

TEACHER'S BOOK

NEW Close-up **B1+**

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New Close-up B1+ Teacher's Book, 3rd Edition

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solving problems; [collaborative task](#)

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using adjectives and adverbs; planning a story; [writing a story](#)

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WELCOME TO NEW CLOSE-UP

With each new edition of *Close-up* we have listened to teachers' feedback about what works well and where they would like more support. This has enabled us to build on the elements of the series that teachers and learners value the most, while developing winning new features that will make you glad you chose *New Close-up*.

Teachers told us they can rely on *Close-up* to provide:

- comprehensive skills development with a rich range of tasks to actively develop students' reading, listening, speaking and writing skills.
- a clear structure with well-signposted pages, so that students know what the objectives of each lesson are and what is expected of them.
- a strong focus on exams and developing students' skills and confidence to improve their chances of success.
- authentic and informative National Geographic content that helps students connect with their world as they transition from their teens into adulthood.

What's new in *New Close-up*?

- The content of each unit has been extensively revised to be up-to-date, engaging and aligned with the global viewpoint of today's students. A clear new design helps students and teachers navigate each unit with ease.
- Exam tasks and tips in the Student's Book and Workbook have been updated to reflect changes to international exams. An all-new ExamView® test generator provides further opportunity for students to familiarise themselves with the exam formats and prepare for exam success.
- Brand-new Live well, study well lessons focus on life and study skills to help equip students with the competencies they need to manage their academic and personal lives. Students engage with texts and useful tips on topics such as managing stress, social media and friendships. Activities are designed to promote independent thought and stimulate discussion. Each lesson culminates in a project that encourages learner autonomy and provides opportunities for students to practise presentation skills and working in a team.
- Every Student's Book contains six fascinating new videos to give students the opportunity to engage with authentic audio-visual content. These videos were selected to expand students' knowledge of the world they live in, while accompanying tasks in the Student's Book aid comprehension and promote further discussion of the topic.
- In line with the latest CEFR benchmarking, *New Close-up* includes at least two mediation activities in each unit. Notes on how to approach these and get the most out of them are included in the Teacher's Book. (See further notes on this feature on page 7.)

New Close-up overview

FOR STUDENTS

Student's Book

- Twelve topic-based units with a range of tasks that actively develop students' reading, listening, speaking and writing skills.
- Exam Tips that provide step-by-step advice and strategies for how best to approach exam tasks, and Exam Tasks that provide the opportunity to put the advice into practice.
- Useful Language boxes in the speaking and writing lessons that support students with appropriate language when completing communicative tasks.
- Opportunities for discussion and personalisation in the Your Ideas sections.
- Review pages (at the back of the Student's Book) which consolidate the vocabulary and grammar taught within each unit. Students can use the Can do statements to check their progress.
- Extensive reference material at the back of the Student's Book includes:
 - a Grammar reference giving detailed explanations to support the grammar focus within each unit;
 - a Writing reference with a summary of the important points to remember for each genre of writing, as well as a checklist;
 - a Speaking reference bringing the Useful Language presented throughout the course together in one place;
 - a Vocabulary reference highlighting key vocabulary for the relevant Cambridge exam.

Workbook

- The Workbook provides additional practice of the vocabulary and grammar covered in the Student's Book, as well as providing further content-rich exercises based around the unit topic.
- Each Workbook unit continues the focus on exam practice, with Exam Reminders that reinforce the Exam Tips learned in the Student's Book. Students then have the opportunity to consolidate what they have learned with an Exam Task of the same type as the one in the Student's Book.
- Twelve Review pages are included at the back of the Workbook, allowing students to check their progress.

Online Practice **NEW TO THIS EDITION**

- The mobile-compatible Online Practice allows students to continue their studies at home or when on the move.
- The Online Practice revises the language covered in the Student's Book units and provides additional exam-style tasks.
- The teacher interface allows teachers to set up classes, assign work and review students' performance.
- The Online Practice is designed to be assigned to students when they have completed each unit of the Student's Book.
- Students can also access the eBook via the Online Practice.
- Information on how to access the Online Practice platform can be found on the inside front cover of the Student's Books (for those students who have purchased the Student's Book with Online Practice and Student's eBook version of the book).

FOR TEACHERS

Teacher's Book

The *New Close-up* Teacher's Book is an easy-to-use resource that provides support for all teachers using the course, no matter their level of experience.

Inside the redesigned and revised Teacher's Book, you will find the following features and resources:

Easier, Extension and Fast finisher tasks

Each unit contains plenty of ideas to help both weaker and stronger students. 'Easier' boxes give useful tips on how to provide extra support and guidance for students that need it. These tips can also function as useful warm-up ideas and / or to assess students' existing knowledge. 'Extension' boxes provide further exercise ideas that will challenge able students and help teachers to make the most of the rich, authentic content. 'Fast finisher' tasks support teachers with ideas for short, fun exercises that will keep students busy while they wait for their classmates to complete their work.

Mediation skills notes

Mediation can seem daunting to many students and teachers. In *New Close-up*, we demystify this skill and build classroom confidence.

Every Student's Book unit contains activities that develop students' mediation skills. These are highlighted in the Teacher's Book, and teachers are supported with clear notes that explain what aspect of mediation is featured and how the activity can be used.

Once a teacher becomes familiar with the types of activities that practise different mediation skills, they will be able to apply the principles to similar exercises. In this way, the mediation skills provided can be used to form a bank of knowledge that can be applied as students progress through the course. For example, explaining and summarising a text for the benefit of another person is a type of mediation (see p20) and the principle can be applied to other texts throughout the course. This gives students a wealth of practice which will equip them well for academic exams and develop their ability to communicate effectively in a range of situations.

Grammar guide

The Grammar guide presents the grammar points in a simple and clear way. Teachers can use the guide to explain the grammar rules and give students example sentences, without the need to look for this information elsewhere.

Teaching tips

Teaching tips are provided in every unit and include a range of useful devices to get the most out of an activity, advise the teacher on how best to approach a particular topic, or help with the quirks of the English language.

Classroom Presentation Tool

- The Classroom Presentation Tool (CPT) is easy to use and contains the Student's Book pages, Workbook pages and all accompanying audio and video.
- In addition, the Easier, Extension or Fast finisher activities in the Teacher's Book can be launched from the CPT and are identified by stars at the end of the notes on the Teacher's Book. 'Easier' ones (called 'Preparation' on the CPT) are identified by black stars next to the activity number on the CPT and should be used before the activity. 'Extension' and 'Fast finisher' ones are identified by a white star in a black circle and can be found on the left of the last item of an activity, to be launched after the activity has been completed.

ExamView® **NEW TO THIS EDITION**

- ExamView® is a flexible assessment program that allows teachers to administer ready-made tests and customise or create their own tests.
- ExamView® can be used to evaluate students' progress after each unit, after a number of units, at the mid-course or end-of-course point.

FOR TEACHERS AND STUDENTS

Companion Website

The course website (ELTNGL.com/newcloseup) includes sections for teachers and students with additional learning resources, professional development support and audio and video files from *New Close-up*. It includes:

- Teacher's Book PDFs
- Pacing Guides to adapt *New Close-up* to your timetable and learning needs
- *New Close-up* Online Teaching Toolkit – an implementation guide and lesson plans to support teachers delivering online lessons
- CEFR correlations
- Ready-made unit and progress tests
- Writing worksheets
- Student's Book video and audio
- Live well, study well videos for students with author Katherine Stannett
- Workbook audio

Self-study

- *New Close-up* is accompanied by an interactive eBook, a comprehensive Workbook and Online Practice material that allows students to continue their studies at home.
- Additionally, within the Student's Book there are plenty of opportunities for self-study and home learning. For example, videos can be assigned as homework; students can be encouraged to research topics further online, and projects on the Live well, study well page can be completed outside the classroom. The rich, authentic content of the course means that there is endless scope for extension activities around the topics.
- Students can also be directed to the companion website to access the course audio and video – including additional Live well, study well videos – enabling them to study from home.

Components

FOR STUDENTS

Student's Book
Student's Book with Online Practice and Student's eBook
Workbook

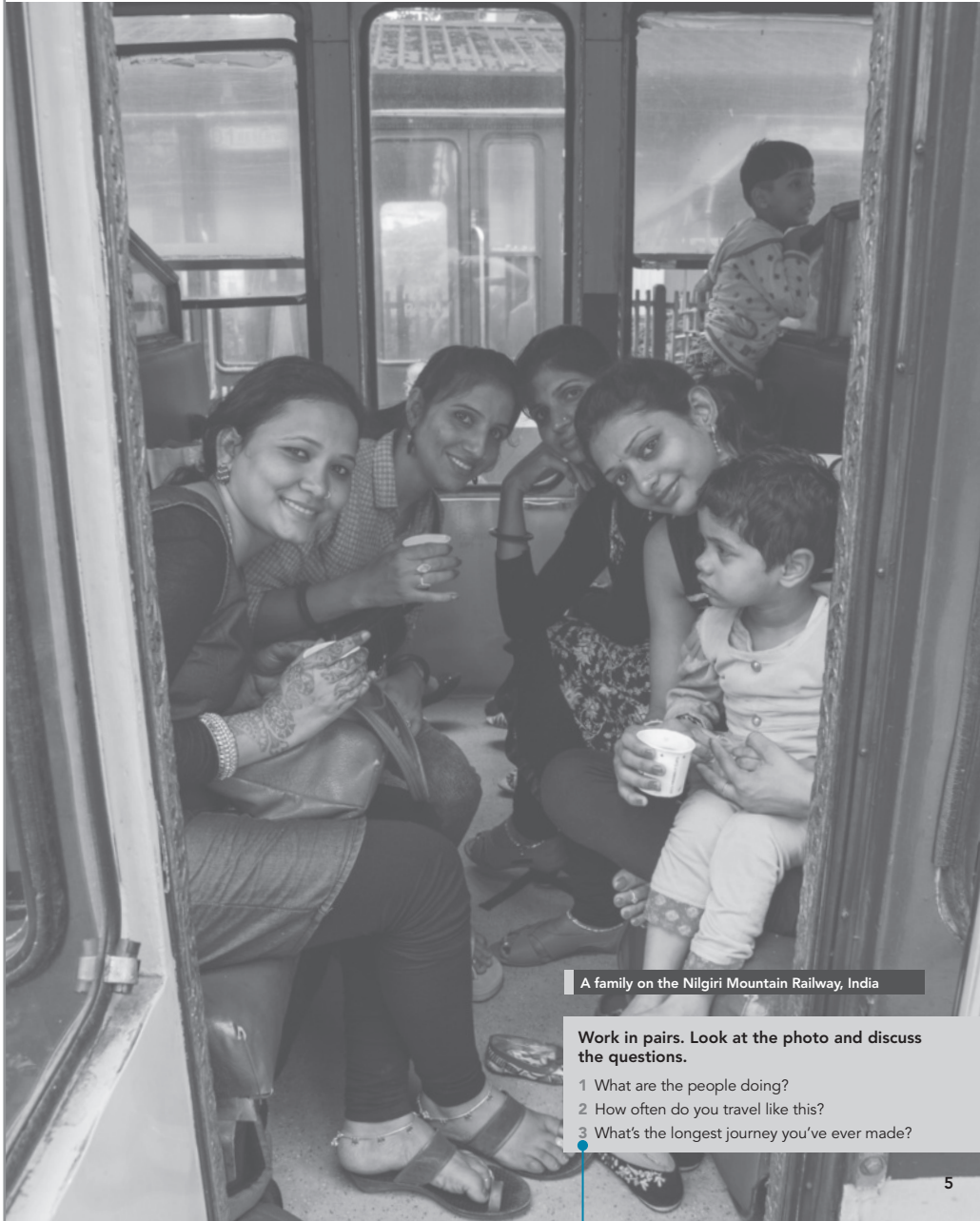
FOR TEACHERS

Teacher's Book
Classroom Presentation Tool
ExamView® Assessment Suite

Unit walkthrough

Each **unit** begins with an engaging photo that works with the unit title to introduce students to the topic.

Your world 1



A family on the Nilgiri Mountain Railway, India

Work in pairs. Look at the photo and discuss the questions.

- 1 What are the people doing?
- 2 How often do you travel like this?
- 3 What's the longest journey you've ever made?

Warm-up questions engage students and promote discussion. The Teacher's Book notes include background information on the photo.

The **Reading** lesson begins with warm-up activities to introduce key vocabulary and get students thinking about the topic. Students are encouraged to relate the topic back to their own lives and provide personal responses.

The focus of each lesson is shown at the top of each page.

Target grammar and vocabulary is presented through engaging reading texts from a variety of genres. These texts use the target language in natural and appropriate linguistic contexts and provide a model for language production.

1 Reading

identifying key information; multiple choice with one text

1 Work in pairs. How important is colour to you? Discuss these questions.

- Do you like to wear colourful clothes or do you prefer dark colours?
- What colour is your bedroom at home? How does the colour make you feel?
- Do you think colours can change the way you feel? Give examples.



2 Which colour(s) do these words make you think about? Why?

celebrations danger happiness
holidays power sadness

3 Read the article on page 7 quickly. Does it mention any of your ideas from Exercise 2?

4 Find these words in the article and complete the definitions.

energetic (line 14) nervous (line 33)
calm (line 22) aggressive (line 33)
depressed (line 28)

Someone who is ...

- ... feels anxious about or afraid of something.
- ... is very active and doesn't feel tired.
- ... feels sad and upset.
- ... isn't worried or angry.
- ... is ready or likely to fight or argue.

5 Read the Exam Tip. Then read the Exam Task. Underline the key words in the main part of each question and match each question with a section of the article.

6 Now complete the Exam Task.

your ideas

- Do you agree that colour can have a powerful effect on people? Why? / Why not?
- Do any colours have a special meaning in your culture?

Exam TIP

Identifying key information

- With multiple-choice questions, read the main part of the question first and underline the key words.
- Then find the section of the text which corresponds to the main part of each question.
- Read the answer options carefully and check them against the sections of the text you marked to find the correct answer.

Exam TASK

Multiple choice with one text

For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- In the second paragraph, what does the writer suggest about colour?
A that we only remember colourful places
B that colour means different things to different people
C that colour is the only thing we remember about a place
D that our mood improves in colourful places
- What does the text say about the colour yellow?
A Yellow foods are usually healthy.
B Yellow can be easily seen.
C Football players shouldn't wear yellow.
D Anything that is yellow is a warning.
- The writer tells us that the colour blue
A can make us eat more food.
B can alert us to danger.
C is often worn by strangers.
D is used by many businesses.
- If your friend was 'feeling blue', you might
A suggest that he changed his clothes.
B congratulate him.
C try to make him happier.
D offer him some food.
- One study showed that the colour red
A makes people angry.
B shouldn't be worn in the sea.
C can affect other people's opinion.
D is only used at Chinese New Year.
- What do you think this text is mainly about?
A the colours we should wear on different occasions
B the effect that different colours can have on us
C how temperature can affect the way we react to colours
D which colours to choose if we want to be happy

A wonderful world of colour

As far as the eye can see, purple **lavender** fills the fields in parts of southern France. On the Greek island of Santorini, the pure white walls of the buildings **contrast** with the bright blue paint on the roofs, window frames and doors. In Iceland, Canada and Norway, you may be lucky enough to see the skies filled with the amazing colour and light display of the *aurora borealis*, or Northern Lights.

Colour can have a big impact on us as we move around our world. Colour can remind us of the places we've been, and it can change our mood while we are there. Yet we do not all experience colour in the same way. Does our cultural background make a difference to how a colour makes us feel? Let's have a look at the three primary colours.

Yellow is a colour that often reminds us of hot climates, sunshine and warm summer days. It can be an eye-catching colour and people often describe feeling happy, energetic and enthusiastic when they see it. In nature, yellow is the colour of flowers such as sunflowers and fruit such as lemons, both of which can make us think of beauty and health. Yellow is also a colour that is hard to miss and it is sometimes used to **caution** people. In football matches, players are shown a yellow card when they don't behave properly. In some countries, school buses are painted yellow to warn other drivers that there are children on board.

Blue is the colour of clear skies, peaceful weather and clean, healthy water. It can make you feel calm and relaxed and, in some cultures, it is thought to give protection against harm. It can also **represent** confidence and seriousness. In fact, businesses often use blue in their advertising to suggest this idea. And interestingly, we are more likely to trust a stranger who is wearing blue. However, some cultures link blue with sadness and cold temperatures. In fact, in English we can say we are 'feeling blue' if we are depressed. Studies have shown that blue can also reduce hunger, perhaps because blue food is rarely seen in nature and this colouring can mean that food has gone bad. Some weight loss plans even advise eating your food from a blue plate, to trick your brain into wanting less food.

Red has a strong connection to danger and power. It can make us feel excited, nervous or even aggressive. A red flag on a beach immediately warns us of the possibility of danger in the sea. Red road signs and traffic lights tell us to stop and be aware. In one study, people were asked to say how aggressive someone appeared. The result showed that men wearing red were thought to be more dangerous than the same man wearing blue or grey. However, in Chinese culture, this same colour represents luck, wealth and happiness. Indeed, it is famously the colour of Chinese New Year, which is a celebration of hope for the year ahead.

word focus

lavender (n): a plant with small purple flowers that smell nice
contrast (v): when two things are different from each other, often in an obvious way
caution (n): to tell someone about a danger or problem that they need to avoid
represent (v): to be a sign or signal of something

7

Students are provided with an Exam Tip to help them tackle the Exam Task. Each tip teaches them a new strategy for exam success which they can apply directly to the Exam Task that follows.

The Exam Task gives students the opportunity to test themselves with tasks aligned with those they will encounter in international exams. Students will grow in confidence as they become more familiar with exam formats, preparing them for success on the big day.

The 'Word Focus' provides a glossary of words that are important to the meaning of the text but are above the target CEFR level. Students are encouraged to work out the meaning of words from the context before checking them in the 'Word Focus', as this is also an important exam skill.

The **Vocabulary** lesson focuses on key language required to achieve success in exams and in the world beyond the classroom.

Vocabulary introduced on the page is presented in a text-level exercise that enables students to see the new language in a meaningful context and provides them with additional reading comprehension practice.

1 Vocabulary feelings and people

- 1 Look at these words. Underline the adjectives and circle the nouns.

care	caring	confidence	confident
embarrassed	embarrassment	enthusiasm	
enthusiastic	imagination	imaginative	
loneliness	lonely	pride	proud
sense	sensible	stress	stressed

- 2 Complete the definitions with adjectives from Exercise 1.

- _____ : believing that you can do something well
- _____ : able to think of clever and original ideas
- _____ : kind and ready to look after other people
- _____ : unhappy because you are alone or haven't got friends
- _____ : worried about things you have to do, not relaxed
- _____ : feeling you have done something silly or made a mistake
- _____ : feeling pleased with something you have done
- _____ : very interested and excited about something
- _____ : calm and able to make good decisions

- 3 Complete the sentences with adjectives from Exercise 1.

- Nina was very _____ about the film she has just seen.
- Irene felt _____ when her brother was rude to the waiter.
- Walter wrote a really _____ story about a young boy living on Mars.
- Do you feel _____ that you'll pass the exam?
- My brother is a very _____ person – he works as a nurse.
- Do you sometimes feel _____ when you've got too much to do?
- I felt really _____ when we won the science competition.
- Mrs King lives by herself and often feels quite _____.
- Samuel is always so _____. He won't do anything silly.

- 4 **1.2 ▶** Listen to the speakers. How do they feel? Write an adjective from Exercise 1.

Speaker 1 _____	Speaker 3 _____
Speaker 2 _____	Speaker 4 _____

- 5 **1.3 ▶** Listen to the speakers again. This time, you will hear a second person respond. Match these words with the new speakers (1–4). There are two words you don't need.

caring	depressed	easy-going	miserable
sensible	shy		

- 6 Choose the correct option to complete the sentences.

- I get on well with my sister – we've always been very *close* / *near*.
- 'Do you have any *friends* / *siblings*?' 'Yes, I've got three brothers and two sisters.'
- Let's not argue. Your *friendship* / *relation* is important to me.
- Did you know Ana and Rose are *related* / *family*? I think they are distant cousins.
- Lucas is my *stepbrother* / *brother-in-law*. He's married to my sister.

- 7 Complete the text about Nadia's family with these words.

close	easy-going	friendship	generous
married	mother-in-law	related	siblings



I get on really well with my husband's family. His mum – my ¹ _____ – is very patient and kind. She's ² _____ with her time and is always helping us out. My husband has two ³ _____ – Jeanie and Freddie. Jeanie and I are very ⁴ _____. We knew each other long before I ⁵ _____ her brother! In fact, we've had a good ⁶ _____ since primary school, but neither of us thought we'd end up ⁷ _____ to each other! My husband says we're very similar. We're both very ⁸ _____ and hardly ever get angry or stressed. We spend most of our time laughing with each other!

your ideas

Choose four words that best describe you. Compare your words with a partner and explain your choices.

Regular listening activities give students the opportunity to hear the correct pronunciation of new vocabulary.

The 'Your Ideas' feature appears throughout the course. It provides prompts for students to talk in pairs or groups about the topic with reference to their own experiences and views.

Grammar is presented in the context of the unit topic. Activities progress from controlled practice to more challenging tasks.

The Grammar reference is found at the back of the book. It provides a useful summary of the grammar point, with extended explanations and additional examples.

Grammar present simple and present continuous



1 Read the sentences and underline the present continuous verbs.

- The young men in the photo **are throwing** paint powder.
- Are you reading** anything good at the moment?
- The two boys **follow** the clues. The clues **lead** them to a castle.
- Lucas **is painting** his bedroom bright blue next weekend.
- My friend **spends** every summer with his grandparents.
- Our plane **leaves** at 3 p.m. tomorrow.
- The water levels **are rising** every year.
- You're always **telling** me what to do. Please stop it!
- Buenos Aires **is** the capital of Argentina.

2 Match the uses of the present simple and present continuous (a–i) with the sentences (1–9) in Exercise 1.

We use the **present simple** for ...

- a general truths and scientific facts.
- b habits, repeated actions and permanent situations.
- c future actions based on timetabled and scheduled events.
- d narratives (e.g. a story, a joke, a plot and sports commentaries).

We use the **present continuous** for ...

- e actions happening now and temporary situations.
- f what is happening in a picture.
- g fixed arrangements in the future – you mention the time and/or the place.
- h annoying habits (with *always*, *continually*, *forever*, etc.).
- i changing and developing situations in the present.

REMEMBER

Remember that we don't usually use *stative* verbs in the continuous form. The most common stative verbs are of emotion, senses, states of mind and possession, e.g. *believe*, *need*, *taste*.

Some verbs can be both stative and action verbs depending on the meaning, e.g. *be*.

Luke is very sensible. (This is his usual behaviour.)

Danny is being very silly. (He's being silly at the moment.)

Grammar reference 1.1, p161

3 Choose the correct option to complete the sentences.

- I often *wear* / *am wearing* a lot of blue because it makes me feel confident.
- I *celebrate* / *am celebrating* the end of my exams with my friends on Saturday.
- The last train *leaves* / *is leaving* at midnight.
- My brother *forever borrows* / *is forever borrowing* my sunglasses without asking me.
- I *think* / *am thinking* this is my favourite painting in the exhibition.
- This sunset *reminds* / *is reminding* me of my holiday last summer.
- She *helps* / *is helping* her grandfather right now.
- Public transport *gets* / *is getting* more expensive.

4 Complete the story with the present simple or present continuous form of the verbs.

Some people have all the luck!

I ¹ _____ (sit) in a café with my best friend and we ² _____ (talk) about summer jobs. We both ³ _____ (want) to earn some money, but we ⁴ _____ (not be) sure how to do it! So, we ⁵ _____ (think) about what we ⁶ _____ (like) and what we're good at. My best friend is very fit and energetic. She's outgoing and she ⁷ _____ (love) talking to people. I ⁸ _____ (suggest) she gets a job in a restaurant or café. Suddenly, the waitress ⁹ _____ (come) over to our table. 'Excuse me,' she says to my best friend. 'I heard you ¹⁰ _____ (look) for a job. There's one here if you're interested.' Not only is my best friend fit, energetic and outgoing, she's lucky too!

your ideas

What type of summer job would you be good at? Why?

Students complete 'rules' which articulate what they have learned through the process of guided discovery.

'Your Ideas' questions encourage students to apply the grammar point they have just learned in a group / pair discussion to consolidate learning.

Task types in the **Listening** lesson build in complexity to guide students towards successful completion of the Exam Task. The audio tracks use the unit vocabulary and grammar, giving students the opportunity to hear them in new contexts.

The Listening and Speaking lessons always culminate in an Exam Task. After working their way through the carefully scaffolded activities on the page, students will be able to tackle the Exam Task with confidence.

1 Listening

understanding the task; complete the sentences



Exam TIP

Understanding the task

- In a gap-fill activity, the questions always follow the same order as the information in the recording.
- You will hear the exact word or words you need for each gap, but the rest of the sentence will be slightly different.
- You will need to write a maximum of three words.
- Think about what type of words should go in each gap. If a gap looks as if it needs a noun, it may also need other words such as an adjective before it or a preposition after it.

Exam TASK

Complete the sentences

You will hear a student called Rita Anand talking to new students about university clubs. For questions 1–8, complete the sentences with a **word or short phrase**.

Rita explains that there is a (1) _____ of activities on offer at the university.

Rita tells us that there are around (2) _____ different clubs at the university.

If you are interested in languages, you have (3) _____ language clubs to choose from.

If you wanted to, you could taste (4) _____ at two of the clubs.

Rita suggests that more adventurous students might enjoy either the expedition club or (5) _____.

Rita says that students should try to learn (6) _____ or develop talents by joining a club.

Rita invites the students to go to the (7) _____ to hear more about the clubs and societies on offer.

Students are able to (8) _____ for the clubs at the event but not on the website.

your ideas

Would you join a chocolate tasting group? Why? / Why not?

1 Work in pairs. Answer the questions.

- 1 Are you a member of any clubs? Which ones?
- 2 What do you do there?
- 3 What do you like best about the club?

2 1.4 ► Read the Exam Tip. Then listen to five people talking about clubs. Complete the sentences using a word or short phrase you hear. Write between one and three words.

- 1 Anna took an amazing photo at _____ near her school last week.
- 2 Paul enjoys doing jigsaw puzzles because he isn't very _____.
- 3 Suzie and her grandfather are both into _____.
- 4 Zara is _____ the cake she made to celebrate the birth of her niece.
- 5 Frank actually wanted to _____ a comedy club.

3 Read the Exam Tip again. Are the sentences true (T) or false (F)?

- 1 Read the sentences first as you will not complete the gaps in order.
- 2 The words you write in the gaps must be words you hear in the recording.
- 3 You can write between one and three words in each gap.

4 Read the Exam Task and answer the questions.

- a Which gaps require a number to fill them? _____ and _____
- b Which gap is likely to need the name of a place? _____
- c Which gap needs a verb? _____
- d Which gaps need a noun, or noun phrase? _____, _____, _____ and _____

5 1.5 ► Now listen and complete the Exam Task.

Pairwork activities give learners the opportunity to develop their speaking skills and encourage them to review and evaluate each other's work.

The **Speaking** lesson provides plenty of opportunities for students to put the target language to use.

Speaking topics focus on functional language essential for 'real-life' communication, as well as success in exams.

Speaking talking about yourself; interview

1 Work in pairs. Take turns to ask and answer the questions.

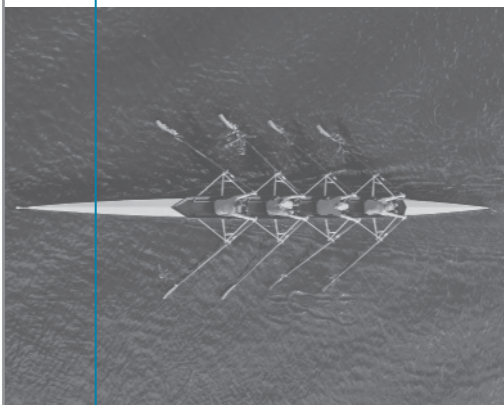
- 1 Do you do much sport?
- 2 What plans have you got for your future?
- 3 How do you like to spend your evenings?
- 4 What's your favourite thing to do?
- 5 How would you describe yourself?
- 6 Do you like spending time alone or with other people?

2 Read the student responses (a–f). Which question in Exercise 1 is each student answering?

- a I'm mad about all sport, but football is my favourite thing. Dad and I watch the big matches together. I love playing it too. I play three nights a week with my club.
- b After dinner, I often draw – I'm quite good at it. I really enjoy it because it's so relaxing.
- c No, hardly any. I'm not very fit at the moment and I'm not a fan of team sports either.
- d Oh, that's an interesting question. My plan is to study business at university. Then I'll start my own company, make a lot of money and retire early.
- e Definitely the second option. I have a big family and there are always people around. I'd be lonely on my own.
- f Well, all my friends say I'm funny, but in a good way! I guess I am. I'm friendly, outgoing and very talkative!

3 1.6 ▶ Listen. Which question (1–6) from Exercise 1 is each person answering?

- | | |
|---------|---------|
| a _____ | d _____ |
| b _____ | e _____ |
| c _____ | f _____ |



4 Read the Exam Tip. Then read the examiner's questions in the Exam Task. For each question, write a follow-up question that the examiner might ask.

Exam TIP

Talking about yourself

- At the start of the speaking exam you will need to talk about yourself, people you know and what you do. Make sure you know key vocabulary related to your own life or interests.
- The examiner will ask you a few questions about yourself. He / She will then keep the conversation going by asking a few follow-up questions based on the answers you give, e.g. *Do you like playing sports? Why do you enjoy (playing football) so much?*
- Before the exam, think about the things you could talk about and practise answering different questions. This will help you feel less nervous. Don't learn answers off by heart, though. You don't know exactly what the examiner will ask.
- The examiner wants to hear a range of language. Try to give full answers and include extra information, descriptions or reasons for your answer.

5 Work in groups of three and complete the Exam Task. Student A asks the Examiner's questions and your questions from Exercise 4. Students B and C answer them. Then swap roles. Use the Useful Language to help you.

Exam TASK

Interview: Talking about your likes and dislikes

Do you like playing sports?
Are you a member of any clubs?
Tell me about a school subject you really like.
Do you enjoy shopping?
What do you like doing in your free time?

Useful LANGUAGE

Expressing likes and dislikes

I really enjoy ... because it's ...
I love ... because I find it quite ...
One of my favourite ...
It often / sometimes makes me feel ...
I'm quite / pretty good at ...
In my free time, I love ...
I'm mad about ...
I'm a fan of ...

your
ideas

What's your favourite thing to do with your family? Why?

11

In many Speaking Exam Tasks, students take turns to act out the role of examiner and candidate. This provides great all-round exposure to the exam process.

The Useful Language box provides students with key expressions and functional language that they can put to direct use when completing the Exam Task.

The second **Grammar** lesson in the unit introduces a new grammar point as well as revising the previous grammar input.

1 Grammar articles



1 Read the sentences (1–2) and answer the questions (a–b).

- 1 He works in **a** café.
 - 2 **The** café is in the high street.
- a Which sentence talks about something in general?
 - b Which sentence talks about something specific?

2 Read the sentences (1–6) and look at the nouns in bold. Then match the sentences with the rules (a–e). Two sentences match with one rule.

- 1 The **students** at this school are very creative.
- 2 A **painting** doesn't always have to mean something.
- 3 **Sports clubs** are popular with both girls and boys.
- 4 What was your **childhood** like?
- 5 We have to wear a **uniform** at my school.
- 6 The **uniform** is blue and white.

We use the **indefinite article a / an** with singular countable nouns to talk about ...

- a someone or something for the first time.
- b one person or one thing in a general way

We use the **definite article the** with singular and plural countable nouns and uncountable nouns to talk about ...

- c one or more people or things in a specific way.
- d someone or something that has been mentioned before.

We use **no article** with plural countable nouns and uncountable nouns to talk about ...

- e people or things in a general way.

➤ Grammar reference 1.2, p162

3 Complete the sets of sentences (a–c). Use one indefinite article, one definite article and one zero article in each set.

- 1 a I heard about _____ new club that's starting at our school.
b _____ club I joined last week is really interesting.
c Many students like to join _____ clubs when they start university.
- 2 a Do you think that _____ gyms charge a lot of money?
b I joined _____ gym last week because I want to get fit.
c There are really good exercise classes at _____ gym.
- 3 a Did you know that Dan is _____ photographer?
b His dad gave him _____ photography lessons last year.
c He sells some of _____ photos he takes in the local art gallery.
- 4 a Ronnie found _____ bag on the train.
b He wasn't sure what to do with _____ bag.
c He saw a sign saying that _____ bags shouldn't be left unattended.

4 1.7 ► Complete the blog with **a, an, the** or **–** (no article). Then listen and check your answers.

The art of ¹ _____ conversation

Do you find it easy to talk to ² _____ people?
If not, here's some useful advice on how to start
³ _____ conversation:

- perhaps ⁴ _____ person you're talking to is less confident than you. They might be grateful to you for talking first!
- say something nice like, 'That's ⁵ _____ cool hat you're wearing.' They'll probably thank you and tell you something about ⁶ _____ hat.
- ask them for ⁷ _____ opinion on something: people love to talk about what they know.
- ask them for ⁸ _____ information: generally, most people like to be helpful and kind.

Try it next time you're standing next to someone you don't know! Good luck!

The grammar points covered in the unit are often consolidated in a text-level exercise, guiding students to successfully identify and produce the target grammar appropriately.

The **Use your English** lesson introduces new vocabulary and focuses on common expressions, idioms and phrasal verbs. This is particularly useful for many exam tasks.

Use your English

idioms and expressions; prepositions; checking the meaning; sentence transformation

Idioms and expressions

1 Match the expressions (1–8) with the correct meaning (a–h).

- 1 Kate and Tammy often **hang out** together at the weekend.
- 2 I **have a lot in common** with my sister.
- 3 My brother's loud music is **getting on my nerves**.
- 4 I **keep in touch with** my friends on social media.
- 5 I **am dying to** see that new film at the cinema.
- 6 People think Keri **is a natural at** surfing, but she practises a lot.
- 7 I've **fallen out with** my sister-in-law again. We're always arguing.
- 8 All my friends **are mad about** football – I'm not!

- a look forward to something
- b have the same interests
- c continue to be in contact with someone
- d spend time with someone
- e like or love something very much
- f annoy someone
- g be extremely good at
- h have an argument with someone

2 Choose the correct options (a or b) to complete the sentences.

- 1 If you **see red**, you are _____.
a very angry b very calm
- 2 If you give someone **the green light**, you _____.
a tell them to stop doing something
b allow them to do something
- 3 If something is **black and white**, it is very _____.
a clear and straightforward b confusing
- 4 If someone is **as good as gold**, they are _____.
a naughty b well-behaved
- 5 If you show your **true colours**, you show _____.
a your real personality
b what colours you like best

Prepositions

3 Complete the sentences with these prepositions.

about at for in of on

- 1 He's very funny and he's got a great sense _____ humour.
- 2 What kind of things do you like to do _____ fun?
- 3 I love to go cycling _____ my spare time.
- 4 I'm feeling very nervous _____ my maths exam.
- 5 It's very unkind to laugh _____ people.
- 6 I love spending money _____ clothes.

4 Read the Exam Tip. Then complete the Exam Task. Remember to check the verb form.

Exam TIP

Checking the meaning

- In sentence transformation exercises, read the sentences carefully and think about the meaning.
- The sentence you write has to have the same meaning as the sentence you read.
- Remember to check the tense of the verbs in the sentences and make sure that what you write agrees with the rest of the sentence.
- You must write between two and five words. Check that you have used the correct number of words and that you have included the word given.

Exam TASK

Sentence transformation

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the given word.

- 1 When I married Tim, Lenny became my brother-in-law. **RELATED**
Now that Tim is my husband, I am _____ Lenny.
- 2 When I'm not working, I love watching sport on TV. **SPARE**
I love watching sport on TV in _____.
- 3 Marta was very angry when I told her the news. **RED**
Marta _____ when I told her the news.
- 4 My aunt writes to her mother in Canada every week. **TOUCH**
My aunt _____ her mum in Canada.
- 5 Do you and your best friend share many of the same interests? **COMMON**
Do you and your best friend _____?
- 6 Nicolas is a good pianist. **PIANO**
Nicolas _____ very well.

your ideas

What type of things make you see red?

13

The Use your English lesson always culminates in an Exam Task that allows students to put the language they have just learn into practice.

The **Writing** lesson gives students the opportunity to demonstrate their newly gained language skills through a variety of writing tasks, including emails, blog posts and stories.

The Learning Focus feature provides students with useful tips on how to approach the writing topic. Examples of useful words and phrases give students the building blocks to write with confidence.

The Useful Language box gives students helpful phrases and expressions that they can use to complete the Exam Task.

1 Writing

using idioms and phrasal verbs; writing in an informal style; writing an informal email

Learning FOCUS

Using idioms and phrasal verbs

- Idioms and phrasal verbs add interest to what you write or say and help you sound more natural and less formal.
- When you learn new idioms and phrasal verbs, make a note of them as part of an example sentence to show the context.
- Make a note of the structure they are followed by (e.g. a noun, an infinitive, an -ing form or a preposition) so that you can use them properly.

1 Read the Learning Focus box. Then replace the underlined words with a less formal expression. Use the word in bold.

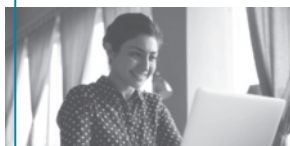
- Last weekend, I spent some time with my best friend. **hung**
- Cherry had an argument with Lois and now they're not talking. **fell**
- Please continue to contact me! **touch**
- He's very good at telling jokes. **natural**
- That music really annoys me. **nerves**

2 Read the writing task below. Tick the things you must do.

From: Mr Kelly
To: Class 9W

In our next English lesson, I will give each of you the email address of an English-speaking student at a school in London and some information about them. You are going to write an email to them to tell them about yourself. Before the lesson, make some notes about what you will tell this student. They'll be interested to know about your family, your likes and dislikes and what you're like. Bring your notes with you to the lesson.

- Write an email to your English teacher.
- Write a formal email.
- Make some notes to include in an email to a student in London.
- Write an email during your next English lesson.



14

3 Imagine you are going to write the email. Make some notes for each heading.

Family
Favourite hobby
Best / Worst subject
I like / don't like ...
My personality

4 Read a student's answer to the task in Exercise 2. Complete the email with these words and phrases.

annoying favourite thing in common
keep in touch mad about

From: Dani
Subject: Hello!
Hi Sam
I'm Dani - my English teacher gave me your details and I feel as if I know a bit about you already!
Guess what? I think we've got quite a lot '_____' .
For a start, we've both got two brothers. Mine are really '_____' and they often get on my nerves. Are your brothers like that too?
Also, I know you love skateboarding. Me too! My '_____' is my skateboard. I go to the skatepark nearly every day after school with my best friend, Lina.
I quite like school. I'm not '_____' maths - I find it a bit boring. But that's probably because I'm not very good at it! Are you good at maths? I'm quite creative and art is my favourite subject. I decorated my own skateboard recently and it looks so cool. What's your favourite subject?
Well, that's all for now, but let's '_____' . Maybe we can go skateboarding together one day!
Take care
Dani

5 Read the email again. Tick the things that Dani has done.

- She has written an informal email.
- She has written to her English teacher.
- She has mentioned some similarities with Sam.
- She has asked him several questions.
- She has told him about her likes and dislikes.

6 Read the Exam Tip. Then match the sentence beginnings (1-6) with the endings (a-f).

- Did I tell you about
- I can't wait to
- I'm a fan
- Are you interested
- Which subjects
- Who's your favourite

- in cooking?
- do you like?
- teacher?
- of graphic novels.
- the prize I won last week?
- see you when you visit next weekend.

7 Read the Exam Tip again. Then underline the questions that Dani asks Sam in her email in Exercise 4.

8 Now complete the Exam Task. Write your answer in 140-190 words. Use your notes from Exercise 3 and the Useful Language to help you. Make sure you include some idioms and phrasal verbs.

Exam TIP

Writing in an informal style

- When you write a letter or email to a friend, the style should be friendly and warm.
- Use informal language and the short forms of verbs.
- You can use questions to keep the reader interested.

Exam TASK

Writing an informal email

You have received this email from a new friend you made during a camping holiday last month.

From: Alex
Subject: Saying hello!

Hi!

It was great to meet you on holiday last month. It was a cool campsite, wasn't it? I thought we got on really well and I'd like to keep in touch. It was good to meet your family too. I liked them even though you said they sometimes got on your nerves! Let me know more about them. Please also tell me more about your school and hobbies and what you like and don't like doing.

Take care!
Alex

Write your email.

Useful LANGUAGE

Informal phrases

Hi ... / Hello ...
Of course, ...
Hey ... / Oh, ...
Anyway, ...
I can't wait to ...
Bye for now.
Keep in touch,
Take care, / Love,

Asking questions

How are you?
Guess what?
What have you been up to lately?
Why don't you ... ?
Did I tell you about ... ?

Asking about likes and dislikes

Are you a fan of ... ?
Are you into ... ?
Are you interested in ... ?
What gets on your nerves?
What's your favourite ... ?

Asking about school

Who's your favourite ... ?
What's your best / favourite ... ?
Which subjects ... ?
Are you good at ... ?

9 Complete the Reflection checklist. Then exchange your email with a partner and discuss your answers.

REFLECTION CHECKLIST

How did you do? Tick ✓ the sentences that you think are true.

- I completed all parts of the task. ☐
- I used informal language. ☐
- I asked questions in my email. ☐
- I used idioms and phrasal verbs. ☐
- I wrote between 140 and 190 words. ☐

15

To prepare students for some Exam Tasks, an example writing task and model answer is provided. This demonstrates to students what is required of them in the

Exam Task

After finishing the Exam Task, students complete the Reflection Checklist. This useful tool gets students to revisit and review their work to ensure that they have done everything required of them. This encourages self-reflection and the practice of peer reviewing as students talk about their work with a partner.

Units 2, 4, 6, 8, 10 and 12 contain a **Video** lesson. Activities on the page help students with new vocabulary to support their understanding of the video content.

The 'Before you watch' task introduces the topic, engages students and activates prior knowledge.

2 Video Why we cry



Before you watch

- 1 Work in pairs. What is happening in the photo?

While you watch

- 2 **1▶** Watch the first part of the video. What do you think these words and phrases mean?

- | | |
|--------------|--------------|
| 1 tear up | 3 shed tears |
| 2 be tearful | 4 peepers |

- 3 **1▶** Watch the rest of the video. Match these words with the definitions (1–6).

cope	emotional	empathy	manipulation
overwhelmed	relief		

- 1 having strong feelings
- 2 having more of something than you can deal with, e.g. work, feelings
- 3 understanding other people's feelings
- 4 a good feeling when something unpleasant stops
- 5 controlling somebody else's feelings
- 6 deal with something difficult

- 4 Work in pairs. Are the sentences true (T) or false (F)?

- 1 Lots of different animals cry for emotional reasons.
- 2 Scientists know a lot about why we cry.
- 3 When we cry, other people want to help us.
- 4 All scientists agree that crying makes us feel better.

After you watch

- 5 **1▶** Choose the correct options to complete the summary of the video. Then watch the video again and check your answers.

Humans and animals produce tears when their eyes are ¹ *irritated* / *helpless* or dry, but only humans cry because of their feelings. There are different ² *signals* / *theories* about why this is. Human babies are ³ *irritated* / *helpless*, and crying is probably a way to let adults know they need something. When we grow up, we continue to cry when we feel overwhelming emotions, to send ⁴ *signals* / *theories* that we need help. Some scientists think that we cry to make people feel a certain way, for example to ⁵ *neutralise* / *confess* anger or gain ⁶ *well-being* / *forgiveness*. Finally, scientists disagree on whether crying is good for your ⁷ *well-being* / *forgiveness* or not. Some think holding back your ⁸ *tears* / *peepers* can make you more likely to feel negative feelings like ⁹ *joy* / *rage*.

your ideas

- What different effects can crying have on other people, in your experience?
- Have you ever cried with happiness? What different emotions make you cry?

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'While you watch' activities are designed to aid comprehension of the video. These activities can be used to assess students' understanding and determine how many times to show the video.

The 'After you watch' activity requires students to complete a summary of the video. This encourages them to engage with the details of what they have seen.

'Your Ideas' invites students to give a personal response to the video and have the opportunity to put the new vocabulary they have learned to use.

Units 1, 3, 5, 7, 9 and 11 contain a **Live well, study well** lesson which introduces a life / study skill and a linked wellbeing topic. It is designed to help equip students with the skills they will need to manage their personal and academic life and future career.

The main topic is introduced via a variety of text types (infographics, articles, quizzes, etc.) which are designed to provoke thought and conversation.

The Mind your Mind feature focuses on different aspects of social and emotional wellbeing. Students engage with authentic information and useful tips on issues such as stress, social media and happiness.

1

Live well, study well

valuing friendships; accepting differences

Friendship



Trust - Being understanding and not judging. - Being honest and keeping your word. - Respecting personal information.	Communication - Being an active, patient listener. - Expressing clearly how you want to be treated. - Giving feedback to the other person.
Togetherness - Spending quality time together. - Sharing experiences. - Celebrating life events together.	Support - Giving encouragement and being kind. - Being their top fan. - Being there in times of need.
Problem solving - Being willing to compromise. - Accepting responsibility for your actions. - Admitting when you are wrong.	Personal growth - Celebrating the differences between you. - Supporting the other person's choices and goals. - Encouraging additional friendships.

- Work in pairs. Look at the infographic. Choose the three areas of friendship that are most important, in your opinion.
- Work in pairs. Discuss the questions.
 - Do you think some people are more difficult to be friends with than others? Why? / Why not?
 - Should you always be honest with a friend?
- Think of a friend who is important to you. Tell your partner about:
 - when, where and how you first met them
 - how your friendship has developed over time.
- Work in pairs. Read the Mind your Mind information. Which of the tips do you think are the most helpful?

Mind your Mind

Accepting differences



- Try to see differences in interests and views as an opportunity for growth, rather than a potential cause of problems.
- It can be challenging to hear different views to your own. Remind yourself that 'different' doesn't always mean 'wrong'.
- Try seeing the world from the other person's point of view. This can help you to understand and respect their reasoning, even if you don't agree with it.

- Complete the sentences. Then work with a new partner and compare your views.
 - If someone has completely the opposite point of view to me, I tend to feel ...
 - When someone challenges me on something I believe in, I ...
 - If someone says something you find offensive, you should ...

PROJECT 1

Work in groups. Create a 'Friendship contract' that lists the ten most important things to agree to in a friendship.

Think about:

- key behaviours and ways of being
- what a person should do if they accidentally break part of the agreement.

Exchange your contract with another group. Which of the points in their contract do you currently try to follow in your own friendships?

PROJECT 2

Your friend is reaching a big birthday soon. You have been asked to prepare a short speech as part of a surprise gift.

Think about:

- why this friend is important to you
- how similar or different you are as people
- key moments or experiences you have shared.

Prepare your speech. It can be written or recorded as a video or audio message. Then share it with a partner.

Useful LANGUAGE

What shall we put as the first item?

What else do we consider to be really important?

How about: 'I promise that when / if ..., I will ...'

If I break part of the agreement, I'll ...

So, it's your special day today and I wanted to say ...

You and I have known each other for / since ...

It's been great that we have shared ...

One difference between us that I respect is ...

I'll never forget the time that you / we ...

16

Critical thinking activities get students to reflect on the topic, interrogate the information and see its relevance to their own lives.

Students can use the Useful Language box as a handy reference for their project.

'Your project' gives students the opportunity to put what they have learned into practice. It gives them a platform to practise presentation skills and to work effectively as part of a team. Two projects are always given for students to choose from. One requires students to work in a team and one can be done alone at home as part of self-study. This allows the teacher to be flexible depending on time limitations and the needs of their students.

Reading:	identifying key information; multiple choice with one text
Vocabulary:	feelings and people
Grammar:	present simple and present continuous
Listening:	understanding the task; complete the sentences
Speaking:	talking about yourself; interview
Grammar:	articles

Use your English:	idioms and expressions; prepositions; checking the meaning; sentence transformation
Writing:	using idioms and phrasal verbs; writing in an informal style; writing an informal email
Live well, study well:	valuing friendships; accepting differences

Unit Opener

page 5

In the photo

A family travelling together on the Nilgiri Mountain Railway. The railway, now part of a UNESCO World Heritage Site, runs between Mettupalayam in the foothills of the Nilgiri Mountains in Tamil Nadu, southern India, and the city of Ooty. The journey, which is only 46km, takes five hours, the last section before Ooty in a vintage steam engine.

- Show the photo and elicit ideas about the unit topic.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Elicit ideas about the relationships between the people in the photo (are they sisters, cousins, friends, children, etc.?), how they are feeling, and where they are going and why.

Reading

pages 6–7

identifying key information; multiple choice with one text

1

- Ask *What adjectives can we use to describe colours?* Give examples if necessary, e.g. *bright, dark, deep*. Write students' ideas on the board.
- In pairs, students discuss the questions. Get feedback.

2

- Write *anger* on the board. Ask what colours students associate with the word and why.
- In small groups, students discuss the question. Get feedback.

EXTENSION: Write other words on the board to extend the discussion, e.g. *summer, friendship, comfort*.

3 1.1 ▶

- Show the photo and article on page 7. Students say what colours they can see (*yellow, purple, green, blue*), and how they make them feel.
- Play the recording. Students scan the text to see if any of their ideas were mentioned, then compare their answers in pairs. Get feedback.

TEACHING TIP: Scanning is an effective technique for finding information in a text. Elicit or teach *scan* (read a text quickly to find specific information) and ask for examples of when we use scanning (*to find details such as certain words, dates or numbers in the text*).

EXTENSION: In pairs, students find the three main colours mentioned in the article (*yellow, blue and red*), and what they relate to (*yellow*: sunshine, warm summer days; *blue*: clear skies, peaceful weather, clean, healthy water; *red*: danger and power). Ask students if these ideas are the same as their own.

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Check understanding of *frame* (a border that surrounds and supports a picture, door or window), *background* (your family and your experience in education, living conditions, etc.) and *enthusiastic* (showing enjoyment and interest in relation to a subject or activity).

1.1 ▶

As reading text on page 7.

4

- Show the words in the box. Students say whether they think they are positive or negative emotions (positive: *calm, energetic*; negative: *aggressive, depressed, nervous*).
- Students complete the definitions, then compare their answers in pairs.
- Get feedback. Students explain which words in the article helped them work out the answers.

EXTENSION: In pairs, students take turns to say an activity related to one of the words for their partner to guess, e.g. *doing yoga* (calm), *going for a run* (energetic).

FAST FINISHERS: In pairs, students say whether they agree or disagree with the ideas in the article and why.

ANSWERS

- | | |
|-------------|--------------|
| 1 nervous | 4 calm |
| 2 energetic | 5 aggressive |
| 3 depressed | |

5

- Go through the Exam Tip.

Exam TIP

Identifying key information

- Elicit why it is important to underline key words and phrases in multiple-choice questions (*so they know what to look for in the main text and answer options*).
- Tell students to mark the sections of text where they find the answers, so it's easier to check their ideas when they finish.
- Do the first item with the class. Students identify the key words in the first question (*second paragraph, suggest about colour*). They then scan the second paragraph of the text to find the answer (B). Choose a student to read the sentence with the answer aloud.
- Students read the rest of the Exam Task and underline the key words in the questions, then check their ideas in pairs. Get feedback.

6

Exam TASK

Multiple choice with one text

- Students complete the task. Remind them to scan the text for the answers and mark where they find them in the text.
- Get feedback. Students explain where they found their answers. Ask them if underlining the key words in the questions helped them find the answers more easily.

ANSWERS

1 B 2 B 3 D 4 C 5 C 6 B

your
ideas

- In pairs, students discuss the questions.
- Get feedback. Students give reasons for their answers. Ask them to give examples of colours that are significant in their own or other cultures and say why.

Vocabulary

page 8

feelings and people

1

- Elicit definitions of *adjective* (a describing word) and *noun* (a person, place or thing). Write the words at the top of two columns on the board. Elicit one or two examples of each type of word.
- Students identify the words, then compare their ideas in pairs.
- Get feedback. Write students' answers in the correct column on the board.

EASIER: Write the following on the board:

1 You need to take more ___ with the presentation of your work.

2 Joe's a ___ person.
caring (adjective)
care (noun)

Students complete the sentences with the correct word (1 care 2 caring).

They then identify the remaining words in the box. ★

FAST FINISHERS: In pairs, students choose two adjectives from the box and discuss what makes them feel this way and why.

ANSWERS

Adjectives: caring, confident, embarrassed, enthusiastic, imaginative, lonely, proud, sensible, stressed

Nouns: care, confidence, embarrassment, enthusiasm, imagination, loneliness, pride, sense, stress

2

- Do the first item with the class.
- Students complete the sentences, then check their answers in pairs. Get feedback.

EXTENSION: Divide the class into two groups. Students close their books. Read the definitions aloud in a random order, omitting the adjectives. Call on one team at a time to consult and say the adjective. If the first team gives the wrong answer, the other team has a go. Award a point for each correct answer. The winning team is the one with the most points at the end.

FAST FINISHERS: In pairs, students discuss a situation where they've felt confident. Invite pairs to share what they discussed.

ANSWERS

1 confident	6 embarrassed
2 imaginative	7 proud
3 caring	8 enthusiastic
4 lonely	9 sensible
5 stressed	

3

- Do the first item with the class (*enthusiastic*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students choose three adjectives and write example sentences using the words.

ANSWERS

1 enthusiastic	6 stressed
2 embarrassed	7 proud
3 imaginative	8 lonely
4 confident	9 sensible
5 caring	

4 1.2 ▶

- Ask a few students how they feel today.
- Play the recording. Students listen and decide how each speaker feels, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EXTENSION: Students explain the reason for each speaker's feelings (1 she fell over accepting a prize; 2 the course is interesting and the other students are nice; 3 she has too much to do; 4 they already gave a talk last year). They could use the audioscript to do this.

ANSWERS

Speaker 1 embarrassed
Speaker 2 enthusiastic
Speaker 3 stressed
Speaker 4 confident

1.2 ▶

- 1 F: Hi Greg. You know that prize I got for my science project? They gave it to me in assembly this morning. It was awful! I was walking up to shake hands with the headteacher and I tripped and fell up the steps! Everyone laughed and I turned bright red.
- 2 M: I'm really enjoying my new course. The other students all seem really nice and friendly, and the work's interesting too. This morning we had a talk on study techniques – it was all so useful.
- 3 F: I've got too much to do. There's no way I'm going to get all this homework done by the end of the week. I've got a history essay, a Spanish test to revise for, two pages of maths problems. Aaargh.
- 4 M: I'm giving a talk in assembly tomorrow about setting up an environmental club at school. I set one up last year, so I know exactly what I'm going to say. Actually, I'm really looking forward to it.

5 1.3 ▶

- Students briefly describe Speaker 1's situation in Exercise 4. Elicit one or two ideas of what students would say to a friend in that situation.
- Play the recording. Students match an adjective with each new speaker, then compare their answers in pairs. Get feedback.

EASIER: Before listening, elicit definitions of the words in the box. Students think about the situations they heard in Exercise 4 and predict how the speaker may respond.

EXTENSION: Students describe situations 2–4 from Exercise 4 and, in pairs, discuss what they would say to a friend in each situation.

ANSWERS

- | | |
|--------------|------------|
| 1 easy-going | 3 sensible |
| 2 caring | 4 shy |

1.3 ▶

- 1 F: Hi Greg. You know that prize I got for my science project? They gave it to me in assembly this morning. It was awful! I was walking up to shake hands with the headteacher and I tripped and fell up the steps! Everyone laughed and I turned bright red.
M: That's so funny! I wish I'd been there to see it! I mean, I can see why you'd have been embarrassed, but it's easily done. It's not really that terrible you know. Don't worry about it.
- 2 M: I'm really enjoying my new course. The other students all seem really nice and friendly, and the work's interesting, too. This morning we had a talk on study techniques – it was all so useful.
F: That's great, I'm pleased you're enjoying it. I was a bit worried about you after the problems you had last year. But it sounds like this is the right course for you.
- 3 F1: I've got too much to do. There's no way I'm going to get all this homework done by the end of the week. I've got a history essay, a Spanish test to revise for, two pages of maths problems. Aaargh.

F2: Hey, don't panic. Let's approach it logically. I'll help you write a plan so you can get through it all. I promise, if you do that, you'll find it so much easier. It's how I schedule all my homework.

- 4 M1: I'm giving a talk in assembly tomorrow about setting up an environmental club at school. I set one up last year, so I know exactly what I'm going to say. Actually, I'm really looking forward to it.

M2: Good for you! I'm sure it will go really well. I would be far too nervous to stand up in front of people and talk. I don't even like putting my hand up in class, to be honest.

6

- Students complete the sentences, then compare their answers in pairs. Elicit or teach *distant* (part of your family but not closely related) and *in-law* (a person you are related to by marriage).
- Get feedback. Students give reasons for their answers.

EXTENSION: In pairs or small groups, students brainstorm words related to family or family members. The group with the most words reads their list aloud. Other groups listen and cross off any words they have. The group with the most words no other group has written down wins.

ANSWERS

- | | |
|--------------|------------------|
| 1 close | 4 related |
| 2 siblings | 5 brother-in-law |
| 3 friendship | |

7

- Show the photo. Elicit one or two ideas about the relationship between the three people.
- Students complete the text, then compare their answers in pairs. Get feedback. Elicit the meaning of *generous* (not selfish) and *mother-in-law* (the mother of your husband or wife).

EXTENSION: Write the following questions on the board:
Who do you get on with best in your family?
Do you have any brothers or sisters?
Do you have any stepbrothers or sisters?
 In pairs, students briefly discuss the questions. ★

ANSWERS

- | | |
|-----------------|--------------|
| 1 mother-in-law | 5 married |
| 2 generous | 6 friendship |
| 3 siblings | 7 related |
| 4 close | 8 easy-going |

- Students make notes of their answers, then compare their ideas in pairs. Get feedback.
- In new pairs, students describe their previous partner using three adjectives, explaining their choices.

your
ideas

TEACHING TIP: It's a good idea for students to switch partners regularly so they get used to speaking to new people. This will help them when talking with an examiner they don't know. By working with different partners, students also have the opportunity to share or respond to different ideas.

Present simple and present continuous

1

- Students underline the present continuous forms, then compare answers in pairs. Get feedback.

EXTENSION: Students describe the photo using the present continuous, or the present simple and present continuous, e.g. *They are having fun. The paint is pink.*

ANSWERS

- | | |
|---------------------|------------------------|
| 1 are throwing | 7 are rising |
| 2 Are (you) reading | 8 're (always) telling |
| 4 is painting | |

GRAMMAR GUIDE: present simple and present continuous

Use

Present simple	Present continuous
facts and general truths <i>Wood comes from trees.</i>	actions in progress at the time of speaking <i>I'm having dinner now.</i>
permanent situations <i>Pat works for my dad.</i>	temporary / changing situations <i>I'm studying to be a vet. Tim is growing up fast.</i>
habits / repeated actions <i>I swim every day.</i>	annoying habits <i>He's always complaining!</i>
future events based on schedules <i>Our train leaves at 2 p.m.</i>	fixed arrangements for the future <i>We're moving next month.</i>
narratives (stories, sports commentaries and plots) <i>The Happy Prince smiles.</i>	descriptions of pictures <i>And in this one Jim and I are walking around in Vienna.</i>

Adverbs of frequency

Present simple	Present continuous
for habits / repeated actions: <i>always, usually, often, sometimes, rarely, hardly ever, seldom, never</i> <i>I always walk to school. You're always late.</i>	for annoying habits: <i>always, continually, constantly, forever</i> <i>She's forever texting.</i>

Time expressions

Present simple	Present continuous
<i>every day / week / month / summer, every other day, once a week, twice a month, at the weekend, in June, in the morning / afternoon / evening, at night, on Sundays, on Friday mornings, etc.</i> <i>I practise twice a week.</i>	<i>at the moment, (right) now, for the time being, this morning / afternoon / evening / week / month / year, today, etc.</i> <i>Dad's working tonight.</i>

Form

For the affirmative, negative, question and short answer form, see the Student's Book Grammar Reference on page 161.

Spelling – present simple *he / she / it*

- If the infinitive ends in -s, -sh, -ch, -x, -o, we add -es.
*I **watch** TV. He **watches** TV.*
- If the infinitive ends with a consonant + y, we remove the y and add -ies.
*I **try**. She **tries**. / I **play**. She **plays**.*

Spelling – -ing form

- Most verbs – add -ing:
wear** → **wearing
- One-syllable infinitives ending in one vowel + one consonant, we double the consonant before -ing.
sit** → **sitting
- Two-syllable infinitives ending in one vowel + one consonant, we double the consonant before -ing if the stress is on the second syllable.
admit** → **admitting** vs **enter** → **entering
- Infinitives ending in -l, we double the -l.
dial** → **dialling
- Infinitives ending in -e, we remove the e.
make** → **making

Stative verbs

Verbs that describe states rather than actions are not normally used in continuous tenses. These include verbs to describe:

- emotions (*hate, like, love, need, prefer, want*)
- senses (*feel, hear, see, smell, sound, taste*)
- mind actions (*believe, doubt, forget, imagine, know, mean, remember, seem, suppose, think, understand*)
- possession (*belong, have, own, possess*)

Additional stative verbs are *consist* and *contain*.

Some can be both stative and action verbs but with a different meaning.

Stative	Action
<i>Jim is very silly. (usual behaviour)</i>	<i>Amy is just being silly. (not her normal behaviour)</i>
<i>I expect you liked it. (think)</i>	<i>I'm expecting an email. (wait for)</i>
<i>I have a great bike. (own)</i>	<i>He's having dinner. (eat)</i>
<i>I think this is great. (opinion)</i>	<i>I'm thinking about him. (have on your mind)</i>
<i>'He's very tired.' 'I see.' (understand)</i>	<i>I'm seeing Ali at the park later. (meet)</i>
<i>This lasagne smells great. (have a smell)</i>	<i>The dog is smelling the ground. (perceive a smell)</i>

2

- Do the first sentence in Exercise 1. Students read the grammar box and choose the correct explanation (f – *what is happening in a picture*).
- Students match the tense uses with the sentences, then compare answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: Students complete the exercise in pairs.

FAST FINISHERS: Students write the rules in their own words in two columns in their notebooks to help them remember.

ANSWERS

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

REMEMBER

- Write the following sentences on the board:
I expect you'll pass your test. / I'm expecting a parcel today.
Honey tastes sweet. / I'm tasting cheese in this – I hate cheese!
I think this is too difficult. / I'm thinking about the exam.
- Students explain the difference in the meaning of the verbs in each pair of sentences. ★

TEACHING TIP: After each grammar point, the Student's Book gives the page number of the relevant summary in the Grammar Reference section at the back of the book. Encourage students to consult these summaries to revise grammar or for support while they do the exercises.

3

- Do the first item with the class (*wear*), and ask them to give a reason for their choice (*because it's a habit*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EXTENSION: In pairs, students write three sentences with present simple and present continuous verb options, then swap them with another pair and complete each other's sentences.

ANSWERS

- | | |
|------------------------|--------------|
| 1 wear | 5 think |
| 2 am celebrating | 6 reminds |
| 3 leaves | 7 is helping |
| 4 is forever borrowing | 8 is getting |

4

- Do the first item with the class. Choose a student to read the first line aloud and elicit the answer (*am sitting*) and why (*because it is happening at the time of speaking*). Remind students it's more natural to use a short form in the present continuous, e.g. *I'm sitting*.
- Students complete the story, then compare their ideas in pairs. Get feedback.

EXTENSION: Using the text as a model, students write a short story about something they and a friend have discussed recently, including as many different uses of the present simple and present continuous as possible.

ANSWERS

- | | |
|----------------|----------------|
| 1 'm sitting | 6 like |
| 2 're talking | 7 loves |
| 3 want | 8 suggest |
| 4 aren't | 9 comes |
| 5 're thinking | 10 're looking |

- Brainstorm some possible summer jobs, e.g. *waiter, shop assistant, dog walker*.
- In pairs, students discuss the question. Get feedback.

your
ideas

Listening page 10

understanding the task; complete the sentences

1

MEDIATION SKILLS

- Relaying information in speech from spoken language is mediation.
- As students discuss the questions in this exercise, they should make notes about their partner's answers.
- Students then work with another pair, and take turns to tell the group about the clubs their partner belongs to.
- This mediation skill can be practised through the course by asking students to relay information from their pairwork discussions, or from listening to the audio recordings.
- For a stronger mediation focus, ask students to listen to a recording for specific information. For example, they listen again to recording 1.5 and note all the student clubs that are mentioned.
- The photo shows a dance group rehearsing a hula-hoop dance routine in Brooklyn, New York. Elicit a brief description of the photo. Students say if they have done or would like to do anything like this activity.
- In pairs or small groups, students discuss the questions. Get feedback.

EASIER: Before discussing the questions, brainstorm types of clubs, e.g. dance, tennis, chess, book. Write students' ideas on the board.

2 1.4 ▶

- Go through the Exam Tip.

Exam TIP

Understanding the task

- Tell students that in this type of exam task, they can work through the questions in order, as they will hear the answers in this order.
- It's always a good idea to read the questions through first. They will hear the same information, but not the same words. However, the missing word or words will always be the same as on the recording and should not be changed in any way.
- Students read the first sentence. Elicit the missing word type (*a noun / a place*) and ask what word helps them know this (*'at' before the gap*).
- Elicit or teach *jigsaw puzzle* (a picture printed on a board, wood, etc. cut into many pieces that fit together).
- Play the recording. Students complete the sentences, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: In pairs, students predict the missing word types (1 noun, 2 adjective, 3 verb, 4 adjective, 5 verb).

EXTENSION: Play the recording again. Students make a note of how the information is said compared to how it appears in questions 2, 3 and 5 (2 *my favourite thing to do is ... / enjoys*, 3 *like my grandfather ... / are both into*, 5 *I didn't mean to ... / actually wanted to*).

ANSWERS

- | | |
|----------------------|---------------|
| 1 the stream | 4 proud of |
| 2 outgoing | 5 sign up for |
| 3 growing vegetables | |

1.4 ▶

- I'm a member of the school photography club. Our teacher is really interested in birds and wildlife, and that's the focus of the club. We often go down to the stream near our school to take photos. Last week when we were there, I took an amazing photo of a duck with six ducklings.
- I'm not very outgoing, so I don't like doing things that mean I have to talk to a lot of people. I get nervous. My favourite thing to do is jigsaw puzzles so I've suggested they start a puzzle club at school.
- I love spending time outdoors and, like my grandfather, I love growing vegetables. At the gardening club at school, we're growing carrots, beans, peas and courgettes.
- I chose to join the cake-making club at school because I love cooking. My sister-in-law had a baby last week and I made her a big cake to celebrate! I'm really proud of it.
- Funny thing ... I thought the school comic club meant 'comedy club' as in a club for comics – you know – amusing people who like comedy. I didn't mean to sign up for a club to learn how to draw comic books!!

3

- Students read the Exam Tip and complete the exercise.
- Get feedback. Students correct the false statement.

EASIER: Students complete the exercise in pairs.

TEACHING TIP: Encourage students to write useful details from the Exam Tip boxes in their notebooks. Under the Exam Tip heading they should write a brief strategy based on the points in the Student's Book. Tell them to review the section regularly as part of their exam preparation.

ANSWERS

- False – the questions follow the same order as the information in the recording
- True 3 True

4

- Show the Exam Task. Students scan the sentences and answer the questions, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- a 2, 3 b 7 c 8 d 1, 4, 5 and 6

5

Exam TASK

Complete the sentences

- Play the recording. Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|-----------------------|----------------------|
| 1 huge range | 5 the skydiving club |
| 2 330 | 6 new skills |
| 3 nearly 40 | 7 main hall |
| 4 cheese or chocolate | 8 sign up |

1.5 ▶

Good morning, everyone. My name is Rita Anand and I'm a third-year sports science student. I'm here to tell you about all the different clubs that you can join while you're at university. Don't worry, studying for a degree is definitely not a case of all work and no play! There's a huge range of activities to choose from. Some are fairly serious and tie in well with your studies. Others are creative and some simply focus on having fun, so I'm sure there will be something to suit everyone, whatever your tastes are. In fact, there are around three hundred and thirty activities, including over seventy-five sports clubs and teams, ninety clubs linked to university subjects and nearly forty for languages alone! And if you really can't find something that you like the sound of, you can start your own club. If you have an idea that you think other people might be interested in, then talk to us and we will try to help set it up. But I'm sure you'll find something. There are some really fun things, such as cheese or chocolate tasting, hula hooping and karaoke. Or if you fancy something a bit more adventurous, how about the expedition club or the skydiving club? There are lots of reasons to join one or more of these groups. Firstly, it's a great way to meet people and make new friends, especially as you'll definitely share at least one interest in common! Not only that, but I personally think that getting away from your desk for a while is really important. On another serious note, it's getting harder and harder to find a job, and leaving university with a degree isn't necessarily enough these days. Joining an organisation like a university society can be a way of learning new skills, or developing talents you already have. What's more, it can show that you can work as part of a team, or successfully take risks. And of course, all those things can make a real difference on your CV. Anyway, I'd really encourage you to come along to the main hall tomorrow evening. We'll be showing everyone what's on offer and you'll be able to sign up. If you can't make it tomorrow, there's a separate page on the university website where you can look up all the information. You can't actually sign up from there, but you can send an email to the group's secretary to find out more. So, that's it from me. I hope to see many of you out in the hall ...

- In pairs, students discuss the question, then compare their answers with another pair. Get feedback.

your
ideas

Speaking page 11

talking about yourself; interview

1

- In pairs, students ask and answer the questions. Encourage them to ask follow-up questions. Get feedback.

EXTENSION: In pairs or small groups, students brainstorm questions you might ask or topics you might discuss the first time you meet someone. Elicit ideas, e.g. *Where are you from? What do you do? What do you do in your free time?*

2

- Do the first item with the class (a 4; the key words are *football is my favourite thing, I love playing it, I play three nights a week*).
- Students match the answers with the questions, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: Students first underline the key words in the questions in Exercise 1 and answers in Exercise 2, then do the exercise in pairs.

ANSWERS

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

3 1.6 ▶

- In pairs, students read the questions in Exercise 1 again and predict the information the speakers might mention. Choose one or two pairs to share their ideas.
- Play the recording. Students note down the question numbers, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Students explain which words helped them choose their answers.

