

Keep it

REAL!

Keep it

REAL!

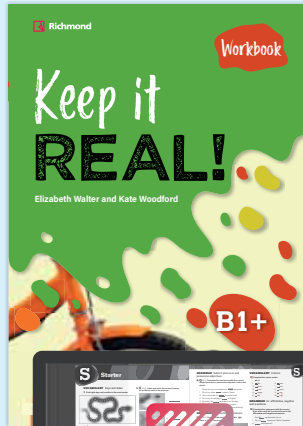
Keep it REAL!

Everything you need to 'Keep it real!' in the class and at home.

Student COMPONENTS



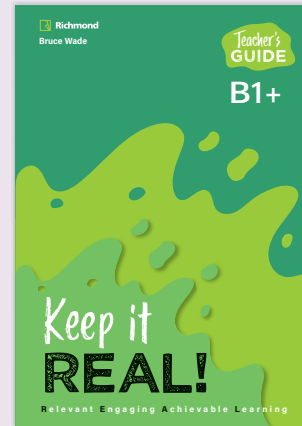
Student's Book



**Workbook
and
e-Workbook**



Teacher COMPONENTS



**Teacher's Guide
and
Student's Book
combined**

Audio

Video and animations

Keep moving! digital game

Extended practice



**Richmond
Learning
Platform**

Tests

Worksheets

Scripts

Workbook answer key



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Welcome to **KEEP IT REAL!**

Keep it real! is the ideal 6-level secondary course for today's mixed ability classes, with its flexible blend of dynamic video and digital content, easy-to-use classroom materials, and focus on developing communicative competence and 21st century skills.

Keep it real! thoroughly develops students' grammar, vocabulary and pronunciation and provides manageable skills development opportunities, including a focus on culture. Optional sections contain project-based work, literature lessons based on extracts from the **Richmond Readers**, and exams lessons that practise common exam tasks.

Keep it real! has a full range of print and digital components including:

Student's Book

Workbook and e-Workbook

Teacher's Guide with Student's Book interleaved pages

Teacher's resources including worksheets and tests

Teacher's audio, video and animated material as MP3 and MP4 download

Teacher's iBook for interactive whiteboards

Richmond Learning Platform

with extended practice activities, assignable and trackable tests and complete teacher's resources

KEY FEATURES

Each *Keep it real!* unit has a number of key features which make the course engaging and unique:

Vocabulary opener pages with vlogs

A focus on vocabulary at the start of each unit with an optional vlog where real vloggers are used in authentic contexts.

Accessible grammar with animated presentations

Simple, effective grammar lessons with animated grammar presentations.

Fun facts

Regular 'fun fact' feature offers fun, but interesting information to arouse curiosity.



The British astronaut Tim Peake ran the London Marathon in the ISS in an awe-inspiring 3 hours, 35 minutes. On a special treadmill with no harness!

Fast finisher

An optional Fast finisher extension activity at the end of each lesson to keep students busy.

FAST FINISHER

Write three more science questions to ask your partner. Then swap and answer your partner's questions.

FAST FINISHER

Write a short message from an alien to the inhabitants of Earth.

Keep talking! speaking lessons with Keep moving! game

Each unit includes a functional speaking lesson based on real-world themes and a dynamic board game called *Keep moving!*

KEEP TALKING! Setting up READING and LISTENING

1 Discuss the questions.

1 Have you or a family member ever set up or installed any electronic equipment, e.g. a smart TV box, a laptop computer, a printer?
2 What were the problems?
3 What were the solutions?

2 Lucia has got a new laptop and needs to set it up. What do you think she has to do?

3 Complete the instructions in the set-up process on the right with the words in the box. Compare your ideas.

basic boot control set quit settings keyboard log password set

Look! Instructions

We usually use the imperative form of the verb for instructions. Form your computer on.

We can also use future forms with need to or have to. You will need to log in an account.

You will have to log on.

4 Lucia is asked to choose privacy preferences. Which of the options below would you prefer to choose? Why? What are the potential problems?

Select your preferences.

Let my apps request your location.
 Send my browsing data to us.
 Automatically connect to hotspots.
 Let us access your contacts and verify your phone number.
 You can change these at any time.

5 Listen to Lucia and her friend.

Now play Keep moving!

Real Culture! with video

Each unit includes a reading lesson on cultural topics from English-speaking countries and an optional culture video which extends the theme.

REAL CULTURE! The sharing culture

Now watch the culture video.

1 Work in pairs. Discuss the questions.

1 What do you share with other people?
2 Do you or your family ever use sharing schemes for:
household jobs?
holidays?
leisure?

2 Q 2.14 Read and listen to the text on page 38. List the main advantages of each scheme.

Work in pairs. Can you think of any disadvantages of these schemes? Note your ideas then share them with the class.

3 Q 2.15 Read the text. Which four more common phrases are in the text?

4 Q 2.16 Compare cultures. Work in pairs. Discuss the questions.

1 Have you got any of the sharing services mentioned in the text in your country?
2 Which one are the most successful?
3 Which of the claims in the text would work well in your country?

5 Q 2.17 Listen to Connor, Margaret, Harry and Danielle talking about neighbourhood sharing schemes. What did they do? What did they think of the experience? Make notes.

6 Q 2.18 Work in pairs. Look at The Library of Things webpage below and discuss the questions.

1 Which items would be useful for you and your family or friends?
2 Which of the items are good value for money?
3 Which other items would you like to borrow from The Library of Things?
4 Do you have any objects you could advertise for rent? How much would you charge?

7 Q 2.19 GET CREATIVE. Work in groups. Invent a sharing scheme for your local community.

1 Think of your own idea or choose a service for sports, gardens, books, work or tourism.
2 Give your scheme a name, describe how it works, list all the benefits.
3 Present your scheme to the class.

8 Now watch the culture video.

9 FAST FINISHER Imagine you took part in a local sharing scheme. Write about your experience.

THE LIBRARY OF THINGS

Do you need a second opinion for a party, a hammer to put some pictures or a tent to go camping? You can find all these and more at the Library of Things.

Once you have asked, simply look for the things you want to borrow. Every item has a name and a rental price. When you've found what you want, select a date and time, pay, then collect it on the day. When you have finished with it, simply clean it and take it back. It's easy!

New items for rent

Gary the Guitar £5 per day

Shy the Hammock

Word Power

Regular word-building exercises through the Word Power feature.

4 **Word Power** Find five adjectives in the article to describe shapes. Then make a list of more shape adjectives.

21st century skills

Four 21st century skills exercises per unit: *Think critically, Get creative, Find out, and Compare cultures.*

5 **THINK CRITICALLY** Do you think the traditional nomadic lifestyle (in Mongolia) can survive in the 21st century? Give reasons.

7 **GET CREATIVE** Film a video tour of your home. Comment on the rooms and say what your family does in each space.

5 **FIND OUT** What other kinds of tiny homes are popular? Which one do you prefer? Why?

6 **COMPARE CULTURES** How do Australian homes compare with those in your country? Are the same things important? What are the differences?

Projects, Literature and Exams

Extra sections at the back of the Student's Book for extended learning.

PROJECT UNITS 1-3 TASK Design and present a fantasy home

1 Work in a pair and present a design.

PREPARE Fantasy Home Competition

Think about:

- where you would like to live, e.g. in the mountains, by a beach, on a lake.
- what type of home you want to live in, e.g. modern, traditional, eco-friendly.
- who you want to live with, e.g. friends, family, famous person.

LITERATURE UNITS 1-3 BEFORE YOU READ

1 What do you know about the author Mark Twain?
2 Where and when did he live?
3 Do you know the names of any of his books?

2 Read the outline to *The Adventures of Tom Sawyer*. Choose the correct answers to complete it.

EXAM PRACTICE UNIT 1

Reading Multiple choice

Look! About the task

In this reading task, you need to read a text and answer some multiple-choice questions. For each question, you choose the correct answer, A, B, C or D. There is usually one paragraph per question and one question about the whole text. The other options express people's opinions and attitudes.

Useful strategies

Read the title and text once to get an idea of the topic.

Read each question and underline any important words. Then read the text again and find the parts that match your underlined words.

When choosing your answer, check the whole meaning, not just individual words.

1 Read the title and read the first paragraph of this article. What is it about?

2 Read the first question below and options A, B, C and D. Find the key words in each option.

1 What do we learn about Josh in the first paragraph?
A He hasn't had a job for much longer.
B He hasn't lived in London all his life.
C He doesn't work in the centre of the city.
D He isn't sure if he wants to live in London.

3 Read the first paragraph again and choose the correct answer. Why?

EXAM TASK

For each question 2-4, choose the correct answer.

Living on the water

Josh Taylor talks about life on his houseboat, Serenity.

I'm a writer, and I decided to move to London last year because it's easier to find work here, instead of in my hometown. But now, for too expensive to live here, but I never felt able to afford to buy a house. Then I heard about houseboats. I instantly fell in love with the idea of making my home on a boat - floating, watching TV and sleeping on the most comfortable furniture.

My boat has plenty of small windows, so it's not too dark inside. The heating system is brilliant too, so I'm really cosy in winter. For a keen reader and movie buff, I have loads of books but sadly can't keep all of them with me. A friend did me a favour and took several boxes of them back to my parents' house. My houseboat doesn't have a permanent place to keep my books. It means having to move around every two weeks, and I don't mind this at all because I get to discover different parts of the city and meet new people. People who live on boats are generally quiet, very warm and welcoming. Having to move when the weather's not and wind's definitely annoying, but I'm getting used to it.

If you're thinking seriously about buying a houseboat, think carefully about the size of the boat. Do plenty of research too. The water's lower than most lakes so smaller boats will be easier to manoeuvre. London. And remember that there's a lot to be said for not getting upset when things go wrong - they'll soon get better. It also doesn't hurt to have a few basic practical skills so you can do your own repairs.

2 What does Josh find difficult about living on a boat?
A He misses living with other people.
B He wishes he had more natural light.
C He would like more space.
D He doesn't like moving.

3 What does Josh think is the best part of living on a boat?
A He likes the view.
B He likes the people who live on boats.
C He likes the quiet.
D He likes the weather.

UNIT OVERVIEW

Student's Book

There is a 5-page Starter unit at the beginning of the Student's Book. It reviews basic grammar and vocabulary areas from earlier levels. There is also a short reading and speaking section towards the end of the Starter unit, providing students with a useful introduction to skills work.

The Starter unit is optional. It will depend on your timetable and which areas you think your students would benefit from revising before beginning work on the main units. It can also serve as a useful introduction to the course methodology and features.

The units are 10 pages with 6 main sections:

- 1 **Vocabulary** (includes a vlog)
- 2 **Grammar** and **Reading** (includes a grammar animation)
- 3 **Vocabulary, Listening** and **Grammar** (includes a grammar animation)
- 4 **Reading, Listening** and **Speaking** (includes a digital speaking game)
- 5 **Culture** (includes a culture video)
- 6 **Writing**



VOCABULARY

There are two vocabulary lessons per unit. The first vocabulary lesson appears on the unit opener page and usually presents the items with colourful visuals, especially at the lower levels. These pages also feature a video in the form of an optional vlog, for use in digital classrooms.

Lesson aims clearly stated in 'I can' statement.

Substantial vocabulary sets with around 10-15 items taught per vocabulary lesson.

Engaging visuals, a text or a quiz to present the vocabulary.

Typically 3 to 5 practice exercises with a pairwork or personalized activity to finish.

Fun, optional vlog on the unit theme including some of the new vocabulary from the lesson.

Fast finisher caters for mixed ability and consolidates what students have learned.

READING and GRAMMAR

There are two grammar lessons per unit. The Reading and grammar spread features the first grammar lesson of the unit and the grammar is presented via a reading text. This lesson also features an optional grammar animation.

Lesson aims clearly stated in 'I can' statement.

Graded reading texts contextualize grammar and practise relevant reading skill.

Texts focus on relevant and engaging topics for today's teenagers.

Fun facts provide fun but interesting information related to the topic of the lesson.

Pronunciation feature allows students to listen and repeat.

Fast finisher caters for mixed ability and consolidates what students have learned.

Animated grammar presentations of meaning and form.

Grammar presented inductively and form and use highlighted in tables and rules.

Controlled and freer practice exercises on form and meaning.

Nomads in the 21st century
READING Listen for the central theme.
 1 Look at the pictures. Read the title and first paragraph of the article. What do you think the article is about?
 2 Read and listen to the article and check your ideas. Were you right?
 3 Read the article again and answer the questions.
 4 Why were horses so important to nomads?
 5 Why are motorbikes widely used?
 6 Why do nomads keep few possessions?
 7 Which items of modern technology are the most popular? Why?
 8 What does city life find magical about nomadic life?

Hi-tech and tradition in Mongolia
 by Olly Martin
 Outside Ulaanbaatar, Mongolia's capital, lies a landscape of hills and grass. For 1,000 km in any direction, there are no trees or fences. With my guide, Bayan, we drove across these empty steppes. Most of the Mongolians who still lead a nomadic life. Temperatures range from -30°C in the winter to 25°C in the summer, so people move with their homes and animals to cooler highlands in the summer and warmer lowlands in the winter. But what I wanted to know was how these people were adapting to the 21st century.
 When we arrived at a small community about 200 km east of the capital, some men were riding motorbikes and herding their sheep and goats. Horses used to be at the centre of nomadic culture. They provided transport, meat and milk. These days the motorbike, which is inexpensive to run, is king.
 An old man invited us into his traditional ger, or yurt, a circular tent with a triangular roof and walls made from sheep's wool. The single room, ten metres in diameter, was cosy but hardly luxurious. There was no bathroom or running water and a square outdoor loo.
 was the fridge. When you carry your home with you, it's important not to have many possessions!
 Our host showed us some public phones, always open to guests. While we were all talking, two girls were playing games on mobile phones. Phones are also essential for keeping in touch with relatives in the city. How did they keep in touch before mobile phones? I wondered to myself.
 However, the most common example of technology isn't mobile phones; it's rectangular solar panels. One panel can charge a phone or power an LED light bulb. During the long winter nights, an indoor light can be very comforting! Obviously, nomads didn't use to have these things in the past, but they're now essential survival tools.
 What I was lying on my bed that night, I could hear the wind blowing outside. I looked up through the round hole in the roof and saw the stars. I realized this contact with nature is the magic of the nomadic life.

GRAMMAR Past simple and past continuous
I can Use the past simple and the past continuous to describe shapes. Then make a list of more shape adjectives.
How watch the grammar animation?
 1 Read the grammar box and choose the correct answers to complete the rules.
Rules
 We use the past continuous for a 'longer' / 'shorter' action in the past, and the past simple for a 'longer' / 'shorter' action that interrupts it.
 We use the 'Past simple / past continuous' for two longer actions in progress at the same time.
 With the past continuous, we use *while*, but with the past simple we use *when* / *while*.
PRONUNCIATION Listen and repeat.
 1 We used to live alone.
 2 We didn't use to have a garden.
 3 Did they use to read comics?
Work in pairs. Ask questions using the verbs in Exercise 6. Are any of your experiences the same?
Work in pairs. How were lives different 100-150 years ago? Think about homes, entertainment, communication, health, etc. Discuss what was better or worse about life then.
FAST FINISHER Write some of your answers to Exercise 9 using *used to* / *didn't use to*.
Language summary: Unit 1 SB p. 127

VOCABULARY, LISTENING and GRAMMAR

The second vocabulary lesson is combined with a listening activity. This spread also features the second grammar lesson of the unit. There is an optional grammar animation.

Lesson aims clearly stated in 'I can' statement.

Vocabulary is presented via a listening with the opportunity to practise a relevant listening skill.

Word Power word-building task.

4 exercises per unit focus on 21st century skills: Find out, Get creative, Think critically and Compare cultures.

Fast finisher caters for mixed ability and consolidates what students have learned.

Animated grammar presentations of meaning and form.

Grammar presented inductively and form and use highlighted in tables and rules.

Controlled and freer practice exercises on form and meaning.

A lot of stuff
VOCABULARY and LISTENING Homes (nouns)
I can Listen for the main ideas.
 1 Look at the pictures and label the things you see. Listen, check and repeat.
 2 Work in pairs. Discuss which of the things in Exercise 1 you have in your home.
 3 Complete the post with the words in the box. Then listen and check.
 4 Listen to the radio programme and tick (✓) the best summary.
 5 Listen again and number the information in the order you hear it.
 6 GET CREATIVE Film a video tour of your home. Comment on the rooms and say what your family does in each space.
GRAMMAR Present perfect simple and past simple
I can Use the present perfect simple and the past simple with time expressions.
How watch the grammar animation?
 1 Read the grammar box and choose the correct answers to complete the rules.
Rules
 We use the present perfect for past events that 'are / aren't connected to the present'.
 We use the past simple for actions that 'started / finished in the past, usually at a specific time'.
 We usually use *ever* / *never* / *just* / *yet* / *already* with the 'present perfect' / 'past simple'. We use *for* and *how long* with both.
 2 Complete the sentences with the correct form of the verb in brackets.
 3 Write six *How long?* questions using the present perfect simple with the correct form of the phrases below. Then write your answers using *for* or *since*.
FAST FINISHER Write sentences about what your partner told you in Exercise 7.
Language summary: Unit 1 SB p. 127

UNIT OVERVIEW

Keep talking!

READING, LISTENING and SPEAKING

The *Keep talking!* lesson starts with a focus on reading and listening before moving on to the functional area of speaking. This spread also features a digital game called *Keep moving!* which encourages spoken interaction. The lesson ends with a structured 'Prepare, Speak, Reflect' output task.

Lesson aims clearly stated in 'I can' statement.

Exercises for relevant reading and listening skills.

Reading and listening tasks provide context for speaking section. Focus on real world information via blogs, leaflets, signs, adverts and maps.

Optional digital board game *Keep moving!* for class use. A fun, dynamic way to revise language from the unit.

Fast finisher caters for mixed ability and consolidates what has been learned.

Recorded dialogues model spoken language.

Useful language box highlights key expressions with listen and repeat facility.

Supported 3-stage *Speaking plan* for end-of-lesson speaking task.

Real culture!

The *Real culture!* spread contains a text and exercises on a relevant cultural theme. It also practises reading skills. It features an optional video on a related cultural theme.

Lesson aims clearly stated in 'I can' statement.

Reading text on a related cultural theme. Focus on English speaking culture around the world.

Fast finisher caters for mixed ability and consolidates what students have learned.

Word Power word-building task.

4 exercises per unit focus on 21st century skills: *Find out*, *Get creative*, *Think critically* and *Compare cultures*.

Fun optional culture video recycles grammar and vocabulary from the unit.

WRITING

There is a one-page writing lesson at the end of each unit that focuses on a particular text type and the language associated with it. The lesson ends with a structured 'Prepare, Write, Reflect' output task. There is a complete Writing summary section at the back of the Workbook with additional model texts and *Tips for writing*.

Lesson aims clearly stated in 'I can' statement.

Exercises to focus on the model text and support the writing process.

Model texts such as emails, blog posts, descriptions and letters.

References to additional sections at the end of the Student's Book and the Workbook.

Flat to let
WRITING A description
I can write a description of a home.

1 Work in pairs. Look at the list of features you find in a flat or house. Discuss which are the most important.

air con close to shops dishwasher
 fast Wi-Fi lots of space storage space
 views wide-screen TV

2 Read the description from a flat rental website. Copy the categories and add words.

1. TYPE OF HOME: flat
 2. LOCATION
 3. PARTS OF THE FLAT
 4. TYPE OF DECOR
 5. FURNITURE & EQUIPMENT
 6. PLACES & ACTIVITIES NEARBY

3 Work in pairs. Brainstorm more words for the categories in Exercise 2.

4 Look at the adjectives in the **Useful language** box. Which ones are used in the text?

Useful language
 When you write a description of a place, use adjectives to create interest and add information.

5 Read the **Look!** box. Find another example in the text.

Look! so to show a consequence
 The flat is located close to shops and restaurants, so it's good for eating in and out.

6 Choose a phrase from each column, A and B. Link them with so and write sentences. You may need to add extra words.

A
 1 a garden
 2 good transport system
 3 on the 8th floor
 4 the cupboard contains tea and coffee
 5 bedroom at the back

B
 sleep in silence
 you can make a drink
 energy-efficient window
 you can have breakfast outdoors
 see fantastic views
 There is a good transport system, so it's easy to get around.

7 Imagine you are offering your home or a relative's home for short holiday rents. Write a description for a website. Follow the steps in the **Writing plan**.

Writing plan
Prepare
 > Make notes about your home.
 > Plan what adjectives you are going to use.
Write
 > Include the location and type of home, rooms, furniture and equipment, style and décor, special features.
 > Be selective. Choose the information that makes your home interesting.
 > Think about what people need to know.
 > Use adjectives from the **Useful language** box.
Reflect
 > Have you used the adjectives from the **Useful language** box correctly?
 > Check the verb agreement with there is / there are.
 > Check your use of so.

18 Writing summary: WB p. 84 Exam: Unit 1 SB p. 118 Language summary: Unit 1 SB p. 127

Useful language box highlights key expressions needed for the writing task.

Look! box highlights additional areas of language or text structure needed for the writing task.

Supported 3-stage Writing plan for the end-of-lesson writing task.

LANGUAGE SUMMARIES

There is a Language summary page at the end of the Student's Book for each unit. It provides a useful 'at a glance' visual summary of the grammar, vocabulary and functional language taught in the course. This can be used in class or at home as a quick reference whenever needed.

Complete grammar tables for each grammar point from the unit.

Full summary of grammatical forms with clear highlighting.

Comprehensive grammar rules with explanations of meaning.

LANGUAGE SUMMARY
UNIT 1

GRAMMAR
 Past simple and past continuous

Past simple	Past continuous
Thomas arrived home.	While I was cooking dinner,
Past continuous	Past simple
I was cooking dinner	when Thomas arrived home.

Rules
 We often use the past simple and the past continuous tenses in the same sentence. The past continuous describes a longer action that was in progress in the past. The past simple describes a shorter action that interrupted the longer action.
 We use **while** with the past continuous and **when** with the past simple.
 We don't usually use the continuous form with state verbs, e.g. believe, know, need, own, understand, want.

used to

Affirmative	Negative
They used to live near us.	She didn't use to eat meat.
Questions	Short answers
Did he use to play football?	Yes, he did / No, he didn't .

Rules
 We use **used to** to talk about past habits and old routines that lasted for some time or happened repeatedly. It is not used for present habits.
 We use the infinitive use (not used) for negative sentences and questions.

Present perfect simple and past simple

Personal perfect simple

Have you **ever** tried Mexican food?
 They **have never** been abroad.
 How long **has** she **lived** in Spain?
 She **hasn't** lived in Spain for two years / since 2015.
 Have you **done** your homework **yet**?
 We **haven't had** dinner **yet**.

Past simple

We **moved into** this house six months ago.
 How long **did** you **live** in Spain?
 I **lived** there for three years.

Rules
 We use the present perfect simple to talk about past actions and experiences when the specific time they happened isn't important. We also use the present perfect simple for past actions or situations that are connected to the present, often with ever, never, for, since, just, already and yet.
 We use the past simple for actions or situations that started and finished in the past, especially when we say when they happened.

VOCABULARY
Homes (adjectives)
 basic
 brand-new
 cosy
 disorganized
 gloomy
 indoor
 light
 luxurious
 narrow
 organized
 outdoor
 recycled
 traditional
 uncomfortable
 up-to-date
 wide

Homes (nouns)
 air conditioning
 attic
 balcony
 basement
 central heating
 countryside
 fireplace
 garage
 indoors
 neighbourhood
 outdoors
 suburbs

Speaking
Asking for permission
 Is it OK to/If ...?
 Can/Could/May I ...?
 Would it be possible to ...?
 Am I allowed to ...?
 Yes, of course.
 That's absolutely fine / No problem.
 I'm sorry / I'm afraid ...

Writing
A description
 lovely
 attractive
 beautiful
 brand-new
 comfortable
 cosy
 friendly
 gorgeous
 great
 lively
 open-plan
 peaceful
 quiet
 relaxing
 spacious
 stylish
 warm
 well-equipped

so to show a consequence
 The flat is located close to the shops and restaurants, so it's good for eating in and out.

127

A list of the vocabulary taught in each unit.

A list of the key expressions from the Keep talking! speaking lesson.

A list of the key expressions and input from the writing lesson including the language from the Look! boxes.

ON-SCREEN LEARNING

Keep it real! offers dynamic on-screen learning for digital classrooms with optional vlogs (video blogs) and culture videos, as well as animated content in the form of an optional alternative grammar presentation. There is also an innovative digital board game called *Keep moving!* at the end of the speaking lesson which can be enjoyed as a whole class activity.

VLOGS

Authentic, real life vloggers in engaging, contemporary contexts.

Informal but graded spoken English and variety of accents including British and American English.



For further teaching notes for each vlog see Teacher's Guide pages 291-299 and for vlog scripts see pages 309-311.

Watch with the teacher in class or for revision at home.

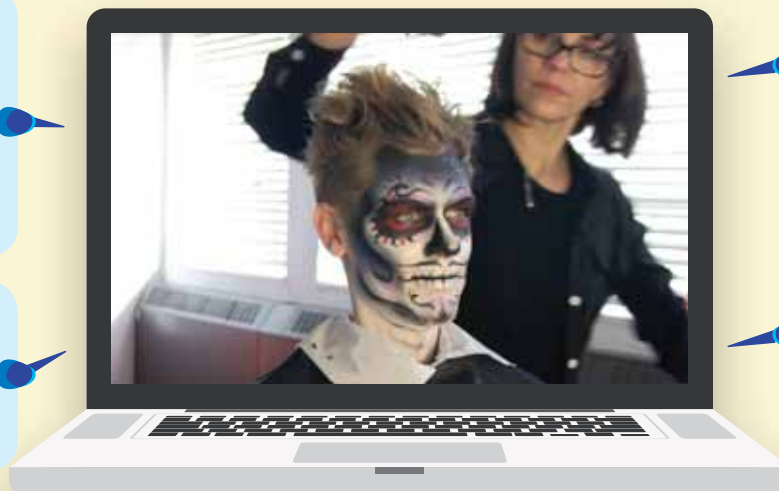
Use as consolidation and revision of vocabulary from the lesson or to set the scene for the unit.

Available with or without subtitles. Useful for mixed ability and supported learning.

CULTURE VIDEOS

Engaging mini-documentaries on cultural themes from across the English-speaking world such as the UK, the USA, Canada, Australia and New Zealand.

Documentaries provide an opportunity for recycling vocabulary and grammar from the unit.



For further teaching notes for each culture video see Teacher's Guide pages 300-308 and for culture video scripts see pages 312-314.

Available with or without subtitles. Useful for mixed ability and supported learning.

Informal but graded English with a variety of accents including British and American English.

Watch with the teacher in class or for revision at home.

GRAMMAR ANIMATIONS

Ready-made optional grammar presentations for each grammar lesson.

A range of characters in fun, bite-sized scenarios and short stories.

Available with or without subtitles. Useful for mixed ability and supported learning.



For Grammar animation scripts see Teacher's Guide pages 315-319.

Use as a fun revision tool or as a recap at the end of the lesson.

A visual focus on form and meaning supported by audio models.

Have you **ever** been to Spain?
 No, I've **never** been to Spain.
How long have they worked here?
 They have worked here **for** eight months.
 I've worked here **since** I was 20.
 I've **just** come back from my holidays.
 It's **already** become very popular.
 I haven't seen the new robot **yet**.

Keep moving! DIGITAL BOARD GAME

Uniquely developed digital board game at the end of each *Keep talking!* lesson to revise unit content.

Use animated characters to progress along the board.

Win badges and collect treasure.



The game tests language, skills and general knowledge.

Play in collaborate or compete mode. Practise mediation, peer to peer teamwork, problem solving and strategic thinking.

Answer questions and complete mini-tasks to reach the finish point.



consolidation and extension

There are optional lessons at the end of the Student's Book for consolidation and extension. These include termly Reviews, Projects and Literature sections as well as a short Exams practice section for each unit.

REVIEWS

There are 3 termly Reviews that revise grammar and vocabulary via the 4 skills. Each spread starts with a reading, followed by a listening, speaking and writing activity. The aim of these spreads is to consolidate the grammar and vocabulary from the previous 3 units through simple, guided skills activities.

Reading section with a short review text.

Listening section recycles and reviews via dialogues and monologues.

Speaking section revises key language via a short discussion or pairwork task.

Writing section reviews key language via a simple guided writing task.

Test your memory section with simple recall prompts for fun revision of unit content.

PROJECTS

There are 3 termly Projects that consolidate grammar and vocabulary in a fun, collaborative task. There are 3 clear stages 'Prepare, Do, Reflect' which support students as they create projects in pairs or small groups. A model of the project 'output' is provided for reference throughout the lesson.

Prepare stage with photos and tasks to help with ideas and planning.

Do stage with support for creating the project.

Reflect stage with tasks for improving the projects.

21st century skills included for project planning and research.

Useful language box with grammar structures from the unit.

Model project for reference and support.

Look! box encourages ways of working such as mediation or collaboration.

LITERATURE

There are 3 termly Literature lessons that each feature an extract from the **Richmond Readers** series. These provide an opportunity for extensive reading practice in a fun and supported way. There are 3 clear stages 'Before you read, Read, Reflect' which support students with their reading.

Before you read stage prepares students to read the text and think about the context.

Main points of the story are summarized in the *Outline* box.

Read stage helps students to focus on the main points of the story extract.

The screenshot shows a lesson page titled 'LITERATURE UNITS 1-3' with the main heading 'The Adventures of Tom Sawyer'. It is divided into three sections: 'BEFORE YOU READ', 'READ', and 'REFLECT'. The 'BEFORE YOU READ' section includes a 'Work in pairs and answer the questions' task and an 'Outline' box summarizing the story. The 'READ' section contains a 'Read and listen to the extract from The Adventures of Tom Sawyer and answer the questions' task. The 'REFLECT' section includes a 'Word Power' task and a 'Think Critically' task. A 'Glossary' box at the bottom right defines 'free boys' as 'not controlled, having free time'. The page also features a photograph of a boy painting a fence.

Word Power word-building task.

21st century skills included as part of the literature lesson.

Reflect stage to think about the story in a more general or personalized way.

Extract from the **Richmond Readers** series at the appropriate level with visuals to support details of the story.

Key words from the text are highlighted in the *Glossary*.

EXAMS

There are 9 Exam practice lessons that provide further practice of the grammar and vocabulary from the unit, using common exam question types. These are taken from a wide range of exam boards appropriate for the level and age group. Each section builds towards completing an exam style task.

Each lesson focuses on a skill such as reading, listening, speaking and writing, and a common exam question type such as multiple choice, gapfilling, writing a message and discussing a topic, etc.

Look! boxes provide general information on the scope of the exam task and what students can expect.

Useful strategies box gives guidance and tips on how to approach the exam task.

The screenshot shows an 'EXAM PRACTICE UNIT 1' lesson page. It features a 'Reading Multiple choice' task with a 'Look!' box providing task information and a 'Useful strategies' box. The main text is an extract from 'Living on the water' by Josh Taylor, describing life on a houseboat. Below the text is an 'EXAM TASK' section with multiple-choice questions. A 'Glossary' box at the bottom right defines 'serenity' as 'a state of calmness and peace'. The page includes a photograph of a houseboat.

Graded Exam task which brings together the themes of the unit.

Exercises build towards and support the Exam task at the end of the lesson.

Exam practice lesson finishes with an opportunity to complete a simple Exam task based on the skills and strategies taught.

Richmond Learning Platform

EXTRA PRACTICE WORKSHEETS

There are 72 print-and-go worksheets that provide students with extra practice of grammar and vocabulary in a variety of different ways, including via the 4 skills. The grammar and vocabulary worksheets are offered at 2 levels of difficulty. All the worksheets can be found on the **Richmond Learning Platform** and can be printed off for use in class or set as homework. Audio for the listening worksheets is available as an MP3 download on the **Richmond Learning Platform**.

2 vocabulary and 2 grammar worksheets for every unit.

The language worksheets are graded for two levels of difficulty via consolidation and extension versions.

4 skills worksheets for every unit: reading, listening, speaking and writing.

The skills worksheets revise grammar and vocabulary via a skills activity at one level of difficulty and end with a short 21st century skills task.



TESTS

There is a comprehensive test package offered on the **Richmond Learning Platform**. Tests are offered at 2 levels of difficulty and are presented in both PDF and digital format.

Tests for grammar, vocabulary, reading, listening, speaking and writing. The 4 skills are tested separately.

Consolidation and extension versions of each test (not speaking).

Tests are auto-marked (except for speaking and writing tasks which require teacher grading).

Unit-by-unit tests, end-of-term tests, and end-of-year tests.



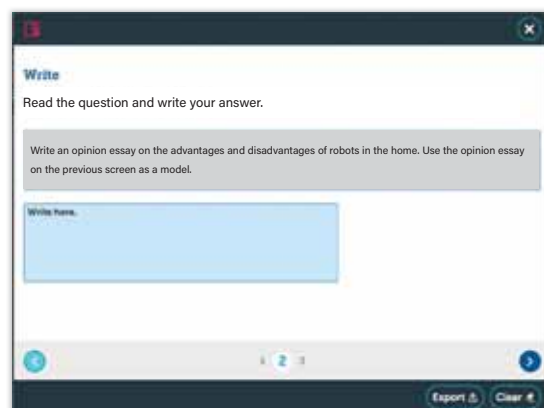
EXTRA PRACTICE ACTIVITIES

Extra practice activities for self study on the **Richmond Learning Platform** in digital format.

Reading and listening activities use Student's Book texts and audio with new comprehension tasks.

Speaking and writing activities test Useful language from the Student's Book. Listen, repeat and record facility for speaking and pronunciation.

Vlogs and culture videos from the Student's Book further exploited using new tasks.



TEACHER'S RESOURCES

Teacher's Guide

The *Keep it real!* Teacher's Guide is a complete planning and teaching resource with Student's Book pages and teaching notes combined. Student's Book audio scripts, Workbook answer keys and additional teaching notes for the Student's Book vlogs and culture videos are available at the back of the Teacher's Guide.

Reproductions of every Student's Book page on the left-hand page.

Complete teacher's notes with answer keys on the right-hand page.

A summary of the topics covered in each unit with the language aims clearly stated.

Ideas for fun lesson introductions to warm students up to the topic of the lesson.

Answer keys highlighted in easy-to-find boxes.

Signposting to supplementary support material.

Home truths

VOCABULARY Homes (adjectives)

1 Read the article and answer the questions.

1 Why did Luke and Amy choose to live in a 'skooly'?

2 Why is it important for the skooly to be organized?

3 Why do you think Amy says every day it's 'a new adventure'?

Tiny homes

This week: Life on the road with Amy and Luke

When you think of a school bus, you don't usually think of a place to live. But a converted school bus, or a 'skooly', has to be the coolest home on wheels.

You don't need a licence to drive one, and a 'skooly' home is expensive, says Luke. A skooly with the perfect location. They're not for everyone and you can live and work anywhere.

A ten-mile-long school bus is a space that's quite narrow. But once you step inside, it feels so big and airy with windows on both sides, it's never 'glowy'.

We use woodstoves, tablets and laptops to save space. Amy says, 'but we've also got a cupboard full of board games'.

Everything has to be organized. So we don't have too much stuff. Luke says, 'It's easy to make the place look cluttered. So, there are plenty of cupboards for coats and shoes'.

Luke and Amy are both great at DIY and most of their wooden furniture is self-purchased. They even made the curtains from recycled material.

They live on and get off their energy from solar panels on the roof and a four-burner power bank. At the back is an indoor space with bikes, kayaking gear, and more cupboards.

OK, to a skooly of a basic, says Luke. But it's nice and cozy.

Amy agrees. We love it! Every day is a new adventure!

2 Find words in bold in the article that mean:

- carefully arranged and ordered
- a small distance from side to side
- comfortable and relaxing
- in the way things have been done for a long time
- simple, with only the necessary things
- dark or poorly lit
- something which has been used before
- located inside

3 Match adjectives **a-h** with their opposites in Exercise 2. Then listen, check and repeat.

a light b up-to-date c organized d basic
e wide f disorganized g narrow h luxurious

4 Choose eight adjectives to describe things or places in your home. Then tell your partner.

A: My bedroom is a bit gloomy.
B: Why?
A: It doesn't get much sunlight.
C: FIND OUT What other kinds of homes are popular? Which do you prefer? Why?

5 **FAST FINISHER** What are the advantages and disadvantages of living in a 'skooly'? Write answers.

6 **Now watch the vlog.**

7 Language summary: Unit 1 SB p. 127

Home truths

UNIT OVERVIEW The topic of this unit is homes. Students read how Mongolian nomads have adapted to the harsh world, and listen to a radio programme about family life in the USA. They read some adverts for rooms to rent and learn how to ask for permission. Finally, they read and write a description of a home. They also watch a vlog about making a room comfortable and a culture video about life in a houseboat.

VOCABULARY Homes (adjectives)

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6 **Now watch the vlog.**

7 Language summary: Unit 1 SB p. 127

CULTURE VIDEO UNIT 1

VLOG UNIT 1

Home on a break

BACKGROUND INFORMATION

Rachel is now on a break from work in Scotland in his room and dad's home. In this vlog, he shows us his brother's old bedroom where he is staying temporarily while in Scotland. Rachel's vlog shows his bedroom and describes it to us in this vlog.

LANGUAGE

The following target language items are described in 1. They are simple, organized.

You may wish to download or print the following pages from the course.

PREPARE

1 **FIND OUT** Read the article and answer the questions.

1 Why did Luke and Amy choose to live in a 'skooly'?

2 Why is it important for the skooly to be organized?

3 Why do you think Amy says every day it's 'a new adventure'?

WATCH

Watch the video script. A: Why do you think Amy says every day it's 'a new adventure'?

PREPARE

1 **21st Century skills** Read the article and answer the questions.

1 Why did Luke and Amy choose to live in a 'skooly'?

2 Why is it important for the skooly to be organized?

3 Why do you think Amy says every day it's 'a new adventure'?

GRAMMAR ANIMATION SCRIPTS

CULTURE VIDEO SCRIPTS

VLOG SCRIPTS

UNIT 1

Home on a break

Rachel

Hi, my name is Rachel and I'm on a break from work in Scotland in my room and dad's home. In this vlog, I show you my brother's old bedroom where he is staying temporarily while in Scotland. Rachel's vlog shows his bedroom and describes it to us in this vlog.

LANGUAGE

The following target language items are described in 1. They are simple, organized.

You may wish to download or print the following pages from the course.

PREPARE

1 **FIND OUT** Read the article and answer the questions.

1 Why did Luke and Amy choose to live in a 'skooly'?

2 Why is it important for the skooly to be organized?

3 Why do you think Amy says every day it's 'a new adventure'?

WATCH

Watch the video script. A: Why do you think Amy says every day it's 'a new adventure'?

PREPARE

1 **21st Century skills** Read the article and answer the questions.

1 Why did Luke and Amy choose to live in a 'skooly'?

2 Why is it important for the skooly to be organized?

3 Why do you think Amy says every day it's 'a new adventure'?

WORKBOOK ANSWER KEY

STARTER

1 I want to live in a house with a garden.
2 I want to live in a house with a garden.
3 I want to live in a house with a garden.
4 I want to live in a house with a garden.
5 I want to live in a house with a garden.
6 I want to live in a house with a garden.
7 I want to live in a house with a garden.
8 I want to live in a house with a garden.
9 I want to live in a house with a garden.
10 I want to live in a house with a garden.

GRAMMAR

1 I want to live in a house with a garden.
2 I want to live in a house with a garden.
3 I want to live in a house with a garden.
4 I want to live in a house with a garden.
5 I want to live in a house with a garden.
6 I want to live in a house with a garden.
7 I want to live in a house with a garden.
8 I want to live in a house with a garden.
9 I want to live in a house with a garden.
10 I want to live in a house with a garden.

21st Century Skills

1 I want to live in a house with a garden.
2 I want to live in a house with a garden.
3 I want to live in a house with a garden.
4 I want to live in a house with a garden.
5 I want to live in a house with a garden.
6 I want to live in a house with a garden.
7 I want to live in a house with a garden.
8 I want to live in a house with a garden.
9 I want to live in a house with a garden.
10 I want to live in a house with a garden.

Detailed vlog and culture video teaching notes at the back of the Teacher's Guide.

Scripts for all vlogs, culture videos and animations.

Guidance on vocabulary teaching, noticing tasks and extra ideas.

Workbook answer key for easy reference.

iBook for teachers

The *Keep it real!* iBook is a fully interactive version of the course for use in class. It combines all the teaching and learning elements of the course for use with a Smart Board or projector, in a convenient one-stop resource.



Student's Book pages with pop up answer keys and audio / video scripts.

Includes embedded audio, culture videos and vlogs at a click.

Includes Student's Book, Workbook and Teacher's Guide all in one place.

Easily accessible grammar animations and *Keep moving!* revision game.



Richmond Learning Platform

There is a wealth of interactive resources on the **Richmond Learning Platform**. These can be used as self study or assigned by the teacher and assessed and tracked through the mark book. The **Richmond Learning Platform** also includes downloadable PDFs and other key components.



Extra practice activities for skills, pronunciation and video resources that can be assigned, tracked and marked.

Print-and-go worksheets and tests for use in class.

Workbook audio MP3 and answer key.

Digital tests that can be assigned, tracked and marked.

Complete downloadable audio, video, animations, and scripts.

Downloadable wordlists and CEFR mapping documents.

Starter



VOCABULARY Travel

I can talk about travel and journeys.

1 Read Chloe's blog post. Answer the questions.

- 1 What did Chloe's family decide to do?
- 2 Why did they get to the airport late?
- 3 Why did they miss their flight?
- 4 What did they do on their holiday?

2 S0.1 Read the blog post again. Complete 1–9 with the words in the box. Then listen and check.

booked departures go abroad information
packed rank set off traffic unpacked

3 Find the words in **bold** in Chloe's blog post that mean:

- 1 a place in a public building where you can get information
- 2 lots of vehicles that can't move
- 3 a statement that is made to the public
- 4 a big screen that tells people when trains or planes leave
- 5 a place where taxis wait to get passengers
- 6 a journey in an aircraft
- 7 the place at an airport where passengers show their tickets and passports



Home About New posts Archives Message board



Chloe's Confusing WORLD...

We didn't want to stay in the UK for our holidays this year. We wanted to ¹..., to Italy. My parents planned everything in advance. They bought our train and plane tickets for the journey and ²... a B&B in Venice. We ³... our bags the day before our departure, so we were all ready. Nothing could go wrong.

The day started badly. I got up at 5 a.m.! Too early for me, I was so tired! But a taxi came and we ⁴... for the station. When we arrived, we checked the ⁵... **board** – there weren't any trains! At the ⁶... **desk**, they said all the trains were cancelled because of a technical problem. So, we rushed out to the **taxi** ⁷... to find a long, long queue.

We waited over an hour for a taxi. Our **flight** to Venice was at 11.30, so we were seriously late. But then things got worse. It took hours to get to the airport because there was a ⁸... **jam** on the motorway.

When we finally got there, we threw our bags onto a trolley and ran inside. We heard an **announcement**: 'This is the last call for Venice.' It was our flight! We were just in time! But when we got to the **check-in**, the woman asked for our documents, but I hadn't got my passport. It was still at home. I said I was tired that morning!

We returned home by train. That's right, they were running at that point. That evening we ⁹... our bags, then had takeaway pizzas.

And for the next two weeks we stayed *at home!*



4 Make notes about Chloe's journey. Try to remember as much as you can, but don't look at her blog post. Then work in groups and tell her story.

They decided to go abroad.

5 Work in pairs. Discuss the questions.

- 1 Where did you go on your last holiday?
- 2 How did you get there?
- 3 What happened on the journey?

Starter



STARTER UNIT OVERVIEW: The aim of this unit is to review language that sts already know and to remind them of some familiar vocabulary and grammar before they start the main units of the book. They revise vocabulary to talk about travel and sport. They study the present simple and present continuous. They also revise the present perfect and past simple, obligation, ability and permission, and question forms. They read a profile of an Australian teenager and practise talking about their preferences.

Vocabulary	Grammar	Pronunciation	Reading	Speaking
Travel; Sport	Present simple and present continuous; Present perfect and past simple review; Obligation, ability and permission; Question forms	can/can't	Asking questions about a text	Talking about your preferences

VOCABULARY Travel

Sts revise vocabulary to talk about travel.

Vocabulary

Travel (*announcement, book, check-in, departures board, flight, go abroad, information desk, pack, set off, taxi rank, traffic jam, unpack*)

WARMER

In pairs, ask sts to think of as many ways of travelling as they can in one minute. Write an example on the board first, e.g. *plane / flying*. The pair with the most words put their words on the board. If they get any words wrong, another pair takes over. The pair with the most words and no mistakes is the winner. Pick one of the ways of travelling from sts' ideas. Elicit some problems that can occur when we travel this way, e.g. we can be late, we can have too much luggage, etc.

