 wander 3 extend 4 package 5 soak up  
6 touristy
- 2 1 bustling 2 remote 3 coastline 4 unspoiled 5 landmarks  
6 distant 7 backroads 8 deserted 9 trek 10 dunes
- 3 1 A 2 C 3 B 4 A 5 B 6 A

## Listening

- 1 3 (a travel consultant giving a talk to students on travel and tourism)
- 2 1 magazine article 2 culture 3 practical 4 nervous  
5 welcoming 6 weather 7 the environment 8 diverse
- 3 1 C 2 D 3 A 4 E 5 B
- 4 1 seek out 2 live up to 3 cram in 4 be taken with  
5 take off
- 5 1 keeping 2 push 3 kept 4 stick 5 know  
1 B 2 A 3 A 4 B 5 A

## Use of English 1

- 1 1 A 2 PC 3 PV 4 PV 5 PC
- 2 1 with 2 with 3 with 4 to 5 by
- 3 1 to 2 on 3 for 4 in/with 5 to 6 of
- 4 1 thrilled with 2 extended to 3 combined with  
4 frustrated by/with 5 related to 6 restricted to
- 5 1 is used for filling 2 frustrated by my/a lack  
3 's/has been described as 4 're/are (all) shaped by  
5 is suspected (by everyone) of concealing  
6 'm/am really not convinced by

## Use of English 2

- 1 1 not honest 2 pay you back 3 cooked too much  
4 understood wrongly 5 estimated it too low 6 order in advance
- 2 1 overcrowded 2 discourage 3 misunderstanding  
4 rearrange 5 preview 6 underpaid
- 3 1 redeveloped 2 prehistoric 3 mistaken 4 overestimated  
5 pre-booked 6 misleading
- 4 1 mistakenly 2 overestimate 3 disbelief  
4 misunderstanding 5 overstatement 6 redeveloped  
7 dishonesty 8 overpay
- 5 1 mistrust 2 reorganise 3 underpay 4 disconnect  
5 overwork 6 misconception 7 misinterpret 8 rehear

## Speaking

- 1 Sentences 1, 2, 4, 5 and 7 are correct.
- 2 She answers question 2 *If you don't plan, more things can go wrong, and your holiday might be more expensive.*
- 3 1 Personally 2 key 3 Let 4 understand 5 seems  
6 think, agree
- 4 1 more stressful if you don't plan 2 can avoid serious problems  
3 trip is more interesting if you plan carefully
- 6 1 C, F 2 A, E 3 B, D

## Writing

- 1 1 activity leader  
2 why you want to work there, what sports you can help with, why you are suitable for the job  
3 love the outdoors and like working with children  
4 that you are suitable for the job  
5 formal, because it is a letter of application to someone you don't know. You would only write an informal letter to a friend or family member.
- 2 He should include points 1, 3, 4, 5, 7 and 9 because these points are relevant to the application. The other points (2, 6, 8 and 10) are not relevant.
- 3 Yes, he answers the three questions. No, some parts of his letter are too informal, for example he uses contractions such as *I'm*, he uses informal words such as *great*, and informal phrases such as *I'll do my best*.

Dear Sir or Madam,

Dear Mr/Mrs/Ms Jones (if the name is known)

Yours faithfully,

Kind regards,

- 4 1 I want to be 2 I'd love to help 3 I think  
4 great experience 5 sport is really important to me  
6 make them fun 7 I'm writing to ask 8 I'll do my best  
9 have a great time 10 I hope to hear from you soon.
- 6 1 Not only do I play 2 Furthermore 3 In addition to this
- 7 Model answer:

Dear Sir or Madam,

I am writing to apply for the role of activity leader at Sunnyvale Music Festival this summer. I am particularly interested in this job as not only can I offer some useful skills and qualities, but I am also a keen music fan and would enjoy the opportunity to work at such a popular music festival.

I am currently studying music at school. In addition, I play the guitar and write my own songs in my spare time. I believe that these would be very useful skills for this role. Furthermore, I am very keen on art and creative activities and have experience of working with children. To begin with, I babysit regularly for a neighbour's children, and enjoy organising creative and fun art activities for them. I also sometimes help my uncle, who is a children's party entertainer, so I have experience of working with quite large groups of young children. I am a very cheerful and sociable person, and I get on well with children. In addition to this, I am extremely conscientious and hard-working, and able to adapt to new situations quickly.

In short, I believe that I am suitable for this job because I could bring a range of useful skills to the role, and my personal qualities mean that I can fit in easily and work as part of a team. Please find attached a copy of my CV. I hope you will read my application favourably, and I look forward to hearing from you. I can be contacted on my mobile: 07902 206457.

Yours faithfully,

## Unit check

- 1 1 living in a rainforest  
2 offering travellers this kind of experience  
3 built from rainforest timbers  
4 put off by the thought of dangerous insects and diseases  
5 Recognising these concerns
- 2 1 described as 2 convinced by 3 related to 4 restricted to  
5 armed with 6 dissatisfied with 7 thrilled with
- 3 1 backpackers 2 package holiday 3 touristy 4 wander  
5 soak up 6 extend
- 4 1 landmark 2 bustling 3 trek 4 deserted 5 remote  
6 distant 7 dunes 8 coastline 9 backroads 10 unspoiled
- 5 1 B 2 C 3 D 4 C 5 A

- 6 1 inaccurate 2 overcrowded 3 overpaying 4 misleading  
5 dishonestly 6 underestimated 7 overcooked 8 discourage

## UNIT 5

### Reading

- 1 1 D 2 S 3 D 4 S 5 S 6 D
- 2 Subheading 2 (Four experts in education consider some recent research findings on the benefits of teaching emotions in schools.)
- 3 1 Writer D Thomas Edinger: *students who are emotionally aware will ... achieve improved performance in exams; D: It would clearly feed into academic performance, too, as negative emotions are known to hold children back.*  
2 Writer B Theo Addison: *I think any teaching programme that addresses this issue is bound to reduce such negative behaviours aggression and violence; B: expecting immediate results such as less classroom disruption seems unrealistic*  
3 Writer B Theo Addison: *the wider introduction of such teaching programmes has been delayed solely by the inability of academics to reach agreement on our basic repertoire of emotions; B: lack of consensus among psychologists regarding the definition and naming of human emotions, and this has held back the development and expansion of this area of education*  
4 Writer A Barbara Thompson: *should only be entrusted to those who have undergone specific professional training; B: I believe that all adults in contact with young people can contribute to the teaching of emotional awareness, as part of their normal, daily interactions; C: All those who work with young people, whether in the classroom or in the home environment, could use the insights it provides to help the children they work with to develop a greater understanding of their emotions; D: teachers and parents are as well-equipped as experts to provide this kind of support to young people*
- 4 1 C 2 F 3 E 4 A 5 D 6 B
- 5 1 expansion 2 interactions 3 disruption 4 justification  
5 criticisms 6 occurrence

### Grammar

- 1 1 B 2 A 3 B 4 B 5 B 6 A
- 2 1 should've/have done, might've/have hurt  
2 must've/have stolen, needn't/not have worried  
3 must've/have been sleeping, could've/have failed  
4 ought to have called, can't/cannot have been
- 3 1 may have missed 2 didn't/did not need to get  
3 must have left 4 needn't have bothered  
5 can't have forgotten 6 shouldn't have gone
- 4 1 should've/have spent more 2 had to have been  
3 might've/have spent all afternoon 4 must've/have lent  
5 may not have arrived in 6 could've/have let me

### Vocabulary

- 1 1 gets 2 jumped 3 settle 4 fooling 5 hang 6 stand
- 2 1 came, aid 2 stand by 3 fight back 4 pinned, down  
5 gets out of hand
- 3 1 Alarm bells rang 2 composed myself  
3 wrapped up in the moment 4 kicking themselves  
5 bring myself to 6 stuck to my guns 7 on my conscience  
8 came to terms with
- 4 1 continue to say something is true 2 get rid of something  
3 appears to be 4 refuse to give 5 liked it and was good at it  
6 believed

## Listening

1 1 C 2 A 3 E 4 D 5 B

- 2 1 F *I'd been opposed to the idea of going there, because of the cost, but all my friends had insisted.*  
 2 E *In the end, we opted for a quiet evening chilling out at a friend's house.*  
 3 A *... as it would give me the opportunity to get all my friends together, including some from my old school that I hadn't met up with for ages.*  
 4 C *... the main aim of the weekend was achieved because all the worries about exams and results ... just disappeared!*  
 5 H *I was also aware that if I didn't do something with them, it would be my mum who'd bear the brunt of all the complaints.*  
 6 H *... it turned out he had an amazing memory for jokes, so he had us in fits of laughter all night – that really made the evening.*  
 7 C *... I also got a text during the evening saying my application for holiday work had been successful, which was the icing on the cake!*  
 8 D *... the best part was that so many people lent a hand to make sure it was a success ...*  
 9 G *The highlight, though, was having time to reminisce about things we'd done together over the years ...*  
 10 A *... laid on the most amazing spread I've ever seen – I definitely wouldn't have wanted to miss that!*

3 1 E 2 C 3 A 4 B 5 D

4 1 take on 2 lay on 3 wind down 4 grow on 5 opt for

## Use of English 1

1 1 A 2 B 3 B

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

3 1 far easier 2 twice as 3 By far 4 half as many  
5 way more

4 1 more 2 nowhere 3 as 4 deal 5 far 6 nothing

5 1 twice as expensive as 2 nothing like as varied as  
3 nowhere near as popular 4 a great deal older  
5 just as good as 6 by far the youngest

## Use of English 2

1 1 appalled at 2 Contrary to 3 intent on 4 impressed by  
5 subject to 6 eager to 7 ashamed of 8 capable of

2 1 D 2 B 3 C 4 A 5 B 6 C 7 D 8 B

3 1 of 2 about 3 about 4 about 5 from 6 with 7 of  
8 at 9 with 10 of

## Speaking

1 1 B 2 E 3 D 4 A 5 C

2 A 2 B 4 C 3 D 5 E 1

3 A and C

4 1 cost an arm and a leg 2 get to grips with  
3 wouldn't have a clue 4 pick the assistant's brains  
5 gave him a helping hand

5 1 A 2 B 3 Both 4 B 5 A 6 Both

## Writing

1 1 How can communities be improved? 2 Two.  
3 No, you can include them if you wish, but you don't have to.

2 1 B 2 B 3 A

Communities are vital for social and personal well-being, and making them as strong as possible should be a priority. Building strong communities requires a combined effort from both local government and citizens. This essay will consider the positive outcomes that can be achieved for communities by focusing on two key areas.

3 1 Above all  
2 underline the fact that good transport links are essential for  
3 Besides, 4 It is worth bearing in mind that a lot of people

4 1 C 2 A 3 B

5 Model answer:

Communities are vital for social and personal well-being, and making them as strong as possible should be a priority. Building strong communities requires a combined effort from both local government and citizens. This essay will consider the positive outcomes that can be achieved for communities by focusing on two key areas.

A characteristic of modern life is the amount of time people spend at home, often in front of computer or phone screens. However, the provision of open spaces can entice people outside and into the fresh air. Moreover, parks and gardens encourage people to exercise, which brings well-established health benefits. Above all, a connection with the natural world is beneficial to mental health, and happy, healthy individuals are far more likely to work well together in well-balanced communities.

However, communities also need a sense of togetherness, and social events such as festivals play a vital role in creating this. Not only do promote opportunities for people to celebrate together in a relaxed way, but they can also encourage different groups within communities to share their diverse cultural backgrounds. Besides, community events can be a fantastic means of raising money, which can then be reinvested in community projects. Moreover, the organisation of such events requires a constructive partnership between local authorities and individuals, which in itself promotes community spirit.