ANSWERS

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

1.6 ▶

a

Speaker 1 Umm, I come across as fairly confident, but actually I'm quite shy. I like helping other people if they have problems, so I suppose I'm caring too.

b

Speaker 2 Yes, I do a lot. I'm on the school basketball team, I enjoy swimming and I sometimes play tennis with my dad. He's way better than me.

c

Speaker 3 That's easy. I could spend hours reading. My favourite thing is to lie in bed at the weekend with a good book. My mum says I'm a bit lazy, but I think reading is a great thing to do.

d

Speaker 4 Well, Dad doesn't get home until fairly late – he's a farmer so he's always busy – so we like to spend some time before bed talking to each other about stuff. Sometimes we'll play a board game or watch TV.

e

Speaker 5 I don't mind either, really. I've got two sisters and one brother, so the house is always busy. Sometimes it's just nice to have a bit of space and some time in my bedroom without them.

f

Speaker 6 Well, I've always been really interested in cooking. I learned a lot from my grandma when I was young. I'd like to go to cookery school and perhaps think about owning my own restaurant one day.

4

- Go through the Exam Tip.

Exam TIP

Talking about yourself

- Remind students that the purpose of a speaking exam is to check if they can speak English, so they should be prepared to answer questions with as much information as they can.
- Elicit ideas on how students can prepare for the task of talking about themselves, e.g. think of possible topics and vocabulary they may need.
- Ask *What sports do you like?* Elicit one or two answers, then ask follow-up questions, e.g. *Why do you like (basketball)? How often do you play it?*, etc. Ask *What do you call these questions that find out more information?* (follow-up questions).
- Show the Exam Task. Students read the Exam Tip again, then read the questions in the task. Ask them to say what the topic is for each question (1 sport, 2 free time, 3 education, 4 free time / shopping, 5 free time).
- In pairs, students write a follow-up question that they might be asked for each one. Get feedback.

5

Exam TASK

Interview: Talking about your likes and dislikes

- Go through the Useful Language box.
- Put students into groups of three to complete the Exam Task. Get feedback.

EXTENSION: Students walk around the class and speak to a different classmate about each question. Encourage them to ask follow-up questions. Get feedback.

TEACHING TIP: Useful Language boxes are designed to teach or revise language 'chunks' and exponents of functions that students can use in speaking and writing activities. They are best used as such and don't need grammar explanations. Check understanding of the phrases in these boxes by asking for example sentences.

- In pairs, students discuss the question. They could also discuss things they never do with their family and why.
- Get feedback. Write students' ideas on the board and take a class vote on the most popular thing to do as a family.

Grammar page 12

Articles

1

- Elicit a brief description of the photo.
- Students answer the questions, then compare their answers in pairs. Get feedback.

ANSWERS

1 a 2 b

GRAMMAR GUIDE: articles

Indefinite article: a / an

We use *a* before consonant sounds and *an* before vowel sounds.

a bottle, a university, an adventure, an hour

We use *a / an*:

- with singular countable nouns we mention for the first time. When we mention the thing again, we use *the*.
I bought a new house. The house has got a garden.
- to say what someone's job is.
She's an engineer.

Definite article: the

We use *the* before countable and uncountable nouns to talk about something specific.

Let's meet outside the cinema at 7.00.

We use *the* with:

adjectives used as nouns	<i>the British, the poor</i>
play + musical instruments	<i>I play the guitar.</i>
unique nouns	<i>the Acropolis</i>
cinemas, theatres, ships, hotels	<i>the Odeon</i>
deserts, mountain ranges	<i>the Sahara, the Andes</i>
oceans, seas, rivers	<i>the Atlantic, the Nile</i>
some countries	<i>The Netherlands, the United Kingdom, the US</i>

Zero article

We don't use articles with:

proper names	<i>Jane, Jim Smith</i>
play + sports / games, colours	<i>football, chess, red</i>
days, months, holidays	<i>Thanksgiving</i>
areas of knowledge	<i>English, maths</i>
most countries, states	<i>Algeria, Scotland</i>
streets, squares, most bridges	<i>Tower Bridge</i>

parks, stations	<i>Central Park</i>
continents, mountains, lakes, islands	<i>Asia, Mount Everest, Loch Ness, Sicily</i>

- nouns used in general and not to refer to a specific item.

General	Specific
<i>Sugar is bad for your health.</i>	<i>Pass me the sugar.</i>
<i>I love cats.</i>	<i>The cat is hungry.</i>

- *bed, church, school, hospital, prison, university, college, court* used with reference to the purpose of the place and not the building (or thing).

Purpose	Thing
<i>I'm going to bed.</i>	<i>The bed in my hotel is too soft.</i>
<i>He's in hospital.</i>	<i>The new hospital is well-equipped.</i>

2

- Do a quick review of countable and uncountable nouns. Students give examples of each type.
- Students read the sentences and decide whether the nouns are singular or plural, then compare their answers in pairs.
- Get feedback. Invite students to write their answers in two columns on the board.
- Students do the exercise. Explain that two sentences match with one rule. Get feedback.

ANSWERS

1 c 2 b 3 e 4 e 5 a 6 d

3

- Do the first item with the class (a). Ask why it's an indefinite article ('*new club*' is a singular noun mentioned for the first time).
- Students complete the sentences with the correct word or no article, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write a set of three sentences similar to those in the exercise: one missing the definite article, one missing the indefinite article and one that doesn't need an article. Put three sets of pairs together. Pairs take turns to read their sentences aloud while the other pairs guess the missing word.

ANSWERS

1 a a	b The	c no article
2 a no article	b a	c the
3 a a	b no article	c the
4 a a	b the	c no article

4 1.7 ▶

- Students skim the blog and say what it is about (*how to make 'small talk' – the things you say to someone, e.g. at a party, when you don't know them*). Ask students if they ever read blogs and if so, what kinds.

TEACHING TIP: Skimming is an effective technique for finding information in a text. Elicit or teach *skim* (read a text quickly to find its general meaning) and ask for examples of when we use skimming (to find the main idea or ideas of the whole text).

- Students complete the text, then compare their answers in pairs.
- Play the recording for them to check their answers. Get feedback.

EASIER: Write the following on the board:

the (x2)

a (x2)

an (x1)

- (x3)

Tell students these are the numbers of times each type of article appears in the gaps. Students complete the exercise in pairs. ★

FAST FINISHERS: In pairs, students discuss whether or not they find it easy to talk to people they don't know well, and brainstorm other ways to start a conversation.

ANSWERS

1 – 2 – 3 a 4 the 5 a 6 the 7 an 8 –

1.7 ▶

The art of conversation

Do you find it easy to talk to people? If not, here's some useful advice on how to start a conversation:

Perhaps the person you're talking to is less confident than you. They might be grateful to you for talking first! Say something nice like, 'That's a cool hat you're wearing'. They'll probably thank you and tell you something about the hat.

Ask them for an opinion on something: people love to talk about what they know.

Ask them for information: generally, most people like to be helpful and kind.

Try it next time you're standing next to someone you don't know! Good luck!

Use your English page 13

idioms and expressions; prepositions; checking the meaning; sentence transformation

Idioms and expressions

1

- Elicit or teach *idiom* (an expression that means something different to the words themselves in a literal sense) and *phrasal verb* (a phrase that combines a verb + preposition or adverb, whose meaning is different from the words used individually).
- Brainstorm idioms students already know and write them on the board.
- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Write the following questions on the board:

Who do you often hang out with?

What gets on your nerves?

What are you a natural at?

In pairs or small groups, students discuss the questions. ★

ANSWERS

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

2

- Ask Which emotions do you associate with the colour red? and elicit ideas. Do the first item with the class.
- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

1 a 2 b 3 a 4 b 5 a

Prepositions

3

- Brainstorm examples of prepositions and write them on the board. Elicit or teach some examples of prepositional phrases, e.g. *on time*, *by accident*, *for a reason*, *in danger*.
- Students complete the sentences, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write two sentences of their own using the prepositional phrases in the exercise.

ANSWERS

1 of 2 for 3 in 4 about 5 at 6 on

4

- Go through the Exam Tip.

Exam TIP

Checking the meaning

- Explain that in this type of task, the word given in bold capitals controls the structure students use to write a sentence that has a similar meaning to the first. They need to use the word in bold capitals exactly as it is given.
- Show item 1 of the Exam Task. Elicit words that are the same in both sentences (*Tim* and *Lenny*) and the tenses used in the first and second sentences (*past simple*; *present simple*). Explain that the new sentence must include the word *related*, be in the present tense and mean the same as the first one.

Exam TASK

Sentence transformation

- Remind students to think about which tense to use and to write between two and five words for each answer.
- Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 related to

2 my spare time

3 saw red

4 keeps in touch with

5 have a lot in common

6 plays the piano

- In pairs, students discuss the question. They could think of three things, then order them from the thing that makes them the most (1) to the least (3) angry. Get feedback.

your
ideas

Writing

pages 14–15

using idioms and phrasal verbs; writing in an informal style; writing an informal email

Learning FOCUS

Using idioms and phrasal verbs

- Write the following on the board:
I like hanging out with ____
I'm dying ____
Elicit the missing words forms (*noun, to + infinitive*).
Remind students that memorising example sentences helps them remember the structure to use with different expressions. ⚡

TEACHING TIP: Encourage students to allocate sections of their notebook to record phrasal verbs, idioms, set phrases, irregular verbs and past participles. Remind them to record language in the appropriate sections when they come across new words and phrases.

1

- Students replace the underlined words with an idiom or phrasal verb, then compare their answers in pairs. Get feedback.

EASIER: Students look back at Exercise 1 on page 13 to help them identify the correct verbs and phrases.

ANSWERS

- | | |
|-----------------|---------------------|
| 1 hung out | 4 a natural |
| 2 fell out | 5 gets on my nerves |
| 3 keep in touch | |

2

- Students skim the text and say what it is and what it's about (*an email from a teacher to his class explaining a pen-pal writing scheme*).
- Students read the example task and tick the correct statements. Get feedback.

FAST FINISHERS: In pairs, students discuss other people they might send an informal email to or who they might receive one from.

ANSWERS

3 and 4

3

- Elicit why it's important to write notes before you do a writing task (*so you know what to include in each section; it saves time when you write the complete text*).
- Students make notes under each heading, then compare their ideas in pairs or small groups. Get feedback.

EASIER: Before students make notes individually, brainstorm ideas on the board.

4

- Students do the exercise, then compare their answers in pairs. Get feedback. Elicit the meaning of *Guess what?* (it's a rhetorical question which introduces something exciting, interesting or surprising).

EXTENSION: Students read the email again and underline any informal language (*Hi, a bit, Guess what?, Me too!, that's all for now*). Brainstorm other informal language.

ANSWERS

- | | |
|-------------------|-----------------|
| 1 in common | 4 mad about |
| 2 annoying | 5 keep in touch |
| 3 favourite thing | |

5

- Students read the email again and tick the correct sentences, then compare their answers in pairs. Get feedback.

ANSWERS

1, 3, 4 and 5

6

- Go through the Exam Tip.

Exam TIP

Writing in an informal style

- Elicit ways to make your writing more informal (e.g. greetings, contractions, idioms).
- Write the phrase *I am very pleased to hear from you* on the board and elicit how it can be made more informal (*So good to hear from you!*).
- Elicit ways to maintain a reader's interest in informal writing (e.g. by asking questions, using adjectives) and write students' ideas on the board.

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Choose students to read the complete questions aloud.

FAST FINISHERS: Students write their own endings to questions 1, 2, 3, 4 and 6, then ask and answer them with a partner.

ANSWERS

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

7

- Students read the Exam Tip again, and underline the questions in Exercise 4.
- Get feedback. Remind students that *Guess what?* is a rhetorical question, so it doesn't require an answer.

EXTENSION: Do the exercise as a competition by setting a time limit to find all the questions. The student that finds all the questions the fastest wins.

ANSWERS

Are your brothers like that too?
Are you good at maths?
What's your favourite subject?

8

Exam TASK

Writing an informal email

- Go through the Useful Language box.
- Students complete the Exam Task. Remind them to use their notes from Exercise 3 and include idioms and phrasal verbs in their email.

9

- Students read the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: In pairs, students read each other's email and tick the things their partner has included, using the Reflection Checklist.

Live well, study well page 16

valuing friendships; accepting differences

Useful vocabulary

accept responsibility (phr): to recognise that you are responsible for something
active listener (phr): someone who pays attention when someone speaks, allowing them time to fully explain their thoughts
compromise (v): to make an agreement where everyone accepts less than they wanted at first
offensive (adj): very rude or likely to upset someone
togetherness (n): the feeling of being part of a group, or close to someone
treat (v): to behave towards someone or deal with something in a particular way
willing (adj): prepared to do something

TEACHING TIP: The Useful vocabulary lists can be used in several ways. You could:

- write the words on the board and elicit their meanings, teaching or explaining the others
- print and give the list to students as a reference
- ask students to identify categories (or do it for them) and group the words in lists, tables or mind maps
- introduce the vocabulary throughout the lesson when it's useful. Start by eliciting expressions that students know and then introduce the new vocabulary.

1

MEDIATION SKILLS

- Collaborating with peers on a shared task is mediation.
- This exercise develops skills needed for collaboration, including making and responding to suggestions, asking others for their opinion, asking questions to clarify meaning and reaching an agreement.
- Before students start the task, elicit phrases for giving and asking for opinions, agreeing and disagreeing (e.g. *What do you think? Do you agree? Why do you think ... ? In my opinion ... is the most important. I'm not sure I agree that ... is important. How about ... ?*). Write these on the board and encourage students to use them during their interaction. Students could also note the phrases on a page dedicated to collaboration in their notebook, adding to the phrases and using them in future tasks.
- Students can practise this mediation skill throughout the course where there is a collaborative task such as a discussion with a particular purpose (e.g. choosing options), or a Live well, study well project.

- Students read the infographic.
- In pairs, they discuss and choose the three headings they think are the most important in a friendship.
- Get feedback. Students give reasons for their answers.

EXTENSION 1: Put pairs together in groups of four. They write each of the friendship areas on sticky notes or pieces of paper. Students work together to decide the final three areas which they, as a group, think are the most important.

EXTENSION 2: Write the following questions on the board:

What other things are important in a friendship?

Who supports you when you need something?

Is it important to trust a friend? Why? / Why not?

Students discuss the questions in pairs or small groups. ★

2

- In pairs, students discuss the questions, giving reasons for their answers. Get feedback.

3

- Students take turns to talk about an important friend.

EXTENSION: Students make notes while they are listening to what their partner says, then change partner and tell each other about their previous partner's friend. Get feedback.

4

- Go through the Mind your Mind information.

TEACHING TIP: The Mind your Mind information is designed to give students information or ideas about issues that affect their wellbeing and encourage them to reflect on and think about what is good for them. Explain that to *mind* something is to take care of or look after it. Your *mind* is the part of you that makes it possible for you to think, feel emotions and know about things. Ask *What does 'mind your mind' mean? (to pay attention to the way you feel, and act in a way that makes you happy).*

- In pairs, students discuss the tips. Get feedback.

FAST FINISHERS: In pairs, students order the tips from the most to the least useful.

EXTENSION: Write the following questions on the board:
Do you and your friends sometimes have differences?
How can a person make up with someone if they fall out with them?

In pairs or small groups, students discuss the questions. ★

5

- Elicit or teach *tend to* (likely to behave in a particular way or have certain characteristics).
- Students complete the sentences with their ideas, then share them with a new partner. Encourage them to discuss any differing points of view. Get feedback.

In groups, students read through and choose a project. Project 1 is groupwork and involves making a 'friendship contract', while Project 2 is individual work and involves preparing a short speech.

- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everybody has a task and ask students to swap texts for peer correction.

Project 1

- Students discuss the task and brainstorm ideas, then assign a part of the contract to each group member.
- Students work on their ideas individually, then choose ten points for their contract together.
- Students prepare their contract, using the Useful Language box to help them, then exchange their contract with another group. Allow time for groups to read and discuss each other's contracts.
- As a follow-up, have a class debate on the things groups agree or don't agree with in each other's contracts.

EXTENSION: Students create a 'Classmate contract' that lists five to ten things they think make a good classmate, using the prompts in Project 1. Display the contracts in the classroom.

Project 2

- Students think about the friend they discussed in Exercise 3.
- In pairs, students discuss each other's friends and brainstorm ideas they could include in their speech.
- Students write or record their speeches, using the Useful Language box to help them.
- In pairs, students share their speech with a partner. When they have finished, they say what they liked about each other's speeches.

EXTENSION: For homework, students write a short text about how they could become a better friend. Encourage them to include vocabulary and examples from the lesson in their text.

TEACHING TIP: You can use the Review:

- as informal assessment, making sure students know it isn't an exam and that they won't be working in pairs
- as revision, for additional practice and consolidation
- as homework.

In the classroom, you can administer it in different ways:

- an exercise at a time, checking answers as a class
- a section (Vocabulary then Grammar) at a time, checking answers as a class. You could set a time limit, e.g. 10–15 minutes, for each section
- the entire review as one task, checking answers as a class. If you set a time limit, alert students when half of it has passed.

Encourage students to reflect on their achievements and weaknesses and decide which boxes to tick at the bottom of the page.

ANSWERS: VOCABULARY

1

- | | |
|----------------|------------|
| 1 enthusiastic | 4 sensible |
| 2 proud | 5 lonely |
| 3 embarrassed | 6 nervous |

2

- | | |
|-----------------|-----------------|
| 1 sister-in-law | 5 siblings |
| 2 married | 6 friendship |
| 3 related | 7 stepmother |
| 4 close | 8 father-in-law |

3

- | | |
|-----------|--------|
| 1 hang | 5 red |
| 2 common | 6 fell |
| 3 nerves | 7 mad |
| 4 colours | |

ANSWERS: GRAMMAR

4

- | | |
|-----------------|---------------|
| 1 call | 5 starts |
| 2 're going | 6 is laughing |
| 3 Are you doing | 7 freezes |
| 4 's learning | 8 'm staying |

5

- 1 Does this book **belong** to Ishmael?
- 4 I think Marc **has** a great sense of humour.
- 6 Anita is on holiday and she **is having** a relaxing time on the beach.
- 7 I'm taking the car to the garage because the engine **sounds** strange.

6

- | | |
|-------------|-------------|
| 1 –, – | 5 –, a, the |
| 2 –, the, – | 6 a, – |
| 3 –, – | 7 –, an |
| 4 a, the | 8 a, a, the |

2 Mysterious world page 17

Reading:	identifying paragraph topics; matching sentences to gaps
Vocabulary:	mysteries; looking at words around a gap; multiple-choice cloze
Grammar:	past simple and past continuous
Listening:	making notes; multiple choice: seven questions
Speaking:	solving problems; collaborative task

Grammar:	<i>used to, would, be used to, get used to</i>
Use your English:	phrasal verbs; word building; changing words; word formation
Writing:	using adjectives and adverbs; planning a story; writing a story
Video:	Why we cry

Unit Opener page 17

In the photo

The amazing landscape of Dallol in the Danakil Depression, Ethiopia. The Danakil Depression, lying at 100m below sea level, is one of the hottest places on Earth, with temperatures regularly around 45°C (113°F). Molten magma lies just beneath the surface in this volcanic area of northwest Ethiopia; the colours are created by volcanic minerals in the magma reacting with the salt from the nearby coast.

- Show the photo. In small groups, students write down words to describe it, e.g. places, emotions, adjectives, then explain the words they have chosen.
- Elicit or teach *mysterious* (difficult to explain or understand).
- In pairs, students discuss the questions. Get feedback.

FAST FINISHERS: In pairs or small groups, students discuss other mysterious places they know about in their country or other parts of the world.

2 2.2 ▶

- Show students the photos. Check understanding of the vocabulary in the word box.
- In pairs, students describe the photos.
- Play the recording for students to check their ideas. Get feedback.

EASIER: Before discussing, write the following definitions of the words in the box on the board (don't write the words in brackets):
as found in nature, not made or done by people (natural)
past simple of build (built)
not common (unusual)
the physical form or appearance of something (shape)
built by humans (man-made)

Students match the definitions with the words. Leave the definitions on the board as a reference while students do the task. ★

EXTENSION: Students discuss which place they would most like to visit and why.

2.2 ▶

Giant's Causeway, Ireland

A causeway is a road or path that you can walk on when the sea level is low. There are lots of stories about the mysterious rock structures that form the Giant's Causeway in Northern Ireland. The most famous story tells of the Irish giant Finn McCool, who was challenged to a fight by the Scottish giant, Benandonner. Finn McCool built the causeway so that the two giants could meet. The reality, however, is that the causeway is not man-made – or 'giant-made', but is the natural result of a volcano many years ago. When the hot lava from the volcano arrived at the cold sea, it formed these hexagonal shapes.

Chocolate Hills, Bohol, Philippines

These unusual hills are in the Bohol province of the Philippines. Like the Giant's Causeway, the hills have many ancient stories to explain how they were formed, including a story about two giants. These giants were also enemies and often had fights. According to the story, the hills are made from the rocks that they threw at each other. Scientists are still trying to work out how these unusual hills were formed. Several theories exist but most remain unexplained. But what about the chocolate? Well, usually, the hills are covered in grass and are green, but during the dry season, the grass turns a chocolate brown colour.

Reading pages 18–19

identifying paragraph topics; matching sentences to gaps

1 2.1 ▶

- Write *the ocean, the Amazon Rainforest* and *Russia* on the board and elicit any facts students know about the places.
- In pairs, students read the text and predict which number completes each sentence.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback. Ask students if any of the facts surprised them and why.

ANSWERS

1 80 2 14,000 3 15

2.1 ▶

It's no surprise that there are still so many mysteries in nature when:

More than 80 per cent of the ocean has not been mapped or explored.

Scientists estimate that there are about 14,000 different species of plants in the Amazon Rainforest.

There are 15 million square kilometres of unexplored land in Russia alone.

3

- Show the photo on page 19. Elicit the meaning of *crooked* using the photo. Students check their answers in the Word Focus.
- Students skim the text and complete the exercise, then compare their answers in pairs. Get feedback.

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit the meaning of *neatly* (in a tidy way), *curious* (interested in learning about people or things around you), *curve* (to make a line that is not straight) and *inhabitants* (people that live in a particular place).

EXTENSION: Write *Do you own or know anything about something unique?* on the board. Students discuss the question in pairs. Get feedback.

ANSWERS

a 3 b 2 c 5 d 1 e 4

4

- Go through the Exam Tip.

Exam TIP

Identifying paragraph topics

- Elicit the technique students used to match the summaries with the paragraphs in Exercise 3 (skimming each paragraph to get a general idea of the meaning of the text). Explain that in this type of exam task, students need to understand the text in a general sense first, but also then read each paragraph in more detail in order to put sentences into the correct place in the text.
- To check a possible answer, they should read the paragraph with the sentence in place, and make sure it makes sense in the text as a whole.
- Students read the Exam Task and underline the key words.
- Elicit or teach *abandoned* (something left or rejected by people that previously owned or used it) and *frequent* (often).
- Students compare their ideas in pairs. Get feedback.

POSSIBLE ANSWERS

A Polish winters, severe, frequent heavy snowfall
B strange, how trees, grown
C forest, abandoned
D none, locals, go, mysterious forest
E bend trees into shapes
F explanations, unlikely, others, sensible
G forest, western Poland

5 2.3 ▶

Exam TASK

Matching sentences to gaps

- Students should look out for pronouns, articles and different tenses, all of which can give clues as to whether a sentence is correct or not.
- They complete the task.
- Play the recording. Students read the text again and check their answers. Get feedback. Ask them whether any of the key words they underlined in Exercise 4 helped them find the answers more easily.

ANSWERS

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

2.3 ▶

As reading text on page 19.

your ideas

- In pairs, students discuss the questions, giving reasons for their answers to the first question.
- Get feedback. Ask some pairs to describe a natural mystery they talked about.

EXTENSION: In pairs, students research another natural mystery and prepare a presentation about it. They present their research in a poster, infographic or slideshow.

Vocabulary page 20

mysteries; looking at words around a gap;
multiple-choice cloze

1

- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Ask students if they are good at keeping secrets, and to say why / why not.

ANSWERS

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

2 2.4 ▶

- Students briefly describe the photo and say what is unusual about it (*the clouds are a strange shape*).
- They fill in the gaps in the conversation, then compare their ideas in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

EASIER: Write the words (1–8) from Exercise 1 on the board. Do the first item with the class. Ask what kind of word will fit in the gap (*an adjective*). Elicit the two adjectives from the list (*unusual* and *unlikely*), and ask which is more likely to fill the gap. Remind students that the information before the gap will help them choose the right word.

EXTENSION: In pairs, students practise the conversation, taking turns to speak each role.

ANSWERS

- 1 unusual 3 unlikely 5 theory
2 appearance 4 explanation 6 mystery

2.4 ►

- A: Have you ever heard of a Morning Glory cloud?
B: Oh, yes, I think I have. It only happens in Australia, doesn't it?
A: Yes, that's right. It's a really unusual weather event which mostly happens in the Gulf of Carpentaria in Australia.
B: I don't think I've ever seen photos of the cloud. Can you describe its appearance?
A: Sure. It looks like a long roll, or pipe and can be up to a thousand kilometres long.
B: A thousand kilometres? That sounds a bit unlikely.
A: No, it's true. Apparently, pilots love to fly over a Morning Glory cloud.
B: Does anyone know why it happens? There must be a scientific explanation.
A: Well, there's a theory that it happens when winds from different directions meet, but I don't think it's fully understood yet.
B: So, it remains a mystery. How fascinating!

3

- Go through the Exam Tip.

Exam TIP

Looking at words around a gap

- Explain that in this type of exam task, students should first skim the text to get a general idea of the topic, as this will give them ideas about the words that are missing.
 - Write the following sentence and answer options on the board: *A Morning Glory cloud can be up to a thousand kilometres _____. A steep B long C deep D low.* Elicit the missing word (*long*) and why it's the correct answer (*a cloud cannot be steep or deep, and 'up to' and 'low' do not collocate with each other*). ★
 - Often, the four answer options for each gap will be quite similar. However, there will usually be one or two options that are obviously incorrect, for instance because the words don't collocate with a word in the text.
- Students read the Exam Task and predict the type of missing word in each gap, then compare answers in pairs.
 - Get feedback. Students give reasons for their answers.

EASIER: Students predict the missing words in pairs.

ANSWERS

- 1 noun 2 noun 3 adverb 4 verb 5 verb 6 noun
7 preposition 8 noun

TEACHING TIP: Collocations are important for vocabulary development, as learning language in chunks greatly improves students' ability to recall whole phrases. Encourage students to keep a collocation section in their notebooks, which they add to as they encounter new ones. They could categorise the collocations according to grammar parts, e.g. noun + noun (*car lights*), adjective + noun (*scientific explanation*), verb + noun (*change colour*), adverb + adjective (*brightly coloured*), and adverb + verb (*quickly disappear*).

4

Exam TASK

Multiple-choice cloze

- Students complete the Exam Task, then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students discuss possible explanations for the 'Marfa Lights'.

ANSWERS

- 1 B 2 D 3 A 4 B 5 C 6 A 7 D 8 B

- Brainstorm genres of documentary, e.g. *nature, crime, mysteries, history*.
- In pairs, students talk about their favourite type of documentary, then discuss the question.
- Have a class vote on the most popular type of documentary.

your ideas

Grammar page 21

Past simple and past continuous

GRAMMAR GUIDE: past simple and past continuous

Use

Past simple	Past continuous
actions or situations that finished in the past <i>I worked here until 2018.</i>	actions in progress at a point in time in the past <i>I was working here in 2018.</i>
actions that happened in sequence in the past <i>Ali went into the kitchen and made tea.</i>	actions in progress at the same time in the past <i>I was reading while Ben was watching TV.</i>
past habits / repeated actions <i>Lessons usually started early.</i>	background action in a story <i>It was raining when the police arrived at the scene.</i>

We usually use the past simple for a past action that interrupts an action in progress.

*I **was talking** to Jim when I **lost** the connection.*

Time expressions

- We can use these past time expressions: *yesterday, last night / week / month / summer, two days / a week / month / year ago*, etc.
- We can also use these expressions when they refer to the past: *once / twice a day / week / month, at the weekend, in March, in the morning / afternoon / evening, at night, on Thursdays, on Monday mornings*, etc.

Form

- For the affirmative, negative, question and short answer form, please see the Student's Book Grammar reference on page 163.

Spelling – past simple

- We make the past simple of most regular verbs by adding *-ed* to the end of the infinitive.
*I / He / She / It / We / You / They **watched** TV last night.*

- One-syllable infinitives ending in one vowel + one consonant, we double the consonant before **-ed**.
stop → **stopped**
- Two-syllable infinitives ending in one vowel + one consonant, we double the consonant before **-ed** if the stress is on the second syllable.
admit → **admitted** vs *enter* → **entered**
- Infinitives ending in **-l**, we double the **-l**:
cancel → **canceled**
- Infinitives ending in **-e**, we only add **-d**:
close → **closed**
- Infinitives ending in a consonant + **-y**, we remove the **-y** and add **-ied**:
try → **tried**

1

- Students do the exercise, then compare their answers in pairs. Get feedback. Elicit the meaning of *hiking* (going for long walks in the countryside) and *blowing* (with wind – when the air is moving).

ANSWERS

2 was hiking 3 was reading, was working
5 was blowing, was feeling 6 was collecting

2

- Do the first item with the class (sentence 4) and elicit why (*the farmers started and finished planting the trees in the past*).
- In pairs, students match the uses with the sentences. Get feedback.

EASIER: Do Exercise 2 with the class, eliciting the reasons an item at a time.

ANSWERS

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

REMEMBER

- Elicit examples of stative verbs, e.g. *guess, imagine, know, mean, recognise, remember, think, understand*. Remind students that they are rarely used in the **-ing** form. If necessary, refer students to the Student's Book Grammar reference for Unit 1 on page 161 for more information about stative verbs.

3

- Do the first item with the class (*was jogging*), and elicit the reason (*the action was in progress when something else happened*). Point out the double consonant in the **-ing** form.
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the correct spelling in each answer.

FAST FINISHERS: Students write two sentences about something that happened to them yesterday – one in the past continuous and one in the past simple.

EASIER: Write the verbs needed for each sentence on the board:

1 jog 2 touch 3 miss 4 live 5 study / play 6 watch
7 go / tell 8 rain ★

ANSWERS

1 was jogging	5 was studying, was playing
2 Were (the children) touching	6 was watching
3 missed	7 went, told
4 Were (they) living	8 rained

4 2.5 ▶

- Show the photo and elicit ideas for the topic of the text. Use the photo to elicit or teach *twist* (to turn or wrap one thing around another) and *sculpt* (to model or form a particular shape from stone, wood, etc.).
- Students complete the text, then compare their answers in pairs.
- Play the recording for them to check their answers. Get feedback.

EXTENSION: Using the text in Exercise 4 as a model, students research and write a short biography of someone who has an unusual talent. They should use the past continuous and past simple tenses in their text.

ANSWERS

1 was	7 spent
2 shaped	8 was working
3 grew up	9 was / were wondering
4 was looking	10 suggested
5 had	11 opened
6 discovered	12 made

2.5 ▶

Axel Erlandson was a Swedish American farmer who shaped trees in his spare time. He was born in 1884 in Sweden, but he grew up in the USA. One day, Axel was looking at a tree with a very unusual shape when he had an idea. He discovered that it was possible to join two young trees together and bend and twist them to make them grow in a certain way. Axel spent many years sculpting his trees into beautiful shapes and patterns. However, while Axel was working on his trees, his family was wondering if they could earn money from them. One day, his daughter suggested that they sell tickets so people could look at the unusual sculptures. In the mid-1940s, the Erlandsons opened the 'Tree Circus'. During his lifetime, Axel made more than 70 unique trees, some of which can still be seen today.

Listening page 22

making notes; multiple choice: seven questions

1

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION 1: Put students in small groups. Books closed. Write the words in bold in the sentences on the board:

evidence, reliable, solved, prove, draw a conclusion, source

Read the correct sentences from Exercise 1, omitting the words in bold. Students write down the missing word. When they have finished, they swap answers with another group. Groups get a point for each correct answer. The group with the most correct words is the winner. ★

EXTENSION 2: Ask *Where do you find information, read the news, etc.? How do you know if this information is reliable?* Elicit a few ideas in a class discussion.

ANSWERS

- | | |
|-------------------------|--------------------|
| 1 know | 4 correct |
| 2 gives you information | 5 information |
| 3 can | 6 reach a decision |

2 2.6 ▶

- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: Do the first item with the class. Play the recording and pause after the first speaker. Elicit the answer (T). Continue, pausing after each speaker.

EXTENSION: Elicit the correct answers for the false statements (2 *She can't prove what happened, but she has a theory.* 3 *It's impossible to draw any conclusions.* 4 *They haven't solved the mystery.* 6 *They have looked at the evidence, but they haven't found an answer.*).

ANSWERS

- 1 T 2 F 3 F 4 F 5 T 6 F

2.6 ▶

- 1 The scientist was right, you know. Evidence has been found which proves his theory.
- 2 I can't prove what happened, but this is my theory.
- 3 The experts say that it's impossible to draw any conclusions in this case.
- 4 We haven't solved the mystery of how the two men disappeared.
- 5 I don't think you should draw any conclusions from those sources. They're not reliable.
- 6 Right, so we've looked at all the evidence, but we still haven't found the answer.

3 2.7 ▶

MEDIATION SKILLS

- Note-taking is a form of mediation. Students listen, identify the key information and make notes.
 - This skill is useful in both academic and everyday life. Notes can be used for practical purposes or as a learning tool.
 - This mediation skill can be further practised using audio recordings throughout the course. For example, play the section of recording 2.8 where Dr Oliveira talks about how the carvings were made, and ask students to note what they can about the different theories.
 - Students can also practise at home by listening to podcasts or online videos in English, and making notes about the information that interests them.
 - If students then relay the information from their notes, they are practising an additional mediation skill.
- Elicit or teach *cave paintings* (ancient pictures created inside a cave, often of animals).
 - Show the two sets of notes. Explain that in this exercise, students might not hear the information in order.
 - Play the recording. Students take notes, then compare their ideas in pairs, using their notes to discuss and complete their answers. Don't check answers yet.

4 2.7 ▶

- Play the recording again for students to check their answers. Get feedback.
- Students choose one of the places to talk about with their partner. Encourage them to add extra information if possible, e.g. adjectives to describe the pictures or the caves. Get feedback.

EASIER: In pairs, students take turns to make short statements about the cave paintings, using Exercise 3 to help them, e.g. A: *The caves were discovered in 2002.* B: *They show pictures of cows, humans, etc.*

EXTENSION: Students research other cave paintings around the world, then present their findings in pairs or small groups.

ANSWERS

- 1 2002
- 2 north-west
- 3 20
- 4 between five and eleven thousand
- 5 giraffes, dogs, monkeys
- 6 1970s
- 7 1991
- 8 north-eastern part of Brazil
- 9 1300
- 10 300
- 11 25,000
- 12 animals

2.7 ▶

Laas Geel is a network of caves in north-west Somalia with twenty caves in total. These caves show some of Africa's earliest discovered cave paintings. Evidence suggests the paintings are between five and eleven thousand years old. They were discovered in 2002 by a team of French archaeologists. Most show cows, often in groups, with humans nearby. There are two clear giraffes, and also drawings of other animals which are thought to be dogs, monkeys and antelopes. Serra da Capivara is a national park in the north-eastern part of Brazil. Rock art was first discovered there in the 1970s and the park became a World Heritage Site in 1991. The park covers almost thirteen hundred square kilometres and there are more than three hundred places of archaeological interest within the park. Most of these show rock and wall paintings that are about 25,000 years old. The animals painted on the walls include lizards, jaguars and red deer. There are also scenes showing processions of humans and animals, and scenes of hunting.

5

- Go through the Exam Tip.

Exam TIP

Making notes

- Brainstorm ways to take notes, e.g. only write the main ideas, use abbreviations to save time. Explain that if students miss information they need to answer a question, they will be able to check it the second time they listen to the recording.
- Tell students they won't lose points for incorrect answers in this task, so it's better to answer a question than leave it blank.

- Students underline the key words in the exam questions, then compare their ideas in pairs. Get feedback. Elicit the meaning of *carve* (to make an object or pattern by cutting into a hard material), *domestic* (kept as a pet) and *endangered* (something that may no longer exist soon because it is threatened).

6 2.8 ▶

Exam TASK

Multiple choice: seven questions

- Play the recording. Students listen and complete the task, then compare their answers in pairs.
- Get feedback. Ask students whether the words they underlined helped them find the correct answers.

EXTENSION: In pairs, students discuss other endangered animals they know.

ANSWERS

1 C 2 B 3 A 4 C 5 A 6 B 7 B

2.8 ▶

- I: Welcome to History's Mysteries. Today, I'm talking to Dr Oliveira who's currently writing a book about some of the world's greatest mysteries. We've invited him here to tell us about one of them. Welcome to the show.
- Dr: Hi Alex. Today I'm going to talk about something from a mysterious place right in the heart of Africa – Dabous, in Niger, an area which is covered by the vast Ténéré Desert. In 1987, a French adventurer called Christian Dupuy discovered something absolutely incredible there – the Dabous giraffes.
- I: Dabous giraffes? Was that a new species of giraffe?
- Dr: No, the Dabous giraffes are petroglyphs – these are pictures carved in stone. They show two life-sized giraffes, we think a male and a female. The larger one is over six metres tall. Since the late 80s, many more petroglyphs have been discovered in the area – more than 820 in total. They're not all giraffes. Lots of them show other animals such as lions, camels and antelope, that were obviously present in the region, but some of the others show things that we haven't been able to identify.
- I: That's incredible. How were the giraffes created?
- Dr: What's incredible is not only how, but also when! Amazingly, that part is actually still a mystery. Because we're not entirely sure how old they are, we also can't be sure who created them. One theory is that they're between six and eight thousand years old. If that's correct, it's possible that the artists were Kiffians – a group of pre-historic inhabitants of the Sahara. However, they could also have been Tenerians who lived in the area about seven thousand years ago. I'm not sure we'll ever know for sure.
- I: Given how old these carvings are, do we know how they were made?
- Dr: We don't have any definite answers here either. We know for certain that the carvings were made before the Bronze Age, so the artists didn't use metal tools. Therefore, we can assume that they used flint stone to carve the images onto the rock. The detail is incredible. Something that seems really strange is that each giraffe has a line which has been drawn

from its mouth, down to a picture of a human who is holding the other end of the line. We simply don't know what this means. Does it show that the people who created the carvings tried to domesticate giraffes? Or is it more symbolic, possibly showing the relationship between humans and giraffes? I think that's one mystery that we might never solve.

I: Is it possible to see these carvings?

Dr: The actual location of the carvings is also quite puzzling. You can't see the giraffes from ground level. They are only visible if you climb up to the top of the rock and look down. It's as if the artists wanted to protect the giraffes. Today, the site is protected as it's one of the most endangered monuments in the world. But copies of the petroglyphs have been made. There is one at an airport in Niger, and one in Washington, D.C. The Dabous giraffes have given us a window into the past, and the secrets that the desert holds. I expect there are many more mysteries yet to be discovered.

Speaking page 23

solving problems; collaborative task

1

- In pairs or small groups, students brainstorm things that can be organised, e.g. notes, parties, clothes in a wardrobe. Write their ideas on the board.
- In pairs, students discuss the questions. Get feedback.

EASIER: Brainstorm activities that happen in schools or towns, e.g. music festivals, sports days, dances, then discuss the questions.

EXTENSION: In small groups, students plan a class activity. They decide what, when and where the activity is, then create a poster to advertise it. Put the posters on the wall and get students to choose the best activity.

2 2.9 ▶

- Elicit or teach *treasure hunt* (a game where people use clues to try and find hidden objects). Check understanding of the expressions in the exercise.
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

FAST FINISHERS: In pairs, students discuss how expressions 1, 6 and 8 are finished in the conversation (1 *Why don't we organise something?* 6 *I suppose we could talk to our neighbours first.* 8 *That could be useful for them.*).

ANSWERS

1, 2, 3, 4, 5, 6, 8

2.9 ▶

- E: I'm bored. There's nothing to do around here. School, homework and then sit around in the park ... Why don't we organise something?
- B: That's a great idea! How about a street party?
- E: Well ... I'm not sure about that. First of all, we'd need permission. And secondly, it would cost too much, and we haven't got any money ...
- B: You're right. No money.
- E: We could have a neighbourhood treasure hunt.

- B: Wow! I like that! I suppose we could talk to our neighbours first and ask what they think.
- E: Wait! If we did it, we'd need to buy some materials, maybe have leaflets, and of course the treasure ... so we'd still have the same problem ...
- B: How about the shops? If they agreed to take part, we could put clues in the shops so people would go there, and that could be useful for them.
- E: You're right – it would be better than a TV advert! So maybe they'd help us with the money.
- B: Great! Let's start planning this thing!

3

MEDIATION SKILLS

- Supporting peers in a group collaborative task involves mediation.
- In this task, students need to discuss both sides of an argument, exchange opinions, make and respond to suggestions, check whether people agree and try to come to a consensus, while being sensitive to other students. These are all useful mediation skills. Remind students to make sure that all members of the group are included and feel involved, that they listen to others in the group and are sensitive to their feelings when disagreeing or making other suggestions.
- The Exam Tip has some useful suggestions for discussing ideas. Students can also use the Useful Language box, which includes phrases for responding politely to suggestions and disagreeing. Remind them to add phrases for collaborating to the relevant page in their notebook.
- This mediation skill can be applied to any exercise that involves discussing ideas and reaching a conclusion, including exam collaborative tasks and some Live well, study well projects.
- Go through the Useful Language box.
- In groups, students read the notes and discuss the advantages and disadvantages of each idea. Tell them to politely agree or disagree and make suggestions about what would be the best ideas. Get feedback.

FAST FINISHERS: In their groups, students rank the ideas in order of best (1) to worst (8) for them.

EXTENSION: In pairs, students take turns to suggest and react to activities to do at the weekend, e.g. *A: I suppose we could go to the cinema; B: That's a great idea!*

4

- Go through the Exam Tip.

Exam TIP

Solving problems

- Revise the phrases used in Exercise 2 to agree or disagree with ideas and make suggestions.
- Elicit ways to keep a conversation going (e.g. ask questions, respond to what your partner says, try to develop the discussion). Tell students they can agree or disagree with their partner, but they should also express their opinion.
- Elicit ways to introduce ideas. Invite students to write them on the board, e.g. *in my opinion, from my point of view*.

- Students read the Exam Task. Elicit or teach *produce* (to create).
- They do the exercise individually. Don't get feedback at this stage.

EASIER: Students make notes on ideas to use as a reference in the Exam Task.

5

Exam TASK

Collaborative task

- In pairs, students complete the Exam Task. Remind them to use the phrases in the Useful Language box in their discussion. Get feedback.

EXTENSION: Students record themselves doing the Exam Task. They then watch or listen back and say three things they thought their partner did well, and one thing he / she could improve on, e.g. pronunciation, variety of vocabulary, grammar, etc.

TEACHING TIP: When students do group or pairwork, circulate to provide assistance, making notes of any errors or good examples of the target language. After getting feedback, put examples of errors on the board and elicit corrections. Then share good examples of the target language.

- Ask if students have ever watched a film or read a book about a mystery. Write any ideas on the board so students who haven't can find out more about them.
- In pairs, students discuss the question.
- Get feedback. Students give reasons for their answers.

your ideas

Grammar page 24

used to, would, be used to, get used to

GRAMMAR GUIDE: *used to, would, be used to, get used to*

For the use of *used to, would, be used to* and *get used to*, see the Student's Book Grammar reference on page 163.

Form

used to and would

- In the affirmative, we use the infinitive after both *used to* and *would*:
We **used to take** the bus to school.
We **would take** the bus to school.
- In the negative, we use *didn't (did not) use to / wouldn't (would not) + infinitive*:
We **didn't use to take** the bus to school.
We **wouldn't take** the bus to school.
- In questions with *used to*, we use *did + subject + use to + infinitive*. For short answers, we use *Yes + subject + did* or *No + subject + didn't*.
Did you use to go to school by bus?
Yes, **I did**. / No, **I didn't**.

- In questions with *would*, we use *would* + subject + infinitive. For short answers, we use Yes + subject + *would* or No + subject + *wouldn't*:
Would you always go to the same beach?
Yes, we *would*. / No, we *wouldn't*.

be used to and get used to

- We can use *get used to* in all tenses:
Yes, it's fun, but *don't get used to* it!
We're *getting used to* our new home.
I've *got used to* cycling everywhere.
We *got used to* the constant noise.
You'll *get used to* it too.
- We don't use *be used to* in continuous or perfect forms:
I'm *used to* eating breakfast in a hurry.
We *weren't used to* the constant noise.
She's a teacher. She'll *be used to* noisy children.

1

- Students complete the rules, then compare their answers in pairs. Get feedback.

EASIER: Students do the exercise in pairs.

ANSWERS

- a either used to or would
- b would
- c get used to
- d be used to

2

- Do the first item with the class (b), and elicit why the other two options are incorrect (we can't use *would* for states (a) and we need *be* before the noun (c)).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

FAST FINISHERS: Students write four sentences using *would*, *used to*, *be used to* and *get used to*.

EXTENSION: In small groups, students write the reasons why options are incorrect.

POSSIBLE ANSWERS

- We can't use **would** for states (a). We need **be** before the noun (c).
- We need an **-ing** form after **be used to** (b). The verb is **be used to**, not **be use to** (c).
- Used to** doesn't fit the context of the sentence (a). We don't form questions with auxiliary **did** with **be used to**, and the meaning of **be used to** doesn't fit the context of the sentence (b).
- We don't use an **-ing** form after **would** (a). **Is used to** doesn't fit the context of the sentence (c).
- We need an **-ing** form after **got used to** (b).

ANSWERS

- 1 b 2 a 3 c 4 b 5 a, c

3

- Write the following sentence on the board: *Before the internet, I would search for information in books.* Elicit how to form the same sentence using *used to* (Before

the internet, I used to search for information in books.). Remind students that in this type of exercise, they shouldn't change the word they're given.

- Students write the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- would read
- didn't use to be
- get used to
- is used to

4 2.10

- Students complete the conversation, then compare their answers in pairs.
- Play the recording for them to check their answers.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *submarine* (an underwater ship used in the military) and *kidding* (joking).

EASIER: Write the following on the board:

did she use to, used to (x2), would, was used to, didn't use to, got used to (x2).

Do the first gap with the class and cross off the first phrase. In pairs, students then complete the conversation. ★

EXTENSION 1: Write *What did you use to find hard about studying English, but have now got used to?* on the board. Students discuss the question. Get feedback. ★

EXTENSION 2: Students act out the conversation.

ANSWERS

- | | |
|------------------|-----------------|
| 1 used to | 5 got used to |
| 2 Did she use to | 6 didn't use to |
| 3 used to | 7 got used to |
| 4 was used to | 8 would |

2.10

A: Jenny's dad used to work on a submarine. She's just told me all about it.

B: That's cool. Did she use to visit him at work?

A: No, of course not!

B: I know! I was kidding. What did she say about it?

A: Well, he used to be a sailor so he was used to being at sea, but he said going underwater felt really strange. After a while, he got used to it.

B: I guess Jenny didn't use to see him much when she was growing up?

A: No, she said that she and her mum never got used to him being away for so long. But when he came home, he would tell her stories about the deep, dark sea.

Use your English page 25

phrasal verbs; word building; changing words; word formation

Phrasal verbs

1

- Briefly revise phrasal verbs. Switch the light off or on to elicit *switch on* and *switch off*. Ask *What type of expression is this?* (a phrasal verb) *How do we form phrasal verbs?* (with a verb + one or two prepositions or an adverb).

- Students do the exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students talk about one of these things: what they are into, how they usually find out information or who they rely on.

ANSWERS

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

2 2.11▶

- Students complete the sentences, then compare answers in pairs.
- Play the recording for students to check their answers. Get feedback. Elicit the meaning of *investigator* (a person who examines a crime to discover what happened).

EASIER: Students predict the missing phrasal verbs in pairs, then complete the exercise.

EXTENSION: Students write a short mystery story that includes the phrasal verbs from Exercises 1 and 2.

ANSWERS

1 looked into	4 find out
2 are into	5 work out
3 came across	6 rely on

2.11▶

- The investigators looked into the rise in crime, but they didn't draw any conclusions.
- My brother and I are into reading about unsolved mysteries in the local area.
- I came across a very strange-looking object in the forest last weekend.
- Did you find out what that strange noise was last night?
- We still can't work out how the heavy stones were moved to this area.
- I agree that they're interesting stories, but we can't rely on them as evidence.

Word building

3

- Write *help* on the board and brainstorm different forms of the word, i.e. *helpful* (adj), *unhelpful* (adj), *helpless* (adj), *helplessness* (n).
- Students do the exercise. Get feedback, writing students' answers on the board. Elicit the meaning of *stick* (to attach something to something else), *substance* (a particular type of solid, liquid or gas) and *jellyfish* (a soft, round sea animal that you can see through, and that can sting you).

EASIER: Before the exercise, elicit different word forms, e.g. *adjective*, *verb*, *noun* and *adverb* to help students categorise their answers. Students then work in pairs or small groups to do the exercise.

EXTENSION: In pairs, students choose a word family from the Exam Task and write sentences using them in different contexts, e.g. *I don't usually go to school on Saturdays. It's unusual to see the Northern Lights.*

4

- Go through the Exam Tip.

Exam TIP

Changing words

- Looking at the words before and after a gap can help students work out the answers to a word formation task. Ask *What is an adjective often followed by?* (a noun); *What often comes before an adverb?* (a verb).
- Brainstorm common prefixes and suffixes, e.g. *pre-*, *re-*, *under-*, *-ous*, *-al*, *-ment*.
- Write *happy* and *develop* on the board and elicit how prefixes or suffixes can be added to change the words, e.g. *unhappy*, *development*. Ask if the prefix *un-* is negative or positive (*negative*).

Exam TASK

- Students complete the Exam Task. Remind them to use their answers from Exercise 3 to help them.
- Get feedback. Students give reasons for their answers.

EASIER: In pairs, students predict the word forms needed to complete each gap (1 *adjective* 2 *adjective* 3 *noun* 4 *adjective* 5 *noun* 6 *adverb* 7 *adjective* 8 *noun*).

ANSWERS

- ridiculous
- unusual
- explanation
- remarkable
- discovery
- Similarly
- sticky
- conclusion

TEACHING TIP: Encourage students to keep a note of different forms of common words in their vocabulary notebook. They could organise them by root word, or by prefix or suffix. Remind them to make a note of the word form and write an example sentence to remind them how to use it.

- In pairs, students discuss the question. Get feedback.



EXTENSION: Students research other freak weather conditions, then share their information with the class. Write their ideas on the board. Students then rank the conditions from most to least unusual.

Learning FOCUS

Using adjectives and adverbs

- Encourage students to use both *-ed* and *-ing* adjectives in their story to add extra details. Elicit adjectives that can take both endings, e.g. *tired / tiring, bored / boring*.
- Write the words *old, leather, beautiful, brown* and *armchair* on the board. In pairs, students put them into the correct order to make a phrase (*a beautiful, old, brown, leather armchair*). Remind students that it is unusual to use more than two or three adjectives in one sequence.
- Draw four columns on the board with the headers *time, place, manner* and *degree*. Write the words *opposite, extremely, yesterday* and *slowly* on the board. Students put them in the correct column (*place, degree, time, manner*). Elicit the word form (*adverbs*) and more examples for each column.

1

- Students complete the sentences, then compare their answers in pairs. Get feedback. Elicit the meaning of *dusty* (covered in very small bits of earth, waste, etc.) and *flashing* (shining brightly and suddenly for a short time, often repeatedly).

EASIER: Do the first item with the class, eliciting the reason why it's an *-ed* adjective (*it describes how the person was affected by the holiday*). Students then continue in pairs.

EXTENSION: In pairs, students write a further two sentences with answer options and swap them with another pair.

ANSWERS

- | | |
|----------------------|----------------------------|
| 1 excited | 4 amazing |
| 2 small, green, ugly | 5 up the stairs quickly |
| 3 a big, old, dusty | 6 strange, white, flashing |

2

- Students complete the table, then compare their answers in pairs. Get feedback.

EASIER: Draw the table on the board. Do the exercise as a class, asking students to say which column each word should go in.

FAST FINISHERS: Students think of a corresponding adjective or adverb form of each word e.g. *brightly, certainly, deep*, etc.

ANSWERS

Adjective: bright, certain, scary, weird
Adverb: deeply, enthusiastically, quickly, suddenly

3

- Read the example task aloud and ask students to identify the two adjectives (*strange* and *nearby*).
- Students answer the questions. Get feedback.

EASIER: Students discuss the questions in pairs or as a class.

ANSWERS

- 1 No
2 Yes

4 2.12▶

- Students scan the text and say what the mystery is (*moving green lights among the trees*).
- They complete the text with the words from Exercise 2, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *astonishment* (a feeling of amazement) and *bizarre* (strange).

EASIER: In pairs, students identify the word form needed for each gap first, then complete the story.

EXTENSION: Students find other adjectives and adverbs in the text (adjectives: *strange, nearby, wonderful, extraordinary, bizarre, small, terrified*; adverbs: *alone, fortunately, earlier*).

ANSWERS

- | | |
|--------------------|-----------|
| 1 weird | 5 deeply |
| 2 scary | 6 Bright |
| 3 enthusiastically | 7 certain |
| 4 suddenly | 8 quickly |

2.12▶

Maria had heard about some strange events in a nearby forest. As a photographer, she was used to seeing weird and wonderful things. However, some of the reports she had heard sounded scary and she didn't think she wanted to go to the forest alone.

Fortunately, her colleague Paula was really keen to go and have a look. She enthusiastically agreed to camp in the forest with Maria. But after camping out for three nights, they had seen nothing extraordinary.

Then, at midnight on the last night, moving green lights suddenly appeared among the trees. Paula was sleeping deeply, but Maria took out her phone and started taking photos. She didn't know what the lights were, but they looked very strange. 'I have to video them,' she thought, and pressed 'Record'.

Maria ran back to the tent and woke Paula up. She gave her the phone and told her to watch the video she'd taken. Paula stared at it in astonishment. Bright lights formed a circle round the trees. But the most bizarre thing was the small boy who was standing in the middle. Maria was certain he hadn't been there a few moments earlier.

Maria and Paula stared at each other, terrified. They quickly packed up the tent and ran.

5

- Go through the Useful Language box. Elicit or teach *astonishment* (complete surprise), *inexplicable* (unable to be explained) and *thrilling* (very exciting).
- Students rewrite the sentences, then compare their answers in pairs.
- Get feedback. Choose one or two students to read out their sentences.

EASIER: Put students into A / B pairs. Student A rewrites sentences 2–4 and student B rewrites 5 and 6. They then share their sentences.

EXTENSION: In groups of four, students write one simple sentence each – without any adjectives or adverbs. They pass their sentence to another student in the group, who rewrites it using adjectives and adverbs to make it more descriptive. They continue passing the original sentences around until each member of the group has rewritten all the sentences. They then compare their ideas.

6

- Students look at Exercise 4 again.
- They match the sentences with the paragraphs, then compare their ideas in pairs. Get feedback.

ANSWERS

1 e 2 b 3 c 4 d 5 a

7

- Go through the Exam Tip.

Exam TIP

Planning a story

- Writing short notes for each paragraph as part of a plan will make writing the main draft easier. Remind students not to write any full sentences with descriptive language in their notes, however, although they could note down individual adjectives and adverbs that might be useful.
- Students read the Exam Task then make notes, using the Useful Language to help them.

EASIER: Brainstorm ideas for the story so students have a list of events to choose from, and ideas for a theory or explanation for the event.

8

Exam TASK

Writing a story

- Students complete the Exam Task. Remind them to use their notes and plan from Exercise 7 to help them.

TEACHING TIP: Review students' writing often. If they make consistent mistakes, go over them with the class. Remind students to stick to the word count specified in an Exam Task. They could lose marks if they don't write enough, or write too much.

9

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: In pairs, students read each other's story and tick the things their partner has included, using the Reflection Checklist.

Video

page 28

Why we cry

Useful vocabulary

blob (n): something that has no definite shape

bout (n): a short period

confess (v): to admit you have done something wrong

guilt (n): when you feel worried or unhappy because you have done something wrong

figure sth out (v): work out

irritated (adj): (with eyes) painful

lubricate (v): to add liquid to make something move more smoothly

neutralise (v): to stop something from having an effect

outgrow (v): to grow too big for something

rage (n): extreme anger

recourse (n): the use of something so that you get what you need or want in a situation

unique (adj): not the same as anything or anyone else

Before you watch

1

- Brainstorm reasons why people cry and write students' ideas on the board. In pairs, they discuss what they think the three most common reasons are.
- Show the photo. Ask *How do you think the people in the photo feel?*
- In pairs, students discuss the question. Get feedback.

While you watch

2

- Students read the words. Elicit a few predictions for the definitions and write students' ideas on the board.
- Play the first part of the video. Tell students not to answer the questions, just watch to get the general idea of the topic.
- Play the first part again. Students make notes on what the words and phrases mean, then compare their ideas in pairs. Get feedback.

EASIER: Play the video again, pausing after each word or phrase to discuss the definitions as a class.

ANSWERS

1 to have tears in your eyes before they fall

2 when you feel sad

3 when tears fall from your eyes

4 eyes (informal)

3

- Play the complete video.
- Students do the exercise, then compare their ideas in pairs.
- Play the video again. Get feedback.

EXTENSION: In pairs, students discuss what people can do to cope when they feel emotional or overwhelmed.

ANSWERS

1 emotional

2 overwhelmed

3 empathy

4 relief

5 manipulation

6 cope

4 1 ▶

- Play the video again.
- Students do the exercise in pairs, then compare their answers with another pair. Get feedback.

EXTENSION: Elicit corrections to the false sentences (1 *Crying is unique to humans.* 2 *Scientists are still figuring it out.* 4 *Some scientists believe this, but some don't.*).

ANSWERS

1 F 2 F 3 T 4 F

After you watch

5 1 ▶

- Students complete the summary, then compare their answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Ask *What did you learn from the video? Do you think crying is good for you?*

ANSWERS

1 irritated	6 forgiveness
2 theories	7 well-being
3 helpless	8 tears
4 signals	9 rage
5 neutralise	

1 ▶

Why do we tear up? Well, the most obvious reason is that when our eyes are irritated or dry, tears help lubricate them. Now, when it comes to tearing up, a lot of animals do it: humans, dogs – even crocodiles shed tears. But did you know that tearful, emotional crying is, as far as we know, unique to us humans?

The real question is, why do we do it at all? Do we get anything out of crying? It's kind of weird that liquid comes out of our peepers at all. I'm Erica Bergman, and we're wired that way.

Why do we humans cry emotionally with tears? The short answer is, 'We're still figuring it out!' But there's lots of theories. Let's take a look at human babies. While a lot of other animals are born with the ability to protect and take care of themselves, humans are basically helpless blobs. Crying is their only recourse to let the adults around them know they need something. Maybe we never really outgrow an occasional bout of helplessness. When we get overwhelmed emotionally, we cry. Which sends signals to other humans that we need some help coping. This makes sense, since we cry when we feel really extreme levels of emotion like sadness or joy, rage and surprise. If our tears are a sign to others that we need a little empathy, it helps explain why emotional crying is uniquely human, since connecting with others defines us as a species.

So, we might cry to connect with other humans, but there are other science folks out there, and one suggests that our tears are more about manipulation. When we're young, we realise crying has a powerful effect, and it neutralises other people's anger. Someone confessing to guilt might cry to gain forgiveness from the person they hurt.

Then of course, there's the 'good cry' theory – my favourite. You've probably heard people say at some

point in your life that crying is good for you. Scientists are divided on this. Some say there's no difference between letting it all out and holding back tears. When it comes to your emotional or physical well-being, crying has no immediate impact. However, some other science people have shown that while crying doesn't give you instant relief, there's a chance that it can help you feel better 90 minutes after you cry, and that people who don't cry at all are more likely to feel negative, aggressive feelings like rage or disgust. So, there you have it. The science of crying. We still have plenty to discover, but that's all we've got.

Oh! Don't cry! Or, do! Maybe it's good for you. After all, we're wired that way.

- Students discuss the questions.
- Get feedback. Ask what they would do if they saw a friend crying from sadness, or happiness.

your ideas

Review page 150

ANSWERS: VOCABULARY

1

1 unlikely	3 clue	5 theory
2 appearance	4 mystery	6 explanation

2

1 out	3 across	5 out
2 on	4 into	6 into

3

1 conclude	8 believable
2 conclusion	9 thrill
3 remark	10 thrilling / thrilled
4 remarkable	11 fascination
5 frighten	12 fascinating / fascinated
6 frightening / frightened	
7 belief	

ANSWERS: GRAMMAR

4

1 was	6 was shouting
2 was playing	7 was talking
3 were digging	8 found
4 came	9 was sleeping
5 searched	10 didn't understand

5

1 used	5 used
2 Did	6 didn't use to
3 didn't use to play	7 used to
4 read	8 would

6

- 1 Nina has bought a beautiful, two-year-old, German sports car.
- 2 I saw a long, complicated, French film last night.
- 3 Where is my small, blue, plastic ruler?
- 4 I'm sorry but I really don't like that awful, new, metal building.
- 5 She found a tiny, silver, heart-shaped necklace.
- 6 We visited a long, peaceful, sandy beach.

3 Fit as a fiddle

page 29

Reading:	identifying key information; matching prompts to text
Vocabulary:	health and fitness
Grammar:	present perfect simple and present perfect continuous; <i>for, since, lately, already, yet</i> and <i>still</i>
Listening:	thinking about the missing words; complete the sentences
Speaking:	describing similarities and differences; photo description

Grammar:	countable and uncountable nouns; quantifiers
Use your English:	prepositions; idioms; checking your sentences make sense; sentence transformation
Writing:	giving advice; giving effective advice; writing an article
Live well, study well:	forming positive habits; challenging limiting beliefs

Unit Opener page 29

In the photo

Skydiving is a popular sport and many older people, even into their 90s and older, have jumped from a plane, proving that age is just a number. In 2020, a 103-year-old man from Texas became the oldest skydiver. Before him, the record was held by a 102-year-old woman from Australia.

- Show the photo. Elicit ideas about the meaning of the title (it is an idiom which means someone is in good health, often used to talk about people who are healthy for their age).
- Students describe the photo. Encourage them to use adjectives to add detail.
- In pairs, students discuss the questions. Get feedback.

EASIER: Brainstorm the woman's possible feelings and different types of exercise, and write them on the board before students discuss the questions.

EXTENSION: Elicit the types of exercise students like to do and write them on the board. In small groups, students choose their five favourite forms of exercise and rank them from their most (1) to their least favourite (5). Groups present their conclusions to the class, including an explanation of their agreed choices, and anything they couldn't agree on and why.

Reading pages 30–31

identifying key information; matching prompts to text

1

- Ask students if they think they lead a healthy life and why / why not. Give your own example if necessary.
- Elicit a clear definition of *social networking* (using the internet to connect and communicate with people).
- In small groups, students discuss the questions. Get feedback.

EXTENSION: Write the following questions on the board:
What kind of goals do you set for yourself?
How many hours do you usually sleep?
Do you spend a lot of time on social network sites?
 In pairs or small groups, students discuss the questions. ★

2

MEDIATION SKILLS

- Summarising the content of a written or spoken text in speech is mediation. In this case, students are asked to summarise the outcome of their own discussion to a second pair of students. They should summarise the arguments from their original discussion and explain their list, including their reasons for including each point.
- In order to do this, students will have to adapt the language of their earlier discussion in various ways, e.g. using *we* and the past tense for decisions they made (*we decided ...*, *we agreed ...*). They will also need to focus on the outcome of the discussion and the reasons, rather than repeating everything that was said.
- Students can practise this mediation skill throughout the course by summarising the content of audio recordings, videos, their own pairwork discussions or reading texts, using their own words. They should be expected to summarise opinions and ideas as well as key information.
- In pairs, students write a list, then compare their ideas with another pair, giving reasons for their choices.
- Get feedback. Write students' ideas on the board.

FAST FINISHERS: In pairs, students discuss which of the things in their lists they do and how often.

EASIER: Before they begin, as a class brainstorm things people might do to live a long time, e.g. spend time in nature, exercise, etc.

LOOK!

In pairs or small groups, students discuss the question. They could discuss people they know or famous centenarians. Get feedback.

3 3.1 ▶

- Ask *In which countries do you think many people live a long time? Why?* Elicit a few ideas.
- Students scan the article and do the exercise. Get feedback.
- Play the recording while students read again.

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *peninsula* (a piece of land almost completely surrounded by water), *crop* (a plant grown by farmers for food), *disease* (a medical condition negatively affecting the body that is not related to injury) and *strengthen* (to make or become stronger).

FAST FINISHERS: In pairs, students discuss what they know about the countries in the article, e.g. which continent they are on, the capital city, languages spoken. Get feedback.

EXTENSION: In pairs, students describe the photo on page 31, then compare their description with another pair.

3.1 ▶

As reading text on page 31.

4

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students read the complete sentences aloud.

EASIER: In pairs, student A looks at Japan and Costa Rica, and B looks at Greece. They find the words in their paragraph(s) to complete the sentences, then compare their answers with another pair.

ANSWERS

- 1 homegrown
- 2 generations
- 3 inhabitants
- 4 local
- 5 agriculture

5

- Go through the Exam Tip.

Exam TIP

Identifying key information

- Explain that in this type of exam task, each paragraph can be matched with more than one question.
- Remind students to just skim a text when they read for gist or a general understanding. They can often get the gist of a paragraph by reading the first and last line.
- Explain that exam questions usually paraphrase ideas or contain synonyms of words found in the text. On the board, write: *They grow and eat fruit and vegetables only found in their region.* Students scan the first line of each paragraph and say which one it matches, and how the sentence is paraphrased in the text (A; *They eat food that is local and have a diet that is unique to the area.*). Identify the words that are similar in meaning (*fruit and vegetables* / *food*, *only found in their region* / *local* / *unique to the area*).

- Students read the Exam Task and underline the key words, then compare their answers in pairs. Get feedback.

EASIER: Choose students to read the questions in the Exam Task aloud and elicit the key words as a whole class.

6

Exam TASK

Matching prompts to text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EXTENSION: Divide the class into three groups, A, B and C. Group A does further research on Okinawa, group B on the Nicoya Peninsula and group C on Ikaria. They make notes, then work together to create a presentation for the other groups.

ANSWERS

1 B 2 A 3 C 4 C 5 B 6 C 7 A 8 B 9 A 10 B

- Remind students of the concepts of *moai* and *ikigai* in Paragraph A of the article.
- They discuss the questions in pairs.
- Get feedback. Ask *What is the life expectancy in your country? What are the staple foods in your diet?*

your ideas

Vocabulary page 32

health and fitness

1

- In pairs, students discuss the bullet points. Get feedback.

EXTENSION: Write the words *stressed*, *ill*, and *unfit* on pieces of paper. Put students in groups of three and give each group the three words, putting them face down on a desk. They each take a word and act it out for the rest of the group to guess.

2

3.2 ▶

- Ask *Which of the options a–d might improve your fitness? (a, b and c). Which might help if you were injured or ill? (d).* Ask students if they have ever trained for an event or joined a gym.
- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again while they do the note-taking part of the exercise. Get feedback.

EASIER: When playing the recording again, stop after each speaker and elicit key words to help students choose the correct answers.

ANSWERS

1 c 2 d 3 b 4 a

3.2 ▶

Speaker 1

Someone recently told me that you get fit doing exercise and lose weight in the kitchen. I eat a healthy diet anyway, so now I need to think about my fitness. I'm not that keen on using an exercise bike or lifting weights, but I've paid now so I'll give it a go! My first session is tonight after work.

Speaker 2

I have to arrive at the hospital about an hour in advance. I'm not allowed to eat anything for twelve hours beforehand. I will meet the doctor and the nurses. They will talk to me about what is going to happen and then give me something to make me sleep. I'll wake up three hours later and my leg will be fixed. I'm very nervous about it, to be honest.

Speaker 3

I've always been really active and love to go walking. I can walk for hours and hours! But recently, I've noticed that I'm slowing down a bit and my clothes are starting to feel a bit tight! So, starting on Monday, I'm going to change my diet, cut out chocolate and sweet things, and see if that makes any difference.

Speaker 4

I go jogging every morning before breakfast and then I have a big plate of eggs, spinach and grilled tomatoes. I've got six months to get my fitness levels up to where they need to be. Some of the other competitors are really strong and fit, so if I've got any chance of winning, I really need to do the right preparation now.

3

- Elicit the types of words in items 1–6 (*recover* and *treat*: verbs; *injury*, *symptom*, *patient* and *emergency*: nouns).
- Students do the exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write two sentences using words from the exercise.

ANSWERS

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

4

- Students briefly describe the photos and predict what the article is about, then skim the article to check their predictions.
- Students complete the article, then compare their answers in pairs. Get feedback. Elicit the meaning of *pose* (to sit or stand in a particular position) and *toxins* (poisonous substances produced in the cells of plants, animals, etc.).

EXTENSION: As a class, discuss the following questions: *Do you think the judge's idea is a good one? Why? / Why not? Do you believe some types of exercise can make an illness disappear?*

ANSWERS

1 doing 2 illness 3 pain 4 operation
5 treat 6 instructor 7 evidence 8 symptoms
9 health 10 prison

5

- Students skim what each doctor says before they complete the sentences. They then check their ideas in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

EASIER: Write the unused words from Exercise 4 on the board so students have them as reference.

playing, temperature, ache, emergency, recover, player, medicine, patients, illness, hospital. ★

EXTENSION: Using the paragraphs in Exercise 5 as a model, students imagine they are a doctor and write their own short text giving lifestyle advice.

ANSWERS

1 illness 2 playing 3 medicine 4 player
5 ache 6 emergency 7 hospital 8 temperature
9 Patients 10 recover

3.3 ▶

For our weekly section on health and fitness, we asked several doctors to let us know what kinds of problems they face. Dr Wang said:

Dr W: An unhealthy lifestyle can definitely lead to illness. It's really important that people exercise. There are lots of different options such as doing yoga or playing football in the park. The key is to exercise regularly.

Dr Lopez told us:

Dr L: I don't think people would ask for medicine every time they felt unwell if they realised how expensive the pills and creams are.

Dr Al-Mahmood said:

Dr A: The other day, a football player came to me with an ache in his leg. He was very surprised when I told him it was an emergency and he must go straight to the hospital. His leg was broken!