- 1 Ask sts to look at the blog post. Elicit the name of the city in the background (Venice) and anything sts know about it. Read the questions for the class and explain the task. Sts can check their answers in pairs.

Answers

- 1 They decided to go to Venice for their holidays.
- 2 Because the trains were cancelled, they had to queue for a taxi and there was a traffic jam.
- 3 Because Chloe forgot her passport.
- 4 They stayed at home.

- 2 **S0.1** Read through the words in the box and elicit or teach the meanings. Sts read the blog and complete the text. Play the audio for sts to listen and check their answers. See Answers for audio script.

Answers

- | | | |
|-------------|---------------|------------|
| 1 go abroad | 4 set off | 7 rank |
| 2 booked | 5 departures | 8 traffic |
| 3 packed | 6 information | 9 unpacked |

- 3 Ask sts to scan the text and read out the words in bold. Tell sts to match the words in bold with the definitions.

Answers

- | | |
|--------------------|-------------|
| 1 information desk | 5 taxi rank |
| 2 traffic jam | 6 flight |
| 3 announcement | 7 check-in |
| 4 departures board | |

- 4 Ask sts to close their books. Sts work individually to remember the story. Ask sts questions to help them remember, e.g. *Where does Chloe's family live? Which country did they want to go to?* Put sts into groups and tell them to retell the story taking turns so they each tell a part of the story.
- 5 Sts work in pairs and take turns to talk about their holiday.

V Vocabulary practice: WB p.4

Sts will find more practice of vocabulary for travel here. Set these exercises for homework.

GRAMMAR Present simple and present continuous

I can use the present simple and the present continuous.

- 1 Read the grammar box. Complete the rules with *simple* or *continuous*.

Present simple

My parents **live** in Chicago.
We **go** to the mountains every year.
Water **turns** into ice when it's frozen.

Present continuous

Oh no, it's **raining!**
I'm **staying** with friends at the moment.
He's **doing** a computer course this week.

Rules

We use the present ¹... to talk about repeated actions, habits or routines. We also use it to describe permanent situations and facts.

We use the present ²... with time expressions such as *sometimes, often, never*.

We use the present ³... to talk about activities happening now and temporary situations.

We use the present ⁴... with time expressions such as *this year, this month*.

- 2 Complete the messages with the correct form of the verbs in brackets.

1 Where *are* you? I ... at the ticket office. (be, wait)

2 What time ... you usually ... home from college? (get)

3 Great concert! And now the band ... my favourite song! (play)

4 Bad news. The information office ... in the afternoon. (not open)

- 3 Write questions to ask your partner.

- What / read / at the moment?
- What time / get up / on Sundays?
- What music / listen to / these days?
- How often / go / to the cinema?

- 4 Interview your partner with the questions from Exercise 3. Ask follow-up questions.

A: *What are you reading at the moment?*
B: *I'm reading 'The Lord of the Rings.'*
A: *Really? Wow! Are you enjoying it?*

Present perfect and past simple review

I can use the present perfect and the past simple.

- 5 Read the grammar box. Choose the correct answers to complete the rules.

Present perfect

My brother **has been** to Canada.
I've never **climbed** a mountain.
Sue **has tried** all kinds of sports.

Past simple

I **went** to Lima last year.
We **studied** French at school.
My parents **met** 30 years ago.

Rules

We use the present perfect to talk about experiences in our lives. The exact time or date ¹*is / isn't* important.

We often use *ever* and *never* with the present perfect.

We use the past simple for ²*finished / unfinished* actions and situations.

We often use the past simple with time expressions such as *when, ago, last week, in June*.

Look! Present perfect with *been* and *gone*

Go has got two past participles. *Been* means 'travelled to and returned'. *Gone* means 'travelled to but not returned'.

- 6 Write the present perfect questions. Then write your own short answers.

HAVE YOU EVER ...?

- ... on a long flight (go)
- ... in a tent (sleep)
- ... your homework (forget)
- ... something special (lose)
- ... raw fish (eat)
- ... a famous person (meet)

A: *Have you ever been on a long flight?*

B: *No, I haven't.*

- 7 Work in pairs. Ask and answer the questions in Exercise 6. Then ask past simple questions to find out more information.

A: *Have you ever eaten raw fish?*

B: *Yes, I have.*

A: *Did you like it?*

FAST FINISHER

Write five things you have discovered about your partner.

Daniel has eaten raw fish. He loved it!

GRAMMAR Present simple and present continuous

- 1 Read the grammar box and make sure sts understand *permanent* and *temporary*. Point out that the main verb ending changes when we use the present simple, but only *be* changes when we use the present continuous, not the main verb in the *-ing* form.

Answers

- 1 simple
- 2 simple
- 3 continuous
- 4 continuous

Ask questions to check concept.

Concept check questions: *I'm staying at a hotel this week - permanent fact? (no - temporary situation). I am sometimes cooking dinner - correct? (no - I sometimes cook dinner). I shop online every week - temporary situation? (no - routine). I go to school by bus this week - correct? (no - I'm going to school by bus this week).*

- 2 Ask sts to read the messages and complete them with the correct form of the verbs in brackets. Tell sts to look back at the rules in Exercise 1 and note which rule provides the answer for each sentence. Check answers.

Answers

- 1 am waiting / 'm waiting (rule 3)
- 2 do, get (rule 1)
- 3 is/are playing (rules 3 and 4)
- 4 doesn't open/isn't open (rule 1)

- 3 Sts prepare the questions individually. They compare their answers in pairs, then check with the class.

Answers

- 1 What are you reading at the moment?
- 2 What time do you get up on Sundays?
- 3 What music are you listening to these days?
- 4 How often do you go to the cinema?

- 4 Read out the example. Elicit what a *follow-up question* is. Allow sts time to prepare their answers individually, then put them into pairs to ask and answer the questions from Exercise 3. Ask some sts to tell the class something they learned about their partner.

Present perfect and past simple review

- 5 Read the grammar box with sts. Elicit that we use *have/has* and the past participle to form the present perfect. Sts complete the rules. Check answers.

Answers

- 1 isn't
- 2 finished

Ask questions to check concept.

Concept check questions: *I have been to Peru last year - correct? (no - I went to Peru last year). I've lived here for 12 years - finished situation? (no - unfinished). I never went to Africa - correct? (no - I've never been to Africa). Did you see Ken yesterday? - unfinished action? (no - finished action).*

Read the Look! box with sts about the present perfect with *been* and *gone*. Write these sentences on the board: *My brother has gone to Australia. My sister has been to Japan.* Elicit whether the brother or the sister returned (the sister).

- 6 Ask sts to write six questions using *Have you ever* and the sentence prompts. Point out that they need to change the form of the verb in brackets. Sts work individually and write the questions. They also write their own short answers. Check questions with the class.

Answers

- 1 Have you ever been on a long flight?
- 2 Have you ever slept in a tent?
- 3 Have you ever forgotten your homework?
- 4 Have you ever lost something special?
- 5 Have you ever eaten raw fish?
- 6 Have you ever met a famous person?

- 7 In pairs, sts take turns to ask and answer the questions in Exercise 6. Remind them to use the past simple to ask follow-up questions to find out more information, and to answer in more detail.

FAST FINISHER

Sts who finish early can practise the grammar further. They write five things they have learned about their partner with the present perfect and past simple. Weaker sts can write three sentences about their own experiences.

G Grammar practice: WB p.4

Sts will find more practice for present simple and present continuous, and for present perfect and past simple here. Set these exercises for homework.

VOCABULARY Sport

I can talk about my favourite sports.

- 1 **S0.2** Match pictures a–j with the words in the box. Then listen, check and repeat.

basketball gymnastics hockey ice skating judo
mountain biking rugby squash surfing volleyball



Team games /
Ball games

Water sports

Racquet
sports

Winter sports

Indoor sports /
Martial arts

Outdoor
sports

10 SPORTS FACTS YOU NEED TO KNOW!

- 1 It's a great workout because players jump about 300 times in a match.
- 2 The name means 'gentle way' and contests only last five minutes.
- 3 Teams consist of twelve players, but with only five on the court at one time.
- 4 The curved stick used by players to hit the ball was straight until the 1960s.
- 5 At an altitude of 5,230 metres, the world's highest race is in the Himalayas.
- 6 Trampolining became part of this sport in 2000.
- 7 The court is surrounded by four walls which players must hit with a ball.
- 8 The longest ride ever on a wave was 17.2 kilometres on the Kampar River in Sumatra.
- 9 The game started in 1823 when a football player at a British boys' school caught the ball and ran with it.
- 10 Competitors can rotate at 300 revolutions a minute, the same as astronauts who are training.

- 2 Put the sports from Exercise 1 in the correct groups. Add any more sports you can think of. Some sports fit more than one group.
- 3 Work in pairs. Read the sports facts and guess the sports from Exercise 1.
- 4 In groups, ask and answer the questions about sport.
 - 1 Are you sporty?
 - 2 Which sports do you do?
 - 3 Which ones do you like watching?
 - 4 Have you ever done an extreme sport?
 - 5 What are the benefits people get from sport?

Look! Verbs with sports

We use the verbs *play*, *go* and *do* to talk about sports. Add more examples.

<i>play</i>	ball sports and games	<i>play volleyball</i>
<i>go</i>	sports ending in <i>-ing</i>	<i>go skiing</i>
<i>do</i>	sports that don't need equipment	<i>do judo</i>

FAST FINISHER

Find out a surprising fact about three different sports. Write sentences without naming the sport. Read your sentences to the class and see if they can guess.

VOCABULARY Sport

Sts study vocabulary for sport. They read sports facts and ask and answer questions about sports.

Vocabulary

Sport (*basketball, gymnastics, hockey, ice skating, judo, mountain biking, rugby, squash, surfing, volleyball*)

WARMER

Get sts to close their books. Write the word *sport* on the board. Write the letter 'A' underneath. Ask sts to think of a sport starting with 'A' (archery, athletics, etc.). Write sts' ideas on the board asking sts to spell the words they say. Do the same with 'B' (badminton, basketball, etc.). Put sts into pairs or small groups and ask them to go through the alphabet writing as many sports as they can for each letter. Give them three minutes. While they are working, write the rest of the alphabet on the board. After three minutes, ask sts to come up to the board and write their sports next to the correct letter. When they have finished, ask sts which sports are popular in their country and their school.

- 1 **S0.2** Sts could work in pairs to match the sports with the pictures. Play the audio once for sts to listen and check their answers, then play it again, pausing for them to repeat. See Answers for audio script.

Answers

- a judo
- b basketball
- c hockey
- d gymnastics
- e rugby
- f squash
- g mountain biking
- h surfing
- i skating
- j volleyball

- 2 Check sts understanding the meaning of *racquet* and ask them to find one racquet sport to check (squash). Then sts put the sports from Exercise 1 in the correct categories and add their own ideas. Check answers (these may vary according to sts' location and culture and sts' own ideas).

Sample answers

Team games / Ball games: basketball, gymnastics, hockey, rugby, volleyball + *football, baseball, etc.*
 Racquet sports: squash + *tennis, badminton, etc.*
 Water sports: surfing + *canoeing, sailing, etc.*
 Winter sports: ice skating + *ice hockey, skiing, etc.*
 Outdoor sports: mountain biking, surfing + *hiking, climbing, etc.*
 Indoor sports / Martial arts: gymnastics, judo + *karate, fencing, etc.*

- 3 Read the first fact and elicit the meaning of *workout*. Ask sts to match the description with a sport in Exercise 1 (volleyball). Sts complete the exercise in pairs. Check answers.

Answers

- 1 volleyball
- 2 judo
- 3 basketball
- 4 hockey
- 5 mountain biking
- 6 gymnastics
- 7 squash
- 8 surfing
- 9 rugby
- 10 ice skating

EXTRA PRACTICE

Ask sts to close their books. Arrange them in small teams and give them a minute to write down the sports they remember from Exercise 1. Elicit all ten sports and ask teams to spell each one. Write them on the board so teams can check their spelling. They win a point for each correctly spelled sport. When you have all ten sports on the board, call them out at random, e.g. *ice skating*. The first team to think of a famous person associated with that sport wins another point.

- 4 Elicit the meaning of *sporty* and *extreme sport* and get sts to give some examples (e.g. skydiving, bungee jumping). Allow sts time to prepare their answers individually. Then put them into pairs to ask and answer the questions. You could also get sts to ask you the questions so that you can model the best way to answer them. Discuss the questions with the class. Get sts to say which group or student they think is the most sporty.

Read the Look! box with sts about which verbs we use with sports. Say the name of three ball games, e.g. *football, tennis* and *golf* and elicit what they have in common (they are ball games) and which verb we use (*play*). Point out that we can use *go* for sports we go somewhere to take part in, e.g. *swimming*.

FAST FINISHER

Sts who finish early can practise the vocabulary further. Doing research online if possible, sts write one sentence about three different sports similar in style to the facts in Exercise 3. Other sts try to guess the sports. Weaker sts can work in pairs to research and write a sentence about one sport.

- V **Vocabulary practice: WB p.5**

Sts will find more practice of vocabulary for sport here. Set these exercises for homework.

GRAMMAR Obligation, ability and permission

I can express obligation, ability and permission.

- 1 Read the grammar box. Complete the rules with *be allowed to*, *can*, *don't have to* and *must*.

Obligation

I **must** go to the gym more. I'm not fit.
You really **must** visit your aunt more often.
We **have to** turn our phones off in class.
I **don't have to** finish my homework tonight.

Ability and permission

Josh **can't** swim. I **could** swim at his age!
Were you **able to** ski after you broke your arm?
Can we go to the match today, Mum?
I **wasn't allowed to** go surfing when I was little.

Rules

We use ¹... and *have to* for obligation.
We use ²... when there is no obligation.
We use ³... and *could* for both ability and permission.
We use *be able to* for ability, and ⁴... for permission.

- 2 Complete the safety advice with *must* and *don't have to*.

MOUNTAIN BIKING

SAFETY TIPS FOR BEGINNERS

Mountain biking is an exciting sport, but it's dangerous, too. So, read and remember our safety advice.

1 You ... always wear a helmet!

2 You ... wear the right shoes. And don't forget to wear gloves and protective glasses, too.

3 You ... be a top athlete, but it's a good idea to be fit before you go out on your bike.

4 You ... take a small first-aid kit with you. Everybody has accidents sometimes.

5 When the route becomes too difficult, you can walk with your bike. You ... cycle every metre!



- 3 Complete the sentences. Use one word in each gap.

- 1 I ... run today. I've got a pain in my leg.
- 2 I think I'll ... to play for the school team soon. I'm nearly good enough!
- 3 It's OK, we're ... use our phones in the gym.
- 4 I ... play basketball when I was younger, but I ... to play tennis – in fact, I won a tennis tournament!
- 5 I'm sorry, you ... wear black trainers on the tennis court. They leave dark marks on the floor.

4 S0.3 PRONUNCIATION *can/can't*

Listen and repeat.

- 1 I can't talk now. We can talk later.
- 2 'Can you play hockey?' 'Yes, I can.'
- 3 'Can you dive?' 'No, I can't.'

Question forms

I can form questions correctly.

- 5 Read the grammar box. Choose the correct answers to complete the rules.

Were you **born** in the USA?

Who **can** you **see** in the photo?

Did you **find** your phone?

How **did** you **get** here so quickly?

Where **do** you **buy** your clothes?

Have you **played** tennis this week?

Rules

With the verbs *be* and *can*, we form questions by ¹changing the word order / adding another word.

With other verbs, we add the auxiliary verb *do*, *does* or *did* to make a question.

We make a question in the present perfect by ²changing the word order / adding another word.

Question words go at the ³start / end of the question.

- 6 Put the words in order to make questions.

- 1 do / how often / do sport / you / ?
- 2 won / have / a sports competition / ever / you / ?
- 3 is / favourite footballer / your / who / ?
- 4 you / which team sports / do / play / ?
- 5 been to / have / a major sporting event / you / ever / ?

- 7 Work in pairs. Ask and answer the questions in Exercise 6. Give extra information.

A: *How often do you do sport?*

B: *I play tennis twice a week. What about you?*

FAST FINISHER

Write five more questions to ask your partner. Then swap and answer your partner's questions.

GRAMMAR Obligation, ability and permission

- 1 Read through the examples in the grammar box with the class, then ask sts to copy the rules into their notebooks and complete them with the correct words. Check answers. Explain that *could* is the past of *can* and that we use *will be able to* to talk about future ability rather than *can*.

Answers

- | | |
|-----------------|-----------------|
| 1 must | 4 can |
| 2 don't have to | 5 be allowed to |

Ask questions to check concept.

Concept check questions: *I have to write an essay – permission or obligation? (obligation). We can't play football in the park – ability or permission (permission). Is he able to walk? – permission? (no – ability).*

- 2 Ask sts to describe what the boy on the mountain bike is wearing on his head and why. Sts complete the safety tips. Check answers.

Answers

- 1 must
- 2 must
- 3 don't have to
- 4 must
- 5 don't have to

- 3 Sts complete the sentences. Remind them to refer back to the grammar box if they are not sure of the answers. Check answers.

Answers

- 1 can't
- 2 be able
- 3 allowed to
- 4 couldn't, was able
- 5 can't / mustn't

4 PRONUNCIATION S0.3

Play the audio and ask sts to listen and notice the different ways in which the 'a' in *can* and *can't* is pronounced. Play the audio again for sts to repeat the sentences.

EXTRA PRACTICE

Write these words about travel on the board: *book a holiday, pack your bags, go abroad, set off for the airport, get to the check-in*. Arrange sts in small groups and ask them to close their books. Then explain the activity. Each group has one minute to make sentences expressing obligation, ability and permission using the words on the board, e.g. *You must remember your passport when you go abroad. You sometimes have to queue when you get to the check-in*. They get a point for each correct sentence. At the end, find out which group has the most points.

Question forms

- 5 Read the grammar box about question forms with sts. Put sts into pairs to complete the rules. Check answers. Point out that we use *do* or *does* when we make questions in the present simple and *did* when we make questions in the past simple.

Answers

- 1 changing the word order
- 2 changing the word order
- 3 start

- 6 Sts put the words in the correct order to make questions. Check answers.

Answers

- 1 How often do you do sport?
- 2 Have you ever won a sports competition?
- 3 Who is your favourite footballer?
- 4 Which team sports do you play?
- 5 Have you ever been to a major sporting event?

- 7 In pairs, sts ask each other the questions in Exercise 6. Remind them to use *What about you?* rather than repeat the question, and to add further information to *yes / no* answers.

FAST FINISHER

Sts who finish early can practise the grammar further. They write five questions using *can*, *are* and *do*. They take turns to ask and answer their questions. Weaker sts can work together to write three questions with *do* then join with another pair to ask and answer.

Grammar practice: WB p.5

Sts will find more practice for obligation, ability and permission, and question forms, here. Set these exercises for homework.

READING

I can ask questions about a text.

- 1 **S0.4** Read and listen to Sam's profile. Match the themes in the box with paragraphs A–G.

ambition beach life family home
my passion pet hates sports



GLOBAL EXCHANGE CLUB

Each week we ask one of our group to tell us about themselves.



SAM'S PROFILE

A I'm from Australia. I'm fifteen and I've got two sisters – they're older than me. Amy is studying engineering at uni and still lives at home, but Eve has gone to France to do work experience. My mum's a social worker and my father's a marketing manager.

B We live in a nice house in Canberra, the capital of Australia, with a garden and a barbecue (an Aussie must!). It's great here, but the city is big, so it takes me an hour to get to school.

C Aussies are surf mad. And South Broulee beach is my absolute favourite place! It's all about swimming, picnics, beach volleyball and surfing. Jumping into the waves cools you down when it's hot (our summer is from December to February). It's two hours by car, so we don't go every weekend, but it's worth the drive when we do!

D Canberra is a great place for sport. I play Rugby Union, I go running in the park and I'm into skateboarding. And I surf, of course! Last weekend I went with my dad to a Rugby Union match at the GIO stadium. It was amazing. And our whole family ran in a Fun Run last year and raised money for charity.



E I'm an eco-warrior – my passion is nature. I love the possums that hang out in our garden. (A possum looks like a cuddly little bear.) And Canberra has incredible nature parks with kangaroos and koalas. To be honest, I can be a bit of an eco-bore. I help campaign about the dangers of plastic.

F I'm crazy about science, so I want to get good grades, go to uni and study natural sciences. Then I'd like to get a job protecting our oceans.

G I'm quite easy going... But it's annoying when Dad throws everything into the general rubbish. Doesn't he care about the planet? Oh, and I hate going to the dentist. But I guess you do, too!

- 2 Read Sam's profile again. Write six questions about it, using the question words below. Work in pairs. Ask and answer the questions.

Where is Sam from?

Where ...? Who ...? How long/old/far/often ...?

What ...? Why ...? When ...?

- 3 Write sentences comparing your life with Sam's.

SPEAKING Talking about your preferences

- 4 Make notes for your own personal profile, using the topics below. Include examples and reasons where possible.

Your free time

Sports you like

Your interests and passions

Your favourite (book, place, music, actor, game, etc.)

Your pet hates

Your ambitions

- 5 **S0.5** Read the **Useful language** box and find examples in Sam's profile. Then listen and repeat.

Useful language

Talking about your preferences

I adore/love/hate/detest ...

I'm ... mad.

I'm crazy about ...

My passion is ...

I'm into ...

My absolute favourite ... is ...

- 6 Work in pairs. Have a conversation about yourself and your preferences. Use your notes from Exercise 4.

A: What do you like doing in your free time?

B: I'm crazy about video games.

A: Me, too. But I'm not allowed to play more than an hour a day.

- 7 Report to the class. Say three things you learned about your partner.

Sara is crazy about astronomy. She's got a telescope, and she does stargazing on Friday nights with her Astronomy Club.

FAST FINISHER


Think about a family member. Write some sentences for their personal profile.

My sister is into running. She runs 5 times a week.

READING

 WARMER

Ask: *Where is Australia? What's the capital? What's Australia famous for? What do Australians like doing? What are the favourite sports in Australia?* Write a few key words on the board, e.g. *southern hemisphere, Canberra, kangaroos, Sydney Opera House, surfing, rugby*. Elicit answers from the class. Encourage sts who know about Australia to share information with the rest of the class.

- 1  S0.4 Elicit the meaning of the word *ambition*. Ask a few sts *What are your ambitions?* Check sts do not confuse *pet hates* with *hating pets*. Play the audio for them to read and listen to the profile. Give sts a few minutes to match the themes in the box with the paragraphs. Check answers. Ask sts which key words helped them decide.

Answers

- A family
- B home
- C beach life
- D sports
- E my passion
- F ambition
- G pet hates


- 2 Read the example question and elicit the answer (Australia). Elicit a question starting with *Who* (e.g. *Who does Sam live with? / Who is Amy?*). In pairs, sts write six questions using some of the question words. They can swap pairs to ask and answer their questions.

Sample questions

- Where is Sam's house?
- Who is Eve?
- How long is the drive to South Broulee beach from Sam's house?
- How old are Amy and Eve?
- How far is South Broulee beach from Canberra?
- How often does Sam go to the beach?
- What does Sam's mum do?
- Why does Sam get annoyed?
- When did Sam go to the GIO stadium?

- 3 Elicit an example sentence. Write: *I live in ... , but Sam lives in ...* on the board and elicit the answers. Sts write their own sentences individually. Get sts to read out one or two sentences when they are ready.

SPEAKING Talking about your preferences

- 4 Look at the topics with sts and ask them to make notes for each one. They should give reasons for their answers where possible, e.g. *Sports you like: surfing / enjoy being outside*.
- 5  S0.5 Play the audio once for sts to listen to the useful language. Read through all the phrases with the class and check that sts understand how to use all the phrases. You could also elicit how to say the phrases in the sts' own language. Elicit examples using *football*, e.g. *I love football, I'm football mad, I'm crazy about football*, etc. Ask them to find examples in Sam's profile in Exercise 1 (he uses all the phrases except *I adore* and *I detest*). Play the audio again for sts to repeat.
- 6 Read out the example question. Elicit other possible questions. Sts then work in pairs to develop their conversations. Monitor and encourage the use of phrases like *Me, too* and *And you?*
- 7 Ask individual sts to tell the rest of class about their partner's answers. Encourage them to say three things.

 FAST FINISHER

Sts who finish early can practise talking about preferences using some of the phrases in the Useful language box. They think of someone in their family and write sentences about the person's preferences. Weaker sts can work together to complete some of the sentences in the Useful language box.

Home truths

1

Vocabulary: Homes

Grammar: Past simple and past continuous; *used to*; Present perfect simple and past simple

Speaking: Asking for permission

Writing: A description

VOCABULARY Homes (adjectives)

I can use adjectives for describing homes.

1 Read the article and answer the questions.

- Why did Luke and Amy choose to live in a 'skooly'?
- Why is it important for the skooly to be organized?
- Why do you think Amy says every day is 'a new adventure'?



Tiny homes

This week: Life on the road with Amy and Luke

When you think of a school bus, you don't usually think of a place to live. But a converted school bus, or a 'skooly', has to be the coolest home on wheels.

'We didn't feel ready to settle down and a **traditional** home is expensive,' says Luke. 'A skooly was the perfect solution. They're a lot cheaper and you can live and work anywhere.'

A ten metre-long school bus is, you guessed it, quite **narrow**. But once you step inside, it feels a lot bigger and, with windows on both sides, it's never **gloomy**.



'We use e-readers, tablets and laptops to save space,' Amy says, 'but we've also got a cupboard full of board games!'

'Everything has to be **organized**, so we don't have too much stuff,' adds Luke. 'It's easy to make the place look cluttered. So, there are plenty of cupboards for storage.'

Luke and Amy are both great at DIY and most of their wooden furniture is re-purposed. They even made the curtains from **recycled** material.

They live off-grid and get all their energy from solar panels on the roof and a four-battery power bank. At the back is an **indoor** space with bikes, kayaking gear ... and more cupboards!

'OK, so a skooly is kind of **basic**,' says Luke, 'but it's nice and **cosy**.'

Amy agrees. 'We love it! Every day is a new adventure!'

2 Find words in bold in the article that mean:

- carefully arranged, ordered
- a small distance from side to side
- comfortable and relaxing
- in the way things have been done for a long time
- simple; with only the necessary things
- dark or poorly-lit
- something which has been used before; reused
- located inside

3 1.1 Match adjectives a-h with their opposites in Exercise 2. Then listen, check and repeat.

- | | | |
|-----------------|----------------|-------------|
| a light | d up-to-date | g brand-new |
| b uncomfortable | e outdoor | h luxurious |
| c wide | f disorganized | |

4 Choose eight adjectives to describe things or places in your home. Then tell your partner.

A: *My bedroom is a bit gloomy.*

B: *Why?*

A: *It doesn't get much sunlight.*

5 Q FIND OUT What other kinds of tiny homes are popular? Which one do you prefer? Why?

Now watch the vlog.

FAST FINISHER

What are the advantages and disadvantages of living in a skooly? Write sentences.

LS Language summary: Unit 1 SB p. 127

9

Home truths

1

UNIT 1 OVERVIEW: The topic of this unit is homes. Sts read how Mongolian nomads have adapted to the hi-tech world, and listen to a radio programme about family life in the USA. They read some adverts for rooms to rent and learn how to ask for permission. Finally, they read and write a description of a home. They also watch a vlog about making a room comfortable and a culture video about life on a houseboat.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Homes (adjectives and nouns)	Past simple and past continuous; <i>used to</i> ; Present perfect simple and past simple	<i>used to / use to</i>	Identifying the central theme	Listening for the main ideas	Asking for permission	A description

VOCABULARY Homes (adjectives)

Sts learn adjectives to describe homes. They read an article about a converted school bus, then personalize the vocabulary to talk about their own homes.

Vocabulary

Homes (adjectives) (*basic, brand-new, cosy, disorganized, gloomy, indoor, light, luxurious, narrow, organized, outdoor, recycled, traditional, uncomfortable, up-to-date, wide*)

Vlog

Ruaridh: *Home on a break*

WARMER

Tell sts to think of unusual places to live, e.g. on a boat, in a palace, etc. Write the suggestions on the board. Ask sts to ask and answer questions in pairs, e.g. *Would you like to live in a ...* and give reasons.

- Focus sts' attention on the photo of the interior. Elicit that it shows the inside of a converted school bus. Ask sts to read the article and answer the questions. Check answers.

Answers

- They chose to live in a skooly because a traditional home is expensive and they weren't ready to settle down.
- It's important for the skooly to be organized because it's narrow and there isn't much space.
- Perhaps Amy says every day is 'a new adventure' because they can drive to different places.

- Ask sts to find the words in the text and match them with their definitions. Check answers.

Answers

- | | |
|---------------|------------|
| 1 organized | 5 basic |
| 2 narrow | 6 gloomy |
| 3 cosy | 7 recycled |
| 4 traditional | 8 indoor |

- 1.1 Sts match the adjectives with their opposites in Exercise 2. Play the audio for sts to listen, check and repeat. See Answers for audio script.

Answers

- | | |
|---------------------------|---------------------------|
| a light, gloomy | e outdoor, indoor |
| b uncomfortable, cosy | f disorganized, organized |
| c wide, narrow | g brand-new, recycled |
| d up-to-date, traditional | h luxurious, basic |

- Read the example. Sts think of some adjectives, then work in pairs to describe their homes.

21st Century skills

- FIND OUT**

You can set this for homework. Sts research tiny homes online and find different examples.

Vlog

This lesson features an optional vlog in which a vlogger makes a room more comfortable. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 291 and 309.

FAST FINISHER

Sts who finish early can practise adjectives for homes further. They write the advantages and disadvantages of living in a skooly. Weaker sts can work in pairs. They take turns to say an adjective from Exercise 3. Their partner says the word with the opposite meaning.

- Vocabulary practice: WB p.6**

Sts will find more practice of vocabulary for describing homes (adjectives) here. Set these exercises for homework.

- LS Language summary: Unit 1 SB p.127**

Nomads in the 21st century

READING I can identify the central theme.

- 1 Look at the picture. Read the title and first paragraph of the article. What do you think the article is about?
- 2 **1.2** Read and listen to the article and check your ideas. Were you right?
- 3 Read the article again and answer the questions.
 - 1 What are the Mongolian steppes like?
 - 2 Why were horses so important to nomads?
 - 3 Why are motorbikes widely used?
 - 4 Why do nomads keep few possessions?
 - 5 Which item of modern technology is the most popular? Why?
 - 6 What does Olly find magical about nomadic life?

- 4 **Word Power** Find five adjectives in the article to describe shapes. Then make a list of more shape adjectives.

FUN FACT

If you see a hat in Mongolia, don't touch it! Hats are a sign of good luck and are treated with respect. People don't put them on the ground, swap them or throw them away!

- 5 **THINK CRITICALLY** Do you think the traditional nomadic lifestyle (in Mongolia) can survive in the 21st century? Give reasons.

HI-TECH AND TRADITION IN MONGOLIA

by Olly Martin

Outside Ulaanbaatar, Mongolia's capital, lies a landscape of rock and grass. For 1,000 km in any direction, there are no trees or fences. With my guide, Batbayar, we drove across these empty steppes in search of the Mongolians who still lead a nomadic life. Temperatures range from -30°C in the winter to 25°C in the summer, so people move with their homes and animals to cooler highlands in the summer and warmer lowlands in the winter. But what I wanted to know was how these people were adapting to the 21st century.

When we arrived at a small community about 200 km east of the capital, some men were riding motorbikes and herding their sheep and goats. Horses used to be at the centre of nomadic culture. They provided transport, meat and milk. These days the motorbike, which is inexpensive to run, is king.

An old man invited us into his traditional *ger*, or yurt, a circular tent with a triangular roof and walls made from sheep's wool. The single room, ten metres in diameter, was cosy but hardly luxurious. There was no bathroom or running water and a square outdoor box

was the fridge. When you carry your home with you, it's important not to have many possessions!

Our host's daughter was cooking over a stove in the middle of the floor. We were talking when some friends arrived. Yurts are public places, always open to guests. While we were all eating, two girls were playing games on mobile phones. Phones are also essential for keeping in touch with relatives in the city. 'How did they use to keep in touch before mobile phones?' I wondered to myself.

However, the most common example of technology isn't mobile phones; it's rectangular solar panels. One panel can charge a phone or power an LED light bulb. During the long winter nights, an indoor light can be very comforting! Obviously, nomads didn't use to have these things in the past, but they're now essential survival tools.

While I was lying on my bed that night, I could hear the wind blowing outside. I looked up through the round hole in the roof and saw the stars. I realized this contact with nature is the magic of the nomadic life.



10

Nomads in the 21st century

READING

Sts read an article about nomadic life and technology in Mongolia. They focus on using pictures and headings to help them to identify the central theme of a text, and study adjectives to describe shapes. They also see examples of the past simple and past continuous, and *used to*.

Reading text

A text about technology and tradition in Mongolia


Reading skill

Identifying the central theme

WARMER

Ask: *What hi-tech things are most important in modern life?* Elicit items such as smartphones, computers, robots, AI, broadband, electric cars, etc. Write sts' ideas on the board. Ask them to work in pairs and rank the things in order of importance in their lives and note why they are useful. Capture sts' ideas on the board, encouraging them to discuss and defend their opinions. Ask: *What hi-tech things are most useful in lower income countries?* Get sts to discuss the question as a class and contrast their ideas with the answers to the first question.

1 Identifying the central theme Focus sts' attention on the picture of the yurt and the heading. Ask sts why it is useful to notice the heading before we read a text (it helps us to identify the central theme and think about what kind of vocabulary we will encounter). Elicit that Mongolia is north of China in north-east Asia. Tell sts to read the first paragraph and discuss in pairs what the article will be about. Discuss sts' answers eliciting specific words they think are important, but don't confirm the answer at this stage.

2  **1.2** Play the audio for sts to read and listen and check their ideas. Ask: *Were you right?*

3 Sts read the article again and answer the questions. Ask sts to compare answers in pairs first, then check answers with the class.

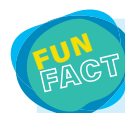
Answers

- 1 The steppes are empty places of rock and grass with very cold winters.
- 2 They provided transport, meat and milk.
- 3 Motorbikes are used because they are not expensive.
- 4 They keep few possessions because they have to carry them when they travel.
- 5 Solar panels are the most popular item because they can charge phones and power LED light bulbs.
- 6 He finds the contact with nature magical.

4 Word Power Draw a rectangle, triangle and circle on the board. Elicit the names of the shapes and ask sts to think of more shapes and draw them on the board. Tell sts to scan the text and find five shape adjectives. Check answers.

Answers

circular, triangular, square, rectangular, round



Encourage sts to read this fun fact for pleasure. They might also be interested to know that in some parts of the world, some people believe that putting a hat on a bed will bring bad luck to the person who sleeps in the bed.

21st Century skills



5  **THINK CRITICALLY**

Read out the question. Put sts into pairs or small groups and encourage them to brainstorm the reasons why nomadic life may or may not survive and make two lists. From analysing these two lists and seeing which is longer, sts can judge how likely nomadic life is to survive. Write: *I think nomadic life will survive ...* and *I don't think nomadic life will survive ...* on opposite sides of the board. Ask sts to come up to the board and stand in front of a sentence and tell the rest of the class their reasons for supporting the statement. Encourage class discussion and questions.

EXTRA PRACTICE

Write the following definitions on the board:

- 1 a large area of flat unforested grassland in Asia or Europe (paragraph 1)
- 2 moving from one place to another (paragraph 2)
- 3 a traditional Mongolian movable house (paragraph 3)
- 4 a device which converts the sun's rays into energy (paragraph 5)

Sts look at the article in Exercise 2 again and find the correct words to match the definitions. Check answers.

Answers

- | | |
|------------|-----------------|
| 1 a steppe | 3 a yurt or ger |
| 2 nomadic | 4 a solar panel |

R **Reading practice: WB p.7**

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Past simple and past continuous

I can use the past simple and the past continuous.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

I **met** my best friend while I **was travelling**.
He **called** while I **was having a shower**.
They **were cooking** when we **arrived**.
While we **were eating**, the girls **were chatting**.

Rules

We use the past continuous for a ¹longer / shorter action in the past, and the past simple for a ²longer / shorter action that interrupts it.

We use the ³past simple / past continuous for two longer actions in progress at the same time.

With the past continuous, we use *while*, but with the past simple we use ⁴when / while.

- 2** Complete the sentences with *when* or *while* and the correct form of the verb in brackets.

When we **saw** (see) the house, smoke **was rising** (rise) from a hole in the roof.

- Our host ... (get) a message on his phone ... he ... (show) us his new home.
- His son ... (repair) his motorbike ... his daughter ... (paint) a chair.
- Where ... Maya ... (live) when she ... (buy) her first car?
- ... she ... (travel) across Asia, she ... (not use) her phone.
- ... Frank ... (stay) in the countryside, he ... (find) a fox inside in his garage.

- 3** Read the **Look!** box. Can you add any other examples?

Look! State verbs

We don't usually use the continuous form with state verbs, e.g. *believe, know, need, own, understand, want*.

- 4** Make sentences about the problems Nora had while she was moving home last week. Use *when/while*.

- lock front door / key break
While she was locking the front door, the key broke.
- call brother / phone run out of battery
- move boxes / mirror fall out and break
- fall off a chair / change a light bulb
- cooker stop work / make dinner
- walk to school / see an accident

used to

I can talk about past habits and states.

- 5** Read the grammar box and complete the rules with *used to* or *use to*.

Nomads **used to** live in bigger communities.
They **didn't use to** have up-to-date technology.
Did they use to have electricity?

Rules

We use ¹... for affirmative sentences, *didn't* ²... for negative sentences and *did (you)* ³... for questions.

We use *used to* for repeated actions and states in the past. For repeated actions and states in the present, we use present simple.

- 6** How was your life different ten years ago? Write eight sentences with *used to* or *didn't use to*. Choose from the verbs in the box.

drink eat go to bed have like listen to
live play read share watch wear

I used to share a bedroom with my brother.

7 PRONUNCIATION used to / use to

1.3 Listen and repeat.

- We used to live abroad.
- We didn't use to have a garden.
- Did they use to read comics?

- 8** Work in pairs. Ask questions using the verbs in Exercise 6. Are any of your experiences the same?

A: *Did you use to wear shorts to school?*

B: *Yes, I did.*

A: *Me too. They were horrible.*

- 9** Work in pairs. How were lives different 100–150 years ago? Think about homes, entertainment, communication, health, etc. Discuss what was better or worse about life then.



FAST FINISHER

Write some of your answers to Exercise 9 using *used to* / *didn't use to*.

GRAMMAR Past simple and past continuous



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We didn't use to do that at my old school!*, including the form and use of the past simple and past continuous, and *used to*. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for animation script.

- 1 Read the grammar box with sts. Elicit that we use the past continuous for the longer action and the past simple for the shorter action. Sts complete the rules. Check answers.

Answers

- | | |
|-----------|-------------------|
| 1 longer | 3 past continuous |
| 2 shorter | 4 when |

Ask questions to check concept.

Concept check questions: *The phone rang when she watched TV – correct? (no – The phone rang while she was watching TV). When I was getting to school, the bell was ringing – correct? (no – When I got to school, the bell was ringing).*

- 2 Read the example with sts. Sts complete the sentences.

Answers

- 1 got, while, was showing
- 2 was repairing, while, was painting
- 3 was, living, bought
- 4 While, was travelling, didn't use
- 5 While, was staying, found

- 3 Read the Look! box with sts about state verbs. Check sts understand the difference between a state verb and a dynamic verb. In pairs, sts think of more state verbs, e.g. *hate, like, love, prefer, seem*, etc.
- 4 Allow sts time to write the sentences individually. They can compare their sentences in pairs. Check answers.

Sample answers

- 2 She was calling her brother when her phone ran out of battery.
- 3 While she was moving boxes, the mirror fell out and broke.
- 4 She fell off a chair while she was changing a light bulb.
- 5 The cooker stopped working while she was making dinner.
- 6 She was walking to school when she saw an accident.

used to

- 5 Read the grammar box about *used to* with sts. Elicit that we use *used to* to talk about states or repeated actions which finished at some point in the past. Put sts into pairs to complete the rules. Check answers.

Answers

- 1 used to 2 use to 3 use to

Ask questions to check concept.

Concept check questions: *I used to drink coffee – do I drink coffee now? (no). Now, I use to drink tea – correct? (No – used to is only used for repeated actions in the past).*

- 6 Ask sts *How old were you ten years ago?* and elicit answers. Read the example sentence and explain the task. Sts write sentences with *used to*.

7 PRONUNCIATION 1.3

Play the audio and ask sts to listen to how *used to* and *use to* are pronounced. Ask if there is a difference between the two (no).

- 8 Read the example exchange. Explain the task and put sts into pairs to ask questions using the verbs in Exercise 6. Ask some sts to share their answers.
- 9 Read out the question and elicit some more ideas, e.g. *environment, quality of life, cars, jobs, holidays*. Sts create two lists: *100–150 years ago* and *Now*. Tell sts to make notes for each topic for both lists. Put sts into pairs. Give them time to think, discuss and make notes. When sts are ready, ask each pair to use their notes to talk about a topic using *used to*. Ask them if they think things were better or worse in the past.

FAST FINISHER

Sts who finish early can have more practice using *used to* and *didn't use to*. They write sentences based on the examples and class discussion from Exercise 9. Weaker sts can write two or three sentences about how homes were different in the past.

G Grammar practice: WB p.8

Sts will find more practice for the past simple and past continuous, and *used to* here. Set these exercises for homework.

LS Language summary: Unit 1 SB p.127

A lot of stuff

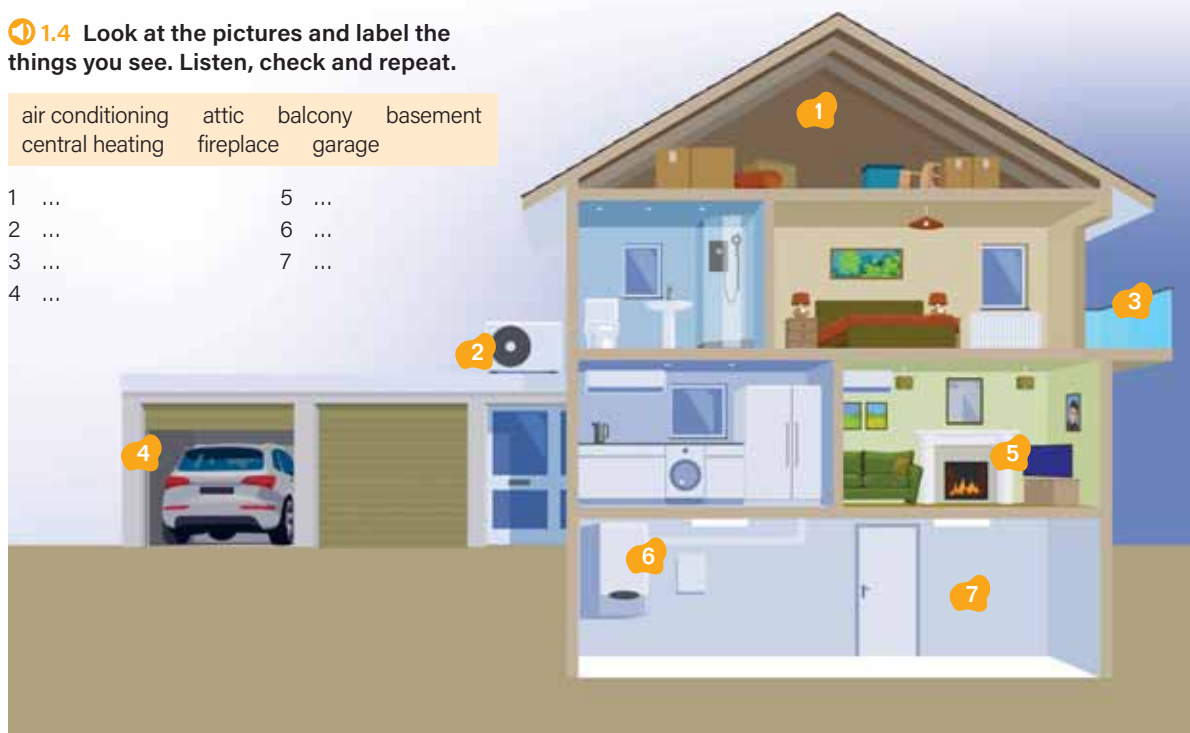
VOCABULARY and LISTENING Homes (nouns)

I can listen for the main ideas.