In conclusion, it is essential that local governments and individuals collaborate to provide the support that communities need in order to function effectively. It is clear that with the right investment and encouragement, the communities of tomorrow could be thriving and inclusive.

## Unit check

1 1 mightn't/not have said 2 must've/have mistaken me for  
3 should've/have taken more 4 needn't/not have brought so  
5 may have been having 6 can't/cannot have cost

2 1 just as 2 nowhere near 3 By far 4 far 5 nothing  
6 way more

3 1 stand by 2 pinned down 3 fight back 4 get out of  
5 came to 6 shaken up

4 1 appalled 2 intent 3 capable 4 eager 5 subject  
6 impressed 7 ashamed 8 contrary

## UNIT 6

### Reading

- 1 1 E *of these* goes back to *Covered shopping streets ... around Europe*  
 2 B *one thing limited* goes forward to *they needed electricity; elsewhere* goes back to *Covered shopping streets ... Europe*  
 3 D *larger and taller buildings* refers back to *malls*  
 4 C *They goes* back to *malls elsewhere; also goes* back to *they needed*
- 2 1 G *In the 80s and 90s ... a vanishing world.*  
 2 B *... no longer afford to pay adequate security ... make families feel safe ... Criminals slowly started to move in, with cars regularly being broken into and vandalised in the car park.*  
 3 E *... felt in the wider community, too ... contributed a vast sum of money in taxes, jobs and providing meeting places.*  
 4 D *... you can find trampoline parks, laser tag centres ... an aquarium and a golf course. The food courts ...*

- 5 C *When a tornado tore through the town of Joplin in May 2011, it flattened the high school.*
- 6 A *... this was just a temporary fix ... the possibility that mall buildings could be utilised for completely different purposes.*
- 7 F *... a mix of shopping and accommodation for students ... Stylish flats are located ... a desirable residential area.*
- 3 1 E *In the 80s and 90s ... the American shopping mall was the centre of their cultural universe. Fast forward thirty years or so and those same malls that once played such a vital role ... Governments need to repurpose the spaces ... Opinion is divided as to how we should respond to this challenge. These huge buildings now appear destined to end up neglected and in disrepair.*
- 2 G *... destined to end up neglected and in disrepair ... it was a downward spiral that took decades to run its course. A case is point is ... Parts of the roof were stolen, ... No longer safe, the local government began the lengthy process of demolishing the building. However, this cannot have been an easy decision to take. Malls have traditionally contributed a lot of money in taxes, jobs and providing meeting places.*
- 3 C *... retail outlets ... are struggling to compete with internet delivered services. But it is not just that where we shop and spend our leisure time has altered. ... They spend more on technology and vacations or days out. These are markets malls just cannot serve. Some malls are addressing these new consumer trends by creating.*
- 4 A *The food courts can still stay open, and the few clothing retailers ... get more people walking past their store windows. Others are finding more radical solutions though, ... tenants not normally associated with retail or entertainment in any way ... circumstances have intervened and made such dramatic change necessary.*
- 5 F *... the whole building was destroyed ... that length of time required for this was not an option. ... The solution was to move into the disused mall. ... they could have the new building functional in no time ... Unfortunately for the mall, this was just a temporary fix...*
- 6 D *... the Nashville State Community College has a satellite campus in the Global Mall; ... If that's an unconventional use for a mall, they are also kept company by ... a general recreation centre for the local community. These are just some ways malls can diversify their use, and still serve the young community, who were always their audience.*

4 1 B 2 A 3 B 4 B 5 A 6 B

## Grammar

- 1 1 was looking 2 decided 3 arrived 4 had ordered 5 had been looking forward 6 had sent  
She had six T-shirts in the end.
- 2 1 is 2 is working 3 takes 4's always wanted 5 fails  
6 shut 7 refuses 8 it's left
- 3 1'm working 2've just spent 3 go 4 see 5 ask 6 looks  
7 explain 8's just looking
- 4 1 was getting 2'd been shopping 3'd found 4 discovered  
5 had selected 6 was planning 7 hoped 8 begged  
9 returned 10 smiled 11 reassured 12 told 13 chose  
14 were walking 15 turned

## Vocabulary

- 1 1 inner 2 waterfront 3 back 4 rooftops 5 built  
6 industrial
- 2 1 upmarket 2 deserted 3 place 4 pedestrian  
5 convenience 6 jams 7 neighbouring 8 noise
- 3 Across 1 construction 2 suburbs 3 industrial 4 built-up  
5 run-down 6 rooftops 7 bustling 8 skyline
- 4 1 inner, redeveloped, water San Francisco in the USA (the bridge is the Golden Gate Bridge, and Alcatraz the prison); inner city; industrialized; waterfront  
2 world-famous, construction, estates Sydney in Australia: world-famous; construction site; housing estates  
3 never-ending, skyline, communal Oxford in the United Kingdom: never-ending; skyline; communal gardens  
4 green, industrial, congested Toronto in Canada: green areas; industrial estates; congested
- 5 1 redeveloped 2 suburban 3 pedestrian 4 green 5 skyline

## Listening

- 1 1 A *Now clothing companies target either budget consumers or the top end of the market*
- 2 D *A supermarket ... can advertise their jeans below their true value ... Once the new customers are inside the store, they're likely to make other purchases ... avoid an overall loss*
- 3 B *the most expensive jeans are made with organic cotton, which avoids nasty chemicals going into the rivers ... whole ecosystems haven't been destroyed*
- 4 C *The single line of stitching breaks more quickly and then the zips get caught*
- 5 C *you spend that little, you're probably just going to send them to recycling after a few wears ... it does mean our landfill sites are filling up more quickly than they should.*
- 6 B *I always take time to set myself a dollar limit on how much I'm going to spend, and that includes a minimum. That's a sensible practice for everyone.*

2 1 E 2 A 3 D 4 B 5 C

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

## Use of English 1

- 1 1 it 2- 3- 4 our favourites 5 them 6- 7 that  
8 an old pair of jeans
- 2 1 A 2 C 3 H 4 B 5 D 6 G 7 E 8 F
- 3 1 built it up 2 clear up 3 give up 4 keep it on 5 set him off  
6 stand them up 7 stand by 8 threw up
- 4 1 in 2 up 3 doing 4 for / with 5 out 6 provided / given  
7 as 8 in

## Use of English 2

1

-able	considerable, memorable
-ible	flexible, responsible
-y	curly, smelly
-less	limitless, pointless
-ive	decisive, selective
-al	emotional, industrial
-ful	cheerful, truthful
-ic	artistic, athletic

- 2 1 exceptional 2 controversial 3 accessible 4 flexible  
5 worthless 6 strategic 7 preferable 8 restless

- 3 1 diversity 2 limitless 3 indication 4 optional  
5 accessibility 6 unemployment 7 regardless 8 exceptionally  
4 1 disgraceful 2 ineffective 3 irresponsible  
4 uncharacteristic 5 unsuitable 6 unsupportive

## Speaking

- 1 Extract 1: Clean streets Extract 2: Waterfront or mountain views Extract 3: Entertainment  
2 1 D 2 E 3 B 4 C 5 A  
3 1 so I guess 2 Absolutely 3 That's why 4 good point  
5 But I think 6 I hadn't thought of  
4 Speaker 2 I couldn't agree more.  
Speaker 3 That's a good point, but ...  
Speaker 4 I completely see your point.  
Speaker 5 I'm with you to a certain extent.  
Speaker 6 So, basically, then, we both think

## Writing

- 1 They were answering question 1 (they both talk about a local facility).  
2 1 Student B (*the, in fact, during, in the evenings, that*); this is a better style of writing.  
2 Student B (details of what it feels like to be there, such as needing ear plugs and dimming the lights make it more interesting; Student 1 only gives factual information about the place)  
3 Student B (makes it clear that it's so popular you need to book, and that teens should not go in the daytime, but will have fun in the evening; Student 1 just gives factual information)  
3 1 when 2 This intergalactic world 3 By doing so  
4 For example 5 Each one 6 so memorable  
4 1 is 2 ends up 3 needs 4 faces 5 appears 6 test  
7 provides 8 has  
5 Model answer:  
Video game designers always have a particular emotional goal in mind when they start to create new worlds. The imaginary places that they create should always be places worth exploring, and for that, an emotional reaction is necessary. For this review, I will not be looking at the typical adventure game, but a relaxing game with a strong environmental message, 'Flower'.  
'Flower' is quite possibly the most relaxing video game ever created. Unlike other video games, it does not aim to evoke fear, anxiety or a sense of doom. The game was designed solely to encourage positive emotions in the user. It begins in a grey, unwelcoming inner city world. The contrast with where the game then takes you is immense. The player leaves the suburbs and travels calmly over fields, using the controller to guide the direction of the wind. Petals fly alongside and transforming the landscape below. The emotional escape of this game is very obvious.  
The environment itself is an idealised natural setting. As the player flies over, the grass turns much greener, and flower buds come to life. It is impossible to play the game without a feeling of great hope and joy at the beauty of the world around us. While the calm background music helps to evoke those emotions, the beauty of the landscape is what keeps the player hooked.  
To sum up, whether threatening or welcoming, the environment is central to our enjoyment of video games, perhaps nowhere is this better illustrated than in the game, 'Flower', which is the opposite environment of many video games and I would recommend it to anyone interested in experimenting with different game experiences.

## Unit check

- 1 1 was used 2 had been 3 were re-telling 4 were expanding  
5 tended 6 had 7 fell into 8 realised 9 had happened  
10 have fallen  
2 1 dressed up 2 show them off 3 fit me in / fit it in  
4 mess it up 5 shouted out 6 went on  
3 1 civic 2 polluted 3 congested 4 pedestrian  
5 metropolitan  
4 1 E 2 B 3 A 4 C 5 D  
5 1 preferable 2 restless 3 dreadful 4 accessible 5 pointless  
6 considerably 7 exceptional 8 enthusiastic

## Use of English Units 1-6

- 1 1 B 2 A 3 D 4 B 5 C 6 C 7 A 8 B  
2 1 up 2 with 3 which 4 to 5 with / by 6 have 7 far  
8 come  
3 1 combination 2 enthusiastic 3 overpay 4 discouraged  
5 unspoiled/unspoilt 6 optional 7 beneficial 8 pressure(s)  
4 1 mightn't/might not have had enough  
2 nowhere near as old 3 's/has been identified as  
4 needn't/need not have cost (them)  
5 is believed to be good for 6 way is this problem your

# UNIT 7

## Reading

- 1 1 B 2 A 3 B 4 A 5 A  
2 D ... *while for the majority of people such attention to detail is merely a part of their personality, for a few it can be a sign of genuine Obsessive Compulsive Disorder, a mental health condition ...*  
B ... *limit the lives of sufferers to such an extent that the World Health Organisation ranks it ...*  
A ... *any raising of the profile of mental health issues is to be welcomed; it unfortunately seems to have prompted large numbers of people to mistakenly believe they have the condition, which has led to a perception of the condition being more trivial than it really is.*  
C ... *a feeling of intense dread; My heart thumps in my chest, and I start sweating.*  
C ... *there are well-trying treatment options available, which provide relief for patients in all but the most stubborn cases.*  
B *The priority is to increase understanding and also break the bond of silence that has always existed around mental health and has led so many people to suffer alone from OCD.*  
3 1 stubborn 2 intense 3 unwelcome 4 trivial  
4 1 unwelcome 2 trivial 3 stubborn 4 intense

## Grammar

- 1 2 diet 3 Participating 4 activities 5 People  
2 1 is 2 responds/respond 3 takes 4 have 5 is 6 is/are  
7 want 8 shows/show 9 is 10 is/are  
3 1 is 2 is 3 understand 4 take 5 are 6 report  
4 1 has recently introduced a fitness 2 are not  
3 were reporting that 4 heart rate and stamina are  
5 of applicants have 6 of teenagers who are unfit is