And finally, Dr Ebadi told us:

Dr E: Recently, I saw someone with a high temperature. He had the flu. I told him to drink plenty of water and rest. Patients who follow our advice usually recover quickly.

- Brainstorm ways to recover from an illness and write them on the board. Give examples if necessary, e.g. *drink water, eat fruit, get lots of sleep.*
- Students discuss the questions in pairs. Get feedback.

your ideas

Present perfect simple and present perfect continuous

GRAMMAR GUIDE: present perfect simple and present perfect continuous

We use both the present perfect simple and the present perfect continuous for past states and actions that are linked to the present. This can be:

- because the state / action is unfinished.
I've worked here for five years.
I've been working here for five years.
- because the state / action is finished, but the time isn't.
I've read this article today.
I've been reading this article today.
- recently finished actions when we don't mention a finished time.
She's just told him.
She's just been telling him.
- finished actions that have an effect on the present when we don't mention a finished time.
I've painted this room.
I've been painting this room.

Differences

- We use the present perfect simple to draw attention to the results.
I've painted this room myself. Do you like it? (result)
 - We use the present perfect continuous to draw attention to the action and its duration.
I've been painting this room all day and I'm exhausted. (action / effort)
- Additionally, we use the present perfect simple and **not** the present perfect continuous:
- when we mention specific quantities or repetitions of a finished action.
She's made two cakes!
I've told you three times already.
 - for experiences with **ever** and **never**.
This is the best cake I have ever had.
Have you ever been to Paris?
I've never been to a rock concert.
 - with stative verbs.
I've always preferred dark clothes.

1

- Students answer the questions, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: In pairs, student A looks at sentences 1 and 2 and student B looks at sentences 3 and 4. They then share their information and check each other's answers.

ANSWERS

a 2 b 1 c 3 d 4

2

- Show the sentences in Exercise 1. Do the first item with the class. Ask *Which sentences use the present perfect simple?* (1, 3).
- Students complete the rules then compare their answers in pairs. Get feedback.

ANSWERS

a PPS b PPC c PPS d PPC e PPS f PPC

TEACHING TIP: Encourage students to make notes on the use and form of tenses they struggle with in their notebooks. They can write example sentences and explanations of how to use each tense in their own words.

3 3.4 ▶

- Elicit or teach *Paleo diet* (a diet based on what early humans could find by hunting and gathering, i.e. meat, fish and vegetables).
- Students complete the sentences, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

EXTENSION: In pairs, students write three similar sentences and give them to another pair to complete.

ANSWERS

- 1 have been researching
- 2 hasn't seen
- 3 have been developing
- 4 has become
- 5 has made
- 6 has been practising
- 7 have signed
- 8 has been going

3.4 ▶

- 1 For many years, people have been researching areas of the world with high numbers of centenarians.
- 2 The old man hasn't seen a doctor for fifty-five years.
- 3 Scientists have been developing new treatments here since the early 2000s.
- 4 The Paleo diet has become very popular over the past decade.
- 5 Alexei has made a pot of coffee.
- 6 Eleni Derke has been practising yoga for more than twenty-five years.
- 7 I have signed a contract at the gym and my first session is at three o'clock today.
- 8 Tina has been going to exercise classes since the start of the year.

for, since, lately, already, yet and still

GRAMMAR GUIDE: for, since lately, already, yet and still

- We use **for** + a measure of time.
They've known each other for 30 years.
They've been discussing this for hours.
- We use **since** + a specific point in time / the time something started.
We've known each other since 1990.
They've been arguing since the trip to Rome.
- We use **lately** and **recently** to mean a time that started not long ago and may or may not be finished. We can use them at the beginning or the end of a sentence.
Have you read anything interesting lately?
Recently, I haven't been sleeping well.

- We use *already* to mean 'before now'. With the present perfect simple, it can go before the past participle or at the end of the sentence.
*I've **already** told you.*
*I've told you **already**.*
- Yet also means 'before now', but we use it in questions and negative sentences to talk about actions or events we expect and it usually goes at the end of the sentence.
*Have you seen that film **yet**?*
*They haven't arrived **yet**.*
- We use *still* in negative sentences with the present perfect to say that we expected something to have happened already but it hasn't. It usually goes before *have / has*.
*They **still** haven't arrived. Have you tried calling them?*

4

- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Write the following prompts on the board:

I've been feeling ... lately.

I've been ... for a few weeks.

I've already ...

I haven't bought ... yet.

Students complete the prompts, then compare their ideas in pairs or small groups. ★

ANSWERS

- | | |
|----------|-----------|
| 1 since | 5 already |
| 2 lately | 6 still |
| 3 yet | 7 yet |
| 4 for | |

5

- Students complete the rules, then compare their answers in pairs. Get feedback.

EASIER: Write the time expressions on the board:

for, since, lately, already, yet, still

Do the exercise as a class, crossing off each expression as it is used. ★

ANSWERS

- | | |
|---------|-----------|
| a yet | d lately |
| b for | e still |
| c since | f already |

6

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read the completed sentences aloud.

FAST FINISHERS: Students write three sentences of their own using the time expressions in the box.

ANSWERS

- | | |
|-----------|---------|
| 1 lately | 4 yet |
| 2 already | 5 still |
| 3 for | 6 since |

Listening page 34

thinking about the missing words; complete the sentences

1 3.5 ▶

- Write the following numbers on the board: 100,000, 72%, 1,200, 2/3, 6.2. In pairs, students discuss how to say them. Elicit the answers (*one hundred thousand, seventy two per cent, one thousand two hundred, two thirds, six point two*).
- Ask *Which numbers in the list look like years?* (5 a/b/c and 7b).
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

FAST FINISHERS: In pairs, students practise saying the numbers in Exercise 1.

EXTENSION 1: Books closed. Put students in small groups. Say ten numbers from Exercise 1 (that aren't in recording 3.5) for them to write down. Nominate one person from each group to write them on the board. The group with the most correct numbers wins.

EXTENSION 2: Write the following years on the board: 2116, 1066, 1544, 1981, 2099

In pairs, students practise saying each date correctly. ★

ANSWERS

1 a 2 b 3 c 4 a 5 c 6 c 7 b 8 a

3.5 ▶

- one sixth
- seventeen per cent
- 50 million
- two thousand, three hundred
- eighteen seventy-eight
- fifth
- twenty forty-two
- seven point three

2 3.6 ▶

- Before listening, students read the sentences and underline the key words (1 *19 per cent, too much salt*; 2 *1970s, 4 per cent, overweight*; 3 *28 days, bad habit*; 4 *walk, 22 minutes, chocolate*; 5 *300 million, diabetes*; 6 *life expectancy, 82*).
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: Before listening, elicit the meaning of *overweight* (too heavy / fat), *burn off calories* (lose the energy (calories) you put into your body with food, by exercising) and *diabetes* (a disease that means you have too much sugar in your blood).

ANSWERS

1 F 2 T 3 T 4 F 5 T 6 F

3.6 ▶

- According to one study, about 90 per cent of Americans have too much salt in their diet.
- In the 1970s only four per cent of children in the USA were overweight. Nowadays, that number is nearer twenty per cent.

- 3 If you've got yourself into bad habits, the good news is that it only takes about 28 days to break a bad habit.
- 4 To burn off a bar of milk chocolate with 229 calories, you would need to go on a 42-minute walk or a 22-minute run.
- 5 Worldwide, more than 300 million people suffer from a disease called diabetes.
- 6 Whilst it varies from country to country, the average life expectancy across the world is 72.

3 3.6 ▶

- Play the recording again. Students make a note of the true information for 1, 4 and 6. Get feedback.

ANSWERS

1 90% 4 42 6 72

4

- Go through the Exam Tip.

Exam TIP

Thinking about the missing words

- Ask why it's important to read each question in an exam task (*to find out the topic*). Students should try and predict the missing words before they listen, making a note of them separately rather than filling in the gap.
 - Write the following sentence on the board: *More than ___ people in the UK have a heart condition.* Ask what type of word is missing and why (a number, indicated by 'more than' and the noun 'people').
 - Explain that they can write numbers and dates in words or figures without losing marks for the form they choose.
- Students read the Exam Task, predict the missing information, then compare their ideas in pairs.
 - Get feedback. Students give reasons for their predictions.

5 3.7 ▶

Exam TASK

Complete the sentences

- Play the recording. Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students spell their answers aloud or write them on the board.

ANSWERS

- | | |
|---------------------|--------------------|
| 1 90 per cent / 90% | 6 healthier places |
| 2 illness | 7 Air and water |
| 3 symptoms | 8 lack of exercise |
| 4 the reason | 9 Active design |
| 5 raise | 10 some stairs |

3.7 ▶

Have you ever thought that buildings can affect your health? According to some studies, people in industrialised countries spend, on average, about 90 per cent of their time indoors. This has led to people having a condition called 'sick building syndrome', or 'SBS'. People with this illness complain of symptoms such as headaches, coughs, dry or itchy skin, sore throats, extreme tiredness and feeling sick. Often, patients only

experience these symptoms when they're in a particular building, or room in a building. If doctors aren't able to find other reasons for these symptoms, they generally conclude that the person has SBS.

A slightly different condition is 'BRI', which stands for 'building related illness'. BRI is different to SBS because doctors know for certain that something in the building is making their patient unwell. For example, someone might have got a chest infection because the place they work in is damp or polluted and this is the reason for the illness.

For several years now, the healthy building movement has been trying to raise awareness of the problems. Many architects and building designers are now trying to make new buildings healthier places for the people living and working inside them. In order to do this, they focus on issues such as air and water quality, noise, air flow through the building, natural lighting and views. At the same time, they are keen to ensure that new buildings are built to include something called 'Active Design'.

What exactly is 'Active design'? We know that illnesses such as cancer, heart disease and diabetes cause about 60 per cent of deaths worldwide. We also know that poor diet and lack of exercise are major causes of these illnesses. 'Active design' means that architects and building designers use design to make people more active. For example, they might include a large, beautifully designed staircase opposite an entrance, which will encourage people to walk up it. Or they might include a walkway lined with trees and plants that make it attractive to use. In Stockholm, Sweden, some stairs at a train station have been made to look like a piano and each step plays a different note as you walk on it. This 'fun' element of the design meant that more people take the stairs than the nearby escalator, therefore increasing their activity.

It's true that most of us will continue to spend much of our time indoors either at school or at work, but if we can make sure that our buildings aren't making us ill, it will be much better for all of us.

Speaking page 35

describing similarities and differences; photo description

1

- Ask *What do people often get stressed about?* Elicit ideas and write them on the board. Ask a few students to say whether they find these things stressful or not. Don't go into detail at this stage, as they will discuss this further in Your Ideas.
- Students order the activities according to their opinion. Do not get feedback at this stage.

2

- In pairs, students discuss the questions. Encourage them to give reasons for their answers in Exercise 1. Get feedback.

EXTENSION: In small groups, students discuss why the activities in Exercise 1 would make them feel less stressed, e.g. *they're a distraction, exercise releases feel-good chemicals, etc.*

3

- Show the photos. Elicit which two words in the box are opposites (*indoors* and *outdoors*).
- In pairs, students discuss the photos. Make sure they don't just describe them; using the questions will help them think about what each photo represents. Get feedback.

FAST FINISHERS: In pairs, students say which activity they would prefer to do and why.

EASIER: Elicit similarities and differences between the photos, then brainstorm problems in A and benefits in B. Write key vocabulary on the board as a reference.

4

- Go through the Exam Tip

Exam TIP

Describing similarities and differences

- Refer back to the similarities and differences students discussed in Exercise 3.
- Explain that they should use linking words and phrases, e.g. *however*, *but*, *whereas*, etc., to compare and contrast the photos, e.g. *In the first photo the boy is eating and relaxing, whereas in the second photo people find being outside relaxing.*
- Tell students they will have a different set of photos to their partner, but they may get ideas for ways to talk about their photos as they listen to their partner.
- Students read the Exam Task.
- Students discuss the question. Get feedback, making sure that students are clear about the difference between comparing and describing something.

5

Exam TASK

Photo description

- Go through the Useful Language box.
- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to talk about their photos. Remind them to focus on comparing the photos and to ask and answer their follow-up questions.
- Get feedback.

EASIER: In pairs, students brainstorm ways to introduce and link ideas. Give examples if necessary, e.g. *In the first photo ...*, *In my opinion, ...*, *From my point of view, ...*, *but, however, in comparison, compared to*, etc. Write their ideas on the board.

TEACHING TIP: Peer feedback is useful in building confidence and helping students become more independent learners. Encourage pairs to record themselves doing the Exam Task, then watch or listen back to it. They say three things they thought their partner did well and one thing their partner could improve on, e.g. pronunciation, range of vocabulary, grammatical structures, inclusion of Useful Language phrases, etc.



- Ask *How often do you get stressed? What makes you stressed?* Elicit a few ideas.
- Students discuss the questions in pairs. Get feedback.

EXTENSION: If students are happy to talk about their personal circumstances, ask them to think about the last time they were stressed and discuss what made them feel better with a partner.

Grammar page 36

Countable and uncountable nouns; quantifiers

GRAMMAR GUIDE: countable and uncountable nouns

- Most nouns are countable and have singular and plural forms. The verb agrees with the noun.
- Some nouns are uncountable. They only have a singular form, although they can end in -s. They always take the third person singular form of the verb and are replaced by the singular pronoun *it*. *The furniture is lovely. Where did you buy it? I'm afraid the news is not very good.*
- Nouns that are countable in one language can be uncountable in another language and vice versa, which can cause confusion among learners. While the best way to learn uncountable nouns is to remember them individually, grouping them as follows may help:

some foods	bread, cheese*, fruit, food*, rice, pasta, spinach, salt*
liquids	coffee*, milk, oil*, water*
abstract nouns	advice, fun, health, information, knowledge, love, news, progress, time, weather
areas of knowledge	biology, history*, maths, dentistry, economics, engineering, medicine*
other	equipment, furniture, homework, money, music, research, rubbish, traffic

*Some nouns can be both, depending on how they're used, e.g.:

Countable	Uncountable
<i>I love French cheeses.</i>	<i>I don't eat cheese.</i>
<i>Two coffees, please!</i>	<i>Coffee is bad for you.</i>
<i>I take three different medicines every day.</i>	<i>She studies medicine.</i>
<i>Here's a glass of water.</i>	<i>This is made of glass.</i>

- To talk about part of an uncountable noun we use a *piece of* or specific quantities:
*Let me give you a **piece of advice**.*
*You need to add a **pinch of salt**.*

1

- Students complete the rules, then compare their answers in pairs. Get feedback.
- Elicit the meaning of *star jumps* (jumping with your arms and legs extended out into the air). A willing student could demonstrate how to do them.

ANSWERS

- a** Countable
b Uncountable

2

- Ask students to imagine you have a cold or the flu. Ask *Where could I go to see a doctor for advice?* (a surgery). Elicit advice on how you could feel better.
- Students read the text and check if their ideas are mentioned.
- They complete the table then compare their answers in pairs.
- Get feedback. Copy the table on the board and ask students to complete it.

FAST FINISHERS: In pairs, students brainstorm countable and uncountable nouns for objects in the classroom.

EASIER: Do the exercise as a class. Write the table on the board and choose students to read each line of the text aloud. Invite volunteers to come and write the answers in the correct column in the table.

ANSWERS

Countable nouns: people, tissue, mouth, hands, emergency
Uncountable nouns: advice, water, honey, rest, soap

3

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Ask *In which sentence is 'room' countable / uncountable?*

ANSWERS

- 1** (uncountable) space
2 (countable) a specific room, e.g. a bedroom

4

- Students tick the nouns which are both countable and uncountable, then compare their answers in pairs. Get feedback.

EXTENSION 1: Students choose one of the countable and uncountable nouns (2, 3 or 4) and write two sentences: one with the countable form of the noun and one with the uncountable form.

EXTENSION 2: Write the following words on the board:

chicken
paper
time
hair
memory
tea

In small groups, students note down the meaning of the countable and the uncountable form of each noun. They share their ideas with another group. Get feedback and write the differences on the board. (*chicken* (U food, C the animal); *paper* (U something you write on, C documents); *time* (U a general concept, C specific moments); *hair* (U all the hair on your head / body, C individual hairs); *memory* (U the ability to remember, C specific memories); *tea* (U in general, C when asking for a specific number). ★

ANSWERS

2 experience **3** activity **4** culture

TEACHING TIP: Encourage students to record nouns that can be both countable and uncountable in their notebooks. They should write example sentences to help them remember the uses.

5 3.8 ▶

- Do the first item with the class. Elicit whether the noun is countable or uncountable (*experiences, countable*).
- Students complete the sentences, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback.

ANSWERS

- | | |
|----------------------|-----------------------|
| 1 experiences | 4 centenarians |
| 2 activity | 5 headache |
| 3 cultures | 6 health |

3.8 ▶

- We had some wonderful experiences during our time in Greece.
- Human activity is one of the main reasons for climate change.
- The Ikarian and Nicoyan cultures are fairly similar.
- I don't know any centenarians. Do you?
- I've got the flu. I've got a headache and a really sore throat.
- A poor diet can have a major impact on your health.

6

- Students categorise the words from Exercise 5. Get feedback

EASIER: Elicit the missing words from Exercise 5 again. As you elicit them, students say if they are countable or uncountable.

ANSWERS

1 C **2** U **3** C **4** C **5** C **6** U

Quantifiers

GRAMMAR GUIDE: quantifiers

C = with countable nouns; U = with uncountable nouns

some	affirmative sentences; requests; offers <i>We've got some bread.</i> <i>Could I have some sweets, please?</i> <i>Would you like some coffee?</i>	C, U
any	negative sentences; questions <i>We haven't got any milk.</i> <i>Don't give him any biscuits!</i> <i>Have you got any information?</i>	C, U
no	affirmative sentences, negative meaning <i>There are no children here.</i> <i>We have no milk.</i>	C, U
a lot of / lots of / plenty of / all (the) / enough	affirmative / negative sentences; questions <i>My friend eats lots of bananas.</i> <i>He does that all the time.</i> <i>All people are equal.</i> <i>Have you got enough money for it?</i>	C, U
much	negative sentences; questions <i>I couldn't give him much advice.</i> <i>How much milk do you want?</i>	U
many	negative sentences; questions <i>Not many people came.</i> <i>How many eggs do you need?</i>	C
a little / little	affirmative sentences; little = less than expected <i>We only had a little water.</i> <i>Little is known of what happened.</i>	U
a few / few	affirmative sentences; few = fewer than expected <i>There were a few apples on the tree.</i> <i>Few people came. (= hardly anyone)</i>	C
specific quantity	affirmative / negative sentences; questions <i>We need one kilo of apples.</i> <i>We haven't got two jars of jam.</i> <i>Do we need one or two litres of water?</i>	C, U

We also use *several / a (large) number of* with countable nouns and *a bit of / a great deal of / a (large / small) amount of* with uncountable nouns.

Several people didn't turn up.

A large number of books is missing.

We haven't got **a great deal of money**.

You need to add **a bit of salt**.

7

- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- a** Many, a few
b Much, a little

LOOK!

- Write the following sentences on the board:
There aren't students in the class.
This tea doesn't need milk.
How is that painting?
- In pairs, students decide whether the sentences take *much* or *many*, and say where the words go.
- Get feedback (*There aren't many students in the class; This tea doesn't need much milk; How much is that painting?*). ★

EXTENSION: In their pairs, students write two similar sentences without *much* or *many*, then exchange sentences with another pair.

8

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write three questions using *much* or *many*, then ask and answer their questions with another pair.

ANSWERS

- | | |
|------------|------------|
| 1 much | 4 many |
| 2 a little | 5 a little |
| 3 a little | 6 a few |

Use your English page 37

prepositions; idioms; checking your sentences make sense; sentence transformation

Prepositions

1

- Check understanding of *preposition* by brainstorming examples, e.g. *to, for, on, in, at, from*.
- Do the first item with the class. Ask a student to read the first sentence aloud and elicit the answer (*against*). Ask why this is correct (*'protect against' is a phrasal verb*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION 1: In pairs, students identify the phrasal verbs and collocations in the sentences (*protect against, work on, contribute to, over ... years old, at risk of, depend on, be a member of, focus on*). Elicit where the preposition is usually found (*at the end of the phrase*).

EXTENSION 2: In pairs, students write two sentences with a missing preposition, then take turns to read their sentences aloud to another pair. The other students say the preposition.

ANSWERS

- | | | |
|-----------|--------|------|
| 1 against | 4 over | 7 of |
| 2 on | 5 of | 8 on |
| 3 to | 6 on | |

TEACHING TIP: Encourage students to keep a section in their notebooks for prepositions. This could include phrasal verbs, prepositions of place, time and movement, collocations that include prepositions and prepositional phrases. Remind them to revise these regularly to help them in exam tasks.

Idioms

2

- Review the meaning of *idiom* and elicit the topic of the idioms in the exercise (*health*). Remind them they have already come across one of them (*fit as a fiddle*) as the title of this unit.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

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

3

- Go through the Exam Tip.

Exam TIP

Checking your sentences make sense

- Explain that students should always review their sentences at the end of this type of task for two reasons: to check they make sense and have the same meaning as the first. Elicit ways to do this, by checking, e.g. the grammar, that the given word has been included, that the positive or negative usage is correct, etc. Students should also check their spelling if they have time.

Exam TASK

Sentence transformation

- Remind students they saw this Exam Task type in Unit 1.
- Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 focus on
2 on the mend
3 contribute to
4 didn't do (very) much
5 depend on
6 was on her last legs

- Students discuss the questions in pairs.
- Get feedback. Write students' answers to the first question on the board. Students choose the top three things that help them recharge their batteries.

your
ideas

Writing pages 38–39

giving advice; giving effective advice; writing an article

Learning FOCUS

Giving advice

- Elicit or teach *article* (a piece of writing in a newspaper or magazine, or online). Find out if students ever read articles that give advice. Ask *Do these articles usually tell you what to do, or make suggestions?* (make suggestions).
- Give the following imaginary scenario: you need advice as you and a friend have fallen out. Write these sentences on the board: 1 *Try to speak to your friend.* 2 *You must speak to your friend.* Elicit which sentence gives the best advice and why (1 because 2 sounds too strong / forceful). 🌟

1

- Go through the expressions in the Learning Focus box for giving advice. Elicit more examples, e.g. *You could ...*, *What about ... + verb + -ing, ...*, *If I were you ...*
- Write the title of the text on the board. In pairs, students note down advice to answer the question. They then read the text and check if their advice is mentioned.
- Students discuss which advice they would or wouldn't follow, giving reasons for their answers. Get feedback.

2

- Ask *What do your friends usually ask for advice about?* and elicit ideas.
- Elicit or teach *junk food* (unhealthy food, e.g. burgers, cakes, etc. with low nutritional value).
- Students write a short piece of advice for each question, using phrases from the Learning Focus box. Do not get feedback at this stage.

EASIER: Students write the advice in pairs or small groups.

3

- In pairs, students share and discuss their advice from Exercise 2.
- Get feedback by asking how many students found their partner's advice useful. Elicit suggestions and write them on the board.

EXTENSION: Students work with another pair to decide which is the most useful piece of advice. Groups share their choice, giving reasons for their answer.

4

- Mime that you have a cough and elicit what is wrong with you. Check pronunciation if necessary /kɒf/. Elicit ways to prevent a cough or cold and give an example if necessary, e.g. *Wash your hands well.*
- Choose a student to read the example task aloud. In pairs, students discuss the sentences. Get feedback. Ask them to correct the false statement (4 *The advice will be published on a website.*).

ANSWERS

1 T 2 T 3 T 4 F

5

- Students read the title of the model answer. Elicit ideas about what it means. They skim the text to check their ideas.
- Students complete the model answer, then compare their answers in pairs.

MEDIATION SKILLS

- Summarising the content of a text in writing is mediation. Summarising a discussion in speech was practised earlier in the unit, and producing a written summary uses similar skills. However, summarising a written text in writing can be challenging for students as they need to avoid copying chunks of text.
- In this extension exercise, students need to identify the key points of the text and write them in a simple and direct way, leaving out any unnecessary details.
- Students can be given further practice of this mediation skill using written texts and recordings from the Student's Book. Students can also practise at home, using written or spoken materials in English or their first language. These could include podcasts or videos, articles, stories, websites, etc.

EXTENSION: Students identify the key advice in the article in Exercise 5. They should write each piece of advice as a simple sentence or bullet point.

(Suggested answers:

- *Improve your diet today to help you stay healthy (e.g. eat more fruit and vegetables).*
- *Get enough sleep and don't use a screen just before you go to bed.*
- *Do at least fifteen minutes' exercise every day.*

ANSWERS

- 1 shouldn't
- 2 Why not
- 3 Try to
- 4 don't forget
- 5 Don't worry
- 6 make sure

6

- Students read the article again, identifying whether they agree or not with the writer.
- Get feedback. Have a class vote on how many students agree or disagree with the advice.

7

- Review some idioms from the Use your English lesson, e.g. *fit as a fiddle*, *be on your last legs*, etc.
- Go through the Useful Language box. Elicit or teach the phrases *prevention is better than cure* (you should try and stop an illness from starting rather than fight it when you get it) and *balanced diet* (a balance of food groups / eating certain things in moderation).
- Students complete the paragraph, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 batteries
- 2 in shape
- 3 diet
- 4 choices
- 5 fit

8

- Go through the Exam Tip.

Exam TIP

Giving effective advice

- Write on the board *I feel really tired all the time. Say You must get some exercise. Getting more sleep won't help. Ask What is wrong with this advice? Is it positive or negative? Elicit better ways of giving advice in this situation, e.g. You could try doing more exercise. If you do more exercise, you'll feel less tired. Doing more exercise is good because ... , etc. Explain that giving clear reasons can help persuade someone to take your advice.*

- Students read the Exam Task and identify how many things they need to write about, then make notes on the advice they want to include. Get feedback.

ANSWERS

three (lifestyle, physical activity and diet)

9

Exam TASK

Writing an article

- Students complete the Exam Task using their notes from Exercise 8 and phrases from the Useful Language box.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's article and tick the things their partner has included using the Reflection Checklist.

Live well, study well page 40

forming positive habits; challenging limiting beliefs

Useful vocabulary

acknowledge (v): to admit or accept that something is true, or a situation exists
expand (v): to become larger in size, number or amount
get back on track (v phr): to get back to focusing after losing your way for a period of time
gradually (adv): slowly, over a long period of time
manageable (adj): easy to control or deal with
master (v): to become very skilled at something
repetition (n): doing or saying the same thing many times
reward (v): to give someone something because they have done something good, helpful or have worked hard
setback (n): a problem that delays or prevents progress
succeed (v): to do what you wanted or tried to do

1

- Show the diagram and elicit suggestions for what the text might be about (old habits, new habits, making changes, etc.)
- Brainstorm reasons why people might want to start new habits and write them on the board. Ask if they can find similar ideas in the diagram.
- Check understanding of any new vocabulary (see the Useful vocabulary box).
- Students read the information carefully, then do the matching exercise.

EASIER: Students underline key words in each section of the diagram, then find similar ideas in the headings.

ANSWERS

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

2

- In pairs, students discuss the questions, giving reasons for their answers. Get feedback.

EXTENSION: Students think of any other steps they might include when trying to create a new habit.

3

- In their pairs, students discuss the question.
- Get feedback. Ask students to say if this has ever happened to them.

4

- Go through the Mind your Mind information. Elicit or teach *limiting beliefs* (thoughts or opinions that hold someone back from changing or improving their life).
- In pairs, students discuss the question.
- Get feedback. Find out if anybody has tried any of the tips and if so, whether they worked.

5

- Ask a few students what they would like to achieve and write their ideas on the board. Give an example if necessary, e.g. *I want to study and pass an exam in a new language.*
- Students think of a goal and answer the four positive questions, then share their ideas in pairs.

your
project

- In groups, students read through and choose a project. Project 1 is pairwork and involves helping a friend succeed at their goal, while Project 2 is an individual task which involves creating an action plan to form a new habit. However, Project 2 could also be carried out in a group.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everyone has a task and students swap tasks for peer correction.

Project 1

- In pairs, students write a plan to help a friend reduce their screen time, using the Useful Language box and ideas from Exercise 1 to help them. Explain they can display the information in any way they prefer.
- Encourage them to think of possible questions their friend might ask as a response and prepare some answers to them.

- Remind students to think about ways to give advice in a light way, and how they can make sure their friend follows it.
- Pairs present their plans to another pair. Encourage them to ask questions about each other's plans and to be prepared to answer the final question.

Project 2

- Students make a diagram similar to the one in Exercise 1, using their own ideas and including the prompts in the Useful Language box.
- Encourage students to include potential problems they may face when making the change and how they can maintain the change.
- Students share their plans with a partner or in small groups. Follow up on the plans in a future lesson to see if they have adopted the new habit.

Review page 151

ANSWERS: VOCABULARY

1

- | | |
|----------------------|-------------------------|
| 1 illness, symptoms | 4 emergency, pain |
| 2 patient, operation | 5 injury, recover |
| 3 treat, ache | 6 medicine, temperature |

2

- 1 to 2 of 3 on 4 against 5 over 6 on 7 of 8 on

3

- | | | |
|-----------|-------------|----------|
| 1 weather | 3 batteries | 5 fiddle |
| 2 legs | 4 mend | 6 life |

ANSWERS: GRAMMAR

4

- 1 has already finished
2 have lived here since
3 haven't had dinner yet
4 still hasn't completed / finished
5 has been wonderful lately

5

Countable	Uncountable	Both countable and uncountable
operation	advice health honey	activity emergency experience illness room soap tissue wood

6

- 1 How **much** stress do you have in your life?
2 I've still got **some / a little** money left so I'll buy you lunch!
3 Oh no! I've put too **much** salt in the pasta.
4 How **many** operations does a surgeon usually perform in a day?
5 I have very little **reason** to continue living here.
6 I don't really have much free **time** to relax.
7 There are very few **children** playing in the park today.
8 I'm pleased I have **some / a lot of** free time at the moment.

4 Technological wonders page 41

Reading:	identifying what a word refers to; multiple choice with one text
Vocabulary:	technology
Grammar:	<i>will</i> and <i>be going to</i> ; time expressions
Listening:	predicting topic vocabulary; multiple choice: one per text
Speaking:	coping when you forget a word; photo description

Grammar:	future continuous; future perfect simple
Use your English:	word building; phrasal verbs; looking for clues; multiple-choice cloze
Writing:	clauses of reason and contrast; choosing the best question; writing a formal letter or email
Video:	The rise of the internet

Unit Opener page 41

In the photo

Drones are a type of small aircraft whose flight is controlled by someone on the ground. The Bionic Flying Fox is a drone that only needs a person to make it take off and land, but has an autopilot that takes over during the flight. It has a sophisticated communication system that allows it to record the flight, learn from it constantly and therefore improve its performance with every flight. The Bionic Flying Fox is slightly bigger than a real flying fox (a type of bat), but weighs very little. Its wings are made of a special elastic material that allows the drone to keep flying even after minor damage to the wings.

- Show the unit title. Check understanding of *wonders* (things that make you feel surprise, admiration or pleasure). In small groups, students brainstorm their top three technological wonders, then present them to the class in order from third to first, giving reasons for their answers. Have a class vote on the most popular item.
- In pairs, students discuss the questions. Get feedback.

EASIER: Do the exercise as a class. Write students' ideas on the board, then ask them to rank them in order of popularity.

Reading pages 42–43

identifying what a word refers to; multiple choice with one text

1

- Brainstorm words to do with space, e.g. *star*, *the moon*, *the sun*, *the Earth*, *planet*.
- Elicit or teach *telescope* (a piece of equipment used to make distant objects look closer).
- In pairs, students discuss the questions. Get feedback. Find out how many students would like to go into space. Ask those who would like to go to give their reasons.

2

- Go through the Exam Tip.

Exam TIP

Identifying what a word refers to

- Explain that in this type of exam task, questions will often focus on a specific word or phrase in the text. Elicit the reading skill needed to look for specific information (*scanning*).
- Write the following sentence on the board: *Neil Armstrong landed on the moon in 1969. It was the first time humans had been there. Ask What does 'there' refer to? (the moon); Does the thing 'there' refers to appear before or after it? (before it; nouns appear before the pronouns they refer to). ★*
- Check understanding of all the terms in the sentences.
- Students read and answer the questions, then compare their answers in pairs. Get feedback. Ask some students to read out the sentences with the correct option rather than the words in bold.

EASIER: Students do the exercise in pairs, then compare their answers with another pair.

FAST FINISHERS: Students use dictionaries to write definitions for any words in the exercise they're unsure of.

ANSWERS

1 a 2 c 3 c 4 a 5 c

3 4.1 ▶

- Students skim the text and say what's unusual about it (*it's a letter to an object*).
- Play the recording. In pairs, students read the text and discuss the questions. Get feedback. Find out how many different reasons they had for the writer writing to a telescope. Hold a class vote on the most popular reason.

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *software* (the set of programs that tell a computer how to do a particular job), *pack* (to put a large number of things into a small space) and *Pillars of Creation* (gas and dust formations in outer space, located 7,000 light years from Earth).

4.1 ▶

As reading text on page 43.

4

- Students re-read the Exam Tip and identify the question the tip will help them with (4).
- They underline the key words, then compare their ideas in pairs. Get feedback. Elicit the meaning of *take off* (to leave the ground and start flying), *data* (information) and *galaxy* (a large system of stars, gas).

5

Exam TASK

Multiple choice with one text

- Do the first question with the class. Elicit the key words they underlined in Exercise 4 (*similarity, himself, space telescope*). They then scan paragraph 2 and underline the sentence that gives them the answer (*I know all about taking a long time to get ready to go out*).
- Students complete the task, then compare their answers in pairs.
- Get feedback. Students explain where they found their answers.

ANSWERS

1 B 2 C 3 A 4 A 5 B 6 B

- Ask *Do you think it's important to learn more about the universe? Why? / Why not?* Elicit ideas. Students give reasons for their answers.
- Students discuss the questions in pairs. Get feedback.

your
ideas

Vocabulary page 44

technology

1

- Books closed. Show the photo. Ask how many things in the photo they already know the name for.
- Books open. Students do the matching exercise, then compare their answers in pairs. Get feedback. Ask which item they think is the most useful.

EXTENSION: In small groups, students write a list of technology items they have with them or can see in the classroom. They then compare their list with another group.

ANSWERS

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

2

- Do the first item with the class. Read out the sentence beginning and answer options, drawing attention to the word in bold. Elicit the correct answer (a).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *invent* (to design or create something new), *control* (to make a machine move or operate in a particular way), *batteries* (objects that supply electricity to other objects).

EASIER: Students do the exercise in pairs, then compare their answers with another pair.

EXTENSION: Write three of the words in bold on the board:

remote-controlled
touchscreen
smart

In pairs, students think of other words they know which include those words, e.g. *remote-controlled car / plane / boat, touchscreen tablet, smartphone, smart house*, etc. ★

ANSWERS

1 a 2 b 3 a 4 b 5 a 6 a

3 4.2 ▶

- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Students explain the words that helped them choose their answers. Elicit the meaning of *smartwatch* (a watch that has similar features to a smartphone or computer).

EASIER: Students read the audioscript the second time they listen to the recording.

ANSWERS

1 d 2 b 3 a 4 c

4.2 ▶

Speaker 1

Have you seen this? It's Dad's new device. It's remote controlled and it can take photos and video footage. We're going to use it to take some photos of the top of the house. There was a bad storm recently and we want to check how much damage it did to the roof.

Speaker 2

This thing does almost everything. It counts your steps, receives text messages and emails, can tell you how well you sleep, and of course, tells the time! I don't even need to take my phone out of my bag. I just look at my wrist.

Speaker 3

These are great – they were quite expensive but I think they were worth it. They're brilliant for long journeys or when I'm at the gym. The best part is that they're wireless, so there are no cables getting in the way.

Speaker 4

The trip to the museum was very interesting. A lot of the displays were digital and there was so much information. But you didn't have to read it all ... you could select the bits you were interested in with your finger.

4

- Show the words in the box. Ask *What's another way to say you're on the internet?* (online) *What is a talk show or audio series you can download called?* (a podcast) *What verb describes putting a photo, comment, etc. on social media?* (post).
- Students complete the conversation, then compare their answers in pairs. Get feedback.

EXTENSION: Students write a similar conversation about a different form of technology.

ANSWERS

1 online	4 update	7 upload
2 connect	5 post	8 podcast
3 WiFi	6 record	

5

- Elicit or teach *tracker* (a device that records information about your physical activity). Find out how many students own one.
- Students complete the text, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students predict the type of word needed in each gap, then complete the text.

EXTENSION: Write the following on the board:
Do you have rules for using technology at night? Why? / Why not? If so, what are they? In pairs, students discuss the questions. Choose one or two pairs to share their ideas. ★

TEACHING TIP: Encourage students to think about and share their own ideas or experiences on a topic when they have read a text or listened to a recording. This helps them relate to the language they have learned and personalise it.

ANSWERS

- | | | |
|--------------|--------------|----------|
| 1 switch off | 4 speakers | 7 record |
| 2 screens | 5 podcasts | 8 upload |
| 3 smart | 6 headphones | |

- Ask students which of their devices they use the most often and elicit ideas.
- In pairs, students discuss the questions.
- Put pairs together into groups of four. Students discuss their favourite devices, saying what they use them for and how useful they are.
- Get feedback. Have a class vote on which device is the most popular.

your
ideas

Grammar page 45

will and be going to

GRAMMAR GUIDE: will and be going to

will (and shall)

We use *will* + infinitive for:

- a decision made at the moment of speaking.
Sorry, I have to go now. I'll call you later.
- uncertain predictions based on personal opinion / feelings.
I don't think he'll pass the exam.
- promises and threats.
OK, I won't tell anyone.
If you do that, I'll never talk to you again.
- future facts.
After this exam, you'll be a vet!
- offers or requests.
I'll help you look for a new place to live.
Will you open the window, please?

We can also use *shall* + I / we + infinitive for offers and suggestions.

Shall I carry this for you?
Shall we call a taxi?

be going to

We use *be going to* + infinitive for:

- future plans and intentions.
She's going to buy a new bike this week.
- predictions for the near future based on present situations or evidence.
Watch out! The glass is going to fall over!

be going to vs will

Be going to and *will* can both be used to talk about intentions and predictions, but there are differences:

Intentions		
<i>be going to</i>	decision already made	A: Why did you buy all those eggs? B: I'm going to make a cake.
<i>will</i>	decision made at the moment of speaking	A: I'm bored. B: Me, too. I'll make a cake.
Predictions		
<i>be going to</i>	based on present evidence; near future	Slow down! You're going to fall off your bike!
<i>will</i>	based on personal opinion / feelings; uncertain future	You always ride too fast. You'll probably fall off your bike sooner or later.

1

- Students read the sentences first. Then go through uses a–h. Elicit or teach *uncertain* (not clearly known), *intention* (a plan in your mind to do something), *prediction* (saying you think something will happen in the future), *current evidence* (something happening now that helps prove something else) and *threat* (when someone says something unpleasant will happen to you).
- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers. Elicit the meaning of *take off* (to leave the ground) and *look up* (to find a piece of information).

EXTENSION: Ask *Do you think people will live on other planets one day? Are you going to become an astronaut one day? Why? / Why not?* Elicit a few ideas.

ANSWERS

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

LOOK!

Point out that it is incorrect to say *Shall you / they / he ...*, etc.

2

- Do the first item with the class (*am going to go*), and ask why *be going to* is the correct form here (*the person has a plan or intention to do something*).
- Students complete the conversations, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: Do the exercise as a class. Different pairs read each conversation aloud. Ask questions to check understanding and to clarify when it happened, e.g. 2 *Is there evidence of this?* (Yes, black clouds) *When is it going to happen?* (probably soon)

FAST FINISHERS: Students practise saying the conversation in pairs.

EXTENSION: In pairs, students write and practise short conversations of their own with *will* and *be going to*, using Exercise 2 as a model.

ANSWERS

- 1 'm going to go
- 2 's going to be
- 3 'll have
- 4 'm going to visit
- 5 'll have

Time expressions

GRAMMAR GUIDE: time expressions

- In time clauses that refer to the future, we use present tenses or the present perfect, not *will*.
We'll tell him the truth when he gets here.
I'll let you know as soon as I have the results.
She'll give them a present before they leave.
You'll be a vet by the time you're 23.
- We use the present perfect to emphasise that the action / event in the time clause will have to happen after the one in the main clause.
I'll let you know as soon as I've had the results.
He'll buy a house after he's saved enough money.
I'll make a decision once I've heard all the facts.

3

- Students read the sentences and complete the rule.
- Get feedback. Check understanding by asking questions, e.g. *In sentence 1, will the person be ready when their friend arrives?* (yes); *In sentence 2, should the person text before or after they have news?* (after).
- Point out that we can use a present perfect simple after time expressions when we talk about the future. Explain that the present perfect can be called a 'present' tense as it talks about something that has a result in the present.

ANSWER

present

4

- Do the first item with the class (*before*).
- Students complete the sentences, then compare their answers in pairs. Explain there may be more than one possible answer for some sentences.

- Get feedback. Elicit the meaning of *central heating* (an indoor heating system where hot water is moved around a building through pipes) and *earthquake* (when the ground suddenly shakes and moves).

EXTENSION: In pairs, students write three further sentences with missing time expressions and give them to another pair to complete.

ANSWERS

- 1 before
- 2 by the time
- 3 as soon as / when
- 4 The moment / When
- 5 after
- 6 Until
- 7 when

5 4.3 ▶

- Show the photo. Students briefly describe it, then ask how they think it is related to the Indian Space Research Organisation. Elicit a few ideas, then ask students to read the text to check their ideas.
- They complete the text, then compare their answers in pairs.
- Play the recording. Students check their answers.
- Play the recording again if necessary. Get feedback.

EASIER: Students read the whole text first, then, in pairs, predict what form of the verb is needed in each gap. Remind them to look for time expressions to help them.

EXTENSION: In pairs, students discuss and decide on three advantages and three disadvantages of sending a robot to the moon.

ANSWERS

- 1 sends
- 2 won't need
- 3 is going to include
- 4 will use
- 5 reach

4.3 ▶

When the Indian Space Research Organisation (ISRO) next sends a rocket to space, one of its astronauts won't need a spacesuit. That's because the astronaut, Vyommitra, is a robot. ISRO is going to include Vyommitra on its next mission to land on the moon. One of Vyommitra's jobs is to check the environment in the rocket. ISRO will use this data to protect human astronauts until they reach the moon.

Listening page 46

predicting topic vocabulary; multiple choice: one per text

1

- Show students the photo at the bottom of the page. Brainstorm words to describe the device.
- In pairs, students do the matching exercise. Get feedback. Elicit the meaning of *aircraft* (a machine that flies in the air) and *wearable* (easy to wear or suitable for wearing on your body).

TEACHING TIP: It's a good idea to recycle themes from different sections of the unit. Here, you could take the opportunity to revise words from the first vocabulary lesson, e.g. *technology*, before students begin learning more words associated with this topic.

EXTENSION: In pairs, students write a list of words to describe the device that isn't described (*dishwasher*). They then share their words with another pair. Ask pairs for feedback and find out how many used similar words in their descriptions.

ANSWERS

1 c 2 a 3 d 4 f 5 e (b is the extra device)

2

- Elicit a definition of *smart technology* (technology that often uses AI (artificial intelligence) to make peoples' lives easier). Ask what smart technology people might have at home. Give examples if necessary, e.g. a smart doorbell with a camera, speakers that are operated by voice command, etc.
- Students read the questions in Exercise 3 and choose the correct situation, then compare their ideas in pairs.
- Get feedback. Students give reasons for their answer.

ANSWER

c

3 4.4 ▶

- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *notifications* (information received about something, often electronically).

EXTENSION: Play the recording again and elicit some of the features of the device (it has WiFi, finds recipes, you can see what's inside it, it saves electricity, has a camera, it sends notifications on 'use by' dates, etc.).

ANSWERS

1 b 2 a 3 b 4 a 5 a

4.4 ▶

- F: Right, let's have a look at the details. Oooh, look at this ... it's able to connect to the internet using WiFi. We can choose how cold we want it to be.
- M: Better than that, it can also find us recipes and read them out to us while we're cooking!
- F: I like the sound of that. It would be even better if it would cook the food too, though!
- M: Ha ha. The thing I really like is that you can see what's inside it by using the touchscreen. You don't even need to open the door. That will save electricity. Oh, and listen to this ... When I'm in the supermarket, I can connect to it with my smartphone and then use the cameras inside to check if we're running out of anything like milk or cheese.
- F: That's really convenient, isn't it? The best thing for me is that we can check the 'use by' date so we won't waste as much food. It can send notifications to our phones.
- M: So, we're agreed, then? Shall we go and have a look at some models on Saturday afternoon?

4

- Go through the Exam Tip.

Exam TIP

Predicting topic vocabulary

- To help students predict the kind of words they might hear, they should read the questions before they listen and get a general idea of what the topic is. The short explanation before each question in the task will give them quite specific information.
- Write *electric cars* on the board and elicit related words, e.g. *drive, technology, environment*, etc. Encourage them to identify the form of each word they suggest (verb, noun, noun).

- Students read the Exam Task and underline any key words in the questions. They then identify the topic of each question and note down any related words.
- Students compare notes in pairs. Get feedback. Elicit the meaning of *petrol* and *diesel* (fuel used to power vehicles).

5 4.5 ▶

Exam TASK

Multiple choice: one per text

- Play the recording. Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Ask if they heard any of the words they predicted in Exercise 4.

FAST FINISHERS: In pairs, students discuss if they think we depend too much on technology.

ANSWERS

1 B 2 C 3 B 4 C 5 B 6 B

4.5 ▶

- 1 You hear a man talking about a new security app on his phone. What does he say is the best thing about it?

I installed a security system in my home about six months ago and it's amazing. It controls the lights, curtains, alarm and so on. The most wonderful thing about it, though, is that everything can be controlled over the phone or the internet, so it's great for people like me who travel a lot. I can be in South America, but I can still change what time my curtains at home open or close! It was very complicated to set up, so I always have the instruction manual with me, just in case. I sometimes wonder if I've got the settings wrong and my neighbours are wondering what on earth is going on!

- 2 You hear part of a news report about a plan for a new train station. What are people against the plan most worried about?

... the station for the new high-speed train will be built on the site of the old cotton factories. It will be a huge redevelopment programme. There will be four underground platforms and eight over ground. There will also be a large shopping mall next to the station with at least 280 new shops. This will create hundreds of jobs. Those against the development, however, are unhappy about the size of the programme. One campaigner said, 'The size and cost of the development is one thing. But

we risk losing trees and wildlife forever. This is the thing that everyone is most worried about.'

3 You hear a man and a woman talking about electric cars. How does the woman feel about them?

F: I understand that everyone says they'll be better for the environment, but I'm not so sure.

M: Why not? Electric cars are far more environmentally friendly than petrol or diesel cars. And once we've run out of fossil fuels, that's it.

F: I know, but where are we all going to recharge the batteries? Surely it's bad for the environment to be building all these new charging points, not to mention all the lithium used in the batteries. The other problem is that the batteries only have a short life. What if I run out of power on the motorway? No, it's not for me. I think I'll stick with my petrol car.

4 You hear two teenagers talking about new headphones. Why won't the boy buy them?

F: So, why don't you try these? They're my new wireless headphones.

M: Oh, wow. They're cool. How long does the battery last?

F: I think about five hours if you're just playing music. You put them in this case and it charges them. It's easy, but you need to remember to recharge them.

M: Can I try them?

F: Sure, here. But be careful with them. They were really expensive.

M: Wow, the sound is great. I really want a pair. How much were they?

F: About \$150.

M: Whoa, that's way too expensive for me.

5 You hear a girl talking about her brother. What is her brother's plan?

My brother spends all his time playing computer games. I'm sure if he spent as much time studying, his exam results would be much better. When he was little, he always said he wanted to be a doctor, but there's no way that's going to happen with the marks he's getting now. And he hardly ever goes outside these days. We used to love cycling to the park together, but we never do that any more. He's convinced that all this gaming will lead to a great job working in technology. I'm not so sure, though. I think he's just wasting his time.

6 You hear a grandfather talking to his grandson. What problem do they agree on?

Grandfather: What's that, Henry?

Grandson: It's my new phone.

Grandfather: Oh, another device! What happened to talking to people or playing outside?

Grandson: Times change, Grandpa! Look, it's amazing. I've got this great new navigation app. I simply put in where I want to go, and it directs me straight to that location.

Grandfather: I can do that too! I've got plenty of maps and better still, I know how to read them!

Grandson: Yes, but you can't carry them all with you in your pocket, can you?

Grandfather: No, I suppose not. But what would you do if your battery dies? I will still be able to find my way using my map! Your generation would be lost if you couldn't use your phones or laptops.

Grandson: Yes, I suppose that is our problem. We rely on our devices for everything. I guess I'd better remember to keep my phone charged.

Speaking page 47

coping when you forget a word; photo description

1

- Elicit or teach *invention* (a machine, process, device, etc. that has never been made before). Brainstorm some inventions and write students' ideas on the board. In groups, they discuss which of the inventions they think are most useful.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: In small groups, students choose their top three inventions in history, then share their choices, giving reasons for their answers.

2

- Show the photo. Elicit a brief description (*the men are using virtual reality headsets*). Ask *Have you ever used one of these? Did you like it? Why? / Why not?*
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

1 c 2 b 3 a

3

- Do the first item with the class. If possible, show a picture or short video of a driverless car. Elicit words that could be used to describe one, e.g. *fast, slow, safe, unsafe*.
- In pairs, students write words to describe each item, then compare their ideas with another pair.
- Get feedback. Write any useful vocabulary on the board.

EASIER: Students use dictionaries to help them find words for their lists.

4 4.6 ▶

- Play the first speaker. Ask students if they heard any of the words they thought of in Exercise 3.
- Play the first speaker again. Students take notes, then compare their ideas in pairs, discussing which device they think it is and why.
- Students then listen to the next two speakers and repeat the process. Get feedback.

EXTENSION: In groups, students write a description for the fourth, unused object (a smartwatch), without using the word. This will help them prepare for Exercise 5.

ANSWERS

1 robot 2 driverless car 3 rocket

4.6 ▶

- OK, my turn. This one should be easy. It's a machine, but it looks like a person. You use it to help you do housework. Actually, no, there are more of them in factories than in people's houses. You can program it to follow your instructions.
- I'm not sure, but I don't think there are any in use yet. It's a thing that you get in and it takes you where you want to go. I don't think I'd feel very safe in one. What if it went too fast, or crashed into something?

- 3 I'd love to go in one of these. You can use it to travel into space. I'm not sure, but I think you might be able to go on holiday in one of these soon. Imagine seeing the Earth from one!

5

- Go through the Exam Tip.

Exam TIP

Coping when you forget a word

- Say *It's a kind of aircraft that is remote-controlled. You can use it to take pictures.* Elicit the device (*drone*). Explain that if students can't remember a word, they can use other ways to say what they mean, e.g. by using a synonym (a word that has a similar meaning) or by describing what it is like, what it does, etc.
- Go through the Useful Language box.
- In pairs, students take turns to describe a device. Remind them to use paraphrasing if necessary.
- Get feedback. Ask one or two students to describe a device for the class to guess.

6

Exam TASK

Photo description

- Remind students that in this task they don't just describe the photos, they have to compare them. Their photos will be on the same topic, but show different aspects of that topic. When they have finished, they ask their partner the follow-up question.
- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to compare them. Remind them to use the phrases in the Useful Language box and give as much information as possible in their answers.
- Get feedback.

- In pairs, students discuss the question. Encourage them to discuss the advantages and disadvantages of having a robotic pet. Get feedback.

your ideas

Grammar page 48

Future continuous

GRAMMAR GUIDE: future continuous

Use

We can use the future continuous to talk about:

- actions in progress at a certain point in the future.
This time next Sunday I'll be sleeping in a tent.
- future plans and arrangements.
The band will be playing at the victory parade.

Form

- We form the future continuous with *will be + -ing* form for all persons.
- For the negative, we use *won't be + -ing* form, and for questions we use *will + subject + be + -ing* form.

1

- Show the photo. Ask if any students recognise the mountain (*Mount Fuji, in Japan*). Elicit or teach *bullet train* (a very fast, Japanese passenger train). Elicit a brief description of the photo.
- Students complete the rule, then compare their answers in pairs. Get feedback.

ANSWERS

will, be, -ing

2

- It might be useful to review other continuous forms. Elicit the use of the present continuous (*to talk about actions in progress now*) and of the past continuous (*to talk about actions in progress at a certain point in the past*).
- On the board, write *I'm writing on the board at the moment*. Underline the connection between *I'm writing* and *at the moment*.
- Replace *at the moment* with *yesterday at 10 a.m.* and ask what the verb should be now (*was* should replace *'m*). Make the change.
- Replace *yesterday* with *tomorrow* and ask what the verb should be now (*'ll be* should replace *was*). Make the change.
- Show the sentences in Exercise 1. Students do the matching exercise, then compare their answers in pairs.

EXTENSION 1: In small groups, students practise sentence conversion. Give an initial sentence, e.g. *I was watching TV last night at 9 o'clock*. Then say *now* and point to a student. The student should say *I'm watching TV now*, then they say, e.g. *talk* and point to another student, who should say *I'm talking now*, point to another student and say, e.g. *this time tomorrow*. Each student makes the necessary change and gives a new prompt. The new prompt can be a different time expression, to change the tense, or a different verb.

EXTENSION 2: Students write sentences about what they will be doing at this time tomorrow, this time next week and this time next year.

ANSWERS

1 a 2 b

Future perfect simple

GRAMMAR GUIDE: future perfect simple

Use

We can use the future perfect simple to talk about:

- actions completed by a certain point in the future.
I'll have finished this by the time you get here.
- the duration of actions or states by a certain point in the future.
I will have been here for ten years tomorrow.

Form

- We form the future perfect simple with *will have + past participle* for all persons.
- For the negative, we use *won't have + past participle*, and for questions we use *will + subject + have + past participle*.

3

- Students complete the rules, then compare their answers in pairs. Get feedback.

EASIER: Write the two forms on the board:

We'll have worked

I'll have finished

Underline the auxiliary verb (*have*) and the past participle (*worked, finished*). Students complete the rules. ★

ANSWERS

have, past participle

4

- It might be useful to review the present perfect at this point to help students understand the perfect form.
- Elicit the use of the present perfect (to talk about actions that started in the past and have just finished or are still going on).
- Write *I have lived in this house for six years.* on the board. Ask *Am I still living in this house? (yes).*
- Now write *In 2032* at the start of the sentence.
- Elicit what the verb should be now (*have lived* should become *will have lived*). Ask what other changes are needed (*six years* should become e.g. *eleven years*).
- Show the sentences in Exercise 3. Students do the matching exercise. Get feedback.

EXTENSION 1: Repeat the Extension 1 sentence conversion exercise from the future continuous section, this time working up to the future perfect. Give an initial sentence, e.g. *I finished my essay today.* Then say *just* and point to a student.

The student should say *I've just finished my essay*, then they say, e.g. *write* and point to another student, who should say *I've just written my essay*, point to another student and say, e.g. *this time tomorrow*. Each student makes the necessary change and gives a new prompt. The new prompt can be a different time expression, to change the tense, or a different verb.

EXTENSION 2: Write the following prompts on the board:

by this time next week

in ten years' time

for one year tomorrow

Students write sentences incorporating the prompts. ★

ANSWERS

1 b 2 a

5

4.7 ▶

- Do the first item with the class (*'I'll be sitting*). Elicit the reason why the option is correct. (*because the action will be in progress at a specific time in the future*).
- Students complete the blog.
- Play the recording. Students check their answers.
- Play the recording again if necessary. Get feedback.

EXTENSION: Using the blog as a model, students write a paragraph imagining they are about to visit a new country. They should research the things they can do there and include the future perfect simple and future continuous.

ANSWERS

1 be sitting 3 have travelled 5 be taking
2 have done 4 be joining

4.7 ▶

Take me to Japan!

I'm so excited! This time next week, I'll be sitting in my favourite restaurant in Tokyo eating supper with my best friend. I haven't seen him for ages, but we've already planned lots of things to do. By the time my visit is over, I hope we'll have done all of the things on our 'wish list'! For example, we'll have travelled on the bullet train, which is something I've always wanted to do. On 30th March, we'll be joining thousands of other people in Ueno Onshi Park to look at the beautiful cherry blossom. I'll be taking hundreds of photos while I'm there and I'll upload them every evening.

6

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read their answers aloud.

EASIER: Students do the exercise in pairs, then compare their answers with another pair.

ANSWERS

1 'I'll be working
2 'I'll have ridden
3 Will you be attending
4 Will they have finished
5 'I'll have been
6 Will you be studying
7 'I'll have had
8 'I'll be visiting

7

- Students complete the sentences with their own ideas, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write their own prompts to give to another partner to complete, then share their sentences in pairs.

Use your English page 49

word building; phrasal verbs; looking for clues; multiple-choice cloze

Word building

1

- Remind students of the word building exercise they did in Unit 2 Use your English. Write *develop* on the board and elicit the word form (*verb*), then elicit the noun and adjective forms (*development, developing / developed*). Elicit example sentences using the different word forms, e.g. *The town is under development. The plan is constantly developing, etc.*
- Students complete the table then compare their answers in pairs.
- Get feedback. Draw the table on the board and invite students to complete it. Remind them to add any new words to the word families section in their notebooks.

FAST FINISHERS: In pairs, students think of two more nouns ending in *-ion* and two adjectives with *-ive*, and add them to the table, e.g. *satisfaction, discussion, action; positive, negative, effective, etc.*

ANSWERS

- | | |
|---------------|---------------|
| 1 competition | 5 connected |
| 2 explode | 6 create |
| 3 attractive | 7 inspiration |
| 4 invention | 8 organised |

2

- Students skim the article and say what it is about (*an incident that happened in a city*).
- Do the first item with the class (*a noun*). Elicit a reason for their choice of word type (*because the word before the gap is the article 'an'*).
- Students predict the remaining word types, then compare their answers in pairs. Get feedback.

ANSWERS

- noun
- verb
- noun
- noun
- adjective

3

- Choose a student to read the first sentence and elicit the missing word (*explosion*).
- Students complete the text, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers. There may be more than one possible answer for some gaps.

EASIER: Write the missing words on the board as a reference:
connections, explosion, creative, organisations, attract ★

SUGGESTED ANSWERS

- explosion
- attract
- organisations
- connections
- creative / inventive / inspired

Phrasal verbs

4

- Brainstorm phrasal verbs related to technology, e.g. *start up, turn off, print out*, etc. and write them on the board.
- Check understanding of the phrasal verbs in the box.
- Students do the exercise, then compare answers in pairs.
- Get feedback. Remind students to note down any new phrasal verbs in their notebooks.

FAST FINISHERS: Students write two new sentences using the phrasal verbs on the board.

ANSWERS

- shut down
- back up
- log in
- set up
- plug in
- switch on

5

- Go through the Exam Tip.

Exam TIP

Looking for clues

- Remind students that gaps in this type of task are often parts of phrasal verbs or collocations.
- Tell them that thinking about the context of a sentence can help them. Write on the board: *When I finish work, I always shut ___ my computer and switch ___ the lights*. Elicit the missing words (*down, off*). ★ In this sentence, both answers build on the phrase / idea *When I finish work* and only a few phrasal verbs can be used with the nouns *computer* and *lights*, e.g. *turn on / off, switch on / off*, etc.

Exam TASK

Multiple-choice cloze

- Elicit or teach *moreover* (a more formal way of saying *in addition*).
- Students complete the task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

1 B 2 A 3 C 4 B 5 C 6 C 7 A 8 D

- In pairs, students discuss the question. Ask them to think about how their invention would be used and why it would be useful.
- Get feedback. Have a class vote on the best invention.

your
ideas

Writing

pages 50–51

clauses of reason and contrast; choosing the best question; writing a formal letter or email

Learning FOCUS

Clauses of reason and contrast

- Elicit or teach *justify* (to show that there is a good reason for something).
- Say something in the students' L1 that you know to be clearly false or controversial, e.g. *Lionel Messi is the worst footballer in the world*. Invite students to reply in their L1, asking you to justify what you said, e.g. *I think he's the worst because he never scores a goal*. Students can then reply (still in L1), and justify their contrasting opinion.
- Point out (in English) that you both justified your opinion and elicit the words used to introduce a reason and a contrasting opinion. Note that it's important for students to be able to justify their opinion, particularly in a formal piece of writing, when specific structures are used.

1

- Books closed. Brainstorm words and phrases students already know for giving a reason. Write these on the board. Then ask students what words or phrases they might use to introduce a different idea or opinion, and write these on the board too.
- Books open. Go through the examples in the Learning Focus box and compare with those on the board.
- Check students understand the difference in register between the words and phrases. Elicit the more formal ways of introducing clauses of reason (*since, due to*) and clauses of contrast (*whereas, nevertheless, despite*).
- Students do the exercise, then discuss their answers in pairs. Get feedback. Elicit the meaning of *carry out* (to do something, e.g. research, an experiment, etc.).

EXTENSION: In pairs, students write sentences about social media, including clauses from the exercise, then share them with another pair.

ANSWERS

- 1 Even though, C
- 2 The reason for, R
- 3 Because of, R
- 4 the reason why, R
- 5 despite, C

2

MEDIATION SKILLS

- Collaborating with peers on a shared task is mediation.
 - In this exercise, students discuss the advantages and disadvantages of the different technologies, giving reasons for their opinions. Encourage students to listen to their partner and ask questions to maintain the focus of the discussion and develop their arguments, e.g. *Why do you think robot pets are a good thing? I think flying cars would be dangerous. What do you think?*
 - Remind students to use the useful phrases for collaboration in their notebooks. They could now add the phrases from the Useful Language box for giving opinions and clarifying your point.
 - Students will continue to practise this skill through the course. Whenever students collaborate on a task, remind them to ask questions about their partner's opinions to participate actively in the task.
- Ask students if they think flying cars are a positive or negative thing and why. Elicit a few ideas, encouraging students to use clauses of reason or contrast.
 - In pairs, students discuss two of the remaining things, using clauses to justify and explain their sentences. Get feedback.

FAST FINISHERS: Pairs discuss technological devices or concepts of their choice using the target language.

3

- Students read the example task. Ask *Where did you go?* (a technology exhibition) *What do the organisers want to know about?* (your experience at the event).
- Students do the exercise, then compare their ideas in pairs. Get feedback, asking students to say where they found the information in the task.

EASIER: Discuss the statements one by one as a class.

ANSWERS

1, 2, 3 and 4

4

- Ask which words in the box introduce reasons (*because of, as, due to the fact that*), and which introduce contrast (*however, nevertheless*).
- Students complete the email, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *interactive* (if something is interactive, it reacts to information and instructions that you give it), *planetarium* (a theatre with moving lights on the ceiling that represent the night sky, movement of planets and stars, etc.) and *workshop* (a meeting where people do activities and discuss particular subjects, projects, etc.).

ANSWERS

- 1 as
- 2 However
- 3 because of
- 4 due to the fact that
- 5 Nevertheless

5

- Do the first item with the class (*true*). Students give reasons for their answer (*The email uses formal language such as 'Dear', 'I am writing in response to', etc.*).
- Students read the email again and do the exercise. Get feedback. Ask them to give reasons for their answers.

EXTENSION: Students underline examples of formal language in the email (*Dear, I am writing in response, regarding, I believe that, Yours sincerely*).

ANSWERS

1 T 2 T 3 F 4 T

6

- Go through the Useful Language box. Ask *What is the difference between giving your opinion and clarifying a point?* (If you clarify a point, you have already given your opinion but want to make sure it's clear.)
- Students read the extract before completing it, then compare their answers in pairs. Get feedback.

EXTENSION: Students write two or three sentences about a device they own. Tell them to include phrases from the Useful Language box. Give an example if necessary, e.g. *In my opinion, my smartwatch is a great device. It's proved to be one of the most useful things I own. In fact, I couldn't live without it!*

ANSWERS

- 1 In fact
- 2 By this I mean
- 3 my opinion
- 4 made an impression on me
- 5 has proved to be

7

- Go through the Exam Tip.

Exam TIP

Choosing the best question

- Explain that although students don't have to write about all of the situations, they should read each situation carefully, thinking about what they know, as they need to be able to write coherently. Although it's a good idea to make notes to help them with their choice, they shouldn't spend too much time doing this in the exam.
- Students read the Exam Task and make brief notes on each situation, then tell a partner which one they would choose and why. Get feedback.

8

Exam TASK

Writing a formal letter or email

- Students write their letter or email, using their notes from Exercise 7.
- Remind them to include phrases from the Useful Language box, clauses of reason and contrast, and appropriate tenses in their email or letter.

9

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's letter or email and tick the things their partner has included using the Reflection Checklist.

Video page 52

The rise of the internet

Useful vocabulary

console (n): a device that displays and allows a video game to be played

electronic (adj): describing equipment such as computers or TVs that use electricity

envelope (n): a folded piece of paper that you put a letter in before posting it

impact (n): the effect that an event or situation has on someone or something

IP address (n): a number used to identify a computer

network (n): a set of computers that are connected to each other

packet (n): the data that messages, audio, video, etc. are changed into when they are sent

port (number) (n): the end place of online communication, e.g. a message – always associated with an IP address

server (n): the main computer or computer program that manages access to a network

transmit (v): to send out electronic signals

Before you watch

1

- Show the photo. Students say what they can see (*cables that provide an internet service*). Ask *What do you use the internet for? Can you imagine life without the internet? Why? / Why not?* Elicit a few responses.
- In pairs, students discuss the questions. Get feedback.

While you watch

2

MEDIATION SKILLS

- Relaying specific information in writing from spoken or written language is mediation. Students listen for the specific information in the video and use it to complete the factsheet.
- Students can be given further practice of this mediation skill by asking them to note specific information from audio recordings through the book. For example, for recording 4.5 (in Listening, Exercise 5), ask them to listen to Speaker 1 and note information about what his app can do. Notes should be short and focus on the key information.
- Students can also practise at home by listening to podcasts in English on topics that interest them, and noting the key information to relay to their friends or display in class.
- Students read through the information on the factsheet. Check understanding. Use the Useful vocabulary box to help you if necessary.
- Play the video. Tell students not to answer the questions at this stage, just to watch to get the general idea of the topic.
- Play the video again. This time, students complete the facts then compare their answers in pairs. Get feedback.

EXTENSION: Before watching the video a second time, students discuss in pairs whether they saw or heard any of the answers.

ANSWERS

- 4.5 billion people
- 1950s
- 1970s
- 1990s
- packet
- the port number, IP address

2

Today, more than 4.5 billion people have access to a world of information at the click of a mouse or the touch of a screen.

Being so connected has dramatically changed everything from science and technology to shopping and romance.

Almost every aspect of our lives is different now.

Of all the technological innovations in history, few have made as big a global impact as the internet.

The internet is a worldwide network of billions of computers, which allows data to be transmitted at a speed and scale never before seen.

Some of the first computer networks began in the 1950s. But unlike today's global network, these early

networks were small, and were created within individual businesses or organisations.

It wasn't until the 1970s that computer networks began to be connected on a growing scale, and people began to realise that this might have a big impact on our daily lives. Andy Hertzfeld: Telecommunications is going to become much, much more important. Your computer's going to become your window into the world, really, in some degree.

Indeed, that prediction quickly started to become true. By the late 1990s, the rise of personal computers and the arrival of the World Wide Web allowed the general public to access the internet for the very first time.

Today, computers, smartphones, televisions, video game consoles and other devices all use the network and transmit and receive data at high speed.

For example, by clicking 'Send' in messaging apps, text, audio, and video are changed into pieces of electronic data called 'packets'.

These packets are then given a port number and IP address. Similar to the mailing address on an envelope, the port number and IP address allow the packets to be sent to a chosen destination through the internet.

The packets may travel over WiFi, cellular data, or an ethernet or phone line;

... through a series of routers, modems, servers

... then through fibre optic cables or satellites

...and then back through a similar path to reach the packets' destination.

Once the packets arrive, their data is organised back into the text, audio or video as it was sent.

Since the days of the earliest computer networks, the internet has undergone an incredible transformation, while also dramatically changing the world that created it.

From smaller, closed networks to one that covers the whole world, the internet has provided access to information to every continent, connecting people and ideas like never before.

After you watch

3 2 ▶

- Students complete the summary, then compare their answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Choose students to read one sentence each from the completed summary.

EASIER: Do the first gap in the summary with the class. Then, in pairs, students complete the rest of the summary.

ANSWERS

- | | |
|--------------|------------|
| 1 networks | 5 Web |
| 2 satellites | 6 consoles |
| 3 electronic | 7 transmit |
| 4 devices | 8 impact |

- In pairs, students discuss the first question, then share their ideas. Discuss the different ways students use the internet, writing ideas on the board. Identify the most common use as a class.
- In their pairs, students discuss the second question. Encourage them to think about aspects of their life that could be improved with new technologies. Get feedback.

EXTENSION: Students write a factsheet about a website or app of their choice, using Exercise 2 as a model and including vocabulary from the lesson.

Review page 152

ANSWERS: VOCABULARY

1

- | | | |
|----------|--------------|-----------|
| 1 screen | 3 keyboard | 5 tablet |
| 2 drone | 4 calculator | 6 charger |

2

- | | | |
|-------------|-------------|-----------------|
| 1 set up | 5 WiFi | 9 shutting down |
| 2 plug in | 6 log in | |
| 3 switch on | 7 back up | |
| 4 connect | 8 uploading | |

3

- | | |
|---------------|-----------------------------|
| 1 attractions | 4 explosion |
| 2 competitive | 5 inspiring / inspirational |
| 3 connection | 6 inventive |

ANSWERS: GRAMMAR

4

- | | |
|---------------|------------------|
| 1 is going to | 4 'll be |
| 2 will | 5 isn't going to |
| 3 Shall | 6 'll |

5

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

6

- 1 'll have been
2 'll have left
3 'll be living
4 'll have made
5 'll have spent
6 'll be learning
7 'll have improved

5 Going places

page 53

Reading:	preparing for matching tasks; matching prompts to text
Vocabulary:	ambition and success
Grammar:	modals and semi-modals
Listening:	identifying key words and taking notes; matching prompts to spoken text
Speaking:	discussing all the options; collaborative task

Grammar:	perfect modals
Use your English:	collocations; expressions; open cloze
Writing:	presenting arguments in formal essays; structuring your essay; writing an essay
Live well, study well:	managing your money; considering your relationship with money

Unit Opener page 53

In the photo

The cellist Sheku Kanneh-Mason with his sister, the pianist Isata Kanneh-Mason, at Carnegie Hall in 2019 in New York. Sheku is a young British cellist, who became known worldwide when he played at the wedding of the Duke and Duchess of Sussex in 2018. He studies cello at the Royal Academy of Music in London, as well as performing around the world. Isata, who also plays in concerts all over the world, is just one of his six brothers and sisters, who all play either the violin, piano or cello to an exceptional standard.