1 1.4 Look at the pictures and label the things you see. Listen, check and repeat.

air conditioning	attic	balcony	basement
central heating	fireplace	garage	

- | | |
|-------|-------|
| 1 ... | 5 ... |
| 2 ... | 6 ... |
| 3 ... | 7 ... |
| 4 ... | |



2 Work in pairs. Discuss which of the things in Exercise 1 you have in your home.

3 1.5 Complete the post with the words in the box. Then listen and check.

countryside	indoors	neighbourhood
outdoors	suburbs	

Hey, guys! We've just moved to the small city of Lakeland in Florida, USA, because my mum's got a two-year contract here. It's a bit of a culture shock after the UK, as we used to live in the ¹ ..., miles from any shops. It was just fields and cows! You see, we aren't in the ² No, we've rented a flat in downtown Lakeland, right near the city centre. It's a friendly ³ ... with shops and cafés and really cool people. We can walk or cycle everywhere, too. Lakeland has got some amazing lakes (no kidding!), so I don't spend much time ⁴ You all know how much I love hiking, so I'm always ⁵ ..., just like in the UK!

Like ♥ 20 Comment 5 Share 3

4 1.6 Listen to the radio programme and tick (✓) the best summary.

Kristen and Benedict ...

- 1 are living in American homes so they can find out what a typical house is like.
- 2 are observing family life in American homes in a long-term study.
- 3 are filming a documentary about typical American life.

5 1.6 Listen again and number the information in the order you hear it.

- a Family members leave personal items in the kitchen.
- b Families don't often have a meal together.
- c The kitchen is where people like to hang out.
- d Some families keep food in the basement.
- e Most young people don't use the backyard.
- f Some families fill the garage with old things.
- g Families don't spend much time outdoors.
- h Children's bedrooms are full of stuff.

6 **Word Power** In American English, *back garden* is *backyard*, and *mobile phone* is *cell phone*. Find out how Americans say these words for things found in homes and buildings: *wardrobe*, *lift*, *tap*, *flat*, *ground floor*, *rubbish bin*.

7 **GET CREATIVE** Film a video tour of your home. Comment on the rooms and say what your family does in each space.

A lot of stuff

VOCABULARY and LISTENING

Homes (nouns)

Sts study vocabulary for things in the home. They listen to a radio programme about family life in the USA and listen for the main ideas. They learn some American English words for items related to things in the home. They also see examples of the present perfect simple and past simple.

Vocabulary

Homes (nouns) (*air conditioning, attic, balcony, basement, central heating, countryside, fireplace, garage, indoors, neighbourhood, outdoors, suburbs*)

Listening text

A radio programme about living in American homes

Listening skill

Listening for the main ideas

WARMER

With books closed, put sts into small groups. Write these questions on the board: *Where do you spend most of your time at home? Where do you eat? Where do you spend time with other family members?* Give sts time to discuss the questions.

- 1 1.4 Ask sts to look at the pictures. Read the words in the box. Sts label the pictures. Play the audio and check answers. See Answers for audio script.

Answers

- | | |
|--------------------|-------------------|
| 1 attic | 5 fireplace |
| 2 air conditioning | 6 central heating |
| 3 balcony | 7 basement |
| 4 garage | |

- 2 Demonstrate the task by talking about your own home, e.g. *I haven't got any air conditioning in my flat, so it can get very warm in the summer.* Allow sts time to prepare their ideas individually, then put them into pairs to talk about their homes. Encourage them to ask each other questions and find out more information. Ask some sts to tell the class what they learned from their partner.

- 3 1.5 Give sts time to read the post. Check they understand the words in the box and *downtown* (line 9 in the text). Draw three circles on the board. Ask sts to label the circles: outer circle – countryside, middle – suburbs, inner – downtown/city centre. Sts complete the text. Play the audio for sts to listen and check their answers. See Answers for audio script.

Answers

- | | |
|-----------------|------------|
| 1 countryside | 4 indoors |
| 2 suburbs | 5 outdoors |
| 3 neighbourhood | |

- 4 1.6 **Listening for the main ideas** Ask: *What do you think a typical American house looks like? Where do you think family members spend most time at home?* Read the three summaries and explain the task. Remind sts to listen for the main ideas and not to worry about any unfamiliar vocabulary at this stage. Play the audio. See TG page 274 for audio script. Give sts a few minutes to check their answer in pairs. Check answer.

Answer

2

- 5 1.6 Give sts time to read the sentences. Play the audio again. Pause regularly to give sts time to work out the order of the sentences. Play the audio again if necessary. Check answers.

Answers

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

- 6 **Word Power** You can set this task for homework. Sts can go online or use their dictionaries to find out the answers. Check answers in the next lesson. You could also ask sts to find out more words in American English to do with everyday life and the home, e.g., *clothespin* (USA) – *clothes peg* (UK), *electrical outlet* (USA) – *power point* (UK).

Answers

wardrobe = closet
lift = elevator
tap = faucet
flat = apartment
ground floor = first floor
rubbish bin = trash can

21st Century skills

- 7 **GET CREATIVE**

Ask sts to use their smartphones to film a video tour of their home. They should add a comment about each room and say what their family does in each space. Make sure they get permission from their parents to make the video. Encourage them to use the vocabulary they have learned in this section. Allow time in the next lesson for sts to watch each other's videos and ask questions.

- Vocabulary and Listening practice: WB p.9**
Sts will find more practice for listening, and practice of vocabulary for things in homes here. Set these exercises for homework.

- Language summary: Unit 1 SB p.127**

GRAMMAR Present perfect simple and past simple

I can use the present perfect simple and the past simple with time expressions.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

Present perfect simple

Have you ever **been** to Toronto?

No, I've never **been** to Toronto.

How long **have** you **lived** here?

I've **lived** here for two months / since May.

I've just **moved** house!

I've already **finished** my homework.

I **haven't finished** my homework yet.

Past simple

I **went** to New York last summer.

I **bought** a new phone a month ago.

How long **did** you **live** there?

I **lived** there for five years.

Rules

We use the present perfect for past events that ¹are / aren't connected to the present.

We use the past simple for actions that ²started / started and finished in the past, usually at a specific time.

We usually use *ever*, *never*, *since*, *just*, *yet* and *already* with the ³present perfect / past simple. We use *for* and *How long?* with both forms.

- 2** Complete the sentences with the correct form of the verb in brackets.

We've **lived** in this house since 2010. (live)

- I ... my blog two years ago. (start)
- We ... children playing outdoors yet. (not see)
- ... you ever ... home? (move)
- I ... just ... painting my room. (finish)
- Gina ... there for a year. She loved it! (work)

- 3** Write six *How long?* questions using the present perfect simple with the correct form of the phrases below. Then write your answers using *for* or *since*.

How long ...?

have your phone

live in your home

know your best friend

have your favourite item of clothing

study English

be at this school

A: *How long have you lived in your home?*

B: *I've lived in our flat since 2016.*

- 4** Write explanations for the following situations using the present perfect simple and the words in brackets.

Leah says that she isn't hungry. (already)

She has already had her lunch.

- Harry's hair is wet. (yet)
- Chloe is smiling. She's reading an email. (just)
- Selina is opening a birthday present. It's a blue dress. She looks disappointed. (already)
- Max looks very pale. His hands are shaking. (just)
- Dylan is standing in a very messy kitchen. (yet)

- 5** **1.7** Complete the blog post with the correct form of the verb in brackets and the adverb in the correct place. Then listen and check.

Life is complicated

Have you ever lived (live / ever) in a house with other friends? Well, mornings can be nightmares.

Charlie: Hey Mia, ¹... you ... your breakfast ... ?
(have / yet)

Mia: Sure. I ²... it half an hour ago. (finish)

Charlie: So why aren't you dressed?

Mia: Because I ³... a shower ... (not have / yet) Layla ... in the bathroom ... eight o'clock. (be / since)

Charlie: Wow! She ⁴... in there ... 45 minutes! (be / for)

Mia: And I ⁵... on the door five times. (bang / already)

Charlie: Hang on. I ⁶... the bathroom door opening.
(hear / just)

(Layla comes into the kitchen in tears.
Her hair is green!)

Mia: Oh, Layla! What ⁷... you ... ?
(do)

Layla: I ⁸... a new hair dye
yesterday, but it's the wrong
colour! (buy) I can't get it out!



- 6** Make notes about something you:

- have just done.
- have already done this week.
- haven't done yet.
- have never done, but you want to.

- 7** Work in pairs. Ask and answer questions about the notes you made in Exercise 6. Use *just*, *yet*, *already* and *never* in your answers.

A: *What have you just done?*

B: *I've just borrowed a pen from Rafael.*

FAST FINISHER

Write sentences about what your partner told you in Exercise 7.

GRAMMAR Present perfect simple and past simple

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Have you seen our new robot?*, including the form and use of the present perfect simple and past simple. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for animation script.

- 1 Read through the examples in the grammar box with the class. Write an example of the present perfect on the board, e.g. *I have seen 'Star Wars'*. Add *last week* and elicit the change from *have seen* to *saw*. Explain that we use the past simple for actions at a specific time in the past, i.e. *I have seen 'Star Wars' last week* is not possible. Write *I... 'Star Wars'* on the board and ask sts to make a sentence with *never*. Elicit *I have never seen 'Star Wars'* as the correct sentence. Point out that we put *never, just, and already* between *have* and the main verb. Sts complete the rules with the correct words. Check answers.

Answers

- 1 are
- 2 started and finished
- 3 present perfect

Ask questions to check concept.

Concept check questions: *I've been to the café – connected to the present?* (yes). *He already finished – correct?* (no – *He's already finished*). *I went to the hospital at 9 a.m. – is the speaker at the hospital now?* (no – *went* means the speaker went and came back so the action is finished). *She's lived in Rome all her life – is she still alive?* (yes). *They just arrived – correct?* (no – *They've just arrived*). *He hasn't left yet – is he still here?* (yes).

- 2 Read the example sentence with the class and explain the task. Check answers.

Answers

- 1 started
- 2 haven't seen
- 3 Have, moved
- 4 've, finished
- 5 worked

- 3 Read the example exchange. Elicit how to make the question: *How long have you + verb + phrase* (e.g. *How long have you lived in your home?*). Ask a student to ask you the question. Answer: *I've lived in my home for 14 years* (or your own answer). Elicit that we use *for* with a period of time and *since* with a point in time. Give sts time to prepare their questions, then put them into pairs to practise.


Answers

- How long have you had your phone?
- How long have you lived in your home?
- How long have you known your best friend?
- How long have you had your favourite item of clothing?
- How long have you studied English?
- How long have you been at this school?

- 4 Read the example with the class. Elicit that we use *already* with actions that have occurred, *yet* with actions that have not occurred, and *just* with actions that have occurred recently. Sts work in pairs to write the sentences. Check answers.

Sample answers

- 1 He hasn't dried his hair yet.
- 2 She's just received some good news.
- 3 She's already bought an identical blue dress.
- 4 He's just had a shock.
- 5 He hasn't done the washing up yet.

- 5  1.7 Elicit some problems that can occur when you share a house with someone. Explain the task. Sts can work individually then check in pairs. Play the audio for them to check answers. See TG page 274 for audio script.

Answers

- 1 have, had, yet
- 2 finished
- 3 haven't had, yet, 's been, since
- 4 's been, for
- 5 've already banged
- 6 've just heard
- 7 have, done
- 8 bought

- 6 Sts work individually. Monitor and help if necessary.
- 7 Put sts into pairs. Explain the task and read the example with the class. When sts have finished, ask pairs to give examples using *just, already, yet* and *never*.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write sentences about their partner's answers in Exercise 7. Weaker sts can do Exercise 7 again in different pairs.

Grammar reference: WB p.10

Sts will find more practice for the present perfect simple and past simple here. Set these exercises for homework.

Language summary: Unit 1 SB p.127

KEEP TALKING!

Rooms for rent

READING and LISTENING

I can understand and evaluate information.

1 Look at the webpage. Work in pairs. Answer the questions.

- 1 What kind of website is this from?
- 2 What do you think are the most important things to consider when looking for a room to rent?

2 Read the webpage on rooms to rent in Dublin and answer the questions. Which room ...

- 1 has its own bathroom?
- 2 is the largest?
- 3 is closest to the city centre?
- 4 is the best to study in?

3 Work in pairs. Imagine you are a student going to study in Dublin. What are the advantages and disadvantages about each home?

4 **1.8** Sam is a student going to Dublin. Listen to the dialogue. Which home does he choose? Why?

5 Work in pairs. Which home would you choose from the webpage? Give reasons.

Home from home

Login/Register



Post a room

A Super central flat

I've got a small bedroom to rent in a brand-new city centre flat. There's air conditioning, central heating, lots of storage space and wooden floors throughout. You can use the kitchen to cook. I work from home, so I'm around most of the time. I love to chat with my guests.

Contact Tina



B Spare room in fun student house

We're four friendly students in a relaxed house in the Dublin suburbs. We're offering a downstairs single bedroom with shared kitchen and bathroom. There's free Wi-Fi and a large desk in the room. We love to hang out and make friends. Hope you're a pet lover because we have got a dog and three cats! It's only twenty minutes to the city centre by bus.

Contact Jake



C Single room with a view

I'm a retired college teacher who likes the outdoor life. I live in a cosy cottage with a pretty garden and a beautiful sea view. There's a shared kitchen, but you've got your own bathroom. Blackrock is a lovely safe neighbourhood of Dublin. It takes ten minutes on the DART train service to the city centre. There's good internet access.

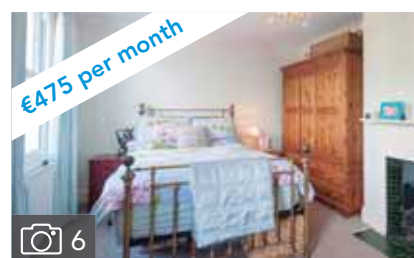
Contact Kate



D Family home

A large double bedroom in a traditional nineteenth-century house with fireplaces in every room. We're a family of four with two children aged eight and nine. We live in a pretty village about a five-minute walk from the train station. We can provide breakfast and the use of the kitchen for your main meals. We've got excellent internet access and a spare computer if you need it.

Contact Simon





Rooms for rent

READING and LISTENING

Sts read a webpage about rooms to rent in Dublin, Ireland. They listen to students discussing what they like and dislike about the rooms, and understand how to evaluate the information. They learn useful language for asking for permission. They personalize the topic by following the steps in the Speaking plan to make a dialogue between a student and their new housemate.

WARMER

Ask: *How can the internet help people find a place to live? What problems can people have when they rent a room, flat or house?* Give some examples: people can use social media to find accommodation; some photos of properties look more attractive than the real place. Put sts into pairs to discuss their ideas. When they are ready, ask pairs to share their ideas with the rest of the class. Ask sts what they think is the best way to find somewhere to live.

- 1 Focus sts' attention on the four photos on the webpage. Ask them to give details of what they can see. Elicit useful vocabulary, e.g. *wooden floors, modern, bright, basic, good view, traditional*. Ask the class which photo gives the best impression and why. Put sts into pairs to answer the questions. Tell them not to read the text in detail at this stage.

Answers

- 1 It's a room rental website.
- 2 Sts' own answers.


- 2 Sts work individually to answer the questions. Check answers.

Answers

- 1 C
- 2 D
- 3 A
- 4 B

- 3 Elicit where Dublin is and what sort of city it is. Write *Want* and *Don't want* on either side of the board. Ask the class to think of what sts studying in a city want or don't want. Write one idea for each: *Want – safe location; Don't want – long way from centre to home*. Give sts a few minutes to make notes. Ask them to come up to the board and add their ideas to both lists.

Ask sts to use this information to help them to evaluate each home on the webpage and write what they think are the advantages and disadvantages for each one.

- 4  1.8 Explain that Sam is talking to a friend about the four homes. Play the audio. See TG page 274 for audio script. Ask sts to discuss the questions in pairs. Check answers.

Answer

- C It's cosy, near the sea and the owner may help with Sam's work.

- 5 Sts discuss which home they prefer. Encourage them to give reasons for their choices.

EXTRA PRACTICE

Ask sts to imagine that they work for an online company that sells houses and flats. In pairs, ask them to write a short advertisement for their own house or flat. Elicit ideas for positive features of the property to include in the advertisement, e.g. great views, good location, modern kitchen, etc. Monitor and help while sts are working. Ask pairs or groups in turn to read their advertisements to the class. If sts enjoy this activity, they could follow up with a role-play of the owner and a prospective guest/ buyer. The owner can use phrases from the advertisement to persuade the other person. The other person can ask questions to find out more about the property.

SPEAKING Asking for permission

I can ask for permission.

1 1.9 Listen and read. Answer the questions.

- Kate:** And this is your room, Sam.
Sam: It's really nice, Kate. Is it OK to put all my stuff in these cupboards?
Kate: Yes, of course. Have you got any other questions?
Sam: Well, I do a lot of research online. Can I use your Wi-Fi? And would it be possible to use your printer?
Kate: Free Wi-Fi is included. But I'm sorry, Sam. I'm afraid my printer isn't working at the moment.
Sam: That's OK. Am I allowed to have friends come and stay?
Kate: Well, if it's just for a day or two, that's absolutely fine.
Sam: That's brilliant ... I forgot to mention one thing. Could I practise playing the guitar in my room? It's an acoustic!
Kate: In that case, no problem!



- 1 Why is the Wi-Fi important for Sam?
- 2 Why can't Sam use the printer?
- 3 How long can guests stay for?

4 Work in pairs. Plan a dialogue for the student house from the **Keep talking!** lesson. Follow the steps in the **Speaking plan**.

2 1.10 Listen and repeat the **Useful language**. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Asking for permission

Is it OK to/if ...?
 Can/Could/May I ...?
 Would it be possible to ...?
 Am I allowed to ...?

Responding to requests

Yes, of course.
 That's absolutely fine. / No problem.
 I'm sorry. / I'm afraid ...

Look! Saying no

When we don't give permission for something, it's polite to give an explanation.
I'm sorry, Sam. I'm afraid my printer isn't working at the moment.

3 1.11 Match requests 1–4 with replies a–d. Then listen and check.

- 1 Could I use your computer? Mine's got a problem.
 - 2 Is it OK if I have dinner in my room?
 - 3 Would it be possible to have a party?
 - 4 Am I allowed to store things in your basement?
- a No problem. There's plenty of room.
 b Of course you can. It's in my study.
 c I'm sorry. It would make too much noise.
 d No, I'm afraid eating isn't allowed upstairs.

Speaking plan

Prepare

- > Choose your roles and decide who you are.
Student A: You are a student looking for a new housemate. Make up some house rules.
Student B: You are going to stay at the house. Make notes for five questions to ask. Think about: having guests, having a party, playing musical instruments, where to keep a bicycle, using printers, eating in your room, using the garden, etc.
- > Make notes for your dialogue.

Speak

- > Practise your dialogue. Be ready to improvise!
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Swap roles and choose different rules.

Reflect

- > Did you both sound polite? Did you manage to keep the dialogue going?
- > How can you improve next time?

Now play **Keep moving!**

>> FAST FINISHER

You are staying in one of the other homes in the **Keep talking!** lesson. A friend is hoping to stay with you for a week. Write a text message to your landlady asking for permission.

SPEAKING Asking for permission

- 1 1.9 Focus on the picture and elicit that it shows home C from page 14. Explain that Sam is asking the owner for permission to do certain things. Read the questions below the conversation. Play the audio while sts read and answer the questions. Check answers.

Answers

- 1 He does a lot of research online.
- 2 The printer isn't working at the moment.
- 3 Guests can stay for a day or two.

- 2 1.10 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio once for sts to listen to the phrases, then play it again for them to repeat. Elicit how to say the phrases in sts' own language then tell them to find the phrases in the dialogue (they are all used except *May I*).

Read the Look! box with the class. Remind sts that we use *I'm sorry* and *I'm afraid* when we give a negative reply and point out the importance of giving an explanation when we refuse permission.

- 3 1.11 Elicit that these are questions a student might ask a house owner. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. If your sts would benefit from some controlled practice before the personalized practice, they could practise the phrases in pairs. See TG page 275 for audio script.

Answers

- 1 b
- 2 d
- 3 c
- 4 a

- 4 Sts follow the steps in the Speaking plan to practise asking for permission.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A and which is Student B. They then work individually and follow the instructions to prepare their ideas. Tell them they can use the ideas given or their own ideas. Weaker sts might like to write their dialogue out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 2 to help them. They can practise with and then without notes. For extra practice, sts could work in new pairs and practise again, with their own ideas. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts write a text message using the useful language they have learned to ask the owner of one of the other homes on page 14 for permission for a friend to stay with them for a week. Weaker sts can write a short text message asking for permission to do one of the things sts discussed in Exercise 4.

Speaking practice: WB p.11

Sts will find more practice for asking for permission here. Set these exercises for homework.

Language summary: Unit 1 SB p.127

REAL

CULTURE!

Home sweet home

I can find key information in a text.

THREE TEENS TELL US ABOUT THEIR HOMES AND LIFESTYLE.

SABRYNA



Life in sunny Jamaica is awesome! We live in Montego Bay, in a nice house, in a tree-lined neighbourhood. 'We' is me, my mum and dad, my sister and brother. We've got a basement and a garden with a trampoline, which is where I de-stress. We've got a big

extended family – grandparents, aunts, uncles – and I see them a lot. It's always lots of fun. I've also got cousins in Britain, who I really want to visit. I'm a normal teenager – I like hanging out in my bedroom, listening to music and going to the beach with my friends. My parents are quite strict and hate to see me 'doing nothing'. So, I help with chores – cooking, making beds, setting the table, washing dishes. I don't mind.

JAMAICA is the largest English-speaking Caribbean island. Most of the population have ancestors from Africa.



RORY



I'm from Scotland and I live in a castle. OK, I live in a small cottage in a village with my mum, my dad and two brothers. It's isolated, but we've got stunning views of the mountains. Our home is super cosy; we've got a huge stone fireplace in the living room, and we've always got a fire burning during the cold winters. I love gaming, but here in the countryside, the broadband speed isn't very fast. In summer, my friends and I do loads of cycling, canoeing, hiking and climbing. It's light until 11.00 p.m. here in the north! How cool is that? Our house gets disorganized with all our outdoor gear and there isn't much storage space! We're very welcoming in Scotland – our door's always open. So, I hope you'll come to dinner and try our national dish, haggis!

SCOTLAND is one of the countries that forms the United Kingdom and has got English as its main language.



KANA



The majority of Aussies live in cities, and so do I! My mum and I live in an ordinary house in the suburbs of Sydney. I love summertime. From October to March, I spend my free time on the beach with friends, surfing or swimming. Otherwise, I do typical teen stuff like checking social media, oh and a bit of studying! Aussie homes have got air con, but I'm always telling Mum to go green and switch it off when we go out! My favourite meal is an Aussie barbecue. There's nothing better than cooking food over the grill outside and then playing backyard cricket. Is my life perfect? Not quite. There are some very poisonous spiders here, so we don't walk around the house with bare feet.

AUSTRALIA is the only country that is a continent. It's got a small population of 25 million. Although it's multicultural, the majority have got European heritage.



Home sweet home


Sts read about life and homes in Jamaica, Scotland and Australia. They learn about houses in Australia and compare homes in Australia with homes in their own country.

This lesson features an optional culture video about life on a canal boat: see SB page 17.

 **WARMER**

Put a map of the world on the wall or board. Play a quick game. Write A on the board and ask sts to call out as many countries as they can think of starting with A: Australia, Austria, Argentina, Angola, Algeria, etc. When sts have run out of ideas, ask sts to come up to the board and point at one of the countries, say the name, and say one fact they know about the country, e.g. *The capital of Australia is Canberra*. Get other sts to correct if necessary. Continue with B, C, etc. as long as time allows.

- 1 Elicit sts' ideas about the three countries mentioned in the posts. Ask a few questions about each country: *What sort of music is Jamaica famous for?* (reggae) *What is the capital?* (Kingston). Ask sts to make brief notes about each country.

- 2  1.12 Sts read and listen to the posts and compare them with their ideas in Exercise 1. They copy the tables into their notebooks then listen again. Pause the audio at the end of each post to give sts time to complete the information in the tables. Check answers.

Answers

Name: Sabryna

Country: Jamaica

Home description: nice house, tree-lined neighbourhood, basement, garden

Free-time activities: trampolining, hanging out in bedroom, listening to music, going to beach with friends

Cultural information: big extended family, most of the population have ancestors from Africa

Name: Rory

Country: Scotland

Home description: small cottage, isolated with mountain views, cosy, huge stone fireplace

Free-time activities: gaming, cycling, canoeing, hiking, climbing

Cultural information: haggis is the national dish

Name: Kana

Country: Australia

Home description: ordinary house, suburbs of Sydney

Free-time activities: going to beach with friends, surfing, swimming, checking social media, studying, cooking, cricket

Cultural information: multicultural population, mostly with European heritage

- 3 **Word Power** Write *nice house*, *small cottage* and *ordinary house* on the board (from *Home description* in Exercise 2). Remind sts that *nice*, *small* and *ordinary* are adjectives and are used in the posts to describe homes. Put sts into pairs. Ask them to read the posts on page 16 again and find some other adjectives, and say what these adjectives describe. The posts have a range of adjectives, so stronger sts can find lots of examples, and weaker sts can find one or two examples.

Answers

Sabryna: *sunny* (Jamaica), *awesome* (life in Jamaica), *tree-lined* (neighbourhood), *big*, *extended* (Sabryna's family), *normal* (Sabryna), *strict* (Sabryna's parents)

Rory: *isolated* (Rory's cottage), *stunning* (views), *cosy* (Rory's home), *huge* (fireplace), *cold* (winters), *fast* (broadband speed), *light* (night-time), *cool* (the daylight at 11 p.m.), *disorganized* (Rory's house), *outdoor* (gear), *welcoming* (people in Scotland); *open* (Rory's door), *national* (dish)

Kana: *free* (time), *typical* (teenage stuff), *favourite* (meal), *better* (a barbecue), *perfect* (Kana's life), *poisonous* (spiders), *bare* (feet)



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the mythological dragon is the Welsh national animal.

1 Look at the pictures on page 16. What do you know about these countries? Make notes.

Australia Jamaica Scotland

2 1.12 Read and listen to the posts. Copy and complete the information for each person.

Name

Country

Home description

Free-time activities

Cultural information

Name

Country

Home description

Free-time activities

Cultural information

Name

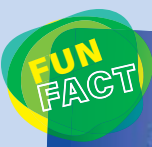
Country

Home description

Free-time activities

Cultural information

3 **Word Power** The posts use the adjectives *nice*, *small* and *ordinary* to describe homes. Find other adjectives in the posts. What do they describe?



Scotland's national animal is the mythical unicorn! The unicorn was chosen because it was believed to be the natural enemy of the lion. The lion is the national animal of England!

4 1.13 Listen to the radio programme. Complete the fact file about Australian homes on the right. Are any of the statistics surprising?

5 1.13 Listen again. What other information do you hear? Add it to your notes.

6 **COMPARE CULTURES** How do Australian homes compare with those in your country? Are the same things important? What are the differences?

Now watch the culture video.

FAST FINISHER

Write a paragraph about your home and lifestyle.



INDOORS



The living room

- 1 ...% have got smart TVs
- 2 ...% have got integrated sound systems
- 3 ... have got fireplaces

The bedroom

- 4 ... have got ensuite bathrooms
- 5 ...% have got walk-in wardrobes

OUTDOORS



- 6 ...% of homes have got backyards
- 7 ...% have got front yards
- 8 ...% have got pools
- 9 ...% have got barbecues

REAL CULTURE!

- 4 1.13 Look at sentences 1–9 in the fact file on the right with the class. Elicit the meaning of: *integrated sound systems, ensuite, walk-in wardrobes and barbecues*. Explain that sts will listen to a radio programme about homes in Australia. Play the audio for sts to listen to the numbers in sentences 1–9. See TG page 275 for audio script. Pause the audio regularly to give sts time to write down the numbers. Check answers. Discuss any facts that sts found surprising.

Answers

1	43%	6	80%
2	18%	7	70%
3	$\frac{1}{3}$ (a third)	8	20%
4	half	9	75%
5	46%		

- 5 1.13 Tell sts to listen again, this time listening for any other information they found interesting. Play the audio again and elicit any new information, e.g. 5% of Australian homes have got a home cinema.

21st Century skills



6 COMPARE CULTURES

You can set this activity for homework. If sts have online access, tell them to find statistics related to homes in their country that they can use to compare with the facts about homes in Australia. Draw a grid on the board with data for Australia in the left column and data for the sts' country in the right column.

Ask sts to present a summary of the similarities and differences and highlight any they think are particularly relevant or important.

EXTRA PRACTICE

Put sts into groups and ask them to use their smartphones to film their summaries. If time allows, sts can watch the video to review their use of vocabulary (both adjectives and nouns) related to homes.

Culture video

This lesson features an optional culture video about life on a houseboat. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Life afloat* on TG pages 300 and 312.

FAST FINISHER

Sts write a paragraph about their home and lifestyle (e.g. free-time activities). Sts can refer back to the posts on page 16 to help them. Weaker sts can work in pairs to write a few simple sentences about their homes and/or free-time activities and then check their sentences together.

Flat to let

WRITING A description

I can write a description of a home.

- 1** Work in pairs. Look at the list of features you find in a flat or house. Discuss which are the most important.

air con close to shops dishwasher
fast Wi-Fi lots of space storage space
views wide-screen TV

- 2** Read the description from a flat rental website. Copy the categories and add words.

- 1 TYPE OF HOME *flat*
- 2 LOCATION
- 3 PARTS OF THE FLAT
- 4 TYPE OF DÉCOR
- 5 FURNITURE & EQUIPMENT
- 6 PLACES & ACTIVITIES NEARBY

Houses Flats Search

Dublin flat with a river view

This light, attractive flat has got a balcony with great views of the River Liffey, one of Dublin's famous landmarks. The flat is located close to shops and restaurants, so it's good for eating in and out. And you're close to all the main sights if you feel like exploring. There is a spacious open-plan living area with air con, central heating, and a fast Wi-Fi connection. The décor is stylish with modern furniture and good lighting. There are two quiet double bedrooms, and two bathrooms with showers. One has got a washing machine. The fitted kitchen is well-equipped and has got a dishwasher, a fridge/freezer, microwave and a coffee-making machine. In the living space, there is a comfortable sofa and armchairs, a wide-screen TV, and a brand-new sound system. There's also a beautiful dining table, so the home is perfect for having Sunday brunch while you look at the view.



- 3** Work in pairs. Brainstorm more words for the categories in Exercise 2.

- 4** Look at the adjectives in the **Useful language** box. Which ones are used in the text?

Useful language

When you write a description of a place, use adjectives to create interest and add information.

attractive beautiful brand-new comfortable
cosy friendly gorgeous great lively
lovely open-plan peaceful quiet relaxing
spacious stylish warm well-equipped

- 5** Read the **Look!** box. Find another example in the text.

Look! so to show a consequence

The flat is located close to shops and restaurants, so it's good for eating in and out.

- 6** Choose a phrase from each column, A and B. Link them with *so* and write sentences. You may need to add extra words.

A	B
1 a garden	sleep in silence
2 good transport system	you can make a drink
3 on the 6th floor	is easy to get around
4 the cupboard contains tea and coffee	you can have breakfast outdoors
5 bedroom at the back	see fantastic views

There is a good transport system, so it is easy to get around.

- 7** Imagine you are offering your home or a relative's home for short holiday rents. Write a description for a website. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Make notes about your home.
- Plan what adjectives you are going to use.

Write

- Include: the location and type of home, rooms, furniture and equipment, style and décor, special features.
- Be selective. Choose the information that makes your home interesting.
- Think about what people need to know.
- Use adjectives from the **Useful language** box.

Reflect

- Have you used the adjectives from the **Useful language** box correctly?
- Check the verb agreement with *there is / there are*.
- Check your use of *so*.

Flat to let

WRITING A description

Sts read an online advertisement for a flat to rent in Dublin. They learn useful language for features found in a flat or house and use adjectives to describe places. They then follow the steps in the Writing plan to write a description advertising their own homes.

Writing

A description

Useful language

Adjectives to create interest and add information (*attractive, beautiful, brand-new, comfortable, cosy, friendly, gorgeous, great, lively, lovely, open-plan, peaceful, quiet, relaxing, spacious, stylish, warm, well-equipped*)

Look!

so to show a consequence

WARMER

Say: *Imagine you have a one-week rental opportunity in any city in the world. Which city would you choose? What kind of home would you rent? What features would it have?* Elicit ideas from the class.

- 1 Check sts know the meaning of all the words in the box. Sts discuss in pairs which features they think are the most important. You could ask sts to rank the features in order of importance from 1–8. Elicit feedback from the class.
- 2 Sts read the text and find the words for each of the six categories. Check answers.

Answers

- 1 flat
- 2 Dublin, close to shops and restaurants
- 3 balcony, living area, bedrooms, bathrooms, kitchen
- 4 stylish with modern furniture and good lighting
- 5 air con, central heating, Wi-Fi, showers, a washing machine, a dishwasher, a fridge/freezer, a microwave, a coffee-making machine, a sofa and armchairs, a wide-screen TV, a sound system, a dining table
- 6 shops and restaurants, all the main landmarks, the River Liffey

- 3 Put sts into pairs. Sts add more items to the categories in Exercise 2 (their answers will vary). Elicit their ideas and write the best ones on the board.
- 4 Sts scan the text for adjectives in the Useful language box. Check answers.

Answers

attractive, beautiful, brand-new, comfortable, great, open-plan, quiet, spacious, stylish, well-equipped

- 5 Read the Look! box with sts about using *so* to show a consequence. Ask sts to scan the text in Exercise 2 for another example of *so*.

Answer

There's also a beautiful dining table, so the home is perfect for having Sunday brunch.

- 6 Go through the example with the class. Sts work individually then compare their sentences in pairs. Check answers.

Answers

- 1 There is a garden, so you can have breakfast outdoors.
- 3 It's on the 6th floor, so you can see fantastic views.
- 4 The cupboard contains tea and coffee, so you can make a drink.
- 5 There is a bedroom at the back, so you can sleep in silence.

- 7 Ask sts to write a description of a home for a website following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes about their home. Remind them to write about the inside and outside of their home.

Write

Read through the information to include with the class, then refer sts back to the text in Exercise 2. Sts write their description using the text as a model. Refer them back to the Useful language box and encourage them to use some of these adjectives. Refer them back to the Look! box and remind them to use *so* to show consequences.

Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their description with a partner and give feedback. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

W Writing practice: WB p.12

Sts find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.84

E Exams: Unit 1 SB p.118

LS Language summary: Unit 1 SB p.127

Friends and family

2

Vocabulary:
Friendship; Family life

Grammar: Present perfect continuous and present perfect simple; Past perfect and past simple

Speaking: Reminding and making excuses

Writing: An informal email

VOCABULARY Friendship

I can use words and phrases to talk about friendship.

1 Which quotes do you agree with? Choose the two you like best.

A friend to all is a friend to none. **Aristotle**

The only way to have a friend is to be one.
Ralph Waldo Emerson

A friend is someone who gives you total freedom to be yourself. **Jim Morrison**

Friends are the family you choose. **Unknown**

2 **2.1** Read the questionnaire below. Copy and complete it with the words in the box. Then listen and check.

common easy fun hurt keeps laugh open secret sense

WHAT IS A GOOD FRIEND?

Friends make you feel better. Each one of them is special and unique. But what are the qualities that make a good friend? Do our questionnaire and discover what you think they are! Answer the questions by choosing the three most important qualities for you.



1 WHAT DOES A GOOD FRIEND DO?

- always ¹ ... **in touch**
- **has the same** ² ... **of humour**
- can **keep a** ³ ...
- is ⁴ ... **to get on with**
- won't deliberately ⁵ ... **your feelings**
- **has things in** ⁶ ... with you
- is ⁷ ... **to be with**
- **makes you** ⁸ ...

2 WHAT SHOULD A GOOD FRIEND BE?

- **loyal**
- **caring**
- ⁹ ...-minded
- **honest**
- **trustworthy**

3 HOW WOULD YOU LIKE A GOOD FRIEND TO REACT IN THE FOLLOWING SITUATIONS? CHOOSE ONE OPTION FOR EACH SITUATION.

You're feeling sad and you don't want to go out. You just want to stay at home watching TV. Your friend:

- comes and watches TV with you.
- gives you space to be sad alone.
- makes you meet friends in the park.

You've just seen that your favourite band is playing a concert in your city. Your friend hates the band and:

- offers to come with you so you don't have to go alone.
- tells you to find someone else to go with.
- helps you find someone else to go with.

You've forgotten to do your homework and you're worried your teacher will shout at you. Your friend:

- lets you copy his/her homework quickly before class.
- tells you not to worry, that nobody's perfect.
- offers to go with you to confess to your teacher before class.

3 Work in pairs. Answer the questions in the questionnaire. Then compare your answers in groups.

4 **Word Power** We make some adjectives negative with the prefixes *dis-* and *un-*. Find four adjectives in the questionnaire that can change.

disloyal

5 Make notes. What is your best friend like? Why do you get on?

6 Work in pairs. Talk about your best friend. Use the language from Exercise 3.

My best friend's the same age as me. I like him because he's easy to talk to and he makes me laugh.

7 **Q FIND OUT** The authors JRR Tolkien and CS Lewis were friends. They met every week and talked about their stories. What did they write?

Now watch the vlog.

>> FAST FINISHER

How would your best friend describe you? Write a short paragraph.

LS Language summary: Unit 2 SB p. 128

Friends and family

2

UNIT 2 OVERVIEW: The topic of this unit is friends and family. Sts read about the science of friendship, and listen to a radio programme about different types of families. They read different notes and messages and learn how to remind people and make excuses. Finally, they read about a reality TV programme where people swap houses and write an informal email. They also watch a vlog about a friendship game and a culture video about a family-owned barber business.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Friendship; Family life	Present perfect continuous and present perfect simple; Past perfect and past simple	<i>been</i>	Identifying paragraph topics	Listening for detail	Reminding people and making excuses	An informal email

VOCABULARY Friendship

Sts learn vocabulary to talk about friendship. They complete a questionnaire about friends, then personalize the vocabulary by talking about their best friend.

Vocabulary

Friendship (*caring, easy to get on with, fun to be with, have the same sense of humour, have things in common, honest, hurt your feelings, keep a secret, keep in touch, loyal, make you laugh, open-minded, trustworthy*)

Vlog

Bokang: *Best friend challenge*

WARMER

Write these questions on the board: *How many friends do you have? Is it easy to make and keep friends?* Elicit answers and encourage discussion between sts.

- 1 Read the quotes. Ask sts which ones they like and why.
- 2 **2.1** Read the words in the box with the class. Sts read and complete the questionnaire. Play the audio for sts to check their answers. Write the complete phrases on the board. See Answers for audio script.

Answers

- | | |
|------------------------------------|---------------------|
| 1 keeps (in touch) | 6 (has things in) |
| 2 (has the same) sense (of humour) | 7 fun (to be with) |
| 3 (keep a) secret | 8 (makes you) laugh |
| 4 easy (to get on with) | 9 open (-minded) |
| 5 hurt (your feelings) | |

- 3 Sts answer the three questions in the questionnaire in pairs. Get feedback from the whole class.
- 4 **Word Power** Look at the adjectives in section 2 of the questionnaire. Write *dis-* and *un-* on the board. Sts match them to four of the adjectives.

Answers

- | | |
|------------|-----------------|
| 1 disloyal | 3 dishonest |
| 2 uncaring | 4 untrustworthy |

- 5 Sts work individually and use the vocabulary from Exercise 2 to make notes about their best friend.
- 6 Read the example with the class. In pairs, sts talk to each other about their best friend.

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7 FIND OUT

For homework, or in class if there is time, sts do some online research about the authors. Ask sts if they have read any of the books, e.g. *The Lord of the Rings* or *The Chronicles of Narnia*, or seen the films.

Vlog

This lesson features an optional vlog in which a vlogger finds out how well she knows her best friend. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 292 and 309.

EXTRA PRACTICE

Tell sts they are going to make a short video about famous friends. Ask sts to do some online research about celebrities who are friends with each other (search keywords: *famous friends*). They take turns to video each other talking about the celebrities, using vocabulary from the lesson.

FAST FINISHER

Sts who finish early can practise friendship vocabulary further by writing about themselves from the perspective of their best friend. Weaker sts can write two sentences about themselves.

V Vocabulary practice: WB p.14

Sts will find more practice of vocabulary for friendship here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

Friendship facts

READING I can identify paragraph topics.

The science of friendship

Life is better shared with our friends, but how does friendship work? Well, I've recently been thinking a lot about this ... and doing lots of reading! Here are some of the things I've discovered.



1 A biologist called Robin Dunbar has been researching friendship in humans and monkeys for decades, and he has developed a fascinating theory. He says that the average number of friendships humans can actively maintain is approximately 150. Why 150? Because there is a biological limit to how many people we can have in our friendship circle. Of these, we regularly see about 50, really trust about 15, and have got a maximum of five best friends. These 'Dunbar numbers' seem to be universal in different cultures and throughout human history.

2 The best way to make friends is to socialize because bonds form when we interact. But true friendship takes time. In fact, a recent study has found it takes something like 200 hours of interaction to make a best friend, as you gradually share more of your secrets. It's also normal to change your friends as you grow up and your life changes. Although we will have roughly 400 friends over our lifetime, we will only keep between one and twelve friends for our whole lives.

3 Connecting with friends online is a great way to share our lives. Social media lets us keep in touch with people and reconnect with old friends. But Dunbar numbers apply in the virtual world, too! Our interactions are concentrated in inner circles of around 5, 15 or 50 people. And one researcher discovered we only totally trust four online friends!

4 Biologists have also been watching social animals such as elephants, dolphins, baboons and horses. They have discovered that some of them have got best pals who are not family members. These pairs look for food and share it together. If they're female, they even look after each other's babies. Their friendships help them live longer and survive danger.

5 The same applies to humans, too! In the past 25 years, many scientific studies have shown that friends improve our health and well-being. People with a wide group of friends are happier, have got less stress and live longer. In fact, not having a close friend can be bad for you. Apparently, friends make us less likely to catch a cold, too. So, you'd better believe it – friends are awesome!



1 Work in pairs. Tell your partner how you became friends with your best friend.

2 **2.2** Read and listen to the article and match paragraphs 1-5 with headings a-e.

- | | |
|-------------------------|------------------|
| a Animal pals | d Making friends |
| b Dunbar numbers | e Social media |
| c Health and friendship | |

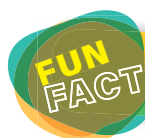
3 Read the article again and match the numbers in the box with descriptions a-g.

4 5 12 50 150 200 400

- | |
|--------------------------------------|
| a friends we regularly see |
| b online friends we trust |
| c friends over a lifetime |
| d hours to make a close friend |
| e friendships we can maintain |
| f best friends |
| g maximum number of lifelong friends |

4 **Word Power** Find the words *about*, *around*, *roughly*, *something like* and *approximately* in the article. Why does the writer use them?

5 **THINK CRITICALLY** How are your friendship experiences similar or different to the theories? How do your friendships compare with your parents'?



The average person has got 338 friends on Facebook.

Friendship facts

READING

Sts read an article about the science of friendship and focus on identifying paragraph topics. They learn phrases to talk about approximation, and also see examples of the present perfect continuous and present perfect simple.

Reading text

An article about the science of friendship

Reading skill

Identifying paragraph topics

WARMER

Ask: *Why do we make and have friends?* Give sts a few minutes to think about the question. Elicit ideas from sts and write them on the board. Ask: *Are social media friends the same as real friends? Can you trust social media friends more or less than real friends? Are there any advantages of having social media friends over real friends or vice versa?* Encourage sts to discuss the questions with you and each other.

- 1 Tell sts a true story about how you met a friend. Sts then work in pairs to tell each other how they met their best friend. Give them a few minutes to prepare if necessary.
- 2 **2.2 Identifying paragraph topics** Read the five paragraph headings with sts. Ask them what they think *Animal pals* is about without reading the text. Elicit or explain the meaning of *pal* if necessary (an informal word for *friend*). Play the audio while sts read the article. Give them time to match the headings and paragraphs. Check answers.

Answers

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

- 3 Ask sts to scan the article to find the seven numbers and match them to what they refer to. Explain that they do not need to read the whole article in detail again.

Answers

- a 50
- b 4
- c 400
- d 200
- e 150
- f 5
- g 12

- 4 **Word Power** Give sts time to find the words in the article. Elicit that we use these words to make generalizations, because the actual numbers are different for different people. To demonstrate this, you could ask sts how many friends they have on Facebook or how many people follow them on Instagram and write the results on the board. Then make a generalization for the class, e.g. *In this class, people have roughly 200 friends on Facebook.*

Answers

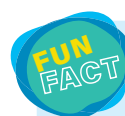
about, approximately: paragraph 1
something like, roughly: paragraph 2
around: paragraph 3

21st Century skills

- 5 **THINK CRITICALLY**

Read out the questions. Write *Similar* and *Different* on the either side of the board. Sts work individually and create two lists with those headings. Give them time to read the article again and complete their lists. When they are ready, put sts into pairs to compare their answers.