## Vocabulary

- 1 Across 1 nap 3 energy boost 4 heartbeat  
5 knackered 6 caffeine 7 alert  
Down 2 posture 3 energy crash  
2 1 alert 2 heartbeat 3 posture 4 caffeine 5 energy boost  
6 nap 7 energy crash 8 knackered

- 3 1 cut out 2 eat out 3 go easy on 4 peel off  
5 binge out on 6 wind down  
4 1 seal in 2 wait on 3 boil over 4 weigh out 5 drink to  
5 1 C 2 D 3 A 4 E 5 B

## Listening

- 1 2 Exercise and play at the same time!  
2 1 a gym ... a gym, where the majority will most likely be installed.  
2 silly ... what I most felt was silly, being suspended on what looks rather like a piece of medical equipment.  
3 knee pads The machine itself is well-designed, and surprisingly comfortable, apart from the knee pads, which I found ineffective, as they weren't quite thick enough.  
4 abdomen I think it'll be most beneficial for the abdomen and the muscles there.  
5 fifteen ... the fifteen minutes the manufacturers claim is enough.  
6 motivating ... its biggest plus is that it will be motivating for many, far more so than a more traditional gym class or workout session.  
7 space ... and, my personal favourite, a space game ...  
8 exhausted What I hadn't anticipated was that I was exhausted ...  
3 1 stretch 2 full-body 3 sit-ups 4 keep fit 5 burn off 6 warm-up  
4 1 burn off 2 keep fit 3 stretch 4 sit-up 5 full-body 6 warm-up

## Use of English 1

- 1 1 Countless people have bought this fitness gadget.  
2 There is a great deal of health information available online.  
3 Neither team scored any goals in the first half.  
4 Correct  
5 She invited the whole class to her party.  
6 Sophie's really popular – she's got tons of friends!  
2 1 countless 2 the whole 3 a great deal of 4 Every 5 several 6 The whole  
3 1 countless 2 upwards of 3 All 4 both 5 no end 6 a couple of 7 each 8 none  
4 1 every child should be 2 the whole morning getting 3 are no end of fitness gadgets 4 are both keen 5 still got heaps of food 6 took (us) upwards of three hours  
5 1 awful 2 all 3 every 4 of 5 end 6 neither 7 deal 8 upwards

## Use of English 2

- 1 1 alternatively 2 Besides 3 illicit 4 preceding  
A elicit B alternately C proceeding D beside  
2 1 persuade 2 infer 3 eligible 4 cite 5 elicit 6 site 7 legible 8 imply  
3 1 C 2 A 3 A 4 C 5 D 6 B 7 D 8 B  
4 1 bear 2 brakes 3 cue 4 counsel 5 poll 6 principal 7 stationary 8 draw

## Speaking

- 1 Maria answers question 3. Josef answers question 2.  
2 1 in fact 2 not because 3 Of course 4 Not only that, but 5 inevitably 6 because 7 For this reason 8 Even so  
5 A and C

Similarities: require a lot of physical strength, need to be extremely fit, push yourself to your limits

Differences: American football is more intense, greater risk of injury from tackles, relationship with other team members; the desert race is an individual battle, against yourself, needs more stamina, and more determination to continue, need to drink plenty of water

## Writing

- 1 1 your college principal  
2 assess the current situation, suggest some things the college could do, assess the impact of the measures  
3 with some recommendations  
2 1 D, G 2 A, F 3 B, H 4 E, I 5 C, J  
3 1 generally accepted 2 has a responsibility  
3 small proportion, currently 4 far from ideal  
5 large number of students report, would be keen to  
6 prove popular with many  
7 extension of the lunch break, enable a greater number  
8 our recommendation that, without delay  
4 Model answer:

Proposal for ways to encourage students at Stanton College to be more physically active

Introduction

It is generally accepted that exercise is an important part of a healthy lifestyle, and Stanton College has a responsibility to promote this to students. The aim of this proposal is to outline two measures the college could adopt to encourage more physical activity among students.

The current situation

Although some students are already active, a small proportion currently do no exercise. This situation is far from ideal. The most common reason cited is that they find it difficult to incorporate exercise into their already busy schedules.

Encouraging students to cycle to college

Encouraging more students to cycle to college would promote an active lifestyle, so we suggest the provision of cycle racks at college to facilitate this. In addition, it would be helpful to approach the local authority to request cycle lanes near the college, as a large number of students report that they would be keen to cycle if the roads could be made safer.

Introducing lunchtime exercise classes

Lunchtime exercise classes could prove popular with students.

A selection of activities, for example fun team sports and aerobics classes, is suggested, to appeal to a wide range of students. The extension of the lunch break would enable a greater number of students to participate.

Recommendations

It is our recommendation that these measures be brought in without delay. Furthermore, ongoing consultation with students is recommended, to monitor the impacts of the measures. It is our belief that these changes would encourage greater physical activity, which would not only improve students' health, but could also improve their academic performance.

## Unit check

- 1 1 is, isn't 2 aren't, are 3 are, are  
2 1 the whole 2 neither 3 no end 4 All 5 lot of  
3 1 heartbeat 2 caffeine 3 alert 4 energy boost 5 posture 6 knackered 7 nap  
4 1 B 2 A 3 C 4 A 5 D 6 B  
5 1 implying 2 persuade 3 elicit 4 cite 5 Alternatively 6 proceed 7 Besides 8 eligible

## UNIT 8

### Reading

- 1 1 In the 1990s  
2 Most of them have disappeared, few of them are remembered  
3 So much is on the internet that we may be losing all the historical records of our time

2 1 A 2 B 3 B 4 B

- 3 1 D *Very few copies of the first books published after the printing press was invented still exist today. Equally, films from the 1920s were not considered worth keeping for future generations.*
- 2 C *Even though in this case, the project was backed up, web standards change, and the code that was needed to display the web pages had gone into disuse. Quite simply, even when the pages have been saved, often the technology is no longer available to open it and read it.*
- 3 B *Of course, there are some private companies and foresighted individuals that understood the significance of the web from the very beginning. Some parts of the web have been backed up, in huge data storage warehouses.*
- 4 A *If you wanted to go back and look at what was on the internet in the 1990s, you will not find much. In fact, within just two and a half years, a third of all websites are no longer functional, lacking the maintenance to preserve them.*
- 5 C *As static content becomes replaced more and more with video images and dynamic content, that task will only become a greater challenge.*
- 6 B *It is precisely the links and connections that give the Web meaning, and future scholars will need those to make sense of the world today.*
- 7 A *Historians will tell you, once digital content is lost, it is deleted forever. Even burnt letters and books leave behind some trace of what was once there.*
- 8 B *... the World Wide Web was originally designed to serve as a messaging system between scientists. It wasn't meant to be the main source of cultural content that it has since become.*
- 9 C *However, the issue of lost records affects all sites, some of which contained award-winning examples of journalism. The Crossing was one such project, set up to document the experiences of a community in mourning after a tragic road accident that left 21 school children dead. It was powerful writing and attracted much attention at the time.*
- 10 D *However, unlike other stores of books and documents, the Web is not a collection that has been built up over the years. It is unstable and temporary. What took centuries of neglect to lose in the past will simply be lost in a matter of years.*
- 4 1 F 2 A 3 D 4 B 5 C 6 E

## Grammar

- 1 1 have seen 2 be filming 3 have been released  
4 be catching 5 have finished 6 be needing 7 be ending  
8 be doing
- 2 1 set 2 will make 3 will be watching 4 about to  
5 on the verge of 6 is due
- 3 1 F 2 C 3 B 4 A 5 D 6 E
- 4 1 I was set to leave at 7 a.m. this morning  
2 We won't have finished by then.  
3 I was about to tell him the truth ...  
4 You won't always be studying  
5 I'm not about to drop everything  
6 Will they be making any more episodes ...  
7 What time will you have arrived?

## Vocabulary

- 1 1 prime time TV show 2 gig 3 a catchy song 4 flop  
5 blockbuster movie 6 news broadcast
- 2 1 news broadcast 2 gigs 3 catchy song 4 flops  
5 blockbuster movies 6 prime time TV shows
- 3 1 record 2 out of 3 booed 4 rehearse 5 ratings  
6 televise

- 4 1 put out 2 stream 3 rehearse 4 dubbed 5 beat  
6 prime time 7 gigs 8 portray 9 crowdfund 10 televise
- 5 1 out 2 out 3 on 4 in 5 at 6 On

## Listening

- 1 1 B ... *move people to action ... cause a shift in emotions ... do things differently*  
2 B *Humans want to get personal. By introducing stories, we can ...*  
3 B *Not everyone will react to the same things ... have the same interpretation*  
4 A ... *building team spirit ... can bring people together despite ...*
- 3 1 C *Having a book out gives them something else to talk about in their otherwise empty existence.*  
2 B ... *all sorts of readers will find courage in the stories of overcoming everyday challenges.*  
3 A *You just don't get people covering song lyrics on the literature curriculum, though. If they do feature, they usually come up in history as an expression of culture.*  
4 C *I mean, it's the combination of the sound and the depth of feeling in the human voice, as well as the beauty of the words ... The notes of a song can be catchy, but for me it's entirely to do with the vocal performance ...*  
5 C ... *from the way his assistant is turning around and looking at the painting, I reckon her work's caught his eye at least.*  
6 B *I guess it's all about drawing attention to the prejudice that female artists were up against at the time. This painting does suggest that the woman was facing an uphill struggle, even though she was talented.*
- 4 1 launch 2 worthwhile 3 speculation 4 accessible  
5 tune in 6 prejudice 7 sentimental 8 reckon
- 5 1 B 2 A 3 A 4 B

## Use of English 1

- 1 1 get, 'll be 2 can, give 3 weren't, would that be  
4 won't be, return 5 were, would  
6 hadn't been, would have happened
- 2 1 were 2 'd/would definitely add 3 'd/would really like  
4 'd/would die 5 were able to attach 6 didn't have to  
7 would be 8 wouldn't/would not be 9 would make  
10 were able to fly
- 3 1 as long as they're/they are 2 on condition that we  
3 unless anyone/anybody has any 4 would never have met  
5 hadn't/had not agreed to  
6 provided that it's/it is/has been properly
- 4 1 on condition 2 otherwise 3 Unless 4 supposing  
5 provided that 6 Imagine

## Use of English 2

- 1 unintelligent, unpredictable, unrelated  
discomfort, disconnect, disrespectful  
incorrect, indirectly, insignificant  
mislead, misuse, misunderstand  
illegal, illegitimate, illiterate  
irrational, irregular, irreplaceable  
impatient, impossible, imperfect
- 2 1 irrational 2 misleading 3 immature 4 discourage  
5 unbearable 6 unrelated 7 indirectly 8 disrespectful
- 3 1 excessively 2 behaviour 3 irresponsibly 4 unforgettable  
5 privacy 6 unintentionally 7 denial 8 acknowledge
- 4 1 insignificant 2 unpredictable 3 unrecognisable  
4 disadvantaged 5 irrelevant 6 inexperienced
- 5 1 uncomfortable / discomfort 2 discourage / unencouraged  
3 misinform / uninformed 4 inactive / deactivate  
5 incapable / unable 6 injustice / unjustified

## Speaking

- 1 1 H 2 D 3 G 4 B 5 C 6 E 7 A 8 F  
2 1 as 2 Supposing 3 Provided 4 has to 5 lead to  
6 would affect  
3 1 didn't have 2 would lose 3 were, owned 4 could go  
5 went up 6 were bought 7 would be 8 would affect  
4 2 F 3 A 4 B 5 E 6 C

## Writing

- 1 A – 3 and 6 B – 1 and 2 C – 4 and 5  
2 1 in 2 to 3 as 4 to question 5 since 6 because of  
3 1 D 2 B 3 A 4 C  
4 1 do so 2 such large numbers 3 enforcing copyright laws  
4 these brands 5 a better approach  
5 Model answer:

The film industry is still popular, with worldwide audiences in the millions. However, as the cost of paying for special effects or award-winning actors rises every year, so too has the number of illegal copies of films, posing a threat to this form of entertainment.