- Show the unit title and the photo. Students describe the photo and say how they think it is related to going places. Elicit or teach *cello*, *cellist* and *pianist*.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Students discuss what live music they have seen, and what musicians they would like to see in the future.

Reading pages 54–55

preparing for matching tasks; matching prompts to texts

1

- Show the photo. Students briefly describe it and say how they think it might be related to success.
- Students order the statements, then compare their ideas in pairs. Get feedback. Elicit the meaning of *possessions* (things that belong to you), *community* (people who all live in the same area) and *inspire* (to make others want to do or create something by your example).

EXTENSION: Have a class discussion about the most and the least important things on the list. Ask if everybody agrees. Then elicit which of the things in the list best matches the photo (*probably 'doing something you love'*), and see if everybody agrees with that.

2 5.1 ▶

- Show the photo on page 55 and read the article title. Elicit a few ideas of what the article might be about.
- Play the recording. Students scan the article to find ideas from Exercise 1, then compare their answers in pairs. Get feedback.

SUGGESTED ANSWERS

helping your community / others
doing something you love
making a difference
inspiring others

5.1 ▶

As reading text on page 55.

3

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *grant* (an amount of money given to someone for a purpose), *fortunate* (lucky), *sum* (an amount, usually of money) and *awards ceremony* (a formal public event where people are given prizes for achieving something).
- Students scan the article to find the words in the box.
- Play the recording. Students complete the definitions, then compare their answers in pairs. Get feedback.

EASIER: Do the exercise as a class. Students find and match the words one by one, giving reasons for their answers.

ANSWERS

- 1 grant
- 2 award
- 3 attractive
- 4 workshop
- 5 headquarters

4

- Go through the Exam Tip.

Exam TIP

Preparing for matching tasks

- If students skim the text first for gist, it's likely they will also spot ideas that go with themes or words in the questions. Then, when they read again, they can concentrate on finding specific information for a particular question. Being methodical in their approach to the text will help them avoid missing out any information.
- Ask *Which section mentions something that Kate has set up for other people?* Students underline the key words (*set up, other people*), then scan the text to find information about events or something similar. There may be more than one section that contains this information, but explain that they need to find a section that matches all parts of the question. In this case, in section D Kate talks about an event (a workshop), but it isn't something she set up. In section C, however, she says '*I organise sessions where girls learn how to create pendants out of recycled circuit boards*'. *Organise* and *set up* are synonyms, and *girls* matches with the idea of *other people*.
- Students read the Exam Task and underline the key words, then compare their ideas in pairs.

5

Exam TASK

Matching prompts to text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students say what words or phrases helped them find their answers.

EXTENSION: Students discuss the qualities that make Kate Diamond ambitious and successful.

ANSWERS

1 C 2 E 3 B 4 D 5 C 6 E 7 A 8 D 9 C 10 B

- In pairs, students discuss the questions. Ask them to say why that person or thing inspires them.
- Get feedback. Ask if they think ambitions change depending on your age.

your ideas

Vocabulary

page 56

ambition and success

1

- Show the photo. Elicit how students think it is related to ambition and success.
- Students choose the different word in each group, then discuss their answers in pairs.
- Get feedback. Students give reasons for their answers. Elicit the meaning of *ordinary* (average, not special).

EASIER: Students use a dictionary to check understanding of any words they don't know, then do the exercise in pairs.

FAST FINISHERS: In pairs, students describe the photo using words from the exercise.

ANSWERS

- lazy
- delay
- creative
- failures
- celebration
- believe
- grants
- award

TEACHING TIP: Use activities that focus on individual words to revise how syllables can affect pronunciation. A syllable is a unit of speech containing at least one vowel sound. It can be a single word, e.g. *goals* or part of a longer word, e.g. *delay* (two syllables), *educate* (three syllables) or *competition* (four syllables). There are some general rules about the number of syllables and where the stress falls in a word; for instance, most two-syllable words have the stress on the first syllable, e.g. *lazy*, but there are always exceptions, e.g. *delay* and *award* in the list. Students can find the correct pronunciation for a word in a good dictionary.

2

- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Elicit example sentences using each word or the phrasal verb.

FAST FINISHERS: Students discuss their ambitions using words 1–6, e.g. *I'm motivated by ...*, *My dream is ...*, *I have experience in ...*, etc.

EXTENSION: Elicit the word forms of items 1–6 in the context of the exercise (1 *verb*, 2 *verb + preposition*, 3 *noun*, 4 *noun*, 5 *noun*, 6 *adjective*). Brainstorm other forms of the words, e.g. *motivation* / *motivated* / *motivating*, *experience* / *experienced*, *determination* / *determine*, etc.

ANSWERS

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

3

- Do the first item with the class (*experience*), asking students to give their reason (*the gap needs to be a noun and it collocates with 'enough'*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- experience
- motivate
- determined
- focus on
- dream
- skill

4 5.2 ▶

- Students read the questions and predict some words they might hear.
- Play the recording. Students listen and answer the questions, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Ask the class what job might suit Ana.

EXTENSION 1: In pairs, students give more information for each question. Ask *How do you know Lucas has a clear goal?* Play the recording again while students make notes for each question, identifying the part of the conversation that gives the answer. Elicit the answer for question 1 (Lucas: *I've always known that I want to work with animals ... it's an easy choice for me.*) He then gives more information about exactly how he plans to achieve that, saying *my goal is to study agriculture at uni.*

EXTENSION 2: In pairs, students discuss if they know anyone (someone they know or someone famous) who has turned their hobby into a job.

ANSWERS

1 Y 2 N 3 Y 4 N 5 N 6 Y

a mountain tour guide / team leader for walking holidays

5.2 ▶

F: Hi Lucas. That was an interesting careers talk, wasn't it? Do you know what you want to do as a job?

M: Ah, I think I'm one of the lucky ones. I've always known that I want to work with animals. My dad's a farmer and I love working on the farm, so it's an easy choice for me. My dream is to take over the farm when I'm older, but I really have to get a qualification first. It'll be a lot of hard work, but my goal is to study agriculture at uni, and then continue working with Dad until he gets too old.

F: Yes, you are lucky. I'd forgotten that you live on that beautiful farm. I'm sure you'll achieve your dreams. You seem very focused on what you need to do, and determined too! It's not so easy for me. I haven't really got any experience yet, so it's hard to know. And you don't feel motivated when you have no clear goals.

M: Well, maybe you should start by thinking about things that you definitely wouldn't want to do.

F: Well, I know that I don't want to work in an office 9 to 5, or anything ordinary like that. That would be so boring. I definitely need to do something outdoors and active.

M: When we helped with that after-school club, you were really good with the children. Maybe you should consider a job in a school.

F: Well, I wouldn't get to spend much time outside, would I? I suppose I could do something like teaching sports – I could be outside quite a bit with that. But I don't think I've got enough patience to work with children.

M: OK. Well, what sort of things do you enjoy doing? Some people can turn their hobby into a job.

F: Hmm, that's an idea. I love going hiking in the mountains as I love the freedom up there.

M: Well, if your passion is for hiking and being in the mountains, why not think about doing something with that? You could be a mountain tour guide, or a team leader for walking or activity holidays, or something like that.

F: You're right! I hadn't thought about that before. It's useful to talk things through and see things from a different point of view. Thank you, Lucas, you've really given me something to think about.

5

- In pairs, students ask and answer the questions. Point out that there may be more than one way to ask some of the questions. Get feedback.

EASIER: Elicit the questions as a class and write them on the board as prompts:

What are you good at?

What do you enjoy doing?

What skills do you have? / What are your skills?

What motivates you?

What are your passions? / What passions do you have?

What are you interested in? ★

- Students read the statement, then discuss the questions in pairs.
- Get feedback. Find out how many students agreed with the statement and why.
- Ask students to research and find another success-related quote to share and discuss in small groups.



EXTENSION: In pairs, students discuss someone they think is successful and say why, using language from the lesson.

Grammar page 57

Modals and semi-modals

GRAMMAR GUIDE: modals and semi-modals

- Modals express modality, or the speaker's attitude or opinion about what they're saying.
- Semi-modals are verbs that can be used to express modality but have other uses as well.

For a list of modals and when they're used, see Grammar reference 5.1 on page 167 of the Student's Book.

Here's a list arranged by modality:

ability	<i>can, could, be able to</i> <i>The baby can't speak yet.</i> <i>I could already swim when I was five.</i> <i>Soon you 'll be able to swim well.</i>
permission	<i>can, could, may, might, be allowed to</i> <i>You can't use your mobile in class.</i> <i>You may not use your mobile in class.</i> <i>We couldn't talk during the exam.</i> <i>Can / Could / May I go out, please?</i> <i>They said we might use a dictionary.</i> <i>You won't be allowed to leave early.</i>

possibility	can, could, may, might Jim can be a little difficult to deal with. She could be stuck in traffic. It may be too late. We might find it in that shop.
certainty	must, can't, have to They're identical. They must be twins. I know Amy well. This can't be true. Everyone else had an alibi, so the butler had to be the culprit.
obligation	must / mustn't, have to, should / shouldn't You must have a ticket to get in. You mustn't talk during a written exam. You have to be 18 to be able to vote. You shouldn't talk to your father like that.
necessity	need, needn't, ought to, should, not have to, must You need to work hard to pass the exam. You needn't worry. Everything's fine. You ought to work hard to pass the exam. You should work hard to pass the exam. You don't have to do it if you don't want to. I must go before the shops close.
advice	could, should, ought to, must You could ask Sarah for help. You should see a doctor about that. Should I tell her what he did? You ought to know better than that. You must meet Angham – she's great!
willingness (offers)	will, shall I'll help you. Shall I make you a cup of tea?
willingness (requests)	can, could, will, would Can you help me, please? Could you tell me how much this is, please? Will you hold the door open for me, please? Would you ask Sam to call me, please?

Form – modals

- In the affirmative, we use subject + modal + infinitive. We use them as auxiliaries, so they take not to form the negative, go before the subject to form questions and are used in short answers.
They **can swim**.
They **can't swim**.
A: **Can they** swim?
B: Yes, they **can**. / No, they **can't**.
- We use the same form for all persons.
I can swim. **He can** swim too.
- They don't have an -ing form or past participle, so we can't use them in continuous or perfect forms, nor as gerunds. We use semi-modals with a similar meaning instead.
I've been able to swim since I was five.
I'm having to study hard for this exam.
I haven't been allowed to use my phone.
Being able to speak English helped me get my job.
I'm used to having to wear a uniform.

- They don't have the infinitive, so they can't follow each other in a sentence; only a verb or a semi-modal can follow a modal.
I will be able to get the results shortly.
We **must be allowed to** see the results.

Also note the following:

- in requests, **could** is more polite than **can**, **may** is more polite than **could**, **might** is very formal, **would** is more polite than **will**.
- could**, **might**, **would** and **should** can be used as the past of **can**, **may**, **will** and **shall** and as backshift in reported speech.
I could do this when I was five, and I still **can**.
'I'll do it.' → He said he **would** do it.
- must** has no past form.
I must do it.
I had to do it.

Form – semi-modals

- In the affirmative, we use subject + correct form of semi-modal + infinitive.
I'm able to do this.
She's allowed to do this.
I need to do this. / He **needs to** do this.
I have to do this. / He **has to** do this.
- In the negative and questions, there are differences: **be able to** and **be allowed to** follow the rules of **be**.
Sorry I **wasn't able to** join you.
Were they **allowed to** play?
Yes, they **were**. / No, they **weren't**.
have to follows the rules of main verbs.
She **doesn't have to** do that.
You **didn't have to** do that.
Does he **have to** do that?
Yes, he **does**. / No, he **doesn't**.
In the present simple, **need** can follow the rules of both main verbs and modal verbs.
You **needn't** worry. / You **don't need to** worry.
She **needn't** worry. / She **doesn't need to** worry.
Need I say more? **Do** I **need to** say more?
Yes, you **do**. / No, you **don't**.
In all other tenses, **need** follows the rules of main verbs.
They **didn't need to** apologise.
Will you **need to** revise your modals?
Yes, I **will**. / No, I **won't**.

1

- Check understanding of all the functions in the table. Elicit or teach *prohibition* (something that is not allowed, often because it is against the law).
- Do the first item in the table with the class (*g* – *necessity and obligation*). Tell them to ignore the gaps in the table for now.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

EASIER: Elicit which verb forms in bold are positive and which are negative before students do the main exercise.

ANSWERS

1 g 2 a 3 h 4 e 5 c 6 d 7 l 8 b 9 f 10 i

2

- Students complete the table in Exercise 1, then compare their answers in pairs. Get feedback.

ANSWERS

1 could	5 mustn't
2 ought to	6 needn't
3 can	7 can't
4 must	

LOOK!

Write the following gapped sentences on the board (don't write what's in the brackets – these are the answers):

1 Yesterday, I _____ take my sister to the airport. (had to)

2 I _____ wake up early tomorrow. (have to)

3 She _____ move three times since she came to London. (has had to)

4 I _____ let you know later if I can come to dinner. (will have to)

5 The teacher _____ give us homework sometimes. (has to)

Students complete the sentences with the correct form of have to. ★

3

- Students write the letters and complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: Students look back at their answers to Exercise 1. Elicit which two functions they didn't use (j and k). Ask *Which sentence (1 or 2) is about certainty? How do you know?* Elicit that because Karl looks happy, he must be feeling better.

ANSWERS

- 1 j, must
2 k, can't

4

- Do the first item with the class (*couldn't*). Students give a reason for the correct answer (*inability rather than prohibition*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students read the completed sentences aloud.

EXTENSION: Students write three sentences about themselves using modals and semi-modals, e.g. *I'm able to dance really well. I don't have to do any homework today.*

ANSWERS

1 couldn't	6 don't have to
2 needn't	7 should
3 mustn't	8 don't have to
4 was able to	9 wasn't able to
5 must	10 could

5 5.3 ▶

- Play the recording. Students listen and complete the sentences, then compare their answers in pairs.
- Play the recording a second time if necessary. Get feedback.

EASIER: Give students a copy of the audioscript and do the exercise as a reading task.

FAST FINISHERS: Students identify the function of the correct modal verb in each sentence, then compare ideas in pairs (1 *ability*, 2 *obligation*, 3 *suggestion*, 4 *inability*, 5 *suggestion*, 6 *lack of necessity*).

ANSWERS

1 couldn't	3 should	5 ought to
2 have to	4 isn't	6 needn't

5.3 ▶

1

F: How are you getting on with your history project? Have you finished it yet?

M: No, unfortunately. We were working on it yesterday afternoon but then the computer crashed.

2

On arrival, please make sure you've signed in at the reception desk and then the assistant will give you directions to my office.

3

It's really important to think about the marks you're getting now because they can have an impact on your future.

4

F: Are you going home now, Dr Hamdi? You look very tired.

M: I'm so tired I don't think I can carry on working but no, I can't leave until seven o'clock.

5

Tom: Sarah, you like birds of prey, don't you?

Sarah: Yes, why do you ask?

Tom: You should watch this documentary. I think you'll find it very interesting.

6

Here's the link to a very interesting article that gives you more detail about the topic we've discussed today. You can read it over the weekend if you like, but of course, you don't have to.

Listening page 58

identifying key words and taking notes; matching prompts to spoken text

1

- Check understanding of the words in the box.
- Students do the exercise, adding any more words they can think of. Don't get feedback at this stage.

2

- In pairs, students compare their ideas from Exercise 1.
- Get feedback. Write students' other words on the board. Ask *What have you achieved that you consider a success?* Elicit a few answers.

EASIER: Do Exercises 1 and 2 as a class, eliciting ideas for extra words and writing them on the board in Exercise 1, then working together to determine which words are about ambition and success.

3 5.4 ▶

- Go through the Exam Tip.

Exam TIP

Identifying key words and taking notes

- Before reading the information, elicit what students should always do at the beginning of this kind of exam task (underline the key words in the questions).
 - Explain that in the exam, students will listen to the recording twice. The first time, they should try and understand the general meaning only. Elicit how they can take effective notes (write only the main ideas and content words, e.g. verbs, nouns, adjectives, etc.).
 - They need to listen carefully to understand the gist of what each speaker is saying as the statements summarise what the speakers say.
 - Students read the words. Elicit examples of word forms they may hear, e.g. *intelligent*, *motivation*.
- Play the recording. Students listen and write the words, then compare their answers in pairs.
 - Play the recording again if necessary. Get feedback.

EASIER: Brainstorm different word forms for each word and write them on the board.

ANSWERS

- | | |
|----------------|---------------|
| 1 intelligent | 4 achievement |
| 2 motivational | 5 success |
| 3 inspiration | 6 competition |

5.4 ▶

- Her work is excellent. She's clearly very intelligent.
- I listened to a motivational speech on a podcast last night.
- He got his inspiration from a trip to Alaska last year.
- That is a wonderful achievement. How are you going to celebrate?
- The project was a success. Very well done to all of you.
- She came second in the competition. The winner beat her by six marks.

4 5.5 ▶

- Explain that in the UK, students usually apply to university through a government service called UCAS (The Universities and Colleges Admissions Service). In their application, they must submit predicted grades for their final exams, give information about themselves in the form of a personal statement and include references from their teachers.
- Students read the Exam Tip again and look at the notes.
- Explain that they will hear information about everything students need to know about filling in an application. Ask them to predict which set of notes might be the best.
- Play the recording. Students choose the best notes, then compare their answer in pairs.
- Play the recording again if necessary. Get feedback. Students give reasons for their answers.

ANSWER

- The notes are short, clear and contain the main ideas.

5.5 ▶

OK, so today we'll be looking at university applications. Quick show of hands ... how many of you are thinking of applying to uni? OK, so most of you. The first thing

you'll need to do is include personal details – things like your name, address, age, school, grades, and so on. That's the easy bit. You also need to write a personal statement. This tells the reader more about you and why you're the best candidate to get a place on that course. Make sure you talk about your ambitions and how the course will help you achieve them. Include any clubs you belong to and what skills these have taught you. And definitely include any awards you've won. Remember, it's got to be interesting – and of course truthful. It must be about you – your motivations, achievements and successes.

5

- Students read the Exam Task first. There is quite a lot of information to take in, so they should make sure they understand everything.
- They then answer the questions. Get feedback.

ANSWERS

- | | |
|------------------|---------|
| 1 Five | 3 Eight |
| 2 Yes, ambitions | 4 No |

6 5.6 ▶

Exam TASK

Matching prompts to spoken text

- Before playing the recording, remind students to take notes the first time they listen.
- Play the recording. Students listen without trying to choose the correct statements.
- Play the recording again. This time students complete the task.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 E 2 D 3 H 4 A 5 F

5.6 ▶

Speaker 1

I've never really been ambitious but that's probably because I know exactly what I'm going to do in the future. My grandfather opened a restaurant about 60 years ago. My father works there, my uncles work there, and I'm going to work there too. Actually, I've been working there since I was about five! We live right next door, and my grandfather is always asking me to carry dishes back to the kitchen or fetch him some more fresh tomatoes. It's an ordinary life, we feed people and make them happy – and that's the most important thing to me. I love it there. It's my whole world and I couldn't imagine doing anything else.

Speaker 2

It's certainly a good idea to have a few ambitions. If you don't, then how do you know what direction you want your life to take? However, I don't think you should aim for things that you just won't achieve. That's crazy. I think it's important to know what your limits are and do something that you know you are able to, rather than fail at something because it's too ambitious. You'd probably waste a lot of time and money, and end up with nothing and feeling like a failure.

Speaker 3

I believe that nothing is impossible if you want it badly enough. If you're really determined and believe in yourself, then I think you can achieve anything. I guess that's being ambitious. If you set a goal and persist in working hard to achieve that goal, then what's going to stop you? I'm not talking about being rich and famous – I'm talking about whatever your passion is – maybe it's, I don't know, helping bees to survive, or getting involved in environmental issues. If you believe in it enough, there's no reason why you can't achieve it.

Speaker 4

It depends on what kind of ambitions you're talking about. I think there are two types: the completely unachievable and those that are more realistic. I do believe that for most of us, aiming to become an astronaut, for example, is not a realistic goal and you are set for failure. However, if you're determined to do something more realistic – become a doctor or a surgeon, perhaps – then that gives you something to focus on and gives you a reason to study hard and do well in your exams.

Speaker 5

I think it depends on your background, your education, where you live and the types of things you have access to. What I mean by that is that if you're exposed to lots of people showing off on social media for example, your ambitions might be very different to someone who doesn't see what other types of lifestyle look like. You shouldn't compare your situation with others, but I do think you need to tailor your ambitions to your own circumstances and situation.

- Show the photos and elicit brief descriptions of each one. Ask *What job do you think each person does?* Elicit a few ideas, e.g. *computer game designer / tester, scientist / agricultural researcher*. Having a job in mind for each one will help them work out the best qualities.
- In their pairs, students discuss the qualities of each person, then compare their ideas with another pair. Get feedback.

FAST FINISHERS: Students discuss which of the words they would use to describe themselves or someone they know.

3 5.7 ▶

- Elicit or teach *handball* (a game where players hit a small, hard rubber ball against a wall with their hands). Ask what kinds of things might be made in a sewing club.
- Go through the list of clubs. Ask if students have ever been a member of any clubs like these. Elicit a few answers.
- Play the recording. Students choose the clubs, then compare answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: Before listening, elicit potential vocabulary students might hear related to each club.

FAST FINISHERS: In pairs, students discuss which two of the clubs they would like to join and why.

ANSWERS

Marco: volleyball and comic design

Lana: comic design and sewing

5.7 ▶

- M: Hi Lana. Have you seen the clubs list on the website yet? Shall we have a chat about them after school?
- L: Oh, no, I haven't seen them. I'll check them out. Yes, let's meet later. I'll have a look at them at lunchtime. See you in a bit ...
- Hi again. I had a look at the clubs list earlier. There are loads to choose from!
- M: I know. OK, shall we start with sports? What about basketball? Or handball? I haven't played that before.
- L: Um, I'm not entirely sure that's for me. I don't really like team sports. In fact, I probably won't choose anything sporty! It's not really my thing. I'd much rather be indoors writing a story or drawing.
- M: OK, I'm going to sign up for handball. Oh wait, no, I prefer volleyball. I'm going for that instead. OK, let's move onto the creative clubs. Oooh, this one looks interesting: comic design. I'm sure you'd be really good at that. I've seen some of your amazing pictures.
- L: That sounds fun. What do you think about doing it?
- M: No, I'm really bad at art. On the other hand, it sounds quite good fun. Shall we both sign up for that one?
- L: Yes, let's. I want to do another one, too.
- M: How about sewing or story-writing? Or this one sounds like you ... Thursday theatre?
- L: There's no doubt that's the perfect club for me but ... I'm guessing it's on a Thursday? I can't do Thursdays as that's when I have music practice. When are the other two?

Speaking page 59

discussing all the options; collaborative task

1

- In small groups, students think of examples of what could be someone's greatest achievement. Elicit a few ideas.
- In pairs, students discuss the questions. Get feedback.

2

MEDIATION SKILLS

- Encouraging discussion of concepts in a group is mediation.
- In this exercise, students discuss the qualities the two people in the photos might have by thinking about the jobs they are doing and the skills they might need.
- As they work together, they should build on their partner's ideas and ask their partner questions to encourage them to clarify their opinions, give reasons for their views or expand on their thinking. They could use some of the phrases in the Useful Language box to express their ideas.
- Pairs can then share their ideas with the rest of the class or with another pair.
- Pairwork discussion and Your Ideas tasks can be used throughout the course to practise this mediation skill further.

- M: Sewing is on Tuesdays and story-writing is on ... oh, that's on Tuesdays too.
- L: Well, we do a lot of story-writing in English, so it would probably be better to choose a different club. I've always wanted to learn how to make clothes, so I think I'll choose that one.
- M: Great, so that's two clubs each. It'll be fun to do one together too. But don't laugh at my artwork!

4 5.7 ▶

- Go through the Useful Language box.
- Explain that in a collaborative exam task, students will have to talk about different options with a partner, expressing their opinion on each of them and saying whether or not they agree with their partner's ideas.
- Play the recording. Students underline the expressions, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

ANSWERS

Shall we start with ...
 I'm not (entirely) sure ...
 I probably won't ...
 Let's move onto ...
 I'm sure (that) ...
 What do you think about ...
 There's no doubt ...
 It would probably be better ...

5

- Remind students of the phrase *personal statement* that appeared in the Listening (a written summary about yourself, your experience, etc.) Ask *When might you need to write a personal statement?* (to apply for a course, to join an institution, a job, etc.).
- In pairs, students discuss the prompts, giving examples for each point. Get feedback.

EXTENSION: Students write a personal statement based on the prompts and what they discussed with their partner.

6

- Go through the Exam Tip

Exam TIP

Discussing all the options

- Explain that in this type of exam task, it is important to keep the conversation going in order to complete the task objective (decide on one option for the scenario). Elicit ways students can do this, e.g. by asking questions, responding to what their partner says, etc.
- Elicit phrases to express opinions, e.g. *from my perspective, in my opinion*, and give reasons, e.g. *because of, due to the fact that ...*, etc.

Exam TASK

Collaborative task

- In pairs, students complete the Exam Task, taking turns to give their opinions on the five options. Remind them to decide together on one option at the end of the task. Get feedback.

FAST FINISHERS: Pairs think of other ideas that might help someone who wants to become an artist.

TEACHING TIP: Monitor speaking activities and make notes of any errors in pronunciation, grammar or vocabulary while students are talking. Write the errors on the board, ensuring they are anonymous. If the errors are in language that has appeared earlier in the unit, revise them by encouraging students to look over the Student's Book explanation and their notes. If not, try to elicit or teach corrections and share good examples of the target language.

your ideas

- Students discuss the question in pairs. Encourage them to give reasons for their answers.
- Ask if they feel more ambitious now than when they were younger.

Grammar page 60

Perfect modals

GRAMMAR GUIDE: perfect modals and semi-modals

We can use a modal + *have* + past participle to speculate about the past.

Here's a list arranged by modality:

deduction: possibility	<i>could, may, might</i> She could have been stuck in traffic. It may have been too late. We might have left it at home.
deduction: certainty	<i>must, can't</i> The lights were off. She must have been out. He can't have been there, as he was here.
regret	<i>could, would, should, ought to</i> I could have helped you. (you didn't ask) I would have helped you. (you didn't ask) You should have asked for help. (you didn't) You shouldn't have said that. (you did) He ought to have known better. (he didn't) She oughtn't to have been there. (she was)
necessity	<i>needn't, didn't need to</i> He needn't have told me: I knew it when I saw him. (he told me, but I had already guessed) He didn't need to tell me: I knew it when I saw him. (he didn't tell me because I guessed before he told me)

1

- Students read the sentences and do the matching exercise. Tell them not to worry about the gaps in the table at this point, just focus on the functions.
- They then compare their answers in pairs. Get feedback, asking for reasons why they chose each function.

EASIER: Do the exercise as a class. Ask individual students to read out a sentence each. Elicit ideas for the function of each one before deciding together.

ANSWERS

1 c 2 d 3 a 4 b 5 e

2

- Do the first item with the class (*must have*). Students find the corresponding sentence in Exercise 1 (3) to confirm the answer.
- Students complete the table, then compare their answers in pairs. Get feedback.

EXTENSION: Students draw an arrow of certainty from *didn't happen* to *happened* and write the perfect modals in the correct place along the line, e.g. *can't have*: 100% didn't happen; *may have*: 50% certain; *must have*: 100% happened.

ANSWERS

1 must have
2 needn't have
3 should have
4 would have
5 could have

3

- Students look at the sentences and the table and complete the rule. Get feedback.

ANSWERS

1 have
2 past participle

4

- Remind students that this exercise is the same as the sentence transformation Exam Tasks in Use your English in Units 1 and 3. Remind them too that they must not change the form of the word in bold and that contractions count as two words.
- Do the first item with the class (*would not have failed*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers. Elicit the meaning of *pay rise* (an increase in the salary you earn in your job).

FAST FINISHERS: Students write three sentences that include perfect modals.

ANSWERS

1 would not / wouldn't have failed
2 might have come
3 needn't have worried
4 might have cancelled
5 should have read
6 can't have got

5 5.8 ▶

MEDIATION SKILLS

- Streamlining a text is mediation. It involves identifying the parts of the text that are relevant to a particular purpose, and can involve modifying a text to improve it, simplify it, or adapt it for a different purpose or audience.
- When students have completed the exercise, ask them to look at the text again and highlight or underline the sentences that tell us what happened with Jack.
- This mediation skill can be practised with other written texts in the book by asking students to adapt the text for a particular purpose. For example, ask students to look at the reading text on page 55 and 'streamline' it to report on Kate Diamond's award-winning project and what she gained from the award.

- Students scan the text and say what it is about (a man who is good with computers).
- Students complete the article, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *whizz* (someone who is very good at something) and *ethical* (relating to what is right and wrong).

EXTENSION: Using the text in Exercise 5 as a model, students research and write about something a famous person has achieved. They should use perfect modal structures in their text.

ANSWERS

1 could have
2 should have
3 could have
4 needn't have
5 might have
6 must have

5.8 ▶

Jack Cable has always been a whizz with computers. After leaving college, he could have found a job with almost any software company. One day, when Jack was still at school, he was working on a computer program at home. He noticed that there was a way that he could take money from people's online bank accounts. He knew that the company should have protected the accounts better. Jack could have taken thousands of dollars, but he didn't. Instead, he told the company that there was a huge problem with their computer system. Jack needn't have done this, but he knew it was the right thing to do. Account holders might have lost all their savings. But, because of Jack's honesty, the company was able to secure the system. Jack must have enjoyed this early success because he went on to become what's known as an 'ethical hacker' – someone who helps companies to find problems with their online security before less honest people do.

Collocations

1

- Write *make* on the board and elicit nouns that could follow the verb, e.g. *a mistake, friends, a difference*, etc. Ask what these sorts of word combinations are called (*collocations*). Elicit examples of other common collocation forms, e.g. adjective + noun (*a nice time, a long way*); adverb + adjective (*absolutely amazing, completely fine*).
- Students complete the exercise, then compare answers in pairs.
- Get feedback. Remind students to write any new collocations in their notebook.

EXTENSION: Write the following questions on the board:
How can you build someone's confidence?
Do you think it's important to gain life experience before getting a job?
Do you often give people advice?
What's the best way to make an impression in an interview?

In pairs, students discuss the questions. ★

ANSWERS

- 1 a difference
- 2 advice
- 3 a success
- 4 a business
- 5 confidence

2

- Students complete the sentences, then compare their ideas in pairs. Get feedback.

FAST FINISHERS: Students write sentences using three of the incorrect options.

ANSWERS

- | | |
|--------------|--------------|
| 1 impression | 4 advice |
| 2 advantage | 5 confidence |
| 3 gain | 6 chance |

Expressions

3

- Elicit the meaning of individual words within some of the expressions, e.g. *track* (a circular course that athletes run around), *record* (a summary of someone's achievements) and *sight* (the ability to see). Ask *Do you think these words have the same meaning when they're in the fixed expressions?* Elicit a few ideas for the meaning of the expression in sentence 1. Ask *Does it have anything to do with fire? Why do you think 'fire' is used in this expression?*
- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Remind students to make a note of new expressions in their notebooks.

EASIER: Students discuss the expressions and complete the exercise in pairs.

ANSWERS

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

4

- Go through the Exam Tip.

Exam TIP

Learning collocations and expressions

- Explain that in open cloze tasks, students have no answer options to complete the gaps, so revising common collocations, expressions and phrasal verbs regularly will help them improve their vocabulary and complete the task.

Exam TASK

Open cloze

- Students complete the Exam Task. Remind them to skim the whole text once first for gist, then focus on the words around each gap. They compare answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- | | |
|-----------|-----------|
| 1 taking | 5 spends |
| 2 won | 6 gained |
| 3 on | 7 between |
| 4 telling | 8 made |

- If necessary, refer students to Exercise 3 for a reminder of the meaning of *set your sights*.
- In pairs, students discuss the questions. Get feedback.

your ideas

Writing pages 62–63

presenting arguments in formal essays; structuring your essay; writing an essay

Learning FOCUS

Presenting arguments in formal essays

- Write the following sentences on the board:
 1 *I think it's fantastic they put in so much effort towards passing their exam.*
 2 *The class all passed their exam after studying very hard.*
 Elicit which one would be more appropriate to use in an essay and why (*Sentence 2 because it doesn't express the idea in an emotional way*). ★
- Elicit or teach *objective* (based on facts rather than feelings or beliefs). Ask *Why do you think it's important to be objective when writing a formal essay?* Discuss the idea of *balance* – being able to write about things from both sides of an argument, without being too emotional.
- Brainstorm things to avoid in formal writing. Then ask students to think about things they should include, e.g. linking words, reasons for their opinions, an introduction, conclusion, etc.

1

- Go through the Learning Focus box.
- Students read the sentences and answer the questions, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

FAST FINISHERS: In pairs, students write three sentences: one stating a fact, one giving an opinion and one that is not suitable for a formal essay. They give them to another pair to categorise.

ANSWERS

Facts: 1, 6, 7

Opinions: 2, 3, 4, 5, 8

Sentence 4 is not suitable because the opinion it expresses is too emotional

2

- Students read the example task and answer the questions, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students briefly discuss their ideas and opinions on the writing task.

ANSWERS

1 an essay

2 whether being rich and famous is the best measure of success; how success can be judged

3 between 140 and 190 words

3

- Students quickly read the model answer and say whether the student agrees with the first question in the writing task (*no, they don't*).
- Do the first item with the class. Students read the first two paragraphs and the missing sentences 1a and b. Elicit the answer (*b*), then ask students to say why (*a clause beginning with 'For some' is often followed by a clause beginning with 'But for', which gives a contrasting opinion*).
- Students complete the student's answer, then compare their answers in pairs. Get feedback.

ANSWERS

1 b 2 a 3 b 4 a

4

- Students read the example essay again and decide what the writer has done, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

2, 3 and 4

5

- Go through the Exam Tip.

Exam TIP

Structuring your essay

- Before reading the Exam Tip, elicit the basic structure of a formal essay (an introduction, explaining and justifying your opinions, a conclusion referring back to the original question).
- Show the writing task in Exercise 2 and the example essay in Exercise 3. Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

a 4 b 3 c 1 d 2

6

- Go through the Useful Language box.
- Students scan the paragraph and say what it is about (*the secret of success*).
- They complete the text, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

FAST FINISHERS: Students underline phrases in the Useful Language box they might want to use in the Exam Task.

ANSWERS

1 First of all, I would like to say that

2 The reason for this is

3 I believe this is because

4 Given these points

5 All things considered

7

Exam TASK

Writing an essay

- Students complete the Exam Task. Remind them to make brief notes for each paragraph of their essay before they start to write and to include phrases from the Useful Language box.

8

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's essay and tick the things their partner has included using the Reflection Checklist.

Live well, study well

page 64

managing your money; considering your relationship with money

Useful vocabulary

afford (v): to have enough money to be able to buy something

budget (v): to plan and control how much money you spend and what you will buy with it

budget (n): money that is available to a person to be spent, or a plan of how it will be spent

influence (v): to affect the way someone else behaves or thinks

second-hand (adv): not new; used before by other people

social pressure (n): attempts from people around you or from society in general to persuade you to do something

tempted (adj): when you feel persuaded to do something

wisely (adv): in a way that shows experience, knowledge and good judgement.

1

- Show the text and elicit what it is about (*advice / tips on how to spend money better*).
- In pairs, students read the advice, then discuss the questions. Make sure they have a particular time when they bought something in mind. Get feedback.

2

- Ask *What do you spend your money on?* Elicit a few answers.
- Students order the words and phrases in the box according to their opinion, then compare their ideas in pairs. Get feedback. Do a class survey on the most common areas of spending.

EXTENSION: In pairs, students brainstorm items in each category that teenagers commonly spend money on, e.g. clothes: T-shirts, trainers, baseball caps, jewellery; food and drink: lunch with friends, popcorn at the cinema, etc. Write students' ideas on the board. Make a top-three list of what the class spends their money on.

3

- Go through the Mind your Mind information.
- Ask *What makes you spend money? How often do you spend money on things you don't need?* Elicit a few ideas.
- Students consider the question and make a few notes, then share their ideas with a partner.
- Get feedback. Students give reasons for their answers.

4

- Briefly discuss where social pressure can come from, e.g. classmates, friends, etc.
- In small groups, students brainstorm reasons why it is not good to buy something based on social pressure. Get feedback, writing any reasons they agree about on the board.

your project

- In groups, students read through and choose a project. Project 1 involves sharing experiences and giving advice in a group context, while Project 2 is an individual task which involves preparing a budget for a social event.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everyone has a task and students swap tasks for peer correction.

Project 1

- In their groups, students first make notes individually about something they regret buying, writing ideas for each bullet point.
- They then work together to make a list of things they learned from the experience.
- Once they have a complete list, they share what they discussed with another group. Remind them to use the Useful Language box to help them.

EXTENSION: Groups write a list of three pieces of advice to give to someone who often buys things they regret, then present their list to the class. Students vote on the top three pieces of advice.

Project 2

- Students note down their ideas for each prompt.
- Encourage them to display their budget in an infographic, a poster or to write ideas for a spoken presentation, using the phrases in the Useful Language box to help them. Remind them to break down the figures for each item, and to stick to the budget of £500.
- Students present their budgets to the class. Take a class vote on the best one.

EXTENSION: Students decide if they can replace anything in their plan to make the event free. If possible, do the free activities from the event in class.

Review

page 153

ANSWERS: VOCABULARY

1

- | | |
|----------------|----------------|
| 1 hard-working | 4 achievements |
| 2 determined | 5 challenge |
| 3 focus on | 6 inspire |

2

- | | |
|--------------|----------|
| 1 grow | 4 chance |
| 2 impression | 5 make |
| 3 take | |

3

- | | |
|-----------------|-------------------------|
| 1 going places | 4 set the world on fire |
| 2 set my sights | 5 weather the storm |
| 3 track record | 6 make or break |

ANSWERS: GRAMMAR

4

- | | |
|----------------|--------------|
| 1 might | 4 don't have |
| 2 Could | 5 should |
| 3 weren't able | 6 can't |

5

- 1 Should I have **paid** for the parking space?
- 2 I would **have** helped you, but you didn't ask me.
- 3 The police **can't** have received any key information because they let the man go.
- 4 I'm so sorry. I **shouldn't** have said that. It was very rude.
- 5 She **may have arrived** / **may arrive** on time, but I'm not sure.
- 6 I needn't have **worried** about the exam. All the questions were easy!

6

- | | | |
|-----------|----------|-----------------|
| 1 May | 4 should | 7 don't have to |
| 2 needn't | 5 must | 8 have to |
| 3 must | 6 Should | 9 might |

- Reading:** identifying what isn't in a text; multiple choice with one text
- Vocabulary:** history; checking spelling; word formation
- Grammar:** past perfect simple and past perfect continuous
- Listening:** listening for numbers; multiple choice: seven questions

- Speaking:** expressing your opinion; collaborative task
- Grammar:** question tags; pronouns
- Use your English:** phrasal verbs; word building; choosing the correct word; multiple-choice cloze
- Writing:** using qualifiers; brainstorming ideas; writing an informal email
- Video:** Lost treasures

Unit Opener page 65

In the photo

Visitors to the Acropolis Museum in Athens, Greece, can see ancient history beneath their feet as the ruins of part of an ancient Athenian neighbourhood lie below the museum. You can see the remains of houses, workshops, streets and even bath houses. The ruins mostly date back to the 7th to 9th centuries, but some are even older, dating back to life in Athens in the 5th century BCE.

- Show the photo and elicit what is unusual about it (*modern buildings have been built on top of old ones, which are still visible*). Elicit or teach *historical* (something related to the past).
- If any students have been to the Acropolis, invite them to give a description of the ruins.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: In pairs or small groups, students discuss famous historical places they have been to or would like to visit.

Reading pages 66–67

Identifying what *isn't* in a text; multiple choice with one text

1

- Books closed. Show the photos and elicit students' ideas for what they show.
- Books open. Students do the matching exercise, then compare their answers in pairs.
- Discuss the question with the class.

FAST FINISHERS: Students discuss whether their country is famous for any of the products in the photos.

ANSWERS

- a spices
b map
c pottery
d gold coins
e silk
f glass

2 6.1 ▶

- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

ANSWERS

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

6.1 ▶

Speaker 1 This curry smells delicious! It's going to taste wonderful. I love Indian food!

Speaker 2 Just feel how soft this material is. It's really smooth. I bet it's expensive.

Speaker 3 Nowadays, we just use our phones to find our way from one place to another. We don't need to carry paper versions any more.

Speaker 4 It's amazing to think that this jug was made more than a thousand years ago. I bet you could still fill it with water and use it.

Speaker 5 Look at that beautiful colourful bottle. Do you know it was made over five hundred years ago?

Speaker 6 I find it fascinating that we still use the same ways of buying and selling things that people who lived around 5,000 years ago used.

3 6.2 ▶

- Read the title of the article. Ask if students know anything about the Silk Road. Elicit ideas.
- Play the recording. Students scan the article and find things from Exercise 1, then compare their answers in pairs.
- Get feedback. Students say where they found the items in the article.

FAST FINISHERS: Students find other items in the article, e.g. cotton, horses, gold, silver, leaflets, books, newspaper, etc.

ANSWERS

silk, spices

6.2 ▶

As reading text on page 67.

4

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus box to check their answers.
- Get feedback. Ask pairs how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *trading post* (a place far from where many people live, where goods can be bought, sold, exchanged, etc.), *historian* (a person that studies history) and *ancient* (from a long time ago, often thousands of years).
- Go through the Exam Tip.

Exam TIP

Identifying what *isn't* in a text

- As with all reading exam tasks, students should always begin by skimming the text to understand the gist. For their second reading, scanning the text and taking note of any specific words and phrases they saw in the questions will help them find the answers.
- With some questions, they may see that they're asked to find out something that *isn't* in the text (in this task, see questions 1 and 4). This can be confusing, so make it clear that in these kinds of questions, they look for the three options that *are* in the text, which means that the fourth one will be the correct answer. It's the opposite of what they do with the other questions.
- Students read the Exam Task and underline the key words and phrases, then compare their ideas in pairs.

5

Exam TASK

Multiple choice with one text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students explain where they found their answers.

ANSWERS

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

your ideas

- Students discuss the questions in pairs.
- Get feedback. Students research and write a short text about a product their country exports, sharing their findings in small groups.

Vocabulary page 68

history; checking spelling; word formation

1

- Students find words connected with history in the article they read on page 67, (e.g. *historian*, *invent*, *discover*), then brainstorm other words they might know, e.g. *pyramids*, *civilisation*. Write their ideas on the board.
- Students complete the sentences, then compare their answers in pairs. Get feedback. Elicit the meaning of *temple* (a religious building).

ANSWERS

- | | |
|------------------|--------------|
| 1 Archaeologists | 4 discovered |
| 2 preserved | 5 pyramids |
| 3 evidence | 6 ruins |

2

- Elicit or teach *Middle Ages* (the period from the 5th–15th century CE, from the fall of the Roman Empire to the beginning of the Renaissance period in Europe). Explain we also say *mediaeval times* or *period* to mean the same thing.
- Students complete the article, then compare their answers in pairs. Get feedback.

EASIER: Start by eliciting the word form needed in each gap (1 *noun*, 2 *noun*, 3 *verb*, 4 *noun*, 5 *verb*, 6 *noun*). Write the words students didn't use in Exercise 1 on the board (*exhibits*, *destroyed*, *origins*, *invaded*, *castles*, *battles*).

EXTENSION: In pairs, students discuss definitions for the words. They then write two sentences including as many of the words as possible.

ANSWERS

- | | |
|-----------|-------------|
| 1 castles | 4 battles |
| 2 origins | 5 destroyed |
| 3 invaded | 6 exhibits |

3

- Do the first gap as an example (*Historians*). Ask why that is correct (*because they study the past, e.g. ancient cities*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 Historians, emperor
2 Artefacts, sites
3 tombs, tunnels
4 era, civilisations
5 destroyed, rebuilt

EXTENSION: Students research and write five facts about a historical place or period in Exercise 3 using words from the lesson. They then share their facts in pairs or small groups.

4

- Go through the Exam Tip.

Exam TIP

Checking spelling

- Explain that in this type of exam task, students will only get a mark if a word is spelt correctly, so it is important to pay attention to the word forms needed.
- Write *marry* on the board and elicit the noun, adjective, verb and any negative forms of the word (*marriage*, *married*, *marry*, *unmarried*). Repeat the steps for *agree* (*agreement*, *agreeable*, *agree*, *disagree*, *disagreement*).
- Encourage students to record common word endings and spelling changes in their notebooks, e.g. *drop* the *-e*, *replace -y with -ily*, etc.

Exam TASK

Word formation

- Students complete the Exam Task, paying attention to their spelling, then compare their answers in pairs.
- Get feedback. Students spell their answers aloud.

EASIER: Before completing the task, in pairs, students predict the word forms needed to fill each gap, including whether they are positive or negative.

ANSWERS

- | | |
|---------------|---------------|
| 1 historical | 5 destruction |
| 2 famous | 6 fortunately |
| 3 originally | 7 valuable |
| 4 collections | 8 visitors |

- Students discuss the questions in pairs.
- Get feedback. Ask what other castles they know and where they are. If they don't know any, ask them to research a castle in another country that they would like to visit.

your
ideas

Grammar page 69

Past perfect simple and past perfect continuous

GRAMMAR GUIDE: past perfect simple and past perfect continuous

- We use the past simple to talk about actions or events in the order they happened.
*I **waited** for hours and then six buses **arrived**.*
- We use the past perfect simple to show that a past action or event happened before another past action or event.
*When I **arrived** at the bus stop, my bus **had just left**. (my bus left, then I arrived)*
- If we want to emphasise the duration or effect of a past action on another past action or event that followed it, we use the past perfect continuous.
*I'd **been waiting** for hours when six buses **arrived**. She **won** because she'd **been training** hard.*

1

- Read the sentences. Ask *In sentence 1, did the person already know what they wanted to do at the age of twelve? (yes).* In sentence 2, *was the person already studying archaeology when they visited the temple? (yes).* Elicit that in both sentences, we use the past perfect to indicate a time before another time in the past.
- Students complete the rules, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students discuss the photo using vocabulary from the previous lesson.

ANSWERS

- a simple
b continuous

2

- Do the first sentence with the class (*had been digging*) and elicit why (*the action was in progress for a period of time before it was interrupted*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EXTENSION: In A / B pairs, Student A closes their book and Student B reads out sentences from Exercise 2, omitting the answer in italics. Student A says the correct words to complete the sentences, then they switch roles.

ANSWERS

- 1 had been digging
2 had heard
3 had been searching
4 had been looking
5 had found
6 had heard
7 had agreed
8 had been thinking

3

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students discuss the tense they think they will need to complete each sentence.

ANSWERS

- 1 had been studying
2 had discovered
3 hadn't noticed
4 had been walking
5 hadn't thought

4

- Read through the quiz questions. Tell students not to worry about the two options at this point.
- Students complete the questions, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 had been working
2 had heard
3 had worked out
4 had been using
5 had been exploring

5 6.3 ▶

- In pairs, students read the quiz questions again. They take turns to say which option they think is correct, then discuss their answers.
- Play the recording for students to check their answers. Get feedback.

EASIER: Go through the example speech bubbles first. Identify language students can use to make suggestions and agree with a suggestion.

EXTENSION: In small groups, students research and write two of their own history facts using the past perfect simple or past perfect continuous. They should include options to complete the statements, as in the quiz. Groups then swap facts and try to complete them.

6.3 ▶

- 1 Leonardo da Vinci had been working for an artist called Andrea del Verrocchio for about ten years before he set up his own art studio.
- 2 Hiram Bingham had heard about an Incan 'lost city' before he discovered Machu Picchu in 1911.
- 3 By the end of the 16th century, Copernicus had worked out that the planets orbit the sun.
- 4 Evidence shows that the Chinese had been using paper for centuries before it was brought to Europe.
- 5 French archaeologist Christian Dupuy had been exploring the Ténéré Desert when he discovered the Dabous giraffes in 1987.

Listening page 70

listening for numbers; multiple choice: seven questions

1 6.4 ▶

- Remind students they looked at numbers in the Listening lesson of Unit 3. Say the following numbers and dates: *nineteen sixty two, one hundred thousand, fifth, two point four*. Students listen and write them in figures (1962, 100,000, 5th, 2.4). Write the answers on the board.
- Play the recording. Students write the numbers, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EXTENSION: In pairs, students take turns to say five more numbers or dates. Their partner writes them in figures.

ANSWERS

- 1 6.2
- 2 1987
- 3 3,500,000
- 4 8th
- 5 435

6.4 ▶

- 1 Six point two
- 2 Nineteen eighty-seven
- 3 three and a half million
- 4 eighth
- 5 four hundred and thirty-five

2 6.5 ▶

MEDIATION SKILLS

- Listening and note-taking is mediation. Students listen and identify the key information to complete the notes. The notes are worded differently to the information on the recording, which means they need to have a good general understanding of the whole recording.
- This mediation skill can be further practised using audio recordings throughout the course, and students can practise at home by listening to podcasts or online videos in English.
- Show the photo. Elicit a brief description – students can use the words on the photo to help them. If necessary, elicit or teach *erupt* / *eruption* by pointing to the photo.
- Play the recording. Students complete the notes, then compare their answers in pairs.
- Get feedback. Invite students to write the figures on the board.

EASIER: In pairs, students identify the kind of information that is missing from each gap (1 year, 2 number, 3 number, 4 ordinal number, 5 year).

ANSWERS

- 1 2010
- 2 1.3
- 3 10,000,000
- 4 4th
- 5 920

6.5 ▶

In March 2010, an Icelandic volcano called Eyjafjallajökull erupted. Over the next month or so, more eruptions happened and lava from the volcano covered an area of about 1.3 km². Between the 15th and 20th April, a huge cloud of ash covered many parts of Northern Europe. About ten million people had to change their travel plans because aeroplanes couldn't fly in the ash cloud. Records show that this is the fourth eruption since 920 CE.

3

- Go through the Exam Tip.

Exam TIP

Listening for numbers

- Explain that in listening exam tasks it is possible to predict the type of number that might come up by looking at the words around a gap. Show gaps 4 and 5 in Exercise 2. Elicit that gap 4 is likely to be an ordinal number because of the use of *the* before the gap, and gap 5 is a year as it says *CE*.
- Tell students that if they have three number options as possible answers, they should think about how they are said before they hear the recording to help them listen for the correct answer.

- Students scan the Exam Task and make notes on numbers they might hear, then compare their ideas in pairs. Get feedback.

4 6.6 ▶

Exam TASK

Multiple choice: seven questions

- Play the recording. Students complete the Exam Task, then compare their answers in pairs, focusing on the numbers they heard. Get feedback. Elicit the meaning of *vase* (an open container to display flowers in).

ANSWERS

- 1 C
- 2 B
- 3 C
- 4 A
- 5 C
- 6 A
- 7 C

6.6 ▶

You will hear three girls talking about an exhibition that two of them went to last summer. For questions one to seven, choose the best answer (A, B or C).

- F1: Ms Theo's lecture on volcanoes was cool, wasn't it? It reminded me of that exhibition we went to last summer.
- F2: Yeah, it was such a great museum, not like some dusty old places where you aren't allowed to touch anything.

- F3: Where did you guys go?
- F2: We went to the Science Museum of Virginia. There was an exhibition about Pompeii. Usually I think stuff like that's a bit boring, but it was great. The exhibition focused on the everyday lives of people living in Pompeii when the volcano erupted, two thousand years ago.
- F1: Yeah, and it used cool technology to take us back in time. There were video screens showing what life was like and we could sort of 'walk' through the streets of ancient Pompeii and, in a way, 'meet' the people who lived and worked there.
- F2: There was a lot of virtual reality too. Oh, and do you remember the fright we got?
- F1: Ahh, I was so scared!
- F3: Wait ... what happened?
- F2: At one point suddenly there was a really loud sound and the whole room started to shake! Dinah was really frightened!
- F1: Well, I've never experienced a real eruption but I imagine it felt just like the moments before the real one. I was scared by the special effects, so the people who experienced the real thing must have been absolutely terrified.
- F3: No, I mean, what happened in Pompeii? What eruption?
- F1: I'm sure you studied this in history last year. You know that Pompeii was a city in ancient Rome, don't you? It was completely destroyed when a volcano called Mount Vesuvius erupted. The eruption happened so fast that people didn't have time to get away. They were just doing normal things like shopping and chatting with friends. The eruption killed thousands of people.
- F2: Ash and lava from the volcano covered everything, but that meant that lots of things have been preserved really well. It's been amazing for historians – they've been able to work out a lot about the lives of everyday people at the start of the 1st century. That's two thousand years ago!
- F1: There was even a loaf of bread in the museum that had been found in an oven in the ruins of a Pompeian bakery.
- F2: Oh, yes, I remember that. That was so cool! They know exactly how it was made. And do you remember the blue glass vase? It's about 2,000 years old and it's still in perfect condition. Can you imagine working in the museum and being responsible for it?!
- F3: It must have been really scary for the people who were living there.
- F2: Yes, definitely. Apparently, the lava flowed down the mountain at almost 300 kilometres an hour and I think they said the temperature was about 2400 degrees centigrade. Everything was immediately burned and buried, including people.
- F3: So, how do we know about it now?
- F1: You should have come with us last summer, then you'd know!
- F2: Someone first discovered it in 1599. Because everything happened so quickly, the remains of the city show life exactly as it was on that day in 79 CE. Modern archaeologists have discovered lots more items, things like food, furniture and cooking pots.

Speaking page 71

expressing your opinion; collaborative task

1

- Brainstorm school subjects and write them on the board. Ask a few students what their favourite one is and why.
- In pairs, students discuss the questions. Get feedback.

FAST FINISHERS: In pairs or small groups, students discuss topics they've studied in history lessons.

2

- Ask *Apart from in school, what are other ways to learn about history?* Elicit ideas.
- Go through the list and compare it with students' ideas.
- Students order items from the most to the least effective. Point out that they need to put them in order for how effective *they* find them, not how effective in general.
- Don't get feedback yet, as students will do more work on this in Exercise 4.

3

- Students categorise the phrases, then compare their answers in pairs. Get feedback.
- Brainstorm other ways to say you agree or disagree with someone and write them on the board.

EXTENSION: Write the following statements on the board:

It is very important to learn about your country's history.
History is the most interesting school subject.

It's fun to watch documentaries about history.

In pairs, students discuss the statements. Get feedback. Ask one or two pairs to say if they agreed or disagreed with their partner, using the phrases in Exercise 3. ★

ANSWERS

1 A 2 P 3 A 4 D 5 D 6 D 7 P 8 P

4

MEDIATION SKILLS

- Carrying out a collaborative task with peers using polite and supportive language is mediation.
- In this exercise, students need to make and respond to suggestions, and ask their partner to clarify the reasons for their choices. Then they agree or disagree using polite language, being respectful of the other student and sensitive to their perspective.
- The language in Exercise 3 and the Useful Language box will help students practise agreeing and disagreeing politely. Remind them to add phrases for collaborating to the relevant page in their notebook.
- This mediation skill can be practised throughout the course in exercises that involve discussing different points of view.
- In pairs, students compare their lists from Exercise 2, using the phrases in Exercise 3 to say if they agree or disagree with their partner's choices. Get feedback.

5 **6.7 ▶**

- Play the recording. Students decide how much the speakers agree with each other, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

FAST FINISHERS: In pairs, students discuss what each set of speakers agreed or disagreed about, using the audioscript as a reference.

ANSWERS

1 P 2 A 3 D

6.7 ▶

Conversation 1

M: I think the ancient Egyptians probably had the most successful civilisation. Just look at all the pyramids and the beautiful artwork that they created.

F: I agree to a point. They certainly knew how to build things. But then again, so did the Aztecs and the Maya. I think it depends on what you mean by successful. I mean, the Greeks and Romans definitely spread their culture much further across the world.

Conversation 2

F1: The eruption of Mount Vesuvius was a terrible disaster. I can't imagine how frightening it must have been to be there.

F2: That's exactly what I think. It was such a terrible thing with so many people dying. However, it has given us a great understanding of everyday life two thousand years ago.

Conversation 3

M: Who do you think is the most important woman in history?

F: Elizabeth the First, without a doubt.

M: Really? Why do you say that?

F: Because she was queen for 44 years and she was a very strong female leader.

M: Really? She was successful, but I wouldn't choose her. I'd choose someone from science like Marie Curie or the nurse Mary Seacole.

6 6.7 ▶

- Go through the Useful Language box.
- Play the recording again. Students listen carefully for the phrases, then compare their answers in pairs. Get feedback.

EASIER: Hand out copies of the audioscript. Students read as they listen to the recording.

ANSWERS

I agree to a point.

That's exactly what I think.

Really?

Why do you say that?

7

- Go through the Exam Tip.

Exam TIP

Expressing your opinion

- Remind students that in collaborative tasks, they need to justify their opinions. They did this in Unit 5 Speaking, so they can recycle some of that language in this task.
- Write the following statement on the board: *All museums are fun and interesting*. Elicit one or two opinions and a few responses to those opinions using phrases in the Useful Language box.
- Explain that students can disagree with their partner as much as they want, but they should try to do it in a formal way.

- Students read the Exam Task and make notes on their opinion of each idea.

8

Exam TASK

Collaborative task

- Review the tips in Unit 5 Speaking. Ask *What is the situation?* (attracting younger people to a museum), *How many points should you discuss?* (all of them), *What should you do at the end?* (choose the best idea).
- In pairs, students complete the Exam Task, taking turns to give their opinions on the five options. Remind them they have to decide on just one option at the end of the task. Get feedback.

EASIER: Brainstorm one advantage and one disadvantage of each option and write them on the board, e.g. *exhibitions: fun, wouldn't do alone; discounts: cheap, only for regular visitors; 3D tech: interactive, expensive; talks: easy to organise, hard to choose a topic; competitions: easy to organise, need to think of a prize*.

TEACHING TIP: Revision is an important tool for reinforcing students' learning. Take opportunities to revise previous unit language, grammar points and approaches to exam tasks, etc. where possible. For this exam task, for example, you could revise language from the Unit 5 Speaking, e.g. phrases for expressing certainty or uncertainty, etc.

- Elicit the meaning of the phrase *history repeats itself* (what happened once can happen again).
- In pairs, students discuss the question.
- Get feedback. Encourage students to say if they agree or disagree with their classmates' answers.

your
ideas

GRAMMAR GUIDE: question tags

Use

Question tags are short questions at the end of sentences. We use them:

- to check that what we said in the main sentence is correct.
*You're from Spain, **aren't you?***
- to invite someone to respond to a comment we made, instead of just making the comment.
*That was a terrible film, **wasn't it?***
- to ask for something in an informal way.
*You haven't got a charger, **have you?***
- to ask someone to do something.
*You will call when you get there, **won't you?***
- to express disapproval or disbelief.
*You haven't lost your phone again, **have you?***

Form

- We use:
- affirmative question tags after negative sentences.
*You're seventeen, **aren't you?***
- negative question tags after affirmative sentences.
*You're not sixteen yet, **are you?***

Verb in the sentence	Question tag
be, auxiliaries, modals: <i>You're not Sam, He's sleeping upstairs, They haven't been to Rome, She can swim,</i>	same: <i>are you? isn't he? have they? can't she?</i>
present and past simple: <i>He lives in New York, You play football She doesn't speak English, I met you at Ben's party,</i>	correct form of do: <i>doesn't he? don't you? does she? didn't I?</i>
imperative: <i>Don't spend all your money, Call Aunt Bessie,</i>	will: <i>will you? won't you?</i>

- Irregular question tags:
*I am: Sorry, I'm always late, **aren't I?***
*Let's (= let us): OK, **let's** all calm down, **shall we?***
- When the subject is a determiner or an indefinite pronoun, the subject in the question tag needs to be adjusted:
*Everyone works hard, **don't they?***
*That wasn't a clever thing to say, **was it?***
*Those T-shirts are great, **aren't they?***

1

- Students complete the rules, then compare their answers in pairs. Get feedback. Elicit the meaning of *loaf of bread* (bread shaped and baked in one piece that can be cut into slices).

EASIER: In pairs, students identify the affirmative and negative sentences. This will help them see patterns. Make sure they are clear about the term *auxiliary verb* (the verbs *be* / *have* / *do*, used with another verb to show its tense, for questions, etc.).

FAST FINISHERS: In pairs, students discuss what they think the photo has to do with history. (*The Appian Way is a Roman road, constructed around 312 BCE. It was built mainly to transport military supplies from the north to the south of Italy.*)

ANSWERS

- a negative
- b affirmative
- c do
- d auxiliary
- e modal

2

- Do the first item with the class. Students read the sentences in Exercise 1. Elicit whether any of them check that something we said is correct (sentences 3, 5, 6). Point out that it can be quite hard to recognise this. Thinking about a possible answer can be helpful to identify the purpose; if an answer can be clearly yes or no (as with sentence 5), then it's likely the speaker is checking if they are correct. If you can add more information to the answer, then the speaker is more likely asking for a reaction to a comment, or encouraging you to agree with them.
- Students do the exercise, then compare their answers in pairs. Get feedback.

ANSWERS

1 T 2 F 3 T 4 F

3 6.8 ▶

- Students complete the sentences, then compare their answers in pairs.
- Play the recording for students to check their answers. Get feedback.

EASIER: Students first identify whether the main sentences are affirmative or negative.

EXTENSION: In pairs, students write three sentences with question tags. With another pair, they take turns to read their sentences, omitting the question tag. The other pair inserts the missing words.

ANSWERS

- 1 is it?
- 2 didn't they?
- 3 hasn't it?
- 4 shouldn't we?
- 5 can she?
- 6 wasn't it?

6.8 ▶

- 1 The Guggenheim Museum isn't in Bilbao, is it?
- 2 They found some pottery at the site, didn't they?
- 3 New technology has helped historians a lot, hasn't it?
- 4 We should try to visit the castle, shouldn't we?
- 5 She can't return to the site next year, can she?
- 6 The Taj Mahal was built in the 17th century, wasn't it?

Pronouns

GRAMMAR GUIDE: pronouns

Reflexive pronouns – use

We use reflexive pronouns:

- as direct objects when the subject and the direct object of the verb are the same person or thing.
*She told **herself** she could do it.*
- as indirect objects after a preposition when the subject and the indirect object of the verb are the same person or thing and an object pronoun would not make the meaning clear.
*He debated the issue **with himself** for days. (with him would indicate another man)*
- for emphasis, to mean only that person or thing.
*Did **you** do this **yourself**?*
*The test **itself** was easy, but the time was too short.*
- with some verbs.
*I really **enjoyed myself** at the party.*
*Children, **behave yourselves**.*
*She **keeps herself to herself**.*
*He **kept** his thoughts **to himself**.*

Possessive pronouns – use

Possessive pronouns replace a possessive form + noun.
*It's **my** bike. It's **mine**.*
*It's **Amy's** bike. It's **hers**.*

Form

Subject pronoun	Possessive adjective	Possessive pronoun	Reflexive pronoun
I	my	mine	myself
you	your	yours	yourself
he	his	his	himself
she	her	hers	herself
it	its	its	itself
we	our	ours	ourselves
you	your	yours	yourselves
they	their	theirs	themselves

Indefinite pronouns – use

- We use indefinite pronouns to refer to unspecified people, things and places.
***Someone** told me you were at the party.*
*He lives **somewhere** in the hills.*
- They are compounds of *some*, *any*, *no* and *every* and function in a similar way.

someone somebody something somewhere	affirmative sentences; requests, offers <i>Somebody was here earlier.</i> <i>Could someone help me, please?</i> <i>Shall we go somewhere nicer?</i>
anyone anybody anything anywhere	negative sentences; questions <i>Is anybody home?</i> <i>I didn't have anything to do with it.</i> in affirmative sentences, meaning it doesn't matter who / what / where <i>It's easy. Anybody can do it.</i> <i>Anywhere will do, as long as it's not here.</i>

no one nobody nothing nowhere	affirmative sentences, negative meaning <i>We had no one to help us.</i> <i>They had nowhere to go.</i>
everyone everybody everything everywhere	all people / things / places in affirmative and negative sentences and questions <i>Everybody knows him.</i> <i>Have you looked everywhere?</i>

4

- Go through the sentences. Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- a reflexive
- b indefinite
- c possessive

TEACHING TIP: English only has a very limited number of reflexive verbs compared to other languages. Depending on their L1, students may tend to use reflexive pronouns in English where none is needed. To highlight this, elicit sentences with common reflexive verbs in the students' L1, show the Grammar reference notes on page 169 about the use of reflexive pronouns and ask students to compare their sentences to the notes. If the L1 use does not conform to the use in the notes, the English verb is not reflexive and the reflexive pronoun should not be used.

5

- Do the first item with the class (*anyone*), eliciting the reason for the choice (*anywhere* refers to a place but the question is directed at a person).
- Students complete the remaining sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: In pairs, students decide what the pronoun in each sentence needs to refer to, e.g. 1 a person, 2 We, etc., then work together to complete the sentences.

ANSWERS

- 1 anyone
- 2 ourselves
- 3 anything, his
- 4 themselves
- 5 theirs
- 6 somewhere
- 7 herself
- 8 yourself

6

- Go through the example first.
- Then, in pairs, students discuss the questions. Encourage them to use pronouns in their answers. Get feedback.

FAST FINISHERS: Students write statements with question tags and pronouns to check what their partner says, e.g. *You hurt your arm last year, didn't you?*

Use your English page 73

phrasal verbs; word building; choosing the correct word; multiple-choice cloze

Phrasal verbs

1

- Elicit examples of phrasal verbs, e.g. *switch on*, *turn off*, *look up*, etc.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

EASIER: Brainstorm possible meanings of the phrasal verbs before students look at the definitions.

EXTENSION: Put students into groups of four. Tell them to work in pairs A and B. Pair A writes three sentences using verbs 1–3, pair B writes three sentences using verbs 4–6. They swap sentences and, as a group, check for errors. Ask a few groups to share some of their sentences.

ANSWERS

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

2

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *preserve* (to save something from being destroyed).

ANSWERS

1 ask around 3 dates back 5 die out
2 burn down 4 dig up 6 pass down

Word building

3

- Elicit a few examples of different words that come from one root word that students have seen in previous units, e.g. *connect*, *connection*, *connected*; *compete*, *competition*, *competitive*.
- Elicit or teach *analysis* (a detailed examination of something).
- Do the first item with the class (*analyse*).
- Students complete the table, then compare their answers in pairs. Get feedback.

EASIER: Students use dictionaries to help them complete the table.

EXTENSION 1: In pairs, students create a three-row table with their own gapped word families for another pair to complete. They can look up words in a dictionary if necessary.

EXTENSION 2: Write the first line of the table on the board:

analyse / analysis / analytical

Say the words and write the correct stress pattern next to each one:

analyse Ooo

analysis oOoo

analytical ooOoo

Explain how the larger O shows the stressed syllable.

Students repeat for the remaining words, then compare their answers in pairs. Get feedback by asking pairs to say the words. ★

ANSWERS

1 analyse 3 thoughtful 5 conclusion
2 repeat 4 proof 6 research

4 6.9 ►

- Students skim the text and say what it is about (*research methods*).
- They complete the text, then compare their answers in pairs.
- Play the recording for students to check their answers. Get feedback.

FAST FINISHERS: Students write one sentence with two options using words they didn't choose. They then swap sentences with a partner and complete each other's sentences.

ANSWERS

1 analyse 3 think 5 repeat
2 proof 4 research 6 conclusions

6.9 ►

Many areas of science, including archaeology, use the *scientific method*. It can be used to analyse data and (hopefully) find proof for your theory.

First, identify a problem. Ask questions and think about what you want to find out.

Then, research your topic. Collect as much information as you can.

Finally, carry out the tests and then repeat them to see if you reach the same conclusions each time.

5

- Go through the Exam Tip.

Exam TIP

Choosing the correct word

- Elicit strategies students can use to complete a gap-fill exam task effectively, e.g. skim the text first, predict the word form of the missing words, etc.
- Students look at the first gap in the Exam Task. Elicit the type of word needed and why (*a verb; because it is part of a list, continuing from 'live on them, travel on them ...'*). Tell students they can eliminate incorrect answers in this item by deciding which verbs don't collocate with the preposition *from*, which comes after the gap.

Exam TASK

Multiple-choice cloze

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

1 C 2 A 3 B 4 A 5 D 6 C 7 D 8 A

- In pairs, students discuss the question.
- Get feedback. Elicit present-day skills which students think should be preserved for the future.



Learning FOCUS

Using qualifiers

- Write the following sentences on the board: *I'm ___ tired.* and *I run ___ quickly.* Elicit words to fill the gaps, e.g. *very, really, quite, rather*, etc. ★
- Explain that these are called *qualifiers* (or *modifiers*) as they 'qualify' the word they go with. Putting *very* before *tired* means the person is more tired than if you said *a bit tired*.
- Clarify the meaning of *non-gradable*. Write *tired* and *exhausted* on the board. Elicit that *exhausted* already means *very tired*, so it doesn't make sense to use *very* or *slightly* with it. It is *non-gradable* as you can't have a range of being exhausted – you are either exhausted or not. Ask why *tired* is gradable (*because you can have varying levels of tiredness*).

1

- Go through the Learning Focus box. Brainstorm other qualifiers and write them on the board. Elicit whether they are extreme or not.
- Do the first item with the class (S).
- Students do the rest of the exercise, then compare their answers in pairs. Get feedback.

ANSWERS

1 S 2 S 3 W 4 W 5 S

2

- Do the first item with the class (*b – a bit*). Ask why *utterly* is incorrect (*because it is only used with extreme adjectives*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: First, students categorise the adjectives as gradable or non-gradable, then identify the extreme qualifiers.

EXTENSION: In pairs, students think of two different situations. They should use adjectives or adverbs and qualifiers to describe them, or how they felt about them. Put pairs together into groups of four. Students take turns to describe their situations to each other.

ANSWERS

1 b 2 a 3 b 4 b 5 a

TEACHING TIP: Encourage students to use real-life situations to practise vocabulary. For qualifiers and extreme adjectives and adverbs, for example, they could express their opinions about things in the classroom or at home, or read online reviews and try to find authentic examples of the language in context.