Get feedback from pairs on their discussions and ask sts to describe the differences or similarities between their friendships and those of their parents. Include social media in the discussion and elicit how sts think social media has changed the concept of friendship.



Encourage sts to read this fun fact for pleasure. They may also be interested to know that people share approximately 95 million Instagram photos every day.

- R Reading practice: WB p.15**

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Present perfect continuous and present perfect simple

I can use the present perfect continuous and the present perfect simple.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Present perfect continuous

Nora's **been sharing** photos with her friends.
I've **been playing** football. That's why I'm hot.
He's **been filming** his blog for about a year.

Rules

We use the present perfect continuous:
to talk about an activity in progress in the ¹recent / distant past with a present result.
with *how long*, *for* and *since* to talk about the length of time an activity has been ²*in progress / completed*.

- 2 Complete the sentences with the present perfect continuous form of the verbs in brackets.

- I have paint in my hair because I ... the ceiling. (decorate)
- How long ... you ... English? (study)
- It ... since yesterday morning. (snow)
- I'm exhausted. I ... for 4 hours. (cycle)
- It's late. How long ... you ... online? (work)

3 PRONUNCIATION *been*

2.3 Listen and repeat. How do we pronounce *been*?

- My sister's been playing the piano all morning.
- How long have you been standing there?
- I haven't been sleeping very well.

- 4 **2.4 Match dialogue halves 1-5 with a-e. Then listen and check.**

- This kitchen is a mess!
 - You seem upset.
 - What are you smiling at?
 - Jamie and Ryan look really tired.
 - Sophie's clothes are very dirty.
- a I've been chatting with Lucy. She makes me laugh!
b She's been fixing her bike. She changed a wheel.
c George has been making pizza!
d They've been watching all the Harry Potter films!
e Hugo's been criticizing me again.

- 5 Complete the dialogues with the present perfect continuous form of the verbs in brackets.

Tom: Why are you so late?
Ella: We've *been watching* (watch) funny videos.
Clare: Gina and Ruby look really upset.
Will: I think they ¹... (argue).
Olly: How long ²... (you / sit) here?
Dan: Oh, not long. I ³... (wait) since half past two.
Jake: How long ⁴... (you / learn) English? You're really fluent!
Lily: Thanks! I ⁵... (study) it for three years.

- 6 Read the grammar box and complete the rules with *present perfect simple* or *present perfect continuous*.

Present perfect simple

Look! Sam's **fallen** over!
Max **has called** me twice.

Present perfect continuous

Dad's **been making** soup.
They've **been chatting** for hours.

Rules

We use the ¹... for completed short actions, and the ²... for longer actions in progress that may be completed or not.
We use the ³... to say how long we've been doing an unfinished action, and the ⁴... to say how many times we have done something.

- 7 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

They've *been talking* for the last two hours. (talk)

- He's ... about 100 photos of his new dog! (post)
- I don't believe it! You've ... my phone! (break)
- I've ... this book for three months. (read)
- Daisy has ... that film three times. (see)
- We've ... here since last Wednesday. (stay)

- 8 **2.5 Listen to the radio programme and answer the questions.**

- Which book has she just finished?
- What has she been looking at?
- How many friends has she got on social media?
- What has she been doing for the last hour?
- What has she decided to do?



FAST FINISHER

Write sentences about what you have been doing in the last hour.

GRAMMAR Present perfect continuous and present perfect simple

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I've never been in a band!*, including the form and use of the present perfect continuous and present perfect simple. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the rules. Check answers.

Answers

1 recent 2 in progress

Write two sentences on the board, e.g. 1 *I've been cooking dinner* and 2 *I've cooked dinner*. Elicit that we describe the completed action using the present perfect simple. Ask sts which sentence we can add *for an hour* to and why (sentence 1, because we use the present perfect continuous with *for* to talk about how long an activity has continued up to the present).

Ask questions to check concept.

Concept check questions: *We have been washing the dishes – correct?* (no – *We have been washing the dishes*). *I have been working as a teacher for ten years – am I a teacher now?* (yes). *She's been running – did she finish running a long time ago?* (no).

- 2 Sts complete the sentences. Check answers.

Answers

1 've been decorating 4 've been cycling
2 have, been studying 5 have, been working
3 has been snowing

3 PRONUNCIATION 2.3

Play the audio once for sts to listen and notice how we pronounce *been*. Write these two sounds on the board: /ɪ/ and /i:/. Elicit the short /ɪ/ sound and the long /i:/ sound. Ask sts which sound *been* is in these sentences: /ɪ/. Play the audio again for sts to listen and repeat.

- 4 2.4 Sts listen and match. See TG page 275 for audio script.

Answers

1 c 2 e 3 a 4 d 5 b

- 5 Sts complete the dialogues in pairs. Check answers.

Answers

1 've been arguing
2 have you been sitting
3 've been waiting
4 have you been learning
5 've been studying

- 6 Read the grammar box. Put sts into pairs to complete the rules. Check answers.

Answers

1 present perfect simple
2 present perfect continuous
3 present perfect continuous
4 present perfect simple

Ask questions to check concept.

Concept check questions: *He's eaten lunch – has he finished?* (yes). *He's walked home from school twice this week – is he walking now?* (no).

- 7 Read the example with the class. Check answers.

Answers

1 posted 4 seen
2 broken 5 been staying
3 been reading

- 8 2.5 Explain that Aisha is a guest on a radio programme about books. Play the audio for sts to answer the questions. See TG page 275 for audio script.

Answers

1 She's just finished a book called *Friendship in the Digital Age*.
2 She's been looking at all the friends she has on social media.
3 She's got 407 friends on social media.
4 She's been trying to figure out who all her social media friends are.
5 She's decided to forget about her social media friends for a while and get in touch with her five real friends.

FAST FINISHER

Sts who finish early can have more practice of the grammar by writing about what they have been doing in the last hour. Weaker sts can work in pairs and make simple sentences using either tense.

- G Grammar practice: WB p.16

Sts will find more practice for the present perfect continuous and present perfect simple here. Set these exercises for homework.

- LS Language summary: Unit 2 SB p.128

Modern families

VOCABULARY and LISTENING Family life


I can listen for detail.

1 2.6 Read the article and complete it with the words in the box. Then listen and check.

backgrounds divorces generations grandparent great lifestyles stepsisters

21st century

FAMILIES



by Lucy

The world is changing fast – and so are families! I mean, I know the classic nuclear family of two parents and the kids is still the most common, but it isn't the only kind. Mine is a mixed-race family, but more about that later! With more **separations** and ¹..., there are a lot of **single-parent** and **blended families**. This is when a parent remarries, children get a new step-parent and maybe **stepbrothers** and ²... from their new parent's previous **relationship**. Children with **divorced** parents divide their lives between two homes, or live full-time with one parent. There are many different ³..., but that's the way people live now. There are also an increasing number of **mixed-race** families, where parents come from different **ethnic** ⁴... . For example, my dad's white British, while my mum's African-Caribbean. It's also getting more common for different ⁵... to choose to live together in the same home in an extended family. Maybe a ⁶... moves into their **grown-up** child's home or a young couple remains in the family home and **raises** their children there. And as we're all living longer, maybe some of us will live with our ⁷...-**grandparents**, too!

2 2.7 Listen to a radio programme about families. Answer the questions.

- 1 What special day is it today?
- 2 What percentage of people live in blended families?
- 3 How many people live in extended families?
- 4 How many people come from mixed-race families?
- 5 Where is Layla's father from?
- 6 When did Alfie's mum marry his stepfather?
- 7 What is Ava's adopted brother called?

3 2.7 Copy the table. Then listen again and make notes about the families.

	Layla	Alfie	Ava
Step-parent	–		
Brother/Sister	<i>Gabriel</i>		
Stepbrother/sister	–		
Half-brother/sister	–		
Great-grandparent	<i>in Nigeria</i>		

4 **COMPARE CULTURES** Find out family statistics about your country for:

nuclear families extended families
step-families mixed-race families

Modern families

VOCABULARY and LISTENING

Family life

Sts study vocabulary for family life. They read about different types of families including mixed-race, single-parent and blended families. They listen to a radio programme in which three people talk about their families. They also see examples of the past perfect and past simple.

Vocabulary

Family life (*blended family, divorce, divorced, ethnic background, generation, grandparent, great-grandparents, grown-up, lifestyle, mixed-race, raise (children), relationship, separation, single-parent family, stepbrother, stepsister*)

Listening text


A radio programme about families

Listening skill

Listening for detail


WARMER

Tell sts about your family. Include more distant members such as aunts, nieces and nephews, etc. Ask: *How many people are there in your immediate family – mum, dad, brothers, sisters? How many people are there in your extended family – uncles, aunts, grandparents, cousins, etc.? How often does your extended family meet?* Get sts to discuss the questions in pairs. Elicit or explain that an immediate family (a family group of parents and children) is also called a nuclear family.

- 1  2.6 Read the words in the box with sts. Elicit the meaning of *stepsister* and *generation*. Give sts time to read the article and complete it. Play the audio for sts to check their answers. See Answers for audio script.


Answers

- | | |
|---------------|---------------|
| 1 divorces | 5 generations |
| 2 stepsisters | 6 grandparent |
| 3 lifestyles | 7 great |
| 4 backgrounds | |

- 2  2.7 **Listening for detail** Explain that the radio programme is about families in the UK. They will hear a presenter and three teenagers: Layla, Alfie and Ava. Allow time for sts to read through the questions and identify the key words. Explain that when listening for detail, it helps to predict what kind of word sts need for each answer, e.g. question 2 requires a number, question 5 requires a place. Play the audio for sts to listen and check their answers. See TG page 275 for audio script.

Answers

- | | |
|-------------------|-------------------|
| 1 Mother's Day | 5 Scotland |
| 2 (just over) 30% | 6 a few years ago |
| 3 2 million | 7 Kevin |
| 4 1 million | |



- 3  2.7 Ask sts to copy the table into their notebooks. Remind them to look at the table and identify what kind of information they are going to listen for before you play the audio. Play the audio again for sts to complete the table. Sts can check their answers in pairs before you check as a class.

	Layla	Alfie	Ava
Step-parent	—	<i>stepfather</i>	—
Brother / Sister	<i>brother Gabriel</i>	—	<i>two brothers (eldest brother Kevin is adopted), a baby sister</i>
Stepbrother / sister	—	<i>stepsister Rosie</i>	—
Half-brother / sister	—	<i>half-brother Leo</i>	—
Great-grandparent	<i>in Nigeria</i>	—	—

21st Century skills

4 COMPARE CULTURES

Sts research online to find the information they need about the four different types of families. This can be set for homework. Sts can put together a short presentation to give to the rest of the class.

-   **Vocabulary and Listening practice: WB** p.17
Sts will find more practice for listening, and practice of vocabulary for family life here. Set these exercises for homework.

-  **Language summary: Unit 2 SB** p.128

GRAMMAR Past perfect and past simple

I can use the past perfect and the past simple.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

Nan **lived** with us after she'd **been** in hospital.
 Before they **met**, my parents **had** both **lived** abroad.
 I **didn't pass** my exam because I **hadn't studied** enough.
 When I **arrived** at the station, the train **had** already **left**.

Rules

We use the past perfect to talk about something that happened ¹before / after a past simple event.

We form the past perfect with the auxiliary verb ²have / had and the past participle.

- 2** Complete the sentences using the past perfect tense and the words in brackets. Add any other words you need.

My brother met my sister-in-law ... (after / move / New York)

My brother met my sister-in-law after he had moved to New York.

- When we got to the cinema, ... (the film / just / start)
- By the time they got married, ... (know each other / for / twenty years)
- Hannah was really worried because ... (not revise / exams)
- My great-grandparents flew for the first time ... (after / celebrate / fiftieth wedding anniversary)
- When I got to the party, ... (Lauren / already / leave)
- Before they had children, ... (they / travel / round the world)

- 3** Which event happened first? Combine the sentences using the past perfect and the conjunction in brackets.

They discovered they couldn't have children.
 They adopted a child. (because)

They adopted a child because they had discovered they couldn't have children.

- My grandparents had a big party. They were married 50 years ago. (after)
- Hugo and Louise were engaged for twelve years. They got married last year. (when)
- Ethan learned he had a cousin in Montreal. He wasn't interested in Canada. (until)
- Gabriel arrived at the village. He walked for six hours. (by the time)
- Zoe forgot to send her stepmum a birthday message. Zoe felt embarrassed. (because)

- 4** **2.8** Complete Lily's blog post with the correct past perfect or past simple form of the verbs in brackets. Then listen and check.

The day I met my NEW SISTER

OK, Maria isn't exactly my sister. She's my stepsister. By the time I was three, my parents *had separated* (separate), and a few months later, my father started a new life in Canada. After that, my parents gradually ¹... (lose) touch. I hadn't known about my stepsister until she ²... (send) me a message on social media. It came as a complete surprise. Maria ³... (find) me after twenty years!

Maria ⁴... (already, make) plans to come to Europe, so we decided to meet up. That day was nearly a disaster. We arranged to meet on the steps of the British Museum. However, when I got there, I wasn't able to check her photo because I ⁵... (leave) my phone at home! Doh! Fortunately, Maria was better prepared! She ⁶... (walk) right up to me and said hello.

It was all a bit awkward at first. But we soon ⁷... (discover) that we had lots of things in common. There was one big difference though. Maria's much better organized than me!

- 5** Read the situations below and think of explanations. What had happened before the event? Write sentences.

You read a letter from your great-grandmother.

I had discovered an old box in the attic.

- You walked into your classroom and everybody looked surprised.
- Your parents were looking at a phone and laughing.
- When you got to school, there was a crowd of people outside.
- You saw your stepsister after two years and didn't recognize her.
- You received a message from your half-brother. It said, 'We have to celebrate!'

- 6** Work in pairs. Share your ideas. Add another sentence to the sentences in Exercise 5 saying what happened next.

I read a letter from my great-grandmother after I'd found a box in the attic. It was a letter to my great-granddad and it made me smile.

FAST FINISHER

Write new explanations for the situations in Exercise 5.

GRAMMAR Past perfect and past simple

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *They'd met before we were born!*, including the form and use of the past perfect and past simple. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for animation script.

- 1 Read through the examples in the grammar box with the class. Sts complete the rules with the correct words. Check answers.

Answers

- 1 before
- 2 had

Write the first half of a sentence using the past simple on the board, e.g. *I missed the bus because I ...*. Elicit possible endings to the sentence, e.g. *... had left my money at home / woken up late / forgotten to set my alarm.* Ask sts which activity happened first (the second activity in the sentence) and which tense we use for this activity (the past perfect).

Ask questions to check concept.

Concept check questions: *When I got to school, classes had already started – which action happened first? (classes started first). By the time the exam finished, he only done two questions – correct? (no – he had only done two questions). She'd seen the film before, so she ... – finish the sentence (didn't want to see it again / went home).*

- 2 Read the example sentence with the class and explain the task. Check answers.


Answers

- 1 the film had just started.
- 2 they had known each other for twenty years.
- 3 she hadn't revised for her/the exams.
- 4 after they had celebrated their fiftieth wedding anniversary.
- 5 Lauren had already left.
- 6 they had travelled round the world.

- 3 Read the example. Elicit the order of events (*discovered first, adopted second*). Sts combine the sentences. Check answers.

Answers

- 1 My grandparents had a big party after they had been married for 50 years.
- 2 Hugo and Louise had been engaged for twelve years when they got married last year.
- 3 Ethan hadn't been interested in Canada until he learned he had a cousin in Montreal.
- 4 By the time Gabriel arrived at the village, he had walked for six hours.
- 5 Zoe felt embarrassed because she had forgotten to send her stepmum a birthday message.

- 4  2.8 Elicit the meaning of *lose touch*. Sts read the blog post. Ask a few questions: *Who is Maria? Where did Lily's father go? What did Lily and Maria decide to do? Why was it nearly a disaster?* Sts complete the blog post. Check answers. See TG page 276 for audio script.

Answers

- 1 lost touch
- 2 sent
- 3 had found
- 4 had already made
- 5 'd left
- 6 walked
- 7 discovered

- 5 Read the example for the class. Then read the first sentence and elicit some ideas, e.g. *I had dyed my hair pink. I had fallen off my bike and was covered in mud.* Sts work individually and write complete sentences. Make sure they use the past perfect. Ask for volunteers to read their sentences out to the class.
- 6 Put sts into pairs to share their sentences from Exercise 5. Encourage them to ask questions and add more details. Monitor and check for use of the past perfect and past simple.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write sentences using a new explanation for each situation in Exercise 5. Weaker sts can work in pairs to write two more explanations for situation 1 in Exercise 5.

Grammar practice: WB p.18

Sts will find more practice for the past perfect and past simple here. Set these exercises for homework.

LS Language summary: Unit 2 SB p.128

KEEP TALKING!

Don't forget!

READING and LISTENING

I can understand notes and messages.

a

Helena, Nick and family

YOU ARE INVITED TO
Poppy's
BIRTHDAY PARTY!

Date: Sunday 7 July
Time: 2 p.m. – 6 p.m.
At: 18 Elm Street Brighton BN5 4TP
RSVP: Jess Belotti 01804 33628

b

To buy

tuna	grapes
milk	coffee
yoghurt	

c

LEO
FOR THE LAST TIME, PLEASE
GIVE ME BACK MY KEYS!
RUBY

d

This week's chores

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
Take out rubbish			Leo				
Water plants						Ruby	
Do the dishes	Ruby	Leo	Ruby	Leo			
Vacuum house							Leo
Walk the dog	Ruby	Ruby	Ruby	Ruby		Leo	
Tidy rooms							Leo & Ruby

e

Mum

Call Aunt
Christine. Called
twice already.
Computer problems.

f

Make vet
appointment
Pip's flu jab

g

A2Z CARS

Date

Driver

Destination

Fare Received with thanks

h

Summer in the Park
Festival tickets on sale
10 a.m. 14 May
summerinthepark.com

1 Match notes and messages a-h with descriptions 1-8.

- | | |
|-----------------|-------------------|
| 1 an invitation | 5 a shopping list |
| 2 a reminder | 6 a message |
| 3 a rota | 7 a receipt |
| 4 a request | 8 a notice |

2 Read the notes and messages again and answer the questions.

- When is Poppy's party?
- Why does Mum have to call her sister?
- How much did the taxi cost?
- Why is Ruby annoyed with Leo?
- Who has to take out the rubbish this week?
- What is happening on 14 May?

3 **2.9** Listen and match dialogues 1-5 with five of notes and messages a-h.

4 Read the **Look!** box. Find an example of a message written in note form from a-h. Write it out as complete sentences.

Look! Note writing

Notes do not have to be complete sentences. You can leave out pronouns, auxiliary verbs and linkers.

5 **2.10** Listen, make notes and write three messages. Compare with your partner. Then act out one of the dialogues.

KEEP TALKING!

Don't forget!

READING and LISTENING

Sts read a variety of notes and messages including Post-it Notes, a shopping list, a receipt, a duty rota and an invitation. They listen to people talking about the notes and messages. Sts then learn useful language for reminding people and making excuses. They personalize the topic by following the steps in the Speaking plan to make a dialogue between a parent and a teenager.

WARMER

Write *Post-it Note* on the board. Ask sts to identify this note in Exercise 1 (message e). Ask sts when we use these notes, where we put them and how useful they are. Put sts into pairs to brainstorm other ways of leaving messages, when we use them and how useful they are. Get feedback from sts about their ideas. Ask sts how they leave messages and whether / how people usually respond.

- 1 Focus sts' attention on the notes and messages. Elicit the meaning of *rota* and *chores*. Sts match the notes and messages to the descriptions. Check answers.

Answers

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

- 2 Sts read the questions and find the answers in the notes and messages in Exercise 1. Check answers.

Answers

- Sunday 7 July
- because her sister is having computer problems and has called twice already
- £25
- because he's still got her keys
- Leo
- a festival

- 3 2.9 Explain that you are going to play five dialogues which relate to five of the notes in Exercise 1. Tell sts to listen to the dialogues. Explain that they don't need to understand everything and can focus on the key words. Play the audio. See TG page 276 for audio script. Check answers.

Answers

- 1 g 2 a 3 b 4 e 5 d

- 4 Read the Look! box with the class. Ask sts to find an example of a missing auxiliary verb in Exercise 1, message e (*has called*), a missing pronoun (*Could you*) and a linker (*because she's got computer problems*). Ask sts to write message e as complete sentences.

Answer

Mum, could you call Aunt Christine? She has called twice already because she's got computer problems.

- 5 2.10 Sts listen to three phone calls and write the messages. Play the audio. See TG page 276 for audio script. Pause at the end of each call to give sts time to make notes. When they have listened to the three calls, give them another few minutes to write the messages. Play the audio again if necessary. Ask sts to read their messages out.

Answers

- Steve called (mechanic). Has car part: £64. Take car round Saturday morning.
- Don't open emails from Auntie Christine – not from her!
- Adrian (Delta Connect). Will call at 9 in morning about mobile phone contract.

SPEAKING Reminding people and making excuses

I can remind people and make excuses.

1 2.11 Listen and read. Answer the questions.

- Helena:** Leo, why haven't you tidied your room?
Leo: What do you mean? I've already done it.
Helena: No, you haven't. There's still stuff all over the floor. Have you taken Pip for his walk yet?
Leo: Not yet. I'll do it later. I'm busy at the moment.
Helena: Busy? You don't look busy.
Leo: I'm doing some research ... for my project.
Helena: Well, don't forget you have to take him out before dinner. Oh and I told you to ...
Leo: Hang on, Mum. I've been working really hard this week, and Ruby's been sick, so I've been doing her chores, too. And what about Auntie Christine? Why haven't you called her yet?
Helena: All right, you've got a point there, but you know what she's like!



- 1 Why does Helena think Leo hasn't tidied his room?
- 2 Why hasn't Leo taken Pip for his walk?
- 3 What other excuses does Leo give?
- 4 What hasn't Helena done yet?

2 2.12 Listen and repeat the **Useful language**. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Reminding

Don't forget, you have to ...

I told you to ...

Have you ... yet?

Why haven't you ...?

Making excuses

I'll do it later. I'm busy at the moment.

I've already done it.

Interrupting

Hang on. / Wait a minute.

Acknowledging

All right, you've got a point there. / I see what you mean.

3 2.13 Match sentences 1-4 with replies a-d. Then listen and check.

- 1 Have you fixed an appointment at the dentist's yet?
 - 2 Don't forget you have to get up early in the morning.
 - 3 Why haven't you cleared up the dinner things?
 - 4 I told you to take out the rubbish.
- a Why, what time is it? Oh, I see what you mean.
 - b Because it's not my turn. It's Leo's.
 - c No, not yet, but actually my tooth feels all right now.
 - d I know. And I've already done it.

4 Work in pairs. Plan a dialogue between a parent and a son or daughter. Follow the steps in the **Speaking plan**.

Speaking plan

Prepare

- > Choose your roles.
Student A: You are the parent. Look at the notes and messages in the **Keep talking!** lesson. Choose three things to remind your son or daughter to do or check he/she has done.
Student B: You are the son or daughter. Look at the **Keep talking!** lesson. Think of excuses to use to explain why you can't do or haven't done things. Find something to remind your parent to do.
- > Make notes for your dialogue.

Speak

- > Practise your dialogue. Be ready to improvise!
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Swap roles and choose a different situation.

Reflect

- > Did you manage to convince the other person?
- > Did you keep the conversation going?
- > How can you improve next time?

Now play **Keep moving!**

FAST FINISHER

Write another dialogue set in a family kitchen.

SPEAKING Reminding people and making excuses

- 1 2.11 Focus on the picture. Ask: *Who is in the photo? What do you think Helena is saying? How does Leo feel?* Read the questions below the conversation. Play the audio while sts read and answer the questions. Check answers.

Answers

- 1 Because there's still stuff all over the floor.
- 2 Because he's busy at the moment.
- 3 He's doing some research for his project. He's been working really hard and doing Ruby's chores.
- 4 She hasn't called Auntie Christine yet.

- 2 2.12 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio once for sts to listen to the phrases, then play it again for them to listen and repeat. Elicit how to say the phrases in the sts' own language. Finally, ask sts to find the phrases in the dialogue in Exercise 1 (they are all used except *Wait a minute* and *I see what you mean*).

- 3 2.13 Elicit that these are things a parent might say to a teenager. Sts match the sentences with the replies. Allow them to match and compare their answers in pairs, then play the audio for them to listen and check. If your sts would benefit from some controlled practice before the personalized practice, they could practise the sentences and replies in pairs. See TG page 277 for audio script.

Answers

- 1 c
- 2 a
- 3 b
- 4 d

- 4 Put sts into pairs. Sts follow the steps in the Speaking plan to plan a dialogue between a parent and a son or daughter.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A (the parent) and which is Student B (the son or daughter). They then work individually and follow the instructions to prepare their ideas about things to remind people about, and excuses people make for not doing things. Encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 2 to help them. They can practise with and then without notes. Sts swap roles and choose a new situation, then follow the steps again. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts can have more practice with phrases for reminding people and making excuses. Sts write another dialogue set in a family kitchen in which the speakers remind people to do things, and make excuses for not doing things. Weaker sts can practise the dialogue from Exercise 4 again with another partner.

Speaking practice: WB p.19

Sts will find more practice for reminding people and making excuses here. Set these exercises for homework.

Language summary: Unit 2 SB p.128

REAL

CULTURE!

Family reality shows

I can understand an article about families in the UK.

FAMILY LIFE SWAP



From *Big Brother* to *The X-Factor*, British viewers can't get enough reality TV. But some reality shows are both 'feel-good' and educational.

In *Family Life Swap*, two families from the richest 10% and the poorest 10% of British society swap homes, budgets and lives for seven days. Although their worlds are very different, they learn to respect each other's lives, find out how to manage with much more or much less money and discover what they have got in common.

Jenny and Andrew Richardson and their blended family of five young children swapped homes with the Archer family, John, Carol and their four children. Andrew works in a factory and Jenny is a full-time housewife. They struggle on a weekly budget of £102 after rent and bills and have never had a holiday together. John, on the other hand, is a retired lawyer and Carol is a banker. Their teenage children are privileged, attending private schools and going on expensive holidays. After bills, the Archer family has got £1,852 a week to spend.

Their homes couldn't be more different. The Richardsons live in a small, rented, three-bedroom house. They were amazed when they explored the Archers' eight-bedroom mansion with its four bathrooms and home cinema. Although the Archers found their new home tidy and comfortable, it seemed very small, and needed improvements which the Richardsons couldn't afford.

When the Archers' weekly food delivery arrived, Jenny and Andrew couldn't believe it cost £258 and thought it was wasteful. Their usual food budget was £62! But with their extra cash, they took the kids out to a restaurant, something that was normally impossible. Meanwhile, having no car, the Archers had to walk to the supermarket and were astonished at how little they could buy.

The Archers were also shocked that the local council didn't keep the neighbourhood nice, while the Richardsons were envious of their attractive tree-lined streets and local shops. However, Andrew thought his own neighbours were more friendly. Home entertainment for both families was similar, but while the Richardsons enjoyed the novelty of a home cinema, the Archers had to crowd together on the sofa to watch DVDs – but it wasn't so bad!

Viewers came to understand the obstacles that poverty creates. For the first time, the Richardson children enjoyed private piano and tennis lessons and Andrew could buy his eldest son the trainers he desperately needed for football training. Part of the swap was to follow the other family's routine. So, John now had to get up at 4.00 a.m. to cycle to work, which helped him realize how hard Andrew worked to look after his family.

Then something extraordinary happened. When the two families met, they all became great friends. Carol encouraged Jenny to study and they all discovered they support the same football team, Liverpool. The two families now get together to watch all the big matches!


Family reality shows

Sts read a text about a popular TV programme and learn about two families in the UK who have very different incomes and live in very different houses. They also study strong adjectives. They work together to invent a new TV programme, then discuss attitudes to money.

This lesson features an optional culture video about a family-run barber's shop in London: see SB page 27.

 **WARMER**

Put sts into groups. Ask them to describe the most typical homes and lifestyles in their country for families with high and low incomes. Elicit a few ideas first: *What type of house or flat do the families live in? What is the neighbourhood like? How much do they spend on food a week? How often do they eat out?*

- 1 Check that sts understand what a reality show is and elicit some examples. Put sts into pairs to discuss the questions. Elicit feedback from the whole class and encourage sts to discuss their answers fully.
- 2 Ask sts to describe the house on the left on page 26. Ask: *What do we call this type of house? (a terraced house) How many rooms do you think it's got? How big do you think they are? Would you like to live there? Do the same for the house on the right of the picture.*
- 3  **2.14** Read through the questions for the class. Tell sts to read and listen to the article. Play the audio. Give sts time to answer the questions. Check answers.

Answers

- 1 They swap homes, budgets and lives.
- 2 Andrew works in a factory and Jenny is a full-time housewife. John is a retired lawyer and Carol is a banker.
- 3 3: the number of bedrooms in the Richardsons' house.
4: the number of children in the Archer family; the number of bathrooms in the Archers' house; the time John had to get up to cycle to work during the swap.
8: the number of bedrooms in the Archers' house.
62: the Richardsons' usual food budget in pounds.
102: the Richardsons' weekly budget after rent and bills in pounds.
258: the Archers' weekly food delivery in pounds.
1,852: the Archers' weekly budget after bills in pounds.
- 4 Sample answers: they attend private schools and go on expensive holidays. They live in a big house with a home cinema. They can pay for private piano and tennis lessons.
- 5 The local council doesn't keep the Richardsons' neighbourhood nice, while the Archers' neighbourhood has attractive tree-lined streets and local shops.
- 6 Sample answer: when they met, they discovered they had things in common, such as supporting the same football team.

- 1 **Work in pairs.** Discuss the reality shows that people watch in your country. What are they? Do you or your family watch them? What do you think of them?
- 2 **Look at the houses on page 26.** What do you think life is like for the families who live in them?
- 3 **2.14 Read and listen to the article. Answer the questions.**
 - 1 In *Family Life Swap*, what three things do the families swap?
 - 2 What jobs do the four parents do?
 - 3 What do the following numbers in the article refer to?
3 4 8 62 102 258 1,852
 - 4 How are the Archer children more privileged than the Richardson children?
 - 5 How are the two neighbourhoods different?
 - 6 Why do you think the two families all became great friends?
- 4 **Word Power** The Richardsons were amazed when they saw the Archers' home. Find two more adjectives in the article describing strong reactions. Can you think of any others that mean 'surprised'?
- 5 **Look at the titles of six other popular TV programmes.** What do you think the programmes are about?
- 6 **Read the descriptions of the six TV programmes.** Which one would you most like to watch? Why?

- 7 **GET CREATIVE** In groups, invent a new TV programme. Decide:

- the title
- the people, e.g. family, friends, work colleagues, strangers
- the location, e.g. a house, a special set
- the story (or the situation if it's a reality show)
- why the programme is special

Then present your ideas to the class and vote for the best programme.

FUN FACT

For a typical 42-minute reality show, hundreds of hours of action are filmed. Some shows only film on one day, but the contestants change their clothes lots of times to fake a week-long storyline!



Now watch the culture video.

FAST FINISHER

Pocket money or an allowance from your parents is like a weekly budget. If you get an allowance, how do you spend it? Do you save up for things you want? Write about how you spend your allowance. Or if you don't get an allowance, write about how you would spend it.

WORTH WATCHING?

The Voice

A talent show which looks for the next great singer. They are chosen purely on the sound of their voice as judges listen with their backs to the stage. Watch to see which judges turn their chairs first! Do you agree?

BAD EDUCATION

A comedy series about a teacher, Alfie, who is a bigger child than the students he teaches. Is he the worst teacher in the world? Watch and see Alfie's latest public mishaps.

KEEPING UP WITH THE KARDASHIANS

The Kardashian and Jenner family are high-profile celebrities in Los Angeles and they share their personal lives on TV. We learn about their secrets and their relationships. Watch and see how famous people live.

Dogs behaving badly

An expert dog trainer helps owners who cannot control their dogs. James, the dog trainer, deals with dogs who eat at the table, dogs who pull their owner over when they go for walks, dogs who attack other dogs. 100% satisfaction? You'll have to watch to find out.

GOGGLEBOX

Some of the most opinionated TV viewers watch and comment on the best and worst TV programmes, from the comfort of their own sofas. Watch and join them.

POINTLESS

A general knowledge quiz show in which contestants try to score the fewest points possible by giving correct but obscure answers to factual questions. Can you find the answers that no one else can think of? Watch and see.



REAL CULTURE!

- 4 Word Power** Sts work in pairs to find the two strong adjectives in the article that mean *surprised*. Check the answer. Then get sts to make a list of more strong adjectives, e.g. *astounded*, *staggered*, *startled*, *stunned*. They can use a dictionary to help if necessary. Check answers with the class, and check that sts understand all the meanings. If sts have written some adjectives that are new to other sts, ask them to come and write the words on the board and teach the meanings to their classmates.

Answers

astonished
shocked

- 5** Read the six titles for the class in *Worth watching?* at the bottom of the page and ask sts to guess what the programmes are about. Elicit ideas, but don't confirm anything at this stage.
- 6** Tell sts to read the descriptions in *Worth watching?* and check their answers to Exercise 5. Ask them if they know any similar programmes on TV at the moment. Then ask sts to discuss in pairs which programme they would most like to watch and give their reasons.

21st Century skills



7 GET CREATIVE

Ask sts to think of some current or recent TV shows in their country. Ask why they are popular. Go through the bullet list with sts and elicit answers for a real TV show. Then put sts into groups to think of an imaginary show using the same bullet list. Give sts enough time to make notes. Provide ideas and support if necessary. When groups are ready, get them to present their ideas to the class. At the end, have a vote on the most popular idea.

EXTRA PRACTICE

Tell sts they are going to role-play a TV advert for the TV programme they discussed in Exercise 7. They should include a very short scene from the programme and a reviewer talking about and promoting the programme. Tell sts to work in pairs and film each other using their smartphones. If time allows, sts can review their videos in class and discuss how they could improve.



Encourage sts to read this fun fact for pleasure. They may also be interested to know that people who appear in reality TV shows receive money. They sometimes choose to donate their fees to charity.

Culture video

This lesson features an optional culture video about a family-owned barber business. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *A family business* on TG pages 301 and 312.

FAST FINISHER

Sts write a paragraph about what they do (or would do) with their pocket money or allowance. Weaker sts can write a few sentences about what they spend (or would spend) their pocket money on.

Good news!

WRITING An informal email

I can write an informal email.

- 1 Match the verbs in the box with the nouns below to make phrases. (Sometimes more than one combination is possible.)

buy get move pass win

an exam

a job

a new bike

a marathon

into a new house

tickets for a concert

a prize

a driving test

a goal

a place at uni

the lottery

a new puppy

a good grade

a race

buy a new bike

- 2 Read the email and answer the questions.

- 1 Why is Dylan writing to Hugo?
- 2 What news does Dylan respond to?
- 3 How does the writer: say hello, say goodbye, give good or surprising news, respond to news?
- 4 What language helps you understand this is an informal email?

Subject: Good news?

Hi, Hugo

How are things? I hope you're well. I've been meaning to write for ages. Congratulations on winning the annual young pianist prize!! That's fantastic news! It's great that you're still enjoying music college. I find university fun, but unfortunately it's really hard work.

Anyway, I may have some good news. My parents have decided to move to a smaller house. Obviously, they've been getting rid of stuff because it won't fit in the new one. And guess what? Their piano won't fit in their new living room. So, they wondered if you'd like it. Hopefully, you'll want it. But feel free to say no!

I have to go. Sadly, I've still got an essay to write! Speak soon.

Take care

Dylan

- 3 Look at the **Useful language** box. Which phrases are used in the email?

Useful language

Opening

How are you? / How are things?
It's lovely/great to hear from you.
I've been meaning to write for ages.

Giving news

I have some good news. / I want to tell you about ...
Guess what? Listen to this.

Responding to news

That's amazing/fantastic! Wow!
Congratulations on ...

Closing

I have to go. / Speak soon.
Give my love to everyone. / Say hello to ...
See you / Take care / Lots of love.

- 4 Read the **Look!** box. Find four examples of sentence adverbs in the email.

Look! Sentence adverbs

We use sentence adverbs such as *luckily* to show the writer's attitude or opinion.
Luckily, I found the missing ticket.

- 5 Write an email to a friend or relative with some good news. Choose an idea from Exercise 1 or invent your own. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Decide who to write to.
- > Decide on some good news.
- > Write notes and choose which expressions to use.

Write

- > Organize your ideas into paragraphs:
Paragraph 1: opening greeting, ask how they are
Paragraph 2: give your news, what you will do next
Paragraph 3: closing section
- > Write your email. Use adverbs to express your opinion.
- > Use phrases from the **Useful language** box.

Reflect

- > Have you used the phrases from the **Useful language** box correctly?
- > Check your grammar and punctuation.
- > Make sure you have opened and closed your email appropriately.

Good news!

WRITING An informal email

Sts read an informal email from a friend. They learn useful language to open an email, give news, respond to news and close an email. They also see examples of sentence adverbs. They follow the steps in the Writing plan to write an informal email to a friend giving them good news.

Writing

An informal email

Useful language

Opening (*How are you? How are things? It's lovely/great to hear from you. I've been meaning to write for ages.*) Giving news (*I have some good news. I want to tell you about ... Guess what? Listen to this.*) Responding to news (*That's amazing/fantastic! Wow! Congratulations on ...*) Closing (*I have to go. Speak soon. Give my love to everyone. Say hello to ... See you / Take care / Lots of love*)

Look!

Sentence adverbs

WARMER

Ask sts to think of the last time they received some good news. What was the news? Who told them the news? How did they hear the news, e.g. in an email, a text, or a phone call? How did the news make them feel? Get feedback from the class.

- Do an example with the class first, e.g. *get a job, pass an exam*. Sts can work in pairs. Write the verbs on the board followed by a colon (as per the answers below). Check answers by eliciting which nouns go with each verb in turn and writing them on the board. Explain that *get a goal* refers to football and *achieve* is the word we use for a life goal.

Answers

buy: a new bike, tickets for a concert, a new puppy
get: a job, a new bike, tickets for a concert, a prize, a goal, a place at uni, a new puppy, a good grade
move: into a new house
pass: an exam, a driving test
win: a new bike, a marathon, tickets for a concert, a prize, the lottery, a race

- Elicit or explain the meaning of *get rid of*. Sts read the email and answer the questions. Check answers.

Answers

- To congratulate him; to offer him a piano.
- Hugo winning the annual young pianist prize.
- Say hello: *Hi*; say goodbye: *Take care*; give good or surprising news: *I may have some good news*; respond to news: *Congratulations on ..., That's fantastic news, It's great that ...*
- Sample answers: *Hi; How are things?; Speak soon; Take care*

- Read the Useful language box with sts about writing an informal email. Sts look at the email in Exercise 2 again to see which expressions it uses (to open the email, Dylan uses *How are things* and *I've been meaning to write for ages*; to give news, Dylan uses *and guess what, I may have some good news*; to respond to news, Dylan uses *Congratulations on winning ...* and *That's fantastic news!*; and to close, Dylan uses *I have to go, Speak soon* and *Take care*).
- Read the Look! box with sts. Sts read the email in Exercise 2 again to find more examples. Check answers. Elicit that sentence adverbs often end in *-ly* and that we usually put them at the beginning of a sentence or clause.

Answers

unfortunately, obviously, hopefully, sadly

- Ask sts to write an informal email following the steps in the Writing plan.

Writing plan

Prepare

Sts work as individuals and make notes about what the good news is and who they are going to write to.

Write

Read through the paragraph plan with the class, then refer sts back to the informal email in Exercise 2 to see how it follows the paragraph plan. Sts then write their email using the one in Exercise 2 as a model. Refer them back to the Useful language box in Exercise 3 and remind them to use these phrases. Refer them back to the Look! box and encourage them to use sentence adverbs where appropriate.

Reflect

Ask sts to check their grammar and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their emails with a partner and give feedback on the use of informal expressions and sentence adverbs. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

W Writing practice: WB p.20

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.85

E Exams: Unit 2 SB p.119

LS Language summary: Unit 2 SB p.128

Future world

3

Vocabulary: Technology

Grammar: Predictions; Present simple and present continuous for future; Future continuous

Speaking: Explaining problems, getting clarification

Writing: An opinion essay

VOCABULARY Technology (nouns)

I can use nouns about technology.

- 1 Read *Life in 2050* and match the topics in the box with predictions A–G.

Communication Cooking Health Robotics
Socializing and entertainment Transport Work

- 2 Read the article again and answer the questions.

- 1 Why will humans become stronger and healthier?
- 2 How will the way we communicate change?
- 3 How will robots become like humans?

Life in 2050

Today it seems we can't live without our **handheld devices**. We keep our tablets up-to-date with the latest **software**. We even chat with non-human **bots** online on our phones or use them to do lots of simple tasks. This technology was only dreamed of 50 years ago. What might things be like in 2050? Our scientific experts give their predictions.

- A** Employees will have superpowers! **Wearables** (literally gadgets or things you wear) will give you extra strength, better hearing and eyesight, and instant access to the internet. **HARLAN ALLISON**
- B** Phones, homes, even clothes will have **sensors** to monitor our health. These little devices will tell online doctors about any possible problems, including changes in temperature. **KATHY VAN FLEET**
- C** You won't take a driving test in 2050. **Self-driving cars** will make getting around safer, faster – and give you time to do something else! **MARCELO DE MIRANDA**
- D** We'll be able to communicate just by thinking! Tiny **implants** in the brain will connect everyone via the internet, sending messages, memories, even feelings. **MICHIO NAGATA**

- E** If you fancy a special meal but don't want to go out, your **3D printer** will provide it. And it will make anything else you need from lightbulbs to trainers. **FLORIAN THRUN**
- F** Forget screens. **Virtual reality** will allow you to create and be part of a film. You will also be able to sit next to friends and enjoy a chat without ever leaving your room. **HIDEKO LIN**
- G** Robots with **Artificial intelligence** (AI) will become skilled workers, home helps and companions for the elderly. And because of **machine learning**, by 2050 they will feel emotions just like us. **LUC DORFMAN**



- 3 **3.1** Complete the sentences using the words in **bold** from the article. Then listen and check.

- 1 ..., or AI, is the ability of a machine to think and learn.
- 2 A ... is a device that measures changes in heat, light, etc.
- 3 With the new ... on my laptop, I can create and edit animated videos.
- 4 A ... performs simple, repeated actions on the internet.
- 5 A ... is a machine that creates physical objects.
- 6 An ... is an object or device put into the body.
- 7 ... allows AI systems to learn by themselves.
- 8 ... is an artificial environment, making you feel like you are somewhere else.

- 4 Discuss which predictions in the article you think will come true. What will the consequences of these new technologies be?

A: I think we will all use wearables in 2050.

B: Me too. Things like phones won't exist.

- 5 Work in pairs. Answer the questions.

- 1 Have you got a wearable?
- 2 Have you ever seen a self-driving car?
- 3 Do you ever use virtual reality?
- 4 Have you used a 3D printer?

- 6 **FIND OUT** Science-fiction author Isaac Asimov wrote *The Three Laws of Robotics*. These laws aim to protect humans from robots. What are the three laws? Do you think they will work in the future?

Now watch the vlog.

FAST FINISHER

Write three of your own predictions for 2050.

LS Language summary: Unit 3 SB p. 129

29

Future world

3

UNIT 3 OVERVIEW: The topic of this unit is technology and how life might change in the future. Sts read about the technological revolution in the workplace, and listen to an interview with scientists about robots. They read instructions for setting up a computer and learn how to explain problems and get clarification. They read about the culture of sharing and finally, they read and write an opinion essay about technology. They also watch a vlog about technology and a culture video about Easton LaChappelle, who created a robotic hand.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Technology (nouns); Technology (verbs)	Predictions; Present simple and present continuous; Future continuous	Contracted <i>will</i> (<i>'ll</i>)	Identifying reasons for predictions	Using pictures and texts to help listening	Explaining problems, getting clarification	An opinion essay

VOCABULARY Technology (nouns)

Sts learn nouns to talk about technology. They read an article about life in 2050 and discuss which predictions they think are likely, and their possible consequences.

Vocabulary

Technology (nouns) (*artificial intelligence, bot, handheld device, implant, machine learning, self-driving car, sensor, software, wearables, virtual reality, 3D printer*)

Vlog

Dei: *The best futuristic gadgets*

WARMER

Ask: *How will life in 2050 be better or worse than now?*
Discuss as a class.

- 1 Sts read the text and match the topics with predictions A–G. Check answers.

Answers

- A Work
- B Health
- C Transport
- D Communication
- E Cooking
- F Socializing and entertainment
- G Robotics

- 2 Read the questions with sts. Give them enough time to find the answers in the text. Check answers.