Traditionally, film income came from its distribution in the cinema. Technical innovations, such as surround sound or 3-D delivery have made the experience of watching films in the cinema distinct from viewing them at home, encouraging large audiences. However, the price of the entry ticket is already high, particularly for key target audiences, such as teenagers. A rise in the price may lead to lower audience figures.

A better approach would be to find alternative ways of funding films. The use of a luxury brand watch on the wrist of an action hero rarely causes the audience to question how it got there. If anything, such product placement adds to the realism of the film, particularly in the case of familiar household items, where an unfamiliar product would stand out more. As a result of placing products in films, the production company can raise millions of dollars to go towards the cost of making it.

Although both approaches have their advantages and drawbacks, it would seem that the high cost of making films is unlikely to be met by higher cinema ticket prices. Like the music industry before it, the film industry needs to consider alternative ways of raising income. One such way to do so would be to encourage the effective use of advertising in films.

## Unit check

- 1 1 A on the point of crying (something that is just about to happen)  
B due to arrive (something that is scheduled)  
2 A will have forgotten (because the action is complete)  
B will be talking (because it will be ongoing)  
3 A on the verge of becoming (it is inevitable)  
B will be (future prediction)  
2 1 D 2 E 3 F 4 A 5 C 6 B  
3 1 blockbuster (for films)  
2 gig (because it was live, with a crowd)  
3 depict (you depict someone, adapt a thing)  
4 crowdfund (it provides money)  
5 booed (it's a negative reaction)  
6 streaming (the audience streams, the TV companies televisions)  
4 1 On 2 in 3 in 4 out 5 from 6 On 7 at 8 out  
5 1 misunderstand – misunderstand  
2 insignificant – insignificant  
3 indeniably – undeniably  
4 unregular – irregular  
5 ucorrectly – incorrectly  
6 displaced – misplaced

# UNIT 9

## Reading

- 1 1 B 2 A 3 B 4 A 5 B  
2 3 They are a mixture of scientists and general readers with different interests.  
3 1 D ... it is clear to me that the systematic way in which they applied standardised 'character' tests to select each future generation of animals to breed cannot be faulted. (A) Belyaev and Trut were clearly true scientists who applied strict scientific principles under extremely trying circumstances ... (D)  
2 A ... the work carried out by Belyaev and Trut still has something to offer to modern science, even though it was begun long before the days of gene sequences or DNA analysis. (C) It seems logical to me, though, that, for the work to remain scientifically valid, it would have to be revisited by scientists equipped with a modern knowledge of genetics. (A)  
3 B ... the narrative attains the perfect blend of facts and figures and human-interest story ... (D) ... achieves a perfect balance between relevant scientific content and a readable 'story'. (B)  
4 C ... personally, I would not trust just a few generations of breeding to create a fully domesticated family pet. (C) ... and I think it would be hard for readers not to feel their lives would be enriched by owning one, (A) ... and many readers, including myself, will be left feeling that they simply must acquire one, (B) I would defy anyone to read this book and not want to adopt one of these adorable creatures. (D)  
4 1 valid 2 DNA 3 subjective 4 evolution 5 systematic  
6 initiated 7 domesticated 8 criteria  
5 1 genetics 2 evolutionary 3 biologist 4 evolve

## Grammar

- 1 1 to make 2 having 3 to see/seeing 4 destroying 5 to enter 6 to work 7 to pay 8 to meet  
2 1 A try to do B tried putting  
2 A forget seeing B forget to take  
3 A go on using B went on to run  
4 A stopped eating B stop to take  
5 A means changing B meant to call  
3 1 calling 2 dripping 3 carrying 4 hunting 5 cooking  
6 discussing  
4 1 try to save 2 can't bear seeing/can't bear to see 3 risk losing  
4 mean spending 5 resent spending 6 hear, singing 7 make, care 8 stop destroying

## Vocabulary

- 1 1 C 2 E 3 A 4 F 5 B 6 D  
2 1 ozone layer, B Three British scientists first noticed it while working on the British Antarctic Survey, and published their findings in a report in the science magazine Nature in May 1985.  
2 landfill sites, A Methane is produced as the rubbish breaks down and rots.  
3 fossil fuels, C As well as producing greenhouse gases, coal also produces dangerous particles which can harm people's health if breathed in.  
4 greenhouse gas, A Methane is twenty-five times more powerful as a greenhouse gas than carbon dioxide.  
5 carbon monoxide, A Carbon monoxide is produced when something is burned. When a volcano erupts, rocks and other materials are burned, producing the gas.  
6 greenhouse effect, C Worldwide, agriculture produces around one third of all emissions of greenhouse gases. This includes the use of machinery, and also keeping animals which produce greenhouse gases.

- 3 1 acid rain 2 carbon trading 3 climate change  
 4 conservation area 5 emissions trading 6 green audit  
 7 nature reserve 8 sustainable  
 Answer to mystery question: rainforest  
 4 1 C 2 E 3 F 4 A 5 B 6 D  
 5 1 exhaust fumes 2 waste disposal 3 rainfall 4 sea level rise  
 5 clean energy 6 Global warming

## Listening

- 1 1 C 2 E 3 A 4 B 5 D  
 2 1 H *I might have backed out except that I wanted to have a go at using the different lenses on my camera to zoom in and take close-ups.*  
 2 A *... they'd been on my list of things to see ever since I was about six, which was why I'd wanted to go*  
 3 D *I thought there might be an opportunity for some good photos to show off with when we got home.*  
 4 B *I'd met another girl from London and I was keen to get to know her better, so I joined the trip.*  
 5 F *my main aim in going was that I hoped it might help me get over this phobia, which it did*  
 6 C *But they also looked the worse for wear, which left me feeling slightly concerned.*  
 7 D *When we got back, I couldn't help thinking it would have been much more impressive if they'd been charging across the plains*  
 8 B *I came away thinking I must get onto the internet to see what I can find out about them.*  
 9 H *I actually felt quite emotional when I got back to my room, which I hadn't expected*  
 10 E *I just wish other people hadn't insisted on throwing food to them – it's terrible because it makes them too tame. I was wound up about that for days!*  
 3 1 safari 2 creatures 3 zoom in, close-ups 4 plains 5 bush  
 4 1 zoom in 2 beast 3 plain 4 close-up 5 bush 6 safari

## Use of English 1

- 1 1 treating 2 choosing 3 to let 4 for stealing 5 to being  
 6 about having 7 to take 8 to letting  
 2 1 to have 2 about keeping 3 to allowing 4 on checking  
 5 to sell 6 to think 7 to consider 8 promoting  
 3 1 refused to take the dog 2 agreed to meet 3 advised, not to let the dog 4 blamed, for letting the 5 denied making a 6 claimed to have over fifty  
 4 1 regretted spending so 2 advised me to do my 3 on paying me 4 blamed me for letting 5 refused to give me 6 denied being to

## Use of English 2

- 1 1 C 2 E 3 A 4 B 5 F 6 D  
 2 1 sound sleep 2 opposite effect 3 natural development 4 major breakthrough 5 warning sign  
 3 1 B 2 A 3 B 4 D 5 C 6 C 7 D 8 A  
 4 1 crude 2 harmful 3 high 4 diverse 5 safe 6 widespread 7 natural 8 large

## Speaking

- 3 He compares pictures A and C.  
 He mentions ideas 1, 2, 3 and 4  
 5 1 's coming from 2 point

## Writing

- 1 1 a friend  
 2 in the summer holidays  
 3 what is good about it, what problems there are, is it well-paid, would he enjoy it?  
 4 informal, because it is to a friend  
 2 1 B 2 A 3 B 4 A  
 3 2, 3 and 6  
 4 I feel certain you will agree that this would be an enjoyable way to spend the summer holidays.  
 Clearly, working with young children can be challenging from time to time.  
 Staff are expected to work upwards of fifty hours per week.  
 Despite these disadvantages, I would still recommend this job to you.  
 Please don't hesitate to contact me if you require further help  
 5 1 can't deny, an entertaining way 2 tests your patience  
 3 have to put in, fifty hours 4 you should go for  
 5 Get in touch  
 6 Model answer:

Hi Jake,

Great to hear from you. How are things going? I think getting a summer job is a brilliant idea, and I'm completely with you that there's nothing worse than spending the summer stuck indoors. You're right that I worked at a summer camp last summer, and it was amazing! The best thing about it is you get to spend the whole summer outside, doing fun activities like kayaking and climbing – what could be better? Make sure you choose a camp that does water sports. The kids are great fun, too, and they certainly keep you on your toes. But it isn't all positive.

On the minus side, it's pretty full-on, with not much time off, so you can end up feeling pretty knackered. You literally don't sit down from seven in the morning until the kids go to bed at about nine. And, as you can imagine, it can get pretty stressful at times, dealing with groups of excited kids who're away from home! It isn't well-paid, either. OK, so you get free accommodation and food, but you basically only get pocket money on top of that.

Having said all that, I still think you should go for it. You'd be perfect for it, given you're so sporty, and you'd be a big hit with the kids. Do you want any contact names? I'm sure I can dig out some useful email addresses for you. Let me know if I can do anything else, and good luck!

Toby

## Unit check

- 1 1 to create 2 to use 3 spending 4 protecting 5 giving  
 6 roaming 7 allowing  
 2 1 (to) letting 2 for not telling 3 trusting 4 being  
 5 on looking 6 to help 7 to hurry 8 to know  
 3 1 landfill sites 2 carbon monoxide 3 fossil fuels  
 4 ozone layer 5 greenhouse gases 6 greenhouse effect  
 4 1 sound 2 aggressive 3 groundbreaking 4 correct  
 5 an elaborate 6 warning 7 correct 8 natural 9 mere  
 10 opposite  
 5 1 harmful fumes 2 natural predators 3 Crude oil  
 4 diverse ecosystem 5 safe haven 6 large colonies  
 7 widespread drought 8 high altitude

## Use of English Units 1-9

- 1 1 A 2 C 3 B 4 C 5 D 6 A 7 B 8 C  
 2 1 the 2 deal 3 none 4 out 5 on 6 long 7 with 8 have  
 3 1 mistrust/distrust 2 noticeable 3 worthless 4 impatient  
 5 sensible 6 undeniable 7 brilliance 8 conservation

- 4 1 advised me to have/take 2 will have forgotten  
 3 's/is due to come 4 blamed George for (causing)  
 5 of people were dissatisfied with 6 just as good as

# UNIT 10

## Reading and Use of English

### Part 1

- 1 C (fixed expression *for a start* used to begin a list of related points)  
 2 A (*to be due for X* is a dependent preposition)  
 3 C (connector meaning *because of*, it does not need the before it)  
 4 B (*fond of* is a dependent preposition)  
 5 D (specific word in context, *needs*)  
 6 A (phrasal verb meaning *hire or employ*)  
 7 D (specific work in context, things influence art)  
 8 A (connector meaning *if not*)

### Part 2

- 9 what (used for emphasis)  
 10 to (collocates with *similar... to*)  
 11 made (phrasal verb make use of something)  
 12 Even (connector, collocating with *so*, meaning *However*)  
 13 least (expression *one of the most / least*, and we know that they're *all extinct*)  
 14 light (phrase *to shed light on something*)  
 15 up (phrasal verb (to come with, meaning to create)  
 16 being (a passive participle clause *parallels being discovered*)

### Part 3

- 17 universal 18 accompanied 19 mismanagement  
 20 potential 21 applications 22 beneficial 23 reality  
 24 legendary