3

- Explain that this message is similar to ones students might see in an exam.
- They read the message and answer the question.

- Get feedback. Students give reasons for their answer (*email soon and tell me all about it*).

ANSWER

d

4

- Students skim the email and say what Adam did on his trip (*saw his grandparents, went to a village in the mountains, cooked traditional Moroccan food*). They then complete the email and compare their answers in pairs.
- Get feedback. Choose students to read completed sentences aloud.

ANSWERS

1 totally	3 absolutely	5 very
2 a bit	4 really	6 utterly

5

- Students read the email again then discuss the questions in pairs. Encourage them to underline or make notes about their answers. Get feedback.

FAST FINISHERS: In pairs, students discuss which parts of Adam's visit to Morocco they would enjoy the most and why.

ANSWERS

1 yes
2 possible answers: Hey / Hello / How's things? / What's up? / Speak soon / See you / Catch up soon
3 three
4 cooking traditional Moroccan tagine; he says it was *the highlight of the trip*
5 added qualifiers and adjectives

6

- Go through the Exam Tip.

Exam TIP

Brainstorming ideas

- Discuss different methods of noting down ideas from a brainstorming session, e.g. by creating a mind map or by using sticky notes. Ask students how they prefer to collect this information.
- Tell students to use the ideas they can develop the most, and think will be most interesting to the reader.

- Students decide why Adam didn't include the crossed-out notes, then compare their ideas in pairs.
- Get feedback. Point out that there is no set answer for this exercise – Adam could have chosen to leave out different information, but it's likely he felt these were the least interesting ideas.

7

- Students read the email in Exercise 4 again. Ask *What phrases does Adam use to introduce what he had been doing?* (One day ... , I also ... , The highlight of the trip was ...). Elicit other ways to relate news, e.g. *You won't believe what happened / what I did ... , Did you know I ... ? , The best thing was ... , etc.*
- Go through the Useful Language box.
- Students match the sentence halves, then compare their answers in pairs. Get feedback.

EXTENSION: Write these prompts on the board:
a present you got
a place you've been
something you've been told / heard
 In pairs, students take turns to tell each other about these things, using expressions from the Useful Language box. They can invent the news if they prefer. ★

ANSWERS

1 c 2 b 3 a 4 e 5 d

8

Exam TASK

Writing an informal email

- Students complete the Exam Task. Remind them to brainstorm ideas for their answers before they write the email. Get feedback.

9

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Ask pairs to read each other's email and to tick the things their partner has included, using the Reflection Checklist.

Video page 76

Lost treasures

Useful vocabulary

artefact (n): an object that was made in the past and is historically important
bell (n): a cup-shaped metal object with another piece of metal inside it, that makes a noise when you move it
explorer (n): someone who travels to an unknown area to find out about it
rare (adj): not seen or found very often
route (n): a way from one place to another
shipwreck (n): when a ship is destroyed in an accident at sea, sinking or breaking up

Before you watch

1

- Show the photo. Elicit a brief description then ask *What might a diver find at the bottom of the sea?* Elicit a few ideas.
- In pairs, students discuss the questions. Get feedback.

SUGGESTED ANSWERS

- He / She is probably looking for objects from a shipwreck.
- a gold coin

2

- Go through the words in the box. Elicit a few predictions of definitions and write students' ideas on the board.
- Students complete the definitions, then compare their answers in pairs. Get feedback.

EXTENSION: As a class, discuss how the words might relate to the photo and divers generally.

ANSWERS

- boulder
- emblem
- instantaneously
- disc
- crown
- relatively
- globalisation

While you watch

3 

- Play the video. For this first playing, tell students not to answer the questions, just watch to get a general idea of the topic.
- Play the video again. This time, students do the exercise, then compare their answers in pairs. Get feedback.

EASIER: Pause the video regularly to give students time to think and write.

EXTENSION: Elicit corrections to the false sentences (3 *Two coins have been found.* 4 *It's in relatively good condition.*).

ANSWERS

1 T 2 T 3 F 4 F

3 

David Mearns: This is the earliest pre-colonial shipwreck ever discovered. It's from the European Age of Discovery, when Columbus, Magellan, Vasco da Gama are going around the world. This is the *Esmeralda* shipwreck of Vicente Sodré.

We have over 2,800 individual artefacts. This copper alloy metal disc is one of the most important, because it has the Portuguese coat of arms and the personal emblem of Dom Manuel the first, and he was the king during Vasco da Gama's reign.

Instantaneously, I know we had the right shipwreck. That was a fun discovery! I was the guy that actually found that.

One coin in particular, the indio, there's only one other one in the world. They call it the ghost coin of Dom Manuel the first. So, to find something like that, it was like, you know, this is like a Hollywood story, you know.

The bell is an equally amazing discovery. This bell was under this boulder for 510 years. It's in relatively good condition.

What's really sort of, fun about it, it matched the date that Vasco da Gama found the sea route to India and that was part of the start of globalisation. So, it's not just Portuguese history, it's not just Omani history, this is really world history that we're discovering.

Cameraman: Who found that, then? You?

David Mearns: With the Portuguese crown and the emblem of the world.

Cameraman: It's amazing that's survived!

After you watch

4 3 ▶

- Students complete the notes, then compare their answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Choose students to read the completed notes aloud.

EASIER: Elicit the word forms needed to fill each gap (1 noun, 2 noun, 3 noun, 4 noun, 5 adjective, 6 verb, 7 noun, 8 noun).

EXTENSION: Students research other artefacts that have been found in shipwrecks. In pairs or small groups, they present what they found out.

ANSWERS

- | | |
|----------------|-------------|
| 1 copper alloy | 5 ghost |
| 2 coat of arms | 6 trade |
| 3 emblem | 7 condition |
| 4 world | 8 route |

- In pairs, students discuss the questions.
- Get feedback. Ask what artefacts they think people will find from our time hundreds of years from now.

your
ideas

Review page 154

ANSWERS: VOCABULARY

1

- | | |
|------------------|-----------------|
| 1 exhibits | 5 origins |
| 2 tunnels | 6 civilisations |
| 3 archaeologists | 7 ruins |
| 4 sites | 8 tombs |

2

- | | |
|---------------|---------------|
| 1 unfortunate | 4 analyse |
| 2 Historians | 5 valuable |
| 3 concluded | 6 destructive |

3

- | | |
|--------------|--------------|
| 1 dates back | 3 die out |
| 2 pass down | 4 ask around |

ANSWERS: GRAMMAR

4

- 1 had / 'd been looking forward
- 2 had / 'd bought
- 3 had decided
- 4 had been celebrating
- 5 had / 'd got
- 6 had / 'd missed
- 7 had / 'd been waiting
- 8 had given

5

- | | |
|---------------|--------------|
| 1 didn't we? | 4 can't she? |
| 2 should I? | 5 were they? |
| 3 didn't you? | 6 haven't I? |

6

- | | |
|-------------------|-------------|
| 1 ours | 4 anywhere |
| 2 yourselves | 5 something |
| 3 no one / nobody | 6 himself |

Reading: looking for clues; matching sentences to gaps

Vocabulary: natural disasters

Grammar: -ing form; infinitives

Listening: filling in the gaps; complete the sentences

Speaking: answering a follow-up question; photo description

Grammar: comparison of adjectives and adverbs; *too, enough, so* and *such*

Use your English: collocations and expressions; checking agreement; open cloze

Writing: sequencing events; using descriptive vocabulary; writing a story

Live well, study well: dealing with emergencies; keeping calm

Unit Opener

page 77

In the photo

Hawaii (the 50th state of the US) is a group of volcanic islands in the Pacific Ocean, nearly 4,000 km off the coast of San Francisco. There are eight main islands, but 137 islands in total, all of which are volcanic. Two of the world's most active volcanoes can be found on Hawaii Island; Maunaloa last erupted in 1984, while Kilauea erupted over a long period between 1983 and 2018. You can visit the Hawaii Volcanoes National Park, where you can walk through volcanic craters and see molten lava pouring into the ocean, where it explodes as it hits the water, often creating spectacular rainbows.

- Show the photo. Ask *What can you see?* (a rainbow, rocks, clouds, a volcano, the sea). Elicit or teach *rainbow* (an arch of colours that appears in the sky when there is sun and rain together) and *lava* (hot liquid rock that comes out of a volcano).
- In pairs, students discuss the questions.
- Get feedback. Ask students if they have ever seen a volcano and if so, where.

EXTENSION: In pairs, students research a natural wonder. They should find out where it is and what happens, along with an image if possible. They then give a presentation to another pair.

Reading

pages 78–79

looking for clues; matching sentences to gaps

1

- Students briefly describe the photo, then read the text.
- In pairs, they discuss the questions. Get feedback.

EXTENSION: In pairs, students research a natural disaster including what happened, where it happened and what happened afterwards. In small groups, they present what they found out.

2

- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- | | | |
|-------------|-----------------|----------|
| 1 landslide | 3 tidal current | 5 canyon |
| 2 volcano | 4 tsunami | |

3

- Do the first item with the class (*flood*) and elicit which exercise the word is from (*Exercise 1*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students read the completed sentences aloud.

FAST FINISHERS: Students discuss what people could do if a hurricane happened where they live.

ANSWERS

- 1 flood
- 2 wildfire
- 3 tidal current
- 4 volcano
- 5 landslide
- 6 hurricane

4

- Students scan the text and make a note of any vocabulary from Exercise 1 and 2, then compare their answers in pairs.
- Get feedback. Students say where they found their answers.

ANSWERS

tsunami (line 1), earthquake (line 4), canyon (line 5), tidal currents (line 10/11)

5

- Go through the Exam Tip.

Exam TIP

Looking for clues

- Students read the first sentence in the Exam Task. Ask *When did the whales search for food near Kaikoura canyon?* (before the earthquake). *Which word in the sentence might act as a clue or a link to something in the article?* (before). Explain that they should look for an antonym of *before*, or a series of events that could start with *before* in the article to help them place the sentence.
- Write the following sentences on the board:
After the hurricane, the villagers came together. They helped those who had been badly affected. Elicit what the pronoun *they* in the second sentence refers to (*the villagers*). Explain that pronouns are often used to refer back to something in the text. ★

- Students underline the key words in the Exam Task questions, then compare their ideas in pairs.
- Get feedback. Elicit time expressions or pronouns in the questions (A *before*, C *in 2016*, E *after some time*, F *after*, G *they*).

6 7.1 ▶

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus box to check their answers.
- Get feedback. Ask pairs how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *dive* (the action when a whale goes into deeper water head first) and *mammal* (an animal that is born from its mother's body and drinks its mother's milk when it is young, e.g. humans, dogs, whales).

Exam TASK

Matching sentences to gaps

- Students complete the Exam Task, then compare their answers in pairs. Remind them there is one sentence they don't need to use.
- Play the recording. Students read the text again and check their answers. Get feedback. Ask students which words helped them choose their answers.

ANSWERS

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

7.1 ▶

As reading text on page 79.

Vocabulary page 80

natural disasters

1

- Elicit brief descriptions of each photo. Encourage students to use vocabulary from the previous lesson.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write a short imaginary news article based on one of the photos. They should include language from the exercise and the previous lesson.

TEACHING TIP: Researching topics in English is an authentic way for students to practise their reading and writing skills. Students research an extreme weather event that has happened recently somewhere in the world, then write a short article about it (including the type of weather, the location of the event, anything that happened as a result of the weather event, etc.) and present it to the class in the next lesson.

ANSWERS

- a flood
- b eruption
- c typhoon
- d drought

2 7.2 ▶

- Play the recording. Students choose the correct options, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EXTENSION: Brainstorm words and phrases related to the natural disasters in the exercise and write them on the board, e.g.

avalanche: snow, ice, rock, mountain

earthquake: shake, land

drought: dry, no water, crops

flood: high, water, heavy rain

tsunami: tidal currents, wind, sea / ocean

wildfire: forest, smoke, flames

hurricane: strong wind, damage, heavy rain

eruption: volcano, lava, smoke.

LOOK!

Students could do further research to find out more about the difference between the two words. (*They are basically the same thing – it just depends in what part of the world they occur. Hurricanes form over the north Atlantic Ocean and the northeast Pacific. Typhoons form over the northwest Pacific. They tend to be stronger than hurricanes as the water is warmer in the western Pacific, which gives better conditions for storms. There are also cyclones, which form over the South Pacific and the Indian Ocean.*)

ANSWERS

- 1 avalanche
- 2 drought
- 3 wildfire
- 4 hurricane
- 5 eruption

7.2 ▶

Conversation 1

A: Have you seen the news today?

B: Yes, I can't believe it. I was on holiday there last week. Imagine how terrifying it would be to experience it. I'm glad I wasn't there this week.

A: I know. It must be incredibly frightening to see all that snow and ice moving so fast down the mountain.

Conversation 2

A: Have you ever been somewhere during a natural disaster?

B: Yes. I was in Bangladesh last year. They have a lot of natural disasters like flooding, earthquakes, wildfires and tsunamis. I went to an area in the north where it hadn't rained for several months. The farmers were very worried about their crops.

Conversation 3

A: It's all the animals I feel sorry for. They don't have any chance to escape from the heat, the smoke or the flames.

B: I know. It's so upsetting to see koalas and kangaroos with burnt legs and paws. I want to take them all home and make them better!

Conversation 4

A: We stayed inside and waited for the wind to calm down. There was a lot of damage in our

neighbourhood – trees were blown down and several cars were damaged, too.

B: Yes, we stayed at home as well. It was raining heavily and it was really noisy. Two of the windows in the kitchen were broken, but at least everyone was safe.

Conversation 5

A: It had been smoking for a while and people knew it was going to erupt so they had time to leave the area. There was a lot of lava, and the ash cloud travelled a long way across much of Northern Europe.

B: We were due to fly to Helsinki when it happened, but none of the flights could take off.

3

- Check understanding of the words in the box.
- Students read the sentences first, then complete them, before comparing their answers in pairs. Get feedback.

EASIER: Before they begin, elicit the words in the box related to people (*aid workers, survivors and volunteers*) and those related to actions (*collapsed, trapped and respond*). Write them in two groups on the board.

EXTENSION: In pairs, students use dictionaries to find other forms of the words in the box, e.g. *aid* (verb), *trap* (noun / verb), *response* (noun), *voluntary* (adjective), etc. and record them in their notebooks.

ANSWERS

- 1 Volunteers
- 2 Aid workers
- 3 Survivors
- 4 collapsed
- 5 trapped
- 6 respond

4

- Show the photo. Students scan the text and say what it's about (*crisis mapping in natural disasters*).
- They complete the text, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Get feedback. Elicit the meaning of *supplies* (resources that are needed for living, e.g. food, water, etc.) and *crisis* (an urgent or dangerous situation).

ANSWERS

- 1 aid workers
- 2 survivors
- 3 collapsed
- 4 trapped
- 5 volunteers
- 6 respond

7.3

If a natural disaster happens anywhere in the world, aid workers need to know what the situation is and what they need to do to help. For example, is it possible to get supplies to survivors by road, or have the roads been destroyed? Have bridges over rivers collapsed? Are people trapped under buildings? Information is key. And it's important that this kind of information is collected quickly. This is where something called 'crisis mapping' can help. Crisis mapping centres collect all types of information using a network of volunteers around the

world. These people use their phones to send details of what's happening in the area. This information is collected and analysed. A real-time online map of the area is then created. The maps are constantly updated so that helpers know exactly what they're dealing with and can respond effectively.

5

- Show the example dialogue. Ask a couple of students to read it.
- In pairs, students make a list of any other necessary information, then compare their list with another pair. Get feedback.

EASIER: Students read the text in Exercise 4 again and elicit the information people need to know in a natural disaster (*if it's possible to get supplies to them, if they can access survivors, if people are under buildings*). They can use this and the ideas in the speech bubbles to start their lists.

- In pairs, students discuss the question.
- Get feedback. Ask students what situations they'd volunteer in and why.

your
ideas

Grammar page 81

-ing form

GRAMMAR GUIDE: -ing form

We use the -ing form:

- as the subject or the object of a sentence.
Revising is very important.
I need to do some revising.
- after a preposition.
You need to start thinking about revising.
- after *for* to express the purpose of a thing.
This section is for revising the passive.
- to indicate an activity after the verb *go*.
I've done enough revising and I'm going running.
- after *hate, hear, like, (don't) mind, notice, remember* and *see + direct object*.
I don't remember you buying this book.
I can hear someone singing.
- after the following verbs and expressions:

admit	feel like	keep
avoid	finish	like
be used to	forgive	love
can't help	hate	miss
can't stand	have difficulty	practise
deny	imagine	prefer
dislike	involve	prevent
(don't) mind	it's no good	risk
enjoy	it's no use	spend time
fancy	it's (not) worth	suggest

1

- Students read the sentences and the uses, then do the matching exercise. They then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students write four sentences, each demonstrating a different use of the *-ing* form.

ANSWERS

1 b 2 a 3 c 4 d

Infinitives

GRAMMAR GUIDE: to + infinitive

We use *to + infinitive*:

- to express the purpose of an action.
*We should meet **to revise** for the exam.*
- after *too + adjective* and *adjective + enough*.
*I'm **too tired** to revise.*
*I'm **well enough** to revise.*
- after some common adjectives.
*It's **difficult to revise** with this noise.*

amazed	generous	relieved
angry	glad	ridiculous
awkward	happy	rude
careless	hard	sad
clever	horrified	selfish
crazy	impossible	silly
delighted	lucky	sorry
difficult	kind	stupid
disappointed	odd	surprised
easy	proud	wise

- after the following verbs (with or without direct object after the main verb):
*They **invited me to give** a presentation.*
*I was **invited to give** a presentation.*

agree	fail	persuade
allow	force	plan
appear	help	prepare
arrange	hope	pretend
ask	invite	promise
choose	learn	refuse
decide	manage	seem
encourage	need	want
expect	offer	would like

infinitive

We use the infinitive:

- after modal and semi-modal verbs.
*You **can't go** in there.*
 - after *had better* and *would rather*.
*You'd **better go**.*
*I'd **rather stay**.*
 - after *let / make / help + direct object*.
*They didn't **let me speak**.*
*We **made them stay**.*
*She **helped me solve** the problem.*
- Note that *help + direct object* can also be followed by *to + infinitive*.
*She **helped me to fix** my bike.*

2

- Students read the sentences and the rules, then do the matching exercise. They compare their answers in pairs, then complete the rules. Get feedback.

EASIER: Encourage students to write the sentences out in two groups: those with *to* (1, 2, 4, 5), and those without (3, 6, 7). They should then be able to see the patterns more clearly. Students can also do the exercise in pairs.

ANSWERS

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

- 1 with
2 without

3

- Do the first sentence with the class (*to find*). Elicit why the answer is *to + infinitive* (*to explain purpose – what they used the map for*).
- Students complete the remaining sentences, then compare their answers in pairs. Get feedback.

EXTENSION: Students give reasons for each answer. (2 with a modal verb, 3 after the expression 'feel like', 4 after an adjective, 5 with 'had better', 6 after a preposition, 7 the subject of a sentence, 8 after the verb 'refuse', 9 the object of a sentence).

ANSWERS

1 to find 4 to touch 7 Telling
2 find out 5 book 8 to take
3 going 6 climbing 9 being

-ing form or infinitive?

GRAMMAR GUIDE: -ing form or infinitive?

- Some verbs can be followed by both the *-ing* form and *to + infinitive*, with no change in meaning. Some common ones are *begin*, *bother*, *continue* and *start*.
*I **began to revise** yesterday. / I **began revising** yesterday.*
- Some verbs can be followed by both the *-ing* form and *to + infinitive*, but the meaning changes:

forget

*I **forgot to tell** Amy. (I didn't do it)*

*I **forgot telling** Amy. (I did it and then I forgot I'd done it)*

remember

*I **remembered to tell** Amy. (I did it)*

*I **remembered telling** Amy. (I remembered that I had told her)*

stop

*I **stopped to talk** to Amy. (I stopped what I was doing so that I could talk to her)*

*I **stopped talking** to Amy. (I was talking to her and then I no longer was)*

go on

*I **went on to talk** about New York. (I was talking about something else and I moved on to talk about it)*

*I **went on talking** about New York. (I talked about New York for too long and people didn't like it)*

regret

*I **regret to tell** you that you failed the exam. (I'm sorry to have to tell you this)*

*I **regret telling** you that you failed the exam. (I'm sorry I told you and I wish I hadn't)*

try

*I'll **try to talk** to Amy. (I'll make an effort)*

*I'll **try talking** to Amy. (I'll make an attempt)*

4

- Students decide which sentence pair has a different meaning, then compare their answer in pairs.
- Don't get feedback yet as they'll do more on this in Exercise 5.

ANSWERS

- 1 the same
- 2 different

5

- Students now match the sentences with the correct meaning, then compare their answers in pairs. Get feedback.

EASIER: Discuss the meaning of the two sentences as a class.

ANSWERS

- i 2b
- ii 2a

6

- Do the first item with the class (*different*). Elicit the reason why ('*stopped taking*' means they finished doing the action; '*stopped to take*' means they were walking, then stopped and took photos, then continued walking).
- Students do the exercise, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 D: 1 The people didn't take any more photos. 2 The people stopped what they were doing to take photos.
- 2 S
- 3 D: 1 The person is asking if somebody can remember doing the action. 2 The person is asking if somebody remembered to bring something.
- 4 S

EXTENSION: In pairs, students write a sentence pair using the *-ing* and infinitive forms of the verb *forget*, *stop* or *remember*. They then swap sentences with another pair and discuss the difference in meaning.

Listening

page 82

filling in the gaps; complete the sentences

1 7.4 ▶

- Students read the notice title. Elicit one or two ways to light a fire safely, e.g. *choose an open space, stay back once the fire is lit*.
- Students complete the notice, then compare their answers in pairs.
- Play the recording for students to check their answers.
- Get feedback. Elicit the meaning of *leaves* (the green parts of a plant joined to the branches), *log* (a thick piece of wood cut from a tree, often used to make a fire) and *twig* (a small, thin piece of wood, often with no leaves, that grows on a tree).

ANSWERS

- | | |
|----------------------|--------------------|
| 1 safe | 5 cause damage |
| 2 space | 6 on the ground |
| 3 trees or buildings | 7 out of control |
| 4 dry leaves | 8 put the fire out |

7.4 ▶

- Boy 1: Hurry up, Jamil. We've got the fire safety talk now. We don't want to be late.
- Boy 2: I'm coming.
- Man: Come on in, boys. Sit down. Right. Fire safety. This is an important talk so you must all listen very carefully. OK, so what's the first thing about lighting a fire safely?
- Boy 3: Make sure you choose somewhere safe to build it?
- Man: Yes, exactly. Well done. You should build a fire somewhere with plenty of space around it. What else?
- Boy 1: It must be far away from things that can catch fire like trees and buildings.
- Man: Great point. Well done. So, we've found a safe place for our fire. How do we make it?
- Boy 2: Use logs and newspapers?
- Man: Partly right, but have you got a newspaper with you? You should start with small twigs and dry leaves. Don't put big logs on before you've got some heat into the fire.
- Boy 3: Do we collect the leaves and twigs from the forest?
- Man: Good question. Yes, but the important thing here is that you mustn't cause damage to any of the trees. You can collect material that is already on the ground, but you mustn't break branches off the trees. Is that understood?
- Boys: Yes.
- Man: And you must never, ever leave a fire unattended. Someone must be with the fire at all times to stop it getting out of control. And finally, what must we do before we leave the campsite?
- Boy 2: We've got to make sure that we've put the fire out.
- Man: Yes, Jamil, exactly right. You have to be absolutely certain that you've put the fire out completely. You do not want to be responsible for starting a wildfire. Right, any questions ... yes, Luca, what would you like to know?

2

- Go through the Exam Tip.

Exam TIP

Filling in the gaps

- Students read the first sentence in the Exam Task. Elicit what type of information could be missing (a noun, something fires burn).
- Write on the board: *There is often a lot of ... when fires spread rapidly. Say When a fire burns out of control, it can cause a huge amount of damage in the surrounding area.* Elicit the missing word to complete the sentence on the board (*damage*). Explain that the sentence in the recording will always be different to the sentence in the Exam Task, but that students will hear the exact words they need to use. ★

- Students read all the questions in the Exam Task, then do the exercise. They then compare their answers in pairs. Get feedback.

EXTENSION: Ask *How do you know the documentary will highlight both the positive and negative effects of fires?* Elicit which questions give that information (positive: 1, 3, 4, 5; negative: 6, 9, 10).

ANSWERS

- 1 wildfires
- 2 birds, animals and plants
- 3 positive and negative

3

- Students read the Exam Tip again and answer the question. Get feedback.

EXTENSION: In pairs, students identify the types of words needed in the Exam Task. They may disagree at first, so should use language for agreeing and disagreeing to come to a consensus. Get feedback from the pairs (possible answers: 1 noun, 2 noun, 3 verb, 4 noun, 5 verb phrase, 6 noun, 7 adverb phrase, 8 a date, 9 adjective phrase, 10 noun).

ANSWER

Question 8

4 7.5 ▶

Exam TASK

Complete the sentences

- Play the recording. Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Ask how the sentences were paraphrased for each answer.

ANSWERS

- | | |
|----------------------|-----------------------|
| 1 forest floor | 6 rainforest |
| 2 dead leaves | 7 near the ground |
| 3 live in | 8 in 2019 |
| 4 the heat | 9 difficult to escape |
| 5 kept under control | 10 the environment |

7.5 ▶

Wildfires aren't always bad. If the fires are looked after properly, they can help to clear the forest floor. When dead leaves fall to the ground, this can prevent new growth. The fire clears the space and allows new plants to grow. Some animals and plants even need wildfires in order to survive. Take, for example, the American black-bellied woodpecker. This beautiful bird builds its nest in burnt-out trees and eats the beetles who also live in the burnt wood. In Australia, too, bushfires happen naturally. Eucalyptus trees which are found all over Australia can deal with fire very well. They hold their seeds until the heat of a fire releases them. The seeds fall to the ground and plant themselves in the newly-cleared forest floor. When fires are kept under control, they can have positive effects for the forest.

However, when a fire burns out of control, it can cause a lot of damage to plants, wildlife, people and the environment. Recently, wildfires damaged around 9,000 km² of the Amazon rainforest. Fires don't often occur naturally in the Amazon. When they do, they generally affect only a small area near the ground and are often put out pretty quickly by the rain and the wet conditions.

But when man-made fires burn out of control like they did in 2019, the result can be awful. Ten per cent of the animal species found on Earth lives in the Amazon, and fire is not something that they have had to deal with until recently. For some animals, such as the slow-moving sloth, it's difficult to escape or find shelter from the fires. Sadly, many animals die from the heat, the flames or from breathing in smoke. Similarly, fires can change the whole ecosystem of the forest. Many plants live on the damp, dark forest floor. When fire destroys the top part of the forest, the sun gets in and lights up the forest floor, dramatically changing the environment for the plants and animals that live in that part of the forest. The short-term results of these fires can be immediately seen, but what we don't yet know is how the fires will affect the forest in the long term.

Speaking page 83

answering a follow-up question; photo description

1

MEDIATION SKILLS

- Linking to previous knowledge is mediation. In this exercise, students need to link the discussion topic with what they already know about climate change and natural disasters.
- Brainstorming will help students link the topic with the vocabulary they learned in previous lessons.
- Encourage students in their pairs to ask and answer questions that draw on their existing knowledge. You could model this first with a student, e.g. T: *How do you think flooding might be connected to climate change?* S: *Maybe because we have more extreme weather. So sometimes we have a lot of rain in a short time, and that could cause flooding.*
- You can help students practise this mediation skill throughout the course by encouraging them to link new topics to previous learning. During pairwork activities, they should be prompted to ask questions to draw on previous knowledge.
- Ask questions to elicit initial ideas, e.g. *What are the signs of climate change?* (global warming, more extreme weather) *What natural disasters could result from these conditions?* (drought, heat waves, avalanches, flooding)
- In pairs, students discuss the question. Get feedback.

EASIER: Elicit natural disaster vocabulary from pages 78 and 80 and write it on the board as a reference for the discussion.

EXTENSION: Divide the class into two teams. Ask a student from each team to sit at the front of the class with their back to the board. Write the following words on the board one by one: *avalanche, earthquake, drought, flood, tsunami, hurricane, eruption, typhoon, wildlife, cyclone.*

Teams take turns to describe a word for their teammates (without saying the word). If they haven't said the correct word after a set time limit, the other team has a go. Swap students after each word is correctly given. The team with the most correct words is the winner.

2 7.6 ▶

- Go through the Useful Language box.
- Students complete the sentences, then compare their ideas in pairs.
- Play the recording for students to check their ideas.
- Play the recording again if necessary. Get feedback.

EASIER: Before the exercise, brainstorm descriptions of the photos.

ANSWERS

- 1 Both photos show
- 2 In the first photo
- 3 In the second photo
- 4 One photo shows, and the other one
- 5 They are similar

7.6 ▶

- 1 Both photos show people who have been affected by a natural disaster.
- 2 In the first photo, there has been a flood.
- 3 In the second photo, there has been a hurricane or a bad storm.
- 4 One photo shows people being rescued, and the other one shows people clearing up.
- 5 They are similar because the survivors' houses have been damaged.

3

- Remind students of the term *follow-up questions* (questions based on previous answers you have given, asked to find out more information and to continue a conversation on a particular theme). They appeared in the Speaking task in Unit 1.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 photo a
- 2 photo b
- 3 photo a
- 4 photo b

4 7.7 ▶

- Go through the Exam Tip.

Exam TIP

Answering a follow-up question

- Follow-up questions will be asked by the examiner, so it's important that students listen very carefully to their partner. They can't just sit and not listen until it's their turn. As they listen, they should think about what questions the examiner may ask related to the topic.
- Students read the questions in Exercise 3. Ask *What are these questions asking you to do?* (express your opinions, thoughts or feelings on the topic of the photos). Elicit words or phrases students could use to answer the questions and write them on the board.
- Play the recording. Students write the question each student answers, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Students give reasons for their answers.

EXTENSION: In pairs, students discuss the follow-up questions in Exercise 3, giving their own answers.

ANSWERS

Speaker 1: Question 4

Speaker 2: Question 2

Speaker 3: Question 1

Speaker 4: Question 3

7.7 ▶

Speaker 1

No, I haven't ever been in a hurricane. There was a bad storm last winter and a tree fell down in the garden, but it didn't cause any damage.

Speaker 2

I'd feel very sad. I love my house and would hate to see it so badly damaged by a hurricane.

Speaker 3

Yes, I do. My uncle lives in York in England, and his house flooded last winter. He had to move all his furniture upstairs.

Speaker 4

Yes, my friend's dad is a firefighter. He sometimes has to rescue people.

5

- Students read the Exam Tip again and answer the question. Get feedback.

ANSWER

Your partner's photos

6

- Students turn to the back of the book to look at the photos. They should write one question for each one, then compare their ideas with a partner. Get feedback.

7

Exam TASK

Photo description

- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to compare them. Remind them to pay attention when their partner is describing their photos and to ask their follow-up questions.
- Get feedback.

EASIER: Before the exercise, elicit or teach vocabulary to describe each photo, e.g. *help, safety, health, teaching, life-saving, float*, etc.

- In pairs, students discuss the question, giving reasons for their answer.
- Get feedback. Have a class vote on the item most students would save.

your
ideas

EXTENSION: Students write a list of the top five items they would save, then compare their lists in pairs.

Comparison of adjectives and adverbs

GRAMMAR GUIDE: comparison of adjectives and adverbs

Use

- We use comparative adjectives to compare two items.
*Jim is **taller** than Bill.*
- We use comparative adverbs to compare how two actions are performed.
*Jim runs **faster** than Bill.*
- We use superlative adjectives to compare one item to more than one item in the same group.
*Jim is **the tallest** in the class.*
- We use superlative adverbs to say how an action (or a state) performed by one person / thing compares with others in the same group.
*Jim runs **the fastest** in the school.*
- We form most adverbs by adding -ly to the adjective. However, some adjectives and adverbs have the same form:

close	far	high	live	right
daily	fast	late	long	wide
early	hard	likely	low	wrong

*They gave him an **early** warning. / We **arrived** **early**.
It fell on a **hard** surface. / He **works** really **hard**.
It's a **live** record. / The match **is** **live** on TV.*

- Some of these adverbs have an additional form with -ly that has a different meaning.
*They live **close** to their parents. (near) / Read this **closely**. (carefully)
He works **hard**. (puts a lot of effort into it) / He **hardly** does any work. (almost no)
Put the books **high** on that shelf. (in a high position) /
She has a **highly** paid job. (very well)
He arrived **late**. (after the agreed time) / I haven't seen him **late**ly. (recently)
You did it **right** / **wrong**. (in the right / wrong way) / She **rightly** / **wrongly** thought he was lying. ((in)correctly)*

We may or may not mention the second element of the comparison. If we do, we use *than* to introduce it.

*This is **more complicated** **than** I thought.
Can you go **faster**?*

Form – comparatives

- We add -er to one- and some two-syllable adjectives and to one-syllable adverbs.
*Jim is **fast**. He's **faster** than Bill.
Today it's raining **hard** – **harder** than yesterday.*
- We use *more* before adjectives and adverbs with two or more syllables and adjectives ending in -ed.
*I'm **more** **tired** today **than** I was yesterday.
I did this exercise **more** **quickly** **than** the other one.*

- There are some additional spelling rules for adjectives:

Ending	Spelling	Example
-e	+ -r	<i>safe → safer</i>
-y	remove y, + -ier	<i>friendly → friendlier</i>
1 vowel + 1 consonant	double the consonant + -er	<i>hot → hotter</i>

Form – superlatives

- We use *the* before a superlative and add -est to one- and some two-syllable adjectives and to one-syllable adverbs.
*Jim is **the fastest** in his team.
Today it's raining **the hardest** in the whole year.*
- We use *the most* before adjectives and adverbs with two or more syllables and before adjectives ending in -ed.
*I'm **the most** **tired** I've ever been.
In this class, Bill solves maths quizzes **the most** **quickly**.*
- There are some additional spelling rules for adjectives:

Ending	Spelling	Example
-e	+ -est	<i>safe → safest</i>
-y	remove y, + -iest	<i>friendly → friendliest</i>
1 vowel + 1 consonant	double the consonant + -est	<i>hot → hottest</i>

- Some adjectives and adverbs are irregular:

good / well	better	the best
bad / badly	worse	the worst
many	more	the most
much		
little	less	the least
far	further / farther	the furthest / farthest

- The comparative and superlative of *early* are the same in both the adjective and adverb form.
*I love his **earlier** records.
He arrived **earlier** than me.
This was one of his **earliest** performances.
He arrived **the earliest**.*

(not) as ... as ...

- We use (not) as + adjective / adverb + as to show that two people or things are similar in some way.
*Anna is **as tall as** Julia.
Anna works twice **as fast as** Julia.
My tablet is **not as good as** your laptop.
He doesn't dance **as elegantly as** you.*

the ... the

- We use *the* + comparative ... *the* + comparative to show that one thing can have an effect on another.
***The earlier** we arrive, **the more** we'll see.*

1

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: Before students do the exercise, elicit a few adjectives (*cold, dangerous, happy, etc.*) and adverbs (*quickly, safely, slowly, etc.*) and also the difference between the comparative (*comparing the similarities and differences between two things*) and superlative form (*comparing one item to more than one item in the same group*).

ANSWERS

- a 1, 4
- b 2, 3
- c 2, 3
- d 1, 4

2

- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 as, as
- 2 not
- 3 the, the

3

- Do the first item with the class, eliciting the missing word (*The ash blew **as** far as Manila*).
- Students correct the mistakes, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write two sentences that contain mistakes with adjective and adverb comparisons, then swap sentences with another pair. They should correct the sentences they receive, then compare answers.

ANSWERS

- 1 The ash blew **as** far as Manila.
- 2 Tsunami waves travel as **fast** as jet planes.
- 3 The wildfire spread more **quickly** than the scientists predicted.
- 4 The **faster** we can receive the data, the faster we can send the rescuers.
- 5 Last summer was the **hottest** summer on record.

too, enough, so and such

GRAMMAR GUIDE: too, enough, so and such

too

- We use **too** + adjective / adverb (often with **to** + infinitive) to say that something is more than is wanted or needed.
*I'm **too tired to do** my homework now.*
*This cake is **too sweet**.*
*It costs **too much**.*
*You drive **too fast**.*
- In informal speech, we can use **too** to mean very.
*Thank you very much. You're **too** kind.*

enough

- We use adjective / adverb + **enough** (often with **to** + infinitive) to say that something is as adjective / adverb as is wanted or needed.
*Is the room **warm enough**?*
*He speaks English **well enough to get by**.*
- We also use **enough** before nouns to talk about sufficient quantities.
*Have we got **enough bread** to make the sandwiches?*

so and such

We use **so** and **such** for strong emphasis.

- We use **so** + adjective / adverb. We also use it to intensify quantifiers.
*Everybody was **so nice** to me.*
*You shouldn't work **so hard**.*
*Thank you **so much**.*
- We use **such** + a / an (+ adjective) + singular noun.
*She's **such a genius**!*
*He's **such a great friend**.*
- We use **such** (+ adjective) + plural noun.
*These are **such great pictures**.*
- We can also use **so** and **such** with a **that**-clause to emphasise characteristics that lead to a certain result or action.
*The film was **so sad that** she cried at the end.*
*It was **such a shock that** he nearly fainted.*

4

- Students read the sentences and complete the rules, then compare their answers in pairs. Get feedback.

EXTENSION: Elicit more example sentences using **too** and **enough** and write students' ideas on the board.

ANSWERS

- 1 too
- 2 enough

5

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *victim* (somebody who has been affected by a natural disaster).

EASIER: Before doing the exercise, students decide what the words in bold in each sentence refer to (1 badly, 2 difficult, 3 damage, 4 a good sense of smell).

ANSWERS

- a adjective, adverb
- b adjective, noun

6

- Remind students that this is an exam task type. As a review, ask *Can you change the word in bold? (no), Do contractions count as one or two words? (two).*
- Do the first sentence with the class (*more interested*). Tell students to think about the grammar they have studied in the lesson when they are doing this exercise.
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students discuss which information from the first sentence they need to include in the second sentence.

FAST FINISHERS: Students write three sentences using any of the comparative structures on the page. They swap sentences with a partner and check each other's work.

ANSWERS

- 1 more interested
- 2 more common
- 3 such a strong hurricane
- 4 wasn't as bad as
- 5 the most frightening
- 6 as good as
- 7 the harder
- 8 too short
- 9 was so heavy

Use your English page 85

collocations and expressions; checking agreement; open cloze

1

- Remind students of the idiom *under the weather* and elicit the meaning (*to feel unwell*). Explain that they are going to look at more collocations and expressions related to the weather.
- They choose the correct meanings, then compare their answers in pairs. Get feedback. Students say why they chose a particular meaning.

EXTENSION: Elicit example sentences with the expressions, e.g. *I got wind of the fact that my friends were planning a surprise party for me!*

TEACHING TIP: Students choose two expressions and translate them word for word into their L1. It's useful for them to see how idioms like these rarely have a literal translation in another language. Then ask them to find expressions in their L1 with the same meaning as their two chosen expressions and translate those into English. This will show them why it's usually not a good idea to do a literal translation, particularly with idioms.

ANSWERS

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

2

- Elicit example questions using the expressions in Exercise 1, e.g. *How down to earth are you? Have you ever stolen someone's thunder?* Then read the example exchange.
- In pairs, students take turns to ask and answer their questions. Remind them to ask a further follow-up question after the first reply. Get feedback.

EASIER: Elicit questions using each expression and write them on the board. Students use the questions in their discussion.

3

- Go through the Exam Tip.

Exam TIP

Checking agreement

- Write this sentence on the board: *Jorge always ___ my thunder.* Elicit the missing word (*steals*) and ask why there is an s on the end of the verb form (*because the subject is 'Jorge', so the verb needs a third-person ending*). ★
- Students read the sentences carefully, underlining the word in each one that helped them choose the answer. They then compare their answers in pairs.
- Get feedback, asking students to say which words they underlined.

ANSWERS

- 1 ones, tornadoes (*ones* replaces *tornadoes*)
- 2 has, she (a third-person form of the verb is needed after *she*)
- 3 destroyed, yesterday (a past tense is needed as the sentence is about the past / yesterday)

4

Exam TASK

Open cloze

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *skyscraper* (a tall, modern city building).

EASIER: Students predict the type of word needed to fill each gap before they do the exercise.

ANSWERS

- | | |
|--------|--------|
| 1 more | 5 wind |
| 2 on | 6 as |
| 3 heat | 7 few |
| 4 air | 8 most |

- In pairs, students discuss the question.
- Get feedback. Students translate similar expressions in their own language into English and present them to the class.

your ideas

Writing page 86–87

sequencing events; using descriptive vocabulary; writing a story

Learning FOCUS

Sequencing events

- Brainstorm words and phrases that show how things follow on from each other in a story, e.g.
Beginning: *Once, Once upon a time, In the beginning, First of all, One morning / One day*
Middle: *Then, Next, Later, After (that), Soon, Suddenly, Before long, Later that day, Meanwhile*
End: *At last, Eventually, To sum up, As a result*

1

- Elicit a typical story structure (1 *introduce the setting, characters and main situation* 2 *issues the characters face* 3 *the resolution of the story*). Establish why linking words are important in a story (to *help show the order of events, e.g. what happened before, during and after other things*).
- Students match the phrases, then compare their answers in pairs. Get feedback.

EXTENSION: Students write the first line of a story, using one or more of the phrases, e.g. *At first, there was thick snow, but a few minutes later it started to melt.*

ANSWERS

1 c 2 d 3 e 4 b 5 a

2

- Students skim the text and say what it is about (an *earthquake at a school*).
- They read the paragraphs more carefully and order the parts of the story, then compare their answers in pairs.
- Get feedback, asking students to say which words helped them choose the correct order.

EASIER: Elicit the phrase which is most likely to start the story (*At first*). Students order the parts of the story in pairs.

ANSWERS

1 c 2 a 3 d 4 b 5 e

3

- Students read the example task and answer the questions, then compare their answers in pairs. Get feedback.

ANSWERS

1 No
2 No
3 No
4 Yes

4

- Show the photo and elicit quick descriptions around the class.
- Students skim the text and say what the setting for the story is (*a volcano*).
- They choose the correct answers, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers. Elicit the meaning of *ray* (a straight line of light from the sun or moon) and *peak* (the point or top of a mountain).

FAST FINISHERS: Students underline the things stated in the example writing task. Ask *Where does the writer mention a book and an interesting place?* (book: paragraph A; place: paragraph D (the lake)).

ANSWERS

1 At first
2 Three hours later
3 Before long
4 Just then
5 At last

5

- Students read the story again and do the exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write one true and one false sentence of their own about the text in Exercise 4 then swap with a partner.

EXTENSION: Elicit why the false statements are false (2 *It was a long and uncomfortable bus ride*, 3 *She wasn't surprised; she knew it smelt different because of the gases in the volcano*, 4 *She'd been training for the last six months so she was prepared.* / *The view took her breath away, which doesn't mean she found it difficult to breathe.*).

ANSWERS

1 T 2 F 3 F 4 F

6

- Do the first item with the class (A2). Students match the remaining paragraphs, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: As a class, identify the key words and phrases in each paragraph before students do the exercise.

ANSWERS

A 2 B 4 C 1 D 5 E 3

7

- Go through the Exam Tip.

Exam TIP

Using descriptive vocabulary

- Brainstorm synonyms for the word *nice*, e.g. *lovely, pleasant, fine, delightful*, etc. and write ideas on the board.
- Remind students to note down synonyms for common nouns, verbs, adjectives, etc. in their notebooks to increase their descriptive vocabulary.

- Go through the Useful Language box.
- Students complete the table, adding any other words they know, then compare their answers in pairs.
- Get feedback. Copy the table onto the board and add students' own ideas to the table.

FAST FINISHERS: Students research different ways to say *good* and *bad* and record them in their notebooks (good: *fine, great, excellent, wonderful*; bad: *poor, unpleasant, nasty, terrible, awful*, etc.).

ANSWERS

beautiful: charming, gorgeous, lovely, stunning
go: explore, race, sail, wander
see: admire, observe, stare, watch

8

- Do the first item with the class. Elicit that *ran* involves speed and ask which verb meaning *go* indicates speed (*race*). Point out that *race* can also be followed by *up the stairs*, so it fits in both ways.

- Explain that they may be able to use more than one word in some sentences. They replace the words in bold, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 raced
- 2 stared
- 3 gorgeous / lovely / stunning (a view can also be charming, but it's not such a common collocation)
- 4 wandered, admiring
- 5 sailed

9

Exam TASK

Writing a story

- Students complete the Exam Task. Remind them to make notes outlining their main ideas, use the correct sequencing phrases, and include descriptive vocabulary in their stories.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's story and tick the things their partner has included using the Reflection Checklist.

TEACHING TIP: Encourage students to regularly conduct peer reviews of each other's writing. Peer review is a good way for students to bond as well as practise their English skills. If they write a task on their computer, they could email it to a classmate to look at.

Live well, study well page 88

dealing with emergencies; keeping calm

Useful vocabulary

app (n): a piece of computer software often found on a mobile phone
cope (v): to succeed in dealing with a difficult problem or situation
first aid (n): simple medical treatment given to someone as soon as they have been hurt
investment (n): something you invest time or money in that will bring benefits later
locked (adj): unable to be opened without a password or key
remote (adj): far from places where lots of people live
torch (n): a small light you carry in your hand or have on your phone

1

- Show the infographic. Students read the title and predict what they think it will be about (*how to stay safe*). Elicit ways to stay safe in everyday situations, e.g. at night, when cycling, etc.

- Students read the text and answer the questions, then compare their answers in pairs. Get feedback.

2

- In pairs, students do the research (either on class computers if available or on their phones), then choose one app to present to the class. They should think about what situations it could help in, how easy it would be to access in an emergency, and the problems it could solve.

3

- Ask students if they think they keep calm under pressure.
- In different pairs to Exercise 2, students discuss the situations and questions.
- Get feedback. Students give reasons for their answers.

EASIER: Pairs choose one situation from the exercise to discuss, then share ideas with two other students who chose different situations.

4

- Go through the Mind your Mind information.
- In pairs, students discuss the questions. Encourage them to give reasons for their answers. Get feedback.

5

- In small groups, students brainstorm ways they keep calm and new things to try, e.g. *I close my eyes and count to ten. I could learn how to turn on the torch on my phone.*
- Get feedback. Take a vote on the top three new tips for students to try.

MEDIATION SKILLS

- Managing interaction in a collaborative task is mediation. In Project 1, students need to make sure everyone is included in the initial discussion and is able to contribute ideas. They also need to make sure the discussion stays on track and covers all parts of the task. Finally, they need to organise the presentation and allocate roles and tasks to the members of the group. They might want to designate a scribe for the group, to note down ideas as they evolve.
- Before students do the project, brainstorm phrases for inviting suggestions and allocating roles, e.g. *What do you think, Alice? Do you have any ideas, Rashid? How shall we organise the presentation? Would anyone like to talk about ... ? Who wants to ... ?*
- Encourage all students in the group to participate in managing the project, contributing ideas about what tasks need to be done and making sure everybody has an active role.
- Remind students to use any language for collaboration that they have written in their notebooks.
- This mediation skill can be practised in any group project or discussion, particularly in the Live well, study well projects.

- In groups, students read through and choose a project. Project 1 is groupwork that involves making a safety plan before a trip and Project 2 involves making a card individually to refer to in an emergency.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everybody has a task and students swap texts for peer correction.

Project 1

- In small groups, students write a plan of safety steps for camping in the mountains. They should think about what information they would want to know before a trip, and include details on how to prepare for the trip. Remind them to use the first three phrases in the Useful Language box to help them.
- Encourage them to get ideas from the infographic images and to think about equipment they should take, e.g. a mobile phone, a torch, a back-up battery pack, etc. Tell students they can display the information however they think will be most effective.
- Groups present their safety plans to the class. Encourage them to ask questions.

Project 2

- Individually, students design a card giving advice on what to do in an emergency. Encourage them to think about useful information to include and to use the prompts to help them.
- Students should try and design their card to be eye-catching, yet easy to use.
- In pairs, students compare their cards. Remind them to use the second set of three phrases in the Useful Language box to help them.

Review page 155

ANSWERS: VOCABULARY

1

- | | |
|--------------|-------------|
| 1 earthquake | 4 tsunami |
| 2 wildfire | 5 landslide |
| 3 avalanche | 6 erupt |

2

- aid-workers, responded
- collapsed, trapped
- volunteers, survivors

3

- | | |
|---------|-----------|
| 1 water | 4 thunder |
| 2 earth | 5 wind |
| 3 storm | 6 rain |

ANSWERS: GRAMMAR

4

- | | |
|------------|-------------|
| 1 to keep | 5 to travel |
| 2 Studying | 6 going |
| 3 riding | 7 to see |
| 4 take | 8 eat |

5

- | | |
|----------|-----------|
| 1 to buy | 4 taking |
| 2 seeing | 5 looking |
| 3 to get | |

6

- I think Nina works **harder** than / as hard **as** Anita.
- The more often volcanoes erupt, the **more dangerous** they are.
- Dogs aren't usually as independent **as** cats.
- I go to the gym now more regularly **than** I used to.
- The **most** intelligent person in my family is my mum.

7

- | | |
|----------|--------|
| 1 enough | 4 such |
| 2 such | 5 too |
| 3 so | |

Reading:	focusing on individual paragraphs; matching prompts to a text
Vocabulary:	the media
Grammar:	the passive
Listening:	listening for pleasure; multiple choice: one per text
Speaking:	deciding on the best option; collaborative task

Grammar:	the passive: <i>-ing</i> form, infinitives and modal verbs
Use your English:	phrasal verbs; changing the word; word formation
Writing:	editing your work; describing what you're reviewing, writing a review
Video:	crisis mapping

Unit Opener page 89

In the photo

Shenzhen in southeastern China, with its population of around 12.5 million people, is one of the world's most important cities for the manufacture of technology; your smartphone, your computer or your tablet were probably made in Shenzhen. With much of the city created in just forty years, Shenzhen is home to some amazing buildings, including the Ping An International Finance Centre, which at 599 m is the world's fourth and Shenzhen's tallest building. In this photo, we can see the KK100, which at 440 m is Shenzhen's second tallest skyscraper.

- Show the photo. Ask *What do you think the woman will do with the photo she's taking?* and elicit a few ideas (*post it online, send it to friends, etc.*).
- Remind students of the technology vocabulary they studied in Unit 4 (*smartphone, screen, device, etc.*) and elicit or teach the general meaning of *media* (ways to communicate on a large scale, e.g. through publishing, television, the internet, etc.).
- In pairs, students discuss the questions. Get feedback.

EXTENSION: In pairs, students discuss and share the last picture they, or someone they know, posted online.

FAST FINISHERS: Students write two sentences about their partner's answers.

EXTENSION: Do the exercise as a survey. Students ask classmates which things they use and why, making a note of people's answers. In pairs or small groups, they give feedback on the most commonly used media in the class.

3

- Read the first statement aloud and elicit a few opinions on it. Ask two students to read the example dialogue. Point out the use of *I partly agree* and, if necessary, remind students of the phrases for agreeing and disagreeing they studied in Unit 6 Speaking, e.g. *You're absolutely right, I agree to a point, but ...*, etc.
- In pairs, students discuss the statements, then compare their ideas with another pair.
- Get feedback. Students give reasons for their answers.

TEACHING TIP: Link new material to language from other lessons as much as possible, to refresh students' memories and recycle language they have studied in a new context. Easy language to recycle includes that from Useful Language boxes, vocabulary lessons or Use your English lessons.

Reading pages 90–91

focusing on individual paragraphs; matching prompts to text

1

- Students will, of course, know about social media, but elicit a clear definition (e.g. *websites and apps that allow users to share information, opinions, images, videos, etc.*). Elicit or teach *platform* (the software that allows users to communicate with others).
- Elicit some social media platforms and write them on the board. Students make a list of the ones they use the most, then compare their ideas in pairs and discuss the questions. Get feedback.

2

- Remind students of the word *podcast* from Unit 4. Ask two students to read the example dialogue.
- In their pairs, students discuss the words in the box. Get feedback.

4 8.1



word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus box to check their answers.
- Get feedback. Ask pairs how many words they guessed correctly, and which words helped them do this.
- Elicit or teach **shot** (a photo), **cliff** (a large area of rock or mountain with a very steep side), **hiker** (someone who walks long distances in the mountain or country), **inevitably** (is certain to happen), **litter** (rubbish like paper, plastic, etc. that is no longer needed and is left in a public place) and **bunch** (a group of people; informal).
- Play the recording. Students read the text.
- Go through the Exam Tip.

Exam TIP

Focusing on individual paragraphs

- Show the Exam Task and elicit the number of paragraphs in the text (*six*).
- Explain that students should scan each paragraph to look for obvious answers to the exam questions. Ask *Does sentence one match paragraph one?* (no). They will need to read each paragraph several times during the task.

- Students read the Exam Task and underline the key words and phrases, then compare their ideas in pairs.
- Elicit or teach *promote* (to help something develop or increase) and *landmark* (something that is easy to recognise and well-known).

EASIER: Do the questions as a class, asking individual students which words they would underline in each question.

POSSIBLE ANSWERS

- 1 place, people, visit, promote
- 2 don't, cause, damage, on purpose
- 3 able to do, without training
- 4 tourism, positive effect
- 5 more research, destination
- 6 where to travel to next
- 7 influence, on people's travel plans
- 8 landmark, increased, popularity
- 9 good photo opportunities
- 10 issues, increased tourism

8.1 ▶

As reading text on page 91.

5

Exam TASK

Matching prompts to text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students explain where they found their answers.

ANSWERS

1 B 2 E 3 A 4 D 5 F 6 C 7 B 8 E 9 D 10 E

- Students discuss the questions in pairs.
- Get feedback. Students estimate how much time they spend online, then keep a diary of how they use the internet for a week. They bring their diaries to class and discuss the results in small groups.

your ideas

Vocabulary page 92

the media

1

- Brainstorm different jobs in the media, e.g. *TV presenter*, *news editor*, etc. and write students' ideas on the board. Elicit or teach *director* (someone who gives instructions to the actors in a film, play, etc.).

- Students complete the definitions, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students discuss which of the jobs in the exercise they'd most like to do and why.

ANSWERS

- 1 review
- 2 blogger
- 3 selfie
- 4 host
- 5 journalist
- 6 camera operator
- 7 headline
- 8 influencer

2

- Do the first item with the class (a). Elicit or teach *offline* (the opposite of *online*).
- Students choose the definitions, then compare their answers in pairs. Get feedback.

EASIER: In A / B pairs, student A does items 1–4 and student B does items 5–7. They then check each other's answers.

ANSWERS

1 a 2 b 3 b 4 a 5 b 6 b 7 b

3

- Do the first item with the class (*voicemail*). Elicit why this is correct (*left a message* and *listened to* are the clues).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: Elicit the word forms of each item in the box before students do the task (noun: *followers*, *search engine*, *user group*, *voicemail*; verb or noun: *google*, *review*; adjective: *online*; verb: *like*). Students use the word forms to help them complete the sentences.

EXTENSION: In small groups, students close their books and take turns to describe a word from Exercise 1, 2 or 3 for the other students to identify.

ANSWERS

- 1 voicemail
- 2 online
- 3 followers
- 4 user group
- 5 google
- 6 review
- 7 search engine
- 8 like

4

- Ask students if they read blogs and quickly elicit a few of their favourite ones. They will talk about their favourite bloggers later.
- Brainstorm what information would be useful to include in a travel blog and write students' ideas on the board. They look at the photo and guess what the blog could be about, e.g. *climbing*, *adventure sports*.
- Students complete the advice, then compare their answers in pairs. Get feedback.

EXTENSION: Students write their own travel blog post about somewhere they have been or where they live.

ANSWERS

- 1 articles
- 2 headline
- 3 reviews
- 4 bloggers'
- 5 posts
- 6 followers

TEACHING TIP: Encourage students to read in English as much as possible outside of class. They could read blogs, articles, reviews and the news, etc. They can note down any questions they have on the content and bring them to class. You could also conduct sessions in class where students discuss interesting things they've read in English.

- Brainstorm things people typically blog about, e.g. food, travel, lifestyle, etc.
- In pairs, students discuss the question.
- Get feedback. Students research a blogger for homework and give a short presentation on them and what they blog about in the next lesson.

your
ideas

Grammar

page 93

The passive

GRAMMAR GUIDE: the passive

Use

- We use the passive when the object or result of the action is more important than the agent (the person or thing doing the action).
The software is updated regularly.
- We also use the passive when we don't know who did something or when we don't want or need to say it.
My personal data was stolen from this website.
- In a passive sentence, the subject is the object of another's action (not the person or thing doing the action). The agent may not even be in the sentence. Compare:
Amy told me I can buy this webcam online.
I was told I can buy this webcam online.
- Only transitive verbs (i.e. verbs that can take a direct object) can be passive.

Form

- We form the passive with the correct form of *be* + the past participle of the main verb.
I was given this tablet as a present.
She has been given this tablet as a present.
He's going to be given a tablet as a present.
- We use the passive in the present continuous, but not in the future continuous, present perfect continuous or past perfect continuous.
My computer is being repaired.

- For the negative, we make the negative of the form of *be*.
I wasn't given this tablet as a present.
She hasn't been given this tablet as a present.
He's not going to be given a tablet as a present.
- For questions, we use *be* or the auxiliary before the subject.
Were you given this tablet as a present?
Has she been given this tablet as a present?
Is he going to be given a tablet as a present?
- We use *by* to indicate the agent of a passive sentence. The agent can be a person, a thing or an event.
This program was invented by my son.
The computer was damaged by a virus.
The house was destroyed by a flood.
- When a thing or an event is not the real agent but an instrument, we use *with*. Compare:
The cars are washed by a machine. (an automated machine washes the cars)
The cars are washed with a machine. (someone uses a machine to wash the cars)

Verbs with two objects

- Verbs that can be used with the structure verb + *to* + preposition + object can form the passive in two ways, depending on the choice of subject.
I was given a book. / A book was given to me.
I was told a lie. / A lie was told.
I was shown a photo. / A photo was shown to me.

1

- Students read the sentences and complete the table, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 Active
- 2 Passive

2

- Do the first item with the class (podcasts in both sentences).
- Students underline the words, then compare their answers in pairs. Get feedback.

EASIER: Elicit a definition of *subject* and *object* (the subject is the person, place or thing that performs an action; the action affects the object).

ANSWERS

- 1 podcasts
- 2 the facts
- 3 the advert
- 4 the blog
- 5 my video
- 6 the photos

3

- Write one active and one passive sentence from the table in Exercise 1 on the board.
- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- a different
- b don't know, more, by
- c be

4

- Students focus on the form of the verbs in the sentences in the second column in Exercise 1. They complete the rules, then compare their answers in pairs. Get feedback.

EASIER: Students first identify the tenses in the active column of the table, then complete the rules.

LOOK!

Show the first sentence in the passive column in Exercise 1. Ask *Is it important who makes the podcasts? (no).*

ANSWERS

- 1 is / are being
- 2 was / were being
- 3 will be
- 4 have / has been
- 5 had been
- 6 will have been

5

- Do the first sentence with the class (*will be written*). Remind students to refer to the table in Exercise 1 for how to form the tense. Ask *Who is the agent? (Yannis)* and elicit if the agent can be left out here (*no*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read their sentences aloud and say whether the agent can be omitted.

ANSWERS

- 1 will be written
- 2 had been unlocked
- 3 are being used
- 4 were protected
- 5 will have been tested

The agent can be left out in sentences 2, 3 and 5.

6

- Students rewrite the sentences, then compare their answers in pairs. Get feedback.

EASIER: As a class, identify the tenses that need to be transformed in each sentence (1 *future simple*, 2 *past continuous*, 3 *present perfect*, 4 *present continuous*, 5 *past perfect*, 6 *future perfect*).

EXTENSION: In small groups, students write three passive sentences about media using vocabulary from the previous lesson: one about the past, one about the present and one about the future.

ANSWERS

- 1 The review will be uploaded tomorrow.
- 2 The article was being written by Jan.
- 3 The photo has been liked by millions of people.
- 4 The competition is being held today.
- 5 Twelve entries had been received before lunch.
- 6 The winners will have been chosen by next week.

Listening page 94

listening for pleasure; multiple choice: one per text

1

MEDIATION SKILLS

- Summarising a spoken or written text in speech is mediation. In this exercise, students choose a story from the news and tell their partner the main points of the story.
- This could include explaining the main events of a story or the main points of an argument, and it could include considering different points of view of a story. Students are likely to think of news they have heard or read in their L1, and will have to explain the main ideas in simple English.
- Encourage students to give their opinion of the news, e.g. why they thought it was interesting, surprising or shocking, whether they think it's true or not, etc.
- This mediation skill can be practised throughout the course by asking students to summarise parts of reading or listening texts in their own words. They can also be asked to research topics in their L1 for homework, and summarise what they find out in simple English for the rest of the class. For example, as an extension to the Your ideas task on page 95, students choose a feature from their school magazine or a local newspaper and summarise it in English.

- Ask how often students read or listen to the news. Elicit a few answers.
- In pairs, students take turns to tell their partner about a news story. Encourage them to give as much detail as possible. Get feedback.

EXTENSION: Students research a news story from around the world, then share it in groups.

2 8.2 ▶

- Students look at the photos and predict what the news story might be about. Elicit a few ideas.
- Play the recording. Students choose the correct photo, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EXTENSION: Students listen to the news story again and make notes on the main points. In pairs, they retell the news story to their partner. Together, students work on a final version of the news story, then compare it with another pair.

ANSWER

Photo b

8.2 ▶

M: It should have been the trip of a lifetime, a journey across the country by bus, taking in new sights and visiting famous places. But sadly, instead of enjoying all that our country has to offer, one Australian tourist found herself in hospital with a broken leg after taking a selfie from the top of a canyon. This is the latest in a series of accidents where extreme thrill-seekers have injured themselves trying to get a perfect selfie. ... We caught up with Suzie Williams from her hospital bed.

F: I was having the most amazing time and had seen some incredible sights, and I wanted all my followers to see this. But the pressure of getting 'likes' on social media probably made me go that bit too far to get an awesome photo. Well, I was on the edge of a canyon – too near the edge to be safe I now realise – and the worst happened. It was a bit foggy and I slipped and fell and now I'm here with a broken leg. The people who rescued me were really kind, but I feel awful for putting their lives in danger for the sake of a photo. You can still have an amazing time and take amazing photos, but just don't take unnecessary risks. You don't want to end up like this.

3

- Go through the Exam Tip.

Exam TIP

Listening for pleasure

- Brainstorm things students can do to practise their English listening skills, e.g. listen to songs, podcasts, watch English-speaking vloggers online, etc.
- Listening to English outside of the classroom will help students improve their vocabulary and understand native speakers by exposing them to different accents. Listening to language in authentic contexts can also help them with their spoken fluency. Remind them that they can often use subtitles while watching content, or challenge themselves more by not using them.
- Students read the Exam Task.
- Ask *What things do you enjoy listening to in your free time?* and elicit a few ideas. Students say which of these things they could listen to in English.
- Elicit or teach *commute* (to travel regularly to work and back) and *estate agent* (someone whose job it is to help people buy and sell houses).

EXTENSION: Students write the names of websites, apps, channels, etc. they use for watching and listening to content in English on the board as a class reference.

4 8.3 ▶

Exam TASK

Multiple choice: one per text

- Play the recording. Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 A 2 C 3 B 4 C 5 B 6 A 7 B 8 C

8.3 ▶

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear a man talking about his commute to work. What seems to annoy him the most?
The only thing about commuting to work on the underground is that the connection drops out and I can't read updated news stories on my phone. I used to cycle to work and I could listen to the news through an app, but then I changed jobs and it's too far for me to cycle. Also, it was dangerous and I didn't like riding in rush hour traffic.

- You hear part of a podcast. What is the woman's job?

Recently, it has been reported that there has been a huge increase in the number of selfies uploaded to Instagram where people are posing with wild animals. By their very nature, these are wild animals that in their own environment could kill you. Sadly, this form of animal tourism is happening around the world and my organisation, in addition to several other similar animal protection organisations, is working hard to stop this from happening.

- You hear two people talking at an airport. What does the traveller want to do?

F: Can you tell me what is in all these cases that you're carrying?

M: We've got a lot of kit: twelve flight cases with cameras, tripods and sound recording equipment.

F: What is the purpose of your visit?

M: We're going into the jungle. We're making a documentary to be broadcast back home. We want to try to capture images of some of the rare animals you have here.

- You hear two men talking about a new car. What is the man surprised by?

M1: Have you seen the new electric car that my company has just brought out?

M2: I have. I think it looks really cool. I've seen the adverts for it all over the place – on TV, on billboards, even on my newsfeed. You're really going for it with the advertising! But I think it's working as even I am really tempted to buy one and I don't usually pay much attention to advertising.

- You hear two students talking about online learning. Which course does the girl sign up for?

F: Have you seen the choice of extra online courses that we can choose from at college?

M: Yes, I had a quick look this morning. Some of them look really interesting. I'm going to sign up for the Business Skills and IT courses. What about you?

F: Well, I'm doing teacher training, so I signed up for the Technology in Education course as I think it would be a useful addition. But look at this one ... how could you do a building skills course online? How would that work?

M: I don't know. I guess there's a lot of theory to learn before you start building houses?

- You hear two people talking about moving house. Why hasn't the woman looked in the local paper?

F: I need to move in a few months' time, but I've hardly seen any flats advertised.

M: Where have you been looking? You probably need to look online. Or, we could go into town at the weekend and visit all the estate agents?

F: Yes, that's a great idea. I haven't bothered looking in the local paper because the ads go out of date so quickly. I've had a quick look online as at least they're updated regularly.

- You hear a couple talking about their granddaughter. Which job does the grandfather think she would be suited to?

M: Cath says she wants to work in the broadcasting industry.

F: I think she'd make a great reporter. She's always asking us tons of questions!

- M: She would make a great radio host too. She never stops talking!
- F: That's true. But she's very creative. I wonder if she's considered being a camera operator, or a make-up artist, or something like that.
- M: I hadn't thought of that. I wonder if she has. I'll give her a call. We haven't spoken for a while, anyway.
- 8 You hear two people talking about what they did last night. What did the woman watch?
- F: Did you watch any television last night?
- M: No, I was streaming a film about dolphins. I haven't really watched television for a while.
- F: There was a programme about whales. It was really interesting.
- M: Wales, the country, or whales the animals?
- F: Whales in the sea – they were off the coast of Alaska. It was fascinating.
- M: I might stream it later.

- F: Good point. Same with music! Let's leave those two for the moment. And he won't need anything to help him schedule appointments either.
- M: No, definitely not.
- F: OK, so do we agree that these are the best ones, then?
- M: Yes ... Grandad! We've got some apps for you to have a look at.

2 8.5 ▶

- Students read sentences a-e, then complete the conversation.
- Play the recording for students to check their answers. Get feedback.

EASIER: Elicit which phrases are positive (b), which are negative (c, d, e) and which one makes a suggestion (a). In pairs, students read the conversation and identify what kind of phrase is needed in each gap.

FAST FINISHERS: In pairs, students practise the conversation.

ANSWERS

1 c 2 b 3 d 4 a 5 e

8.5 ▶

- M: Should we include a section after articles for people to leave comments?
- F: Hmm. I don't think so. We wouldn't be able to control what was said.
- M: That's true. Let's decide not to have that.
- F: What about letting people send in their views about school issues? We could have a letters page.
- M: That's a better option. Then we can decide what gets posted.
- F: How about a TV guide?
- M: I don't think that's necessary. No one watches TV like that any more. We all just watch what we want, when we want.
- F: OK, that's true. What about letting people upload their own films?
- M: I'm not sure that's such a great idea, either! Can you imagine the type of films that we might get?!

3

- Go through the Exam Tip.

Exam TIP

Deciding on the best option

- Remind students that in this type of exam task, even though they only need to choose one option, they should also justify why the ones they don't choose aren't as good. Remind them of the expressions for giving reasons from Unit 4 Writing (*because of, as, since, etc.*) and Useful Language for agreeing and disagreeing from Unit 6 Speaking, which can be useful when trying to come to a decision.
- Students should use expressions from the Useful Language box to summarise their decisions on the best option and check if their partner agrees with their choice.

Speaking page 95

deciding on the best option; collaborative task

1 8.4 ▶

- Ask what types of apps students use and elicit a few ideas, e.g. health and fitness, language learning, etc.
- Students read the question and predict which apps they think the speaker will suggest.
- Play the recording. They check their answers, then compare their ideas in pairs.
- Go through the Useful Language box.
- Play the recording again. Students tick the Useful Language they hear, then compare their answers in pairs. Get feedback.

ANSWERS

health / fitness, games
So, let's decide ...
Shall we say ...
I think the best option is ...
So, do we agree ...

8.4 ▶

- M: Hiya, what are you doing?
- F: Grandad asked me to download some apps for him. He didn't know which ones to choose. Can you help me decide?
- M: Sure. What kinds of things does he want?
- F: He said he wanted to get fitter, so maybe an activity app.
- M: So, let's decide on something gentle. He won't want to run for miles! Maybe just a step counter or a gentle ten-minute workout.
- F: Well, shall we say this one here ... it shows you some different exercises and looks quite easy for him to use.
- M: Yes, that's a good one. What else? Shall we see if he wants to learn Japanese?
- F: I don't think so, but I think he'd be interested in doing some puzzles and maybe listening to books.
- M: OK, but don't give him too many. He'll want to get used to using a few at first. I think the best option is the games. He'd probably fall asleep listening to books.

- Students read the Exam Task. Remind them that they have already done this task type and elicit what they have to do (*discuss each idea with their partner, express and justify their opinions, eliminate ideas and come to a final decision together*).
- Students decide which option they would eliminate first, then compare their ideas in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: Give students enough time to make notes on each of the ideas in the Exam Task.

4

Exam TASK

Collaborative task

- In pairs, students talk about the features and decide which is best. Remind them to use the phrases in the Useful Language box to make a final decision. Get feedback.