Answers

- 1 Wearables will give us extra strength and sensors will monitor our health.
- 2 We will communicate just by thinking.
- 3 They will feel emotions just like us.

- 3 **3.1** Sts complete the sentences. Play the audio and check answers. See TG page 277 for audio script.

Answers

- | | |
|---------------------------|--------------------|
| 1 Artificial intelligence | 5 3D printer |
| 2 sensor | 6 implant |
| 3 software | 7 Machine learning |
| 4 bot | 8 Virtual reality |

- 4 Sts discuss the consequences of any of the predictions in the text they think are likely.

- 5 Put sts into pairs to ask and answer the questions.

21st Century skills

- 6 **FIND OUT**

Explain that *The Three Laws of Robotics* appeared in a story in 1942. Ask sts to go online to find the three laws (robots must obey human orders, protect their own existence and they mustn't injure humans).

Vlog

This lesson features an optional vlog in which a vlogger talks about the future of technology. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 293 and 309.

FAST FINISHER

Sts who finish early can write three of their own predictions for 2050. Weaker sts can write three predictions about themselves for the year.

- V** **Vocabulary practice: WB** p.22

Sts will find more practice of vocabulary for technology nouns here. Set these exercises for homework.

- LS** **Language summary: Unit 3 SB** p.129

Tech revolution

READING I can identify reasons for predictions.

- 1 Work in pairs. What jobs do robots do in our society today? What might they do in the future? Brainstorm your ideas.
- 2 3.2 Read and listen to the article. Does it mention any of your ideas?
- 3 Read the article again. What examples does the writer give to support her predictions?

People will stop using handheld devices.

Wearables will replace them. Implants will do the same tasks.

- 1 Robots will do a lot of the work that people do now.
- 2 Workplaces will be safer.
- 3 AI will help humans be better workers.
- 4 AI will enable employers to monitor their staff more closely.
- 5 People will go to their workplaces less often.



The workplace revolution

We're living through a technological revolution and the world is changing faster than ever. The head of Google has said that AI is going to do more for humanity than fire or electricity. What is likely to change at work? What developments might we see in our lifetimes? Here are some of my predictions.

In my opinion, the days of handheld devices are definitely numbered. Wearables are going to perform all our digital requirements from web browsing to messaging and printing. Implants will also perform the same tasks as phones do today. This isn't science fiction. Since 2017, a Swedish rail company has been offering travellers an implant in their hands to replace paper tickets. So in the future, we're likely to carry a lot of new technology in our bodies!

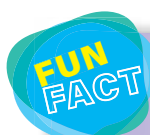
From farms to factories, hospitals to warehouses, robots are probably going to replace humans altogether. People will still perform checks and AI updates, but all the hard, dangerous or boring work will be done by robots. And without a doubt they're going to move into offices – big time! Robots are going to become administrators, organizing meetings, making calls, greeting guests. And guess what? They will always be polite!

However, there will still be work for humans to do. Fortunately, workplaces will be healthier, safer places. In factories, AI systems will check that everyone is wearing safety gear, while in offices, sensors will monitor our heart rates and blood sugar levels to check we aren't getting too tired or hungry. AI will also control temperatures to keep us awake – especially after lunch! But it will possibly also keep track of everything else we do, so managers will be able to see how fast we type, how long we take for lunch, how often we check private messages. How will you feel about that?

But an amazing thing is, we probably won't even go to a separate workplace regularly. Or rather, we'll work at home, and we'll send holograms to represent us in meetings! Just imagine: you could have a virtual-reality, face-to-face meeting with colleagues in a room when no one is physically there! Or if you prefer something a bit more solid, you could send a telepresence robot, guiding it from home and interacting through a screen.

**Will my predictions come true?
Send me a hologram in
twenty years' time to let me know!**

- 4 **Word Power** What workplaces does the writer mention in the article? Add more.
- 5 **THINK CRITICALLY** In the article, what advantages of new technology does the writer mention? What are the possible disadvantages? On balance, are there more advantages or disadvantages?



AI isn't only replacing people at work, it's being used for creative projects, too! AI can compose classical music and write pop songs. In fact, you may have already heard some AI music in films, advertisements, video games and even on YouTube!

Tech revolution

READING

Sts read an article about technological changes in the workplace. They see examples of predictions and focus on identifying reasons for predictions.

Reading text


An article about technological changes in the workplace

Reading skill

Identifying reasons for predictions

WARMER

Write on the board: *What is a robot? How is a robot different from a computer? Do all robots look like humans?* (A robot is a machine that often performs physical activities. Some robots can look like humans, but many look like machines.) Give sts a few minutes to discuss the questions in pairs. Get feedback from pairs and ask for examples of robots in films, books and real life.

- In pairs, sts discuss the questions. Get feedback and ask sts for any key words to write on the board, e.g. make cars, vacuum the floor, look for survivors after a disaster, perform surgery, do office work, etc.
-  3.2 Sts read and listen to the article. Play the audio. Get feedback from sts on which of their ideas in Exercise 1 were also in the article.
- Identifying reasons for predictions** Sts read the article again and answer the questions. Ask them to underline the reasons for each prediction. Check answers.

Answers

- Robots will perform hard, dangerous or boring work. They will always be polite.
- AI systems will check people are wearing safety gear.
- AI will control temperatures to keep workers awake. Sensors will monitor the heart rates and blood sugar levels of office workers to check people aren't getting too tired or hungry.
- AI will keep track of how fast we type and everything else we do at work: how long we take for lunch and how often we check private messages.
- We will send holograms to represent us in virtual-reality, face-to-face meetings with colleagues, or send a telepresence robot.

- Word Power** Tell sts to scan the article for the workplaces it mentions. Check answers. Ask sts if they can think of more places where robots or AI might be used, e.g. schools, hotels.

Answers

farms, factories, hospitals, warehouses, offices, home

21st Century skills



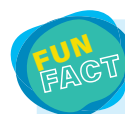
-  **THINK CRITICALLY**

Review the advantages of technology mentioned in the article and write an example on the board. Elicit what possible disadvantages each advantage may have:

Advantage: hard work will be done by robots

Possible disadvantage: there will be fewer jobs for people

Give sts time to discuss all the advantages mentioned in the article e.g. workplaces will be healthier and safer. Get feedback on their ideas. Discuss with the whole class whether they think the advantages of technology will outweigh the disadvantages.



Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that AI-generated art is becoming more popular. A portrait of a man made by AI was sold for over \$400,000 in 2018.

- R** **Reading practice: WB** p.23

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Predictions

I can express certainty and uncertainty about the future.

Now watch the grammar animation.

1 Read the grammar box and complete the table with the words in the box.

will/may/might/going to

Robots **won't replace** humans.
We **may/might** all **work** at home.
The future's **going to** be different.

possibly/probably/definitely/likely

AI will **possibly** track everything we do.
Computers will **probably** talk.
We're **definitely** going to live longer.
We're **likely** to have flying cars.

definitely going to likely
might possibly won't

Uncertain	Fairly certain	Certain
1 ... / might not	probably	will / 4 ...
may / may not	3 ... / unlikely	5 ... / not going to
2 ...		6 ...

2 Read the predictions. Decide if they are uncertain, fairly certain or certain.

- AI is going to change everything we do.
- Things are likely to get better.
- People won't be any happier in the future.
- We might live in skyscrapers over a kilometre high.
- Machine learning is unlikely to cause a lot of problems.
- Every home will definitely have a robot.

3 Read the **Look!** box. Find examples of adverbs of possibility in the article on page 30.

Look! Adverbs of possibility with will and going to

Will

Possibly, probably and definitely come **after** will. They come **before** won't.

Going to

Possibly, probably and definitely come **after** am/is/are. They come **before** isn't/aren't.

4 PRONUNCIATION Contracted will ('ll)

3.3 Listen and repeat.

- I'll travel the world before I'm thirty.
- What'll she do after that?
- We'll have sensors to monitor our health.
- You'll love this app.
- When'll we get there?

5 3.4 Complete the two parts of the dialogue with the correct form of the verbs in the boxes. Use the short forms of *will* ('ll) and *be* where possible. Then listen and check.

will probably miss be going to hit
will fly be definitely going to crash

Spike: Captain, we ¹ ... that planet.

Captain: Don't worry, Spike.
I think we ² ... it.

Spike: No, sir! We ³ ...!

Captain: I'm sure we ⁴ ...
past it. Oh no,
Spike. You were right.

not find will possibly meet
be going to attack will definitely discover

Spike: We ⁵ ... aliens on this planet, Captain.

Captain: Don't be silly, Spike! We ⁶ ... any little
green men here.

Spike: But we ⁷ ... aliens one day,
Captain. It's inevitable.

Captain: Nonsense, Spike. Wait!
Can you see that
green thing?
Oh, no! It ⁸ ... us!



6 Complete the predictions for you. Use *may/might/will/going to* and appropriate adverbs.

By the time I'm 40

- There ... be a human colony on Mars.
- Robots ... cause a big increase in unemployment.
- People ... have implants in their brains.
- Students ... attend school in virtual reality.
- The ice in the Arctic ... disappear.
- I ... be married.
- I ... be famous.

7 Work in pairs. Discuss your predictions from Exercise 6.

A: I think there will definitely be a human colony on Mars.

B: Well, I think it probably won't happen.

FAST FINISHER

Work in pairs. Write another scene with the Captain and Spike from Exercise 5, including predictions. Then act it out.

GRAMMAR Predictions

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *It'll definitely be a hit!*, including the form and use of predictions. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 315 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the table with the words in the box.

Answers

1 might	3 likely	5 going to
2 possibly	4 won't	6 definitely

Write an example sentence with *will* on the board, e.g. *We will find life on other planets.* Elicit the same sentence with *probably* (*We will probably find life on other planets.*). Elicit the negative form of this sentence (*We probably won't find life on other planets.*). Elicit a sentence with the same meaning starting *It is ...* (*It is unlikely that we will find life on other planets.*)

Ask questions to check concept.

Concept check questions: *We use 'will' to talk about the uncertain future and 'might' to talk about the certain future – correct? (no – We use might to talk about the uncertain future and will to talk about the certain future). Humans are going to do less work in the future – correct? (no – going to do). Bots will become definitely more common – correct? (no – will definitely become). I'll probably study robotics – certain? (no – fairly certain). We might not use phones in the future – fairly certain? (no – uncertain).*

- 2 Read the first sentence with the class. Elicit if the prediction is uncertain, fairly certain or certain. Sts work in pairs to finish the exercise.

Answers

1 certain	4 uncertain
2 fairly certain	5 fairly certain
3 certain	6 certain

- 3 Read the Look! box with sts. Ask: *Does 'definitely' come before or after 'will'?* (after). *Does 'probably' come before or after 'going to'?* (before). Tell them to scan the article on page 30 to find the adverbs of possibility *definitely*, *probably* and *possibly*.

Answers

definitely: the days of handheld devices are definitely numbered
probably: robots are probably going to replace humans; we probably won't even go to a separate workplace
possibly: it will possibly also keep track of everything

4 PRONUNCIATION 3.3

Write 'll on the board and elicit that it is the short form of *will*. Play the audio once for sts to listen and notice how we pronounce 'll. Play the audio again for sts to listen and repeat.

- 5 3.4 Read the phrases in the box and elicit that sts should use these and also change the form of *will* and *be* to use the short forms where possible. Elicit or explain the meaning of *inevitable*. Play the audio for sts to listen and check answers. See TG page 277 for audio script.

Answers

- 're going to hit
- 'll probably miss
- 're definitely going to crash
- 'll fly
- 'll possibly meet
- won't find
- 'll definitely discover
- 's going to attack

- 6 Elicit or explain the meaning of *colony*. Elicit possible answers to sentence 1 to check sts remember where to place the adverbs and how to form sentences using *will/may/might/going to*. Write them on the board and elicit the difference in meaning:

There will be a human colony on Mars.
There will definitely be a human colony on Mars.
There will probably be a human colony on Mars.
There will possibly be a human colony on Mars.
There may be a human colony on Mars.
There might be a human colony on Mars.
There is going to be a human colony on Mars.

Sts complete the rest of the exercise individually with their own answers.

- 7 Put sts into pairs. Give them enough time to discuss all seven predictions from Exercise 6. Encourage them to agree or disagree. Ask pairs to give feedback on their discussions.

FAST FINISHER

Sts who finish early can have more practice using predictions. Tell them to look back at Exercise 5 and write a third part of the dialogue. Ask sts to work in pairs and then perform their scenes for the rest of the class. Weaker sts can practise saying the two dialogues in Exercise 5 with a partner.

G Grammar practice: WB p.24

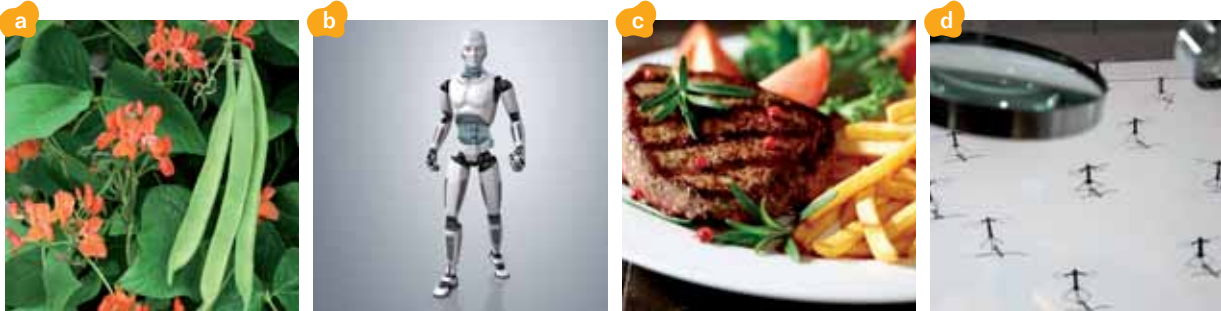
Sts will find more practice for predictions here. Set these exercises for homework.

LS Language summary: Unit 3 SB p.129

The robots are coming!

VOCABULARY and LISTENING Technology (verbs)

I can use pictures and texts to help listening.



1 Work in pairs. Look at pictures a–d and discuss the questions.

- 1 What can you see in each picture?
- 2 Can you match any of the pictures together? Give reasons.

2 3.5 Listen to James presenting the first part of the programme and complete the advertisement.

ROBOTICS LIVE!

The 6th Annual Conference,
1 ... , Canada

CONFERENCE ESSENTIALS

Start day: 2 ...

End day: 3 ...

Opening event begins: 4 ... p.m.

Talks begin: 5 ... a.m. on Saturday

Don't miss out on the future.

3 3.6 Listen to an interview with scientists Sabine and Bruno and answer the questions.

- 1 What are the scientists teaching Elda to do?
- 2 What does Elda make for James?
- 3 Why can Elda see?
- 4 How did Elda learn to cook?

4 3.6 Work in pairs. In what ways is Elda like a human being? Listen again and check.

5 3.7 Listen to an interview with Katherine. Number the topics in the order you hear them.

- a When robot bees will be working
- b Why bees are in danger
- c Researching and developing robot bees
- d How robot bees behave
- e When Katherine is giving her talk
- f Why bees are important

6 Read the conference live feed. Choose the correct answers to complete the text.

ROBOTICS LIVE!

Home Schedule **Live Feed** Booking

Conference Day 2 Live feed

2 minutes ago: The future is robot bees! Katherine Bailey has been ¹**researching / programming** the important work bees do for many years, and she knows bees are in danger. But in two years' time, robot bees will possibly be flying in our fields. They'll be visiting plants and trees, doing the bees' work! Robot bees aren't ²**performed / operated** by humans. They're completely independent. Their software instructs them to ³**interact / control** like real insects and ⁴**process / communicate** with each other. They can even ⁵**network / operate** and exchange information. They're amazing!

20 minutes ago: I've just met Elda, a robot chef, ⁶**processed / developed** by Sabine Meyer and Bruno Sousa. Elda's special: he can ⁷**perform / research** complex tasks like cutting food and ⁸**controlling / networking** a cooker's heat. How? Sabine and Bruno ⁹**operated / programmed** him to see and hear using the sensors on his body. And he ¹⁰**processes / interacts** this information and learns from his experiences! Oh, he makes delicious sandwiches, too!

The robots are coming!

VOCABULARY and LISTENING

Technology (verbs)

Sts learn verbs to talk about technology. They listen to scientists talking about robots, and use pictures and texts to help them listen. They also see examples of the present simple and present continuous, and the future continuous.

Vocabulary

Technology (verbs) (*communicate, control, develop, interact, network, operate, perform, process, program, research*)

Listening text

Interviews with scientists at a robotics conference

Listening skill

Using pictures and texts to help listening

WARMER

Write on the board: *Robots will take over the world because they will be smarter than humans and able to do jobs more quickly and accurately.* Put sts into small groups to discuss the question. Write a few jobs on the board to keep the discussion going, e.g. *musicians, bus drivers, teachers, lawyers, managers, politicians.* Round up sts' ideas and get sts to vote on whether they agree or disagree with the statement.

- 1** **Using pictures and texts to help listening** Sts discuss the photos in pairs. Encourage sts to describe the photos and think of possible connections between them, but don't confirm answers at this stage. Remind sts that looking at pictures associated with the listening topic helps them to think of vocabulary they might hear in the listening text to follow.

- 2** **3.5 Using pictures and texts to help listening** Read the conference advertisement with the class. Elicit what kind of information sts will need for each gap (a place, two days and two times). Play the audio. Pause to give sts time to write the answers. See TG page 277 for audio script. Check answers.

Answers

1 Montreal	3 Sunday	5 9
2 Friday	4 6	

- 3** **3.6** Read the questions with the class. Elicit who sts think Elda is (a robot). Play the audio. See TG page 277 for audio script. Check answers.

Answers

- To perform highly skilled tasks such as cooking.
- A cheese and tomato sandwich.
- The scientists programmed software to work like human eyes.
- By watching videos of people preparing food.

- 4** **3.6** Put sts into pairs. Elicit one way in which Elda is similar to a human being (he can talk). Sts list more ways using the information from the audio. Play the audio again for sts to check their answers.

Sample answers

Elda has legs, arms and a human face.
 Elda can perform highly skilled tasks.
 Elda can see, hear and respond to the world around him.
 Elda can process information and learn from it.
 Elda can make a sandwich.
 Elda can learn any skill and learn from experience.

- 5** **3.7** Elicit what bees do in the natural world. Explain the meaning of *ecological, pollinate* and *pesticides*. Read the questions with sts then play the audio for them to listen and number the topics as they hear them. See TG page 277 for audio script. Sts check answers in pairs.

Answers

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

- 6** Explain that the text is from the conference introduced in Exercise 2 and is a live report on the two stories about the robot chef and the robot bees. Sts read the text and choose the correct words to complete it. Check answers.

Answers

- researching
- operated
- interact
- communicate
- network
- developed
- perform
- controlling
- programmed
- processes

- V L** **Vocabulary and Listening practice: WB p.25**

Sts will find more practice for listening, and practice of vocabulary for technology verbs here. Set these exercises for homework.

- LS** **Language summary: Unit 3 SB p. 129**

GRAMMAR Present simple and present continuous; Future continuous

I can use the present simple, the present continuous and the future continuous to talk about the future.

Now watch the grammar animation.

1 Read the grammar box and complete the rules with *present simple* or *present continuous*.

Present simple for future

The first talks **begin** at 9 a.m.

My bus **leaves** at midday tomorrow.

Present continuous for future

We're **driving** to the beach this weekend.

What **are** you **doing** this evening?

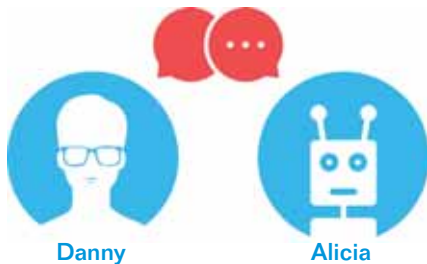
Rules

We use ¹... for fixed plans in the future.

We use ²... for timetabled future events.

We can't use these forms for predictions.

2 **3.8** Complete the dialogue between an actor, Danny, and his AI assistant, Alicia, with the correct form of the verbs in brackets. Use the present simple or the present continuous. Then listen and check.



Danny

Alicia

Alicia: Can we go through tomorrow's schedule, Danny? You have a very busy day.

Danny: ¹... (meet) anybody tomorrow?

Alicia: Yes, you are. In fact, it's a breakfast meeting. You ²... (discuss) your fee with the executive producer of the film at 7 a.m.

Danny: That guy's horrible!

Alicia: After that, you ³... (have) a gym session with your personal trainer from 10 a.m. to 12 p.m.

Danny: Two hours? Why so long?

Alicia: You ⁴... (do) body combat, martial arts and high-energy workouts. After lunch, there ⁵... (be) a series of TV interviews until 6 p.m. Then you head off to the airport. Your plane ⁶... (take off) at 9 p.m.

Danny: So there's time for dinner?

Alicia: I'm afraid not. And according to your contract, you ⁷... (travel) economy.

Danny: What! At least I can watch some films on the flight.

Alicia: Yes, but I suggest you sleep on the plane. Filming ⁸... (begin) at 9 a.m. the next day.

3 Read the grammar box and choose the correct answers to complete the rules.

Future continuous

In two years' time, robot bees **will be flying** in our fields.

This time next year, my sister **won't be living** at home any more, she'll **be studying** abroad.

Rules

We use the future continuous for situations that will be in progress at a ¹*specific / general* time in the future.

We form the future continuous with *will* and *be*. The main verb is in the ²*infinitive / -ing* form.

We form the negative using ³*won't be / not be*.

4 Read the extract from a conference programme. Write sentences using the affirmative or negative form of the future continuous.

17.00–18.00 Cooking up the future

Main conference room

Elda can perform complex tasks, process information and interact with colleagues. Elda is a top-class chef. He is also a robot. Sabine Meyer and Bruno Sousa of Atta will introduce Elda and explore the extraordinary potential of robots in the workplace. With special guest, the celebrity chef Marcel Brel.

At 5.45 p.m. tomorrow ...

- Elda / introduce himself
- Sabine and Bruno / talk to the audience
- Marcel Brel / work in his restaurant
- The audience / watch Elda

5 What will you be doing at the times below? Work in pairs. Ask each other questions.

Saturday	7 a.m.	10 a.m.	4 p.m.	10.30 p.m.
Sunday	8.30 a.m.	12 p.m.	7 p.m.	11.55 p.m.

A: *What will you be doing at seven on Saturday morning?*

B: *I'll be sleeping.*

FAST FINISHER

Write sentences about what you will be doing five years from now and when you are 30.

GRAMMAR Present simple and present continuous; Future continuous

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *The film starts at six o'clock!*, including the form and use of the present simple and present continuous, and the future continuous. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read through the examples in the grammar box with the class. Sts complete the rules with *present simple* or *present continuous*. Elicit the difference between a plan and a timetable (a plan in this case is an arrangement between people; a timetable is a set of times that have already been decided). Elicit which tense we use with plans (present continuous) and timetables (present simple). Highlight that we do not use the present simple or present continuous to talk about predictions. Check answers.

Answers

- 1 present continuous
- 2 present simple

Ask questions to check concept.

Concept check questions: *Term starts next week – a fixed plan? (no – timetabled future event). Mum works at home tomorrow – correct? (no – Mum's working at home tomorrow). The shop is closing at 6.00 on Sundays – correct? (no – The shop closes at 6.00 on Sundays).*

- 2 3.8 Read the first two lines of the dialogue with the class. Elicit the first answer. Give sts time to read the whole dialogue and complete it. Play the audio for sts to check answers. See TG page 278 for audio script.

Answers

- 1 Am I meeting
- 2 're discussing
- 3 have
- 4 're doing
- 5 's
- 6 takes off
- 7 're travelling
- 8 begins

- 3 Read through the examples in the grammar box with the class. Sts complete the rules with the correct words. Check answers.

Answers

- 1 specific
- 2 -ing
- 3 won't be

- 4 Sts read the conference programme extract. Ask: *What is 'Cooking up the future'?* (the name of the talk at the conference) *What time does it start?* (5 p.m.) Elicit what time the four sentences below the text refer to (5.45 p.m. the following day) and why this is relevant (because they are actions that will be in progress at a specific time in the future). Ask sts to complete the sentences. Check answers.

Answers

- 1 Elda won't be introducing himself.
- 2 Sabine and Bruno will be talking to the audience.
- 3 Marcel Brel won't be working in his restaurant.
- 4 The audience will be watching Elda.

- 5 Tell sts to ask you a question using the future continuous and the specific time *Saturday at 7 a.m.* and give them a full answer, e.g. *What will you be doing on Saturday at 7 a.m.? I'll be jogging in the park with my dog.* Get sts to practise saying *I'll be* before they start. Model the pronunciation for sts then ask individual sts to say *I'll*, first in isolation and then in a sentence. Put sts into pairs and tell them to take turns asking and answering the questions using the days and times in the table. Monitor and correct any errors with the future continuous.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write two or three sentences about what they think they'll be doing five years from now, and two or three sentences about what they think they'll be doing when they're 30. Weaker sts can write sentences using their ideas from Exercise 5, e.g. *I'll be sleeping at 7 a.m. on Saturday.*

G Grammar practice: WB p.26

Sts will find more practice for the present simple and present continuous, and the future continuous here. Set these exercises for homework.

LS Language summary: Unit 3 SB p.129

KEEP TALKING!

Setting up

READING and LISTENING

I can understand computer instructions.

1 Discuss the questions.

- 1 Have you or a family member ever set up or installed any electronic equipment, e.g. a smart TV box, a laptop computer, speakers?
- 2 What were the problems?
- 3 What were the solutions?

2 Lucia has got a new laptop and needs to set it up. What do you think she has to do?

3 Complete the instructions in the set-up process on the right with the words in the box. Compare your ideas.

basic boot control guess keyboard
log password set settings

Look! Instructions

We usually use the imperative form of the verb for instructions.

Turn your computer on.

We can also use future forms with *need to* or *have to*.

You will need to set up an account.

You will have to log on.

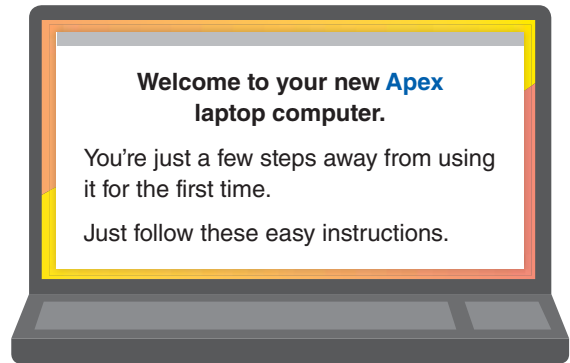
4 Lucia is asked to choose privacy preferences. Which of the options below would/wouldn't you choose? Why? What are the potential problems?

Select your preferences.

- Let your apps request your location.
- Send your browsing data to us.
- Automatically connect to hotspots.
- Let us access your contacts and verify your phone number.

You can change these at any time.

5 3.9 Listen to Lucia and her friend Zoe. Which privacy preference does Lucia choose? Why doesn't she choose the others?



Hi there

Let's get a few ¹ ... things out of the way.

- Turn your computer on and let it ² ... up.
- Then you will probably need to ³ ... on.
- To do this, you will need your user name and ⁴

- If you haven't got an account for your computer, you will have to ⁵ ... one up.
- Choose a user name and password that are easy for you to remember but hard for others to ⁶

You might want to change some of the ⁷ ... on your new computer, such as the ⁸ ... shortcuts, the language or the privacy level.

- To do this, click on the Start button.
- Then find Settings.
- Click on this and find the ⁹ ... panel.
- Then select what it is you want to change.

KEEP TALKING!

Setting up

READING and LISTENING

Sts read instructions for setting up a new computer. They use computer-related vocabulary to complete the instructions, and listen to a dialogue about privacy settings. They learn useful language for explaining problems and getting clarification. They personalize the topic by following the Speaking plan to make a dialogue between a shop assistant and a customer in a phone shop in which they explain problems and get clarification.

 **WARMER**

Ask sts: *Do you like gadgets? What gadgets do you have at home? Where are they? Who uses them? Do they ever go wrong? Who fixes them? Can you fix a computer if it goes wrong?* Elicit some things that can go wrong with gadgets and how they can be fixed, e.g. by watching a YouTube video, reading computer forums, downloading instructions, talking to a bot, etc.

- Put sts into pairs or small groups. Give them a few minutes to discuss the questions. Then get feedback on their answers.
- Ask sts if they have ever set up a new computer. Elicit the steps Lucia might need to complete to set up a laptop. Write sts' ideas on the board. Encourage sts to use any technical terms they know or any items introduced in Exercise 1.
- Elicit the meaning of some of the words in the box, e.g. *boot up, log on and set up*. Ask sts for some examples of computer settings (screen resolution, sound, language, etc.). Read through the Look! box about instructions with the class. Sts then use the words in the box to complete the instructions on the right. Check answers.

Answers

- | | |
|------------|------------|
| 1 basic | 6 guess |
| 2 boot | 7 settings |
| 3 log | 8 keyboard |
| 4 password | 9 control |
| 5 set | |

- Elicit the meaning of *privacy preferences, browsing data and hotspots*. Discuss with class why privacy settings matter (e.g. they allow us to choose how our personal data is accessed, used and protected). Read the privacy preferences options with the class. Put sts into pairs to imagine they are Lucia and discuss the options. Get feedback from pairs on their answers.

- 3.9 Sts listen to Lucia and her friends discussing the privacy options in Exercise 4. Ask them which privacy setting Lucia chooses and why. Play the audio. See TG page 278 for audio script. Sts check answers in pairs.

Answers

Lucia chooses 'Automatically connect to hotspots'. She doesn't choose the others because they aren't useful to her on her laptop, and she doesn't want people to access her personal contacts or browsing history.

 **EXTRA PRACTICE**

Write the following definitions on the board:

- controls that allow users to limit who can access their personal data and online activity*
- turn on a computer and load the operating systems needed for it to run*
- enter a website or computer application, often with a user name and password*
- a set of characters that allows access to a computer application or website*
- a piece of software designed for a particular purpose that can be downloaded onto a smartphone or tablet*

Put sts into pairs. Sts look again at Exercises 3 and 4 and find the correct words to match the definitions. Check answers.

Answers

- privacy settings
- boot up
- log on
- password
- app

SPEAKING Explaining problems, getting clarification

I can explain problems and ask for and get clarification.

- 3.10 Listen and read. Answer the question.
What does Mrs Clark, Ryan's grandmother, want to buy? Why?
- 3.11 Listen to a shop assistant, Aimee, and Mrs Clark. Then answer the questions.

Mrs Clark: Can you tell me how to get an app?
Aimee: OK, tap here to open the app store, then tap on the search icon. Type the app name and select it from the list. Would you like me to go over that again?
Mrs Clark: Maybe later. I don't remember how to open an app. Could you show me that again?
Aimee: Just tap on it. Like this. Is that clear?
Mrs Clark: Not really. Could you do that again slowly one more time?
Aimee: Sure. Look ... Does that make sense?
Mrs Clark: Yes. Thank you. Smartphones are marvellous! One last thing, can you tell me how to watch a film on it?



- 1 What things does Mrs Clark want to know?
 - 2 How does Aimee check that Mrs Clark understands?
- 3 3.12 Listen and repeat the **Useful language**. How do you say these expressions in your language? Find which ones are used in the dialogue in Exercise 2.

Useful language

Explaining problems

I don't know/understand/remember how to ...

Offering and asking for clarification

Is that clear?

Does that make sense?

Would you like me to go over that again?

Can you tell me how ...?

Could you show me that again?

Could you do that again slowly?

- 4 3.13 Complete the dialogue with words and phrases from the **Useful language** box. Then listen and check.

Mrs Clark: ¹ ... to take a photo?

Aimee: You have to tap the camera icon. Then you hold the screen up like this. Is ² ...? Press this icon to change the size of the picture. When you're happy with the image, press the big white button under the word 'photo'. Does ³ ...?

Mrs Clark: Erm ... sort of. Except that bit about changing the size of the picture. ⁴ ... again?

Aimee: Yes, of course.

- 5 Work in pairs. Plan a dialogue between a shop assistant and a customer. Follow the steps in the **Speaking plan**.

Speaking plan

Prepare

- Choose your roles and decide what Student B wants to know:
How to send a text message
How to turn the phone on and off
How to use the search engine
How to change the ringtone

Student A: You are the shop assistant. Explain how to use the phone. Think about how to explain how you do the chosen activity.

Student B: You are the customer. Explain your problem.

- Make notes for your dialogue.

Speak

- Practise your dialogue. Be ready to improvise!
- Use phrases from the **Useful language** box.
- Act out your dialogue without notes.
- Swap roles and choose another problem.

Reflect

- Could you explain your problem and ask for and get clarification? How can you improve next time?


Now play *Keep moving!*

FAST FINISHER

Write another dialogue set in a phone shop.


LS Language summary: Unit 3 SB p. 129

SPEAKING Explaining problems, getting clarification

- 1  **3.10** Focus on the picture. Ask: *Who is in the photo? What do you think Ryan and his grandmother are saying?* Read the questions. Play the audio while sts answer the questions. See TG page 278 for audio script. Check answers.


Answers


Ryan's grandmother (Mrs Clark) wants to buy a smartphone. She wants to call Ryan's mum and dad.

- 2  **3.11** Explain that Mrs Clark is in a phone shop talking to an assistant called Aimee. Mrs Clark has bought a smartphone and now wants to get an app. Read the questions below the dialogue. Play the audio for sts to answer the questions as they listen and read the text.

Answers

- Mrs Clark wants to know how to get and open an app, and how to watch a film on her smartphone.
- Aimee checks that Mrs Clark understands by asking her questions.

- 3  **3.12** Play the audio for sts to listen and repeat the useful language. Ask sts to notice and copy the sentence stress and intonation. Elicit translations of the expressions and ask sts to find which ones are used in the dialogue in Exercise 2 (all of them are used except *I don't know/understand*).

- 4  **3.13** Ask sts to copy the dialogue in their notebooks and complete it using some of the useful language from Exercise 2. Play the audio for sts to listen and check their answers. See TG page 278 for audio script. Check answers with the class.

Answers

- Can you tell me how
- that clear
- that make sense
- Could you show me that

- 5 Sts follow the steps in the Speaking plan to prepare a dialogue to practise explaining problems and getting clarification.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A and which is Student B. They follow the instructions to decide on a problem and prepare their ideas. Weaker sts might like to write their dialogue out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 3 to help them. They can practise with and then without notes. Sts swap roles and choose a new problem, then follow the steps again. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts imagine they are in a phone shop (or other type of electrical store where they would ask about products) and write another dialogue in which people explain problems and get clarification. Weaker sts can practise saying the dialogues in Exercises 2 and 4 with a partner.

Speaking practice: WB p.27

Sts will find more practice for explaining problems and getting clarification here. Set these exercises for homework.

Language summary: Unit 3 SB p.129

The sharing culture

I can read and listen for the main points.

WHAT TO EAT

Each year, the UK throws away about €15 billion worth of food. At the same time, over two million people are hungry. Digital food-sharing schemes connect communities, so excess food goes to the people who need it. You just take a photo of the food you don't want, write a description, post it online ... and wait for a neighbour to come and pick it up.



HOW TO GO

Cars pollute, bikes don't. Cycle hire and bike-share schemes reduce the number of cars on the road, while more people make more carbon-free journeys and get healthier at the same time. But there can be problems. 'Dockless' bikes, which you locate and unlock using an app and which you can leave anywhere you like, are often dumped or vandalized. However, perhaps the problem isn't the scheme – it's people.



NOT OWNING BUT SHARING

Last century, it seemed that everybody wanted to own things. Their own home, their own car, their own bicycles, music systems, books, clothes and ... stuff. So much stuff! But thanks to the internet, apps and digital technology, it seems that we're now returning to a sharing culture. This isn't only on social media. All over the world, sharing is changing the way we think about possessions. Sharing helps us cut down waste, protect the environment, meet people with similar values, live without clutter and, very importantly, spend less!

WHAT TO WEAR

Clothes can cost a lot. And our most expensive clothes are the ones we hardly ever wear. Now you can rent clothes and accessories online for formal or special occasions – without filling up your wardrobe. You simply return them after the event. Or why not go to clothes-swapping parties and get new outfits for free?



WHOSE DOG?

Jamie would love to have a dog, but he lives in a small flat. Mel has got a dog, but she can't take it out for walks every day. The solution? Pet sharing. People share their animals – dogs, cats, even horses – free of charge. If going for walks is too energetic, London has got over 40 cat cafés where you can have a coffee in the company of lots of cats!



Streetbank.com is a website where you can see what things neighbours are giving away or lending, and what skills they're offering. It can be anything from garden tools to trampolines, motorbike repairs to language lessons. It's good for the environment – and it brings communities closer together.

WHAT'S LOCAL?

The sharing culture


Sts learn about different ways people can share in order to reduce waste and help the environment. They read and listen for the main points and discuss which ideas about sharing schemes would work in their country. They also study phrasal verbs. Sts then work together to invent a sharing scheme for their local community.

This lesson features an optional culture video about Easton LaChappelle, who created a robotic hand: see SB page 37.

 **WARMER**

Put sts into groups. Ask them to describe the three things they own that are the most valuable or important to them, for example, clothes, gadgets, furniture, bikes, pets, etc. Then ask them to describe three things they own that they don't really use or value much. Ask sts which items they wouldn't mind sharing with other people.

1 Put sts into pairs to discuss the questions. Elicit feedback from the whole class and encourage sts to share their answers and ask follow-up questions.

2  **3.14** Write the infographic headings from *Not owning but sharing* on page 36 on the board:

How to go
What to eat
What to wear
Whose dog?
What's local?

Ask sts to copy the headings into their notebooks. Explain that they are going to read, listen and note down the type of scheme and the main advantages for each heading. Remind them to write key words rather than whole sentences. Play the audio then go through the answers with the class. Add the information to the board and elicit sts' opinions about the ideas.

Answers

How to go: Bike share. Healthier, greener.
What to eat: Food sharing. Reduce food waste, give food to those who need it.
What to wear: Rent clothes. Save money, use fewer resources.
Whose dog?: Pet sharing. Spend time with animals, give them exercise.
What's local?: Share things or skills. Save waste, develop community spirit.

3 Put sts into pairs. Sts go through the list they made in Exercise 2 and add any disadvantages they can think of to the list. Sts then share their ideas with the rest of the class.

4 **Word Power** Review what phrasal verbs are (verb + preposition to give a new meaning). Sts scan the text for more examples.

Answers

What to eat: *throw away, wait for, pick up*
What to wear: *fill up*
Whose dog: *take out*
What's local: *give away*

21st Century skills

5  **COMPARE CULTURES**

Sts discuss the questions in pairs. Get feedback on their discussions. Ask why they think some sharing ideas would or wouldn't work in their country.

1 Work in pairs. Discuss the questions.

- 1 What do you share with other people?
- 2 Do you or your family ever use sharing schemes for ...

transport?

household jobs?

fashion?

holidays?

2 3.14 Read and listen to the text on page 36. List the main advantages of each scheme.

3 Work in pairs. Can you think of any disadvantages of these schemes? Note your ideas then share them with the class.

4 Word Power Phrasal verbs are very common in English. Find more common phrasal verbs in the text.

Sharing helps us *cut down* waste.

5 COMPARE CULTURES Work in pairs. Discuss the questions.

- 1 Have you got any of the sharing services mentioned in the text in your country?
- 2 Which ones are the most successful?
- 3 Which of the ideas in the text would work well in your country?

6 3.15 Listen to Connor, Margaret, Harry and Danielle talking about neighbourhood sharing schemes. What did they do? What did they think of the experience? Make notes.


Connor – had guitar lessons, did some gardening. Thought it was great.

7 Work in pairs. Look at *The Library of Things* webpage below and discuss the questions.

- 1 Which items would be useful for you and your friends or family members?
- 2 Which of the items are good value for money?
- 3 Which other items would you like to borrow from The Library of Things?
- 4 Do you have any objects you could advertise for rent? How much would you charge?

8 GET CREATIVE Work in groups. Invent a sharing scheme for your local community.

- 1 Think of your own idea or choose a service for sports, gardens, books, work or tourism.
- 2 Give your scheme a name, describe how it works, list all the benefits.
- 3 Present your scheme to the class.

 Now watch the culture video.

FAST FINISHER

Imagine you took part in a local sharing scheme. Write about your experience.

THE LIBRARY OF THINGS



At The Library of Things, you can borrow everything you ever needed but don't want to buy!


Do you need a sound system for a party, a hammer to put up some pictures or a tent to go camping? You can find all these and more at The Library of Things.

Once you have joined, simply look for the things you want to borrow. Every item has a name and a rental price. When you've found what you want, select a date and time, pay, then collect it on the day. When you have finished with it, simply clean it and take it back. It's easy!

New items for rent

	Gary the Guitar £5 per day		Terry the Tennis Racquet £3.50 per day		Izzy the Ice Cream Maker £4 per day
	Samira the Electric Scooter £18.50 per day		Bertie the Backpack £2 per day		

REAL CULTURE!

- 6  3.15 Read the instructions with the class. Ask sts to write the four names (Connor, Margaret, Harry and Danielle) in their notebooks. Ask them to make notes about the things each person talks about and how they felt. Play the audio for sts to listen and find the answers. See TG page 278 for audio script. Check answers.

Answers

Margaret – gave away clothes and furniture, thought it was lovely, met a friend

Harry – borrowed a barbecue, disappointed because something was wrong with it

Danielle – swapped books for DVDs, thought it was useful

- 7 Focus sts' attention on the webpage at the bottom of the page. Ask: *Who is it for?* (people who want to rent/borrow things instead of buying them). Put sts into pairs to discuss the questions then elicit some answers. Encourage pairs to compare their answers.

21st Century skills



8 GET CREATIVE

Read out the task, then put sts into groups to invent a sharing scheme and give the scheme a name. Make sure they think carefully about how the scheme works. Ask if there are any rules and who runs the scheme. Tell them to list the benefits. Encourage them to use their imagination. Monitor and help while sts are working. When they have decided the main points, ask them to make a poster to promote and explain their ideas. Ask some groups to present their ideas to the class.

Culture video

This lesson features an optional culture video about Easton LaChappelle, who created a robotic hand. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Bionic hand* on TG pages 302 and 312.

EXTRA PRACTICE

Check which sts have smartphones. Ask them to choose five questions about sharing from this lesson which they can ask other sts. Get them to video themselves asking other people their questions. Encourage them to use vocabulary they have learned in the lesson. Ask them to report back on the answers people gave and ask some sts to share their videos with the class.

FAST FINISHER

Student who finish early can have more practice using the ideas and vocabulary in this section. Using their imagination, they write a paragraph about their fictional experience of a sharing scheme. Weaker sts can write sentences about things that they and their friends share. They can use the ideas from Exercise 1.

Social media

WRITING An opinion essay

I can write an opinion essay.

1 Work in pairs. Look at the opinions about social media. Which are advantages / disadvantages?

- You can share your life events.
- You can get distracted.
- It's useful for studying.
- Arguments easily get out of control.
- You imagine friends have a better life than you.
- You share too much private information.

2 Read the sentences and decide which point from Exercise 1 they support.

- If I use social media while I'm studying, I don't do much work.
- Sometimes my friends post that they're having fun, but I'm just sitting at home.
- My schoolmates and I instant message about our homework.
- My uncle posts pictures of his new baby, but I think he should only share them with his family.
- Two of my friends had an argument on Messenger and they still aren't talking.
- My cousin has just posted photos of her birthday party. She had a lot of fun.

3 Choose some points from Exercise 1. Write sentences based on your personal opinion.

It's very easy to get distracted using social media when I'm studying. I have to switch my phone off and just concentrate on my work.

4 Read the essay on the right. Which paragraph contains disadvantages?

5 Read the essay again. Identify examples of:

- personal experiences
- disadvantages
- advantages
- opinions

6 Look at the Useful language box. Find examples of the words and expressions in the essay.

Useful language

Advantages and disadvantages One advantage/disadvantage is ...

Adding information What's more, ... / also

Showing contrast On the other hand, ... / Although ... / However, ...

Conclusion In conclusion, ... / Finally, ...

THE PROS AND CONS OF SOCIAL MEDIA

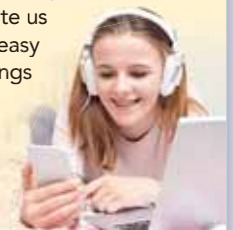
by Beatriz Albacete

A Social media allows us to contact people and share news and comments at any time. But while everyone uses some sort of social media, what are its positive and negative aspects?

B One advantage of social media is sharing ideas with other people. For example, if you like fashion, you can join groups for people who share your interests. In my opinion, using social media can also help you grow as a person. Personally, I follow a vlogger who has given me great tips on study skills. Other benefits are sharing content quickly, staying in touch with friends and knowing what is going on in the world.