### Part 4

- 25 despite her success 26 was on the point of calling  
 27 they were about to 28 didn't/did not approve of her  
 29 came as a disappointment 30 will have finished by

### Part 5

- 31 D ... *with even worse metaphors... and... true to its genre it is bursting with dull and predictable recycled phrases...*  
 32 D *Thiel's book is also a profound articulation of capitalism and thoughtful observations on avoiding sinking into national recession, and that aspect somewhat sets it apart. and... he does not advocate copying his lifestyle to gain success...*  
 33 B *He's saying that precisely because capitalism is wonderful for consumers, it's hell for companies and budding entrepreneurs would do well to reflect on that.*  
 34 C *The founders who survived replaced their old principles with new notions of incremental growth, and they were no longer prepared to try to create whole new markets overnight. For Thiel, they failed to recognise that their prior strategies were still applicable.*  
 35 A *To engineers, marketing representatives can seem superficial, spending time laughing on the phone or going to two-hour lunches. Engineers naturally suspect that no real work is being done.*  
 36 B *Undoubtedly, many of his audience will be deterred by the lengthy skippable portion of the book where Thiel criticizes a lack of planning at a national level in the 1930s... It is precisely the era that Thiel hails as the very opposite in attitude to modern American technological daring.*

### Part 6

- 37 B *The music business, concerts, festivals and a whole range of services have grown out of a passion for music. This new*

*sector of the economy was, in fact, only made possible by the introduction of universal music education for all since the mid-twentieth century. (D) By offering musical instruction to all secondary school students since the 1950s, generations of children learnt to appreciate music, and developed the foundations of the skills needed to create new media forms with huge benefits. For example, the pop music industry in Australia has brought an influx of income... (B)*

- 38 C ... *the evidence that the systematic, formal study of music is strongly linked to gains in mathematics. (A) The flaw in this argument is that, although the connection between music and numeracy is often asserted with conviction, there is conflicting evidence of this from recent research. (C)*  
 39 D *To reverse this trend, making the fine arts subjects count towards entrance requirements in university will secure the more positive future for music education we need. (A) That alone should be enough to guarantee its continuing place in education systems. Yet there are even stronger arguments. (B) ... we should be instructing them in how to acquire these talents in school situations. (C) Quite simply, too many other subjects now have a claim to the cultural justifications made for keeping music on the curriculum in the past. (D)*  
 40 A ... *musical performance is widely recognised in its role uniting communities and fostering a spirit of togetherness (B) ... performing in the community is simply no longer appreciated, and has all but vanished. (A)*

### Part 7

- 41 C ... *failed to spot a single kangaroo on the trip. There was plenty of other wildlife... Yet while I saw cars equipped with protective roo-bars everywhere... the nearest I got to the creature itself on that particular visit, was a giant statue of one in Perth... So now I'm back to try and correct that situation... where I'm told I'll be able to tick this elusive marsupial off my must-see list.*  
 42 A *Despite the warning signs of kangaroos on the road everywhere... says our driver... Hmm, perhaps its me... Reassurance that its not is on hand as...*  
 43 B *Thats quite an offer considering rooms here come at a cool US\$700 a night. And no, thats not a typo. Can any hotel be worth that, you might be wondering?... Well, it can, if...*  
 44 E *In the foyer, there is a reminder of this famous visitor, with a leather-bound book detailing his adventures in Australia... As interesting historically as these insights into the past are, even they cannot hold my attention for very long... When the luxury of our surroundings is calling for me... Theres no time to try any of that out now, though. Im off kangaroo spotting.*  
 45 D *Im off kangaroo spotting... Weve hardly started down this bumpy track when we hit the jackpot, not a lone kangaroo but a whole mob of them... Still, we managed to get near enough for some good photos... Of course, I needed pictures of them all, so it took us much longer than it should have*  
 46 G *Theres a gourmet picnic waiting for us in a basket, and we sat down to munch alongside our bouncy companions, with the most spectacular views... Once body and soul were refuelled... Remarkably, the hotels and parkland of the Wollemi Valley were constructed without a single tree being cut down to make way for man... Unlike many eco-places,*

### Part 8

- 47 B *In fact, experiments on replica batteries showed that all that only lemon juice or vinegar were needed to produce electricity.*  
 48 D ... *it was possibly being transported... as a gift for the triumphant Julius Cesar.*  
 49 C *To construct a temple such as this, hunters would have been required to leave their somewhat nomadic lifestyles, settle in one place, and possibly then realise the need for agriculture.*  
 50 A *It was designed to be used in temples to aid spirituality, and appears to have become quite commonplace.*

- 51 B *It is also challenging to date the pots accurately, as the iron, sulphur and chlorine that they are made of are very resistant to chemical analysis used to date objects.*
- 52 D *However, the mathematical and astronomical theories it relied on are so complex that many scholars refuse to accept that it is from that period.*
- 53 B *This seems more likely than powering objects, as no signs have ever been found of other inventions requiring electricity.*
- 54 C *Despite the fact that the site was discovered in 1996, much of it has yet to be unearthed.*
- 55 A *Although a few writers discussed such devices before Heron, he was the first one to describe them in detail and give guidelines for manufacturing them.*
- 56 A *... powered a musical pipe organ and shot jets of water from a fountain.*

## Writing

### 1 Model answer:

Young people have the unfortunate role of living in a community where they often feel the decisions are made almost entirely by other people. There are many ways that young people can influence the quality of the area they live, and take an active role in improving the facilities that are available. Perhaps the most important place to start is to communicate their views to people who do have decision-making power. Teenagers are generally fairly confident with technology, and are able to post, read and react to comments, set up online surveys and generally gather views. They also have the contacts among their friends to encourage them to participate. A website where young people can post suggestions or complaints, such as reporting areas where they feel unsafe, would at least communicate to the government where they would like to see changes.

A second area where young people can make an impact is in volunteering. Although during school term-time, participating in other activities may have a negative effect on their school work, during holidays and weekends it is a good thing to be out in the community, meeting people or working on projects outdoors. A large group of young people can revitalise an area in no time.

To conclude, I think that encouraging young people to become more involved in their community teaches them to take control and take action. These are important lessons. Of the two methods advocated here, I believe that establishing a website to channel resources in the right direction will have the most beneficial effect for both the town and the young people involved.

### 2 Model answer:

#### Introduction

Working in teams is not something that comes naturally to many people. When very young children play, they tend to play alone. Learning to accept roles, and differing levels of ability does not come naturally. Therefore, it is important to create space to develop team skills.

#### Current team opportunities

The main area where team work is encouraged is obviously sport and physical exercise. However, even in this subject, which is often practised in teams, there is usually very little direct instruction on how to make the most of working together.

There are occasional opportunities for group work in drama and other subjects. Most importantly, at the moment, there are no assessed projects which require people to work in teams.

#### Requirements of a team-based focus

Young people need some instruction on dealing with conflict in groups, coping with differing levels of effort and ability and generally guidance on becoming effective team players. This will be essential in future work situations.

### Recommendations

- The range of teamwork opportunities should be extended, particularly in some subject areas where at the moment it is positively discouraged, such as mathematics and the sciences. The latter is particularly well suited to being exploited through group science projects.
- Team skills should become a part of the school curriculum. Being a team coach, or a manager, are professions with a long history of information on how to perform better in groups. It would be good to bring some of those ideas to students.

### Conclusion

The recommendations would be simple to implement and would prepare students for the world of work once they leave the school more effectively.

### 3 Model answer:

Food is one of the most basic requirements, but also one of the great pleasures in life. A shared meal with family to mark special occasions stays in the memory for many years. Sometimes, though, it is the food itself that makes the experience special, and that was the case when I first tried Camp Fire Curry. When I first discovered this delicious dish, we had been on a long hike, studying the creatures in a local nature reserve. The long, slow nature of preparing food over a campfire always gives the food a special, mellow flavour, and this dish was no exception. It was made with fresh ingredients. In fact, some of the vegetables used had only been picked from the fields around us hours earlier. The result was an unforgettable dish. Before we could eat, we needed to make a special type of bread to accompany our curry. We cooked the bread wrapped in tin foil, on the piping hot rocks around the outside of the campfire, then went to wash our hands in the stream and get ready for our feast. It was late summer, and the sun was beginning to set over the reserve as we tucked in. It was an incredible meal. Although curry requires a large number of ingredients, it is a simple dish, with little to do once you have mixed everything together. but You just need to wait for the herbs and spices to do their magic. I would recommend both this dish, and the experience of eating out in the open air, as a special combination. You won't regret it!

### 4 Model answer:

Dear Lily

It's so great to hear from you, and to see that you're taking your studies so seriously these days! I remember when we couldn't get you to turn away from a phone screen!

Well, as you know, I did take an extra course over the summer last year. I have to be honest, at the time I really regretted the decision, because I was jealous of all my friends who were down at the beach, or hanging out at the basketball courts. Mind you, attending the course itself was enjoyable enough because the lectures were interesting and my fellow students were so much fun. But when it came to opening my books in the evening or at the weekend to do some research of complete the assignments, well, it was a different matter!

That said, I'd definitely have no hesitation in recommending that course of action now. The classes in the second year just went up in terms of difficulty, and I was so grateful to have the extra time to spend on those other courses. You don't need to concern yourself with revision of the first year, because a lot of that is built into the second-year courses, anyway. Having one less subject also gave me more time to spend on projects, and designing programmes can really eat into your time.

So, all in all, I think you should go for it. Summer classes end a month before the start of the new term, so you'll have plenty of time to chill out and have some fun. Make the most of it!

Much love

Sami

## Listening

### Part 1

- 1 B *It never occurred to me that I'd be in a position to use most of my business income to clear my student loans.*
- 2 A *M: I can see how it would have been intimidating without that guidance. F: My negative experiences would have been very different if I'd had someone to give me a few hints before going.*
- 3 C *... with the extra time off, I'd be able to catch up on my assignments on the days when we weren't ...*
- 4 A *Then I even had to tweak everything depending on whether they specialised in mountain endurance cycling or sprints.*
- 5 B *The speakers were buzzing and screeching and you could hear the guitar intermittently.*
- 6 C *They got off to a late start because of the technical problems, so it wasn't their fault. We should give them a second chance ...*

### Part 2

- 7 *geography (... my degree's in geography ...)*
- 8 *hotel (... when I was a night receptionist at hotel and spent hours watching wildlife programmes on TV. I caught an interview with a wildlife cameraman and that was it!)*
- 9 *video camera (I was desperate to have my own video camera. I looked in all the discount stores, but even there they were a bit beyond what I could afford.)*
- 10 *emotional (... in fact, I was quite emotional because I realised I'd actually achieved my dreams.)*
- 11 *(the) desert (I think the desert gets my vote, though, because the wildlife there is so hidden and secretive.)*
- 12 *gorillas (I haven't managed to see gorillas yet, so that's definitely an unfulfilled ambition.)*
- 13 *heights (My only phobia is heights, which I dread.)*
- 14 *night assignments (I guess my least preferred jobs are night assignments, but luckily, I don't have to do those too often.)*

### Part 3

- 15 B *... I realised that much of the work there was about case management, and following legal policy, which I wasn't expecting, and it wasn't at all satisfying.*
- 16 A *... whereas I knew that academic research suggests often people who have more agreeable personalities make poor choices.*
- 17 A *We found that by being generally agreeable, people consented to some pretty harmful behaviours.*
- 18 D *They're not considering the other person's feelings here though, they're scared about being singled out for poor treatment ...*
- 19 C *It was interesting to note that people wouldn't rate themselves below their neighbour if they knew their score. Their evaluations were influenced by others. Matthew: We tend to compare that mistaken idealised image to the real behaviours of those nearest us, and we realise we're so superior!*
- 20 C *... I'd be kidding myself if I thought I'd cope fine ... I guess one day I really should accept a bit of hard truth, but not today!*

### Part 4

- 21 H *... moving into halls to be able to meet native speakers and work on my proficiency.*
- 22 A *Moving to the student hall made sense at the time, as it was a brief stroll across the block to get to class.*
- 23 B *... there was always transport back late at night, and we had a student support officer, which is what made me pick the place.*
- 24 C *Someone I'd known since childhood got into the same course and he insisted we stick together.*

- 25 F *I applied for the identical room in the halls of my university where my mother had rented before me. And I got it!*
- 26 E *I was taken aback by how much they were always there for me, even though we weren't even that similar!*
- 27 G *... climbing wall ... I never imagined being dedicated to my studies would lead me to taking that up!*
- 28 H *... when holidays came around, I didn't want to leave. I was already where I belonged, the opposite of how I felt at the start.*
- 29 D *I'd always been so obsessed with having everything in its place before!*
- 30 A *... but I gradually became more conscious that I had a duty to my parents to make more sensible decisions.*

# SPEAKING: SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge C1 Advanced candidates need to do in order to achieve a pass in the exam (Solid), or higher grades (Good and Acing it!) in the Speaking paper. The categories are based on the marking criteria for the Cambridge C1 Advanced exam. These tables can be used by teachers when assessing speaking, or by students when peer or self-assessing their performance in speaking tasks. They can also use them to set goals to help them advance their speaking skills.