- Ask if students have a school magazine and, if so, elicit a brief description of it. In pairs, they discuss the questions.
- Get feedback. Students say what information they would like to see on their school website, e.g. school clubs and activities, school news, student / teacher blogs, etc.

your ideas

Grammar page 96

The passive: -ing form, infinitives and modal verbs

GRAMMAR GUIDE: the passive: -ing form, infinitives and modal verbs

- We make the passive of -ing forms and infinitives in the same way as we make all other passive forms: with the -ing form / infinitive of be + past participle.
*I don't like **being lied to**.*
*There's a lot of work still **to be done**.*
- We can use modals and semi-modals in passive sentences + be + past participle.
*All phones **must be switched off**.*
*The computers **will be delivered** tomorrow.*
- We form the negative and questions with the negative and question form of the modal or semi-modal.
*Phones **must not be used** during the exam.*
***Can** this tablet **be repaired**?*
*When **will** your account **be deleted**?*

1

- Ask some questions to check students' understanding, e.g. *What is the focus in sentence 3 – Adnan or his story? (Adnan) Who will pay him for his story? (we don't know – the agent isn't mentioned). Which sentence talks about a continuous action? (1) What verb form do we use after the verb 'enjoy'? (-ing form). In sentence 2, do we know who has to write the blog? (no).*
- Students read the sentences and complete the rules, then compare answers in pairs. Get feedback.

ANSWERS

- a being
- b be
- c be

2

- Do the first sentence as a class (*being*) and elicit why they chose that answer (*because 'love' is usually followed by an '-ing' form*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write two of their own passive sentences with answer options, then swap with another pair.

ANSWERS

- | | |
|---------|---------|
| 1 being | 4 be |
| 2 be | 5 being |
| 3 to be | 6 to be |

3

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read their answers aloud.

EASIER: In pairs, students identify the verbs they will need to change in the active sentences (1 *deliver*, 2 *interview*, 3 *like*, 4 *ask*, 5 *find*, 6 *hear*), then do the exercise.

ANSWERS

- | | |
|-----------------------|------------------|
| 1 should be delivered | 4 being asked |
| 2 being interviewed | 5 could be found |
| 3 to be liked | 6 to be heard |

4

- Remind students to read the words around the gap to help them choose their answers.
- They complete the article, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students underline the words around the gaps, then discuss what verb form is needed.

FAST FINISHERS: Students look up information about AI and note down two or three examples of current AI projects.

ANSWERS

- 1 b 2 a 3 b 4 c 5 b 6 a

Use your English page 97

phrasal verbs; changing the word; word formation

1

- Students complete the definitions, then compare their answers in pairs.
- Get feedback. Don't worry about eliciting the correct meaning for the verbs they didn't choose, as these will be covered in Exercise 3.

EASIER: Students use a dictionary to look up any words they don't know.

EXTENSION: In pairs, students write example sentences using the phrasal verbs they chose.

ANSWERS

- 1 catch on
- 2 bring up
- 3 hang up
- 4 look up
- 5 call back

2

- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 hang up
- 2 catch on
- 3 look up
- 4 bring up
- 5 call back

3

- Point out that these phrasal verbs are the ones they didn't choose in Exercise 1.
- Students read the text conversation quickly first for gist.
- Do the first item with the class (*definition c*).
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

EASIER: As with Exercise 1, students can use dictionaries to help them complete the exercise. Reading the text first will give them a context for the use of each verb.

EXTENSION: Books closed. Divide the class into two teams, A and B. Read out a definition of a verb from either Exercise 1 or Exercise 3. Ask Team A for the correct verb. If they don't know the answer or get it wrong, Team B can try. Award one point for each correct answer. Deduct points for incorrect answers. Then read out a definition for Team B, and so on. The team with the most points is the winner.

ANSWERS

- 1 c 2 b 3 e 4 a 5 d

4

- Go through the Exam Tip.

Exam TIP

Changing the word

- Show the first bold word in the Exam Task and elicit possible different forms, e.g. *journalist*, *journalism*, *journal* (nouns), *journalistic* (adjective).
- Remind students they can use the Exam Tips from previous word formation tasks (in Units 2 and 6) to help them think of the correct word as well, e.g. look for agreement in the sentence, consider the word form, spelling, whether a word is positive or negative, etc. Remind them to read the text again when they have finished to check the words make sense in the context.

Exam TASK

Word formation

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 journalist
- 2 dangerous
- 3 operator
- 4 engineer
- 5 political
- 6 natural
- 7 action
- 8 solutions

- In pairs, students discuss the question.
- Get feedback. Students say which topics they would find interesting if they did either of these jobs, e.g. sports, politics, celebrity news, etc.

your
ideas

EXTENSION: Students write a short text about being a news presenter, using the Exam Task as a model.

Writing

pages 98–99

editing your work, describing what you're reviewing;
writing a review

Learning FOCUS

Editing your work

- Explain that mistakes can affect students' marks in an exam, so it's important for them to look through their work with fresh eyes once they've finished writing.
- Ask *What sort of things should you check for when you revise your work?* Elicit a few ideas then work through the list in the box. Elicit further examples of homophones (e.g. *sun / son, tail / tale, hear / here*) and silent letters (e.g. *thumb, doubt, sandwich*).
- Remind students to allow enough time at the end of a writing exam to thoroughly check their work.

1

- Students correct the mistakes, then compare their answers in pairs.
- Get feedback. They identify what each mistake is (e.g. word order, spellings, etc).

ANSWERS

- 1 you're – your (spelling – homophone)
- 2 new – knew (spelling – silent letter)
- 3 peoples – people's (punctuation)
- 4 see – saw (grammar – tense)
- 5 operator – operator (spelling)
- 6 out – up (vocabulary – phrasal verb)
- 7 was I – I was (word order)
- 8 there – their (spelling – homophone)

2

- Elicit the type of writing task shown in the announcement (a review). Ask *What kind of information and language should be included in a review?* Elicit ideas, e.g. give your opinion about something, use descriptive adjectives and adverbs, etc.
- Students do the exercise, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *plot* (the events that form the main story of a book, film, play, etc.).

EXTENSION: Students correct the false statements (1 *You need to write a review for the website.* 2 *You need to give details about the series in the review.*).

ANSWERS

1 F 2 F 3 T 4 T

3

- Students complete the review, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *suspense* (a feeling of excitement or anxiety when you don't know what is going to happen next) and *episode* (a show, radio programme, podcast, etc. that is one in a series of several that focus on the same story or theme).

FAST FINISHERS: Students write two or three sentences describing another TV series they watch. They don't need to write a full review.

EXTENSION: Show the photo before doing the exercise. Elicit predictions for what the series is about.

ANSWERS

1 series	6 acting
2 stars	7 confusing
3 episode	8 plot
4 mysteriously	9 suspense
5 reason	10 recommend

4

- Students read the review again and tick what the student has done. Get feedback.

EXTENSION: Give students two minutes to find as many adjectives or adverbs in the review as they can. The student with the most correct words at the end of the time is the winner. (Adjectives: *exciting, new, excellent, first, good, clever, complicated, difficult, new, confusing, original*; Adverbs: *suddenly, mysteriously, sometimes, definitely, highly*)

ANSWERS

1, 2, 3, 5

5

- Go through the Useful Language box.
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

EASIER: As a class, discuss which of the words and phrases in the Useful Language box refer to a person or a place (person: *It stars, It is hosted by, The main character is, He / She plays the part of*; place: *It's set in*). Students then complete the exercise.

ANSWERS

1 definitely not worth	4 plays the part
2 is set in	5 plot
3 stars	

6

MEDIATION SKILLS

- Expressing a personal response to a creative work is mediation. In this exercise, students choose a TV programme or podcast.
- If they choose a creative programme such as a drama series, they should explain the storyline and the main characters, and give their opinion of the work. Encourage them to give their personal reaction to the work (saying what they thought of it, how it made them feel and explaining why) and describe the personality and motivation of one or more of the characters.
- If students choose a podcast or a factual documentary, encourage them to explain which aspects of the work particularly interest them and why, and describe their emotional response to the work (e.g. they might identify with a person who features in the programme or they might feel particularly drawn to the topic).
- Remind students to use the Useful Language to help them express their opinions and describe the work.
- This mediation skill can be practised throughout the course by asking students to give their personal response to reading or listening texts or videos, think about the feelings of the people in the stories and how they can relate to those feelings.
- Elicit a few programmes or series students have watched or podcasts they've listened to recently.
- Students make notes of their ideas using the prompts, then talk with a partner. Get feedback.

EXTENSION: In new pairs, students explain the programme, series or podcast their first partner described to their new partner.

7

- Go through the Exam Tip.

Exam TIP

Describing what you're reviewing

- Students read the review in Exercise 3 again and identify the elements included (*the plot, the characters, where it is set, how it starts, opinion of the actors and scriptwriters, the storyline, description of the scenes, a recommendation*).
- Ask *How can you add description to your writing?* (use adverbs and adjectives) *Do you always need to be positive in a review? Why? / Why not?* (No, a review should reflect your honest opinion, so it's fine to say you didn't like something as long as you give reasons).
- Remind students to always end their review with a recommendation, justifying their point of view.

- Students read the Exam Task. Elicit or teach *take down* (to remove from the internet).
- They make notes on adverbs or adjectives they could include in their review, then compare their ideas in pairs. Get feedback.

8

Exam TASK

Writing a review

- Students write their review. Encourage them to include their notes from Exercise 7, phrases from the Useful Language box and remind them to finish their review by saying whether they would recommend the podcast.

9

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist then make any necessary changes to their task.

EXTENSION: Pairs read each other's reviews and tick the things their partner has included using the Reflection Checklist.

Video page 100

Crisis mapping

Useful vocabulary

analyse (v): to examine or think about something carefully in order to understand it
humanitarian (n): a person concerned with improving living conditions and treatment of people
key (adj): important
mapping (v): to make a map of a particular area
relief (n): food, clothes and money given to people in need of help

Before you watch

1

- Show the photo. Ask *How can the media help when there's a natural disaster like this?* Elicit a few ideas. Remind them of the Unit 7 Vocabulary text about crisis mapping after a natural disaster.
- Elicit well-known natural disasters that have happened around the world, e.g. floods in India in 2020, the Puerto Rico / Dominican Republic hurricane of 2017, the Indian Ocean tsunami of 2004, etc.
- In pairs, students describe the photo. Get feedback.

2

- Do the first item with the class (e). Students should know this word already from Unit 7, so this is revision for them.
- Students match the remaining words, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students discuss how the words might relate to the video they're about to watch. They then write a couple of sentences about their predictions that include as much of the vocabulary as possible.

ANSWERS

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

While you watch

3 4 ▶

- If necessary, review the meaning of *crisis mapping* (when people regularly update and analyse details of a natural disaster via computer, phone, etc. to help improve the situation, rescue people, etc.).
- Play the video. Tell students not to answer the questions, just watch to get a general idea of the topic.
- Play the video again. Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Elicit corrections for the false statements (1 *It took volunteers two days to map out where food and supplies were needed.* 3 *Someone at the scene might guide crisis mappers to where someone is trapped.*).

ANSWERS

1 F 2 T 3 F 4 T

4 ▶

When a crisis strikes, the main priority is to enable aid workers to reach people in need as quickly as possible. After the devastating Nepal earthquake in 2015, it took volunteers only two days to map out where food and supplies were urgently needed.

Knowing where help is needed is important, but it is also essential to know how to get to those locations quickly and safely. And that's where crisis mapping comes in. During times of crisis, volunteers known as 'digital humanitarians' work quickly to collect two different types of data. The first type of data they collect is visual data, which includes, amongst other things, images of Earth taken from satellites up in space ... and photographs captured from remote-controlled drones, which can fly much closer to the scene of a disaster. The second type of data they collect comes via a range of social media ... or through direct text messages.

Specialist digital humanitarians, who are called 'crisis mappers', analyse this data. For example, they carefully study satellite images to check which roads are clear for travel ... and then put this information onto an interactive map.

But satellite imagery and photographs can only show crisis mappers so much. They also need real-time information directly from people who are at the scene. In times of disaster, media platforms such as radio and television are used to share key information with the public. But the media can also be used to ask the public for further information. Members of the public who hear or see these messages are encouraged to post relevant information on social media ... or send text messages direct to crisis mapping volunteers. For example, someone at the scene might post a photo of a collapsed bridge ... or guide crisis mappers to a location where someone is trapped.

Relief workers can then use the resulting crisis maps to better understand the situation. And in turn, as the relief workers are helping people in need, crisis mappers keep updating the interactive map with current information. So, could you offer help? Crisis mapping may seem complicated, but most of the technology used is familiar

and you probably already use it every day. Everyday technology such as a computer or smartphone is all you need. If you know how to capture and post a picture ... or send a text, voice or video message, you too can become a digital humanitarian. A quick search online will provide a list of organisations that can use your help.

After you watch

4

- Students complete the sentences, then compare answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Choose students to read the complete sentences aloud.

EASIER: Distribute a copy of the videoscript or put on the subtitles for students to read along with the video and check their answers.

MEDIATION SKILLS

- Summarising a spoken or written text in speech is mediation.
- This extension exercise can be used to give students further practice of this mediation skill, which was introduced in the Listening lesson in this unit.
- Students watch the video and make notes about it (e.g. the main points / the purpose, interesting details), then relate this information to a partner in their own words, paraphrasing what they have heard using simpler, familiar language.

EXTENSION: Students write or give a partner a verbal summary of the video, using language from the lesson and their own ideas.

ANSWERS

- 1 main priority
- 2 aid workers
- 3 satellite imagery
- 4 crisis mappers
- 5 Media platforms
- 6 key information
- 7 digital humanitarians
- 8 interactive maps

- In pairs, students discuss the questions.
- Get feedback. Students give reasons for their answers. They say which type of situation they would want to help in, e.g. an earthquake, a tsunami, etc. and why.

your
ideas

Review page 156

ANSWERS: VOCABULARY

1

- | | |
|-------------------|--------------|
| 1 host | 4 blogger |
| 2 camera operator | 5 influencer |
| 3 follower | |

2

- | | |
|-----------------|------------------|
| 1 reviews | 5 online profile |
| 2 selfie | 6 homepage |
| 3 podcast | 7 offline |
| 4 search engine | 8 app |

3

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

ANSWERS: GRAMMAR

4

- 1 are being held
- 2 will have been cleaned
- 3 hadn't been taken
- 4 has been used
- 5 are going to be introduced / will be introduced
- 6 was being cut / was cut

5

- 1 being taken
- 2 be made
- 3 to be tidied
- 4 be reported
- 5 be invited

6

- 1 is being repaired, was told, won't / wouldn't be
- 2 has been found, was digging / had been digging, is believed, will be studied
- 3 be read, have been shown, to use

Reading: choosing the missing sentence; matching sentences to gaps

Vocabulary: work

Grammar: reported speech: statements; changes in time and place; reported questions

Listening: listening carefully; matching prompts to spoken text

Speaking: giving full answers; photo description

Grammar: reported speech: commands and requests; reporting verbs

Use your English: collocations and expressions; prepositions

Writing: presenting information clearly; using the appropriate tone; writing a report

Live well, study well: choosing online sources wisely; dealing with online information

Unit Opener page 101

In the photo

TransUmando was an event held in 2015 in Tuscany (Italy) to celebrate the ancient practice of *transumanza*. Shepherds living in the Apennine mountains used to move their herds from the highlands to the warmer lowlands in winter, and then back to the mountains in summer, to find the best grazing pastures. The men usually walked with their sheep and their dogs, or rode horses if they moved cattle, always following the same routes on a journey that lasted two or three weeks or even longer. This type of twice-yearly internal migration is not specific to Tuscany (it used to be very common in southern Italy) or Italy: all over the world, mountain shepherds used to move with their animals through the seasons. However, with the rise of intensive animal farming, the practice has largely declined in most industrialised countries, although in some parts of the world it hasn't entirely disappeared.

- Show the unit title and elicit ideas about the unit topic.
- Students give a brief description of the photo. Elicit or teach *grazing area* (an area where animals feed on grass).
- In pairs, students discuss the questions.
- Get feedback. Ask students if they would like to try this job and to say why / why not.

Reading pages 102–103

choosing the missing sentence; matching sentences to gaps

1

- Elicit a few types of jobs and write them in columns on the board, e.g. *outdoor jobs*, *jobs with children*, *office jobs*, etc. Brainstorm jobs for each category and add ideas to the board. Elicit descriptions of one or two of the jobs.
- Students describe the jobs, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *rewarding* (providing satisfaction).

EXTENSION: Students rank the jobs from the best (1) to the worst (10) according to whether or not they'd like to do them, then compare their answers in pairs, explaining their choices.

2

- In pairs, students discuss the questions and give their reasons. Get feedback.

3

- Elicit a few jobs in science, e.g. *scientist*, *laboratory (lab) technician*, *environmental scientist*, etc.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

ANSWERS

1 b 2 c 3 a

4

- Show the photos. Students predict which person does each job from Exercise 3.
- They scan the article to check their predictions, then compare their answers in pairs.
- Get feedback. Students say where they found their answers.



word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus box to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *conservationist* (someone who works to protect animals or plants), *entrepreneur* (someone who starts a new business), *microscopic* (extremely small and difficult to see).

EXTENSION: Students write a short summary (two to three sentences) of each scientist's inspiration, based on the text.

ANSWERS

Jeffrey Marlow: microbiologist
Gao Yufang: biologist
Asha de Vos: marine biologist

5

- Go through the Exam Tip.

Exam TIP

Choosing the missing sentence

- Identifying the topic, underlining key words and finding similarities means that students will read each paragraph and each sentence several times. Doing this, however, will help them understand if the sentence makes sense in the context of the text.
 - Remind students to check their answers are logical by reading the text with the sentences in position when they have finished.
- Students underline the key words, then compare their answers in pairs. Get feedback.

6 9.1 ▶

Exam TASK

Matching sentences to gaps

- Students complete the Exam Task, then compare their answers in pairs. Remind them that there is one extra sentence they don't need to use.
- Play the recording. Students read the article again and check their answers. Get feedback. Students give reasons for their answers.

FAST FINISHERS: In pairs, students discuss what they would or wouldn't like about each job.

ANSWERS

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

9.1 ▶

As reading text on page 103.

- In pairs, students discuss the questions.
- Get feedback. Ask students to discuss people that have inspired them.

your ideas

EXTENSION: Students write a short paragraph about the job they wanted to do as a child, giving reasons for their choice.

Vocabulary page 104

work

1

- Brainstorm information that is important to know when you are applying for a job and write students' ideas on the board, e.g. *necessary qualifications, working hours*, etc.
- Students complete the sentences, then compare their answers in pairs. Get feedback, asking them to give reasons for their choice.

EASIER: Before they start, students identify any words they already know.

EXTENSION: In pairs, students write definitions for the words they didn't use in the exercise (*permanent, retired, part-time*), using dictionaries if necessary.

ANSWERS

- qualified
- temporary
- self-employed
- redundant
- voluntary

2 9.2 ▶

- Play the recording. Students choose the correct word to describe each job, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Ask students to speculate on the job each person does, but do not get feedback at this stage.

ANSWERS

- rewarding
- badly-paid
- manual
- challenging

9.2 ▶

- One thing is for sure, I never get bored at work. I'm extremely busy all the time that I'm there. Sometimes I work at night. It's a bit quieter on the wards, but I never have time to sit around and do nothing. The best bit about my job? Definitely seeing my patients get better.
- I absolutely love my job, which is good because I really don't earn very much. But that's not why I do it. I'm self-employed, so I'm the boss. Also, I couldn't stand to work indoors. I'm outside every day looking after my bees. I might not get financial rewards, but I do get plenty of honey!
- I work on a production line. We make car parts. I don't do any of the heavy lifting – I'm not fit enough for that, but I am busy, and concentrating all the time. I'm glad I don't sit in front of a computer all day, though. I sort through all the individual pieces and make sure they are all in good working order. I feel lucky that I've got a permanent job.
- My job is really demanding. At any one time I'm looking after ten planes as they enter our airspace. I have to concentrate really hard all the time, making sure that they are all in a safe place. I help to look after thousands of lives each day so I can't afford to make any mistakes. It's a big responsibility.

3 9.2 ▶

- Play the recording again. This time, students identify the correct jobs, then compare answers in pairs.
- Play the recording again if necessary. Get feedback by asking students what clues in the recording gave them the answers.

EASIER: Before students listen again, elicit descriptions of each job and write key vocabulary on the board.

FAST FINISHERS: Pairs discuss which of the jobs in the exercise they would most and least like to do and why.

ANSWERS

- 1 nurse
- 2 beekeeper
- 3 factory worker
- 4 air-traffic controller

4

- Do the first item with the class (1b) and elicit why those two sentences go together ('shifts' are periods of work done at different times of the day, and can be during the day or at night).
- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Elicit definitions of the words in bold.

ANSWERS

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

5

- Show the photo. Elicit ideas for the topic of the article. Students then skim the article and check their ideas (it's about setting up a cake business). Ask students if they would like to do this, or know anyone that has.
- Students complete the article, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 redundant
- 2 permanent
- 3 positions
- 4 qualified
- 5 rewarding
- 6 shifts
- 7 invest
- 8 well-paid
- 9 self-employed
- 10 profit

In pairs, students discuss the questions. Get feedback.

your ideas

EXTENSION: Students write a paragraph about a job they'd like to do in the future, giving reasons for their choice.

Grammar page 105

Reported speech: statements

GRAMMAR GUIDE: reported speech: statements

Use

- We use the representation of someone's exact words as direct speech mostly, but not only, in writing. We identify the exact words by putting them in inverted commas.
She looked at him and said, 'It can't be true!'
'Ali, I'm going to be late tonight,' he said.
I couldn't believe it, but he said, 'I won't do it.'
- We can use reported speech during conversations, for example when we relay what someone is telling us on the phone to someone who can't hear them.

Tim: Tell Mum I'm going to be late.

Jim: Mum, Tim says **he's going to be late!**

Mum: Well, tell him his pizza will be cold.

Jim: Mum says **your pizza will be cold.**

- We can also report what someone else said after it was said.

Tim called me and said **he was going to be late.**

Mum said **his pizza would be cold.**

- We can use *that* after the reporting verb or omit it. Mum says **(that)** your pizza will be cold, then.

Form – reporting verb in a present tense

- When we introduce reported speech with a reporting verb in a present tense, we usually need to adjust pronouns, possessives and sometimes place words.

Tim: Tell Mum **I'm** doing my homework at school.

Jim: Mum, Tim says he's doing **his** homework at school.

Form – reporting verb in a past tense

When we use a reporting verb in a past tense, we make the following additional changes:

- direct speech verbs in the present simple, continuous and perfect backshift to past simple, continuous and perfect in reported speech.
'I'm hungry.' → He said **he was** hungry.
'I'm eating now.' → He said **he was eating** then.
'I've eaten it.' → He said **he'd eaten** it.
- direct speech verbs in the past simple and continuous backshift to past perfect simple and continuous.
'I ate it.' → He said **he'd eaten** it.
'I was eating it.' → He said **he'd been eating** it.
- direct speech modals change to their past forms.
'I can eat it.' → He said he **could** eat it.
'I may eat it.' → He said he **might** eat it.
'I must eat it.' → He said he **had to** eat it.
'I will eat it.' → He said he **would** eat it.
- We don't backshift direct speech verb tenses that cannot be made 'more past': past and present perfect, *could*, *might*, *would*.
'I'd been trying to tell you for days.' → She said she **'d been trying** to tell me for days.
'I couldn't be there on time.' → He said he **couldn't be** there on time.
- Additionally, we don't change *should*, *ought to*, *used to* and *had better*.
'I know I shouldn't go.' → He said he knew he **shouldn't** go.

1

- Read the example sentences and elicit the two tenses (present simple, past simple).
- Students complete the table, then compare their answers in pairs. Get feedback.

EASIER: Students complete the table in pairs.

ANSWERS

- | | |
|---------------------------|---------------------------|
| 1 past simple | 5 present perfect simple |
| 2 present continuous | 6 past perfect continuous |
| 3 past perfect simple | 7 could |
| 4 past perfect continuous | 8 would |

2

- Do the first item with the class (*his job was very tiring*). Elicit the change of tense (*the present simple changes to the past simple*). Although students will be familiar with reported speech, remind them to change pronouns where necessary.
- Students do the remaining sentences, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write three pairs of sentences each, one for each tense in the table in Exercise 1. They then check and correct each other's sentences before sharing with another pair.

ANSWERS

- his job was very tiring
- she'd applied for a job in Austria
- Hans might upload the photo
- Jin had been working in the café
- she had been working at night
- they had to work the night shift

Reported speech: changes in time and place

GRAMMAR GUIDE: changes in time and place

- When we use reported speech, we often need to adjust place words if the people involved aren't in the same place.
*Tim: Tell Mum I'm going to be **there** at 10.*
*Jim: Mum, he says he's going to be **here** at 10.*
- If the reporting speech is in a past tense, time expressions often need to be adjusted as follows:

Direct speech	Reported speech
now	then
today	that day
tonight	that night
this morning / afternoon	that morning / afternoon
yesterday	the day before / the previous day
two / three, etc. days ago	two / three, etc. days before
(a / two / three, etc.) week(s) / month(s) / year(s) ago	(a / two / three, etc.) week(s) / month(s) / year(s) before
last night / week / month / year	the night / week / month / year before the previous night / week / month / year
tomorrow	the next day / the following day
next week / month / year	the following week / month / year
at the moment	at that moment

3

- Brainstorm examples of time and place words, e.g. *yesterday, next week, here, there*, etc.
- Students match the words, then compare their answers in pairs.

- Get feedback. Students put together a table of the changes to parts of speech in their notebooks to help remember them.

EASIER: Do the exercise as a class. On the board, write *I'm going now*. Ask *What did she say?* Elicit *She said she was going then*, then replace *now* with *today* and repeat. Repeat for all the words / phrases. For item 6, write *I want this*. On the board, then replace *this* with *that*.

ANSWERS

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

4

- Students rewrite the sentences, focusing on the changes in time and place, then compare their answers in pairs. Remind them to change possessive adjectives where necessary. Get feedback.

EXTENSION: In pairs, students each write a sentence in direct speech that includes a time expression, then give them to another pair to rewrite in reported speech.

ANSWERS

- he had started his new job the previous week
- she was going to expand her business the following year
- they had been talking to their new customers that morning

Reported speech: questions

GRAMMAR GUIDE: reported speech: questions

- We often use *ask* as a reporting verb for questions.
*'What time is it?' → He **asked** what time it was. / He **asked me** what time it was.*
- Reported questions are not questions, so the word order is the same as in statements.
*'Where **are you** from?' → He asked me where **I was** from.*
- When we report Yes / No questions, we use *if* or *whether* to introduce the reported question.
*'Do you like cooking?' → She asked me **whether I liked** cooking.*
- When *me* is the object of the reporting verb, we can omit it.
*'Do you like cooking?' → She asked **whether I liked** cooking.*

5

- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- ask
- include
- 'if' or 'whether'
- before

6

- Go through the example. Students do the exercise, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students decide if the questions are *wh*-questions or *yes / no* questions, then complete the exercise.

EXTENSION: In groups of four, students each write one reported question. They pass their question to their left and write the direct speech question for the one they receive. They continue to pass the questions round until they have converted all the questions back to direct speech. They then pass their questions to another group to check answers and give feedback.

ANSWERS

- 2 Linda asked if / whether Jo was going to college the following year.
- 3 Mum asked (me) when I would write my CV.
- 4 Ed asked (me) if / whether I had been studying biology.

TEACHING TIP: Encourage students to practise grammar outside the classroom. Direct them to online resources with quizzes designed similarly to exam task types, e.g. sentence transformation, word formation, multiple-choice cloze, etc.

Listening page 106

listening carefully; matching prompts to spoken texts

1

- In pairs, students discuss if they think sentences 1–6 are positive or negative and why.
- Students do the matching exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students discuss if they agree with Sentence 3 and say why.

EASIER: In pairs, students underline the key words in sentences 1–6, then identify words or phrases with a similar meaning in sentences a–f.

ANSWERS

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

2 9.3 ▶

- Play the recording. Students choose the sentences, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *turn out to be* (to happen in a particular way, or have a certain, often unexpected, result).

ANSWERS

1 b 2 a 3 b 4 a 5 b 6 b

9.3 ▶

- 1 I love my job. It isn't well paid, but it's really enjoyable.
- 2 It was extremely hard work, but I learned so much and feel confident now.
- 3 I had such a great time. I doubt I'll find a job like that again.
- 4 I didn't want to do the team-building activity, but actually, it was a lot of fun.
- 5 I'm not very keen on many of my colleagues, which is a shame because the job is great.
- 6 My boss and I thought the training course would be useful, but it was a complete waste of time.

3

- Go through the Exam Tip.

Exam TIP

Listening carefully

- Write the first sentence from the Exercise 2 recording on the board
I love my job. It isn't well paid, but it's really enjoyable.
Ask *Is this opinion positive or negative?* (it's both)
How do you know? (*I love* (positive) is followed by *it isn't well paid* (negative) then *it's really enjoyable* (positive)). ★
- A speaker might express both positive and negative opinions, so students should wait until they have completely finished talking before deciding what their overall opinion is.
- Tell students that conjunctions, e.g. *but* or *however* and adverbs, e.g. *not exactly*, *quite*, *terribly*, etc. can act as clues or change the meaning of what someone is saying. A speaker's tone can also give clues as to whether they feel positively or negatively about something.

- Students decide on the speaker's opinion, then compare their answers in pairs. Get feedback. Students give reasons for their answers.

FAST FINISHERS: Tell students to imagine they do the job in the photo. They write two positive and two negative sentences about the photo.

ANSWERS

1 P 2 N 3 P 4 N

4 9.4 ▶

Exam TASK

Matching prompts to spoken texts

- Students read the Exam Task. Remind them that they did the same task type in Unit 5 and can look at the Tip and Task there to get more information.
- Play the recording. Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 D 2 A 3 G 4 H 5 B

EXTENSION: Write the following questions on the board:
Would you prefer to have an adventurous job or one which isn't interesting but is safe?

Do you think it's important for a job to fit in with family life? Why? / Why not?

Do you think it's important to enjoy your job? Why? / Why not?

In pairs or small groups, students discuss the questions. Get feedback. ★

9.4 ▶

You will hear five short extracts in which people are talking about their jobs. For questions 1–5, choose from the list (A–H) what each person says about their career choices. Use the letters only once. There are three extra letters which you do not need to use.

Speaker 1

I work for an animal charity. Because it's a charity, the pay is terrible, but I'm very lucky because I'm in a position where I don't actually need to work any more. My wife and I worked really hard in our early careers. We were sensible with our savings and made some good investments, so we're in a very comfortable financial position now. However, I know I'd get very bored if I didn't work, so this part-time job suits me very well and I get to work with animals, which is my passion.

Speaker 2

I didn't choose this career path. It sort of chose me! I was working as a shop assistant and one day someone in the shop suddenly fell very ill. The poor man was having a heart attack. I was really calm and did all the right things at the right time. Some time later, the man got in touch with me and said I saved his life because of my quick thinking. All my friends and family suggested I re-train as a nurse, and I agreed with them. It just felt, ... well, right. I love my job and wouldn't go back to working in a shop for any amount of money!

Speaker 3

I guess a lot of people would consider my job pretty boring. I work in a bank and spend all my time inputting data and working with numbers. I do need to take frequent breaks from my desk because looking at the screen is very intense. But my job suits me just fine. I'm not really adventurous and I don't like taking risks either. I'd hate to be a firefighter or a mountaineer or something. No, give me the comfort of my desk any day!

Speaker 4

I definitely chose the wrong course at college. The problem was, I had such a good maths teacher at school that I thought I wanted to spend the rest of my life doing sums and working with numbers, so I trained to become an accountant. But my goodness, it's dull. Every day is the same and I often catch myself looking out of the window and wishing I had chosen something different. But I don't want to throw away all my hard work and re-train. I can't afford to do that. Well, not yet anyway.

Speaker 5

My job is really hard work, it's pretty stressful and can sometimes be really dangerous. But that said, I can't imagine doing anything else at all with my life. The thought of working in an office is just awful. Actually, I hate the thought of working on land too. No, working for months at a time out at sea is where my passion is. My father and grandfather before me were fishermen, too. I knew I was going to be a fisherman since I was tiny. I never thought about doing anything different.

In pairs, students discuss the questions. Get feedback.

your
ideas

Speaking page 107

giving full answers, photo description

1

- Elicit or teach *make a living* (earn money from work). Ask students what some people they know do for a living and write their ideas on the board.
- In pairs, students discuss the questions. Get feedback.

EASIER: In groups, students brainstorm different ways to make a living, e.g. *start a business, work for a big company*, etc. Students ask their classmates how they want to make a living. Get feedback on the most popular answer.

2

- Brainstorm language to express advantages and disadvantages and write students' ideas on the board.
- Students read the sentences, then compare their ideas in pairs.
- Get feedback. Ask them to give reasons for their answers.

EXTENSION: In pairs, students talk about the advantages and disadvantages of the job or career they discussed in question 1 in Exercise 1. They can use the language on the board to help them.

ANSWERS

1 A 2 D 3 A 4 A 5 D 6 D

3 9.5 ▶

- Go through the Exam Tip.

Exam TIP

Giving full answers

- Elicit ways to extend answers to questions, e.g. by giving an opinion or personal example, talking about someone you know, etc.
 - Ask *Would you like to work in an office?* and elicit a few extended answers, encouraging students to justify their opinions.
 - Remind students to listen carefully to what their partner in this kind of exam task says, so they can reuse any good points they make.
- Show the photos and elicit brief descriptions.
 - Play the recording. Students identify who gives the best answer, then compare their answers in pairs.
 - Play the recording again if necessary. Get feedback.

EASIER: In pairs, students predict possible answers to the questions before they listen.

ANSWERS

1 B 2 A 3 A 4 B

9.5 ▶

1 Why do people choose jobs like these?

A: Umm, I think they might like working together.

B: I think I would say that people choose jobs like these because they enjoy helping others. I expect they would find that side of their job very rewarding.

- 2 What do people enjoy about jobs like these?
- A: Let me think ... a lot of people enjoy working as part of a team and also being very busy at work. Some people prefer doing more active jobs like this rather than sitting behind a desk all day.
- B: Well, they might like, um, wearing a uniform. Or maybe they enjoy working with others.
- 3 What do you think might be difficult about jobs like these?
- A: I haven't really thought about it before, but I know there will be days when things don't go right. That could be upsetting for people in jobs like these.
- B: Well, I suppose it might be difficult to ... um ... help people who are injured.
- 4 Is a rewarding job more important than a well-paid job?
- A: Yes, definitely.
- B: That's an interesting question. Everyone needs to earn money, but there's no point earning a lot if you're not happy. But overall, I think there should be a balance between the two.

4 9.5 ▶

- Go through the Useful Language box.
- Play the recording again. Students tick the phrases, then compare their answers in pairs. Get feedback.

ANSWERS

Well, I suppose ...

Let me think.

That's a good / an interesting question.

I haven't really thought about it before, but ...

I think I would say that ...

5

- Show the questions in the table in Exercise 3. In pairs, students ask and answer the questions, giving full answers and using phrases from the Useful Language box. Get feedback.

6

Exam TASK

Photo description

- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to compare them. Remind them to give as much information as possible in their answers and to ask and answer their follow-up questions.
- Get feedback.

FAST FINISHERS: Students write another question to ask their partner about their photo. Give an example if necessary, e.g. *What might be difficult about this job?*

EASIER: Write prompts on the board to help students describe the photos:

Student A: *work from home, freedom, be your own boss, self-employed, manage your own time, work outdoors, environmentally-friendly, work in a team*

Student B: *learn by doing, on location, study online, technology, software, platform* ★

Grammar page 108

Reported speech: commands and requests

GRAMMAR GUIDE: reported speech: commands and requests

- When the direct speech includes an imperative, we use *tell* + object + (not) + to + infinitive to introduce the reported command.
'**Shut up.**' → She **told them to shut up.**
'**Don't tell** anybody.' → He **told me not to tell** anybody.
- We can use *ask* + object + to + infinitive to introduce a reported request.
'**Will you help** me fix my bike, please?' → He **asked me to help** him fix his bike.
- We can also use *ask* + object + *if* or *whether*.
He asked me **if I would help** him fix his bike.

1

- Students read the sentences and answer the questions, then compare their answers in pairs.
- Get feedback. Elicit the difference between a command and a request (a *command* is when you're told to do something, a *request* is when you're asked to do something).

ANSWERS

1 command

2 request

2

- Students complete the rules, then compare their answers in pairs.
- Get feedback. Elicit an example sentence for a command and a request.

ANSWERS

a told, to

b asked, to

LOOK!

Write the following sentences on the board:

1 Mum **told** me for some help in the kitchen. (Mum **asked** me for some help in the kitchen.)

2 He **asked** me some sweets. (He asked me **for** some sweets.)

3 Dad **asked** for me a book. (Dad asked **me for** a book.)

Students find and correct the mistakes. The answers are given in brackets, above. ★

3

- Do the first sentence with the class (*told me to finish my*). Ask whether it's a command or a request (a *command*).

REMEMBER

Elicit the changes studied in the previous Grammar lesson on page 105, i.e. backshift in tense, changes in time expressions, etc.

- Students rewrite the sentences, then compare their answers in pairs. Get feedback.

EASIER: As a class, identify whether the sentences are commands or requests before students do the exercise (1 *command*, 2 *request*, 3 *request*, 4 *command*).

EXTENSION: In pairs, students write a command and a request in direct speech and give them to another pair to rewrite in reported speech.

ANSWERS

- 1 told me to finish my
- 2 asked the class to be
- 3 asked George to wake her
- 4 told him not to leave his coat there

Reported speech: reporting verbs

GRAMMAR GUIDE: reporting verbs

We can use the following verbs to introduce reported speech in a neutral way:

- for statements, we can use *say* + (*that*) + sentence, or *tell* + object + (*that*) + sentence.
'Tim, I'm tired.' → He **said** he was tired.
He **told Tim** he was tired.
- for questions, we can use *ask* + (object) + *wh*- word, or *ask* + (object) + *if* / *whether*.
'Where is it?' → He **asked where** it was.
'Is Jim here?' → He **asked if** Jim was there.
- for commands, we can use *tell* + object + *to* + infinitive.
'Go away.' → He **told me to go** away.

Other reporting verbs describe or define the reported speech. For example:

'I think we should stop.' → I **suggested** we stopped. / I **suggested** stopping.

'I was wrong.' → He **admitted** he had been wrong.

'I'll help you.' → She **offered** / **promised** to help us.

For a list of reporting verbs and their structures, see the Student's Book Grammar reference on page 173.

4

- Elicit some reporting verbs, e.g. *say*, *tell*, *ask*, *offer*, *shout*, etc. and write them on the board.
- Students underline the reporting verbs, then compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|-----------|--------------|
| 1 advised | 3 admitted |
| 2 offered | 4 apologised |

5

- Students complete the table using the verbs from Exercise 4, then compare their answers in pairs.
- Get feedback. Copy the table onto the board and ask students to come and write in the answers.

ANSWERS

- | | |
|-------------|----------|
| 1 apologise | 3 offer |
| 2 admit | 4 advise |

6

- Do the first item with the class (*denied*; Row 2).
- Students do the exercise, then compare their answers in pairs.
- Get feedback. If you drew the table for Exercise 4 feedback, students write in the additional verbs.

FAST FINISHERS: Students choose three verbs from the exercise and write their own reported sentences.

EASIER: In pairs, students discuss which category each verb should go in.

ANSWERS

- 1 denied
 - 2 reminded
 - 3 insisted
 - 4 asked
 - 5 decided
 - 6 suggested
 - 7 agreed
 - 8 congratulated
- Row 1: insist, congratulate
Row 2: deny, suggest
Row 3: decide, agree
Row 4: remind, ask

7

- Do the first item with the class (*forgetting to lock the door*). Elicit the correct form (*admit* + *-ing* form).
- Students rewrite the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: Students find a news story they're interested in and write a short paragraph about what they've read using reported speech. Encourage them to use different reporting verbs in their text.

ANSWERS

- 1 forgetting to lock the door
- 2 for breaking the laptop
- 3 Zoe to look for a flat close to her work
- 4 to visit Stockholm
- 5 on advertising online
- 6 to help her brother the following day
- 7 me to bring my passport
- 8 taking some time off

Use your English page 109

Collocations and expressions

1

- Elicit or teach *promoted* (raised to a higher or better position in a job).
- Students cross out the incorrect word or phrase, then compare their answers in pairs.
- Get feedback. Elicit sentences with the expressions, e.g. *I got promoted, so I'm a manager now.*

FAST FINISHERS: Students write sentences using the words or phrases they crossed out in the exercise.

EXTENSION: Write *have* on the board and elicit collocations that relate to work, e.g. *have a (good / bad) job*, *have work to do*, *have a meeting*, *have an interview*, *have a busy day*.

ANSWERS

- | | |
|-------------|-------------|
| 1 redundant | 4 work |
| 2 a meeting | 5 market |
| 3 a job | 6 your time |

2

- Brainstorm what the phrases in bold might mean. Elicit or teach *retail* (the sale of goods directly to customers, usually in shops).
- Students complete the definitions, then compare their answers in pairs.
- Get feedback. Tell them to record *take on* in the phrasal verb section in their notebooks.

EXTENSION 1: Students write sentences that include the phrases in bold.

EXTENSION 2: Students research the origin of the phrase *get the sack*. Then ask them to translate it into their L1. Find out how different it is in the two languages, or whether there are any similarities. (*In English, it comes from the time when workers owned their own tools and carried them around in a sack, or bag. When they left a job, they had to take everything with them in the sack.*)

ANSWERS

- lose your job
- employs more people
- don't take
- help run the company
- a shop
- fewer

Prepositions

3

- Do the first item with the class (*at*). Elicit or teach the phrase *work as* (what you do for a job, e.g. *I work as a teacher*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- at
- for
- as
- in
- at
- with
- on

TEACHING TIP: There are a number of ways to help students revise and remember prepositions. At the beginning or end of lessons, say sentences with the prepositions omitted for students to insert them. Alternatively, write verbs on the board and elicit how their meanings change depending on which prepositions are added after them (prepositional phrases or phrasal verbs). Encourage students to write sentences using prepositions in a personalised context in their notebooks.

4

- Do the first item with the class (*of*) and elicit the meaning of the phrase *out of work* (unemployed).
- Students complete the sentences, then compare their answers in pairs. To provide an extra challenge, students cover the prepositions in the box. Get feedback.

EXTENSION: Write these sentences on the board:

- He works ... a newspaper.*
- If you're late ... work, you'll lose your job.*
- He works ... a journalist.*
- Congratulations ... your new job!*
- I work ... a university.*
- She works ... a team in Brussels.*
- We will provide you ... all the equipment you need.*
- She's working ... a new project.*

In pairs, students write the missing prepositions. When you have finished, students swap with another pair to check their answers. ★

ANSWERS

- of
- on
- in
- by
- with
- for

5 9.6 ▶

- Show the photo. In pairs, students discuss what is happening and how they think it relates to work. Elicit a few ideas.
- Students skim the text and say what it is about (*how to make extra money*), then do the exercise.
- Play the recording. Students check and compare their answers in pairs. Get feedback.

ANSWERS

- | | |
|-------------------------|-------------------|
| 1 earn some extra money | 6 taking on staff |
| 2 part-time | 7 appointment |
| 3 in | 8 a job offer |
| 4 as | 9 shifts |
| 5 retail experience | 10 with |

9.6 ▶

Do you want to earn some extra money? How about getting a part-time job that you could do in the evenings or at weekends? You could get a job in fashion and work as a sales assistant in a clothes shop. You'd get some useful retail experience at the same time. My advice would be to contact some of your local shops and ask if they're taking on staff. Or, you could make an appointment to meet the manager. If you perform well in the interview, they could even give you a job offer there and then. Think about working during term time and then when you've got some more time during the holidays, you could offer to work extra shifts. Don't worry if you haven't worked in a shop before – they will provide you with all the training you need. You never know, it might be the start of a fun and rewarding career!

- Elicit common part-time jobs, e.g. *hotel receptionist, waiter, shop assistant*, etc. In pairs, students discuss the question, giving reasons for their answer. Get feedback.

your
ideas

EXTENSION: Ask if they, or anyone they know, has a part-time job and if so, what they do.

Learning FOCUS

Presenting information clearly

- Elicit the key features of a report (*it's factual, it's formal and it includes a recommendation or call to action*). Elicit the correct structure, starting with a title (*an introduction, paragraphs with headings for each section, a conclusion with recommendations*).
- Go through the linking words and phrases. Write the headings below on the board and elicit additional language for each category. Ideas are given here: ★

Adding information	<i>additionally, to add to this</i>
Showing a result	<i>due to (this) ... , because of ... , for this reason ...</i>
Showing an opposite idea	<i>on the contrary, alternatively, even so / if ...</i>
Introducing examples	<i>like, for instance</i>
Bringing the report to an end	<i>as shown above, to summarise, overall</i>

1

- Students categorise the extracts, then compare their ideas in pairs. Get feedback.

ANSWERS

1 O 2 H 3 O 4 H 5 R 6 R

2

MEDIATION SKILLS

- Adapting language as appropriate to the task and audience is mediation. As part of this skill, students have to identify which sentences are appropriate and which are not.
- For further practice of this mediation skill, students rewrite the inappropriate sentences (1 and 4) in a more appropriate register (e.g. *1 My manager was very helpful and allowed us to leave early on Saturdays. 4 My working hours were very long / I had to work very long hours and the job was badly paid.*)
- This mediation skill can be practised in writing sections throughout the course, where students are often required to write in a particular register (e.g. formal, informal, personal, objective). It is good practice for them to rewrite sentences or short extracts in a different register. They can also practise this at home, finding short texts in magazines or online, and rewriting them in a less formal way.
- Write the following sentence on the board:
I was given training before I started my job, which was quite fun.
Elicit whether it is appropriate for a report and why / why not (*no, it's too informal*).
- Students choose the appropriate sentences, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

Sentences 2, 3 and 5

3

- Students complete the report, then compare their answers in pairs. Get feedback.

EASIER: Before the exercise, elicit the purpose of each phrase, e.g. *to add information, to give an example, to summarise*, etc.

FAST FINISHERS: In pairs, students think of other phrases to replace the ones in the gaps, e.g. 1 *Therefore*, For this reason 2 *Additionally* 3 *For instance* 4 *Though*, Even if 5 *In conclusion*, To summarise.

ANSWERS

- | | |
|---------------|---------------|
| 1 As a result | 4 Although |
| 2 In addition | 5 To conclude |
| 3 For example | |

4

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 a, c
2 d, e
3 b, f

5

- Students read the example writing task and choose the best summary.
- Get feedback. Elicit the meaning of *supervisor* (someone whose position is above you at work and who you report to).

EXTENSION: Brainstorm accidents and recommendations that could be included in this report, e.g. *Products high up on shelves fell and hurt people when they reached for them. To avoid this in future, staff could use ladders to get items for customers.*

ANSWER

2

6

- Go through the Exam Tip.

Exam TIP

Using the appropriate tone

- Show the sentences in Exercise 2. Elicit why the sentences they didn't tick (1 and 4) were inappropriate for a report (use of informal language, e.g. *cool*, use of personal information, non-neutral language).
- Explain that students should always relate the sections of a report and any recommendation they make in the conclusion back to the title or reason for writing it.

- Students read the example task in Exercise 5 again. Elicit who they are writing to (*a manager*).
- They complete the report, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *trolley* (something you push around a supermarket and put items in).

FAST FINISHERS: Students underline the linking words in each section of the report (A *whilst*; B *One of the issues was*, *For example*, *but*, *Moreover*; C *Furthermore*; D *In conclusion*, *Firstly*, *Secondly*).

ANSWERS

- 1 aim
- 2 One of the issues was
- 3 For example
- 4 too long
- 5 Furthermore
- 6 injured his back
- 7 In conclusion

7

- Students choose the correct headings for each section of the report, then compare their answers in pairs. Get feedback.

ANSWERS

- A Introduction
- B In-store communication
- C Staff training
- D Conclusion

8

- Students identify the correct description for each paragraph, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 D 2 A 3 C 4 B

9

Exam TASK

Writing a report

- Go through the Useful Language box.
- Elicit or teach *satisfaction* (a feeling of happiness or pleasure).
- Students write their report. Encourage them to structure it in the same way as the model in Exercise 6 and include linking words and phrases.

EASIER: Allow ten minutes planning time before students write their report.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's reports and tick the things their partner has included, using the Reflection Checklist.

Live well, study well

page 112

choosing online sources wisely; dealing with online information

Useful vocabulary

believable (adj): something people believe because it seems possible, likely or real

branch out (v): to start doing something different from what you normally do

dramatic (adj): intended to be impressive, so people notice

exaggerated (adj): something described as better or bigger than it is

informative (adj): providing many useful facts or ideas

source (n): a thing or place you get something from, e.g. information

the norm (n): something normal or usual

1

- Show the infographic and read out the title. Elicit what students think the text will be about (how to tell the difference between false information and real information).
- In pairs, students discuss the question. Get feedback.

EXTENSION: Before the lesson, find some real and 'fake' news stories online and present them in class. Students use the infographic to decide if the stories are trustworthy or not and why.

2

- Brainstorm ways people get their news, e.g. from social media, watching the news, talking to neighbours, etc. and write ideas on the board.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Have a class vote on the most common way students find out news. Discuss if they think this is the most reliable way of receiving information.

3

MEDIATION SKILLS

- Collaborating with peers on a shared task is mediation. In this exercise, students discuss questions about 'deep fakes'. Remind them to ask questions to encourage their partner to give reasons and develop their ideas, and respond to their partner with further suggestions to take the discussion forward.
- Remind them to use the useful phrases for collaboration in their notebooks. You could also brainstorm some ideas for questions they could ask in a discussion (e.g. *What do you think? I think ... , do you agree? Why do you think ... ?*) as well as phrases for agreeing and disagreeing (e.g. *I'm not sure I agree with that ... , that's an interesting point, but I think ...*).
- Students will continue to practise this skill throughout the course. Whenever they collaborate on a task, remind them to ask questions about their partner's opinions to participate actively in the task.

- Elicit or teach *fake* (something intended to deceive people).
- Students read the definition and discuss the questions. They should encourage each other to give reasons or examples if possible, with the aim of maintaining the focus of the discussion and coming to a conclusion about what deep fakes mean for society.
- Get feedback. Students give reasons for their answers.

4

- Go through the Mind your Mind information. Ask *Why is it important to get information from a variety of sources?* Elicit one or two ideas.
- In pairs, students discuss the tips.
- Get feedback. Students give reasons for their answers. Take a class vote on the most useful tip.

5

- Students imagine they've seen a social media post saying false things about someone they know.
- In pairs, they discuss the question, taking each point into consideration. Get feedback.

- In groups, students read through and choose a project. Project 1 is group work that involves creating a presentation to help avoid echo chambers and Project 2 is an individual task that involves creating a poster to question the content of online materials.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everybody has a task and students swap texts for peer correction.

your
project

Project 1

- In groups of three, students research and each make notes on one of the bullet points in the task.
- Students take turns to present their research and notes to the group. They should use the Useful Language box to express their ideas.
- They then think about how to structure their presentation, e.g. who will present each section, if they will include visuals, etc.
- Students give their presentations to the class.

Project 2

- Students decide what information and advice they will include on their poster, using the Useful Language box to help them.
- They create their poster, paying attention to design and adding images, colours etc, if possible.
- Students present their posters to the class. Less confident students could present their poster to another student.

EXTENSION: Students research a news story, then fact-check it using the infographic to help them. In pairs or small groups, they share their stories.

Review page 157

ANSWERS: VOCABULARY

1

- | | |
|--------------|--------------|
| 1 shifts | 5 position |
| 2 experience | 6 profit |
| 3 salary | 7 staff |
| 4 sack | 8 management |

2

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

3

- | | |
|-------|--------|
| 1 as | 5 in |
| 2 for | 6 on |
| 3 in | 7 of |
| 4 on | 8 with |

ANSWERS: GRAMMAR

4

- 1 they were going to deliver the TV the next day
- 2 he had to put those things in the fridge
- 3 he would give me the money the following week
- 4 they'd been working hard all day
- 5 she had taken Samson to the beach the day before
- 6 the university might accept her application

5

- 1 Antonio offered to cook dinner that night.
- 2 Tatiana apologised for being late for the meeting.
- 3 Alexander denied eating the last of the cheese.
- 4 My manager advised me to apply for the full-time position.
- 5 Rico promised not to leave work early again.
- 6 Anna admitted breaking the plate.

6

- 1 I asked if / whether they lived in the city centre.
- 2 Dad asked Theo how many people had been at the party.
- 3 Rachel asked if / whether the boat had been moving fast.
- 4 I asked them if / whether they could see the band well.
- 5 She asked Tim why he hadn't bought the car.
- 6 Manolo asked what time they were leaving.

Reading:	choosing the best option carefully; multiple choice with one text	Grammar:	third conditional; mixed conditionals
Vocabulary:	holiday and travel	Use your English:	word formation; phrasal verbs
Grammar:	conditionals: zero, first and second	Writing:	using descriptive adjectives; using interesting language; writing an article
Listening:	identifying emotions; multiple choice: one per text	Video:	The best job ever
Speaking:	showing interest; collaborative task		

Unit Opener page 113

In the photo

The Wild Atlantic Way in Ireland stretches 2,500 km along the Irish Atlantic coast. It covers the whole west coast, from the Inishowen Peninsula in Donegal in the north, to Kinsale in Cork in the south. Along the way, you can walk mountain trails, surf enormous waves in County Sligo, watch the stars in the Kerry International Dark Sky Reserve, or visit beautiful islands. If you want to drive the whole way, then you'll need three to four weeks to enjoy everything the stunning coastline has to offer.

- Show the photo. Ask students how much and where they walk, and if they enjoy it or not.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Write the following on the board:

see a city / country

visit friends in your town

go to work / school / the gym

In small groups, students discuss if they'd prefer to walk or drive to these places and why. Choose one or two groups to share their ideas. ★

Reading pages 114–115

choosing the best option carefully; multiple choice with one text

1

- Elicit or teach *tourist* (a person visiting a place for pleasure on holiday) and *tourism* (the business of providing services for people who are on holiday, e.g. transport, accommodation, entertainment, etc.). Brainstorm places students have been to as tourists.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Brainstorm more jobs in travel and tourism as an extension to question 2, e.g. hotel receptionist, tour guide, etc. and write them on the board. Students say which jobs they'd most like to do and why.

2 10.1▶

- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *campsite* (a place where people stay in tents, usually with facilities like bathrooms, a shop, etc.),

eco-hut (a small, simple building made of materials that don't harm the environment), *youth hostel* (a basic, cheap place to stay where people can sleep, get meals, etc.) and *cabin* (a small, wooden house, often in a remote area). Ask students if they have stayed in any of these places.

EASIER: Students look up pictures of each type of accommodation before listening to the recording.

EXTENSION: In groups, students ask and answer questions about places they have stayed, asking follow-up questions to find out more information.

ANSWERS

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

10.1▶

Speaker 1

On the day we arrived, the weather was awful! There was so much wind and rain, and it was really difficult to set up the tent.

Speaker 2

For me, it's really important that I stay somewhere that's environmentally friendly. Travelling has such an effect on the planet and I don't want my actions to harm the environment. These places that use renewable energy and save water are great.

Speaker 3

It was so sweet. There were a few wooden steps leading to a front door. Inside, there was even a small kitchen and a bedroom. The shower and toilets weren't too far away, so it was fine.

Speaker 4

The thing I love most about being away is not having to make my own bed. I know it sounds lazy, but having someone make the bed and clean the bathroom every day is just lovely!

Speaker 5

We go to the same place every year and it's like a home away from home. I've got my own bedroom there, and so have Mum and Dad. But unlike our house, there's a swimming pool in the garden!

Speaker 6

The best thing about staying there is that you get to meet loads of people and make friends. Sometimes, it can be a bit difficult sharing a room with someone you don't know, but they're a good, cheap option when you're travelling.

3 10.2▶

- Ask students what they know about Costa Rica, e.g. *it's in Central America, Spanish is the official language*, etc.
- Play the recording. Students scan the text and find where the family stayed, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 a budget hotel
2 an eco-hut
3 a campsite

10.2▶

As reading text on page 115.

4

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this. Elicit or teach *pristine* (very clean and tidy), *active* (likely to erupt), *trendy* (modern and fashionable) and *sustainable* (using methods that do not harm the environment). Where possible, find pictures of toucans, hummingbirds and orchids to illustrate them.
- Show the words and elicit definitions for any that students already know.
- Students do the matching exercise, then compare answers in pairs. Get feedback.

FAST FINISHERS: Students write two sentences using the target words and phrases, then swap them with another student.

ANSWERS

- 1 d 2 c 3 a 4 e 5 b

5

- Go through the Exam Tip.

Exam TIP

Choosing the best option carefully

- Elicit the meaning of *distractor* (a wrong answer that appears to be correct, added to check whether a student is reading carefully) and *synonym* (a word with the same meaning as another word). Ask *What are some synonyms for 'surprising' in question 4?* (unexpected, shocking, etc.).

Exam TASK

Multiple choice with one text

- Students underline the key words and phrases in the Exam Task, then complete the task. They compare their answers in pairs. Remind them to check for distractors in the article when they choose their answers.
- Get feedback. Elicit the meaning of *fancy* (expensive and fashionable), *swamp* (an area of very wet, soft land) and *go-to* (the best). Students say where they found their answers in the article.

ANSWERS

- 1 C 2 D 3 D 4 C 5 A 6 C

your
ideas

- Ask students if Costa Rica has anything in common with their country and to say why / why not.
- In pairs, they discuss the questions.
- Get feedback. Have a class vote on the most popular country students want to visit.

EXTENSION: Students write a short article based on the title of the Reading text (*Our big adventure*) about an imaginary trip they took to their dream destination.

Vocabulary

page 116

holiday and travel

1

- Students do the exercise, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *excursion* (a short trip or journey made for fun), *room service* (the ability to order and get drinks and food delivered to a hotel room) and *front desk* (the place in a hotel, office, etc. where people go when they arrive).

FAST FINISHERS: In pairs, students discuss if they've ever been on a road trip, booked a cruise or stayed in a resort.

EXTENSION: Draw two columns on the board: *Holiday accommodation* and *Things to do on holiday*. Brainstorm and write ideas for each category, e.g. *hostel, eco-hut, hiking, a day trip*, etc. Students add words from the exercise to the two columns. ★

ANSWERS

- 1 a family room
2 room service
3 front desk
4 receptionist

2

- Show the photo. Elicit a few ideas about where the hotel is, and what it is like.
- Students complete the text, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 front desk
2 receptionist
3 family room
4 room service

3 10.3▶

- Students skim the summaries and say where the people are going (*Greece and Canada*).
- Play the recording. Students complete the summaries, then compare their answers in pairs.
- Play the recording again for students to check their answers. Get feedback.

EASIER: In pairs, students predict the missing words before they listen.

EXTENSION: In pairs, students take turns to talk about an upcoming trip, real or imaginary. Their partner makes notes, then uses the conversations in Exercise 3 to retell what their partner said, using vocabulary from Exercise 1.

ANSWERS

- | | |
|----------------|-----------------|
| 1 package tour | 5 road trip |
| 2 resort | 6 youth hostel |
| 3 day trip | 7 budget hotels |
| 4 excursion | 8 resort |

10.3 ►

Conversation 1

- F1: Hi Jasmine, what's up?
 F2: Oh, hi Eve. I'm very excited. Katie and I have just booked our holiday.
 F1: Are you going on a road trip again?
 F2: No, not this time. We booked a package tour. We bought the flights and the hotel together. We're going to stay in a resort. It looks amazing. It's got three swimming pools!
 F1: Oh, some of those places are amazing. I'd love a holiday like that.
 F2: We've booked a day trip to a nearby island. The boat leaves at 9.30 and doesn't get back till about 5. We get lunch on the beach and time to sunbathe and go swimming.
 F1: Sounds great. And very relaxing.
 F2: Yes, but we're doing some energetic and educational excursions too. One day we're visiting ruins. Katie booked that trip. We have to leave at 5 a.m. to get on the coach, but I'm sure it'll be OK!

Conversation 2

- F: What are your parents doing for their anniversary this year?
 M: Well, this year's plan is cool. When they were first married, they went on a road trip from here, up the coast to Canada. They're doing that again. But Mom has said she doesn't want to stay in youth hostels like they did when they were young. They'll stay in budget hotels for most of the journey, but they've booked to stay in a really smart resort when they arrive in Vancouver.

4

- Students do the exercise, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students think of other nouns or phrases that collocate with the verbs in the exercise, e.g. *exchange information*, *tip the driver*, etc.

ANSWERS

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

TEACHING TIP: A good way to remember new language is to personalise it through speaking. When opportunities arise for group or whole-class discussions, try to allow time for this. To use the language from Exercise 4, for example, ask *When was the last time you went out for a meal? Did you reserve a table? Do you often tip waiters?*, etc. Students then ask each other follow-up questions.

5

- Show the title of the blog and ask where Copenhagen is (Denmark) and if they know anything about it, e.g. *It's in Northern Europe, It's Denmark's capital city.*
- Students complete the blog, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students discuss which verb form or tense they need for each gap before completing the text.

EXTENSION: In pairs, students discuss which city they'd like to spend 24 hours in and why. Get feedback.

ANSWERS

- | | | |
|-------------|------------|----------|
| 1 exchanged | 3 explore | 5 tipped |
| 2 unpacked | 4 reserved | 6 cancel |

- In pairs, students discuss the questions, then compare their ideas with another pair. Have a class vote on the coolest place students have been to and how many other students have been or would like to go there.

your ideas

Grammar page 117

Conditionals: zero, first and second

GRAMMAR GUIDE: conditionals – zero, first and second

Use

- We use conditional sentences to talk about actions and situations that need to happen in order for other actions or situations to also happen.
- Conditional sentences have at least two clauses: the *if*-clause, which describes the condition, and the main clause, which describes the result of the condition if it happens.
- There are four main types of conditionals: zero, first, second and third.

We use the **zero conditional** to talk about:

- possible conditions + results that are certain or always true.
*If you **kick** the football into the net, you **get** a point.*

We use the **first conditional** to talk about:

- possible conditions + possible results.
*If they **win** the match, they'll **be** champions.*
*If you **don't want** to play, we **could go** for a walk.*
- possible conditions + requests or orders.
*If you **need** help, **call** me.*
*If this light **goes** red, **don't touch** anything.*

We use the **second conditional** to talk about:

- conditions that are not true now + unlikely results.
*We **would play** better **if** we **had** a coach. (we haven't got a coach)*
- conditions that we consider unlikely in the future + results we don't expect to happen.
*You **would play** better **if** you **trained** harder. (I don't think you will train harder)*
- imaginary conditions + consequently impossible results.
*If days **were** longer, we **could play** until late.*
to give advice.
*If I **were** you, I **wouldn't play** for that team.*

Form

	If-clause	Main clause
zero	present simple If you win the Olympics,	present simple you get a gold medal.
first	present tense If you win the match,	will + infinitive we 'll celebrate .
	present tense If I 'm annoying you,	imperative just say so.
	present tense If your foot is hurting ,	can / could / may / might + infinitive some rest might help .
second	past simple / continuous If you were annoying me,	would + infinitive I d tell you.
	past simple / continuous If I had the equipment,	could / might + infinitive I could get better results.

- In the *if*-clause of the second conditional, we normally use *were* for all persons.
If he *were* here, he'd tell you what happened.
- We can use *unless* in the *if*-clause instead of *if ... not*.
I wouldn't enter the race *unless* I had a better bike.
***Unless* you're on a high mountain, water boils at 100°C (212 °F).**
- We can use *when* in the *if*-clause instead of *if*.
***When* you win the Olympics, you get a gold medal.**
- The *if*-clause can go before or after the main clause.
When it goes first, we use a comma after it. There's no comma after the main clause.
***If you win the match*, we'll celebrate.**
We'll celebrate *if you win the match*.

1

- Students complete the rules, then compare their answers in pairs. Get feedback.

ANSWERS

- a first
b second
c zero

REMEMBER

Write the following sentences on the board:
1 You **can't** enter ___ you have a ticket. (unless)
2 We'll cancel the trip ___ you don't want to go. (if)
3 ___ you call her, she won't get in touch. (Unless)
4 He won't come to the party ___ you don't want him to. (if)
5 ___ you don't eat your pasta, you can't have dessert. (if)
Students complete the sentences with *unless* or *if*.
The answers are given in brackets. ★

2

- Do the first item with the class ('ll text). Elicit the reason (*first conditional because it's something that is likely to happen in the future*).
- Students do the exercise, then compare their answers in pairs. Get feedback. Elicit the meaning of *paella* (a Spanish rice dish that contains fish, vegetables and chicken).

EXTENSION: Elicit the type of conditional used in each sentence (1 *first*, 2 *second*, 3 *zero*, 4 *first*, 5 *zero*, 6 *second*, 7 *second*, 8 *first*).

ANSWERS

- | | |
|--------------|---------------|
| 1 'll text | 5 drink |
| 2 'd visit | 6 wouldn't go |
| 3 don't like | 7 'd move |
| 4 gets | 8 don't leave |

3

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *tapas* (small dishes of food, served with drinks, typical in Spain).

EASIER: Complete the first sentence of each conditional section with the class. You could also write the conditional structures on the board as a reference for the task.

ANSWERS

- | | |
|---------------------|-------------------|
| 1 travel, pack | 6 arrive, 'll get |
| 2 travels, requests | 7 'd find, bought |
| 3 get, tip | 8 lived, 'd eat |
| 4 'll have, go | 9 'd stay, had |
| 5 isn't, 'll book | |

4

- Do the first sentence with the class. Ask *Are they likely to go to the museum? Why? / Why not?* (No, because it's not raining). *What would happen if it were raining?* (They'd go to the museum.)
- In pairs, students write the sentences, then compare their ideas in pairs.
- Get feedback. Students give reasons for their answers.

ANSWERS

- 1 If it was / were raining, we'd go to the museum. (second)
2 If you take the bullet train, you'll get there quicker. (first)
3 If they went to Beijing, they'd visit the Summer Palace. (second)
4 When I book online, I get a better price. (zero)
5 If he liked flying, he'd travel by plane. (second)
6 If we go on a city break, we'll go to Budapest. (first)

5

- Write *If I go on holiday next month ...* on the board and elicit a few ideas of how to complete the sentence.
- Students do the exercise, then compare their ideas in pairs..
- Get feedback. Choose one or two students to read their sentences aloud.

EASIER: Elicit the structures needed to complete the sentences (1 *'would' + infinitive*, 2 *present simple*, 3 *present simple*, 4 *future*).

EXTENSION 1: Write three questions on the board:

What do people do when they go on holiday to a beach?

What will you do if it rains tomorrow?

What would you do if you went to Costa Rica?

Put students in three groups and allocate one question to each group. Give them a few minutes to discuss, then share their ideas. ★

EXTENSION 2: Say *If I go to Paris next year, I'll visit the Louvre*. Allocate a student to say another sentence, using the end of yours: *If I visit the Louvre, I'll ...*. Repeat around the class, with each student saying a new sentence, using the end of the previous one. You can use zero, first or second conditional sentences to start each time.

Listening page 118

identifying emotions; multiple choice: one per text

1

- Ask *How would you feel if you got back from holiday and your suitcase was lost?* Elicit a few ideas.
- Check understanding of the words in the box.
- Students do the exercise, then discuss how they'd feel with a partner. Get feedback.

EASIER: Students do the exercise in pairs and discuss their responses, then compare with another pair.

EXTENSION: In small groups, students take turns to act out one of the words in the box. The other students guess the emotion.

2 **10.4**

- Go through the Exam Tip.

Exam TIP

Identifying emotions

- Explain that predicting words before they listen will help students understand things more quickly.
- Elicit the emotion in the first question (*surprised*) and possible synonyms, e.g. *shocked, stunned*, etc. Ask students if they know any expressions to show surprise, e.g. *I can't believe it!*, *It was unbelievable.*, etc.
- Say *I hope we'll see some animals!* in an energetic way and elicit ideas of how you feel (*excited, happy*, etc.). Then say *We may not see any animals.* in a lower voice and elicit ideas again (*sad, anxious, miserable*, etc.).
- Play the recording. Students do the matching exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *fed up* (annoyed or bored, often because something has been happening for too long).

EASIER: Students read the audioscript as they listen, underlining words to help them choose their answers.

ANSWERS

1 c 2 e 3 d 4 a 5 g

10.4

Speaker 1

I couldn't believe it when I saw our hotel room – it was the biggest room I've ever seen. We've got a whole week here!

Speaker 2

I've been here since six this morning. We've just sat on the train going nowhere. I've no idea when it's going to leave.

Speaker 3

Yeah, it's great to be on holiday, but the hotel isn't very nice. They haven't even got TVs in the rooms. The pool is really tiny, too. And cold.

Speaker 4

Oh, I'll be very glad when we've landed. Every little bump and strange noise makes me worry. I'm sure it's OK, but I'll be far happier when I'm safely back on the ground.

Speaker 5

No, I'm not doing it. I'm far too high up. Please, is there another way I can get to the bottom? I really don't like this.

3 **10.4**

MEDIATION SKILLS

- Summarising the main points of a spoken text in speech is mediation. In this exercise, students focus on listening and identifying the attitudes or emotions of the speakers.
- Students should listen for key words that help them identify the emotion of the speaker, so they can explain their answers and support their ideas with reference to the speakers' words.
- This mediation skill can be practised throughout the course by asking students to summarise the main arguments and opinions expressed in reading or listening texts in their own words.
- Students can also practise on their own using online materials. On this topic, for example, students could find a travel blog that interests them, written in their first language, and practise summarising some of the key points in English. They could choose the key points based on their own interests, or focus on the opinions and feelings of the writer / speaker.
- Play the recording again. Students listen and answer the question, then compare their ideas in pairs.
- Get feedback, asking students to say what helped them identify the emotions, e.g. words used, phrases, tone of voice, etc.

4 **10.5**

Exam TASK

Multiple choice: one per text

- Students read the Exam Task and underline the key words in the questions. Elicit or teach *humid* (hot, damp weather), *on budget* (spending only as much money as you have) and *corals* (rock-like substances in the sea, formed by groups of particular types of small animals).
- Play the recording. Students complete the Exam Task, then compare their answers in pairs. Get feedback.

EASIER: Before listening, students underline the emotions in the questions.

EXTENSION: Write the following questions on the board:

Have you ever been on a trip you didn't enjoy? What didn't you enjoy?

In pairs, students discuss the question. They can invent a response if their answer is *no*. ★

ANSWERS

1 A 2 C 3 C 4 A 5 B 6 C 7 A 8 B

10.5 ▶

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a woman talking about a recent adventure. What surprised her?