C On the other hand, social media isn't always positive. Although it's a place where people can express their opinions, they're often rude. Recently, my dad got involved in an online discussion that became very angry. What's more, spending too much time on our devices may isolate us from family and friends. Although using emojis is easy online, it doesn't mean you can express your feelings in real life.

D In conclusion, I believe we can't live without social media. However, we need to be in control of our online lives.



7 Read the Look! box. Find these examples in the text.

Look! Giving opinions

We use the following expressions to give opinions:

I believe ... Personally ... In my opinion ...

8 Write an essay on the advantages and disadvantages of smartphones. Follow the steps in the Writing plan.

Writing plan

Prepare

- > Select two advantages and two disadvantages.
- > Make a note of two personal examples.

Write

- > Organize your ideas into paragraphs:
Paragraph 1: Introduction
Paragraph 2: Advantages
Paragraph 3: Disadvantages
Paragraph 4: Conclusion
- > Use phrases from the Useful language box.

Reflect

- > Are the phrases from the Useful language box correct?
- > Check your grammar and spelling.

W Writing summary WB p. 86

R Review: Units 1-3 SB pp. 100-101

P Project: Units 1-3 SB pp. 106-107

L Literature: Units 1-3 SB pp. 112-113

E Exams: Unit 3 SB p. 120

LS Language summary: Unit 3 SB p. 129

Social media

WRITING An opinion essay

Sts read an opinion essay about social media. They learn useful language to talk about advantages and disadvantages, add information, show contrast, give opinions and conclude an essay. They then follow the steps in the Writing plan to write an opinion essay about smartphones.

Writing

An opinion essay

Useful language

Advantages and disadvantages (*One advantage/disadvantage is ...*) Adding information (*What's more, ... / also*) Showing contrast (*On the other hand, ... / Although ... , However, ...*) Conclusion (*In conclusion, ... / Finally, ...*)

Look!

Giving opinions

WARMER

Ask: *Which social media platforms do you use? How often do you check updates? How much time per day do you spend reading and writing messages?*

- Put sts into pairs to complete the task. Check answers. Discuss the answers with sts and elicit some more advantages and disadvantages.

Answers

Advantages: a, c Disadvantages: b, d, e, f

- Read the first sentence and ask sts to look back at the sentences in Exercise 1 to find the correct match. Sts complete the rest of the exercise. Check answers.

Answers

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

- Read sentence a in Exercise 1 again. Ask sts to think of examples of sharing a life event with family or friends. Elicit a sentence that describes an opinion, e.g. *It can make family members very happy when other family members share photos of newborn babies, weddings, and so on.* Ask sts to work individually to write sentences which express their personal opinion on some of the points. Ask some sts to read their sentences to the class.
- Sts read the essay on the right and identify the paragraph that describes the disadvantages of social media.

Answer

C

- Ask sts to scan the essay and find examples of the four things. Check answers.

Answers

Personal experiences: Beatriz follows a vlogger who gave her study tips; her dad was involved in an angry discussion online

Advantages: contact people, share news and comments at any time, share ideas and content quickly, join groups with people with shared interests, develop personal growth, get tips, stay in touch with friends, know what's going on in the world

Disadvantages: people may be rude or angry, isolation from family or friends, may be difficult to express emotions

Opinions: Beatriz believes we can't live without social media

- Read the Useful language box with sts. Refer them back to the opinion essay and ask them to find some of the expressions. Check answers (they are all used except *One disadvantage is ...* and *Finally*).
- Read the Look! box with sts about giving opinions. Tell them to scan the essay and find the expressions (*In my opinion* and *Personally* are in paragraph B and *I believe* is in paragraph D).
- Ask sts to follow the Writing plan and write an essay on the advantages and disadvantages of smartphones.

Writing plan

Prepare

Sts note down some advantages and disadvantages of smartphones, drawing on their personal experience.

Write

Read through the paragraph plan with the class, then refer back to the essay in Exercise 4 and show how it follows the paragraph plan. Sts then write their essay using some of the useful language.

Reflect

Ask sts to check their grammar and spelling and make any necessary changes. Sts then swap their opinion essays with a partner and give feedback. Remind them to be positive and encouraging.

- W** **Writing practice: WB** p.28
Sts will find more practice for writing here. Set these exercises for homework.
- W** **Writing summary: WB** p.86
- R** **Review: Units 1–3 SB** pp.100–101
- P** **Project: Units 1–3 SB** pp.106–107
- L** **Literature: Units 1–3 SB** pp.112–113
- E** **Exams: Unit 3 SB** p.120
- LS** **Language summary: Unit 3 SB** p.129

Our changing planet

4

Vocabulary: Extreme weather; Seas and oceans

Grammar: First and second conditionals, *if/when/unless*; Third conditional

Speaking: Persuading and objecting

Writing: A persuasive essay

VOCABULARY Extreme weather

I can use nouns to describe extreme weather.

- 1 Look at the pictures. What extreme weather events can you see?
- 2 Read the introduction to the blog post. What is the difference between climate and weather?
- 3 4.1 Match extreme weather terms 1–12 with definitions a–l in the blog post. Then listen and check.



ABOUT

LATEST POSTS

BLOG



NORA'S EXTREME WEATHER WATCH

OK guys, we all know that extreme weather events are becoming increasingly common. We've seen them in every corner of the globe from the Arctic Circle to Australia, the USA to Japan. But we must get one thing clear right from the start. Weather (for example, a snowstorm) is different from climate (the weather conditions over a long period of time). Most scientists believe that the extreme weather we're seeing now is the result of climate change. And why is climate change happening? You guessed it. It's almost certainly because of us humans! As far as I'm concerned, if we don't change the way we live, the effects of climate change will just get worse. But before we go any further, let's check out the terminology!

- | | |
|----------------|---|
| 1 hurricane | a fog which is mixed with smoke, gas or chemicals |
| 2 blizzard | b a violent wind storm with a tall spinning column of air |
| 3 drought | c a very large ocean wave often caused by an underwater earthquake |
| 4 smog | d a violent wind with a circular motion, especially in the Atlantic Ocean |
| 5 hailstorm | e a storm with lightning and thunder |
| 6 gale | f a period of time when it's much hotter than usual |
| 7 thunderstorm | g a long, violent snowstorm with strong winds |
| 8 tsunami | h a fire which spreads rapidly and is out of control |
| 9 heatwave | i a storm when small hard balls of ice fall from the sky |
| 10 tornado | j a large amount of water covering an area that is normally dry |
| 11 flood | k a long period of time with little or no rain |
| 12 wildfire | l a very strong wind |



4 Complete the news reports with the correct form of the extreme weather words from Exercise 3.

- 1 A record-breaking ... with temperatures above 48°C has hit Australia.
- 2 Residents in Beijing had to stay at home due to poisonous
- 3 A six-metre high ... devastated Sulawesi island in Indonesia, leaving 330,000 people homeless.
- 4 A ... has hit New York, dropping 35 cm of snow in 24 hours.
- 5 Heavy rain in Nigeria caused ... which destroyed over 13,000 homes.
- 6 In California, over 4,000 ... destroyed millions of trees in 2018 due to abnormally dry conditions.

5 Discuss the question.

What's the worst weather you have ever experienced?

6 FIND OUT What were the main extreme weather events in the world last year? Where were they? What happened?

Now watch the vlog.

FAST FINISHER

Imagine you experienced an extreme weather event. Write three or four sentences about what happened.

Our changing planet

4

UNIT 4 OVERVIEW: The topic of this unit is our planet and its future. Sts read about climate change, and listen to a podcast about the impact of human activity on the oceans. They read a flier about a green workshop and learn how to persuade people to do things, and how to raise objections. They read about eco-cities and finally, they read and write a persuasive essay about environmental issues. They also watch a vlog about extreme weather and a culture video about an eco-office in Bengaluru, in India.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Extreme weather; Seas and oceans	First and second conditionals, <i>if/when/unless</i> ; Third conditional	Sentence stress	Understanding details in an article	Listening for the main points in a podcast	Persuading and objecting	A persuasive essay

VOCABULARY Extreme weather

Sts learn words to talk about extreme weather. They read an article about weather events that cause damage around the world.

Vocabulary

Extreme weather (*blizzard, drought, flood, gale, hailstorm, heatwave, hurricane, smog, thunderstorm, tornado, tsunami, wildfire*)

Vlog

Sammy: *Tips for extreme weather*

WARMER

Write this question on the board: *What has the climate been like in your country over the last few years? Has the climate changed at all? Have there been any extreme weather events?* Ask sts to get into pairs and discuss the questions. Then ask sts about the possible reasons for any changes they have noticed.

- 1 Discuss the photos on the page with sts. Elicit the meaning of *drought* and *tornado*.
- 2 Sts read the introduction to the blog post and discuss the question. Elicit the difference: *weather* refers to day-to-day conditions and *climate* refers to weather conditions over a period of time.
- 3 **4.1** Sts match the words and definitions in the blog post. Play the audio for them to check their answers.

Answers

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

- 4 Sts use some of the words from Exercise 3 to complete the sentences. Check answers.

Answers

1 heatwave	4 blizzard
2 smog	5 floods/flooding
3 tsunami	6 wildfires

- 5 Tell sts about an experience you have had with bad weather to give sts an example of what to do. Sts then discuss the question in pairs. Encourage them to ask follow-up questions. Ask pairs to feedback to the rest of the class.

21st Century skills



6 FIND OUT

This activity can be set for homework. Sts can access information on the internet using the words in Exercise 3 as search words, e.g. *tsunami* + the year.

Vlog

This lesson features an optional vlog in which a vlogger talks about dealing with extreme weather. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 294 and 310.

FAST FINISHER

Sts who finish early can practise vocabulary for extreme weather further. They should take one of the extreme weather events from Exercise 6 and write sentences, imagining they were one of the people there at the time, e.g. a home owner in California when a wildfire struck. Weaker sts can write simple sentences about extreme weather using *There was a (event) in (place) in (year)*.

V Vocabulary practice: WB p.32

Sts will find more practice of vocabulary for extreme weather here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130

Reasons to be cheerful

READING I can understand details in an article.

- 1 Work in pairs. Discuss what you have heard about climate change in the news recently. What are people doing about it?

CLIMATE CHANGE – REASONS FOR HOPE

by Daniel Hansen

It's easy to lose hope. We can see the negative impact of human activity on our planet wherever we look. From hurricanes to wildfires, floods to droughts, climate change is a reality and the predictions that scientists have made are happening right now. As a scientist, I'm satisfied. My profession got it right. But as a human being, I'm terrified! Unless we make real changes, the average global temperature could increase 4°C by 2100. If that happened, the results would be catastrophic. But don't despair! There are reasons for hope, too.

RENEWABLE ENERGY RULES, OK?

Green energy from the sun, wind and waves is no longer 'alternative' energy – it's the new reality. In India, solar power is cheaper than coal. Developing countries are choosing green energy over fossil fuels. And although many people don't like it, nuclear energy is another reason that polluting fossil fuels are in decline. Don't forget, nuclear fusion (not to be confused with fission) could be a big clean energy source in the future.

BYE, BYE, FOSSIL FUEL CARS

Electric vehicles are much cheaper to run than petrol or diesel cars – that's why taxi drivers and bus companies choose either electric or hybrid vehicles. In Shenzhen in China, the whole 16,000 bus fleet is now electric. If the trend continues, electric cars might make up a third of UK road transport by 2035.

GOVERNMENTS AND CITIES ARE TAKING ACTION

Nearly all governments accept climate change is man-made and are looking at how to prevent it from getting worse. However, big cities can have more impact on reversing climate change than some governments. New York, Chicago and many other US cities are planning to cut carbon emissions by at least 80% by 2050. In Italy, Milan is going to plant three million trees across the city by 2030. Summer temperatures in the inner city will go down 2°C if they achieve that goal.

PEOPLE POWER

People have got enormous power. And they are making things better with community green-energy projects, by buying locally and driving less, reducing electricity consumption, buying smart (avoiding plastics and foam packaging, aerosols, etc.) and by talking and spreading the word. The more people understand, the more they will change their behaviour.

It's never too late to make a difference. The changes we're making are happening faster than we realize. New technological solutions are also in development.

We will make this a better world if we continue to think and act creatively. I really hope we do.



- 2 Read the article. Does it mention any of the ideas you discussed in Exercise 1?

- 3 4.2 Read and listen to the article again. Answer the questions.

- 1 What evidence does the writer give of climate change?
- 2 What types of green energy does he mention?
- 3 Why are electric cars becoming more popular?
- 4 How are cities trying to combat climate change?
- 5 How can talking about climate change make a difference?

- 4 Discuss the questions. Why does the writer ...

- 1 get some satisfaction from the impact of climate change?
- 2 say that the end of the century is so important?
- 3 say 'people have got enormous power'?

- 5 **Word Power** Some verbs and nouns have the same form. Find the following words in the article. Are they used as nouns (N) or verbs (V)?

- | | | |
|---------------|--------------|----------------|
| 1 hope ... | 4 plan ... | 7 trend ... |
| 2 despair ... | 5 change ... | 8 plant ... |
| 3 impact ... | 6 flood ... | 9 increase ... |

- 6 **THINK CRITICALLY** Can you think of any other reasons for hope? What reasons are there to be pessimistic? Do you feel more optimistic or pessimistic? Why?

Reasons to be cheerful

READING

Sts read an article about climate change and focus on understanding the details. They identify words that have the same form both as verbs and nouns, and see examples of the first and second conditional.

Reading text


An article about climate change

Reading skill

Understanding details in an article

WARMER

Write on the board: *Global warming is caused by natural changes to the climate. Global warming is caused by man-made pollution.* Read the first statement and ask sts to put their hand up if they agree. Do the same for the second statement. Ask sts to justify their answers with evidence and recent examples.

- Put sts into pairs. Ask them to discuss recent climate change news stories and analyse them in terms of causes and possible solutions.
- Sts read the article and compare their ideas from Exercise 1 with the ideas in the article. Elicit which ideas sts had mentioned in Exercise 1 and which ideas were new. Explain that comparing their own ideas to those in the article helps them to understand and analyse and what they read.
-  **4.2 Understanding details in an article** Read the questions. Elicit or explain the meaning of *combat* (fight against or resist). They should listen for detailed information to answer the questions, using key words in the questions to help them. Play the audio for sts to read and listen to the article. Check answers to the questions.

Answers

- Hurricanes, wildfires, floods and droughts.
- Energy from the sun, wind and waves, and nuclear fusion.
- They are much cheaper to run than petrol or diesel cars.
- By cutting carbon emissions and planting millions of trees.
- The more people understand, the more they will change their behaviour.

- Put sts into small groups for them to refer to the article and discuss the questions. Check answers.

Answers

- He's a scientist, and scientists' predictions about climate change have been correct.
- The average global temperature could rise by 4°C by the end of the century unless changes are made.
- People can make a difference through projects, communication and the choices they make.

- Word Power** Write *It hasn't rained for weeks* and *The farmers need rain on the board* and elicit the difference between *rain* in the sentences (the first is a verb and the second is a noun). Sts scan the article to find the words and decide if they are used as verbs or nouns, or both.

Answers

- N (*reasons for hope; lose hope*); V (*I really hope we do*)
- V (*don't despair*)
- N (*see the negative impact; big cities can have more impact*)
- V (*US cities are planning*)
- N (*climate change is a reality; unless we make real changes; climate change is man-made; reversing climate change; the changes we're making*); V (*they will change their behaviour*)
- N (*floods to droughts*)
- N (*If the trend continues*)
- V (*Milan is going to plant*)
- V (*the average global temperature could increase*)

21st Century skills



6 THINK CRITICALLY

Read out the questions, then put sts into pairs or small groups to discuss them. You could put these categories on the board:

Energy production; Transport; Nature; People; Weather.

Sts could discuss whether they feel optimistic or pessimistic about each one, and why. When the groups are ready, discuss as a class. Encourage each group to contribute to the discussion and give reasons for their opinions.

EXTRA PRACTICE

Ask sts to find out more about renewable energy. Write *solar, wave, hydro, wind* and *geo-thermal* on the board. Sts choose one form of energy and make notes using online resources, their general knowledge, textbooks, etc. on:

- countries which use this source of power
- benefits and drawbacks
- possible in my country?

Sts give a short presentation.

R Reading practice: WB p.33

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR First and second conditionals, *if/when/unless*

I can use first and second conditionals and *if, when* and *unless*.

Now watch the grammar animation.

1 Read the grammar box and complete the rules with *situation* or *result*.

If global warming **increases**, there **will be** terrible droughts.

When the storm **ends**, we **will go** home.

Unless we **take** action now, the planet **will suffer**.

Rules

We use the first conditional for a possible future situation and its likely ¹...

We use the present simple for the possible ²... and *will* for the ³...

We use *when* if we are sure the ⁴... will happen. *Unless* means *if not*.

2 Match 1–5 with a–e to complete the sentences.

- 1 If you don't take a rest soon,
 - 2 You'll never do anything new
 - 3 Unless we change the way we live,
 - 4 Will you call me when
 - 5 There will be a drought
- a things will get a lot worse.
 - b unless it rains soon.
 - c you'll have an accident.
 - d if you don't take risks.
 - e you see this message?

3 **4.3** Complete the vox pops with the correct form of the words in brackets. Then listen and check.

WAKE UP TO CLIMATE CHANGE

There are over **10,000** students demonstrating here today. This is what they have been saying.



'If global temperatures **increase** 4°C, sea levels **will rise** by up to two metres.' (if / increase / rise)

- 1** 'We ... a huge problem with migration ... we ... responsibility for the climate.' (have / unless / take)
- 2** '... we ... Antarctica without any ice, it ... too late.' (when / see / be)
- 3** 'We ... a future ... we ... this to happen.' (not have / if / allow)
- 4** '... we ... climate change, New York and Rio de Janeiro ... underwater.' (unless / stop / sink)

4 Read the **Look!** box. Then read the article on page 40 again and find two examples of conditional sentences which haven't got a comma.

Look! Commas in conditional sentences

We use a comma when the *if* clause comes first. We don't use a comma when the result clause comes first.

5 Read the grammar box and choose the correct answers to complete the rules.

Situation	Result
If I saw rubbish by the sea,	I would pick it up .
If we recycled more,	there would be less waste.

Rules

We use the second conditional for ¹a *real* / *an imaginary* situation in the present or future and its likely result.

We use ²the *past simple* / *would* for the situation and ³the *past simple* / *would* for the result.

6 Complete the questions. Use the second conditional. Then write your own answers.

what / do / if / see a wildfire?

What would you do if you saw a wildfire?

If I saw a wildfire, I would run away fast!

- 1 how / keep cool / if / be / a heatwave?
- 2 if / have more money / what / buy?
- 3 where / go / if / be a flood?
- 4 if / can do any job / what / choose?
- 5 if / have one superpower / what / be?

7 Complete the sentences with your own ideas. Use the first or second conditional. Then work in pairs and discuss your ideas.

- 1 If I could change anything about my life, ...
- 2 If the world temperature rises by three degrees, ...
- 3 Unless we stop throwing away plastic and start cleaning up the oceans, ...
- 4 The world would be a better place if ...

FAST FINISHER

Write three second conditional questions to ask your partner. Then swap and answer your partner's questions.

GRAMMAR First and second conditionals, *if/when/unless*

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *If I were you ...*, including the form and use of the first and second conditionals and *if/when/unless*. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the rules. Check answers.

Answers

1 result 2 situation 3 result 4 situation

Write *If it rains tomorrow, ...* on the board and ask sts to finish the sentence. Make sure they use *will* in the second clause, e.g. ... *I will stay at home*. Elicit an example using two negatives (*If it doesn't rain tomorrow, I won't stay at home*). Elicit the second conditional form of the affirmative sentence (*If it rained tomorrow, I would stay at home*).


Ask questions to check concept.

Concept check questions: *If I will stop using plastic bags, it helps the environment – correct? (no – If I stop using plastic bags, it will help the environment). If there's a drought, the animals will die – which is the result? (the animals will die). Unless we use renewable energy, pollution will get worse – what can we replace 'unless we use' with? (If we don't use). There will be less pollution if we drive electric cars – what's the situation? (if we drive electric cars).*

- 2 Sts match the two parts of the sentences. Check answers.

Answers

1 c 2 d 3 a 4 e 5 b

- 3  4.3 Give sts a few minutes to read the vox pops. Elicit or explain the meaning of *migration* and check sts know where Antarctica is (the South Pole). Sts complete the sentences. Play the audio and check answers. See TG page 279 for audio script.

Answers

1 'll have / unless / take
2 When / see / will be
3 won't have / if / allow
4 Unless / stop / will sink

- 4 Read the Look! box with sts. To check sts have understood, ask: *Do we use a comma when the result clause comes second?* (yes). Give sts a few minutes to find the two sentences in the article on page 40.

Answers

Summer temperatures in the inner city will go down 2°C if they achieve that goal.
We will make this a better world if we continue to think and act creatively.

- 5 Read the grammar box with sts. Sts complete the rules. Check answers.

Answers

1 an imaginary 2 the past simple 3 would

Ask questions to check concept.

Concept check questions: *If we cycle instead of drive, we will reduce pollution – first or second conditional? (first). If the sea temperature rose another four degrees, many fish would die – first or second conditional? (second).*

- 6 Sts work individually to complete the questions and think of answers. When they have finished, put sts into pairs to ask and answer the questions with their own ideas.

Answers

1 How would you keep cool if there was a heatwave?
2 If you had more money, what would you buy?
3 Where would you go if there was a flood?
4 If you could do any job, what would you choose?
5 If you had one superpower, what would it be?

- 7 Give sts time to complete the sentences. Put sts into pairs to take turns discussing their ideas. At the end, ask pairs to give feedback on their discussions.

FAST FINISHER

Sts who finish early can practise the grammar further. They write three sentences using the second conditional to ask their partner. Put sts into pairs to ask and answer their questions. Weaker sts can complete the sentences from Exercise 7 with a new partner.

- G Grammar practice:** WB p.34

Sts will find more practice for first and second conditionals and *if/when/unless* here. Set these exercises for homework.

- LS Language summary:** Unit 4 SB p.130

Water under threat

VOCABULARY and LISTENING Seas and oceans

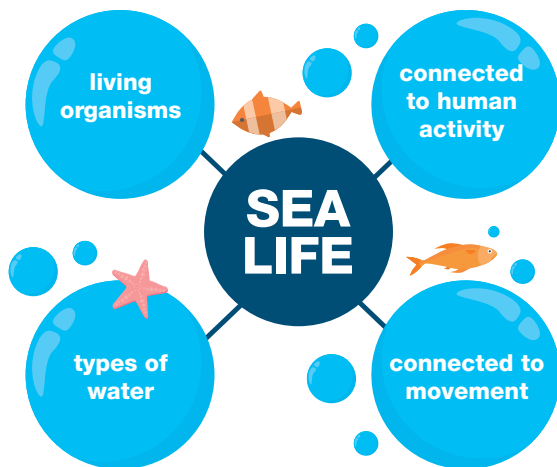
I can listen for the main points in a podcast.

1 **4.4** Match the words in the box with pictures a-j. Then listen and check. How do you say the words in your language?

coral reef currents fishing ice sheet microplastics saltwater sea life seaweed tide waste



2 Put the words from Exercise 1 into groups. Which words are ...?



3 Work in pairs. Discuss the questions.

- 1 What impact is human activity having on the oceans?
- 2 What negative effects of human activity have you seen?

4 **4.5** Listen to the first part of the podcast and answer the questions.

- 1 How much of Earth's surface is covered by saltwater?
- 2 How much of the ocean is not affected by human activity?
- 3 What does Emilie say are the four main causes of human damage to the oceans?

5 **4.6** Listen to the second part of the podcast and number the topics in the order you hear them.

- a microplastics
- b agriculture
- c the Arctic ice sheet
- d possible solutions
- e the Aral Sea
- f coral reefs

6 **4.6** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The Arctic ice sheet is getting smaller by 9% every ten years.
- 2 Coral reefs are dying because of the impact of climate change.
- 3 A large rubbish truck is dumped in the ocean every minute.
- 4 Every day, 90% of sea birds eat plastic in their food.
- 5 The Aral Sea is ten times smaller than it was 40 years ago.
- 6 Scientists hope to develop packaging that sea life can eat.

FAST FINISHER

How many oceans and seas can you think of? Write down as many as you can, then compare your list with your partner's.

Water under threat

VOCABULARY and LISTENING

Seas and oceans

Sts learn words to talk about seas and oceans. They listen to a podcast about the damage being done to the oceans by humans and listen for the main points. They also see examples of the third conditional.

Vocabulary

Seas and oceans (*coral reef, current, fishing, ice sheet, microplastics, saltwater, sea life, seaweed, tide, waste*)

Listening text

A podcast about threats to the planet's water

Listening skill

Listening for the main points in a podcast

WARMER

Ask sts: *How many uses for water can you think of?* Elicit a few ideas and write them on the board, e.g. *having a shower, washing dishes, watering plants.*

Give sts a few minutes to think of more examples. Ask sts what problems are caused by humans using too much water and why protecting water sources is so important.

- 1 **4.4** Sts can work in pairs to match the words in the box with the pictures then discuss how they say the words in their language. Check answers. See Answers for audio script.

Answers

- | | |
|--------------|-----------------|
| a sea life | f microplastics |
| b fishing | g ice sheet |
| c waste | h saltwater |
| d coral reef | i tide |
| e seaweed | j currents |

- 2 Elicit or explain the meaning of *organism*. Read the four categories connected to sea life for the class. Ask sts which category *coral reef* goes into (*living organisms*). Sts complete the task in pairs. Check answers.

Answers

Living organisms: coral reef, sea life, seaweed
 Connected to human activity: fishing, microplastics, waste
 Types of water: ice sheet, saltwater
 Connected to movement: currents, tide

- 3 Check sts understand the meaning of *impact* (a strong effect) and elicit an example (e.g. *Cars have a negative impact on the environment*). Sts discuss the questions in pairs. Get feedback from the whole class.

- 4 **4.5 Listening for the main points in a podcast**

Read the questions. Allow time for sts to predict answers before they listen. Remind sts to listen for the main ideas only at this point. Play the audio. See TG page 279 for audio script. Sts answer the questions and discuss with a partner. Check answers.

Answers

- 70% of the Earth's surface is covered by saltwater.
- 13% of the ocean is not affected by human activity.
- Emilie says the four main causes are fishing, pollution, climate change and plastic waste.

- 5 **4.6** Read the list for the class. Ask sts where the Aral Sea is (in central Asia). Play the audio for sts to listen and number the topics in the order they hear them. See TG page 279 for audio script.

Answers

- microplastics 3
- agriculture 5
- the Arctic ice sheet 1
- possible solutions 6
- the Aral Sea 4
- coral reefs 2

- 6 **4.6** Ask sts to read the sentences and say if they think they are true or false before playing the audio to check answers. Ask sts if they can correct the false sentences.

Answers

- F – it's getting smaller by 9% every year
- T
- F – the equivalent of a large rubbish truck of plastic is dumped into the ocean every minute
- T
- T
- F – scientists have already developed edible packaging.

FAST FINISHER

Sts who finish early can practise the vocabulary further. Give sts time to make a list of oceans and seas using their memories or going online if they need more help. Put sts into pairs to compare their answers. Weaker sts can work in pairs or small groups.

- V L Vocabulary and Listening practice: WB p.35**
 Sts will find more practice for listening, and practice of vocabulary for seas and oceans here. Set these exercises for homework.

- LS Language summary: Unit 4 SB p.130**

GRAMMAR Third conditional

I can use the third conditional.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Situation	Result
If the ocean hadn't got warmer,	the coral reefs wouldn't have died .
If I had known you were ill,	I would have bought you some flowers.
If we had got there earlier,	we might have been able to help.

Rules

We use the third conditional to talk about imaginary situations and their results in the ¹present / past.

We use *if* + past perfect for the situation and *would* + *have* + past participle for the result. We can also use ²*might* / *must* instead of *would*.

- 2 Complete the third conditional sentences using the correct form of the verbs in brackets.

- If we ... (recycle) more, microplastics ... (not become) such a problem.
- I ... (go) swimming if the water ... (be) cleaner.
- If I ... (not study) in Madrid, we ... (not meet).
- They ... (not know) about the fire if the dog ... (not start) barking.
- If the current ... (not be) so strong, she ... (go) swimming.
- If I ... (not read) the blog, I ... (not help) with Ocean Cleanup.

- 3 Decide which sentence is the situation and which is the result. Then combine them using the third conditional.

The turtle ate the plastic bag. The turtle thought it was a jellyfish.

The turtle wouldn't have eaten the plastic bag if it hadn't thought it was a jellyfish.

- The factory dumped waste into the sea. Lots of fish died.
- Sara made lots of new friends. She went on a charity fun run.
- Kyle and Eric didn't have enough money. They didn't go to the festival.
- Alisha left her phone on the bus. She didn't get my messages.
- They missed their plane. Their taxi got stuck in a traffic jam.

4 PRONUNCIATION Sentence stress

4.7 Listen and repeat.

- If they'd known, they would have helped.
- You would have laughed a lot if you'd seen the film.
- What would you have done if you'd gone to Japan?

- 5 Answer the questions with your own ideas. Then compare with your partner.



What you would have thought/seen/done if you had been ...

- in the London smog in 1920?
- with the astronauts on the first Moon landing in 1969?
- in Pompeii when Vesuvius erupted?

- 6 Work in groups. Take turns to make sentences and tell the stories. Choose from the openings below. Use your imagination!

If I'd heard my phone alarm, I would have got up on time.

If I'd got up on time, I would have cycled to college.

If I'd cycled to college, ...

If I'd heard my phone alarm, ...

If I'd seen a man climbing through a window, ...

If I'd heard a strange noise in the middle of the night, ...

If I'd woken up to a blizzard, ...

FAST FINISHER

Copy and complete the sentences about yourself. Then work in pairs and discuss your ideas.

If I hadn't come to my English lesson today, ...

If I'd been born 100 years ago, ...

If my parents had moved to Australia, ...

GRAMMAR Third conditional



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *If I had gone to sleep earlier last night ...*, including the form and use of the third conditional. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read through the examples in the grammar box with the class. Sts complete the rules with the correct words. Check answers.

Answers

- 1 past
- 2 might

Write *If I'd gone to Japan, ...* on the board and ask sts to complete the sentence with their own idea, e.g. *If I'd gone to Japan, I'd have seen Mount Fuji*. Make sure sts use *I would have / I'd have* and the past participle. Ask sts to make the example sentence negative (*If I hadn't gone to Japan, I wouldn't have seen Mount Fuji.*). Give sts some more country or city prompts, e.g. *If I'd gone to Paris, ...*, etc.

Ask questions to check concept.

Concept check questions: *Are third conditional sentences about real situations? (no, imaginary situations). If more people became vegetarian, there would be more fish in the sea – past or present? (present). If more people had become vegetarian, there would have been more fish in the sea – past or present? (past). If the car hadn't been invented, there will be less pollution – correct? (no – there would have been less pollution). There would have been fewer wildfires if people had been careful – which is the result? (fewer wildfires).*

- 2 Do the first sentence with sts. Elicit the correct verb form for the third conditional *if* clause (past perfect) and the result clause (past participle).

Answers

- 1 If we had recycled more, microplastics would not have become such a problem.
- 2 I would have gone swimming if the water had been cleaner.
- 3 If I hadn't studied in Madrid, we wouldn't have met.
- 4 They wouldn't have known about the fire if the dog hadn't started barking.
- 5 If the current hadn't been so strong, she would have gone swimming.
- 6 If I hadn't read the blog, I wouldn't have helped with Ocean Cleanup.

- 3 Read the first two sentences in the example and elicit which one is the situation (the second sentence) and which is the result (the first). Ask where we put *If* (at the beginning of the situation clause). Read the combined sentence in the example. Sts can complete the sentences individually then compare their answers in pairs. Check answers (the sentences can begin with either the situation clause or the result clause).

Answers

- 1 If the factory hadn't dumped waste into the sea, lots of fish wouldn't have died.
- 2 Sara would have made lots of new friends if she had gone/been on a charity fun run.
- 3 If Kyle and Eric had had enough money, they would have gone to the festival.
- 4 If Alisha hadn't left her phone on the bus, she would have got my messages.
- 5 They wouldn't have missed their plane if their taxi hadn't got stuck in a traffic jam.

4 PRONUNCIATION 4.7

Play the audio once for sts to listen and mark which words in the sentence are stressed (1 *known, helped*; 2 *laughed, lot, seen, film*; 3 *What, done, gone, Japan*). Then play the audio again for sts to listen and repeat the sentences.

- 5 Check the meaning of *smog* (fog which is mixed with smoke, gas or chemicals). Explain that it was common in London in the 1920s. Elicit where Pompeii is (Italy) and what Vesuvius is (an active volcano). Explain that it erupted nearly 2,000 years ago and destroyed the city of Pompeii. Write the first half of a model sentence on the board: *If I'd been in the London smog in 1920, I would have ...* and elicit possible endings. Make sure sts use the correct form of the verb, e.g. *... stayed inside / gone to live in the countryside*. Give sts time to think of ways to complete the sentences for all three situations.
- 6 Put sts into groups. Read out the first three sentences and ask sts to complete the third sentence to continue the story, e.g. *If I'd cycled to college, I wouldn't have met an old friend on the bus*. Ask sts to keep the story going as long as possible. When they have finished the first story, ask them to try the other sentences.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to complete the three sentences about imaginary situations in the past. Sts can share their ideas in pairs. Weaker sts can work in pairs and write sentences about themselves using sentence 1 only.

G Grammar practice: WB p.36

Sts will find more practice for the third conditional here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130

KEEP TALKING!

Go green!

READING and LISTENING

I can understand key information in a radio programme and on a flier.



1 Look at the pictures and discuss the questions.

- 1 What environmentally-friendly activities do they show?
- 2 Do similar events take place where you live? What are they?
- 3 Have you ever got involved in one? What did you do?

2 Read the flier below and answer the questions.

- 1 What is the workshop about?
- 2 When and where is it taking place?
- 3 How much does it cost to take part?
- 4 Do participants need to bring anything?

3 4.8 Copy the table. Listen to a local radio programme and tick (✓) the green events they mention.

WHAT	WHEN	WHERE	OTHER INFO
• Tree planting			
• Making green cleaning products			
• The art of recycling			
• Learn how to make willow fences			
• Creating a community garden			
• Riverbank clean up			
• Urban bat survey			
• Bird watch			

4 4.8 Listen again and make notes for each event.

5 4.9 Listen to the dialogue about the urban bat survey and answer the questions.

- 1 Where and what time does it start?
- 2 What does Ava need to take with her?
- 3 How long is the cycle ride?
- 4 How long does the event last?

THE GREEN CLEAN WORKSHOP

Household cleaners are toxic. They can clean your house, but they're destroying the environment!

So, come to our workshop to learn how to make environmentally-friendly cleaners.

Not only are they just as effective as shop-bought products, but they're cheaper, too! What's more, they're fun and easy to make!

DATE: Saturday 16 July
TIME: 1–5 p.m.
LOCATION: Oakshot Community Hall

The workshop is free but please bring some of the following:

- white vinegar
- sodium bicarbonate
- soap flakes
- eucalyptus and tea tree essential oils

IT'S TIME TO GIVE UP CHEMICALS AND GO GREEN!

FUN FACT 10,000 years ago, a magical product was discovered. In Babylon they preserved food with it. The Ancient Chinese drank it for their health, and the British put it on their chips! It's also a green cleaning product. What is it? Vinegar!

KEEP TALKING!

Go green!

READING and LISTENING

Sts read a flier (a leaflet that advertises something) and listen to a radio programme about environmental events. They practise reading and listening for key information and learn useful language for persuading and objecting. They personalize the topic by following the steps in the Speaking plan to practise a dialogue in which they persuade a friend to do something.


 **WARMER**

Ask sts: *What environmental issues do you have in your local area?* Elicit sts' ideas on the board, e.g. rubbish in parks, air pollution, lack of green spaces, decline in wildlife, and write them on the board. Ask sts what people can do locally to improve the situation.

- Put sts into pairs or small groups. Give them a few minutes to look at the photos and discuss the questions. Then get feedback on their answers.
- Ask sts if they ever receive fliers from people on the street or in their letterbox. Read the questions with the class. Sts read and answer the questions. Remind sts to use the headings on the flier to help them locate the right information. Check answers.


Answers

- It's about how to make environmentally-friendly cleaners.
- It's on Saturday 16 July at Oakshot Community Hall.
- It is free to take part.
- Yes, they should bring some of the following: white vinegar, sodium bicarbonate, soap flakes, and eucalyptus and tea tree essential oils.

-  4.8 Elicit or explain the meaning of *willow* (a type of tree) and *bat* (a small nocturnal flying mammal). Ask sts to copy the table into their notebooks. Play the audio for sts to listen and tick the events they hear. See TG page 279 for audio script. Check answers.


Answers

The art of recycling; Tree planting; Bird watch; Urban bat survey

-  4.8 Play the audio again, this time pausing so that sts have enough time to make notes. Tell sts to focus on the headings in the table and to jot down key information rather than write sentences. Play the audio again for sts to pick up any other details. Check answers.

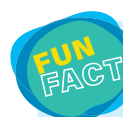
Answers

The art of recycling: Oakshot School, 10 a.m. on Saturday to 5 p.m. on Sunday. It costs £5 and is open to people of all ages.
 Tree planting: Oakshot Park on Sunday. The digging starts at 11 a.m. and the aim is to plant over 200 trees.
 Bird watch: 15-minute period on Saturday and Sunday. Count every bird you see and text the numbers.
 Urban bat survey: look online or call for information on where and when. It involves tracking bats on your bicycle with a tracking device, GPS and bat detector.

-  4.9 Read the questions with the class. Ask sts to work in pairs to identify what kind of information they require to answer each question, e.g. question 1 = a place and a time. Play the audio and pause to give sts time to make a note of the answers. Check answers. See TG page 280 for audio script.

Answers

- Meet at the train station at 8 p.m.
- She needs to bring her bike, helmet and working bike lights.
- The cycle ride is 12 kilometres long.
- The event takes about three hours.



Encourage sts to read this fun fact for pleasure. They might also be interested in the origin of the word vinegar which comes from the Latin *vinum* (wine) + *acer* (sour).

 **EXTRA PRACTICE**

Write the following definitions on the board:

- harmful or poisonous*
- a tree common in Australia that produces an oil with a strong smell*
- a gadget that we use to find things*
- someone who offers to do a job for free*

Sts think of the correct words they have studied on this page and match them to the definitions.

Answers

- toxic
- eucalyptus
- detector
- volunteer

SPEAKING Persuading and objecting

I can persuade and make objections.

1 4.10 Listen and read. Answer the questions.

- Why does Zoe want to take part in the Green Weekend?
- Why does Luke change his mind?

Zoe: Hey, do you want to do something for the Green Weekend?

Luke: Oh, I don't know. Not really.

Zoe: Why not? It's a chance to make a difference.

Luke: I doubt that it'll save the world.

Zoe: Surely we should do everything we can to save the environment. You have to agree there are huge problems. And there are some really fun events.

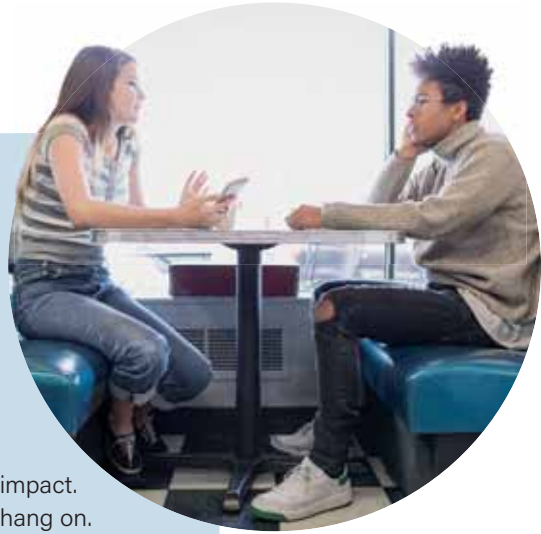
Luke: That may be true, but it seems to me that local events like this just make us feel better.

Zoe: I see what you mean, but I'm convinced that it has an impact.

Luke: Well, I don't think they make any real difference ... oh, hang on. Let's have a look ... Mmm. A bat survey sounds kind of fun.

Zoe: Well, if you go, I'm sure you won't regret it.

Luke: OK, you win!



2 4.11 Listen and repeat the Useful language. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Persuading

It seems to me that ...
I feel/think/believe ...
I'm convinced that ...
Surely (we) should ...
You have to agree that ...

Objecting

That may be true, but ...
I see what you mean, but ...
I doubt that ...

3 4.12 Complete the dialogue with words from the Useful language box. Then listen and check.

Jamie: You have to ¹ ... that climate change is a huge problem.

Olivia: That ² ... be true, but there are loads of other big problems, too.

Jamie: Of course there are. But I ³ ... that global warming is the biggest problem that we all face. So, come on the march. It's a way to make our feelings clear.

Olivia: I ⁴ ... that one more person will make any difference.

Jamie: If all the people who think like you went, there would be lots more, not just one. Anyway, I'm ⁵ ... that we have to do it. There's nothing to lose and everything to gain!

4 Work in pairs. Make a dialogue where you persuade a friend to do something. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- Choose your roles.
Student A: You want to go to a Green Weekend event. Try and persuade your friend to go with you.
Student B: You know Green Weekend events are good, but you don't want to do anything this weekend. Think of reasons not to go.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- Use phrases from the **Useful language** box.
- Act out your dialogue.
- Swap roles and choose another event and different excuses.

Reflect

- Did you persuade your friend? Why/Why not?
- How can you improve next time?

Now play **Keep moving!**

FAST FINISHER

You want to go to a party. Your friend wants to stay at home. Write a short dialogue in pairs, then act it out.

SPEAKING Persuading and objecting

- 1 4.10 Read the questions for the class. Focus sts' attention on the picture and ask: *Who is in the picture?* and *What are they doing?* Play the audio for sts to read the text and answer the questions. Check answers.

Answer

- 1 She wants to make a difference and take part in some fun events.
- 2 He thinks the bat survey sounds fun.

- 2 4.11 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio once for sts to listen to the phrases, then play it again for them to repeat. All the phrases are used in the dialogue in Exercise 1 except *I feel/think/believe*.

Ask questions to check concept.

Concept check questions: *Is objecting similar in meaning to agreeing or disagreeing? (disagreeing). You have to seem that ... - correct? (no - You have to agree that). We surely should ... - correct? (no - Surely we should ...). That may be true, but ... - do we use this to persuade someone? (no - to object or disagree).*

- 3 4.12 Sts read and complete the dialogue in pairs. Explain that one of the phrases needs to be in the negative form. Play the audio for sts to listen and check their answers. See TG page 280 for audio script.

Answers

- 1 agree
- 2 may
- 3 believe
- 4 doubt
- 5 convinced

- 4 Sts work in pairs and follow the steps in the Speaking plan to practise persuading a friend to do something.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A and which is Student B. They follow the instructions and have a few minutes to think of what they are going to say. Weaker sts might like to write their dialogue out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 2 to help them. They can practise with and then without notes. Sts swap roles and choose a new event, then follow the steps again. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts who finish early work in pairs to write out their new dialogue and then act out the two roles. Weaker sts can practise saying the dialogues in Exercises 1 and 3.

S Speaking practice: WB p.37

Sts will find more practice for persuading and objecting here. Set these exercises for homework.

LS Language summary: Unit 4 SB p.130

REAL

CULTURE!

Eco-cities

I can find information in an article.

Eco-cities
AROUND THE
WORLD

More than half the world's population lives in cities. City life can be fun, with its entertainment, shopping and cultural life, but the waste and pollution produced by so many people causes serious environmental problems. But it doesn't have to be this way. By using renewable energy, getting food from local farmers and producers and effectively managing waste, cities can become sustainable. Read what these three teens say about where they live and find out what makes their cities 'eco'!



VANCOUVER, *Canada*

On the west coast of Canada, Vancouver has been voted one of the world's most liveable cities. Even though the population is growing, it's reducing greenhouse gas emissions and will soon be carbon neutral.

What I love about my city is that it's so walkable! I love just strolling around with my friends. You get to see everything close-up, which is great because Vancouver has got so many cool neighbourhoods. My brother and I bike to school along cycle lanes and my parents use public transport to get to work. We've got a car, but it's electric, not a gas-guzzler, and there are plenty of charging points all around the city. And there's so much beautiful nature on our doorstep. Did I mention Capilano Suspension Bridge Park? The treetop bridges have the most Instagrammable views of the forest. Awesome! *Summer*



CAPE TOWN, *South Africa*

Cape Town, South Africa, is a top tourist destination and is working hard to manage waste, reduce its carbon footprint and become sustainable for future generations.