## Part 2: Individual long turn

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
<b>GRAMMATICAL RESOURCE</b>			
<b>Range</b>	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
<b>Accuracy</b>	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
<b>LEXICAL RESOURCE</b>			
<b>Function</b>	Speculates, compares, contrasts and gives opinions about the photos.	+ Uses a number of different phrases appropriately and accurately e.g. <i>They seem to be .../Both photos show .../While the person in this photo ..., the person in the other .../In my view, this photo ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>They seem to be .../Both photos show .../While the person in this photo ..., the person in the other .../In my view, this photo ...</i>
<b>Range</b>	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the photos including collocations (e.g. <i>make a good impression</i> ).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
<b>Accuracy</b>	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly e.g. to emphasise, reformulate, paraphrase. E.g. <i>The boy looks as if he's <u>frustrated</u> about something. I mean, something's clearly <u>not</u> going to plan.</i>	+ Often uses vocabulary flexibly e.g. to emphasise, reformulate, paraphrase. E.g. <i>The boy looks as if he's <u>frustrated</u> about something. I mean, something's clearly <u>not</u> going to plan.</i>
<b>DISCOURSE MANAGEMENT</b>			
<b>Fluency</b>	Can talk about the photo for one minute with little hesitation.	+ Often speaks with ease.	+ Usually speaks with ease.
<b>Relevance</b>	Content is relevant to the photos.	+ The repetition of ideas is minimal.	+ No repetition of ideas.
<b>Development of ideas and organisation</b>	Ideas about the photos are organised clearly and are coherent.	+ Ideas are usually developed e.g. by giving reasons and examples.	+ Ideas are fully developed e.g. by giving reasons and examples.
<b>Cohesion</b>	Uses cohesive devices to connect ideas about the photos (e.g. <i>As well as that, On the other hand</i> ), discourse markers (e.g. <i>you know, you see, I mean, anyway</i> ), related vocabulary (e.g. <i>I was cycling home when I got a puncture and had to use a pump</i> ) and referencing/substitution (e.g. <i>it, this, one</i> ).	+ A fair range of language is used.	+ A good range of language is used.
<b>PRONUNCIATION</b>			
<b>Clarity of pronunciation</b>	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
<b>INTERACTIVE COMMUNICATION</b>			
<b>Response</b>	Listens and responds to partner's description of the two photos when prompted by the examiner.	+ Response is often related to their partner's description. E.g. <i>As Ana said .../I'd say that ... which is similar to what Ana mentioned earlier.</i>	+ Response is mostly related to their partner's description. <i>As Ana said .../I'd say that ... which is similar to what Ana mentioned earlier.</i>

## Part 3: Collaborative task

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
<b>GRAMMATICAL RESOURCE</b>			
<b>Range</b>	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
<b>Accuracy</b>	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
<b>LEXICAL RESOURCE</b>			
<b>Function</b>	Expresses and justifies opinions; agrees and disagrees; makes suggestions; speculates.	+ Uses a number of different phrases appropriately and accurately e.g. <i>I'd say that .../I completely agree with you/I'm not sure about that/I'd suggest/It could be that ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>I'd say that .../I completely agree with you/I'm not sure about that/I'd suggest/It could be that ...</i>
<b>Range</b>	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the prompts including collocations (e.g. <i>make a good impression, strong evidence</i> ).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
<b>Accuracy</b>	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>	+ Often uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>
<b>DISCOURSE MANAGEMENT</b>			
<b>Fluency</b>	Can give opinions about the prompts for an appropriate length.	+ Often speaks with ease.	+ Usually speaks with ease.
<b>Relevance</b>	Content is relevant to the prompts.	+ The repetition of ideas is minimal.	+ No repetition of ideas.
<b>Development of ideas and organisation</b>	Ideas about the prompts are organised clearly and are coherent.	+ Ideas are usually developed (e.g. by giving reasons and examples.)	+ Ideas are fully developed (e.g. by giving reasons and examples.)
<b>Cohesion</b>	Uses cohesive devices to connect ideas about the prompts (e.g. <i>As well as that, On the other hand</i> ), discourse markers (e.g. <i>you know, you see, I mean, anyway</i> ), related vocabulary (e.g. <i>Electronic <u>communication</u> is popular these as most people <u>chat</u> or <u>interact</u> online</i> ) and referencing/substitution (e.g. <i>it, this, one</i> ).	+ A fair range of language is used.	+ A good range of language is used.
<b>PRONUNCIATION</b>			
<b>Clarity of pronunciation</b>	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
<b>INTERACTIVE COMMUNICATION</b>			
<b>Initiation and response</b>	Starts discussion and responds to partner's contributions appropriately which sustains interaction (e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question.)	+ Often interacts with ease.	+ Usually interacts with ease.
<b>Negotiation</b>	Discusses some or all of the prompts and works towards reaching an agreement.	+ Widens the discussion by asking questions.	+ Widens the discussion by asking questions or giving information about other aspects of the prompts.

## Part 4: Discussion

+ = Solid plus whatever is in the Good or Acing It! box.

	SOLID	GOOD	ACING IT! 
<b>GRAMMATICAL RESOURCE</b>			
<b>Range</b>	Uses a wide range of simple structures (e.g. basic tenses).	+ Uses some complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).	+ Uses a range of complex structures (e.g. a contrast of tenses, passive form, relative clauses, noun clauses).
<b>Accuracy</b>	Uses grammar to convey meaning with a good level of accuracy.	+ Uses complex grammar with some accuracy.	+ Uses complex grammar with good accuracy.
<b>LEXICAL RESOURCE</b>			
<b>Function</b>	Gives opinions, agrees, disagrees and speculates in answer to the questions.	+ Uses a number of different phrases appropriately and accurately e.g. <i>For me .../I'd say that .../I agree to a point/It might be that ...</i>	+ Uses a range of phrases appropriately and accurately. E.g. <i>For me .../I'd say that .../I agree to a point/It might be that ...</i>
<b>Range</b>	Can select appropriate vocabulary to talk about familiar and unfamiliar topics related to the questions including collocations (e.g. <i>take the lead in, great strength, a big improvement</i> ).	+ Uses a fair range of vocabulary.	+ Uses a good range of vocabulary.
<b>Accuracy</b>	Uses vocabulary accurately and appropriately.	+ Sometimes uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>	+ Often uses vocabulary flexibly to emphasise, reformulate, paraphrase. E.g. <i>Letters are <u>outdated</u>. I mean, they're <u>no longer used</u> now we have email.</i>
<b>DISCOURSE MANAGEMENT</b>			
<b>Fluency</b>	Can give opinions for a relevant amount of time for the task.	+ Often speaks with ease.	+ Usually speaks with ease.
<b>Relevance</b>	Content is relevant to the question.	+ Contributions are usually coherent and repetition of ideas is minimal.	+ Contributions are consistently coherent and varied, with no repetition of ideas.
<b>Development of ideas and organisation</b>	Ideas in answer to the question are organised clearly and are coherent.	+ Ideas are mostly coherent.	+ Ideas are consistently coherent.
<b>Cohesion</b>	Uses cohesive devices to connect ideas (e.g. <i>As well as that, On the other hand</i> ), discourse markers (e.g. <i>you know, you see, I mean, anyway</i> ), related vocabulary (e.g. <i>Electronic communication is popular these as most people <u>chat</u> or <u>interact</u> online</i> ) and referencing/substitution (e.g. <i>it, this, one</i> ).	+ A good range of language is used.	+ A wide range of language is used.
<b>PRONUNCIATION</b>			
<b>Clarity of pronunciation</b>	Sounds are pronounced clearly; stress is placed correctly in words and sentences; intonation is appropriate. Overall, the speaker is intelligible to the listener.	+ Pronunciation is sometimes used to help convey meaning.	+ Pronunciation is often used to help convey meaning and make meaning clearer.
<b>INTERACTIVE COMMUNICATION</b>			
<b>Initiation and response</b>	Starts discussion and responds to partner's contributions appropriately which sustains interaction (e.g. by agreeing or disagreeing, adding a further point or asking a follow-up question).	+ Often interacts with ease.	+ Usually interacts with ease.
<b>Negotiation</b>	Discusses the question and works towards an outcome (e.g. agreement or disagreement).	+ Widens the discussion by asking questions.	+ Widens the discussion by asking questions; needs little support from the examiner.

# WRITING: SUCCESS CRITERIA

The following information aims to help teachers and students gain a better understanding of what Cambridge C1 Advanced candidates need to do in order to achieve a pass in the Writing paper (Solid), or higher grades (Good and Acing it!). The categories are based on the marking criteria for the Cambridge C1 Advanced exam. This information can be used by teachers when marking written work, or by students when peer or self-assessing written work. They can also use it to set goals to help them advance their written skills.

## Essay

The examples given in this table come from the example Solid, Good and Acing it! essays below.

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
<b>CONTENT</b>			
<b>Task fulfilment</b>	Discusses two of the points, explains which point is more important and why. Argues one point from the beginning or discusses both points and then makes a decision.	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
<b>Relevance</b>	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ Very few irrelevances or omissions.
<b>COMMUNICATIVE ACHIEVEMENT</b>			
<b>Introduction</b>	Starts with an introduction which introduces the topic. E.g. <i>Children should spend more time in nature.</i>	+ States what the essay will argue or discuss e.g. <i>The following two suggestions might help them to connect better with the outside world.</i>	+ Gives some background information to the topic and states what the essay will discuss e.g. <i>In this essay, I will suggest two ways to persuade young people to spend more time in the natural world.</i>
<b>Conclusion</b>	Ends with a conclusion which restates the main point(s) of the essay and comes to a conclusion about which idea would be more successful. E.g. <i>I believe that school trips would be the most useful.</i>	+ Gives reasons e.g. <i>because not all schools are near a forest so it is more difficult to organise this.</i>	+ Leaves the reader with a new idea to think about. E.g. <i>This love will encourage teenagers to protect our planet in the future.</i>
<b>Tone</b>	Uses neutral language to present opinions and reasons e.g. using passive forms (e.g. <i>can be taught</i> ), not using contractions (e.g. <i>They do not go</i> ), avoiding informal language (e.g. <i>brilliant</i> ), avoiding <i>we/I</i> where possible (e.g. <i>we should understand</i> ).	+ Uses some more formal language; tone is often consistent throughout the essay.	+ Uses some more formal language (e.g. <i>gain, result in, ensure</i> ); tone is usually consistent throughout the essay.
<b>Conveying ideas</b>	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
<b>ORGANISATION</b>			
<b>Paragraphing</b>	Essay is divided into logical paragraphs.	+ The ideas within each paragraph are ordered logically i.e. topic sentence to introduce the main idea (e.g. <i>Some school subjects could be taught in a forest</i> ) followed by supporting ideas (explanation, examples, reasons e.g. <i>These lessons would really benefit young people. Firstly...</i> ).	+ The ideas within each paragraph are ordered logically e.g. topic sentence + supporting ideas; ideas are linked between paragraphs (e.g. <i>In addition to this</i> ).
<b>Cohesion</b>	Ideas in paragraphs are linked through the use of linkers (e.g. <i>although</i> ), referencing and substitution (e.g. <i>these kinds of lessons</i> ).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>There are several benefits of this</i> ).
<b>LANGUAGE</b>			
<b>Grammar</b>	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
<b>Vocabulary</b>	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurate e.g. <i>social media, the world around us, school subjects, beneficial</i>	+ Uses some less common vocabulary with some accuracy. (e.g. <i>losing touch with, make an attempt at, highly effective</i> ).	+ Uses some less common vocabulary with good accuracy. (e.g. <i>areas of natural beauty, gain more knowledge, a greater connection to</i> ).