It was wonderful. Definitely the most exciting thing I've ever done. We walked through the Satpura National Park in central India in search of the tigers that live there. It was hot, wet and the humidity was very uncomfortable and, of course, we knew it was possible that we wouldn't see any tigers. The guides told us that the tigers are shy and stayed hidden most of the time. I was prepared to be disappointed, but thankfully I wasn't. We spotted one hiding in some long grass. It was so beautiful ... really exciting and rewarding.

- 2 You hear a teenager talking about her application for work experience. How is she feeling?

They've just let me know. I applied for work experience back in December for a job at an amusement park in America. It's something I've always wanted to do. I knew it would be hard work and I'd probably just end up working in a restaurant or something, but just to be somewhere where everyone is happy because they're on holiday would have been so cool.

- 3 You hear a man talking about a trip he is on. What is he most worried about?

I'm on a train travelling from Amsterdam to Paris. I've just met a lovely couple from Berlin who gave me some great advice about where to stay when I get there. Travelling to every capital city in Europe in such a short space of time will be a real challenge, so having local advice like this is a great help. My next problem is how I get from Paris to Vienna without spending too much money. My main challenge, though, will be communicating in most of the countries as my language skills aren't very good.

- 4 You hear a young woman talking about a temporary job. Why did she take the job?

I was really looking forward to this job. I knew it would be hard work, but I thought I'd have much more time to spend in the mountains skiing and snowboarding. But I've only been on the slopes twice in three months. I spend all my time cooking, cleaning and running around after the guests. It's been a good experience, but I definitely wouldn't do it again.

- 5 You hear a man talking about a hotel. How is he feeling?

My wife and I first came here more than thirty years ago. We've stayed in this small family-run hotel every year. It only has twenty rooms and everyone is always so friendly. There were only two restaurants, this hotel and a small shop when we first came here. Now look at it. You wouldn't recognise it. There are high-rise buildings, that awful water-park and you can't get any space on the beach. This is definitely the last time we'll come here. We'll miss the friends we've made, but this really isn't our scene any more.

- 6 You hear a boy talking about a holiday. Why didn't he enjoy the trip?

I went on holiday with my parents earlier in the summer. It was OK, and it was good to get away from studying. The campsite was actually very nice, the weather was good and there was a big pool, but there wasn't anyone of my age so I had to hang around with my parents. That wouldn't have been so bad, but the worst bit about it was there was no WiFi, so I couldn't even chat with my friends or download anything at all.

- 7 You hear a woman talking about the environment. How does she feel?

I can't believe what I'm seeing here. But we're all responsible. We go to the shop, buy a bottle of water and just don't consider where that bottle might end up. The river I'm looking at isn't one of water. It's one of plastic. The village here is dependent on the river, but the people's lives are at risk. You can hardly see the water for pollution. The villagers no longer catch fish and all the wildlife has gone. Something has got to change.

- 8 You hear a girl talking about going diving. What is she most worried about?

I'm going to go scuba-diving for the first time tomorrow. I'm so excited as I've always wanted to scuba-dive and look at all the colourful fish and beautiful corals. But I'm also really nervous. I know that tomorrow I'll only be in the hotel swimming pool at first, but I can't help thinking of everything that might go wrong. I know it's highly unlikely that I'll run out of air, but then in the afternoon, we'll do our first dive in the open sea. My biggest fear there is coming face to face with a shark. I'm really not sure if I can do this.

Speaking page 119

showing interest; collaborative task

1

- In pairs, students discuss the questions. Get feedback.

FAST FINISHERS: In pairs, students talk about what they did on their last holiday.

2

- Ask students who they usually go on holiday with, and what is important to them when they go away, e.g. hot weather, activities, lots of cafés, etc.
- Students do the exercise, then compare their answers in pairs, adding their own ideas.
- Get feedback. Students give reasons for their answers.

3 10.6▶

- Ask *Where would you like to go on your next holiday?* and elicit a few ideas.
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: Pause the recording after each item mentioned in Exercise 2 and elicit the answers to the question one by one.

ANSWERS

swimming pool, air conditioning, cafés and restaurants, adventure activities

10.6▶

Mum: OK, let's have a chat about where we want to go for our next holiday. What do you think?

Girl: Definitely somewhere with a swimming pool.

Mum: Ha ha, that's the only thing you ever say! What about the rest of us?! But I agree, a swimming pool is definitely on my list too!

Dad: Well, I'd like to go on a city break. But I'm sure we could find a hotel with a pool.

Mum: Yes, good idea. I'd like to go somewhere that we haven't been before, maybe explore a city.

Boy: I don't really care as long as there's WiFi.

Mum: And that's all you ever say! OK, for me, the thing to think about is budget. I see what you mean, Harry, but we've got to find somewhere we can afford. If it's got WiFi, then fantastic, but there are other things to consider too.

Dad: Yes, I agree with that. We're going in the middle of summer, so the hotel has got to have air-con.

Mum: You're absolutely right, especially if we've got a family room – it would be far too hot in the room without it.

Dad: I'd like to be somewhere within walking distance of good cafés and restaurants.

Mum: That's a really good point. Especially if we've spent the day exploring or doing activities.

Boy: Why can't we go somewhere fun, like an amusement park?

Dad: We're not spending a week in an amusement park!

Mum: Well, hang on, it depends where we go. I agree with Dad about not spending a week there, but let's try to find somewhere with good adventure activities, maybe somewhere we can do watersports like kitesurfing or waterskiing ...

Girl: Or white-water rafting ...

Boy: That's a great suggestion, Katie. That does actually sound quite cool.

4 10.6▶

- Go through the Useful Language box.
- Play the recording again. Students listen and tick the phrases they hear. Get feedback.

ANSWERS

Yes, good idea., I see what you mean., Yes, I agree with that., You're absolutely right., OK, let's ..., That's a really good point., That's a great suggestion.

5

- Go through the Exam Tip.

Exam TIP

Showing interest

- Explain how important it is to show interest when someone is speaking, in order to show you're listening carefully to them, and elicit a few physical ways to do this, e.g. body language, facial expression, nodding, etc.
- Tell students they can verbally show they are paying attention by using expressions from the Useful Language box when they are listening to their partner.

- In pairs, students make a list of things to do with their friend, then discuss and try to decide on the best options from the list, using phrases from the Useful Language box. Get feedback.

EXTENSION: In their pairs, students imagine they are planning a holiday together. They should discuss the things they want to do using the ideas in Exercise 2 and phrases from the Useful Language box.

6

- Students read the Exam Tip again and discuss the phrases they used. Get feedback.

7

Exam TASK

Collaborative task

- Remind students they already did the collaborative task in Units 2, 5, 6 and 8 – it can be useful to look back at the Tips in those units before they begin.
- In pairs, they complete the Exam Task. Remind them to use phrases from the Useful Language box as well as physical ways to show interest in what their partner says. Get feedback.

EASIER: Before the exercise, brainstorm the types of people who might visit a campsite and why each activity may or may not be suitable. Write the ideas on the board as a reference for the exercise.

- In pairs, students discuss the questions.
- Get feedback. Students say the best and worst thing about other types of accommodation, e.g. a hostel, a five star hotel, etc.

your ideas

Grammar page 120

Third conditional

GRAMMAR GUIDE: third conditional

Use

We use the third conditional to talk about:

- conditions that were not true in the past + results that did not happen.
*If you **had told** me, I **would have helped** you. (but you didn't tell me, so I didn't help you)*
*He **wouldn't have failed** if he **had worked** harder. (but he didn't work hard enough, so he failed)*

Form

If-clause	Main clause
past perfect <i>If I had seen you,</i>	would + have + past participle <i>I would have said hello.</i>

1

- Students do the exercise, then compare their answers in pairs. Get feedback. Ask whether the restaurant review was good or bad, and how they know (*bad, because they didn't read the review, so they went to the restaurant, but it's clear it was a bad experience*).

EASIER: Do the exercise as a class, asking the questions and eliciting answers one by one.

ANSWERS

- a No, he didn't.
- b No, he didn't.
- c Yes, they did.
- d No, they didn't.

2

- Students read the sentences in Exercise 1 again, then complete the rules. They compare their answers in pairs. Get feedback.

EASIER: Show sentence 1 in Exercise 1. Ask *Why didn't he bring an umbrella?* (Because he didn't know it was going to rain.) *What does he imagine as a different past?* (He brought an umbrella).

ANSWERS

- a an imaginary
- b past perfect, would have

3

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Students read the completed sentences aloud. Elicit the meaning of *satnav* (a system that uses information from satellites to tell you where to go).

EASIER: Before the task, elicit the participle forms of the verbs in brackets (1 *missed*, 2 *eaten*, 3 *been*, 4 *found*, 5 *booked*, 6 *asked*, 7 *known*).

EXTENSION: In pairs, students write what did and didn't happen in each sentence, e.g. 1 *We asked for a wake-up call. We didn't miss our flight.*

ANSWERS

- 1 would have missed, hadn't asked
- 2 hadn't eaten, wouldn't have fallen
- 3 would have been annoyed, had forgotten
- 4 wouldn't have found, hadn't brought
- 5 would have booked, hadn't cost
- 6 would have asked, had known

4

- Go through the example sentence and elicit a few examples of contractions, e.g. *she'd*, *wouldn't*, etc.
- Students rewrite the sentences, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write three third conditional sentences about a bad holiday experience.

ANSWERS

- 2 We'd have booked the trip if we'd known about it.
- 3 If they'd had enough money, they'd have gone to the music festival.
- 4 You wouldn't have jumped into the water if you'd known it was so cold.
- 5 If we'd known about the children's party, we wouldn't have gone to the beach café.
- 6 We wouldn't have known about the spice market if we hadn't read the guidebook.

Mixed conditionals

GRAMMAR GUIDE: mixed conditionals

Use

We use mixed conditionals to talk about conditions and results in different times – specifically:

- conditions that are not true in the present with results that were not real in the past.
*I **would have taken** the job **if I spoke** French.* (but I don't speak French, so I didn't take the job)
- conditions that were not true in the past with present results.
***If I had listened** to you, I **wouldn't be** in trouble.* (but I didn't listen to you, so I'm in trouble now)

Form

If-clause	Main clause
past simple <i>If he were a real friend,</i>	would + have + past participle <i>he'd have been there.</i>
past perfect <i>If I had trusted him,</i>	would + infinitive <i>I'd be rich.</i>

5

- Students do the exercise, then compare their ideas in pairs. Get feedback.

ANSWERS

- a Yes, they did.
- b Yes, they did.
- c Yes, they are.

6

- Students read the explanation, then choose the correct options. Get feedback.

ANSWERS

- 1 past perfect
- 2 would

7

- Do the first sentence with the class (*'d booked*, *'d have*).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 'd booked, 'd have
- 2 'd feel, hadn't eaten
- 3 'd learned, 'd be able to
- 4 hadn't cancelled, 'd be
- 5 wouldn't know, hadn't spoken
- 6 'd notice, 'd visited

EXTENSION: Students write three mixed conditional sentences, then read them to a partner.

Use your English page 121

Word formation

1

- Do the first item with the class. Ask *What form do we use after 'give'?* (a noun) *Which option is the correct noun form?* (permission).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students think of other forms they know related to the root words.

EASIER: In pairs, students identify the form of the words in italics before they begin.

EXTENSION: Students write sentences with the words they didn't choose.

ANSWERS

- | | |
|----------------|-----------|
| 1 permission | 4 helpful |
| 2 Surprisingly | 5 ease |
| 3 choice | 6 sense |

2

- Remind students that this is an exam task type.
- Do the first item with the class. Elicit the form of the missing word (*noun*) and the answer (*translations*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *exhibits* (art, objects, paintings, etc. shown publicly, usually at a museum or gallery) and *bumpy* (not smooth).

EASIER: In pairs, students predict the type of word missing in each sentence, then use a dictionary to help them complete the exercise.

ANSWERS

- | | |
|----------------|-----------------|
| 1 translations | 5 tourists |
| 2 departure | 6 mountainous |
| 3 boarding | 7 landing |
| 4 architecture | 8 accommodation |

Phrasal verbs

3

- Students read the phrasal verbs. Ask if they know or can guess what any of them mean.
- They do the matching exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Explain that some phrasal verbs can be separated by an object in the middle of the verb and preposition, e.g. *take off your shoes*, *take your shoes off*. Students identify the separable phrasal verbs in the exercise (*check in*, *drop off*, *put up*, *see off*).

ANSWERS

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

4

- Ask if students read any travel blogs and if so, what they are about.
- They complete the text, then compare their answers in pairs. Get feedback. Elicit the meaning of *tea plantation* (a large area of land where tea is grown) and *trail* (a path in the countryside or forest).

EXTENSION: Using the text as a model, students write about a trip they've been on, real or imaginary, including the phrasal verbs in Exercise 2.

ANSWERS

- 1 get on
- 2 see (us) off
- 3 check in
- 4 get around
- 5 set off
- 6 get away
- 7 put up
- 8 drop (us) off

- Elicit the qualities of a good friend. Then, in pairs, students discuss the questions.
- Get feedback. Students say where they would like to go backpacking.

your
ideas

Writing pages 122–123

using descriptive adjectives; using interesting language; writing an article

Learning FOCUS

Using descriptive adjectives

- Review the idea of extreme adjectives. Write *scared*, *sad*, *angry* on the board. Elicit qualifiers that can go in front of these words, e.g. *very*, *really*. Then elicit extreme-adjective synonyms for the words (*terrified*, *miserable*, *furious*) and ask what qualifiers could be used in front of them, e.g. *absolutely*, *completely*, *utterly*.
- When students need to be more concise in their writing, compound adjectives can be useful. Elicit more examples, eg *first-class*, *English-speaking*, *last-minute*. Then elicit nouns that could follow these adjectives and write them on the board.

1

- Students identify the compound adjectives first (*non-stop*, *world-famous*, *once-in-a-lifetime*).
- They do the matching exercise, then compare their answers in pairs. Get feedback.

FAST FINISHERS: In pairs, students discuss one of the following: a picturesque place they've been to, something that is world-famous, or a once-in-a-lifetime trip.

ANSWERS

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

2

- Students read the example task and do the exercise, then compare their answers in pairs.
- Get feedback. Students correct the false statements (1 *It should be about somewhere you've been.*
2 *It doesn't have to be about a famous place.*).

EXTENSION: In pairs, students discuss the place and note down ideas they would write about in their article.

ANSWERS

1 F 2 F 3 T

3

- Students skim the model answer and say how long the writer went to the place for (*three days*).
- They complete the article, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students find one other compound adjective in the article (*late-night*).

EXTENSION: In pairs, students create two compound adjectives from words in the article, then share them with another pair. Ideas include: a *three-day trip*, a *not-to-be-missed experience*, a *well-worth-the-money sandwich*.

ANSWERS

1 once-in-a-lifetime 4 non-stop
2 world-famous 5 breathtaking
3 picturesque

4

MEDIATION SKILLS

- Breaking down complicated information is mediation. In this exercise, students answer the questions to break down the article into separate points.
 - Question 2 focuses on the main activities the writer does in New York. Encourage students to write a list of all the activities mentioned, but without including the opinions and comments the writer makes.
 - Question 3 also helps towards the mediation skill as it focuses on the purpose of the article and how the writer achieves this (by using lots of strong and positive adjectives and giving opinions).
 - Students can be given further practice of this mediation skill by asking them to break down texts in various ways, e.g. they could rewrite an informational or instructional text as a series of bullet points, or identify the main arguments in an essay or article and write them in a logical order (e.g. grouping positive and negative points together).
- Students read the article again and answer the questions, then compare their answers in pairs. Get feedback.

ANSWERS

1 New York
2 visit Times Square, eat street food, cycle through Central Park, walk over Brooklyn Bridge, go late-night shopping, eat in cool restaurants and cafés, go to the top of the Empire State Building
3 yes
4 Students' own answers

5

- Go through the Useful Language box.
- Students match the sentence halves, then compare their answers in pairs. Get feedback. Elicit the meaning of *expectations* (what you think or hope will happen).

EXTENSION: Write the following on the board: something ...

- that has been a let down*
- overpriced you have bought*
- that has failed to meet your expectations*
- that has lived up to your expectations*
- that is not to be missed*

Students choose two categories and write two or three sentences about each, then share their work with a partner. ★

ANSWERS

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

6 10.7▶

- Students skim the questions and say what each speaker is going to talk about (note that the questions for Speaker 3 do not give a topic, but students could still guess what they are referring to).
- Play the recording. Students do the exercise, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Students give reasons for their answers.

ANSWERS

1 b 2 b 3 a 4 a

10.7▶

Speaker 1

We spent the day at the theme park and they've got a new roller-coaster ride. You go up really slowly, but then you go down so fast that you've barely got time to breathe! It's the best ride in the whole park!

Speaker 2

The food, service and the waiters in the restaurant were excellent, but we won't be going again any time soon – you could have a whole weekend away for what the meal cost.

Speaker 3

The resort was awesome. There were three pools. One of them even had a waterslide. It was so cool. Mum liked the resort because there were tennis courts and Dad liked it because of the on-site golf course. We all want to go back next year.

Speaker 4

The tour operators claimed it was a once-in-a-lifetime, not-to-be-missed tour, but honestly, I think I could have organised it better myself. The guide knew very little about the history of the buildings and at one point, he even got lost. No, certainly not something I'd recommend.

7

- Go through the Exam Tip.

Exam TIP

Using interesting language

- Elicit or teach *catchy* (something attention-grabbing). Elicit why the title of the article in Exercise 3 is *catchy* (*because it makes the reader want to know more about the city*). Explain that it's a good idea to write the article first and the title when they have finished. That way they don't spend too much time thinking about it and can read back and see if a title jumps out at them.
- To clarify the meaning of *rhetorical question*, say *Who wouldn't want to go to New York?* Ask whether this is a rhetorical or direct question (*rhetorical*) and elicit why (*because you don't expect an answer*).

TEACHING TIP: If students find it difficult to think of catchy titles for articles, encourage them to read articles, news stories and blogs outside of the class to give them inspiration. They could also write down three titles they like and bring them to the class to share with a partner, who guesses what the article was about.

- Show the article in Exercise 3. Students find the adjectives, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students think of an additional adjective to describe each thing.

ANSWERS

- | | |
|-------------|----------|
| 1 budget | 4 cool |
| 2 tasty | 5 modern |
| 3 delicious | |

8

- Students read the Exam Tip again, then scan the article and answer the questions. Get feedback.

ANSWERS

Direct: Have you ever tried one?

Rhetorical: Did you know New York is now officially my favourite place?

9

Exam TASK

Writing an article

- Students complete the Exam Task. Encourage them to use phrases from the Useful Language box, and to use a variety of devices to make their writing more interesting.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist, then make any necessary changes to their task.

EXTENSION: Pairs read each other's article and tick the things their partner has included using the Reflection Checklist.

Video page 124

The best job ever

Useful vocabulary

bunch (n): a group of people (informal)
canyon (n): a deep, narrow valley, often with a river flowing along the bottom
classic (adj): typical or expected of a particular situation or thing
fatal (adj): causing death
helmet (n): a strong hard hat that covers and protects the head
kayak (n): a light narrow canoe with a waterproof covering
paddle (n): a short stick with a wide, flat part at one or both ends, used to move a boat, canoe, etc.
paddle (v): push a stick with a wide, flat end through water to make a boat move
rapids (n): part of a river that flows very fast
strap (n): a narrow piece of material used to make something tight, give support, carry something, etc.
unique (adj): the only one of its type

Before you watch

1

- Show the photo and the caption and elicit a few adjectives to describe it. Ask students if they have ever been kayaking and if so, where.
- In pairs, students do the exercise. Get feedback.

EXTENSION: In small groups, students discuss whether they would like to be a professional kayaker and why / why not.

ANSWERS

helmet, kayak, paddle, rapids

While you watch

2 5 ▶

- Elicit problems professional kayakers might face in their job, e.g. the weather, the flow and speed of the river, etc.
- Students read the sentences and check vocabulary. Use the Useful vocabulary section to help you if necessary.
- Play the video. Tell them not to answer the questions, just watch to get a general idea of the topic.
- Play the video again. Students complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: After playing the video the first time, students discuss what they heard in pairs before completing the sentences together.

ANSWERS

- ice
- canyon
- fatal
- a bunch of
- remote
- unique

The thing that really drives me the most is exploratory kayaking. Paddling down these rivers that have never been paddled before. Our goal here is to paddle the headwaters canyon of the Chitina River, this unrun section.

So, the headwaters canyon of the Chitina River is really a new canyon. Ten years ago, it was covered in ice and now because of the glacial retreat of the Logan glacier we're now able to access it.

Basically the only little landing strip that we could find was this hundred-yard-long gravel bar. So, one at a time, we had to strap our kayaks to the bottom of this small bush plane and then our pilot shuttled us up there one at a time.

So, over the course of the unrun 12-mile canyon we really didn't know exactly how much we would be portaging but there's a couple of rapids we portaged. They were really pretty, pretty scary and you know, if we were to make a mistake on either one of those rapids, it could have been fatal.

But you know, on an expedition of this calibre, it can be kind of high-stress but when you're out there with a bunch of your close friends who are all in their 20s, it's pretty exciting and we keep it pretty lively.

I've never been anywhere that felt nearly as remote as the headwaters canyon of the Chitina River – no human influence at all.

I love paddling around on classic rivers that have been run hundreds and thousands of times, but what's most unique to me as a professional kayaker is when I get into the middle of nowhere, that no one has ever been before and it just makes you feel really alive.

After you watch

3 5 ▶

- Students complete the summary, then compare their answers in pairs.
- Play the video again. Students watch and check their answers. Get feedback.

EASIER: Students predict what type of word is needed in each gap. When they watch again, turn on the subtitles so they can easily check their answers.

EXTENSION: In pairs, students brainstorm other dangerous jobs. Get feedback. Students give reasons for their answers.

ANSWERS

- | | |
|-----------|-----------|
| 1 paddle | 5 strap |
| 2 access | 6 rapids |
| 3 glacier | 7 carry |
| 4 remote | 8 section |

- In pairs, students discuss the questions.
- Get feedback. Students say why they think people do exciting but dangerous jobs.

your
ideas

EXTENSION: Students research and write a short paragraph about an exciting but dangerous job, then share their text with a partner.

Review page 158

ANSWERS: VOCABULARY

1

- | | |
|----------------|------------|
| 1 resort | 5 campsite |
| 2 Room service | 6 cruise |
| 3 youth hostel | 7 eco-tour |
| 4 excursion | |

2

- | | |
|------------|-----------|
| 1 tip | 4 cancel |
| 2 exchange | 5 unpack |
| 3 explore | 6 reserve |

3

- | | |
|--------|----------|
| 1 off | 4 up, in |
| 2 away | 5 around |
| 3 off | 6 off |

ANSWERS: GRAMMAR

4

- | | |
|--------------|----------------------|
| 1 had stayed | 4 passes |
| 2 change | 5 would have invited |
| 3 had | 6 like |

5

- | | |
|---------------------|------------------|
| 1 wouldn't be | 4 had had |
| 2 would have called | 5 had remembered |
| 3 had been wearing | |

6

- 1 b 2 c 3 b 4 a 5 b 6 c

Reading: finding similar words in the questions and answers; matching sentences to gaps

Vocabulary: crime

Grammar: relative clauses: defining and non-defining

Listening: dealing with unknown words; multiple choice: seven questions

Speaking: politely giving an alternative opinion; discussion

Grammar: reduced relative clauses

Use your English: collocations and expressions; using your knowledge; open cloze

Writing: structuring an essay; writing conclusions; writing a for and against essay

Live well, study well: cultural communication differences; being culturally sensitive

Unit Opener page 125

In the photo

Throughout the world, there are still many police forces using horses in their day-to-day activities. In the US, Indiana is just one of forty states that has a mounted police unit. In addition to having a role in many ceremonies and events, horses are often used for controlling crowds as they give the police officers better visibility because of the additional height. Police horses are highly trained, and have to be able to cope with noise and crowds, without becoming distressed.

- Put students into A / B pairs. Student As close their books. Student Bs describe the photo without saying the man's job, e.g. *He's wearing a uniform. He has a horse,* etc. Student A tries to guess the job.
- Show the photo. Ask *What do you think he's calling about?* and elicit a few ideas.
- In pairs, students discuss the questions. Get feedback. Elicit the meaning of *pickpocket* (to steal from someone's pocket, bag, etc., often in a crowd).

Reading pages 126–127

finding similar words in the questions and answers; matching sentences to gaps

1

- Books closed. In pairs, students brainstorm crimes, e.g. *theft, robbery*, etc. Write their ideas on the board.
- Students number the crimes from the most to the least serious, then discuss their order in pairs.
- Get feedback. Elicit the meaning of *graffiti* (writing or images drawn or painted illegally in public places). Have a class vote on the crime considered the most serious.

FAST FINISHERS: Students add three more crimes (either more or less serious) to the list and renumber it, then see if their partner agrees with their choices.

2

- Show the word box and elicit definitions for any words students already know.
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the opposite of *illegal* (legal), and its meaning (allowed to do something by law).

EXTENSION: In pairs, students write a short story that includes the words in Exercise 2. Give an example, e.g. *A criminal escaped prison last weekend. He left his cell, then ran past a sleeping guard ...*

ANSWERS

- illegal
- criminal
- prison, prisoner
- cell
- escape
- guard

3

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this. Elicit the meaning of *idyllic* (extremely happy, beautiful or peaceful), *flora and fauna* (plant and animal life), *undocumented* (not recorded or supported by written proof), *time capsule* (a buried container filled with objects from the present, that can be dug up and studied in the future) and *humanity* (people in general, the state of being human).
- Show the photos on pages 126 and 127, and the title of the article. Students say what they think it is going to be about.
- They skim the article to check their ideas.
- They scan the article and do the exercise, then compare their answers in pairs.
- Get feedback. Ask students to correct the false statements (*1 Prisoners on Coiba lived in camps. 5 Developers left Coiba alone. 6 Christian Ziegler photographed Coiba when no one was there.*).

EASIER: Students underline the key words and phrases in the sentences, then underline similar ideas in the text as they read to help them find the answers.

ANSWERS

- 1 F 2 T 3 T 4 T 5 F

4 11.1▶

- Go through the Exam Tip.

Exam TIP

Finding similar words in the questions and answers

- Remind students that the key information in the sentences may appear as synonyms or be paraphrased in the main article. They should also look for pronouns as clues.

Exam TASK

Matching sentences to gaps

- Students complete the Exam Task, then compare their answers in pairs. Remind them there is one sentence they don't need to use.
- Get feedback. Play the recording for students to check their answers. Students give reasons for their answers.

ANSWERS

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

11.1▶

As reading text on page 127.

- In pairs, students discuss the questions.
- Get feedback. Students research other remote places that have been used as penal colonies, e.g. Tasmania, Siberia, etc. and give a short presentation on what they found out to the class.

your
ideas

Vocabulary page 128

crime

1

- Elicit a few examples of things that can be stolen, e.g. a wallet, a phone, jewellery, etc.
- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Elicit the crimes a burglar and a thief commit (*burglary* and *theft*) and a person that commits a robbery (*a robber*).

EXTENSION: Students identify the difference between a *burglar* (steals from a house or building), a *robber* (steals from a person or business using force), and a *thief* (steals someone's property without force).

ANSWERS

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

2

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: In A / B pairs, Student A writes four sentences using the incorrect options from sentences 1–4, and Student B writes sentences using those in sentences 5–8. They then exchange sentences to check and correct as necessary.

ANSWERS

- found
- violent
- arrest
- committed
- prison
- court
- trouble
- vandalism

3

- Elicit or teach *released* (allowed to leave a place you don't want to be, e.g. prison).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Invite students to read the completed sentences aloud.

EASIER: In pairs, students discuss the differences between the pairs of verbs, then do the exercise.

FAST FINISHERS: In pairs, students discuss if the punishments for robbery, burglary, shoplifting and pickpocketing should be the same and why / why not.

ANSWERS

- broke, stole
- commit, punished
- found, solved
- arrested, sentenced
- released, spent

4

MEDIATION SKILLS

- Streamlining a text to focus on the important information is mediation. After students have completed the sentences to check the meaning of the new vocabulary, ask them to underline the main facts of the case. They can then write these in a short paragraph, or explain them to a partner.
 - This is an important mediation skill in everyday life as well as academic work. It involves identifying the most important information and eliminating details that are less important, or irrelevant to the task. Students can practise this skill with any factual reading texts in the coursebook. They can also practise this themselves using online materials in English such as informative websites.
- Students read the article, then complete the sentences.
 - They compare their answers in pairs. Get feedback. Elicit the meaning of *jury* (a group of ordinary people who listen to the evidence of a legal case and decide if the person is guilty or not).

EXTENSION: Students write three sentences using vocabulary from Exercises 1–4, then swap them with a partner to check and correct if necessary.

ANSWERS

- victim
- weapon
- permission
- Behaviour
- court
- witness

TEACHING TIP: To help students relate new vocabulary to real-world contexts, encourage them to read and listen to news stories or articles related to the topic. For this lesson, students could research and make notes on a crime story in English. In pairs or small groups, they then retell their story using the target vocabulary.

5 11.2▶

- Students read the questions first, then in pairs, predict the crimes committed. Elicit a few ideas.
- Play the recording. Students answer the questions, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback.

ANSWERS

1 Yes 2 No 3 Yes 4 No 5 Yes 6 No

11.2▶

Speaker 1

Police have asked for information regarding the damage caused to play equipment in the park last night.

Witnesses report seeing a group of youths having a barbecue at about 9 p.m. and police are asking the group to come forward to help them with their enquiries.

Speaker 2

Hi Yvonne. I'm going to be late home tonight. I'm at the police station near the office. I left work at six and thought I'd forgotten where I'd parked this morning. It would seem, however, that I'm the victim of a crime. I'm going to have to get a taxi home.

Speaker 3

I'm at the main door of the shopping centre now. I'll keep an eye out for her. You said she's wearing a green top and blue jeans and has got short, dark hair. What items do you think she took from the store?

6 11.2▶

MEDIATION SKILLS

- This exercise gives students further practice of processing text in speech, as they have to listen and summarise the key points of the recording.
- Play the recording again. Students listen and decide on the three crimes, then discuss their answers in pairs.
- Get feedback. Students give reasons for their answers. Show the ideas you wrote on the board in Exercise 5 and see if any of the predictions were correct.

ANSWERS

- vandalism
- theft (of a car)
- shoplifting

your
ideas

- In pairs, students discuss the questions. Give your own examples if necessary, e.g. planting flowers on land that isn't yours, breaking a window to get an animal out of a hot car, etc.
- Get feedback. Write students' ideas on the board. In small groups, students discuss what punishments, if any, there should be for these crimes.

Grammar page 129

Relative clauses: defining and non-defining

GRAMMAR GUIDE: relative clauses — defining and non-defining

When two sentences mention the same noun or name, we can replace it with a relative pronoun in one of the sentences to link them and avoid repetition.

This is **the bus driver**. **He** drives our school bus.

This is the **bus driver who / that** drives our school bus.

This is **the test**. I got **it** wrong.

This is **the test which / that** I got wrong.

That's **the boy**. **His mother** helped me.

That's **the boy whose mother** helped me.

That was **the day**. We first met **that day**.

That was **the day when** we first met.

This is **the place**. We first met **here**.

This is **the place where** we first met.

Defining relative clauses

We use these to identify the person or thing mentioned in the main clause of a sentence. In defining relative clauses we use the following relative pronouns:

- who** or **that** to refer to people
- which** or **that** to refer to things
- whose** to refer to possessions
- when** to refer to time
- where** to refer to places.

We can omit the relative pronoun if it is the object in the relative clause.

This is **my friend**. I walk to school with **her**.

This is **the friend** (who / that) I walk to school with.

Non-defining relative clauses

We use these to give additional information that is not necessary to identify a person or thing mentioned in the main clause. The sentence still makes sense without the relative clause. In non-defining relative clauses:

- we don't use **that** to refer to people
- we never omit the relative pronoun
- we usually put the non-defining relative clause between commas.

Jim is my friend. **He** lives next door.

Jim, who lives next door, is my friend.

1

- Students complete the text and the rules, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students work out who or what each relative pronoun is referring to.

FAST FINISHERS: In pairs, students discuss what they think the man in the photo has done wrong.

ANSWERS

- | | |
|---------|---------------|
| 1 who | 8 that |
| 2 which | a who, that |
| 3 that | b which, that |
| 4 that | c whose |
| 5 when | d when |
| 6 where | e where |
| 7 whose | |

2

- Students find the relative clauses in each item, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 who caught the shoplifter
- 2 who recently caught a shoplifter,

3

- Students look at Exercise 2 again and complete the rules, then compare their answers in pairs. Get feedback.

FAST FINISHERS: Students write two sentences, one with a defining and one with a non-defining relative clause.

EASIER: Do the exercise as a class. Read the rules and ask, e.g. *What is the essential information in the first sentence?* ('who caught the shoplifter' – it identifies which security guard) *How do we separate extra information from the main sentence?* (with commas), etc.

ANSWERS

- a 1, defining
- b 2, non-defining, commas
- c 1

4

- Elicit which sentences contain non-defining relative clauses (1 and 3).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Invite students to read the completed sentences aloud.

EASIER: In pairs, students decide what the clause refers to before they complete the sentences (1 *the police officer* 2 *the gallery* 3 *the film* 4 *the day* 5 *the woman*).

ANSWERS

- | | |
|-------------------|------------------|
| 1 who, c | 4 when / that, a |
| 2 where, e | 5 who / that, b |
| 3 which / that, d | |

5

- Go through the example and elicit the type of relative clause (*non-defining*).
- Students rewrite the sentences, then compare their answers in pairs. Remind them to use commas where necessary. Get feedback.

EASIER: Students underline the subject the relative clause in the rewritten sentence refers to (2 *the woman* 3 *Queenstown* 4 *graffiti* 5 *the company* 6 *the dog* 7 *the programme* 8 *Tom*). Ask *Which sentences give extra information, not essential information?* (3, 7, 8).

ANSWERS

- 2 That's the woman who committed the robbery.
- 3 They live in Queenstown, which is a very safe place to live.
- 4 We cleaned the graffiti which was on the wall.
- 5 He stole money from the company where he worked.
- 6 I didn't like the dog that chased me.
- 7 The programme, which was about criminals, wasn't good. / The programme, which wasn't good, was about criminals.
- 8 Tom, who is 80, was fined for speeding. / Tom, who was fined for speeding, is 80.

EXTENSION: Students write a short newspaper article about an imaginary crime, including defining and non-defining relative clauses. They then swap their articles with a partner and identify the relative clauses in their partner's article.

Listening

page 130

dealing with unknown words; multiple choice: seven questions

1

- Introduce the topic by asking what students know about young people who commit crimes in their country. Ask *What happens to them? Do they go to prison, or do they get a different punishment?* Elicit a few ideas.
- Students do the matching exercise, then compare their answers in pairs. Get feedback. Elicit the meaning of *attitude* (opinions or feelings about something, shown by your behaviour), *purpose* (aim or meaning in your life).

FAST FINISHERS: In pairs, students discuss how they would respond if a friend said sentence 2 to them.

ANSWERS

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

2 11.3 ▶

- Students read the sentences first.
- Play the recording. They complete the sentences, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *qualification* (an official record showing that you have finished a course, passed an exam, etc.). Students say which words in the recording helped them choose their answers.

ANSWERS

- 1 positive
- 2 improved
- 3 will
- 4 likes
- 5 doesn't believe
- 6 family

11.3 ▶

Speaker 1

There were definitely some challenging times during the rehabilitation programme. I did a course in prison where I trained as a chef. Now I'm working full-time in a restaurant, so ... a good outcome.

Speaker 2

The difference is clear. He used not to care at all, but recently he's putting in a lot of effort at school and even volunteering to do litter picking.

Speaker 3

She'll almost certainly go to prison. She's a repeat offender and I'm sure the judge won't let her off this time.

Speaker 4

I'm a support worker and it's a tiring job. Sometimes the kids can be very difficult, but actually, there are so many good bits that I wouldn't change it for anything.

Speaker 5

After I came out of prison, I decided to do a course to become an electrician. I thought it would be a good qualification, but it's too difficult for me. I think I'm going to give up.

Speaker 6

Of course my friends are important to me. What's life without friends? But for me, it's being able to earn enough money so that I can look after my family that gives me the greatest pleasure.

3 11.4 ▶

- Go through the Exam Tip.

Exam TIP

Dealing with unknown words

- Tell students that they may hear unfamiliar words in a listening exam task, but this doesn't mean they can't answer a question as they will know enough words to understand what's being said. Say *A youth support worker helps young people who have got into trouble with the law*. Show how the meaning of *youth*, which may be an unknown word, is explained in the sentence. Elicit the meaning of *youth* (young people).
- Students read the question. Play the recording of Speaker 3 again, pausing after he finishes. In pairs, students discuss their ideas.
- Get feedback, then play the rest of the recording for students to check their answer.

ANSWER

Someone who commits crimes again and again

11.4 ▶

Speaker 3

She'll almost certainly go to prison. She's a repeat offender and I'm sure the judge won't let her off this time. Well, an 'offender' is someone who commits a crime. The word 'repeat' means to do things more than once, so a 'repeat offender' is probably someone who commits crimes again and again.

4 11.5 ▶

Exam TASK

Multiple choice: seven questions

- Elicit a brief description of the photo and one or two predictions about what it shows.
- Students read the Exam Task, underlining the key words and phrases in the questions.
- Play the recording. Students complete the Exam Task, then compare their answers in pairs. Get feedback.

ANSWERS

1 B 2 C 3 A 4 C 5 A 6 B 7 A

11.5 ▶

You will hear an interview with a member of a young offender team talking about the type of work he does. For questions 1–7, choose the best answer, A, B or C.

F: Good morning, and welcome to another *Lifestyles* podcast. Today, we're talking to Felix Leon, who is a youth support worker. Welcome, Felix. Firstly, could you tell us exactly what a youth support worker does?

M: Good morning, and thank you for having me. Well, my job involves working with young people who, for whatever reason, have got into trouble with the law. My work is pretty varied on a day-to-day basis but the main objective is always to help them stay away from crime. I often run workshops – I also help young offenders when they're arrested and taken to a police station and sometimes I'm in court supporting the young offender and their family. My favourite part of the job, though, is running the workshops with the local youth centre.

F: Can you tell us a bit about those?

M: Sure. I think the first thing to say is that not everyone who gets into trouble will attend a workshop. Offenders volunteer to do the course. That way, we know at the start that they intend to improve their behaviour. As long as we can work with them and understand the reasons that they're in trouble in the first place, then we can usually get good results. Most of the time, our hard work – and it is hard work – pays off.

F: When you say the hard work pays off, do you mean that the offenders stop committing crime?

M: To a large extent, yes. Of course, there will always be some who we can't help, or who don't respond in a positive way, but on the whole, we get good results. The key is to give them choices. If young people don't have anything to do or keep them interested, then they just hang around, perhaps meet the wrong people, and, in some cases, this can lead to criminal behaviour. We try to find out what their interests are and match them up with courses or groups that give them something to do and something to look forward to.

F: Some of the young people are really very young, 12 or 13 even. Why do you think children of this age start committing crimes?

M: These young people often follow a pattern. It might be that they don't get much support at home and then perhaps they have difficulties at school. We can often see a connection between bad behaviour and poor marks at school. This can soon lead to young people having little self-belief and this can sometimes turn into a bad attitude towards themselves and others. If you think no one cares about you, why should you care about others? It's sad, because there is always someone who cares, but of course, the offenders come to us too late. It's a shame that we can't help them all before they get into trouble.

F: Do you think there's a way of doing that?

M: In an ideal world, yes, of course. We would have activity centres in every neighbourhood and run programmes that would interest young people and give them a sense of purpose. But, sadly, the reality is that these young people are left alone and end up making poor decisions. We come along and help as much as we can, but sometimes we can't do very much at all.

F: Felix, you're clearly very passionate about your job. Thank you so much for coming to talk to us today. Next week, we'll be talking to someone who is encouraging more girls to study ...

1

- Show the photo and elicit a brief description. Ask students if they like playing table football.
- In pairs, students discuss the questions.
- Get feedback. Write students' answers to question 2 on the board.

EXTENSION: In small groups, students imagine they are opening a community centre for young people, and have to decide on a programme of five activities to offer at the centre. They can use the ideas you wrote on the board to help them. Groups then present their programme to another group or the whole class, giving reasons for their choices.

2 11.6▶

- Go through the Exam Tip.

Exam TIP

Politely giving an alternative opinion

- Establish what students need to do in this part of a Speaking exam (have a discussion about a topic, giving reasons for their opinion). Check understanding of *three-way discussion* (a conversation where three people are involved).
 - Remind students to acknowledge what their partner has said before giving their point of view, and revise ways to disagree politely, e.g. *I see what you mean, but ...*, *I agree to a point, but ...*, etc. Students can turn to Unit 6 Speaking on page 71 for further review.
 - It's also important for students to show they are listening, even if they aren't speaking.
- Students read the questions. Elicit what the conversation is likely to be about (someone who has committed a crime).
 - Play the recording. Students make notes, then compare their answers in pairs.
 - Play the recording again if necessary. Get feedback.

ANSWERS

- 1 yes
2 no

11.6▶

- C: Hi Victor. Have you heard that Tomas is in trouble with the police? I knew it was coming, though. He's always had a bad attitude.
- V: That's not a very helpful way to look at it, Carmen. It seems to me that we should be kinder towards people and help them. Maybe he's had a difficult time recently and is struggling to cope. Anyway, what did he do?
- C: He was spray painting down by the bridge a few nights ago. Two witnesses saw him. One of them knew his mum and she reported Tomas to the police.
- V: Seriously? They reported him to the police instead of talking to his parents?
- C: How can you say that? If he broke the law, he should be punished.
- V: Yes, but he's 15. I'm pretty sure that dealing with it in a gentler, kinder way would be a lot more helpful.

Maybe if he had some interests, it might make a difference?

- C: I don't know. I think people like that just enjoy spoiling things for the rest of us. I mean, I'd never go down there at night. I wouldn't feel at all safe.
- V: I think the problem is that we haven't got a great community spirit. Don't you think that if everyone did a little bit more towards helping the neighbourhood as a whole, it would be better for everyone?
- C: I suppose.
- V: Something like a community clean-up campaign might make a difference. That would be a better option than simply throwing people in prison.

3 11.6▶

- Go through the Useful Language box.
- Play the recording again. Students choose the expressions, then compare their answers in pairs. Get feedback.

ANSWERS

... would be a better option than ...
Don't you think that ... ?
It seems (to me) that ...
... might make a difference
I'm pretty sure that ...

4

- Remind students of the meaning of *weapon* if necessary (an object that can be used to cause harm or damage to people).
- In pairs, they discuss the task, giving reasons for their answers. Encourage them to use the Useful Language to suggest an alternative opinion.
- Get feedback. Find out which idea was the most popular.

FAST FINISHERS: In pairs, students order the ideas from the most effective (1) to the least effective (5). Ask pairs to share their order, giving reasons for their answers.

EXTENSION: In groups, students add two more ideas to the list, then share their ideas with another group.

5 11.7▶

- Students read through the opinions first. Elicit or teach *light pollution* (artificial light that makes the sky less dark at night).
- Play the recording. Students decide who expresses each opinion, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Students say if the speakers came to the same decision as them.

EASIER: Students read the audioscript as they listen.

ANSWERS

1 B 2 I 3 A 4 B 5 A

11.7▶

- I: OK, shall we start by talking about security cameras? Do you think that would make people feel safer? I'm not sure how I feel about being watched all the time.
- A: Oh, I don't have a problem with it. I mean, if you're not doing anything wrong, then why would you worry, and it means there's evidence if a crime was committed.

- I: Yes, I suppose you're right. People would feel safer if they knew someone was keeping an eye on what's going on. OK, shall we talk about police officers carrying weapons? Guns scare me and there can be accidents. I would feel much safer if they didn't carry weapons.
- A: But don't you think that the police are there to protect you? Police officers carry guns in most places around the world. There aren't many places where they haven't got them.
- I: Well, they don't make me feel safe at all. Let's move on. Let's talk about street lighting.
- A: It seems to me that well-lit places would naturally be safer than places without lights, but what about the environment – you know, light pollution and the cost of the electricity.
- I: An alternative could be those lights which come on only when people walk near them – you know, they have them outside big supermarkets and shops.
- A: That isn't such a good idea in a town though, because they'd probably always be going on and off. A better option would be to have low-energy lighting. Shall we talk about youth and sports clubs?
- I: Sure. But how would these make people feel safer in a town? And they'd be really expensive to set up.
- A: Well, if there were cool places to go, it might stop teenagers hanging around streets. Some people don't feel very safe when they see groups of teenagers.
- I: Oh, I see. Yes, I suppose they really could make a difference. OK, what about clear punishments for committing crimes. How would that make people feel safer?
- A: Well, don't you think that if everyone knew that people would be punished if they broke the law, then it would make everyone feel safer?
- I: No, not at all. I'm fairly sure that people will break the law anyway.

6

Exam TASK

Discussion

- Students read the Exam Tip again, then complete the Exam Task. Remind them to use the phrases in the Useful Language box to suggest an alternative opinion if they disagree with what their partner says.
- Get feedback.

FAST FINISHERS: Students ask their partner one more question of their own related to crime.

EASIER: Before the task, brainstorm useful words or phrases from previous lessons that students could use, e.g. *attitude, a sense of purpose, find guilty, commit a crime, in trouble with the law*, etc.

- In pairs, students discuss the question.
- Get feedback. Write students' ideas on the board and have a class vote on the top three ways to help victims. Give your own examples if necessary, e.g. provide a support worker / someone to listen to them.

your
ideas

Grammar page 132

Reduced relative clauses

GRAMMAR GUIDE: reduced relative clauses

- We can reduce, or shorten, defining relative clauses when the relative pronoun is the subject of the relative clause and is followed by a form of the verb *be* (that is, by a present or past continuous or by a passive). We omit the relative pronoun and the verb *be*, leaving the *-ing* form or the past participle of the main verb.

*Paul is the man **who's** standing by the door. / Paul is the man **standing** by the door.*

*The film **that was** screened yesterday was great. / The film **screened** yesterday was great.*

- We can also replace a relative clause describing a permanent situation, a fact or a state (but not a completed action) with the *-ing* form.

*The cleaners **who worked** there were unhappy. / The cleaners **working** there were unhappy.*

*The student **who passed** the exam won a prize. (The student ~~passing~~ the exam won a prize.)*

1

- Briefly revise relative clauses from the previous grammar lesson.
- Students underline the relative clauses and participles, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *participle* (a form of a verb used in tenses or as an adjective).

ANSWERS

- 1 a who were hanging around
2 a who was injured
1 b hanging
2 b injured

2

- Remind students of the passive form if necessary (the correct tense of the verb *be* + past participle).
- Students answer the questions and complete the rules, then compare their ideas in pairs. Get feedback.

ANSWERS

- 1 active
2 who were hanging
3 passive
4 who was injured
a present participle (*-ing* form)
b past participle

LOOK!

Write the following sentences on the board:

- The man who stole the wallet was arrested.* (The man stealing the wallet was arrested).
- People who have damaged property will be fined.* (People damaging property will be fined).
- The woman who lives there is a nurse.* (The woman living there is a nurse).
- The boy who was vandalising property was caught.* (The boy vandalising property was caught). Students reduce the sentences using a participle (the answers are given in brackets). ★

3

- Show the example. Students rewrite the sentences, then compare their answers in pairs. Get feedback.

EASIER: Students decide if the original sentence is active or passive (*Passive: 2, 4, 6, 7 Active: 3, 5*), then do the exercise.

EXTENSION: In pairs, students write one active and one passive sentence containing a relative clause, then give them to another pair to rewrite with reduced relative clauses.

ANSWERS

- 2 The cyclist injured in the accident phoned for an ambulance.
- 3 The woman working in the shop saw the thief.
- 4 The man arrested by the police admitted to the crime.
- 5 A traffic officer driving through the town saw the speeding car.
- 6 Anyone found damaging the equipment will be punished.
- 7 The police called to the accident took five minutes to get there.

4

- Show the example. Elicit the participle form used (*past participle*) and the other reduction in the sentence (the pronoun *he* is removed).
- Students rewrite the sentences and questions, then compare their answers in pairs. Get feedback.

EASIER: Do items 3 and 8, which are reduced questions as a class.

EXTENSION: Students choose a photo from the book and write three sentences about it using reduced relative clauses.

ANSWERS

- 2 The prisoner injured in a fall was trying to escape. / The prisoner trying to escape was injured in a fall.
- 3 Who are those people waiting outside the police station?
- 4 The police caught the thief on the road joining the two villages.
- 5 The students caught with phones were asked to leave. / The students asked to leave were caught with phones.
- 6 The man running away was wanted by the police. / The man wanted by the police was running away.
- 7 The book written by a prisoner is excellent.
- 8 Who was the girl arrested in the park?

Use your English page 133

collocations and expressions; using your knowledge; open cloze

1

- Elicit a few expressions related to crime from earlier in the unit, e.g. *find someone guilty, receive a prison sentence*, etc.
- In pairs, students discuss the questions, then compare their ideas with another pair.

- Get feedback. Elicit example sentences with the expressions, e.g. *The detective solved the case using the evidence he had.*

FAST FINISHERS: Students discuss what crimes should be punished with a fine.

TEACHING TIP: Pair or group work encourages communication and collaboration between students. Ensure students sometimes work with different classmates to build their confidence in speaking to someone they may not know as well as others. If there are several questions or discussion points in an activity, divide students into sections and get them to speak to several classmates, repeating their set of questions each time.

ANSWERS

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

2

- Students complete the sentences, then compare their answers in pairs. Get feedback.

EXTENSION: Students write their own questions using the collocations and expressions from Exercise 1, e.g. *Do you think people who break the law should be let off?* In pairs, students ask and answer the questions.

ANSWERS

- 1 criminal record
- 2 against the law
- 3 solve a case
- 4 under arrest
- 5 let off
- 6 under investigation
- 7 pay a fine
- 8 break the law

3

- Go through the Exam Tip.

Exam TIP

Using your knowledge

- Elicit ideas of how students can get clues for the missing words (e.g. subject agreement, pronouns, collocations, expressions, etc.).
- When they have finished, remind them to read the whole text again to see if they can spot any mistakes.

Exam TASK

Open cloze

- Show the photo. Students predict the meaning of *dog handler* (a police officer who works with a dog that helps them solve crimes, find evidence, etc.).
- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *chase* (to follow someone quickly to catch them) and *effectively* (in a way that produces a successful or intended result). Students give reasons for their answers.

ANSWERS

- 1 with
- 2 weapons
- 3 helps
- 4 under
- 5 after
- 6 not
- 7 breaking
- 8 crime

- In pairs, students discuss the question, giving reasons for their answers.
- Get feedback. Elicit what other jobs dogs might do, e.g. mountain rescue, guide dog for the blind, etc.

your
ideas

Writing

pages 134–135

structuring an essay; writing conclusions; writing a for and against essay

Learning FOCUS

Structuring an essay

- Write the following essay title on the board:
What are the advantages and disadvantages of using dogs in police work? ★
Give students a few minutes to brainstorm ideas about the topic. Write their ideas on the board and, as a class, briefly categorise the points as advantages or disadvantages, then group ideas together in a possible essay structure.
- Remind students to always explain their points in an essay, connecting their ideas with linking words and phrases, e.g. *however, on the other hand, etc.*

1

- Show the photo. Students say what the men are doing and why.
- Students categorise the sentences, then compare their answers in pairs. Get feedback. Elicit the meaning of *free up* (to make available).

FAST FINISHERS: In pairs or small groups, students discuss whether community service is a good idea, and what crimes (if any) should be punished this way.

ANSWERS

1 A 2 D 3 A 4 D 5 A 6 D

2

- Students read the task and do the exercise, then compare their answers in pairs.
- Get feedback. Elicit the correction to the false statement (1 *You should write an essay.*).

ANSWERS

1 F 2 T 3 T 4 T

3

- Show sentences 1–6 in Exercise 1 again. Do the first item with the class (*do useful work in the community – sentence 5*).
- Students read the essay, underline the points, then compare their answers in pairs. Get feedback.

EASIER: Students complete the exercise in pairs.

ANSWERS

... do useful work in the community (5)
... it means that prisons don't become too crowded (3)
Young offenders might see it as an easy option ... (2)
... some of the victims would not be at all happy... (6)
... being allowed to remain in the community (4)

4

- Students answer the questions, then compare their answers in pairs. Get feedback.

EASIER: Students discuss the questions in groups.

ANSWERS

1 yes, by asking a direct question
2 firstly, secondly, however, furthermore
3 yes
4 in the conclusion

5

- Students do the matching exercise, then compare their answers in pairs. Get feedback.

EXTENSION: Students note how many advantages and disadvantages are included in the model essay, and what they are (there are two advantages and two disadvantages: advantages: *punishes the offender, avoids overcrowding in prisons*; disadvantages: *seen as an easy option and then committing more crimes later, victims not happy*).

ANSWERS

a 3 b 2 c 4 d 1

6

- Go through the Useful Language box and elicit other words or phrases to add to the contrast and additional points sections.
- Students match the sentence halves, then compare their answers in pairs. Get feedback.

EASIER: Students first find and underline phrases from the Useful Language box, then match the sentence halves.

EXTENSION: In pairs, students write two sentences, one advantage and one disadvantage, about using police dogs to fight crime. They should use phrases from the Useful Language box. Choose pairs to share their sentences.

ANSWERS

1 e 2 b 3 d 4 a 5 c

7

- Go through the Exam Tip.

Exam TIP

Writing conclusions

- Elicit phrases to conclude an essay, e.g. *To summarise, Overall, In conclusion, In summary, To conclude, On balance*, etc. and write them on the board.
- Explain that a conclusion should clearly state the student's point of view on the whole topic – for, against or neither – and that they should justify their reasons using a linking phrase, e.g. *because of, due to, therefore, as a result*, etc.
- Show the Exam Task. Ask *What do you have to write about?* (computer games)
- In pairs, students brainstorm ideas. Remind them to note if each point is an advantage or disadvantage, and to group the ideas together to form the basis of the essay paragraphs.

8

Exam TASK

Writing a for and against essay

- Students write their essay, using their notes to help them. Remind them to state their opinion clearly in the conclusion.
- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist then make any necessary changes to their essay.

EXTENSION: Ask pairs to read each other's essays and to tick the things their partner has included using the Reflection Checklist.

Live well, study well page 136

cultural communication differences; being culturally sensitive

Useful vocabulary

aggressive (adj): behaving in an angry and violent way towards another person

appropriate (adj): suitable or right for a particular situation

circumstance (n): a fact or event that makes a situation the way it is

custom (n): a way of behaving or a belief that has been established for a long time

disrespectful (adj): lacking respect

interact (v): to communicate with someone

multi-cultural (adj): including people who have many different customs and beliefs

nod (v): to move your head up and down

non-verbal (adj): not using words

offensive (adj): very rude or likely to upset someone

take your lead from (v phr): to follow or copy someone else

1

MEDIATION SKILLS

- Facilitating pluricultural space is mediation. This Live well, study well page focuses on different attitudes about body language in different cultures, and how these could result in misunderstandings or cause offence. The Mind your Mind information encourages students to be mindful of sensitivities in other cultures and to be understanding about differences, while in Exercise 4, students discuss how to deal with cultural differences they may find uncomfortable. All the activities on the page teach useful mediation skills which will help students in intercultural interactions.
- If the class includes students from different cultural backgrounds, mix students up so they work with students from a different culture. This will involve additional mediation skills as students communicate about their culture and discuss similarities and differences in views. Remind students that they should be open to different perspectives.
- This mediation skill can be used whenever students use reading or listening material about different cultures. Make the most of these opportunities to encourage students to be open and accepting of differences in attitudes and behaviour.
- In any discussion, being sensitive to other people's views and ideas will also contribute to this mediation skill.

- Show the infographic. Students read the title. Elicit a few ideas of how body language might be important in communication.
- In pairs, students discuss the question. Get feedback.

2

- Ask students if they think it's possible to tell how someone is feeling by 'reading' their body language and why / why not.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Before the class, find images of a variety of different body language positions. Show them to students, eliciting ideas of what each one means.

3

- Go through the Mind your Mind information. Ask students to give some examples of cultural sensitivity.
- In pairs, students discuss the tips. Get feedback.

4

- In pairs, students discuss the situations, then compare their ideas with another pair.
- Get feedback. Elicit ideas for each situation and find out how many pairs came up with the same solutions.

EXTENSION 1: In pairs or small groups, students choose and role-play one of the situations for another pair or group.

EXTENSION 2: In small groups, students think of other situations that might occur through cultural differences (e.g. *someone staring at you from across a room*) and discuss what they would do in those situations.

- In groups, students read through and choose a project. Project 1 is group work that involves creating a poster about cultural dos and don'ts and Project 2 is an individual task that involves writing a letter about non-verbal communication.
- If necessary, help students decide how to work as a group and allocate the project tasks. Ensure that everybody has a task and students swap texts for peer correction.

Project 1

- In groups of three, students decide on a country and research and make notes on one of the three bullet points in the task.
- Students take turns to present their research and notes to the group. They should use the Useful Language box to help them express their ideas.
- Students think about how to structure their poster, e.g. which information will go where, if they will include visuals, etc.
- They create their poster, then present it to the class. Less confident students could present their posters to another group.

EXTENSION: Students create a poster of do's and don'ts for their own country and present it to the class.

Project 2

- Ask *What are some examples of typical non-verbal communication in your country?* Elicit a few ideas.
- Students read the three bullet points and decide which information they will include in their letter, using the Useful Language box to help them. They could do this stage in pairs.
- Students write their letter, then swap letters with another student who chose the same project task and compare their ideas.

EXTENSION: Display students' letters on a table or around the classroom. As a class, students read each other's letters. Get feedback. Ask students if they agree with the points in the letters and why / why not.

Review page 159

ANSWERS: VOCABULARY

1

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

2

1 witness	5 weapon
2 Shoplifting	6 detective
3 vandalism	7 behaviour
4 permission	8 victim

3

1 broken	4 solve
2 under	5 let
3 against	6 criminal

ANSWERS: GRAMMAR

4

1 who	5 where
2 where	6 which / that
3 when	7 who / that
4 whose	8 which

5

1 which / that	5 who / that
2 which / that	6 whose
3 where	7 who / that
4 when	8 where

6

- 1 The students sitting the exam should all pass.
- 2 Cars parked here will be removed.
- 3 Are you sure that's the table reserved for us?
- 4 The children seen damaging the plants will be punished.
- 5 The girl standing next to Nick is my cousin.

12 You are what you wear

page 137

Reading:	skimming and scanning to find key information; matching prompts to text
Vocabulary:	fashion and shopping
Grammar:	causative
Listening:	thinking of similar words and phrases; multiple choice: seven questions
Speaking:	focusing on the timing; photo description

Grammar:	inversion: <i>never, under no circumstances</i> and <i>not only ... but also</i>
Use your English:	phrasal verbs; thinking about context; word formation
Writing:	supporting your arguments; planning your review; writing a review
Video:	Cambodian textile art

Unit Opener page 137

In the photo

Yoyogi Park is one of the largest parks in Tokyo, Japan. It was officially created as a park in 1967, but was used before that as the athletes' village in the 1964 Olympic Games. Nowadays, it is well-known for lots of events, including street performers. However, some of the best-known people are the rockabilly dancers who meet there every Sunday to dance to rock'n roll music. These are mostly young men, dressed in their 1950s clothes of jeans, black leather jackets and T-shirts.

- Show the photo. In small groups, students look for 30 seconds and write down the clothes they can see and adjectives to describe them, e.g. *sunglasses, dark, plastic*, etc.
- Draw two columns on the board: *clothes* and *adjectives*. Students take turns to write their ideas in the appropriate column.
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Ask how students think the man in the photo might feel in these clothes compared to the clothes he might usually wear to work.

Reading pages 138–139

skimming and scanning to find key information;
matching prompts to text

1

MEDIATION SKILLS

- Encouraging conceptual thought is mediation. In this exercise, students should explain their reasons and ask their partner questions to clarify their reasons as they think about the factors that affect their clothing choices.
- Conceptual thought can be developed by asking for examples or paraphrasing, e.g. *Can you give me an example? Why do you think ... ?* This could be modelled before the activity, and students should be encouraged to ask their partner questions to clarify their reasoning during the pairwork.
- This skill can be practised further in any pairwork discussion, or when carrying out class feedback.

- Ask one or two students to describe what they're wearing, then ask *Does what you wear change depending on the day of the week? What else affects what you decide to wear?* Elicit a few ideas.
- In pairs, students discuss and add their own ideas to the list. Get feedback.

2

- In pairs, students first do the matching exercise, then identify different clothes. They then compare their ideas with another pair.
- Get feedback. Elicit example sentences including the adjectives. Elicit the meaning of *treat* (to behave towards someone in a particular way, e.g. badly or fairly).

FAST FINISHERS: Students discuss what shops they know that sell ethical clothes, and whether they buy from these or from usual high-street shops.

ANSWERS

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

3 12.1 ▶

- Students read the questions first.
- Play the recording. Students answer the questions, then compare their answers in pairs.
- Play the recording again if necessary. Get feedback. Elicit the meaning of *leather* (animal skin used to make shoes, bags, clothes, etc.), *fur* (the soft hair that covers some animals) and *second-hand* (not new, previously owned by someone else).

EASIER: Before they start, students predict words and phrases they may hear in response to the questions.

EXTENSION: Give students a copy of the audioscript. In pairs or small groups, they highlight any words they don't know and first try to work out their meaning from the context, then compare their word lists and definitions with another pair or group. If any words are still unclear, they can look them up in a dictionary.

ANSWERS

1 Y 2 N 3 Y 4 Y

12.1 ▶

- 1 Do you ever wear protective clothing?
Well, I go to school, so I wear a uniform – nothing protective there. But at the weekends, I'm always at the skatepark. Problem is, you see so many people there without the right kit, you know, nothing to protect their knees or elbows. I think that's pretty silly. I always wear my helmet and knee pads, even though I'm a good skateboarder.
- 2 Do you wear clothes that have been made from animals?
Well, I am completely against any kind of fur trade. I remember my grandmother had a fur coat and I hated it. I understand that some people live in extreme places and animal skins and fur are necessary for them, but I don't live anywhere like that. I also make sure that none of my shoes are made of leather. There are really good alternatives these days.
- 3 Are you influenced by the styles you see in magazines and online?
The problem nowadays is that there is so much out there that you can't help seeing the latest trends and fashions. Instagram has definitely helped the designers in that respect. Of course, you see things you like, but that doesn't mean you can afford to go and buy them. But in terms of trends, I think we're all influenced one way or another, including me.
- 4 Do you ever buy second-hand clothes?
I love any kind of old-fashioned or vintage clothing. I spend hours in markets, both in the nearby town and online. Sometimes I buy things that I know I'm never going to wear just because I love the material. If it's hand sewn, that's even better. I don't like new 'fast fashion' – it's cheap and badly made. But I'm a 17-year-old student, so most of the time, that's all I can afford!

4

- In pairs, students take turns to ask and answer the questions, giving reasons for their answers. Get feedback.

5 12.2 ▶

word focus

- In pairs, students work out the meaning of the words in bold, then read the Word Focus to check their answers.
- Get feedback. Ask some students how many words they guessed correctly, and which words helped them do this.
- Elicit or teach *Neolithic* (the later part of the Stone Age period, when humans used tools and weapons made of stone), *imported* (bought or brought in from another country) and *descendant* (a living relative of a person or animal in the past).
- Go through the Exam Tip.

Exam TIP

Skimming and scanning to find key information

- Remind students that skimming and scanning are effective reading techniques. As they have already covered these skills, elicit the difference between them.
- In addition to noticing similarities in key words, encourage students to note what each paragraph is about as a reference for when they match the questions with the text sections.

Exam TASK

Matching prompts to text

- Students complete the Exam Task, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *mend* (to repair something broken or damaged). Ask students to identify where they found their answers in the text.

EASIER: In pairs, students skim and discuss the topic of each section of the text before they complete the Exam Task.

ANSWERS

1 B 2 C 3 D 4 A 5 D 6 B 7 A 8 B 9 A 10 D

12.2 ▶

As reading text on page 139.

- Ask students if they still wear any clothes they had ten years ago and why / why not.
- In pairs, they discuss the question. Get feedback.

your ideas

EXTENSION: In pairs, students research and find images of clothes from a historical period of their choice and give a short presentation.

Vocabulary page 140

fashion and shopping

1 12.3 ▶

- Show the image. Elicit brief descriptions of the items of clothing, e.g. type of item, colours, etc.
- Play the recording. Students label the items, then compare their ideas in pairs.
- Play the recording again if necessary. Get feedback.

EASIER: In pairs, students predict which word in the box matches which item.

FAST FINISHERS: In pairs, students discuss if they have any clothing with these patterns, describing the items if they do.

ANSWERS

1 spotted
2 stripy
3 checked
4 floral

12.3 ▶

F1: Hey, check out this new app for choosing an outfit. There are loads of different items of clothing. Look, at the outfit I've put together: T-shirt, belt, shorts and boots. Then, look at this – you can choose whichever pattern you want by clicking on the options down the side. Look, I've made the shorts checked and the T-shirt spotted. You can scroll through and choose whichever colour you like too – there are hundreds of choices on the app.

F2: Oh, let's have a go. OK, I'll make the belt stripy ... let's think ... how about blue and orange stripes? And check out these cool floral boots!

F1: Ha, they're so trendy. I'm not sure I'll ever go out dressed like that, though. What I like about this app is that you can also design and upload your own patterns – you don't have to use the ones that are already here.

2

- Students choose the definitions, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *reduced* (something which is now priced less than before) and *redecorate* (to change the way the inside of a house looks by painting it).

ANSWERS

1 b 2 a 3 b 4 b 5 b 6 a

EASIER: Students do the exercise in pairs, then discuss their answers with another pair.

3

- Do the first item with the class (*bargains, sales*).
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *bargain* (something that is a better, usually lower, price than its true value), *exclusive* (expensive, high-status, only for rich people), *collection* (a new range of clothes produced by one designer) and *canvas* (a strong cloth used to make bags, tents, shoes, etc.).

FAST FINISHERS: Write these questions on the board:

Have you ever bought a bargain?

Do you like wearing denim?

Do you prefer natural or synthetic materials?

In pairs, students discuss one of the questions. ★

EXTENSION: Students write two paragraphs, one about things they like to wear and one about things they don't like to wear, using the language from Exercises 1–3.

ANSWERS

- bargains, sales
- collection, exclusive
- products, canvas
- fabric, denim
- synthetic, natural

4 12.4 ▶

- Students scan the conversations and say what item is being discussed in each conversation (1 a bag 2 headphones 3 a jumper).
- Students complete the conversations.
- Play the recording for them to check their answers.
- Play the recording again if necessary. Get feedback.

EASIER: Students complete the sentences in pairs, then listen and check their answers.

FAST FINISHERS: Students act out the conversations in pairs.

ANSWERS

- | | |
|------------|-------------|
| 1 in stock | 4 receipt |
| 2 refund | 5 synthetic |
| 3 discount | |

12.4 ▶

Conversation 1

N: Hey, Jed. I love your new bag. Those stripes are really cool.

J: Ah, thanks. I first saw it online a couple of weeks ago, but the shop had sold out. It was back in stock yesterday, so I bought it then.

Conversation 2

M: What's up, Caro?

C: I bought these headphones last week, but I've got to take them back.

M: Why? What's wrong with them?

C: They just won't work with my phone. I hope I can get a refund. There was a discount on them, but they still cost over £100.

Conversation 3

O: Mum, have you still got the receipt for this jumper? I haven't worn it and I want to return it.

M: Why? I thought you loved it.

O: Well, I like the design, but because it's synthetic, I think it will be really uncomfortable to wear. I prefer natural fibres.

M: Oh, that's a shame. We didn't think of that. Yes, let's go to the high street tomorrow and you can exchange it then.

- Elicit the patterns students learned earlier in the lesson. In pairs, they discuss the question.
- Get feedback. Ask students to show photos of outfits they like with different patterns.

your ideas

Grammar page 141

Causative

GRAMMAR GUIDE: causative

Use

- We use *have* + object + past participle to say that person A did something for person B because B asked them to. As with the passive, we don't always mention person A (the agent) because the emphasis is on the process.

I'm having my hair cut tomorrow. (I made an appointment with someone who's cutting my hair.)

He *had the book delivered* yesterday. (he ordered the book and asked for it to be delivered to a specific address)

- We can also use *get* + object + past participle to mean the same thing in a more informal way.

I'm getting my hair cut tomorrow.

He *got the book delivered* yesterday.

- We also use *have* + object + past participle to say that something unpleasant happened to someone who didn't cause it. We don't usually use the structure with *get* in this case.

They *had their car stolen*. (their car was stolen and it wasn't their fault)

Form

- We can use these structures in all tenses by conjugating *have* or *get* accordingly.
*I **will have the furniture delivered** next week.*
- We form the negative by adding *not* to the auxiliary.
*She **isn't** going to have her book published.*
*They **didn't** get their computer fixed.*
- We form questions by putting the auxiliary or the correct form of *do* before the subject.
***Has she** had her book published?*
***Did they** get their computer fixed?*

1

- Write *My jacket was made by my mum.* on the board. Elicit which part of the sentence is the agent (*my mum*). If students need a reminder of the passive and agents, look back at Unit 8 Grammar, page 93.
- Choose a student to read the sentence aloud. Elicit the tense (*present simple*).
- Students answer the questions, then compare their ideas in pairs. Get feedback.

EASIER: As a class, identify the auxiliary verb and main verb.

ANSWERS

- 1 no
- 2 have
- 3 past participle
- 4 by

2

- Do the first item with the class (*a and c*) and elicit why (*in these sentences someone else does the action, in b the subject does it themselves*).
- Students do the rest of the exercise, then compare their answers. Get feedback.

ANSWERS

- 1 a and c
- 2 b and c

3

- Students complete the rules, then compare their answers in pairs. Get feedback.

EXTENSION: Students write a sentence about something someone has done for them. Ask a few students to share their sentences.

ANSWERS

- a have, past
- b don't always, by

4

- Do the first sentence with the class, and elicit why it's the causative (*it uses the structure 'had' + object ('trousers') + past participle ('shortened')*).
- Students tick the causative sentences, then compare their answers in pairs. Get feedback.

ANSWERS

Sentences 1, 4 and 6

REMEMBER

- Brainstorm some things that might be stolen or taken from a person, e.g. *a bag, credit card, etc.*, then ask students to think of other unpleasant things that can happen to somebody, e.g. *house burgled, car broken into*.
- Students write two sentences to practise the causative use, e.g. *He had his wallet stolen last night*.