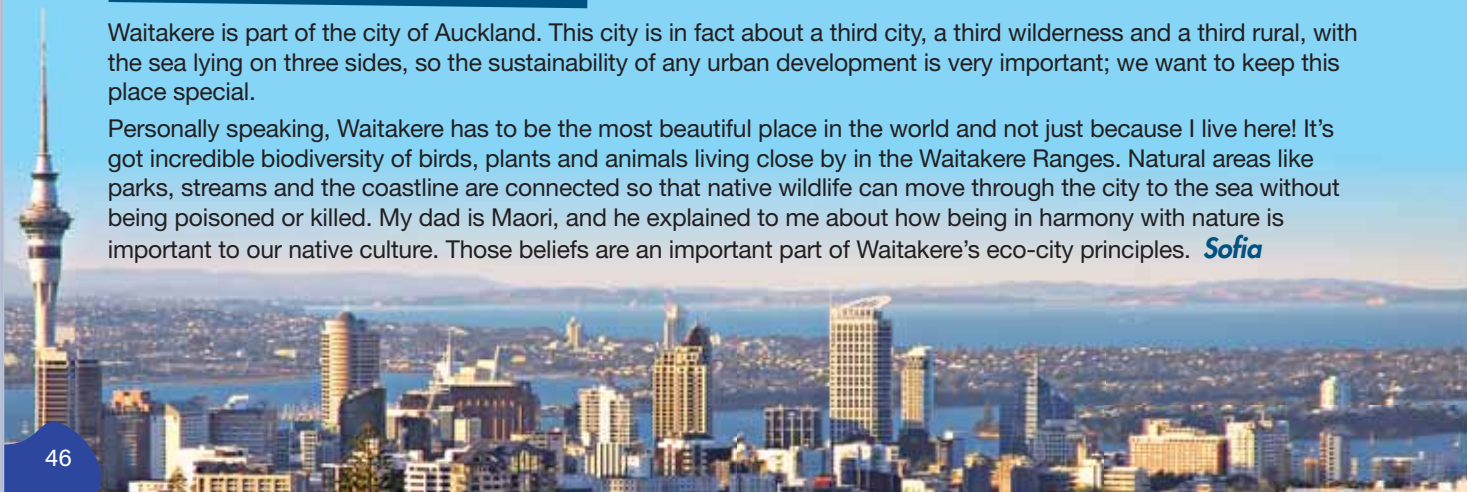
People say that Cape Town is the most amazing city in Africa – and I agree! Visitors come to see Table Mountain of course, then there are our sandy beaches, the jazz music and so many other attractions. Our city wins lots of travel awards because we use tourism to help make it even more eco-friendly and stay beautiful. My mum works in a hotel where there is a zero-waste policy. That means using recyclable materials so nothing is thrown away. And get this – the city has built a school out of natural bricks and old drinks bottles! How's that for recycling? But to be serious, tourism is so important to us, it's essential that the city isn't spoiled or polluted. *Benjamin*



AUCKLAND, *New Zealand*

Waitakere is part of the city of Auckland. This city is in fact about a third city, a third wilderness and a third rural, with the sea lying on three sides, so the sustainability of any urban development is very important; we want to keep this place special.

Personally speaking, Waitakere has to be the most beautiful place in the world and not just because I live here! It's got incredible biodiversity of birds, plants and animals living close by in the Waitakere Ranges. Natural areas like parks, streams and the coastline are connected so that native wildlife can move through the city to the sea without being poisoned or killed. My dad is Maori, and he explained to me about how being in harmony with nature is important to our native culture. Those beliefs are an important part of Waitakere's eco-city principles. *Sofia*




Eco-cities

Sts find information in an article to learn about three cities that are environmentally friendly. They learn vocabulary about eco-cities and study adjectives with the suffix *-able*. They listen to a podcast about San Francisco. They also work in groups to design a new eco-city and discuss how their town/city compares to the cities they have learned about.

This lesson features an optional culture video about an eco-office in Bengaluru, in India: see SB page 47.

 **WARMER**

Put sts into groups. Elicit some of the features of living in a city and write sts' ideas on the board, e.g. population density (the number of people and size of the city), the air quality, the transport system, the number of parks, historical buildings, shops and restaurants, etc. Ask sts which of these would be their top three in ranking a city. Ask sts to describe cities they like or would like to live in.

- 1 Write the words and phrases on the board. Read them out one by one. Sts discuss the meanings in pairs. Encourage them to analyse the words to try to decipher their meaning, e.g. they may recognize *diverse*, *foot*, *sustain* and *develop* within these words.
- 2 Put sts into new pairs. Ask them to make notes on the key features that make an eco-city. Elicit a few ideas before they start, e.g. an eco-city must have an environmentally-friendly transport system with electric buses, bicycle lanes, etc.
- 3  **4.13** Ask sts to read and listen to the article on page 46 and note if any of the things they discussed in Exercise 2 are also in the text. Play the audio. When sts are ready, ask them to give examples of ideas that they thought of that are mentioned in the text.
- 4 Sts scan the text for the three topics and match the people to the topics they talk about. Check answers.

Answers


- 1 a
- 2 c
- 3 b

- 5 Ask sts to read the text again and make notes. Elicit an example first, e.g. Vancouver provides cycle lanes. Sts can compare their answers in pairs. Check answers.

Sample answers

Vancouver: reduces greenhouse gas emissions, provides cycle lanes and charging points for cars
Cape Town: manages waste, reduces its carbon footprint and is becoming sustainable, is becoming more eco-friendly, has a zero-waste policy in some hotels, has a school built out of natural bricks and old drinks bottles

Auckland: connects natural areas so that native wildlife can move through the city to the sea without being poisoned or killed

- 6  **4.14** Elicit some facts about San Francisco (e.g. it's a city in California, home of the Golden Gate Bridge and Silicon Valley). Ask sts if they think San Francisco is an environmentally-friendly city. Tell sts to read the leaflet. Play the audio for sts to listen and complete it. See TG page 280 for audio script. Pause regularly to give sts time to write their answers. Check answers.

Answers

- 1 greenest
- 2 organic
- 3 markets
- 4 season
- 5 city (itself)
- 6 bags
- 7 bottles
- 8 zero
- 9 less
- 10 half
- 11 Ocean
- 12 Park

- 1 Look at the words in the box and check what they mean.

biodiversity carbon footprint carbon neutral
sustainability urban development zero waste

- 2 Work in pairs. Discuss the questions.

- 1 What do you think an eco-city is?
- 2 What factors make a city an eco-city?

- 3 4.13 Read and listen to the article on page 46. Check if any of your ideas are mentioned.

- 4 Match people 1–3 with the topics they talk about.

- | | |
|------------|--------------------------------------|
| 1 Summer | a environmentally-friendly transport |
| 2 Benjamin | b the variety of wildlife and plants |
| 3 Sofia | c sustainable tourism |

- 5 Make notes about what each city does to help the environment.

<input type="radio"/>	Vancouver
<input type="radio"/>	Cape Town
<input type="radio"/>	Auckland
<input type="radio"/>	

- 6 4.14 Listen to the podcast about San Francisco. Complete the leaflet on the right.

- 7 Do you think that large cities are a good place to live? Why?

- 8 **Word Power** Summer says, 'Vancouver is so walkable!' This means you can walk around it easily. Find five more adjectives in the article with the suffix *-able*. Can you think of any others?

- 9 **GET CREATIVE** In groups, design a new eco-city. Decide the following things.

- the city's name
- what the homes are like
- what transport they use
- ecological features, e.g. solar-powered electricity
- city rules, e.g. no plastic bottles

Then present your ideas to the class and vote for the best city.

- 10 **COMPARE CULTURES** How does your town or city compare with the cities in the article? Think about housing, transport, pollution, recycling, etc.

Now watch the culture video.

FAST FINISHER

Write a paragraph about the environmentally-friendly places and features of your town or city.

San Francisco - eco-city

San Francisco is known as the ¹... city in North America. Here are four reasons why it is truly an eco-city.

1 Food

You can buy healthy, local ²... food all over the city at farmers' ³... .

Many restaurants only prepare food that is in ⁴... and grown in the ⁵... .

2 Plastic-free

We were the first city to ban single-use plastic ⁶... and ⁷... !

We are aiming to become a ⁸...-waste city.

3 Water

San Francisco consumes ⁹... water than any other city in California.

San Franciscans consume ¹⁰... of the water used by other US citizens.

4 Nature

We offer miles of trails, fabulous parks and conservation programmes.

You can walk along the ¹¹... Trail, take a ferry to Angel Island or visit Golden Gate ¹²... .



REAL CULTURE!

- 7** Read the task and put sts into small groups. Elicit some examples of large cities (e.g. Mexico City, Tokyo, Shanghai, Mumbai). Elicit a positive feature and a negative feature of living in one of these cities. Ask sts to work in their groups and add more ideas, both positive and negative. When sts are ready, get each group to explain their ideas and give some examples. You could have a class vote at the end to see who thinks large cities are a good place to live.

EXTRA ACTIVITY

Ask sts to imagine they live in the largest city in the world and interview each other using the ideas they have discussed. If they have smartphones available, ask them to film each other. If time allows, they can watch their videos in class and discuss ways in which they can improve.

- 8 Word Power** Read the example sentence with the class and point out the suffix *-able* which comes after the verb *walk* in *walkable*. Give sts a few minutes to find other words in the text on page 46 which have this suffix. Check answers. Note that some verbs change their form, e.g. *recycle* – *recyclable*.

Answers

renewable
sustainable
liveable
Instagrammable
recyclable
Other ideas: achievable, changeable, etc.

21st Century skills

- 9**  **GET CREATIVE**

Read out the task and put sts into groups. Each group can allocate the topics in the five bullet points to individuals or work through all the topics together. Sts should write notes on each topic. If they have online access, they can research ideas and download images to use in their presentation. In the next lesson, each group should give a short presentation. At the end, the whole class can vote on the best new eco-city.

21st Century skills

- 10**  **COMPARE CULTURES**

Write these topics them on the board:

Housing
Transport
Pollution
Recycling

You could also add other topics such as wildlife and tourism. Ask sts to talk about their own city and relate their comments back to the cities on page 46, e.g. *My city has got very good public transport, but the buses are not electric.*

Culture video

This lesson features an optional culture video about an eco-office in Bengaluru, in India. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Bengaluru Eco Office* on TG pages 303 and 312.

FAST FINISHER

Sts write a paragraph about their town or city based on the ideas discussed in Exercise 10. Weaker sts can work in pairs to write two sentences about their town or city.

Plastic pollution

WRITING A persuasive essay

I can write a persuasive essay.

- 1 Work in pairs. Talk about the picture in the essay below. What can you see? Brainstorm reasons why plastic is harmful to the environment. Make notes.
- 2 Read the **Look!** box. Then write a topic sentence for each reason you discussed in Exercise 1.

Look! Topic sentences

When you write a persuasive essay, each paragraph should include a topic sentence, which identifies the main idea of the paragraph. It usually appears at the beginning of the paragraph.

Plastic is harmful to wildlife because they think it's food.

- 3 Make notes of facts or examples to support the topic sentence in the **Look!** box.
..., plastic causes severe pollution on beaches and in the sea.
- 4 Read Xavier's essay and put paragraphs A-D in the correct order 1-4.

GIVE UP YOUR
PLASTIC!

by Xavier Hassan



A First of all, when we throw away small plastic items, the wind can blow them long distances. As a result, plastic litter lands in trees and in the street. Apart from being horrible to look at, animals and birds often eat these items, which can poison or choke them and cause a horrifying death.

B In conclusion, we must give up plastic. Surely we have to put the planet first, protect wildlife and stop wasting Earth's precious resources.

C Every day we use plastic packaging, bottles, straws and bags because, of course, these things are very convenient. However, this is creating appalling environmental problems. We need to wake up and think about the consequences.

- 5 Compare your topic sentences with the ones in the essay. Are they the same or different?
- 6 Look at the **Useful language** box. Find examples of the words and expressions in the essay.

Useful language

Sequencing words First of all, ... Secondly, ... In addition, ... To sum up, ... In conclusion, ...

Talking about the result As a result, ... Consequently, ...

Persuasive language Of course, / Obviously, / We must ..., We need to ..., Surely we have to

Strong adjectives incredible/horrible/appalling/horrifying/severe

- 7 You're going to write an essay with the title 'The world has to stop using fossil fuels by 2030'. Work in groups. Think of as many reasons as you can why we should stop using fossil fuels. Make notes.
- 8 Choose the three best reasons to support your argument. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Make notes of reasons and evidence to support your argument.

Write

- > Organize your ideas into paragraphs:
Paragraph 1: Introduction
Paragraph 2: Reason 1 with examples or evidence
Paragraph 3: Reason 2 with examples or evidence
Paragraph 4: Conclusion
- > Use phrases from the **Useful language** box.

Reflect

- > Have you used the phrases from the **Useful language** box correctly?
- > Check your grammar and spelling.

D Secondly, plastic waste causes severe pollution on beaches and in the sea. Consequently, scientists have found plastic inside fish all over the world. In addition, there is a huge island of plastic trash in the Pacific Ocean, which contains 1.8 trillion pieces of plastic and is twice the size of France! What's more, plastic comes from oil, which is not biodegradable. Even though most plastic is only used once, it takes hundreds of years to decompose.

Healthy mind, healthy body

5

Vocabulary: Healthy living; Illnesses and remedies

Grammar: Modals of obligation, necessity and advice; Comparatives and superlatives

Speaking: Talking about health and giving advice

Writing: A report

VOCABULARY Healthy living

I can use phrases to talk about healthy living.

1 Read the cartoon and discuss the questions.

- 1 What makes you stressed?
- 2 Does stress have any impact on how you feel?

2 Read the introduction to Joey's blog post and answer the questions.

- 1 What does Joey suggest causes stress?
- 2 According to Joey, what effects does it have on the way we feel?

3 5.1 Read and complete Joey's Top Ten Tips with the phrases in the box. Then listen and check.

avoid late nights cut down get some fresh air
have a balanced diet join a gym organize your time
reduce stress skip breakfast take up a hobby
take vitamins



About Latest posts Healthy advice Diet Exercise



GET HEALTHY! WITH JOEY JOHNSON

We all know that life can get a bit crazy. There's too much to do, too many people to meet, too much to think about. And when you feel stressed, when you're anxious and unable to sleep, your health can suffer. But what are the secrets to a healthy lifestyle? Well, take a look at my top ten tips and let me know what you think.

What do you think? 😊 agree 😐 not sure 😞 disagree

My Top Ten Tips

- 1 If you have too much free time and want to learn a new skill, 😊 😐 😞
- 2 To ... you should eat lots of different coloured foods. 😊 😐 😞
- 3 A good way to keep fit and active is to 😊 😐 😞

- 4 Some of us need to ... on salt and sugar in our diets. Limit the amount of sweets and chocolate you eat. 😊 😐 😞
- 5 A good way to ... is to drink lots of water. 😊 😐 😞
- 6 To be an effective student and get your homework done on time, you have to 😊 😐 😞
- 7 Get away from your screens, go outside and ..., and you'll feel 100% better. 😊 😐 😞
- 8 Our body gets everything it needs from our normal diet, so we don't need to 😊 😐 😞
- 9 Don't ... even if you aren't hungry. It helps you concentrate. 😊 😐 😞
- 10 You'll get a good night's sleep if you ... and turn off your phone before bedtime. 😊 😐 😞

4 Read the tips again and decide if you agree with them. Then work in pairs and compare your ideas.

5 Work in groups. Discuss the questions.

- 1 Have you got a hobby? How long have you been doing it? What hobby would you like to take up?
- 2 Do you take regular exercise? What do you do? How often?

6 What do you think are the main causes of stress and anxiety? Do you think lives are more stressful now than twenty years ago? Why?

Now watch the vlog.

FAST FINISHER

Write about your hobbies and why you enjoy them.

Healthy mind, healthy body

5

UNIT 5 OVERVIEW: The topic of this unit is health. Sts read an article about wellbeing, and listen to a radio programme about unusual cures for the common cold. They read a medicine instruction leaflet and learn how to talk about health and give advice. They read some statistics about teenagers and happiness and finally, they read and write a report about healthy habits. They also watch a vlog about a healthy lifestyle and a culture video about a sailing centre on the River Thames.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Healthy living; Illnesses and remedies	Modals of obligation, necessity and advice; Comparatives and superlatives	ch and gh	Understanding the main ideas	Listening for key words and phrases	Talking about health and giving advice	A report

VOCABULARY Healthy living

Sts learn words to talk about healthy living. They read a blog post about healthy lifestyles, then personalize the language by discussing the causes of stress and anxiety.

Vocabulary

Healthy living (*avoid late nights, cut down, get some fresh air, have a balanced diet, join a gym, organize your time, reduce stress, skip breakfast, take up a hobby, take vitamins*)

Vlog

Steve: *A travel vlogger's healthy lifestyle*

WARMER

Ask: *Do you have a healthy lifestyle? What healthy habits do you have? Write sts' ideas on the board. Get sts to comment on habits they think are good or bad for you.*

- Focus sts' attention on the cartoon. Put sts into pairs to discuss the two questions. Elicit some ideas about what causes stress and what impact it has on feelings.
- Ask who Joey is (the blogger below). Read the questions and give sts time to find the answers. Check answers.

Answers

- There's too much to do, too many people to meet and too much to think about.
- You feel anxious and can't sleep and your health can suffer.

- 5.1** Read through the phrases in the box. Elicit the meaning of each phrase. Sts read and complete the blog. Play the audio for sts to listen and check. See Answers for audio script.

Answers

- | | |
|------------------------|----------------------|
| 1 take up a hobby | 6 organize your time |
| 2 have a balanced diet | 7 get some fresh air |
| 3 join a gym | 8 take vitamins |
| 4 cut down | 9 skip breakfast |
| 5 reduce stress | 10 avoid late nights |

- Sts work individually to review the tips and decide if they agree with them. Then they share their ideas in pairs. Elicit any new ideas.
- Put sts into groups. They take turns to ask and answer the questions. Encourage sts to ask follow-up questions and add detail to their answers.
- Elicit what sts think is the main cause of stress nowadays. Ask them if those same things caused stress in people's lives 20 years ago. Put sts into groups for them to discuss the questions.

EXTRA PRACTICE

One student in each group films the discussion in Exercise 6. If time allows, sts can review their videos together to discuss ways they can improve.

Vlog

This lesson features an optional vlog in which a vlogger talks about having a healthy lifestyle while travelling. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 295 and 310.

FAST FINISHER

Sts who finish early can practise vocabulary for healthy living further by writing about healthy hobbies. Weaker sts can write a list of healthy hobbies.

Vocabulary practice: WB p.40

Sts will find more practice of vocabulary for healthy living here. Set these exercises for homework.

LS Language summary: Unit 5 SB p.131

Teen fitness

READING I can understand the main ideas.



KEEP WELL

ABOUT

WELLBEING

FOOD AND DIET

EXERCISE



Guest trainer of the week, 18-year-old Danny Santos, tells us how to become...

STRONGER HEALTHIER HAPPIER

Hi there. We all know that keeping fit is good for our health, but working out can feel like hard work. So why should you turn off your phone and get moving? Whether you're a fitness fanatic or a couch potato, here are my tips on how to get and stay fit.

1 Get fit and feel good. Only a quarter of the world's teens are active enough, according to the World Health Organization. They say you should do an hour's exercise a day. And why? Because your body is going through great changes, and experts say you must do regular physical activity to keep healthy. Exercise strengthens your growing bones and increases your muscle mass. It also reduces stress by releasing feel-good hormones in the brain, while competitive sports and team games build your self-confidence and improve your social skills.

2 Four ways to fitness. Training routines should focus on four core areas. Firstly, you have to develop your strength so you can build strong bones and muscles. Secondly, you need to improve your endurance – running is an excellent choice. Thirdly, it's important to boost your heart function – good ways are team sports, swimming or athletics. And finally, you mustn't forget flexibility, which can be improved in exercise classes or gymnastics.

WAYS TO

WELLBEING

3 Wise up before you work out. You must get professional guidance before starting a gym routine; a trainer will personalize your plan to suit you. Research suggests that you shouldn't do weight lifting until the age of sixteen because it can damage growing bones. And teens ought to avoid pushing themselves too hard, too often, to avoid serious injury. You must also warm up before training so enough oxygen gets to your muscles. Remember to also cool down afterwards so your body can relax.

4 Just enjoy it. Sport is easy to take up and easy to give up, too! But exercising with a friend, taking part in school games or joining a sports club helps you keep your resolutions. Doing something you enjoy increases your motivation – the choice is endless. Don't forget activities like mountain biking, martial arts, dance, yoga, skateboarding, trampolining, cheerleading, but sorry, surfing on the internet doesn't count!



1 Work in pairs. Discuss the questions.

- 1 Do you do or watch any of the sports in the pictures?
- 2 Which sports are popular in your country?
- 3 What are the reasons people do sport?
- 4 What are the benefits from doing exercise?

2 5.2 Read and listen to the article and answer the questions.

- 1 How do teenagers benefit from exercise?
- 2 What are the four core areas we need to develop?
- 3 Why should you get advice before you exercise?
- 4 How can you stay motivated?
- 5 Which ideas make you think getting more exercise is a good idea?

3 Word Power Look at the verbs. All of the verbs have a similar meaning, except one. Which verb is different, and why?

- | | | |
|---------|-----------|------------|
| 1 boost | 3 develop | 5 increase |
| 2 build | 4 improve | 6 reduce |

4 Find the phrases in the article. Match them with verbs 1–6 in Exercise 3.

your social skills stress your endurance
your heart function your motivation
your muscle mass your self-confidence
your strength

5 THINK CRITICALLY What have you learned from the article? What might you do differently in the future? What would you like to know more about?

FUN FACT

The longest tennis match ever took place at Wimbledon in London in 2010. John Isner of the USA beat Nicolas Mahut of France in a match that lasted 11 hours, 5 minutes. The score in the final set was 70 games to 68!

Teen fitness

READING

Sts read an article about wellbeing and focus on understanding the main ideas. They learn verbs with a similar meaning and see examples of modals of obligation, necessity and advice.

Reading text

An article about wellbeing

Reading skill

Understanding the main ideas

WARMER

Put sts into pairs. Write *sit-ups* and *tennis* on the board. Elicit which is a type of exercise and which is a sport.

Ask: *How many types of exercise or sport can you think of in one minute?* After a minute, elicit sts' ideas by asking them to call them out and write them on the board. Ask sts which they think are the best for keeping fit.

- Elicit the names of the sports in the picture (basketball, cycling, volleyball, skateboarding). Put sts into pairs. Ask them to discuss the questions and get feedback.
- Understanding the main ideas** Ask: *How is the article organized?* (an introduction and four paragraphs). *What are the headings?* (*Ways to wellbeing, Stronger Healthier Happier, Get fit and feel good, Four ways to fitness, Wise up before you work out, Just enjoy it*). *How does this help us understand the main ideas?* (each paragraph gives details of the main point indicated by the heading). Elicit a sentence in paragraph 1 that adds detail to the main point of getting fit and feeling good, e.g. line 4: *experts say you must do regular physical activity to keep healthy*.

5.2 Read the questions with the class. Elicit or explain the meaning of *fanatic* (someone who is extremely motivated to do something), *hormones* (chemicals in the body that influence how we feel), and *endurance* (being able to continue doing something for a long time). Play the audio for sts to read and listen to the article and answer the questions. Check answers.

Answers

- Exercise strengthens growing bones and increases muscle mass. It reduces stress and some types of exercise build self-confidence and improve social skills.
- The four core areas are strength, endurance, heart function and flexibility.
- To ensure the exercise is appropriate and avoid injury.
- By doing something you enjoy.
- Sts' own answers.

- Word Power** Read out the words in the list for the class. Elicit that *reduce* is the verb with a different meaning (as it relates to making things smaller).
- Do your *social skills* as an example: first, sts find the words in the article (paragraph 1, last line) and then they match them with the correct verb in Exercise 3 to form the phrase *improve your social skills*. Sts do the same with the rest of the phrases. Check answers.

Answers

- improve your social skills (4)
- reduce stress (6)
- improve your endurance (4)
- boost your heart function (1)
- increase your motivation (5)
- increase your muscle mass (5)
- build your self-confidence (2)
- develop your strength (3)

21st Century skills



- THINK CRITICALLY**

Read through the three questions with the class and make sure sts understand them. Tell sts to work individually at first and make notes on the three questions. When they are ready, put sts into small groups to share their answers and ideas. After all the groups have finished their discussion, ask them to tell the rest of the class any conclusions or decisions they have made.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that at Wimbledon in 2019, the shortest tennis match was just 58 minutes when Jo-Wilfried Tsonga defeated Bernard Tomic in the first round.

- R Reading practice: WB p.41**
Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Modals of obligation, necessity and advice

I can use modals to express obligation, necessity and advice.

 Now watch the grammar animation.

1 Read the grammar box and complete the rules with the verbs in the box.

don't need to have to mustn't
need to ought to shouldn't

Obligation and necessity

We **must** call an ambulance, he isn't breathing!
That sign says you **mustn't** eat in the gym.
I **have to** leave now. Anna is waiting for me.
You **don't have to** pay. The pool is free today!
You **need to** see a doctor if you're still feeling ill.
The gym is very close. We **don't need to** drive there.

Advice


You **should** do an hour's exercise a day.
You **ought to** rest if you're tired.
Teenagers **shouldn't** do weight lifting.

Rules

Use **must** / ¹... for giving instructions and orders or to say something is necessary.
Use ²... to say something is not permitted.
Use ³... to say something is important.
Use **don't have to** / ⁴... to say something is unnecessary.
Use **should** / ⁵..., ⁶... / **oughtn't to** for giving advice.

2 Complete the sentences with one word or no word.

- I need ... get a good night's sleep.
- You ought ... take a break.
- You should ... study a little more.
- You mustn't ... go swimming when there's a red flag.

3  5.3 Choose the correct answers to complete the post. Then listen and check.

It's horrible when you can't sleep. I know that from my own experience. But you ¹**mustn't** / **have to** despair. Just follow these simple rules.

First of all, you ²**shouldn't** / **must** study late at night. It will just make you more stressed. Remember, your mind ³**needs to** / **oughtn't to** relax before you go to sleep.

You ⁴**ought to** / **mustn't** do some exercise, but not too close to bedtime. You ⁵**don't have to** / **have to** do a lot – half an hour is enough. This will help de-stress you.

One last thing – and perhaps the most important. You ⁶**mustn't** / **don't have to** take your phone or tablet with you to bed!

Sweet dreams!

4 Write one sentence for each notice using modals of obligation and necessity.



talk

You **mustn't** talk or make a noise.



pay



shower



walk

5 Work in groups. Take turns to choose a problem below and ask for help.

I want to get fit, but I hate gyms.

I think I check social media every few minutes.

I can't stop eating junk food.

I never seem to get my work done on time.

6 Read the grammar box. Write sentences about what you had / didn't have to do when you were ten years old.

Past modals

We **had to** do sports every day.
We **didn't have to** go swimming.

Rules

The past form of **have to** and **must** is **had to**.
The past form of **don't have to** is **didn't have to**.

- | | |
|----------------------------|-----------------------|
| 1 tidy your room | 3 do homework |
| 2 go to bed before 10 p.m. | 4 study English |
| | 5 do regular exercise |

7 Work in pairs. Compare your answers from Exercise 6.

A: *I didn't have to tidy my room when I was ten.*

B: *Really? I had to do it every weekend.*

FAST FINISHER

Write sentences about what your partner had to / didn't have to do in Exercise 7.

GRAMMAR Modals of obligation, necessity and advice

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *I ought to exercise more!*, including the form and use of modals of obligation, necessity and advice. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 316 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the rules with the verbs in the box. Check answers.

Answers

- | | |
|-----------|-----------------|
| 1 have to | 4 don't need to |
| 2 mustn't | 5 shouldn't |
| 3 need to | 6 ought to |

Write *To get good grades, you ...* on the board and ask sts to complete the sentence using an affirmative modal and their own idea, e.g. *To get good grades, you should revise every day.* Ask sts to complete the same sentence, this time with a negative modal, e.g. *To get good grades, you mustn't watch TV every day after school.*

Ask questions to check concept.

Concept check questions: *You mustn't take photos inside the museum – is it OK to take photos? (no). I need revise for my Maths exam – correct? (no – I need to revise for my Maths exam). 'We don't have to go to school tomorrow' and 'We shouldn't go to school tomorrow' – same meaning? (no – the first means it isn't necessary, but the second means it isn't a good idea to go to school). She should eat more fruit – does she eat enough fruit? (no). 'You must see the doctor' and 'You should see the doctor' – same meaning? (no – 'must' is stronger than 'should'). What's the opposite of 'You need to see the doctor'? (You don't need to see the doctor). I have to leave now has the same meaning as I ... (must leave now).*

- 2 Ask sts to look at the grammar box to see which verbs are followed by *to*. Sts complete the sentences.

Answers

- 1 to
- 2 to
- 3 –
- 4 –

- 3 5.3 Ask sts to read the text quickly, ignoring the alternatives for now. Elicit what the topic is (how to sleep well). Elicit or explain the meaning of *despair*. Sts can work individually or in pairs to complete the text. Play the audio for them to listen and check answers. See TG page 280 for audio script.

Answers

- | | |
|-------------|-----------------|
| 1 mustn't | 4 ought to |
| 2 shouldn't | 5 don't have to |
| 3 needs to | 6 mustn't |

- 4 Ask sts to look at the first sign and elicit where we might see it (e.g. in an exam room, library, cinema, etc.). Read the example sentence. Put sts into pairs to discuss where they would see the remaining signs and to write a sentence for each. Check answers.

Sample answers

- 2 (in a museum) Adults have/need to pay eight euros. Children don't have to pay.
- 3 (in a swimming pool) You must/should/have to/need to/ought to shower before you swim.
- 4 (in a park) You mustn't walk on the grass.

- 5 Read the first sentence and ask sts to make some suggestions. Write key words on the board, e.g. *buy a bicycle, go to the swimming pool*. Elicit sentences using verbs from the grammar box and write them on the board, e.g. *You should buy a bicycle. You ought to go to the swimming pool*. Sts work in groups taking turns to ask and answer questions about a problem. Remind them to practise using all the modals that are appropriate.
- 6 Read the grammar box about past modals with sts. Write on the board: *When I was ten, I ... clean my room*. Ask sts to complete the sentence so that it means it was necessary (*had to*) and wasn't necessary (*didn't have to*). Sts work individually to write sentences about what they had / didn't have to do when they were ten years old using the prompts to help them.
- 7 Sts share their answers from Exercise 6.

FAST FINISHER

Sts who finish early can practise using modals of obligation, necessity and advice further by writing sentences about their partner's answers from Exercises 6 and 7. Weaker sts can work in pairs and write three sentences about what they had to do / didn't have to do when they were five years old.

G Grammar practice: WB p.42

Sts will find more practice for modals of obligation, necessity and advice here. Set these exercises for homework.

LS Language summary: Unit 5 SB p.131

The weirdest cures

VOCABULARY and LISTENING Illnesses and remedies

I can listen for key words and phrases.

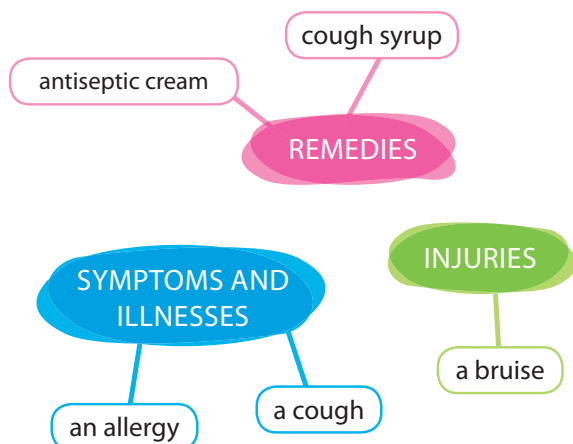


1 Work in pairs. Discuss the questions.

- 1 How do you feel when you've got a cold?
- 2 What are the symptoms?
- 3 Have you ever hurt yourself doing sport?
- 4 What happened?

2 5.4 Look at the words in the box and put them into the groups below. Check any words you don't understand. Then listen and check.

an-allergy antiseptic cream a-bruise
 a-cough cough-syrup a cut dizzy
 an earache a headache a pill
 a plaster sick a sore throat
 a sprain a stomach ache a tablet
 a temperature a toothache



3 PRONUNCIATION ch and gh

5.5 Listen and repeat.

Chocolate gives me a stomach ache.
 Although I've got a cough, I feel fine.

4 Read the Look! box. Add words from the box in Exercise 2 to each list. Can you think of any others?

Look! Verbs with illnesses and remedies

have a headache take a pill feel dizzy

5 5.6 Listen to Daniel introducing a radio programme and answer the questions.

- 1 What illnesses or injuries does he mention?
- 2 What remedies for the common cold does he suggest?
- 3 What does he say we're going to listen to next?

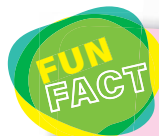
6 5.7 Listen to the people and match remedies 1-7 with countries a-g.

- | | |
|----------------------|----------------------|
| 1 pickled plums | a Russia and Ukraine |
| 2 turnips | b Japan |
| 3 dirty socks | c Hong Kong |
| 4 <i>ai ye</i> | d Iran |
| 5 lizard soup | e China |
| 6 <i>gogul mogul</i> | f Ghana |
| 7 onions | g England |

7 5.7 Listen again and note the reason each remedy works.

ai ye – smoke from burning leaves is antiseptic

8 Which of the remedies in Exercise 6 might work? Do you think that believing in a remedy can make you better? Do you know of any other remedies?



The Ancient Romans had some horrible ways to cure the common cold, from eating frogs' legs to drinking the saliva of a horse... for three days!

The weirdest cures

VOCABULARY and LISTENING

Illnesses and remedies

Sts listen to a radio programme about cures for the common cold and discuss which of the ideas they think might work. They learn and listen for key words and phrases we use to talk about illnesses, symptoms and cures. They also see examples of comparatives and superlatives.

Vocabulary

Illnesses and remedies (*allergy, antiseptic cream, bruise, cough, cough syrup, cut, dizzy, earache, headache, pill, plaster, sick, sore throat, sprain, stomach ache, tablet, temperature, toothache*)

Listening text


A radio programme about home remedies

Listening skill

Listening for key words and phrases

WARMER

Tell sts to look at the photo and describe it. Ask sts what they do when they get a cold.

- 1 Sts work in pairs and discuss the questions. Get feedback from the pairs on their answers.
- 2  5.4 Draw sts' attention to the mind map. Elicit or teach the meaning of *remedy, symptom, illness and injury*. Sts put the words into the groups: remedies; symptoms and illnesses; or injuries. Play the audio for sts to check answers. See Answers for audio script.

Answers

Symptoms and illnesses: an allergy, a cough, dizzy, an earache, sick, a headache, a sore throat, a stomach ache, a temperature, a toothache
Remedies: antiseptic cream, cough syrup, a pill, a plaster, a tablet
Injuries: a bruise, a cut, a sprain


3 PRONUNCIATION 5.5

Elicit that the *ch* in *chocolate* is /tʃ/ and in *stomach* and *ache* is /k/. Elicit that the *gh* in *although* is silent and in *cough* is /f/. Play the audio for sts to listen and repeat.

- 4 Read the Look! box with sts. Ask them to match the words in the box in Exercise 2 with *have, take* or *feel*.

Answers

have: (some) antiseptic cream, an allergy, a bruise, a cough, (some) cough syrup, a cut, an earache, a headache, a pill, a plaster, a sore throat, a sprain, a stomach ache, a tablet, a temperature, a toothache
take: (some) cough syrup, a pill, a tablet, a temperature
feel: dizzy, sick

- 5  5.6 **Listening for key words and phrases** Tell sts they are going to listen to the first part of a radio programme about illnesses and injuries. Tell sts to listen for some of the words from Exercise 2 as they answer the questions. Emphasize that question 1 only requires them to identify the names of illnesses and injuries. Play the audio for sts to answer the questions. See TG page 280 for audio script. Check answers.


Answers

- 1 a cut, a stomach ache, a sprain, a cold
- 2 take a pill and have a hot lemon drink
- 3 people's own remedies to cure the common cold

- 6  5.7 Sts will now listen to people's remedies for the common cold. Play the audio for sts to match the remedies with the countries. See TG page 280 for audio script. Check answers.

Answers

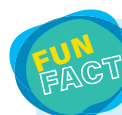
- | | |
|--------------|----------------|
| 1 b (Haruki) | 5 c (Lee) |
| 2 d (Zahra) | 6 a (Valentin) |
| 3 g (George) | 7 f (Angela) |
| 4 e (Yu Yan) | |

- 7  5.7 Read the example and play the audio again. Pause the audio so that sts can make notes on each remedy. Check answers.

Answers

ai ye: smoke from burning leaves is antiseptic
gogul mogul: egg makes your throat feel less sore;
milk makes you feel sleepy
onions: absorb germs in the room
dirty socks: make you sweat a lot
pickled plums: have antiseptic qualities
turnips: contain vitamins
lizard soup: no reason given

- 8 Ask sts to try to rank each remedy according to its effectiveness. Do the first remedy with the class as an example. Elicit their own opinions on the best remedies.



Encourage sts to read this fun fact for pleasure. They might also be interested in a Scandinavian way of keeping healthy. People get hot in the sauna and then they jump into a bath full of ice. They believe it helps you sleep!

- V L Vocabulary and Listening practice: WB** p.43
Sts will find more practice for listening, and practice of vocabulary for illnesses and remedies here. Set these exercises for homework.

- LS Language summary: Unit 5 SB** p.131

GRAMMAR Comparatives and superlatives

I can make comparisons and use modifiers.

Now watch the grammar animation.

- 1 Read the grammar box and complete the rules with the words in the box.

almost comparative irregular
long same short

Comparative and superlative adjectives

What's **the most unusual** cure for the common cold?

She's **almost as tall as** you.

The pills are **a bit smaller than** the tablets.

Antibiotics aren't **as effective as** they used to be.

I think you're **healthier than** me.

This is **the worst** toothache I've ever had.

Rules

		Comparative	Superlative
1 ... adjectives	old funny	+ -er older funnier	the + -est the oldest the funniest
2 ... adjectives	difficult	more/less more difficult	the most/least the most difficult
3 ... adjectives	good far	better further	the best the furthest

We can say things are the ⁴ ... or different with (*not*) as + adjective + *as*.

Use modifiers *a bit / a lot / much* with ⁵ ... adjectives to change their meaning.

You can use the modifier ⁶ ... with *as ... as*.

- 2 Rewrite the sentences using the words in brackets. Keep the same meaning.

Yesterday was warmer than today. (as ... as)

Today isn't as warm as yesterday.

- Going by bus is cheaper than going by train. (expensive)
- A zebra isn't as strong as a tiger. (weak)
- Diamonds are harder than steel. (as ... as)
- Hydrogen is lighter than oxygen. (heavy)
- Walking is better for you than driving. (as ... as)

- 3 5.8 Work in pairs. Write comparisons using modifiers. Then listen and check.

Belgium / the Netherlands / big

Belgium is almost as big as the Netherlands.

- elephant / rhinoceros / heavy
- the Nile / the Amazon / long
- English / Chinese / easy
- gold / silver / valuable
- Oxford University / Cambridge University / old

- 4 Choose adjectives and topics from the boxes below and write questions with superlatives.

beautiful boring dangerous delicious
exciting funny inspiring interesting
long sad scary strange

book film food journey person
place song video

What's the most exciting film you've ever seen?

- 5 Work in pairs. Ask and answer your questions from Exercise 4.

A: *What's the most exciting film you've ever seen?*

B: *I guess the most exciting film I've seen is 'Speed'.*

- 6 Read the grammar box and match rules 1–4 with the examples.

Comparative and superlative adverbs

Nora drives **faster than** Ellie.

Alex speaks **more accurately than** Mark.

Jake's dad drives **the most carefully**.

Melissa types **as badly as** me!

Rules

- Use *more* and *less* with comparative adverbs ending in *-ly*.
- Use *the most* and *the least* with superlative adverbs ending in *-ly*.
- Use *-er*, *-est* with adverbs that have got the same form as adjectives.
- Use *as ... as* with an adverb to say that two things are the same.

- 7 Use the information and the prompts to compare Hamid, Lisa and Kim. Write at least two sentences for each activity 1–4.

- get up / early
- eat / healthily
- do exercise / regularly
- drive / carefully

	Hamid	Lisa	Kim
morning alarm time	06.00	07.15	06.30
healthy diet	😊😊😊	😊😊	😊
weekly exercise	5 times	twice	3 times
driving skills	😊	😊😊😊	😊😊

Lisa doesn't get up as early as Kim.

Hamid gets up the earliest.

FAST FINISHER

Write sentences comparing yourself with Hamid, Lisa and Kim in Exercise 7.

GRAMMAR Comparatives and superlatives

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *The healthiest person on Earth!*, including the form and use of comparatives and superlatives. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 317 for animation script.

- 1 Read the grammar box with the class. Sts complete the rules with the correct words. Check answers.

Answers

- | | |
|-------------|---------------|
| 1 short | 4 same |
| 2 long | 5 comparative |
| 3 irregular | 6 almost |


Ask questions to check concept.

Concept check questions: *X is less expensive as Y – correct? (no – X is less expensive than Y). What happens to the comparative form of adjectives ending in y? (y changes to ie). Cows are more heavier than cats – correct? (no – Cows are heavier than cats). This is the valuable diamond – correct? (no – This is the most valuable diamond).*

- 2 Read the example for the class. Elicit that with *as ... as*, we don't use the comparative form of the adjective.

Sample answers

- Going by bus isn't as expensive as going by train. / Going by bus is less expensive than going by train. / Going by train is more expensive than going by bus.
- A zebra is weaker than a tiger.
- Steel isn't as hard as diamonds.
- Hydrogen isn't as heavy as oxygen.
- Driving isn't as good for you as walking.

- 3  5.8 Read the example. Elicit which word is the modifier (*almost*) and tell sts they can also use *a bit*, *a lot* and *much* in their answers. Sts work in pairs. Play the audio for sts to check their answers. See Answers for audio script.

Answers

- Example Belgium is almost as big as the Netherlands.
- An elephant is a lot heavier than a rhinoceros.
 - The Nile is a bit longer than the Amazon.
 - English is much easier than Chinese.
 - Gold is a lot more valuable than silver.
 - Oxford University is a bit older than Cambridge University.

- 4 Elicit adjectives and nouns that go together, e.g. *a funny video*. Read the example question. Sts write their own questions.

- 5 Put sts into pairs to ask and answer their questions from Exercise 4.
- 6 Explain that the grammar box refers to comparative and superlative adverbs (which are used to compare actions). Read the grammar box with the class. Sts match the rules to the examples. Check answers.

Answers

- Rule 1: Alex speaks more accurately than Mark.
Rule 2: Jake's dad drives the most carefully.
Rule 3: Nora drives faster than Ellie.
Rule 4: Melissa types as badly as me!

Write *He's a ... driver* and *She drives ...* on the board. Elicit possible comparative and superlative sentences from sts using adjectives and adverbs, e.g. *He's a good driver, He's the best driver, She drives well, She drives better than Jo*, etc. Remind sts that adjectives come before the noun and adverbs come after the verb.

Ask questions to check concept.

Concept check questions: *All comparative adverbs end in '-ly' – correct? (no – some adverbs have the same form as adjectives). I can run as faster as my brother – correct? (no – I can run as fast as my brother).*

- 7 Give sts a minute to read the prompts and information in the table. Read the two example sentences. Sts work individually or in pairs to write eight sentences using a comparative or superlative adverb. Check answers.

Sample answers

- Kim doesn't get up as early as Hamid.
Kim doesn't get up earlier than Hamid.
- Lisa eats more healthily than Kim.
Hamid eats the most healthily.
- Lisa doesn't do exercise as regularly as Kim.
Hamid does exercise more regularly than Lisa.
- Hamid doesn't drive as carefully as Lisa or Kim.
Lisa drives the most carefully.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write sentences comparing themselves with the three people in Exercise 7. Weaker sts can work in pairs and write comparative sentences about each other.

- G Grammar reference:** WB p.44

Sts will find more practice for comparatives and superlatives here. Set these exercises for homework.

- LS Language summary:** Unit 5 SB p.131

KEEP TALKING!

Take two pills

READING and LISTENING

I can identify key information in a medicine instruction leaflet.

- 1 Work in pairs. Look at the packet. What does it contain? What do you think they are for?



- 2 Read section A of the Motiongum leaflet and check your ideas.

- 3 Read the rest of the leaflet and match headings 1–5 with sections A–E.

- | | |
|-------------------------|-----------------------------|
| 1 Possible side effects | 4 What this medicine is for |
| 2 Dosage | 5 How to take this medicine |
| 3 Each tablet contains | |

- 4 Read the leaflet again and answer the questions.