## Essay task

Your class has listened to a radio debate about how to encourage more young people to engage with nature. You have made the notes below:

Ideas for encouraging young people to engage more with nature:

- school trips
- park activities
- lessons in the forest

Some opinions expressed in the debate:

‘City schools need to give young people the opportunity to see nature in action.’

‘People don’t really look at what’s around them in the park.’

‘Some schools teach all subjects in a forest.’

Write an essay for your teacher discussing two of the ideas in your notes. You **should explain which idea for encouraging young people to engage with nature is more effective, giving reasons** in support of your answer. Write your essay in **220–260** words.

### Example answer – Solid

*These days young people are all their time on social media. They do not as often go outside as their parents did and play or ride their bikes. Children should spend more time in nature because we should understand the world around us.*

*If city schools organised trips to the countryside, more city children would be able to enjoy our environment. There are many things to do in woods or on the beach so the children would not be bored. They could climb trees, make camps and so on.*

*Some schools are called forest schools as they teach lessons outside in the forest. These kinds of lessons help young people to learn about our environment as well as school subjects. I'm not sure you can learn all of this subjects outside although it might be beneficial.*

*To sum up, school trips and lessons in the forest are a good way to persuade young people that nature is brilliant. I believe that school trips would be the most useful as all schools can organise trips but not all lessons can be taught in a forest.*

#### Examiner comments

Content	Discusses two of the points in the task and says which will be more successful. The ideas aren't always developed e.g. how camping on school trips and forest schools would benefit the children.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic with some background information. It doesn't state what the essay will argue. The conclusion states which idea would be more effective. The tone is generally neutral throughout with just one or two examples of less formal language (e.g. <i>I'm not sure you can/brilliant</i> ).
Organisation	The essay is divided into paragraphs. The information in each paragraph could be organised more logically but the ideas are generally linked within paragraphs (e.g. <i>These kinds of lessons/these subjects</i> ).
Language	A variety of grammar is generally used accurately (e.g. second conditional, passive, complex sentences, modal verbs). Everyday vocabulary is used appropriately and there are some collocations (e.g. <i>social media, around the world, school subjects</i> ), errors are minor and don't affect communication (e.g. <i>are all the time on social media/this subjects/perswade</i> ).

## Example answer – Good

It is known that young people are spending more time indoors and less time outside than their parents did when they were children. As a result, young people are losing touch with nature. The following two suggestions might help them to connect better with the outside world.

The first idea is city schools. Organised school trips can help young people in cities to spend time in environmental areas. There are lots of things to do there so these trips can be exciting for young people. They could, for example, make an attempt at rock climbing. Rock climbing is good exercise.

Some subjects could be taught in a forest. These lessons would really benefit young people. Firstly, they would learn a subject and secondly they would learn about nature. There are some forest schools that already do this and they have been highly effective to date.

Finally, I believe that school trips would be more significantly successful than forest lessons because not all schools are near a forest so it is more difficult to organise this. All schools can organise school trips, provided they have money for it.

Examiner comments	
Content	Discusses two of the points in the task and says which will be more successful. The school trips idea isn't fully developed with irrelevant information about how rock climbing is good exercise.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction states what the essay will argue. The conclusion states which idea would be more successful but it doesn't leave the reader with a new idea to think about. The tone is generally neutral throughout with some formal language (e.g. <i>It is known that/to date</i> ).
Organisation	The essay is divided into paragraphs. The information in each paragraph is generally locally organised and the ideas are linked (e.g. <i>Firstly/Secondly/schools that already do this</i> ).
Language	A variety of grammar is generally used accurately (e.g. conditionals, passive, complex sentences, modal verbs). Everyday vocabulary is used appropriately and there are some collocations used with accuracy (e.g. <i>losing touch with/highly effective</i> ), errors are minor and don't affect communication (e.g. <i>environmental areas/significantly successful/organise this</i> ).

## Example answer – Acing it!

With the increased development of technology, young people these days spend longer indoors than children of before generations. In this essay, I will suggest two ways to persuade young people to spend more time in the natural world.

Firstly, young people would spend more time with nature if city schools organised trips to areas of natural beauty. There, teenagers could participate on survival activities that help them learn about plants and animals. This would help them to connect to nature more.

In addition to this, some lessons could take place inside forests. Students could use nature to learn subjects such as maths, geography, history. There are several benefits on this: students would be outside in the fresh air, they would learn their usual subjects and they would also gain more knowledge about the environment.

To conclude, school trips and forest lessons could help young people to have a greater connection to the world around them. In my view, forest lessons would result in more useful knowledge and skills and help young people to love nature more. This love will ensure teenagers protect our planet in the future.

Examiner comments	
Content	Discusses two of the points in the task, paraphrasing the ideas given there. The ideas are developed well and can be clearly understood by the reader. All the information is relevant.
Communicative achievement	There's an introduction, a main body and a conclusion. The introduction introduces the topic with some background information and states what the essay will argue. The conclusion states which idea would be more effective. It also leaves the reader with something to think about (i.e. <i>This love will encourage teenagers to protect our planet in the future</i> ). The tone is generally neutral throughout with some formal language used (e.g. <i>gain knowledge, ensure</i> ).
Organisation	Essay is divided into paragraphs and each paragraph has a topic statement and then supporting points. Ideas are generally linked within paragraphs and between paragraphs (e.g. <i>In addition to this, This love</i> ). There is evidence of organisation phrases (e.g. <i>There are several benefits to this</i> ).
Language	A variety of structures are generally used accurately (e.g. infinitives, second conditional, noun phrases). There is some less common vocabulary used appropriately (e.g. <i>areas of natural beauty, gain more knowledge, a greater connection to</i> ), errors are minor and don't affect communication (e.g. <i>before generations/participate on</i> ).

## Letter/Email

+ = Solid plus whatever is in the Good or Acing it! box.

	<b>SOLID</b>	<b>GOOD</b>	<b>ACING IT!</b> 
<b>CONTENT</b>			
<b>Task fulfilment</b>	Responds accordingly to the information in the email prompt and covers all the points (e.g. <i>I'd love some ideas on what to do over the holidays</i> ).	+ Develops the ideas in sound depth (e.g. <i>I'd love some ideas on what to do over the holidays. I get bored really quickly so need to make some plans</i> ).	+ Develops the ideas in good depth (e.g. <i>I'd love some ideas on what to do over the holidays. I get bored really quickly so need to make some plans. I know you always try new things so I thought you could help me</i> ).
<b>Relevance</b>	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ Very few irrelevances or omissions.
<b>COMMUNICATIVE ACHIEVEMENT</b>			
<b>Opening and closing</b>	Opens and closes the letter appropriately (e.g. <i>Dear Mr Smith/Hi Kerry/Yours sincerely/All the Best</i> ) The purpose for writing is made clear (e.g. <i>I am writing to apply for .../I've got some exciting news for you</i> ).	As Solid.	As Solid.
<b>Tone</b>	Selects an appropriate tone, depending on the writer's relationship to the reader. Formal letters/emails have a formal tone (e.g. <i>I am writing to give my opinion about ...</i> ) Informal letters/emails have an informal tone (e.g. <i>I've got something exciting to tell you</i> ).	+ The tone is often consistent throughout the letter/email but there may be some inconsistencies.	+ The tone is mostly consistent throughout the letter/email.
<b>Functions</b>	Uses phrases to convey functions such as complaining, thanking, suggesting (e.g. <i>I would like to make a complaint about .../Thanks so much for your advice/I think you should ...</i> )	+ The phrases are usually used appropriately and accurately.	+ The phrases are mostly used appropriately and accurately.
<b>Conveying ideas</b>	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
<b>ORGANISATION</b>			
<b>Paragraphing</b>	Letter/email is divided into coherent paragraphs.	+ The ideas within each paragraph are often ordered logically (e.g. the main idea) + development of ideas (e.g. explanation, examples, reasons).	+ The ideas within each paragraph are usually ordered logically (e.g. the main idea + development of ideas); one or two ideas are linked across paragraphs to create a coherent letter/email (e.g. <i>As previously stated/As I mentioned earlier ...</i> )
<b>Cohesion</b>	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i> ), referencing and substitution (e.g. <i>it, this, one</i> ).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One problem is that ... / There are two main reasons for this: it is difficult to find and it is expensive</i> ).
<b>LANGUAGE</b>			
<b>Grammar</b>	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
<b>Vocabulary</b>	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurate.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

# Proposal

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
<b>CONTENT</b>			
<b>Task fulfilment</b>	Makes one or more suggestions, depending on the task, and supports them with persuasive reasons and factual information. E.g. <i>The school should introduce an after-school cooking club.</i>	+ Develops the ideas in sound depth. E.g. <i>The school should introduce an after-school cooking club. It will help to teach young people how to cook.</i>	+ Develops the ideas in good depth. E.g. <i>The school should introduce an after-school cooking club. It will help to teach young people how to cook. This is an important life skill.</i>
<b>Relevance</b>	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
<b>COMMUNICATIVE ACHIEVEMENT</b>			
<b>Introduction</b>	Starts with an introduction to introduce the topic, state what is being proposed and states the proposal aim. E.g. <i>Several new after-school clubs have been suggested in recent weeks. One suggestion is an after-school cooking club. This proposal will suggest two main reasons why a cooking club would benefit the students at our school.</i>	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
<b>Conclusion and recommendations</b>	Ends with a conclusion which restates what is being proposed and why, and makes further recommendations. E.g. <i>We suggest that an after-school cooking club would benefit the school because it will teach young people important life skills, as well as help them understand more about healthy eating. As mentioned, members could bring their own ingredients to reduce the costs of running the club. The benefits will therefore outweigh the costs involved.</i>	+ Is mostly organised coherently so the reader understands it.	+ Is organised coherently so the reader fully understands it.
<b>Tone</b>	Uses a formal, neutral tone e.g. <i>The purpose of this proposal is to ...</i>	+ The tone is often consistent throughout the proposal but there may be some inconsistencies.	+ The tone is usually consistent throughout the proposal.
<b>Recommending and suggesting</b>	Uses phrases to politely recommend and suggest (e.g. <i>It is highly recommended that ...</i> )	+ The phrases are often used appropriately and accurately.	+ The phrases are usually used appropriately and accurately.
<b>Conveying ideas</b>	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
<b>ORGANISATION</b>			
<b>Heading/sub-headings</b>	Proposal has a heading (e.g. <i>Proposal for a ...</i> ) The proposal is divided into sections, with each one sitting beneath a sub-heading (e.g. <i>Benefits, Costs, Things to consider.</i> )	+ The sections and sub-headings are usually appropriate and describe what is in the section.	+ The sections and sub-headings are mostly appropriate and describe what is in the section.
<b>Paragraphing</b>	Within each section, the proposal is divided into coherent paragraphs.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence to introduce the main idea) + supporting points (e.g. explanation, examples, reasons).	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent proposal (e.g. <i>As previously mentioned...</i> )
<b>Cohesion</b>	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i> ), referencing and substitution (e.g. <i>it, this, one</i> ).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One problem is that ... / There are two main reasons for this: cooking is a life skill and healthy eating is desirable</i> ).
<b>LANGUAGE</b>			
<b>Grammar</b>	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
<b>Vocabulary</b>	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurately.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

# Report

+ = Solid plus whatever is in the Good or Acing it! box.