5

- Do the first sentence with the class. Ask *What is Jennifer having done? Who is making the necklace?*
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Ask which sentences contain an agent (1, 5 and 7).

EASIER: Students identify the tense in each first sentence before they do the exercise (1 *present continuous*, 2 *present perfect*, 3 *future perfect*, 4 *past simple*, 5 *present continuous / future with going to*, 6 *past simple*, 7 *past simple*).

ANSWERS

- 1 is having a necklace made by Paula
- 2 has had his watch stolen
- 3 have had her dress made by Thursday
- 4 have had all my fashion designs copied
- 5 is going to have them made
- 6 had the gift I ordered delivered
- 7 had my watch fixed

6

- Choose a student to ask you the first question. Give the full answer. Ask *Why do we use 'it' in this sentence?* (because *hair* is uncountable so the singular pronoun is needed).
- Students complete the sentences, then compare their answers in pairs. Get feedback.

EASIER: In pairs, students identify the pronoun needed in each sentence (*it*: 1, 4 and 6; *them*: 2, 3, 5 and 7).

EXTENSION: In pairs, students make a list of ten things somebody else might do for them, e.g. *have something fixed, cleaned, cut, painted, etc.* They then swap lists with another pair and say which things they have done for them (and by whom), and which things they do themselves, e.g. *I have my car fixed at the garage, but I clean the car myself*.

ANSWERS

- 1 have it coloured
- 2 had them made
- 3 'm going to have them drawn
- 4 'll have it painted
- 5 had them designed
- 6 had it chosen
- 7 'm going to have them printed

thinking of similar words and phrases; multiple choice: seven questions

1

- Brainstorm fashion-related jobs and write them on the board. Ask students if they would like to work in fashion and why / why not.
- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit or teach definitions for the incorrect words: *tailor* (someone who makes, repairs and adjusts clothes), *artist* (someone who paints, draws or makes sculptures) and *writer* (someone who writes books, articles, etc.).

FAST FINISHERS: Students order the jobs from the most (1) to the least (6) enjoyable for them, then compare their lists in pairs.

ANSWERS

- 1 model
2 stylist
3 designer

2

- Go through the Exam Tip.

Exam TIP

Thinking of similar words and phrases

- Tell students to always read the questions and answers first to predict language they might hear.
- Show question 1 in the Exam Task. Elicit synonyms for (very) *difficult* (e.g. really hard, tricky, tough), (quite) *easy* (e.g. pretty simple, straightforward) and (too) *big* (e.g. large, huge, massive). Tell students that they may hear these words or phrases in the recording, which will help them choose their answer.
- Do the first item with the class. Students underline the key words in the question (*studied, at university*). They scan sentences a–f to find words with a similar meaning. Explain that although some of the sentences could follow on from sentence 1, only one of them (e) has the same meaning.
- Students match the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *fascinate* (to be very interested in), *knitted* (made using wool and two long needles, or a machine), *textile* (cloth made by hand or machine) and *era* (a period of history).

ANSWERS

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

3

12.5 ▶

Exam TASK

Multiple choice: seven questions

- Elicit or teach *impressed by* (admiring someone or something very much).
- Students skim the Exam Task and say what the speaker's job is (a *stylist*).
- Students complete the task, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 B 2 C 3 A 4 B 5 C 6 A 7 B

12.5 ▶

You will hear a stylist called Honor Alexander being interviewed by her former headmaster, Mr Tariq. For questions 1–7, choose the best answer (A, B or C).

- T: Today we have with us a special guest. Honor Alexander. Honor used to be a student here and we're delighted that she's come back to talk to us today. Welcome back, Honor. We're thrilled to have you with us.
- H: It's really good to be here, Mr Tariq. Thank you for inviting me.
- T: So, Honor, tell us, how did you get into fashion? It's a difficult industry to work in, isn't it?
- H: Well, actually Mr Tariq, if you're passionate and you work hard, then it can be quite easy. I mean, it's a massive industry: there are so many different aspects and there are lots of different routes in. I mean, I'm a stylist now, but I started off with a part-time job in a clothes shop when I was still at school. And I was always drawing different styles so I had a big collection of artwork that I could take to interviews. That really impressed the people who interviewed me. And then, of course, I went to college and got a good qualification.
- T: When you say you're a stylist, what exactly does that mean?
- H: OK, so I don't design the clothes, but I'm the person who will put different items of clothing together and say exactly what look we want to achieve. I work closely with photographers, magazine designers and make-up artists. I also spend quite a lot of time travelling around the country to find good locations for photoshoots – you know, where the models are photographed. We use a whole load of different locations depending on the style we want. Sometimes we might need a beautiful setting – a gorgeous house with a lovely view, but other times we might need a really run-down area of a city. Wherever it is, the director sends me a written description of what's needed and I have to go out and find the right place.
- T: Interesting. So, what attracted you to this job?
- H: I've always been creative and I was good at art at school. My mum is French and she's really fashionable. We'd always go shopping together. I remember being really interested in the way she put different colours, fabrics and patterns together – it's all about how fabrics and patterns work when combined with others. It's fascinating. And, of course, there's a lot of personal opinion involved too. I never mind it when I get negative comments about my work. I mean, everyone has their own individual style – maybe what I think is cool, you wouldn't like at all!
- T: Well, I know I'm not very fashionable!
- H: You look very smart, Mr Tariq. But could I maybe suggest a pink floral tie with that dark blue suit ... it would look great!
- T: Haha! Thank you for your advice. Maybe I do need a fashion stylist after all.

1

MEDIATION SKILLS

- Linking to previous knowledge is mediation. In this exercise, students have to remember language from different topic areas they have covered, including words related to feelings, moods and colours from Unit 1.
- Before students do the exercise, check they remember the meaning of the word *mood*. Brainstorm words for different moods and feelings (e.g. *stressed, happy, relaxed, depressed*).
- As students do the exercise, remind them to ask questions to encourage their partner to think about previous experiences (e.g. *When was the last time you wore formal clothes? How did you feel last time you went shopping?*).
- Students can continue to practise this skill by giving extended answers to questions and making the most of pairwork discussions to reuse language from different topic areas and previous lessons.

- In pairs, students discuss the questions. Get feedback.

EXTENSION: Write *formal* and *informal* on the board. Elicit situations where students may need to dress one way or the other, e.g. *formal*: job interview, meeting; *informal*: seeing friends / family, etc.

2

- Brainstorm ways to describe clothes students are wearing, e.g. item of clothing, colour, pattern, material, etc. and write them on the board.
- Say three things about what you're wearing, but with an error in one of the statements. Elicit the correction to the incorrect statement.
- Students write their own sentences, then take turns to read them out in pairs and say the mistake. Get feedback.

EXTENSION: Students write three sentences about what another student is wearing. In small groups, students take turns to read their sentences aloud. The group says who is being described.

3

- Show the photos. Elicit brief descriptions of the clothes and what students think the relationship between the people is in each one.
- Students write adjectives to describe the clothes. Do not get feedback at this stage.

POSSIBLE ANSWERS

practical, checked, woollen, trendy, denim, traditional, colourful

4

- Elicit ways students could begin to introduce descriptions of the photos, e.g. *In this picture ... , Here we can see ... , etc.*
- Ask a student to read the example description. Elicit which word is used to show the comparison (*whereas*).
- In pairs, students compare the photos using their adjectives. Get feedback.

5 12.6▶

- Go through the Exam Tip.

Exam TIP

Focusing on the timing

- Explain that in the time students have to answer the follow-up question in the exam, they should give an opinion and also one or two reasons for it.
 - Ask how many points they made in their discussions in Exercise 4. Explain that in the exam they should try to include three or four points, speaking about each point for an equal amount of time.
 - Elicit phrases they can use to express their opinions for the follow-up questions, e.g. *In my opinion, from my point of view*, etc. and to give reasons, e.g. *because, due to, therefore*, etc.
- Students read the question. Remind them that thinking about their answers to Exercises 3 and 4 will help them understand the recording.
 - Play the recording. Students answer the question, then compare their answers in pairs. Get feedback.

EXTENSION: Play the recording again. Students make notes on the comparisons the speaker makes, then compare their notes in pairs. Get feedback.

ANSWERS

He makes four comparisons – who's in the photo, the occasion, what they're wearing, the weather.

12.6▶

Both photos show groups of people wearing comfortable clothes. The first photo shows a group of friends, but I think the people in the second photo are probably all related. It looks like a mum, dad and their two children. They might be going to a celebration or a special occasion because they're wearing smart, formal clothes. The friends in the first photo look like they're just enjoying a day out – maybe they're shopping, or going to have lunch together. They're all wearing comfortable, casual clothes. I think the weather is quite cool as they are all wearing jackets and one of the girls is wearing a hat. On the other hand, I think it's quite warm in the second photo because the traditional clothes look very cool and easy to wear.

6

Exam TASK

Photo description

- Go through the Useful Language box. Play recording 12.6 again, and ask students which expressions they heard (*they might be ... , maybe they're ...*).
- Students then read the Exam Tip again.
- Put students into A / B pairs. They turn to the correct page and look at their photos, then take turns to compare them. Remind them to introduce their suggestions, make comparisons and express their opinions, giving reasons for their answers.
- Get feedback.

- Ask students if they wear, or know anyone who wears a school uniform and if so, whether they like wearing it and why / why not.
- In pairs, students discuss the question, giving reasons for their answers. Get feedback.

EXTENSION: In pairs, students design their ideal school uniform, then present their design in small groups.

Grammar page 144

never

GRAMMAR GUIDE: never

- In formal situations, we can start a sentence with a negative adverbial to emphasise it. When we do, we also put the auxiliary before the subject, with the same word order as for questions.
He had never seen such devastation. → *Never had he seen* such devastation.
- If the verb tense is a present or past simple, we use the correct form of do.
He never says an unkind word to anyone. → *Never does he say* an unkind word to anyone.
- We can also add other words after *never* to add emphasis or a timeframe.
Never again must this be allowed to happen.
Never before have so many suffered so much.

1

- Students answer the questions, then compare their ideas in pairs.
- Get feedback. Ask *Do the pairs of sentences contain the same words? (yes) Which sentences sound more formal? (2 and 4).*

ANSWERS

a No b No

2

- Students read the rules and choose the correct word order, then compare their answers in pairs. Get feedback.

EXTENSION: In pairs, students write two inverted sentences beginning with *never*.

ANSWER

a

under no circumstances and not only ... but also

GRAMMAR GUIDE: under no circumstances and not only ... but also

- The following negative adverbials can be used in the same way as *never*:
Under no circumstances can this happen again.
Not only did he win, *but* he *also* broke the record.
On no account must the Prime Minister be told.
No sooner had she spoken than she regretted it.
At no time should this door be opened.

Little did they expect this would happen.
Rarely had she looked so happy.
Seldom does he think of the consequences.
Hardly ever has such a disaster been documented.

- The inversion in sentences starting with some negative adverbials can be a bit more complex as the object of the adverbial may need to follow it at the beginning of the sentence.
He didn't utter a single word of apology. → *Not* a single word of apology *did he utter*.
We didn't realise it *until* it was too late. → *Not until* it was too late *did we realise* it.
She didn't think for a minute of the danger. → *Not for* a minute *did she think* of the danger.
We can only save the planet *by* cutting emissions. → *Only by* cutting emissions *can we save* the planet.

3

- Students read the rules then complete the sentences. They then compare their answers in pairs and discuss the question. Get feedback.

EASIER: Students underline the information that appears in both sentences, so they can identify the changes more easily.

EXTENSION: Students write an inverted sentence about the picture in Exercise 1, e.g. *Not only is there striped material, but there is also floral material.*

ANSWERS

1 do I love

2 can you borrow (the negative verb *can't* changes to the affirmative *can*)

4

- Do the first item with the class (b) and ask them to explain why (*in (a) the subject is before the verb; in (c) the verb is negative, and we use an affirmative verb after 'under no circumstances'.*)
- Students complete the sentences, then compare their answers in pairs. Get feedback. Elicit the meaning of *receipt* (a document you receive after buying something as proof of purchase).

ANSWERS

1 b 2 a 3 c 4 b 5 b

FAST FINISHERS: Students write the normal versions of inverted sentences 1–5 (1 *We shouldn't go shopping tomorrow.* 2 *I've never visited a market with such trendy clothes.* 3 *The designs are a bit dull and impractical.* 4 *You can't return the dress without a receipt.* 5 *He designs and makes his own clothes.*)

5

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Choose students to read their sentences aloud.

EASIER: As a class, identify the auxiliary verb, subject and verb or adjective in each sentence (1 *had*, *Helen*, *seen* 2 *aren't*, *you*, *allowed* 3 *was*, *the pattern*, *interesting* 4 *had*, *he*, *spent* 5 *are*, *the clothes*, *ethical* 6 *can't*, *you*, *borrow*).

EXTENSION: Students research a traditional outfit from their country or another part of the world and write four inverted sentences about it. In pairs or small groups, they share their sentences, with an image of the outfit if possible.

ANSWERS

- 1 had Helen seen such a beautiful coat
- 2 no circumstances are you allowed to use my credit card
- 3 only was the pattern interesting, but the fabric was also very comfortable
- 4 had he spent so much money on a new outfit
- 5 only are the clothes ethical, but they are also inexpensive
- 6 no circumstances can you borrow my new sunglasses

Use your English page 145

Phrasal verbs

1

- Students do the matching exercise, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *fold* (to bend something so that one part of it lies on top of or under the other), *stitch* (to join pieces of cloth with thread) and *zip* (two rows of teeth on plastic or fabric strips that close together to fasten a jacket, trousers, etc.).

EXTENSION: Write the following questions on the board:

Do you like to mix up your style?

What would you throw on if you had to go out quickly?

What do you wear when you need to wrap up?

Have you ever had to take up a skirt or trousers?

In pairs or small groups, students discuss the questions. ★

ANSWERS

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

2

- Students complete the sentences, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *shoelaces* (thin strings used to tie or fasten shoes).

FAST FINISHERS: Students write three sentences using phrasal verbs from the exercise.

ANSWERS

- 1 mixes up
- 2 throw on
- 3 take up
- 4 wrap up
- 5 dress up
- 6 do up
- 7 goes with
- 8 take in

TEACHING TIP: Test students on phrasal verbs they have learned during the course. These are two ways you could do this:

- Definitions. Write phrasal verbs on the board and read the definitions aloud. Students match the verbs with the definitions.
- Prepositions. Write verbs on the board. Students brainstorm prepositions that go with them to make phrasal verbs. Clarify meanings where necessary.

Word formation

3

- Go through the Exam Tip.

Exam TIP

Thinking about context

- Write *appearance* on the board and elicit definitions (1 *the way a person or thing looks to other people*; 2 *an occasion when someone appears in public*; 3 *a public performance by an entertainer*). Explain that words like this are *homonyms* – they are spelled and pronounced in the same way, but have more than one meaning. Encourage students to record definitions of homonyms in a section of their notebooks.

Exam TASK

Word formation

- Students complete the Exam Task, then compare their answers in pairs. Remind them to pay attention to the word form (adjective, verb, etc.) needed to fill each gap.
- Get feedback. Elicit the meaning of *hair piece* (false hair that adds thickness to someone's natural hair).
- Remind students to add new words to the word families section in their notebooks.

EASIER: In pairs, students identify the word form needed to fill each gap (1 *adjective* 2 *adjective* 3 *noun* 4 *adjective* 5 *noun* 6 *adverb* 7 *noun* 8 *adjective*).

ANSWERS

- | | |
|-------------|-----------------|
| 1 beautiful | 5 collections |
| 2 simplest | 6 Traditionally |
| 3 length | 7 Jewellery |
| 4 exclusive | 8 stylish |

TEACHING TIP: Remind students that in exams they should write their answers as neatly as possible, so their spelling of each word is clear. They also should try to memorise words with difficult or non-phonetic spellings, e.g. *jewellery* and be aware that some English words might be similar to words in their own language but could be spelled differently.

- In pairs, students discuss the question.
- Get feedback. In pairs or small groups, students describe an occasion when they dressed up. They could show photos of the occasion and say what they were wearing, who they were with, etc.

your
ideas

Writing

pages 146–147

supporting your arguments; planning your review;
writing a review

1

- Elicit typical subjects for reviews, e.g. hotels, films, books, restaurants, etc.
- In pairs, students discuss the questions. Encourage them to explain their answers.
- Get feedback. Ask students to say where they read reviews.

Learning FOCUS

Supporting your arguments

- Write the following sentences on the board:
Reviews are formal.
Reviews should only be negative.
You can give your opinion in reviews.
Students decide if the sentences are true or false and correct the false sentences (1 false, they are semi-formal 2 false, they can be positive or negative 3 true). ★
- Elicit ways students can support their points of view, e.g. by justifying their points, giving examples and reasons for their answers, etc.
- Elicit other language students can use to give examples, e.g. *Specifically, In fact, As seen in / with ... , In particular ... , Examples include ... , etc.*

2

- Go through the Learning Focus box.
- Students read the sentences quickly and predict what the review is about. Elicit a few ideas (*it's a review of a fashion show*).
- Students match the arguments with the examples, then compare their answers in pairs.
- Get feedback. Elicit the meaning of *clap* (to make a loud noise by hitting your hands together), *cheer* (to give a shout of happiness or encouragement) and *dull* (lacking brightness and colour).

FAST FINISHERS: Students write their own supporting examples for two arguments from items 1–5.

ANSWERS

1 d 2 a 3 b 4 e 5 c

3

- Show the photo. Elicit a brief description and how it might be related to a review (*a review of sports clothes*).
- Students read the example task then do the exercise. They then compare their answers in pairs.
- Get feedback. Elicit the correct answer for the false sentences (1 You must write a review of their clothes. 2 You can include positive or negative points, or both.).

ANSWERS

1 F 2 F 3 T 4 T

4

- Students skim the review and say whether the writer liked the clothes and how they know (*yes, she gave the clothing four stars out of five*).
- Students complete the review, then compare their answers in pairs. Get feedback.

EASIER: In A / B pairs, student A completes paragraphs 1 and 2, and student B completes paragraphs 3 and 4. They then swap and check each other's answers.

ANSWERS

1 b 2 d 3 c 4 e 5 a

5

- Students read the review again and choose what the writer has done, then compare their answers in pairs. Get feedback.

EXTENSION: Students underline the adjectives in the review (*new, trendy, modern, stripy, soft, comfortable, tight, great, practical, dry, good, cheap, disappointed*).

ANSWER

The reviewer has included all the points.

6

- Students read the descriptions first and try to remember the order they came in in the review.
- They check against the review, then compare their ideas in pairs. Get feedback.

ANSWERS

a 3 b 4 c 1 d 2

7

- Go through the Useful Language box.
- Do the first item as a class (1 d) and elicit the reason (1 includes 'didn't like ... because' and d gives the reason 'too bright').
- Students match the sentence halves, then compare their answers in pairs.
- Get feedback. Choose students to read the completed sentences aloud.

FAST FINISHERS: Students categorise the sentences as positive or negative (positive: 2 and 3; negative: 1, 4 and 5).

EXTENSION: Students complete each sentence beginning with their own ideas. Get feedback.

ANSWERS

1 d 2 a 3 c 4 e 5 b

8

Go through the Exam Tip.

Exam TIP

Planning your review

- Students look at the task in Exercise 3 again. Elicit the information included in each paragraph (1 introduction to the product and why reviewer bought it; 2 / 3 a description of the item, opinion of the item with reasons for it; 4 a recommendation / suggestion). Explain that students should follow a similar structure when writing their review.
- Remind students of the linking words and phrases in the Unit 9 Writing Learning Focus and elicit phrases for expressing a point of view, e.g. *In my opinion, From my point of view*, etc. Remind students they should always justify their opinion in a review.

- Students read the Exam Task and make a plan of what they're going to write in each paragraph of their review.
- In pairs, students compare their plans. Do not get feedback at this stage.

EASIER: In pairs, students write a paragraph plan for their review, then complete the task individually.

9

Exam TASK

Writing a review

- Students complete the Exam Task. Remind them to use their notes and the Useful Language to help them. They should include adjectives and positive and negative points, use a semi-formal tone and justify their opinions.

10

- Students read through the checklist and tick the things they did.
- In pairs, students discuss their checklist then make any necessary changes to their task.

EXTENSION: Pairs read each other's review and tick the things their partner has included, using the Reflection Checklist.

Video page 148

Cambodian textile art

Useful vocabulary

craft (n): an activity where things are made by hand
kimono (n): a traditional item of Japanese clothing: a long, loose robe with wide sleeves, tied at the waist
preserve (v): to keep something as it is, to prevent it from being damaged
weaver (n): a person who makes cloth by crossing threads under and over each other
silkworm (n): a type of caterpillar that produces silk when it is young

Before you watch

1

- Show the photo and elicit words to describe it. Ask students what they think is happening. Elicit or teach *weaver* (see definition above) and point to the image to teach *ikat*. Brainstorm materials that can be made into woven fabric, e.g. silk, wool, cotton, etc.
- Elicit different ways clothes can be made. Ask *Are clothes mostly made by machine or by hand nowadays? Why?*
- In pairs, students discuss the questions. Get feedback.

While you watch

2

- Elicit any traditional clothes students know from around the world, e.g. *kimono* (Japan), *kilt* (Scotland), *sari* (India), etc.

- Play the video. Tell students not to answer the questions, just watch to get the general idea of the topic.
- Play the video again. Students complete the definitions, then compare their answers in pairs. Get feedback.

ANSWERS

- 1 bark
- 2 bind
- 3 thread
- 4 textile
- 5 pigment
- 6 artisan
- 7 dye

3

- Play the video again. Students decide whether the sentences are true or false, then compare their answers in pairs.
- Get feedback. Elicit corrections to the false statements (1 *He makes his fabrics from ikat*; 3 *He had never seen ikat before*; 4 *He came to Cambodia to preserve the techniques*).

ANSWERS

1 F 2 T 3 F 4 F 5 T

6

- T: Let's say it's something that arises from deep inside me, this desire to draw.
 I guess drawing, and I mean expressing my art, is in my nature.
- N: Originally from Japan, Kikuo Morimoto studied and practised the art of kimono painting for 15 years. The kimono is a traditional Japanese garment made of handmade and hand-decorated fabrics.
- KM: I was working on kimono in Kyoto, and I saw many fabrics. But I never saw this Cambodian ikat textile. I never saw it before.
- N: Variations of ikat, a textile art form, are found in cultures around the world. In this practice, bundles of thread are tightly bound and dyed. Once the dye process is complete, the thread is woven into cloth. In Cambodia ikat is at least as old as Angkor, the ancient capital of the Khmer dynasty which reigned over 1,200 years ago.
- T: When I went to a museum in Thailand there was Cambodian ikat in the exhibit. When I saw it, I was very surprised by its detail, by its beauty, but above all, I felt the energy of the person who had made it.
- N: While researching the textile, Mr Morimoto met with elderly weavers, who are among the few still practising these ancient methods. His passion for the art form led him to relocate to Cambodia and work with these elder artisans to preserve these vanishing techniques.
- T: I started this project because I really wanted to recreate Cambodian textiles. In order to do that I started raising silkworms. And then plants for different pigments. I invited the weavers to join me and I realised that we had formed a village. By looking now you can't tell, but there was nothing here. I planted the seeds, and they grew to be a forest. Each of these plants have their own colour and we get our colours from the plants.

- N: A master of natural dyeing, Mr Morimoto helped the community to restore the forest and revive natural techniques to produce dyes, like boiling bark and leaves to create pigments to colour the silk.
- T: I named this community Wisdom of the Forest. We learned traditional knowledge from the villagers and we built a community making full use of these traditions, experiences and techniques.
- KM: It's like a school. I call it 'Life of the school'. Kids can study making the fabric. How to dye, how to tie, design.
- T: I feel I have raised these weavers just like I raised the trees. These weavers who grow up from seeds are now weaving wonderful textiles.
- KM: Now they have the chance to work here and they get place for living and eating, to get a salary. And I feel they are happy. And also I am happy too. Now it's like I give it to the next generation, to continue this project. Like you know, this village is my work. It's like drawing a picture. For me it's like the same. I dreamed up the landscape, the picture, my drawing, it's happening here now.

After you watch

4 6 ▶

- Students complete the summary, then compare their answers in pairs.
- Play the video again. Students watch and check their answers.
- Get feedback. Choose students to read each section of the summary aloud.

ANSWERS

- | | |
|--------------|------------|
| 1 kimono | 6 pigments |
| 2 fabric | 7 weavers |
| 3 bound | 8 dyes |
| 4 techniques | 9 tying |
| 5 silk | |

- Ask *Would you like to learn to weave? Why? / Why not?*
- In pairs, students discuss the questions. Get feedback.

EXTENSION: Students design an outfit made of traditional textiles from their country, then share their design in pairs or small groups.

Review page 160

ANSWERS: VOCABULARY

1

- | | |
|-----------|-----------|
| 1 spotted | 3 checked |
| 2 stripy | 4 floral |

2

- | | |
|------------|------------|
| 1 window | 4 bargain |
| 2 refund | 5 exchange |
| 3 discount | 6 stock |

3

- | | |
|--------|------|
| 1 up | 5 in |
| 2 up | 6 on |
| 3 with | 7 up |
| 4 up | 8 up |

ANSWERS: GRAMMAR

4

- | | |
|----------------------|----------------|
| 1 having, taken | 4 having, cut |
| 2 had, painted | 5 have, shaved |
| 3 to have, decorated | 6 had, stolen |

5

- only was Sheena fined
- no circumstances should students
- have we made
- does Kieran use denim, but

6

- Under no circumstances **will I** come with you.
- Rafa is having his car **serviced** on Friday.
- Never before **have I** paid so much for a coat.
- Not **only** will I give you a discount, but I'll also give you a free drink.
- Martin **broke his leg** in a skiing accident yesterday.
- My parents have their windows **cleaned** once a month.

your
ideas

Workbook answer key

Unit 1

READING

Exercise 1

1 b

Exercise 2

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

VOCABULARY 1

Exercise 1

Marcos = calm / Camilla = caring / Mason = shy /
Jayden = confident / Ella = energetic / Mia = easy-going

Exercise 2

1 siblings	4 related
2 close	5 mother-in-law
3 sister-in-law	

GRAMMAR 1

Exercise 1

1 does the game start	7 I'm trying
2 we're meeting	8 isn't even listening
3 tells	9 takes
4 replies	10 is getting
5 You're always getting	11 controls
6 is improving	

Exercise 2

1 Mia	6 Ling
2 Josh	7 Jason
3 Anne	8 Emily
4 Ben	9 Sarah
5 Isabella	

Exercise 3

1 have	3 're / are having
2 see	4 'm / am thinking

Exercise 4

1 is going	7 'm / am smiling
2 're / are celebrating	8 'm / am feeling
3 represents	9 enjoy
4 starts	10 are staying
5 throw	11 're / are not doing
6 cover	12 don't / come

LISTENING

Exercise 1

1 T 2 F 3 F

Exercise 2

1 current affairs	5 delivery
2 key skill	6 basics
3 argument with rules	7 Useful feedback
4 time limit	8 open-minded

GRAMMAR 2

Exercise 1

1 An / -	3 - / the	5 an / the
2 a / -	4 The / an	6 a / -

Exercise 2

1 a	6 -	11 -
2 the	7 a	12 a
3 -	8 The	13 the
4 an	9 -	14 -
5 a	10 a	15 the

USE YOUR ENGLISH

Exercise 1

1 at in	5 a the
2 for to	6 or and
3 nature natural	7 diamond gold
4 went saw	

Exercise 2

1 1 of	4 about
2 for	5 at
3 In	6 on

Exercise 3

1 out	5 sees
2 common	6 sense
3 nerves	7 for
4 fall	

Exercise 4

Between two and five

Exercise 5

1 have a lot in common	4 fall out sometimes
2 get on my nerves	5 hang out with
3 show their true colours	6 is mad about

WRITING

Exercise 1

1 touch	4 spare / free
2 into	5 about
3 for	6 a

Exercise 2

1 F 2 T 3 T 4 F

Exercise 3

1 In my spare time
2 I'm not a natural at drawing
3 I'm mad about cats
4 I'm also into ice skating
5 I guess that's it for now
6 Keep in touch!

Exercise 4

1 friendly 2 Direct

Exercise 5

Sample answer:

Hi Ben

Great to hear from you!

Sorry for taking so long to write back. I'm having tests at school this week, so I don't have much spare time at the moment. What have you been up to lately?

I'm sure you and your friend will make up again soon.

My best friend here is Adil, and we are just the same!

Let me tell you a bit about him. We hang out nearly every day. He's really enthusiastic about everything and has a great sense of humour. You know, I'm a bit more sensible and calm, so I think it's a good match! We don't fall out much, but he's always getting on my nerves for different reasons!

Anyway, your project. I live in a small town, so there's not a lot for teenagers to do around here. We usually hang out in the only shopping centre in town. Lots of teenagers also go swimming in the local river, but I've got my swimming classes already, so I don't feel like doing it just for fun.

I guess that's it. Keep in touch!

Bye for now,

Fahim

Unit 2

READING

Exercise 1

1 3 2 1 3 2 4 4

Exercise 2

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

VOCABULARY

Exercise 1

1 T 2 F 3 T

Exercise 2

1 C 2 A 3 D 4 B 5 C 6 D 7 C 8 A

GRAMMAR 1

Exercise 1

- | | |
|------------------------|----------------------------|
| 1 was / lived | 5 fell / started |
| 2 were walking / heard | 6 left / was still waiting |
| 3 decided / stayed | 7 was / didn't see |
| 4 was going / ran | |

Exercise 2

- 1 ~~wasn't understanding~~ didn't understand
 2 ~~stoped~~ stopped
 3 ~~while~~ when
 4 ~~was looking~~ looked
 5 ~~didn't seemed~~ / didn't seem
 6 ~~when~~ while

Exercise 3

- 1 turned / were having
 2 was showing / moved
 3 saw / was visiting
 4 was looking / scared
 5 found / were playing
 6 were cycling / heard

LISTENING

Exercise 1

2 ✓

Exercise 2

1 A 2 B 3 A 4 B 5 C 6 B 7 C

GRAMMAR 2

Exercise 1

1 solving 2 love 3 read 4 talking 5 speak

Exercise 2

- | | |
|---------|-------|
| 1 used | 4 to |
| 2 would | 5 are |
| 3 use | 6 Did |

Exercise 3

- | | |
|----------------------------|-----------------------------|
| 1 would used to | 4 tell telling |
| 2 used use | 5 don't aren't |
| 3 told tell | 6 Weren't Didn't |

USE YOUR ENGLISH

Exercise 1

1 found 2 look 3 work 4 relies 5 come 6 is

Exercise 2

1 d 2 a 3 d 4 a 5 b 6 d

Exercise 3

1 T 2 F 3 F

Exercise 4

- | | |
|------------|--------------|
| 1 endless | 5 location |
| 2 named | 6 mysterious |
| 3 proof | 7 appearance |
| 4 unlikely | 8 powerful |

WRITING

Exercise 1

- | | |
|-------------|------------|
| 1 nervously | 4 suddenly |
| 2 previous | 5 loudly |
| 3 loud | 6 fast |

Exercise 2

1 shocked 2 cannot 3 unusual

Exercise 3

- | | |
|---------------|------------------|
| 1 small glass | 5 quickly put |
| 2 finally | 6 wondered |
| 3 on his own | 7 had discovered |
| 4 Suddenly | |

Exercise 4

3

Exercise 5

Sample answer

Julie opened the door slowly and went in without making a noise. She had always been afraid to even go past the abandoned house at the end of her road, but her cat Milo had gone inside two hours earlier, so she had no choice.

She started looking for Milo on the ground floor, calling his name nervously. The dusty furniture was still in place, as if the previous owners were coming back any moment.

She then heard her cat calling from the second floor. The old wooden stairs made a loud crack every time she went up a step. The noise was coming from a bedroom at the end of the corridor.

She went into the dark room, looking around for Milo, when she suddenly saw something that made her blood freeze: there was a person on the other side of the bedroom! She screamed loudly, but then her eyes got used to the darkness, and she saw it was a mirror!

Milo was lying on the bed, looking very frightened. She grabbed her cat and left that scary house as fast as she could, without looking back once.

Unit 3

READING

Exercise 1

1 F 2 F 3 T

Exercise 2

1 C 2 B 3 D 4 B 5 C 6 A 7 C 8 B 9 A 10 D

VOCABULARY

Exercise 1

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

Exercise 2

- | | |
|-------------|------------|
| 1 emergency | 5 gym |
| 2 fitness | 6 diet |
| 3 running | 7 symptoms |
| 4 bike | |

Exercise 3

- | | | |
|-------------|------------|------------|
| 1 recover | 4 pain | 7 patients |
| 2 illnesses | 5 medicine | 8 treat |
| 3 stress | 6 health | |

GRAMMAR 1

Exercise 1

- | | |
|-----------------|----------------|
| 1 done | 4 had |
| 2 been thinking | 5 been running |
| 3 been drinking | 6 been feeling |

Exercise 2

- 1 have been reading / have read
- 2 has walked / has been walking
- 3 has been watching / has watched
- 4 has been going / has gone
- 5 has been filming / has filmed
- 6 has been swimming / has swum

Exercise 3

- | | | |
|----------|---------|-----------|
| 1 lately | 3 since | 5 still |
| 2 for | 4 yet | 6 already |

Exercise 4

- | | |
|------------------|---------|
| 1 for | 5 been |
| 2 has | 6 yet |
| 3 have | 7 taken |
| 4 already / even | 8 still |

Exercise 5

- 1 has been open for
- 2 have been doing yoga for
- 3 has been swimming since
- 4 has Anders been having
- 5 has been treating my back for

LISTENING

Exercise 1

1 T 2 F 3 F

Exercise 2

- | | |
|----------------------|------------------|
| 1 digital experience | 6 competitive |
| 2 3.6 | 7 calories |
| 3 two years | 8 personalised |
| 4 find the time | 9 personal goals |
| 5 online communities | 10 flexibility |

GRAMMAR 2

Exercise 1

Countable: tip, portion

Uncountable: bread, pasta, meat, fruit, water

Both: thought, diet, fish

Exercise 2

- | | |
|-----------|----------|
| 1 Many | 5 little |
| 2 lots of | 6 little |
| 3 lot | 7 few |
| 4 a | 8 slice |

USE YOUR ENGLISH

Exercise 1

1 over 2 of 3 on 4 on 5 against 6 on 7 to 8 with

Exercise 2

- 1 Jason is feeling much better.
- 2 The woman's grandad does some exercise every day.
- 3 The man hopes to feel better next week.
- 4 The woman can use her car for short journeys.
- 5 The man thinks the car could be fixed.

Exercise 3

Use it in the sentence without changing it.

Exercise 4

- 1 (as) fit as a fiddle
- 2 is finally on the mend
- 3 (a bit) under the weather
- 4 gave Adam a new lease
- 5 was on my last legs
- 6 recharges my batteries

WRITING

Exercise 1

- 1 Don't worry if you're
- 2 Try to make sure
- 3 Don't try to plan
- 4 Why don't you start with
- 5 Think about doing something
- 6 You could always do

Exercise 2

- 1 Teenage students
- 2 They are busier than ever
- 3 How to have more energy

Exercise 3

- 1 Here are some great tips
- 2 Make sure you get enough rest.
- 3 A balanced diet is great for your energy levels.
- 4 You could ride your bike to school

Exercise 4

reasons for advice / positive results

Exercise 5

Sample answer

TEENAGERS UNDER PRESSURE

Don't worry if you're a teenager and are feeling a bit stressed out: you're not alone. Young people are more and more under academic pressure, which is why it's really important to take care of your body and mind. Here are some useful tips to get back on track.

Try to make sure you spend some time on your self-care every single day. Establishing a routine is the best way to fit in a little bit of 'me time' into your busy schedule. Don't try to plan too much though. Set realistic goals that will be easier to achieve and you will feel proud of yourself for doing so. Why don't you start with 10-15 minutes a day?

Most teenagers like to recharge their batteries with physical exercise, but think about doing something for your mental health too. It could be something as simple as reading a book. You could always do some meditation or mindfulness exercises, which help reduce stress and anxiety.

Don't forget: if you're feeling stressed or anxious (aren't we all?!), a little bit of self-care every day can give you a new lease of life!

Unit 4

READING

Exercise 1

before

Exercise 2

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

VOCABULARY

Exercise 1

1 solar system	3 planet	5 orbit
2 comet	4 asteroid	6 moon

Exercise 2

1 mouse	4 monitor	7 hard drive
2 tablets	5 charger cable	8 calculator
3 keyboard	6 headphones	

Exercise 3

1 record	3 uploading	5 post
2 connecting	4 updated	6 Get

GRAMMAR 1

Exercise 1

1 I'll	6 will
2 I'll probably	7 won't
3 You're going to	8 We'll
4 I'll	9 They'll
5 I'm going to	10 Shall

Exercise 2

1 Alina	4 Jamil	7 Ayo
2 Arwa	5 Kari	8 Sophia
3 Mak	6 David	

Exercise 3

- I'm going to move back to my parents' house as soon as I finish university.
- I will be retired by the time I turn fifty.
- I'm going to buy a new phone the moment I get my first salary.
- I don't think my football team will win another championship until they change the coach.
- I expect to finish all my homework before the end of the week.
- I'll get a bigger bedroom when my older sister goes to university.

Exercise 4

1 will	4 work	7 Until
2 When	5 before	8 probably
3 look	6 expect	9 going

LISTENING

Exercise 1

predict words related to the topic of the question.

Exercise 2

1 B 2 C 3 A 4 B 5 C 6 C

GRAMMAR 2

Exercise 1

1 be watching	4 be wearing
2 have invented	5 have recorded
3 be using	6 have posted

Exercise 2

1 will be changing	4 will have developed
2 will be producing	5 will be using
3 will have improved	6 won't have had

USE YOUR ENGLISH

Exercise 1

1 competition	5 creativity
2 inventions	6 attractive
3 explosion	7 organised
4 inspiration	8 connected

Exercise 2

1 setting	4 logging
2 backed	5 switching
3 plug	6 shut

Exercise 3

phrasal verbs and verb + preposition collocations

Exercise 4

1 C 2 D 3 A 4 B 5 A 6 D 7 C 8 A

WRITING

Exercise 1

1 since (R)	4 Despite (C)
2 Even though (C)	5 due (R)
3 Because (R)	6 Nevertheless (C)

Exercise 2

Based on the topic and how much vocabulary you know within it.

Exercise 3

Students' own answers

Exercise 4

1 because	4 reason
2 However / Nevertheless	5 though
3 due	

Exercise 5

Sample answer

Dear Ms Hartfield,
I am writing in response to your email regarding possible technological improvements to our school. I was very happy to read it and would like to make some suggestions.

Firstly, I believe our IT room needs new equipment since the computers there are out-of-date. Even though they still work, they are very slow. Because of that, they can't run many educational programs.

Secondly, we need to take technology into the classroom. Despite many schools using tablets and even 3D glasses, we still rely only on books.

Thirdly, an investment in software is also needed due to the fact that our website does not work very well. As it is, it works well to inform parents of school events. However, there should also be a student portal where we can see our assignments and other important information.

I hope you find these suggestions useful. Please contact me if you need any further information.

Yours sincerely

Unit 5

READING

Exercise 1

A 3 B 1 C 2

Exercise 2

1 D 2 C 3 A 4 C 5 D 6 B 7 B 8 C 9 A 10 A

VOCABULARY

Exercise 1

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

Exercise 2

- 1 received an award in a competition
- 2 the confidence to teach my skills to
- 3 focus more on my hopes
- 4 to motivate myself when I'm doing ordinary
- 5 a friend who has a lot of self-belief
- 6 for a cause I believe in really excites

Exercise 3

- | | |
|----------------|---------------|
| 1 hard-working | 7 celebration |
| 2 inspires | 8 Educate |
| 3 challenge | 9 workshops |
| 4 goals | 10 determined |
| 5 Delays | 11 failures |
| 6 achievements | |

GRAMMAR 1

Exercise 1

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

Exercise 2

- | | |
|---------------|-------------------|
| 1 can't | 4 ought to |
| 2 shouldn't | 5 don't have to |
| 3 was able to | 6 weren't able to |

Exercise 3

- | | |
|-------------|----------|
| 1 able | 5 must |
| 2 had | 6 should |
| 3 shouldn't | 7 can't |
| 4 could | |

LISTENING

Exercise 1

1 T 2 F 3 F

Exercise 2

1 D 2 G 3 A 4 C 5 B

GRAMMAR 2

Exercise 1

- | | |
|------------|-------------|
| 1 should | 4 shouldn't |
| 2 couldn't | 5 could |
| 3 needn't | 6 must |

Exercise 2

- | | |
|--------------------------------|-------------------------------|
| 1 mustn't shouldn't | 5 couldn't needn't |
| 2 can't must | 6 has have |
| 3 had have | 7 being been |
| 4 leave left | 8 mustn't couldn't |

Exercise 3

- 1 shouldn't have spent
- 2 can't / couldn't have been
- 3 needn't have gone
- 4 should / could have told
- 5 might / may have seen
- 6 couldn't / can't have come

Exercise 4

- 1 needn't have gone
- 2 might have eaten
- 3 should have arrived
- 4 ought to have asked
- 5 can't have been
- 6 shouldn't have written

USE YOUR ENGLISH

Exercise 1

- | | |
|----------|---------|
| 1 in | 4 Take |
| 2 make | 5 given |
| 3 gained | |

Exercise 2

- | | |
|---------------------|---------------------------|
| 1 track record | 4 set the world on fire |
| 2 weather the storm | 5 sets her sights on |
| 3 going places | 6 make or break an artist |

Exercise 3

- | | |
|-----------------|----------------|
| 1 determination | 4 intelligence |
| 2 inspirational | 5 achievement |
| 3 unfortunate | 6 success |

Exercise 4

by making a list of them.

Exercise 5

- | | |
|----------|--------|
| 1 from | 5 as |
| 2 sights | 6 on |
| 3 their | 7 the |
| 4 to | 8 must |

WRITING

Exercise 1

- 1 entertained by
- 2 do not rise to success
- 3 deserve a chance to be successful
- 4 given the examples above

Exercise 2

1 essay 2 two questions 3 formal

Exercise 3

- 1 Some cultures put the individual and personal achievement first.
- 2 To help people who don't have much money, we can donate clothes, toys and household items we no longer need. They will be greatly appreciated.
- 3 Consequently, working with others to overcome difficulties should be everybody's goal

Exercise 4

5 (introduction, one body paragraph for each topic and conclusion)

Exercise 5

Sample answer

More than ever, we live in a society that values success, whether that is measured by fortune or fame. However, the modern idea of success does not always need any sort of talent, at least not in the traditional sense. A good example of this would be the online celebrities. Often with millions of followers, many of these 'influencers' show very little talent. They are clearly successful though, considering they earn large amounts of money just to post a photo with a given product. Then we have the TV reality shows. There was a time when you needed to have a clear talent to be on TV. However, we are entertained by reality TV shows because everybody there is completely ordinary. Finally, we can also say that the opposite is true: there are many very talented people who do not rise to success. We often see extraordinary artists on the street and think they deserve a chance to be successful. To summarise, given the examples above, we can safely say that success and talent do not always go together these days.

Unit 6

READING

Exercise 1

by crossing out the wrong options.

Exercise 2

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

VOCABULARY

Exercise 1

-er and -or

Exercise 2

- | | | |
|------------|--------------|-------------|
| 1 artists | 4 biggest | 7 pollution |
| 2 famous | 5 historical | 8 Visitors |
| 3 directly | 6 collection | |

GRAMMAR 1

Exercise 1

- | | |
|------------------|-----------------|
| 1 been trying | 5 been using |
| 2 thought | 6 taken |
| 3 been exploring | 7 been enjoying |
| 4 arrived | 8 considered |

Exercise 2

- | | |
|------------------------|---------------------|
| 1 hadn't arrived | 4 had been studying |
| 2 had you been waiting | 5 had been playing |
| 3 had missed | 6 had promised |

Exercise 3

- 1 had been working for
- 2 we had not prepared
- 3 he hadn't been going
- 4 had you been
- 5 had already studied / been studying French
- 6 had been studying for

LISTENING

Exercise 1

those that are very different from a reasonable answer

Exercise 2

1 C 2 A 3 A 4 C 5 B 6 C 7 B

GRAMMAR 2

Exercise 1

- | | |
|-------------|------------|
| 1 aren't we | 4 will you |
| 2 has she | 5 aren't I |
| 3 didn't he | 6 shall we |

Exercise 2

- | | |
|------------------------|------------|
| 1 everyone / everybody | 5 their |
| 2 their | 6 himself |
| 3 his | 7 anywhere |
| 4 herself | 8 her |

USE YOUR ENGLISH

Exercise 1

- | | |
|----------|----------|
| 1 passed | 4 burned |
| 2 dug | 5 ask |
| 3 dating | 6 dying |

Exercise 2

- | | |
|---------------|--------------|
| 1 analysis | 4 repetition |
| 2 Researchers | 5 proof |
| 3 conclusion | 6 thought |

Exercise 3

check if it makes sense in the sentence

Exercise 4

1 D 2 B 3 C 4 D 5 A 6 C 7 A 8 A

WRITING

Exercise 1

- | | | |
|-----------------|----------|----------------------|
| 1 really | 3 pretty | 5 totally / slightly |
| 2 a bit / quite | 4 rather | 6 very |

Exercise 2

1 informal 2 your holiday to Egypt 3 140–190

Exercise 3

- | | |
|--------------|--------------|
| 1 absolutely | 5 huge |
| 2 crazy | 6 terrified |
| 3 warm | 7 incredible |
| 4 very | 8 a bit |

Exercise 4

all of them

Exercise 5

Sample answer

Dear Elijah

It's really great to hear from you! How have you been? I've been a bit busy with school and everything, but quite well.

Yes, the trip, we went last week. Let me tell you all about it. It was a trip to a museum of African history and culture, which was full of pretty amazing artefacts. You can imagine how fascinating it was.

The highlight for me was this rather scary warrior made in life size with his weapons. Do you remember Tom? He was just ahead of me and was really concentrated on the warrior, so I came behind him and gave him a little scare. You should have seen Tom's face: he was totally furious, but also a bit embarrassed!

There was also loads of pottery and evidence of battles. The explanations under the exhibits were very detailed and brought everything to life. I hadn't realised that history could be so interesting!

Well, that's about it. What about you? Have you been doing anything interesting recently?

Take care
Camila

Unit 7

READING

Exercise 1

pronouns and expressions of time

Exercise 2

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

VOCABULARY

Exercise 1

- | | |
|--------------|-----------------------|
| 1 flood | 5 avalanche |
| 2 drought | 6 eruption |
| 3 wildfire | 7 hurricane / typhoon |
| 4 earthquake | 8 tsunami |

Exercise 2

- | | |
|-------------|-----------|
| 1 wildfire | 4 canyon |
| 2 volunteer | 5 volcano |
| 3 drought | |

Exercise 3

- | | |
|---------------|-------------|
| 1 volunteers | 4 collapsed |
| 2 aid workers | 5 trapped |
| 3 survivors | 6 responded |

GRAMMAR 1

Exercise 1

- | | |
|------------|-----------|
| 1 to react | 5 to stay |
| 2 to know | 6 go |
| 3 becoming | 7 Finding |
| 4 be | 8 looking |

Exercise 2

- | | |
|----------|------------|
| 1 Akiko | 5 Judy |
| 2 Matt | 6 Sara |
| 3 Carlos | 7 Isabella |
| 4 Jozef | 8 Adam |

Exercise 3

- | | |
|-----------|-------------|
| 1 to talk | 5 seeing |
| 2 raining | 6 to bring |
| 3 going | 7 to rescue |
| 4 to find | 8 working |

Exercise 4

- | | |
|-----------------------|------------|
| 1 to save | 7 tell |
| 2 to travel | 8 Being |
| 3 walking | 9 to stay |
| 4 learning | 10 leave |
| 5 shouting / to shout | 11 to have |
| 6 to run | |

LISTENING

Exercise 1

- 1 similar to 2 exactly the same as

Exercise 2

- | | |
|----------------------|-----------------|
| 1 nightmare | 6 hotels |
| 2 stormy winds | 7 memories |
| 3 sandbags | 8 so kind |
| 4 scared and nervous | 9 volunteers |
| 5 half an hour | 10 redecorating |

GRAMMAR 2

Exercise 1

- 1 It was too dark to continue
- 2 weren't enough aid workers
- 3 were so happy that we
- 4 was such a good idea to
- 5 arrived early enough to avoid
- 6 was so cold that
- 7 loud enough for us to hear

Exercise 2

- 1 faster than (119 km/h, or 74 m/h)
- 2 the most powerful (the earthquake in Chile in 1960 hit 9.5 on the Richter scale)
- 3 the largest (Japan, with 110 active volcanoes)
- 4 most likely (the hurricane season there goes from June to November)
- 5 the most common (people are responsible for up to 84% of wildfires)
- 6 The warmer (True. A significant rise in temperature increases the risk of an avalanche.)
- 7 the largest (a flood in China in 1931 killed 4 million people)
- 8 bigger (Kilimanjaro is 5,895 m high)
- 9 more frequently (Africa has around 70% of all wildfires)
- 10 as strong as (False. They are the same thing.)

USE YOUR ENGLISH

Exercise 1

- | | |
|--------------------------|-------------------------|
| 1 take a rain check | 5 down to earth |
| 2 head is in the clouds | 6 steal your thunder |
| 3 in hot water | 7 gets wind of |
| 4 storm clouds gathering | 8 calm before the storm |

Exercise 2

- | | |
|------------------------|----------------|
| 1 safe space | 4 cause damage |
| 2 put the fire out | 5 lit a fire |
| 3 got (out) of control | |

Exercise 3

'agree' with the other words in the sentence

Exercise 4

- | | | |
|---------|--------|-------|
| 1 into | 4 so | 7 are |
| 2 under | 5 than | 8 no |
| 3 is | 6 as | |

WRITING

Exercise 1

- | | |
|---------|--------|
| 1 few | 4 same |
| 2 the | 5 Just |
| 3 After | 6 At |

Exercise 2

- 1 was 2 positive 3 will

Exercise 3

- 1 In the beginning
2 At last
3 A minute later
4 Finally

Exercise 4

dashed (jogged, sprinted, raced, etc)

Exercise 5

Sample answer

After three long years, Lucy now had a chance to put into practice all that she had learned. It hadn't been easy to become a rescue dog, but she had trained hard, and knew she was ready. When her handler Andy called her that morning, she knew by his voice this was something different.

Andy and Lucy got into the van and, a few hours later, they arrived where the earthquake had happened. She examined the area. There was a lot of noise: humans shouting, vehicles and machines, but she knew that she had to concentrate. In the beginning, she was a bit nervous and couldn't do her job properly. She walked around a bit more and, after a while, she found someone underground. She dashed to where she thought the person was and started barking like crazy. At the same time, Andy called the rescue team.

They started clearing the area she had showed them. After hours of waiting, Lucy started to doubt herself, but just then, they found the man. He was alive! At that moment, she realised that all her training had been worth it.

Unit 8

READING

Exercise 1

A 3 B 2 C 1

Exercise 2

1 F 2 B 3 C 4 G 5 D 6 A 7 D 8 E 9 C 10 E

VOCABULARY

Exercise 1

- | | |
|--------------|------------|
| 1 voicemail | 5 helpline |
| 2 journalist | 6 googled |
| 3 likes | 7 user |
| 4 chat room | |

Exercise 2

- | | |
|--------------|-------------|
| 1 influencer | 6 blogger |
| 2 followers | 7 engines |
| 3 selfies | 8 headlines |
| 4 profile | 9 online |
| 5 host | 10 offline |

GRAMMAR 1

Exercise 1

- | | |
|----------------|-------------|
| 1 are accessed | 5 growing |
| 2 been shared | 6 been used |
| 3 spending | 7 been used |
| 4 were created | 8 be taken |

Exercise 2

- 1 won't be shown
2 hadn't been published
3 won't have been seen
4 are being googled
5 will have been downloaded
6 had been filmed

Exercise 3

- 1 had been sent / didn't receive
2 invented / had already been written
3 was cancelled / hadn't been paid
4 will have been recorded / will send
5 has been / will have been watched

Exercise 4

- | | |
|------------------------|---------------------|
| 1 is found | 5 have been changed |
| 2 are called | 6 will be affected |
| 3 have been considered | 7 have been created |
| 4 had been liked | |

LISTENING

Exercise 1

- 1 Apps, podcasts, videos, radio, films and music.

Exercise 2

1 C 2 A 3 B 4 B 5 A 6 B

GRAMMAR 2

Exercise 1

- | | |
|---------------|--------------------------|
| 1 seeing seen | 4 consider be considered |
| 2 been be | 5 connect connected |
| 3 be to be | 6 be being |

Exercise 2

- 1 should always be checked
2 often avoid being seen
3 has to be posted
4 to be followed online
5 rather be remembered
6 afraid of being laughed at

USE YOUR ENGLISH

Exercise 1

- 1 up 2 back 3 over 4 on 5 up 6 up

Exercise 2

- | | |
|---------------|---------------|
| 1 Hang on | 4 bringing up |
| 2 catching on | 5 catch up |
| 3 look at | 6 called on |

Exercise 3

- 1 up 2 look 3 over 4 back 5 on 6 looking

Exercise 4

Work out what type of word is needed and check your spelling.

Exercise 5

- | | |
|--------------|---------------|
| 1 influencer | 5 journalists |
| 2 famous | 6 natural |
| 3 operators | 7 useful |
| 4 engineers | 8 dangerous |

WRITING

Exercise 1

- 1 ~~host~~ hosted
- 2 ~~videos~~ About videos about
- 3 ~~followed~~ is followed
- 4 ~~viewing~~ viewed
- 5 ~~favourit~~ favourite
- 6 ~~recommend highly~~ highly recommend
- 7 ~~looking~~ looking at / watching

Exercise 2

- | | |
|-------------------------|----------------|
| 1 a TV | 3 improvements |
| 2 positive and negative | 4 should |

Exercise 3

- 1 It 2 all 3 is 4 with 5 my 6 to 7 worth

Exercise 4

descriptive

Exercise 5

Sample answer

Dude Perfect is a YouTube channel about sports and trick shots. It is hosted by five guys (Cory, Coby, Garret, Cody and Tyler) who went to university together and is the second most subscribed sports channel on YouTube. It's full of funny videos about sports and the hosts doing crazy things. They've actually broken many official world records in their videos. The last one I saw was the longest walk without shoes on Lego! I don't find this type of video very interesting though: I would prefer if they focused on sports.

The channel is followed by more than 50 million people, and some of the videos have been viewed more than 300 million times! I play table tennis, so my favourite video shows the guys and a professional player doing all sorts of ping pong tricks. They're awesome! Some people may say it's a bit silly, but I highly recommend *Dude Perfect*. It's definitely worth watching some of the videos when you've got some free time.

Unit 9

READING

Exercise 1

Read the whole text first to see what it's about.

Exercise 2

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

VOCABULARY

Exercise 1

- | | |
|-------------|-----------------|
| 1 rewarding | 4 boring |
| 2 voluntary | 5 self-employed |
| 3 well-paid | |

Exercise 2

- | | |
|--------------|---------------|
| 1 badly-paid | 4 manual |
| 2 part-time | 5 challenging |
| 3 temporary | |

Exercise 3

- | | | |
|-------------|-------------|-------------|
| 1 permanent | 5 shift | 9 relaxed |
| 2 qualified | 6 redundant | 10 position |
| 3 profit | 7 salary | |
| 4 invest | 8 skilled | |

GRAMMAR 1

Exercise 1

- 1 Elena said she wanted to leave that horrible job.
- 2 Marc said that the employment agency had called.
- 3 Eva asked Joe whether / if the file had arrived yet.
- 4 Mr Diaz said he would be retiring the following June.
- 5 Mike told Lina that they had met after work the previous day.

Exercise 2

- | | | |
|-------------|----------|------------|
| 1 that | 3 before | 5 previous |
| 2 following | 4 then | 6 those |

Exercise 3

- 1 ~~said~~ told
- 2 ~~tomorrow~~ the next / following day
- 3 ~~had~~ I had
- 4 ~~will~~ would
- 5 ~~he~~ if / whether he
- 6 ~~at the moment~~ at that moment

Exercise 4

- 1 I had got there
- 2 if / whether I had found their
- 3 if / whether I was still
- 4 subjects I used to
- 5 I had been doing
- 6 if / whether I had ever worked in sales
- 7 my strengths and weaknesses were
- 8 if / whether I had any questions for him
- 9 if / whether I could start

LISTENING

Exercise 1

After you have listened to everything they say.

Exercise 2

- 1 F 2 B 3 G 4 A 5 D

GRAMMAR 2

Exercise 1

- 1 never asks me to do
- 2 asked me to open
- 3 is always asking me to get her
- 4 told me not to forget to
- 5 asked me for a report
- 6 told me not to go home
- 7 I told her to find

Exercise 2

- 1 telling Jose to phone Mrs Ray
- 2 checking his emails
- 3 Luis to finish the presentation that day
- 4 for not finishing it earlier
- 5 making a mistake
- 6 him to start updating his CV

- 7 Lucy on getting the job
 8 to give her a discount
 9 on paying for Emily's lunch
 10 to stay at the office
 11 to have lunch the next day

USE YOUR ENGLISH

Exercise 1

- | | | |
|--------|-----------|----------|
| 1 lose | 3 with | 5 temper |
| 2 for | 4 working | 6 get |

Exercise 2

- | | | |
|--------|--------|--------|
| 1 with | 4 for | 7 with |
| 2 in | 5 with | 8 on |
| 3 in | 6 at | |

Exercise 3

- | | |
|---------------|--------------|
| 1 retail | 5 lose |
| 2 training | 6 offer |
| 3 taking | 7 management |
| 4 appointment | 8 earn |

Exercise 4

- | | | |
|--------|---------|------------|
| 1 as | 6 the | 11 time |
| 2 on | 7 full- | 12 earning |
| 3 for | 8 paid | 13 for |
| 4 late | 9 of | 14 job |
| 5 get | 10 in | |

WRITING

Exercise 1

sentences 2, 3, 5 and 6

Exercise 2

- 1 your manager
 2 working conditions
 3 with some recommendations

Exercise 3

- 1 aim / purpose
 2 Therefore
 3 addition
 4 result
 5 conclude

Exercise 4

someone in charge, e.g. a manager or a headteacher.

Exercise 5

Sample answer

Working Conditions at Zoop Department Store

Introduction

The aim of this report is to outline the working conditions at our store, as requested by management.

Working hours

One of the issues is that employees have very long shifts. The staff are willing to work long hours if they have a suitable place to rest. The staff room, small and with old furniture, is currently not in ideal conditions.

Training

In terms of training, some improvements could be made. Most staff agree that the training sessions for all employees are not suitable. One solution would be to personalise the training according to the position.

Salaries

The pay for most employees is below similar positions in other stores. Therefore, it is recommended that

management do market research and compare current salaries.

Conclusion

In conclusion, there is currently an average level of job satisfaction, but with a suitable staff room, more personalised training, more flexible working hours and salaries according to the market, it is believed that all employees will become more satisfied and productive.

Unit 10

READING

Exercise 1

Distractors

Exercise 2

- 1 B 2 A 3 B 4 B 5 D 6 C

VOCABULARY

Exercise 1

- | | |
|-----------------|---------------|
| 1 a family room | 3 reservation |
| 2 day trip | 4 break |

Exercise 2

- | | |
|--------------|--------------|
| 1 unpacking | 4 exploring |
| 2 cancel | 5 to reserve |
| 3 Exchanging | 6 tip |

Exercise 3

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

GRAMMAR 1

Exercise 1

- | | |
|--------------|-------------------------|
| 1 was / I'd | 4 you're looking / will |
| 2 do / have | 5 have / go |
| 3 were / I'd | 6 don't / go |

Exercise 2

- | | |
|---------------------------------------|-------------------------|
| 1 didn't try haven't tried | 5 visit visited |
| 2 will use use | 6 will would |
| 3 went go | 7 if unless / until |
| 4 won't don't | |

Exercise 3

- | | |
|----------------------|---------------------|
| 1 would you go / had | 4 stay / eat |
| 2 feels / travel | 5 would make / were |
| 3 won't be / collect | 6 book / take |

Exercise 4

Zero: 2 and 4

First: 3 and 6

Second: 1 and 5

Exercise 5

- | | |
|------------------|-----------------|
| 1 will lose | 5 will remember |
| 2 would / charge | 6 get |
| 3 do / have | 7 were |
| 4 wanted | 8 come |

LISTENING

Exercise 1

what they say / how they say it

Exercise 2

- 1 C 2 B 3 A 4 A 5 B 6 A 7 C

GRAMMAR 2

Exercise 1

- 1 hadn't forgotten / would have woken
- 2 hadn't left / wouldn't have missed
- 3 would have waited / had been another flight
- 4 wouldn't have felt / it hadn't been
- 5 had stayed / would have been
- 6 hadn't missed / we would have been

Exercise 2

- 1 wouldn't have / hadn't booked
- 2 hadn't forgotten / wouldn't be
- 3 hadn't been born / would need
- 4 had passed / would be travelling
- 5 wouldn't be staying / hadn't received

USE YOUR ENGLISH

Exercise 1

- | | |
|----------|-------|
| 1 in | 5 off |
| 2 off | 6 up |
| 3 around | 7 on |
| 4 away | 8 off |

Exercise 2

- | | |
|-----------------|----------------|
| 1 departure | 5 translation |
| 2 boarding | 6 surprisingly |
| 3 mountainous | 7 ease |
| 4 accommodation | 8 helpful |

Exercise 3

- | | |
|----------------|----------------------|
| 1 breathtaking | 4 idyllic |
| 2 world-famous | 5 once-in-a-lifetime |
| 3 non-stop | 6 picturesque |

Exercise 4

- 1 c 2 b 3 a 4 b 5 c 6 a

WRITING

Exercise 1

- a 4 b 1 c 5 d 2 e 3

Exercise 2

- 1 No 2 three 3 why they're useful

Exercise 3

- 1 fun 2 well 3 free 4 all 5 let

Exercise 4

two of the following: rhetorical questions, direct addresses, idiomatic expressions, imperatives and descriptive adjectives and adverbs

Exercise 5

Sample answer

Split, a paradise for teenagers
Imagine a place with beautiful beaches perfect for water sports, rivers with waterfalls and canyons for climbing. That place exists: it's Split, in Croatia.
Split is considered one of the most teen-friendly cities in Croatia because it offers loads of absolutely amazing activities. Located on the Adriatic Sea, its deep blue and warm waters are perfect for kayaking. You can also take a boat trip to one of the many islands nearby.
Just an hour away is the River Cetina, ideal for white water rafting and tubing with inflatable donuts. There are also loads of waterfalls that you can jump off and go swimming.

Are heights your thing? Then spend a day in Podstrana, a picturesque town next to Split where you can find breath-taking canyons. You can feel the adrenalin on a zipline 150 m high, then swim in the river below. If you like adventure, water sports, and sunny beaches with lots of other young people, you'll have the time of your life in Split!

Unit 11

READING

Exercise 1

the article

Exercise 2

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

VOCABULARY

Exercise 1

- | | | |
|--------------|----------------|--------------|
| 1 burglary | 6 thieves | 11 victims |
| 2 Witnesses | 7 weapons | 12 behaviour |
| 3 break into | 8 steal | 13 violent |
| 4 burglars | 9 vandalism | |
| 5 robbery | 10 shoplifting | |

Exercise 2

- | | |
|-----------------------|---------------------|
| 1 arrested / punished | 4 sentences / spend |
| 2 breaks / go | 5 escapes / finding |
| 3 solve / committed | |

Exercise 3

- | | |
|--------------|------------|
| 1 trouble | 4 sentence |
| 2 guilty | 5 court |
| 3 permission | |

GRAMMAR 1

Exercise 1

- | | |
|---------|----------------|
| 1 where | 4 which / that |
| 2 who | 5 when |
| 3 whose | |

Exercise 2

- | | |
|--------------------------|---|
| 1 that which | 5 that when |
| 2 whose which | 6 prison where prison, where |
| 3 to it to | |
| 4 who's whose | |

Exercise 3

- 1 That's the man whose house was burgled.
- 2 The girl who / that stole the money was only 16.
- 3 The crime was committed on Monday, when I was at home.
- 4 That's the bank where the robbery took place.
- 5 The car that / which was stolen was white.
- 6 The woman whose car was vandalised is a police officer.
- 7 He bought a computer which was stolen.
- 8 That's the place where police dogs are trained.

Exercise 4

- | | |
|----------------|--------------|
| 1 who / that | 5 where |
| 2 which | 6 who / that |
| 3 whose | 7 when |
| 4 that / which | |

LISTENING

Exercise 1

What you understood and the context.

Exercise 2

1 B 2 C 3 A 4 B 5 A 6 B 7 C

GRAMMAR 2

Exercise 1

- | | |
|---------------|-----------|
| 1 Not finding | 5 Charged |
| 2 trying | 6 Hearing |
| 3 Broken | 7 Injured |
| 4 chasing | 8 Stolen |

Exercise 2

- 1 ~~that was lying~~ lying
2 ~~who was known~~ known
3 ~~When she looked at~~ Looking at
4 ~~that was written~~ written
5 ~~She didn't know what it meant, so he~~ Not knowing what it meant, she
6 ~~who was teaching~~ teaching
7 ~~she was waiting~~ waiting

USE YOUR ENGLISH

Exercise 1

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

Exercise 2

- | | |
|-----------|---------|
| 1 against | 5 let |
| 2 solve | 6 under |
| 3 law | 7 fine |
| 4 records | 8 under |

Exercise 3

a 3 b 1 c 4 d 2

Exercise 4

- | | |
|------------------------|-------------|
| 1 of | 5 by |
| 2 ones | 6 if / when |
| 3 which | 7 break |
| 4 As / Since / Because | 8 victims |

WRITING

Exercise 1

- | | |
|-----------|--------------|
| 1 against | 4 believe |
| 2 One | 5 conclusion |
| 3 hand | |

Exercise 2

1 No 2 Yes 3 No 4 Yes

Exercise 3

- | | |
|----------|-----------|
| 1 reason | 4 other |
| 2 with | 5 further |
| 3 In | 6 sum |

Exercise 4

In the conclusion

Exercise 5

Sample answer

Graffiti is considered a minor crime in many societies, so those who commit it for the first time usually do not receive a prison sentence. This essay will look at the arguments for and against the different punishments for this crime.

A possible punishment for those who write graffiti is to make them pay a fine. One of the benefits of that is that the money can be used to pay for the damage. However, if the criminal is rich, it won't stop them from doing graffiti again.

Others believe that people who do graffiti should be made to clean up what they did themselves. Although this can create some problems with the owner of the building, I believe that this sends the right message to the criminal and to society.

In conclusion, as long as certain care is taken to avoid contact between the victim and the criminal, making whoever did the graffiti clean it up would be the ideal punishment.

Unit 12

READING

Exercise 1

a 3 b 2 c 1

Exercise 2

1 C 2 B 3 A 4 B 5 B 6 D 7 A 8 C 9 D 10 C

VOCABULARY

Exercise 1

1 checked 2 spotted 3 stripy 4 floral

Exercise 2

- | | |
|-----------|------------|
| 1 window | 4 stock |
| 2 outfit | 5 suit |
| 3 pattern | 6 discount |

Exercise 3

- | | |
|-------------|--------------|
| 1 sales | 6 products |
| 2 fabrics | 7 exclusive |
| 3 synthetic | 8 collection |
| 4 natural | 9 canvas |
| 5 bargain | 10 denim |

GRAMMAR 1

Exercise 1

- 1 I can have these trousers shortened
2 going to get these shoes repaired
3 I'm having it dry-cleaned
4 Did you get that T-shirt dyed
5 I'm having my hair cut
6 did you get this photo taken

Exercise 2

- 1 to have a jumper knitted
2 had her favourite necklace stolen
3 having their fashion ideas copied
4 all my make-up sent
5 have your make-up done
6 have their outfits chosen

Exercise 3

- 1 having / repaired
2 have / delivered
3 having / washed
4 to have (having) / massaged
5 has / done
6 had / made

Exercise 4

all sentences should be ticked except for the first and last ones

LISTENING

Exercise 1

1 F 2 T

Exercise 2

1 C 2 A 3 B 4 C 5 C 6 A 7 B

GRAMMAR 2

Exercise 1

- 1 had Rita felt more embarrassed
- 2 had her husband surprised her with a holiday
- 3 circumstances was she to pack
- 4 but she couldn't buy
- 5 had Rita felt so miserable
- 6 only did Rita have to borrow

Exercise 2

- | | | |
|---------|---------|-------|
| 1 never | 3 under | 5 but |
| 2 Not | 4 have | 6 no |

USE YOUR ENGLISH

Exercise 1

- | | |
|------|-----------|
| 1 do | 5 in |
| 2 go | 6 wrap |
| 3 on | 7 dressed |
| 4 up | 8 up |

Exercise 2

- | | |
|---------------------------|-------------------------|
| 1 have the dress taken up | 4 able to do up |
| 2 to dress up | 5 just threw on |
| 3 goes really well with | 6 wrapping up and going |

Exercise 3

a dictionary

Exercise 4

- | | |
|-----------------|---------------|
| 1 beautiful | 5 encourage |
| 2 Traditionally | 6 simplest |
| 3 attractive | 7 obviously |
| 4 practical | 8 collections |

WRITING

Exercise 1

- | | |
|--------|---------|
| 1 What | 4 at |
| 2 For | 5 would |
| 3 as | |

Exercise 2

1 / 3 / 4

Exercise 3

- | | |
|-------|-----------|
| 1 as | 3 example |
| 2 For | 4 by |

Exercise 4

go back to your notes and check you've included everything

Exercise 5

Sample answer

A new trend in town!

I love shopping, so every time I hear there's going to be a new clothes shop in town, I count the days. With *Trendz*, I was not at all disappointed.

What I like most about *Trendz* is the staff. The sales assistants really help you put together a stylish outfit. For instance, when I said I liked a checked skirt, Kylie said she liked mixing up patterns and showed me a striped blouse that went really well with it.

If the clothes don't fit you perfectly, they also do little services such as taking in a dress or taking up trousers. Completely for free.

As it's just opened, they are still having some issues though. Their payment system wasn't good at all the first time I was there. They didn't take cards and couldn't print out the receipt, so I nearly gave up on my purchase. But someone told me they have solved those problems since.

I *would* definitely recommend *Trendz* for those who are looking for something different for a reasonable price. If you follow my advice and pay them a visit, tell Kylie I said hi!