	<b>SOLID</b>	<b>GOOD</b>	<b>ACING IT!</b> 
<b>CONTENT</b>			
<b>Task fulfilment</b>	Includes all information required in the task (e.g. Say how successful the project has been, why and how it can be more successful in future.)	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
<b>Relevance</b>	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
<b>COMMUNICATIVE ACHIEVEMENT</b>			
<b>Introduction</b>	Starts with an introduction which states the aim of the report and how data was collected. E.g. <i>The purpose of this report is to analyse the success of the school orchestra during the last year. To prepare for the report, questionnaires to sent to all members of the orchestra.</i>	+ Is often organised coherently so the reader understands it.	+ Is usually organised coherently so the reader understands it.
<b>Conclusion and recommendations</b>	Ends with a conclusion which restates which draws conclusions and makes suggestions. E.g. <i>All in all, the orchestra has struggled to attract members over the last year. However, as described above, the existing members feel passionate about the orchestra and enjoy their time playing in it. We therefore suggest that the school use social media to attract more members in order to continue the orchestra over the next year.</i>	+ The conclusions and suggestions are often drawn from the main body of the report. They are mostly organised coherently so the reader understands them.	+ The conclusions and suggestions are usually drawn from the main body of the report so the report is a coherent whole. The reader fully understands them.
<b>Tone</b>	Uses a formal, neutral tone (e.g. <i>This report will evaluate the success of...</i> )	+ The tone is often consistent throughout the report but there may be some inconsistencies.	+ The tone is usually consistent throughout the report.
<b>Evaluation</b>	Evaluates as well as describes (e.g. benefits, issues, solutions.)	+ The evaluation is often supported with examples and reasons.	+ The evaluation is usually supported with examples and reasons.
<b>Conveying ideas</b>	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
<b>ORGANISATION</b>			
<b>Heading/ sub-headings</b>	Report has a heading (e.g. <i>Report the success of...</i> ) The report is divided into sections, with each section sitting under a sub-heading.	+ The sections and sub-headings are usually appropriate and describe what is in the section.	+ The sections and sub-headings are always appropriate and describe what is in the section.
<b>Paragraphing</b>	Within each section, the report is divided into coherent paragraphs.	+ The ideas within each paragraph are ordered logically e.g. topic sentence to introduce the main idea + supporting points e.g. explanation, examples, reasons.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent report (e.g. <i>As previously stated...</i> )
<b>Cohesion</b>	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i> ), referencing and substitution (e.g. <i>it, this, one</i> ).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>The main advantage is that...</i> / <i>There are two main issues with this: cost and time</i> ).
<b>LANGUAGE</b>			
<b>Grammar</b>	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
<b>Vocabulary</b>	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurate.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

# Review

+ = Solid plus whatever is in the Good or Acing it! box.

	SOLID	GOOD	ACING IT! 
<b>CONTENT</b>			
<b>Task fulfilment</b>	Includes all information required in the task (e.g. Who was the most interesting character in the book? What made them interesting?)	+ Develops the ideas in sound depth.	+ Develops the ideas in good depth.
<b>Relevance</b>	The content is relevant to the question and clear to the reader.	+ Few irrelevances or omissions.	+ No irrelevances or omissions.
<b>COMMUNICATIVE ACHIEVEMENT</b>			
<b>Target reader</b>	Ideas are selected with the target reader in mind.	+ Most of the ideas are relevant to the target reader.	+ All of the ideas are relevant to the target reader.
<b>Introduction</b>	Attracts the reader's attention from the start by asking a rhetorical question or making a bold statement (e.g. <i>Who's the most interesting character in your favourite book? I bet it's not the main character, is it? It rarely is.</i> )	+ Is often organised coherently so the reader understands it.	+ Is usually consistently organised coherently so the reader fully understands it.
<b>Evaluation</b>	Evaluates as well as describes, i.e. strengths and weaknesses, giving personal opinions.	+ The evaluation and opinions are often supported with examples and reasons.	+ The evaluation and opinions are usually supported with examples and reasons.
<b>Summary and recommendation</b>	Ends with a summary of the main points of the review and a recommendation (e.g. <i>It might not be the best book ever, but it's definitely worth a read.</i> )	+ The summary and recommendation often draw on the main body of the review. The conclusion is mostly organised coherently so the reader understands it.	+ The summary and recommendation usually draw on the main body of the review. The conclusion is fully organised coherently so the reader understands it.
<b>Tone</b>	Uses an informal tone to engage the reader through a variety of modifiers and adjectives, emphasis and rhetorical questions. (e.g. <i>Verity was by far the most interesting character in the book. Whenever she opened her mouth, something absolutely hilarious came out.</i> )	+ The tone is mostly consistent throughout the report but there may be some inconsistencies.	+ The tone is consistently formal throughout the report.
<b>Conveying ideas</b>	Expresses simple ideas clearly which the reader can mostly understand.	+ Expresses a few complex ideas which the reader can usually understand.	+ Expresses some complex ideas which the reader can usually understand.
<b>ORGANISATION</b>			
<b>Heading</b>	The review has a heading (e.g. <i>And the award for best character goes to ...</i> )	+ The heading is mostly appropriate to the content of the review and attracts the reader's attention.	+ The heading is appropriate to the content of the review and fully attracts the reader's attention.
<b>Paragraphing</b>	The review is organised into paragraphs.	+ The ideas within each paragraph are ordered logically e.g. topic sentence to introduce the main idea + supporting points e.g. explanation, examples, reasons.	+ The ideas within each paragraph are ordered logically (e.g. topic sentence + supporting ideas); ideas are linked across paragraphs to create a coherent article (e.g. <i>As mentioned earlier, the main character was often a bit indecisive.</i> )
<b>Cohesion</b>	Ideas in paragraphs are linked through the use of linkers (e.g. <i>Anyway, so</i> ), referencing and substitution (e.g. <i>it, this, one</i> ).	+ A variety of linking is used, often appropriately and accurately.	+ Organisational phrases are used to link ideas as well as linkers (e.g. <i>One reason for this is that .../The best thing about it was ...</i> ).
<b>LANGUAGE</b>			
<b>Grammar</b>	Uses a variety of grammar with good accuracy. Errors don't stop the reader from understanding the essay.	+ Uses some complex grammar, often accurately. Errors are fairly minor.	+ Uses a range of complex grammar, often accurately. Errors are minor.
<b>Vocabulary</b>	Uses everyday vocabulary, including collocations and fixed expressions, mostly appropriately and accurately.	+ Uses some less common vocabulary with some accuracy.	+ Uses some less common vocabulary with good accuracy.

# EXAM OVERVIEW

The **Cambridge English Qualifications: C1 Advanced**, is made up of four papers, each testing a different area of ability in English. The **Reading and Use of English** paper is worth 40% of the marks. The **Writing, Listening** and **Speaking** papers are worth 20% each. If a candidate achieves an A grade, they will receive a Certificate in Advanced English stating that they demonstrated ability at Level C2. If a candidate achieves a grade B or C, they will receive the Certificate in Advanced English at Level C1. If a candidate only achieves a B2 level, they may receive a Cambridge English Certificate stating that they demonstrated ability at Level B2.

Paper	Formats	Task focus
<b>Reading and Use of English</b> Eight parts 56 questions 90 minutes	<b>Part 1:</b> Multiple-choice cloze. A text with eight gaps, and four options to choose from for each gap.	<b>Part 1:</b> Use of vocabulary including idioms, fixed phrases, complementation, phrasal verbs.
	<b>Part 2:</b> Open cloze. A text with eight gaps. Candidates write the correct word in each gap.	<b>Part 2:</b> Use of grammar, vocabulary and expressions.
	<b>Part 3:</b> Word formation. A text with eight gaps and a word at the end of the line in which the gap appears. Candidates write the correct form of this word in the gap.	<b>Part 3:</b> Vocabulary, particularly prefixes and suffixes, changes in form and compound words.
	<b>Part 4:</b> Key-word transformations. Candidates rewrite six sentences using a given word, so that they mean the same as the original sentences.	<b>Part 4:</b> Use of grammatical and lexical structures
	<b>Part 5:</b> Multiple choice. A text with six four-option, multiple-choice questions.	<b>Part 5:</b> Identify details, such as opinion, attitude, tone, purpose, main idea, text organisation and features.
	<b>Part 6:</b> Cross-text multiple matching. Four short texts followed by four multiple-matching questions	<b>Part 6:</b> Comparing and contrasting opinions and attitudes across different texts
	<b>Part 7:</b> Gapped text. One long text with six paragraphs missing. Candidates replace paragraphs from a choice of seven.	<b>Part 7:</b> Reading to understand cohesion, coherence, organisation and text structure.
	<b>Part 8:</b> Multiple matching. A text or several short texts with ten multiple-matching questions.	<b>Part 8:</b> Reading to locate specific information, detail, opinion and attitude.
<b>Writing</b> Two tasks carrying equal marks. 90 minutes.	<b>Part 1:</b> Compulsory task. Using given information to write an essay of 220–260 words.	<b>Part 1:</b> Writing an essay with a discursive focus based on two points given in the task.
	<b>Part 2:</b> Producing one piece of writing of 220–260 words, from a letter/email, proposal, review or report.	<b>Part 2:</b> Writing for a specific target reader and context, using appropriate layout and register.
<b>Listening</b> Four tasks 30 questions (around) 40 minutes	<b>Part 1:</b> Multiple-choice questions. Three short dialogues featuring interacting speakers, with two multiple-choice questions (with three options) for each extract.	<b>Part 1:</b> Understanding gist, detail, function, agreement, speaker purpose, feelings, attitude, etc.
	<b>Part 2:</b> Sentence completion. One monologue with eight sentences to complete with a word or short phrase.	<b>Part 2:</b> Locating and recording specific information and stated opinions.
	<b>Part 3:</b> Multiple-choice questions. A conversation between two or more speakers, with six four-option multiple-choice questions.	<b>Part 3:</b> Understanding attitude and opinion.
	<b>Part 4:</b> Multiple matching. A set of five short monologues on a theme. There are two tasks. In both tasks candidates match each monologue to one of eight prompts.	<b>Part 4:</b> Identifying main points, gist, attitude and opinion.
<b>Speaking</b> Four tasks (around) 15 minutes per pair	<b>Part 1:</b> Examiner-led conversation.	<b>Part 1:</b> General interactional and social language
	<b>Part 2:</b> Individual long turn with visual and written prompts. Candidates talk about two pictures from a choice of three.	<b>Part 2:</b> Organising discourse, speculating, comparing, giving opinions.
	<b>Part 3:</b> Two-way collaborative task. Candidates discuss a question with five written prompts for two minutes, then answer a second question on the same topic.	<b>Part 3:</b> Sustaining interaction, expressing and justifying opinions, evaluating and speculating, negotiating towards a decision, etc.
	<b>Part 4:</b> The examiner asks questions for candidates to discuss on issues related to the topic of Part 3.	<b>Part 4:</b> Expressing and justifying ideas and opinions, agreeing and disagreeing, speculating.

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