- How is the dosage for a child under twelve different from an adult's?
- Who mustn't take this medicine?
- How is it to be taken?
- What should you do if you've got any side effects?

- 5 **Q FIND OUT** There are non-medical techniques to relieve motion sickness. What do you think they are? Check your ideas online.

- 6 **1 5.9** Listen to four advertisements. What are they intended to cure? Number the health problems in the order you hear them. There is one extra problem.

- allergies
- insomnia
- coughs
- colds
- feeling tired

- 7 **1 5.9** Listen again and answer the questions. Give reasons for your choices.

Which advertisement is...

- aimed at parents?
- aimed at people who have got a health problem for a long time?
- the funniest?
- the least effective?
- the most effective?

- 8 Do you think medicines should be advertised? Why? / Why not?

MOTIONGUM



A ...
For the relief of travel and motion sickness in cars, trains, planes and boats.



C ...
The pills may be chewed or sucked. **Do not swallow whole.** Only take on a full stomach. For oral use only.

B ...
Adults and children over 12 years
Take two pills two hours before travelling. Take one pill every eight hours while travelling.



D ...
Some people may feel tired. If you feel any tiredness, do not drive and avoid operating machinery.



Children aged 5–12 years
Take one tablet two hours before travelling and ½ tablet every eight hours during the journey.

Do not give to children under five years.



Allergic reactions include shortness of breath, rashes, and swollen lips, eyes or lips. If you experience any of these symptoms, seek immediate medical help.

E ...
Antihistamine, sucrose, sorbitol and glucose

KEEP TALKING!

Take two pills

READING and LISTENING

Sts read a medicine instruction leaflet and identify key information. They listen to advertisements for medicines. They personalize the topic by following the steps in the Speaking plan to talk about health and give advice.

 **WARMER**

Write the following questions on the board: *Where do you buy medicine? How do you know which is the best medicine to take?* Get sts to discuss the questions and share their ideas with the rest of the class. Ask the class what sort of medicine they would take for a headache, a cold and a stomach ache.

- Put sts into pairs. Give them a few minutes to discuss the questions. Get feedback on their answers. Don't confirm answers yet.
- Focus sts' attention on the leaflet at the bottom of the page. Sts check their answers to Exercise 1 by reading the first sentence. The medicine is for travel sickness.
- Elicit or explain the meaning of *side effects* and *dosage*. Sts read the leaflet and match the headings with the correct sections. Check answers.

Answers

- D
- B
- E
- A
- C

- Read the questions with sts. Sts read the text again and answer the questions. Ask sts to check answers in pairs. Check answers with the class.

Answers

- A child's dosage is half an adult's dosage.
- Children under five mustn't take this medicine.
- The pills may be chewed or sucked after food.
- If you feel tired, you mustn't drive or operate machinery. If you have an allergic reaction, you should seek immediate medical help.

21st Century skills

5  **FIND OUT**

Put sts into pairs to brainstorm ideas for ways to cure motion sickness. Tell sts to look for other motion sickness cures online, e.g. ginger, water, breathing exercises, not reading during the journey, etc. Elicit some ideas and encourage a class discussion about the best cure.

- 5.9 Read the list of health problems. Elicit or explain the meaning of *insomnia*. Play the audio. See TG page 281 for audio script. Check answers with the whole class.

Answers

- coughs (c)
 - colds (d)
 - feeling tired (e)
 - allergies (a)
- Insomnia (b) is not mentioned.

- 5.9 Read the questions with sts. Play the audio again. Check answers.

Answers

- Advert 1 (coughs)
- Advert 4 (allergies)
- 3-5 Sts' own answers (with reasons for their choices).

 **EXTRA PRACTICE**

Write the following definitions on the board:

- inability to sleep*
- a negative reaction to types of food*
- the amount of medicine we take*
- make food or medicine go from the mouth to the stomach through the throat*

Sts look through the page again and find the correct words to match the definitions.

Answers

- insomnia
- allergy
- dosage
- swallow

- Ask sts to think of some adverts for medicines in their country. Elicit what they think of the adverts. Ask: *What possible negative effects could there be from adverts?* You could tell sts that in the UK, medicines that need a doctor's authorization cannot be advertised. Ask sts what the situation is in their country and elicit what they think of their country's rules.

SPEAKING Talking about health and giving advice

I can talk about health and give advice.

1 5.10 Listen and read. What's the matter with Lily?

- Doctor:** Hello, Lily. What seems to be the problem?
Lily: I just feel terrible. I've got a headache and a sore throat, and I can't stop coughing.
Doctor: Have you got any aches and pains?
Lily: Yeah, well, a bit. It hurts when I cough.
Doctor: When did it start?
Lily: It started about three days ago, and it's just got worse.
Doctor: OK, you should take some days off school and go to bed and rest.
Lily: I can't rest! I'm in the school play on Saturday.
Doctor: Well, in that case, you need to get lots of rest, and take some aspirin for your temperature. And then I'm sure you'll be a great success in the play.
Lily: Thank you, doctor. I can get you a ticket if you like.



2 5.10 Listen and read again. Answer the questions.

- 1 What are Lily's symptoms?
- 2 What is the doctor's advice?
- 3 How does Lily feel about the advice?

3 5.11 Listen and repeat the Useful language. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Patient

I've got / I have ...
 It hurts when ...
 I feel ...

Doctor

What's the matter? / What seems to be the problem?
 How did it happen? / When did it start?
 You ought to / should / shouldn't / mustn't / need to ...
 Why don't you ...?
 Have you got ...?

4 5.12 Match dialogue halves 1–5 with a–e. Then listen and check.

- 1 I feel a bit dizzy, doctor.
 - 2 I feel exhausted because I've been revising hard for an exam.
 - 3 When did the problem start?
 - 4 It hurts here and all down my neck and shoulders.
 - 5 Can you lift your arm?
- a OK, I think you ought to go for an X-ray.
 b I'll try, doctor. Ouch! That's as high as I can go.
 c It was on Sunday morning when I was running.
 d We're often tired when we don't exercise. Why don't you try doing some at home?
 e Well, you mustn't drive. Take a taxi home.

5 Work in pairs. Plan a dialogue between a doctor and a patient. Read the information below and follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose your roles. Decide which medical problem Student A has.
Student A: You are the patient. Choose one of the problems. Think about: your symptoms / when it started / what caused it.
Student B: You are the doctor. Think about questions to ask the patient and what advice to give.
- > Make notes for your dialogue.

Speak

- > Practise your dialogue. The patients should act out how they feel. Be ready to improvise!
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Swap roles and choose another problem.

Reflect

- > Patients: Did you successfully explain what was wrong and get the right advice?
 Doctors: Did you ask the right questions and give the right advice?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Choose one of the situations from Exercise 4 and write the whole dialogue.

SPEAKING Talking about health and giving advice

- 1 5.10 Focus sts' attention on the photo and elicit some ideas about who is in the photo, where they are and what they are saying. Explain the meaning of the phrase *What's the matter?* and elicit another phrase with the same meaning (*What's the problem?*). Check sts remember that *gh* in *cough* is pronounced /f/. Check sts know what *aspirin* is (a drug to relieve pain). Play the audio so that sts can listen and read the dialogue and answer the question.

Answer

She's probably got a cold or flu.

- 2 5.10 Sts listen again and answer the more detailed questions. Check answers.

Answers

- 1 She's got a headache, a sore throat and a cough. She's also got some aches and pains and a temperature.
- 2 The doctor's advice is to take time off school to go to bed and rest, and take some aspirin.
- 3 Lily feels she can't rest because she's in the school play on Saturday.

- 3 5.11 Read through the Useful language box with the class and check sts understand all the phrases. You can do this by asking them to translate the phrases into their own language. Tell sts to scan the dialogue in Exercise 1 quickly to find the phrases. All the phrases are in the dialogue except *I have*, *What's the matter*, *How did it happen*, *you ought to*, *you shouldn't / mustn't* and *Why don't you ...?* Play the audio once for sts to listen to the phrases, then play it again for them to listen and repeat.

Ask questions to check concept.

Concept check questions: *How does the doctor ask Lily about how she feels? (What seems to be the problem? Have you got any aches and pains?). What phrases does the doctor use to give advice? (You should ...; You need to ...). What kind of word do we use after 'It hurts when I ...'?* (a verb, e.g. *cough*, *sneeze*, *move*, etc.)

- 4 5.12 Make sure sts understand *dizzy* and *X-ray*. Ask sts why we might feel dizzy and when we have an X-ray. Play the audio so that sts can listen and check their answers. See TG page 281 for audio script.

Answers

- | | | |
|-----|-----|-----|
| 1 e | 3 c | 5 b |
| 2 d | 4 a | |

- 5 Sts follow the steps in the Speaking plan to practise a conversation between a doctor and a patient.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A (the patient) and which is Student B (the doctor). They follow the instructions and have a few minutes to think of what they are going to say. Weaker sts might like to write their dialogue out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 3 to help them. They can practise with and then without notes. Sts swap roles and choose a different medical problem, then follow the steps again. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If sts recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Ask sts to write a short dialogue based on one of the situations in Exercise 4. Weaker sts can practise the dialogue in Exercise 1 with a partner. If they feel more confident, they can change the symptoms and the doctor's advice.

Speaking practice: WB p.45

Sts will find more practice for talking about health and giving advice here. Set these exercises for homework.

Language summary: Unit 5 SB p.131

REAL

CULTURE!

Get happy!

I can understand statistics and advice.

GENERATION Z



What defines happiness for people born this century? Does being connected 24/7 create well-being or lead to isolation? Which is more important: having fun with others, owning possessions or having exciting new experiences? Let's see what happiness looks like for today's teens and how we can all learn to be happier.

HAPPINESS INDEX

EUROPEAN TEENS TELL US ALL ABOUT HAPPINESS

- 1 **54% / 72%** believe that happiness is something you choose now, not something you hope will happen in the future.
- 2 **78% / 92%** agree that deciding to be happy is the most important choice you can make.
- 3 **49% / 85%** believe that it's the little things in life that bring you happiness.
- 4 **77% / 89%** say that when their friends are happy, they are happy, too.
- 5 **96% / 81%** want to do fun things like share silly selfies just to make them feel happy.
- 6 **2% / 20%** value money above anything else in life.



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#SCREEN TIME

LEAST HAPPY



Teens who spent five hours a day or more online, playing computer games, on social media, texting, using video chat or watching TV.

HAPPIER



Teens who spent more time seeing friends in person, taking exercise and playing sports, taking part in community activities, reading or even doing homework.

HAPPIEST



Teens who spent up to one hour a day on digital media and lots of time doing other things as well.

10 LESSONS FOR HAPPINESS



- 1 **HELP OTHERS**
caring and sharing builds empathy and a stronger community
- 2 **LOOK AFTER RELATIONSHIPS**
connecting with family and friends gives you love and support
- 3 **START MOVING**
being physically active puts you in a good mood
- 4 **FOCUS ON THE MOMENT**
connecting with the here and now helps you stop worrying
- 5 **GET OUT OF YOUR COMFORT ZONE**
trying out new things boosts your confidence
- 6 **FIND YOUR DIRECTION**
achieving your goals makes life satisfying
- 7 **BOUNCE BACK**
learning resilience helps you cope with problems
- 8 **BE POSITIVE**
focusing on positive things means happiness is a choice
- 9 **LOVE YOURSELF**
being your true self teaches that you don't have to be perfect
- 10 **LOOK FOR TRUTH**
connecting to the real world makes life richer




Get happy!

Sts read some advice about how to be happy, and look at statistics about some European teenagers' views on happiness. They also write a short poem about what makes them happy.

This lesson features an optional culture video about a sailing centre on the River Thames: see SB page 57.


 **WARMER**

Put sts into groups. Ask them which countries in the world they think are the happiest. Write some country names on the board and ask sts to rank them according to how happy they think people in that country might be. Include the sts' country in the list. When sts have ranked the countries, ask them how they decided, e.g. by lifestyle, how rich or poor people are, how safe it is, how clean or polluted the environment is, etc. You can finish by saying that Denmark and Finland are often ranked as two of the happiest countries in the world and asking sts why they think people in these countries are happy.

- 1 Read the questions with sts. Sts discuss the questions in pairs. Elicit some ideas from each pair when they have finished.
- 2  **5.13** Elicit what we call the kind of text on page 56 with graphic information (an infographic). Focus sts' attention on the *Happiness Index* and ask them who did the survey (teenagers in Europe). Draw attention to the two percentage figures at the beginning of each sentence and explain what the sts' task is. Sts read the six sentences and discuss in pairs which percentage they think is correct. Play the audio for sts to check their answers. Ask sts if any answers surprised them and ask them to say why.

Answers

- 1 72%
- 2 78%
- 3 85%
- 4 89%
- 5 96%
- 6 2%

- 3  **5.14** Ask sts to read and listen to the whole infographic and discuss the questions in pairs. Elicit ideas from pairs when they have finished and encourage a class discussion.
- 4 Read the words in the box with sts. Give them time to discuss the meanings. Tell sts they can use their dictionaries, try to guess the meaning from the sentences, or check online. Check answers.

Answers

bounce back (in *10 lessons for happiness*): recover from a difficult situation
comfort zone (in *10 lessons for happiness*): place or situation where you feel confident and safe
digital media (in *#Screen Time*): online entertainment, music, photo sharing, YouTube, social media, etc.
empathy (in *10 lessons for happiness*): ability to understand other people's feelings
silly selfies (in *Happiness Index*): photos you take of yourself for fun
the little things (in *Happiness Index*): small things

1 Work in pairs. Discuss the questions.

- 1 What things make you happy? Choose from the list in the box and add your own ideas.

being good at something family food
friendships money music reading
sleeping sport and exercise volunteering

- 2 Do you think spending time on social media makes people happier or less happy?
3 Can you teach people to be happy?
4 What things do you think would be in a Happiness lesson?

2 **5.13** Read *Happiness Index*. Work in pairs. Choose the correct answers. Then listen and check.

3 **5.14** Read and listen to the whole infographic. Answer the questions.

- 1 Which of the items in Exercise 1 that make you happy are mentioned?
2 Which of the statements in the *Happiness Index* are true for you?
3 Are you surprised by the statistics in *#Screen Time*? Why?
4 Why do you think teens who spend more time online are less happy?
5 Which of the ten lessons for happiness is the most important and why?

4 Read the infographic again. Find the words and expressions in the box and discuss their meanings.

bounce back comfort zone digital media
empathy silly selfies the little things

5 **Word Power** Find the two verbs that follow *stop* and *start* in the infographic. What form are they? What other verbs can you add to *stop* and *start*?

6 **5.15** Listen to four students talking about happiness. Match students 1–4 with topics a–d.

- 1 Nina van Heer
2 Clover Sanderson
3 Darius Elba
4 Anya Gomez
a social media
b music
c nature
d independence

7 **5.15** Listen again and make notes about what makes each person happy. Which person do you agree with most/least?

8 Are young people happier now than in previous generations? Why?

9 **COMPARE CULTURES** Work in pairs. Discuss the questions.

- 1 How do you think happiness compares in different countries? Choose two or three countries and find out more information online. Share what you find out with the class.
2 What factors do you think make a difference to young people's happiness in different countries? Think about the things in the box and add your own ideas.

community culture education family
personality the weather wealth

10 **GET CREATIVE** Complete the sentence prompts below to write a short poem about what makes you happy.

I FEEL HAPPY

WHEN I SEE...

WHEN I HEAR...

WHEN I TALK TO...

WHEN I EAT...

I FEEL HAPPY.

WHEN I PLAY...

WHEN I WATCH...

WHEN I LISTEN...

WHEN I HAVE...

I FEEL HAPPY.

Now watch the culture video.

>> FAST FINISHER

Write five top tips for teenagers about leading a happy life.

REAL CULTURE!

- 5 Word Power** Ask sts to scan the infographic for *stop* and *start* and notice the form of the verb after each word. Check answers. Get sts to brainstorm words we use with *stop* and *start*. Elicit some ideas.

Answers

Start moving and *stop worrying* appear in *10 lessons for happiness*. *Start* and *stop* are followed here by a verb in the *-ing* form.

stop: talking, running, wasting time, etc.

start: studying, writing, being positive, etc.

- 6** **5.15** Explain the exercise then play the audio. Pause to give sts a chance to check which topic each person is talking about. See TG page 281 for audio script. Check answers.

Answers

- 1 d
- 2 c
- 3 b
- 4 a

- 7** **5.15** Play the audio for sts to listen again. Give them time to make notes. Suggest that they listen for key words and phrases. Sts can check their notes in pairs.

Answers

- 1 freedom to be independent and in control of your life
- 2 being outdoors and being physically active; travelling, going on a hike and watching the sunrise
- 3 seeing bands live and browsing around old record and CD shops; buying a record or CD
- 4 being able to connect with people all over the world

- 8** Model a discussion task. Ask: *Are sts more positive about the environment than their parents?* Elicit answers from the class and encourage sts to support their ideas with examples. Write these on the board, e.g.

Topic	Environment
More positive?	No
Reason	Situation is getting worse. Concern for the environment, especially climate change and extreme weather events, is causing stress among young people.

Sts use this model with other topics to discuss the question in Exercise 8.

21st Century skills



9 COMPARE CULTURES

Put sts into pairs. You could assign question 1 for homework as sts need time online to research this. Ask sts to decide which countries they want to research and how they want to approach the task. Explain that each pair will present their ideas and information to the rest of the class.

EXTRA PRACTICE

If time allows, sts can use their smartphones to video their ideas before they present to the class. They can review their videos and discuss ways they can improve when they share their ideas with the class.

21st Century skills



10 GET CREATIVE

Explain that the lines starting *When I...* are part of a poem about happiness. Read the first sentence prompt with sts and elicit possible endings, e.g. *a sunset, a baby laughing*, etc. Tell sts to complete all the lines in the poem. When they are ready, ask sts to share their poems with the class.

Culture video

This lesson features an optional culture video about a sailing centre on the River Thames. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Open water* on TG pages 304 and 313.

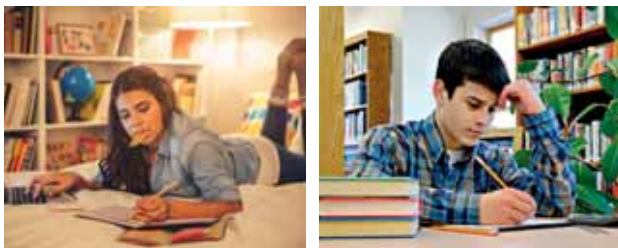
FAST FINISHER

Sts can personalize the topic further by writing five top tips for teenagers about leading a happy life. Weaker sts can work in pairs and write sentences about what makes them happy or unhappy.

Healthy habits

WRITING A report

I can write a report based on a survey.



- 1 Work in pairs. Discuss the pictures. Which studying style is most like yours?
- 2 Work in pairs. Decide which are good habits. Add more ideas.
 - study late at night
 - write clear notes
 - study in a quiet place
 - have a study partner
 - turn off your phone
 - make a study plan
- 3 Read the report. Work in pairs. Decide what questions the survey asked about the library, homework and phones.

Survey of study habits of Grade 11 students

By Ellie North

Introduction

The aim of this report is to find out the study habits of Grade 11 students. It is based on a survey of 40 students.

Study preferences

More than 50% of students always do homework in their bedroom and 20% in the living room or kitchen. 20% of students work at a desk and 10% study sitting in bed. A majority (70%) of students occasionally study late at night and a minority (10%) do so very often. More than half of students go to the library once or twice a month, but quite a few never go there.

Good and bad habits

Almost 60% of the students usually listen to music or watch TV while doing homework. Many believe it helps them concentrate. However, only a quarter of them do this when revising for exams. About 30% of students leave their homework until the last minute, although most don't. Approximately two-thirds of students always read and send text messages while studying and only one-third switch their phone off when studying.

Conclusion

It is clear that although the majority of students have got good study habits, there is room for improvement. More students should switch off their phones and plan their study time better.

- 4 Work in pairs. Read the report again and discuss how your study habits compare with other students.

- 5 Read Ellie's report again. Answer the questions.

- 1 How does she organize the report?
- 2 Find examples of how she talks about the number of students.

- 6 Look at the **Useful language** box. Find examples of the phrases in the report.

Useful language

Presenting statistics

A minority / A few ...
Quite a few / Many ...
Less than half / More than half of all ...
Almost all students ...
The majority ...
One fifth / A quarter of ...
20% of ...
About/Approximately 30% of ...

- 7 Read the **Look!** box. Find an example in the text.

Look!

Making conclusions and recommendations

When we write a report, we usually end with conclusions and / or recommendations:

It is clear that ... More students / people should ...

- 8 Write a short questionnaire on the topic of healthy eating. Follow these steps:

- Brainstorm healthy-eating topics to ask about.
- Make sure your questions are quick to answer.
- Prepare an answer sheet to record your answers.

- 9 Use your survey to write a report. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- › Conduct the survey.
- › Collect the results and choose the main findings. Use a calculator to work out percentages.
- › Plan your report:
Paragraph 1: Introduction
Paragraphs 2 and 3: Findings
Paragraph 4: Conclusion

Write

- › Write a first draft. Follow your plan.
- › Use phrases from the **Useful language** box.

Reflect

- › Have you used the phrases from the **Useful language** box correctly?
- › Check your grammar and spelling.

Healthy habits

WRITING A report

Sts read a report based on a survey of students' study habits. They learn useful language to present statistics and make conclusions and recommendations. They then follow the steps in the Writing plan to conduct a survey about healthy eating and write a report based on their results.

Writing

A report

Useful language

Presenting statistics (*A minority / A few ... , Quite a few / Many ... , Less than half / More than half of all ... , Almost all students ... , The majority ... , One fifth / A quarter of ... , 20% of ... , About/Approximately 30% of ...*)

Look!

Making conclusions and recommendations

WARMER

Ask sts to write a list of ten habits (things they do every day), e.g. *get up at ... , have ... for breakfast*, etc. Put sts into pairs and ask them to discuss each habit.

- Put sts into pairs to do the task. Ask them to look at the two photos and identify as many differences and similarities as possible. Each student should describe how they study and which person they are most similar to.
- Read the list of study habits. Sts discuss which habits are good and add their own ideas. Check answers and elicit sts' ideas.

Answers

All the ideas are good except *study late at night*. Other ideas could include: review lessons regularly, do your homework promptly, take regular breaks, etc.

- Sts read the report at the bottom of the page and write some questions they think were asked in the survey. Check answers.

Sample answers

How often do you go to the library?
Where do you do your homework?
Do you use your phone while studying?

- Sts read the report again then discuss how similar or different their study habits are to the students in the survey.
- Read through the questions with the class. Give sts a few minutes to read the report again and find the answers. Check answers.

Answers

- She organizes the report into four paragraphs (including an introduction and a conclusion).
 - She uses words and figures.
- Read the Useful language box with sts about presenting statistics. Tell sts to scan the report for examples. The report includes *more than*; %; *a majority*; *a minority*; *more than half*; *quite a few*; *almost*; *many*; *a quarter*; *about*; *most*; *approximately two-thirds*; *one-third* and *the majority*. Ask sts some questions to check their understanding, e.g. *Which phrases and figures are approximate or exact? Is 'less than half' more or less than 50%? Is 'the majority' more or less than 45%?*
 - Read the Look! box with sts about making conclusions and recommendations. Tell sts to scan Ellie's report for an example (*It is clear; More students should ...*).
 - Read through the task with sts and elicit some ideas for questions connected with healthy eating. Explain that the questions need to be quick to answer and that sts will need to write down all the answers.
 - Sts work together to follow the steps in the Writing plan to write their report.

Writing plan

Prepare

Sts take turns to ask their survey questions. They must make notes for all the answers. Once they have asked enough people, they collate and analyse the data. Make calculators available so sts can calculate the percentages for the answers to each question. Sts plan their report, including paragraphs.

Write

Sts write the first draft using their plan and the data they have collected. To describe the data, they should use phrases from the Useful language box.

Reflect

Ask sts to check their grammar and spelling and make any necessary changes. Sts then swap their reports with a partner and give feedback on the language used to present statistics. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

- W** **Writing practice:** WB p.46
Sts will find more practice for writing here. Set these exercises for homework.
- W** **Writing summary:** WB p.88
- E** **Exams:** Unit 5 SB p.122
- LS** **Language summary:** Unit 5 SB p.131

Vocabulary: People in the arts; The orchestra

Grammar: Reported statements and questions; Reported commands, advice, offers and suggestions

Speaking: Talking about art

Writing: A description

VOCABULARY People in the arts

I can talk about artists and the arts.

— □ ×

THE ARTS HUB

Who's Who in the Arts

[Home](#) [About](#) [Profiles](#) [What's On](#)





Have you ever dreamed of a life in the arts? You haven't? Then start now. There are so many creative careers to choose from. You could act, sing, dance, play a musical instrument – but you don't even have to be a ¹... Take a look at some of the other amazing possibilities on offer.

Most people interested in the theatre or film don't think twice. They want to be an ²... and play lots of different roles. But if being the centre of attention on stage isn't your thing, you could always be a ³... and tell everyone what to do. Or maybe you'd prefer to actually write what everyone says – in that case, a ⁴... is the life for you.

What about dance? If you feel that ballet is old-fashioned, you should take a look at modern and contemporary dance. These ⁵... are more like athletes. And if jumping and spinning isn't your thing, why not invent the moves dancers make and be a ⁶...?



You can't have dance without music and ⁷... But if you aren't interested in playing an instrument, you could always direct the performance as a ⁸... Then again, if you're really creative you could be a ⁹... and actually write the notes everybody plays.

And we can't talk about the arts without mentioning – art and ¹⁰...! Are you good at painting, drawing and making things? Then turn that talent into a lifestyle. Pick up a paintbrush or a chisel and become a ¹¹... or a ¹²... Or if you're a genius like Picasso, you could simply do both!

1 Work in groups. Discuss the questions and talk about your experiences.

- 1 Have you ever been to a concert / the theatre / a dance show or ballet? What did you think of it?
- 2 What is the difference between seeing a performance live and on a device such as a laptop?

2 6.1 Read the online post and complete it with the words in the box. Then listen and check.

actor artists choreographer composer
conductor dancers director musicians
painter performer playwright sculptor

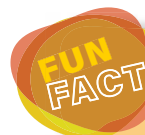
3 Answer the questions.

- 1 Would you prefer to be an actor or a director? Why?
- 2 What is the difference between a conductor and a composer?
- 3 Why does the writer think modern dancers are like athletes?
- 4 Do you prefer painting or sculpture? Which is more difficult to do?
- 5 Would you like to have any of these careers? Why?

4 Match the nouns in the box with people in Exercise 2. Then find out what the verb forms are.

acting choreography composition
conducting dancing directing
painting performance sculpture

5 FIND OUT Choose one of the people from Exercise 2 and find out more about their life and work. Tell the class what you found out in the next lesson.



Beethoven was a great composer and a very fussy coffee drinker. He counted out 60 coffee beans for every cup he drank!



Now watch the vlog.

FAST FINISHER

Think about a play, exhibition or concert you've been to and write a three-sentence review.

Art for life

6

UNIT 6 OVERVIEW: The topic of this unit is the arts. Sts read a blog about contemporary art, and listen to a podcast about an unusual orchestra. They read an art gallery's webpage and learn how to talk about why they like or dislike a piece of art. They read a history of 20th-century American music and finally, they read and write a description of a famous painting. They also watch a vlog about the creative sector and a culture video about a professional make-up artist.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
People in the arts; The orchestra	Reported statements and questions; Reported commands, advice, offers and suggestions	Direct and reported questions	Making notes about key information	Predicting and listening to check	Talking about art	A description

VOCABULARY People in the arts

Sts learn words to talk about people in the arts. They read a post about careers in the arts and talk about the arts.

Vocabulary

People in the arts (*actor, artist, choreographer, composer, conductor, dancer, director, musician, painter, performer, playwright, sculptor*)

Vlog

Storm: *A digital creative*

WARMER

Ask sts these questions: *What type of artists can you see in the photos? What is your favourite piece of music, painting, photo, film, drama or play? Would you like to learn how to act, play an instrument, paint or dance?*

- Put sts into groups to discuss the questions.
- 6.1 Sts complete the post with the words. Play the audio for them to listen and check their answers. See Answers for audio script.

Answers

- | | |
|-----------------|-------------|
| 1 performer | 7 musicians |
| 2 actor | 8 conductor |
| 3 director | 9 composer |
| 4 playwright | 10 artists |
| 5 dancers | 11 painter |
| 6 choreographer | 12 sculptor |

- Sts read the online post again and answer the questions. Check answers to questions 2 and 3.

Answers

- A conductor directs the performance of an orchestra. A composer writes the music.
- Because they jump and spin.

- Ask sts to match the nouns in Exercise 4 with the nouns in Exercise 2. Elicit the verb forms. Check answers.

Answers

acting/actor/act, choreography/choreographer/choreograph, composition/composer/compose, conducting/conductor/conduct, dancing/dancer/dance, directing/director/direct, painting/painter/paint, performance/performer/perform, sculpture/sculptor/sculpt

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5 FIND OUT

Sts decide on a person (e.g. an actor, artist or dancer they like). They can find more information out about the person's life and work by looking online or in other media, or by asking other people.



Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that the 'Moonlight Sonata' only got its name after Beethoven's death. The original name was 'Piano Sonata No. 14'!

Vlog

This lesson features an optional vlog in which a vlogger talks about working in the creative sector. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 296 and 310.

FAST FINISHER

Sts who finish early can practise the vocabulary further by writing a review of a play, concert, exhibition, etc. Weaker sts can work in pairs and write two sentences about a song or picture they like.

Vocabulary practice: WB p.48

Sts will find more practice of vocabulary for people in the arts here. Set these exercises for homework.

LS Language summary: Unit 6 SB p.132

Is it art?

READING I can make notes about key information.

1 Work in pairs. Discuss the questions.

Do you do any drawing, painting, or take photos?
What do you enjoy about it?

2 **6.2 Read and listen to the blog post. Look at the pictures and answer the questions.**

- 1 What is the 'Biennale'?
- 2 What does installation art often look like?
- 3 What piece of art transformed rubbish into something attractive?
- 4 What piece of art did Liam find emotional?
- 5 What is the main thing Liam liked about contemporary art?

3 Read the blog post again and make notes about:

Installation art Recycled art Sound art

4 Work in pairs. Compare your notes. Discuss whether you think the art forms in the pictures are good examples of the type of art.

5 Word Power Find words in bold in the blog post for each group.

Verbs about artistic activity: **make**, ¹ ..., ² ...

Verbs about artistic communication: **express**, ³ ..., ⁴ ...

Abstract nouns: **concepts**, **theme**, ⁵ ..., ⁶ ...

6 **THINK CRITICALLY** Work in groups. Discuss the questions.

Has art got a purpose?

Can art change the way people think?

What would life be like without art?

RANDOM THOUGHTS BLOG

BY LIAM MILLER

Why I like art now

When my parents said we were going on holiday to Italy, I told them I didn't want to look at a load of old paintings. And although I saw some awesome art in Rome and Florence, by the time we got to Venice, I said I wouldn't go to another museum. Culture strike! But there was no escape. 😞 The whole city was filled with strange installations, sculptures and video shows. We asked what the event was. It was the 'Biennale' – a huge international modern art show. And guess what? I liked it. Why? Because it was about our 21st century lives. So, I've decided to find out more – what this art means and how it works.

Installation art

An installation **expresses** the artist's ideas and the way they see things, so it's often about **concepts**. It's designed to be put in a particular place, usually temporary and is often large. Installations can be **made** of any materials or objects; they can **use** lighting, machinery, videos or even real people. This art is interactive – you participate in the experience, feel emotions or think about a **theme**.

Recycled art

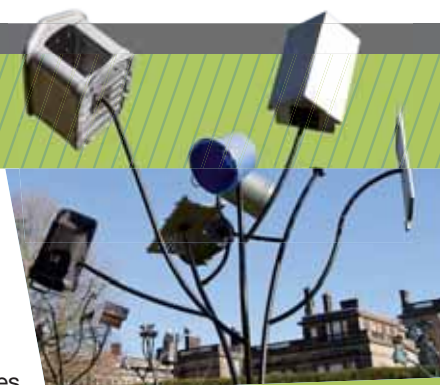
What we're doing to the planet scares me. So, I find art that recycles the rubbish that we throw away every day thought-provoking. It gives it a new purpose and

conveys a message about how we live. Artists use plastic containers, electronic devices, old furniture or clothes ... just about anything. I once saw a sculpture made of doors, sinks, basins, bins and toilets! It looked like a giant alien plant. The artist had **created beauty** from ugliness.

Sound art

Cars, planes, fridges, phones, music – sound is the background to our lives, but it can't be seen or touched. So how can it be art? Well, sound **communicates** directly with us, so artists have started creating sculptures using recorded noises, electronic and musical instruments or the human voice. In the installation *Indigenous Voices*, we stood in an unlit empty building in Venice and heard the voices of people speaking 400 endangered languages. It was a really moving **experience**!

So, what do I think about contemporary art now? Some of it's beautiful, some of it's stupid, some is moving, but it all makes me think.



Is it art?

READING

Sts read a blog post about modern art and make notes about key information. They learn more verbs and nouns to talk about the arts and see examples of reported statements and questions.

Reading text


An article about an international arts event and contemporary art

Reading skill

Making notes about key information

WARMER

Get sts to think of five questions about the kind of photos they share with their friends. Put sts into pairs to ask and answer questions about photos they share, the kind of photos they take, like and don't like, etc.

- Put sts into pairs to discuss the questions. Elicit some answers from the pairs when they have finished.
-  **6.2** Focus sts' attention on the blog post. Read the questions with sts. Play the audio for sts to read and listen. Check answers.

Answers

- The 'Biennale' is a huge international modern art show.
- It's often temporary and large. It's interactive and found in a particular place. It uses many different kinds of materials and objects.
- A sculpture made of doors, sinks, basins, bins and toilets.
- Indigenous Voices*.
- It made him think.

- 3 Making notes about key information** Explain to sts that key information is indicated by key words. Key words are usually the nouns or verbs in a sentence that relate to the main topic. Elicit two of the key words in the first paragraph: *Italy* and *art*. Point out that key words in headings may also occur in the main text and indicate key information. Elicit where *like* appears in the heading and in the first paragraph of the main text and how this helps us to identify the key information.

Give sts a minute to write notes about the key information they remember from the text for paragraphs 2-4. Then get them to read the text again and add any key ideas they missed.

- Put sts into pairs to discuss the notes they made in Exercise 3. Ask sts to describe the photos in the blog post. Sts take turns to say whether they think the art forms in the photos are good examples of the three types of art in Exercise 3.

- 5 Word Power** Sts read the blog post again and put the words in bold into the groups of verbs and nouns. Check answers.

Answers

- use
- create
- convey
- communicate
- beauty
- experience

21st Century skills

-  **THINK CRITICALLY**

If possible, ask sts to find some works of art on their smartphones (music, photos, videos of a dance performance, etc.) Read the questions with sts. Elicit ideas from sts for the first question, e.g. *to make people think, to entertain, to communicate ideas*. Put sts into groups to continue the discussion and show each other their examples if they have them. Round up the discussion by asking each group to summarize their answers to the three questions.

EXTRA PRACTICE

If you have access to the internet, ask sts to find out more about the Venice 'Biennale'. Write questions on the board:

When did the 'Biennale' start? (in 1895)
How often does it happen? (every two years)
How many people attend? (over 500,000)

Sts work in pairs to find out the answers. They then check their answers with another pair.

- R Reading practice: WB** p.49

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Reported statements and questions

I can use reported speech for statements and questions.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Direct	Reported
'We don't like art.'	They told us they didn't like art.
'We visited a gallery yesterday.'	He said they had visited a gallery the previous day .
'We've been to many museums.'	He said they had been to many museums.
'I won't go to another museum.'	He told me he wouldn't go to another museum.
'Are we going there tomorrow?'	She asked if they were going there the next day .
'Where is your event tonight?'	She asked where my event was that night .

Rules

When we report what someone says, we move the tense ¹forward / back in time.

Personal pronouns (*you, I, we*), possessive adjectives (*my, your, our*) and time expressions (*now, today, yesterday*) usually ²change / don't change.

When we report yes/no questions, we put *if* or *whether* before the question. We use the ³question / affirmative form of the verb.

When we report *wh-* questions (*what, where, why, etc.*), we put the *wh-* question word before the reported question. We use the ⁴question / affirmative form of the verb.

- 2 **6.3 Report the comments made by visitors to an art gallery. Then listen and check.**

'This piece makes me think of my childhood in London,' said a man.

He said the piece made him think of his childhood in London.

- 'I'm going to remember this piece when I'm trying to sleep tonight!' said a woman.
- 'I've never seen anything like it in my life,' said a girl.
- 'I think that the artist is here today,' said the boy.
- 'We saw this picture at the exhibition last year.' 'It's one of our favourite works of art,' said the couple.

- 3 Read the **Look!** box. Copy and complete the Reported speech column with the words in the box.

the next day the next week previously/before
the previous day the previous week

Look! Time expressions

Direct speech	Reported speech
tonight	that night
tomorrow	...
yesterday	...
next week	...
last week	...
ago	...

- 4 Complete the reported dialogue between two students, Ray and Nina.

Ray: Have you ever acted in a play?
Ray asked ¹...

Nina: No, I haven't. But I directed one once.
Nina told ²...

Ray: When did you do that?
Ray asked ³...

Nina: It was about two years ago. Why do you want to know?
Nina said ⁴... She asked ⁵...

Ray: I'm writing a play and I want you to act in it with me.
Ray told ⁶...

Nina: I'll do it!
Nina said ⁷...

5 PRONUNCIATION Direct and reported questions

6.4 Listen and repeat.

- 'Can you dance?' I asked if he could dance.
- 'What did you do?' I asked what she'd done.
- 'Where are you going to live?' I asked where they were going to live.

- 6 Write three questions to ask your partner. Then ask and answer in pairs.

A: Can you play a musical instrument?

B: Yes. I can play the piano.

- 7 Work in different pairs. Report your conversations. You can ask follow-up questions.

I asked Mia if she could play a musical instrument. She said ...

FAST FINISHER

Write sentences reporting your partner's three answers.



GRAMMAR Reported statements and questions



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *She said that your band was great!*, including the form and use of reported statements and questions. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 317 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the rules. Check answers.

Answers

- 1 back
- 2 change
- 3 affirmative
- 4 affirmative

Write these two questions on the board. *Dan: Do you want hot or cold milk? Fiona: What sort of milk do you want?* Elicit the reported versions: *He asked if I wanted hot or cold milk. She asked what sort of milk I wanted.* Point out that *Do you ...?* is a type of *yes/no* question and we use *if* or *whether*. With *wh-* questions, we use the *wh-* question word. Elicit that the personal pronouns also change.

Ask questions to check concept.

Concept check questions: *When we report a statement, we don't change the tense of the main verb - correct? (no - we move the tense of the verb back). Do you like art? He asked me I like art - correct? (no - He asked me if I like (liked) art). She asked me which gallery did I go to - correct? (no - She asked me which gallery I went to). Tomorrow - the next day, yesterday - the before day - correct? (no - the day before).*

- 2 **6.3** Read the example sentence and reported statement. Check sts understand the meaning of *piece* (a painting, photo, installation or sculpture). Elicit the changes that have been made in the second sentence. Tell sts to use the rules in the grammar box as they write the reported versions of the sentences. Play the audio for sts to check answers. See TG page 282 for audio script.

Answers

- 1 She said she was going to remember that piece when she was trying to sleep that night.
- 2 She said she'd never seen anything like it in her life.
- 3 He said he thought that the artist was there that day.
- 4 They said they had seen that picture at the exhibition the year before. It was one of their favourite works of art.

- 3 Explain that we change time expressions as well as verbs when we use reported speech. Read the phrases in the box. Elicit another expression for *the previous day (the day before)*. Give sts a few moments to read the Look! box. Elicit which words look back (*yesterday, last week, ago*) and which look forward (*tonight, tomorrow, next week*). Sts complete the column on the right. Check answers.

Answers

tomorrow - the next day; yesterday - the previous day; next week - the next week; last week - the previous week; ago - previously/before

- 4 Sts work individually to complete the reported dialogue. Check answers.

Answers

- 1 ... if/whether Nina had ever acted in a play.
- ... Nina if/whether she had ever acted in a play.
- 2 ... Ray she had directed a play once.
- 3 ... Nina when she had done that.
- 4 ... it had been about two years previously/before.
- 5 ... Ray why he wanted to know.
- 6 ... Nina he was writing a play and he wanted her to act in it with him.
- 7 ... she would do it.

5 PRONUNCIATION **6.4**

Play the audio once for sts to listen, then play it again for them to listen and repeat the sentences.

- 6 Sts work individually. Ask them to write three questions that are related to the arts. The questions should be a mix of *yes/no* questions and *wh-* questions. Give sts a few minutes and then put them into pairs to take turns asking and answering their questions. They should make notes on the answers as they will be using them in the next exercise.

- 7 Read the instructions and the example with sts. Sts change partners and report their questions and their partner's answers.



FAST FINISHER

Sts who finish early can practise reported statements and questions further. They write sentences about their partner's answers from Exercise 6. Weaker sts can write two answers to the question *Can you dance?* and two sentences reporting the answers.

G Grammar practice: WB p.50

Sts will find more practice for reported statements and questions here. Set these exercises for homework.

LS Language summary: Unit 6 SB p.132

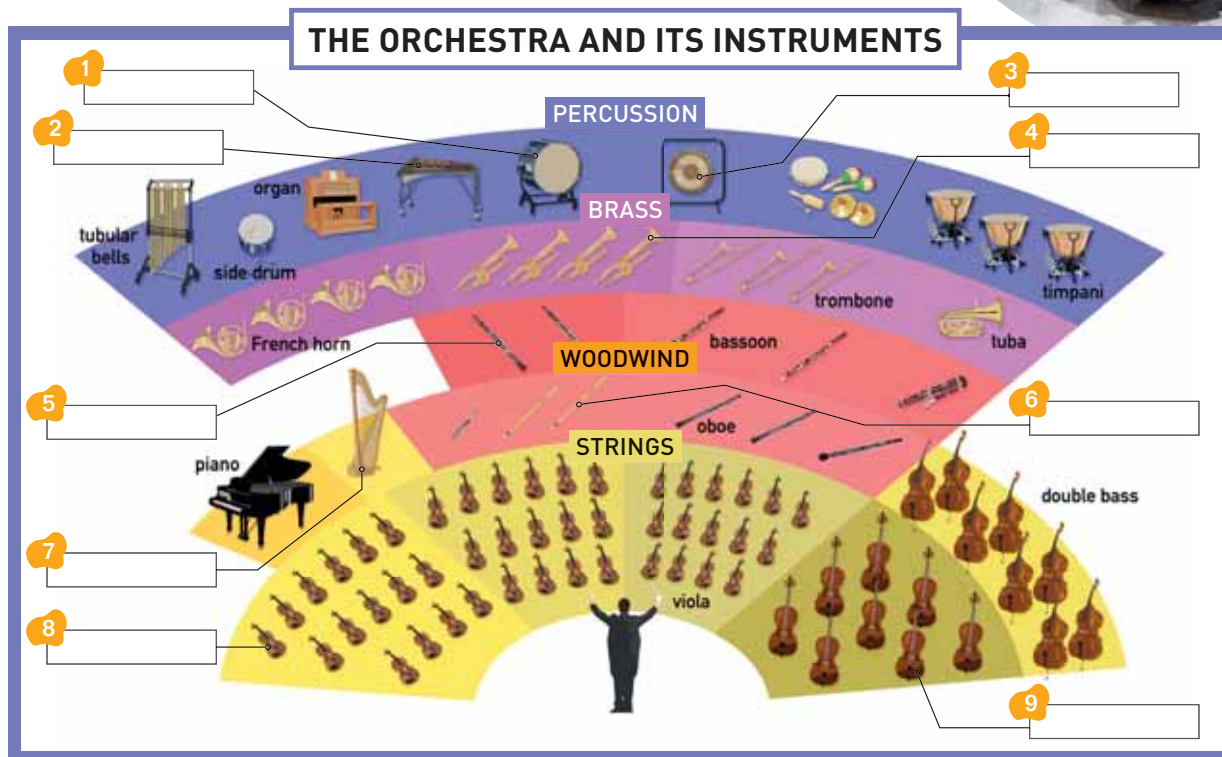
Make music, make a difference

VOCABULARY and LISTENING The orchestra

I can predict what I will hear and listen to check.

1 Put the instruments in the correct groups in the orchestra layout below.

bass drum cello clarinet flute gong
harp trumpet violin xylophone



2 **6.5** Listen and write the names of the instruments you hear. Which ones do you like best? Compare your ideas with your partner.

1 flute

3 **6.6** Listen to each part of the podcast and answer the questions.

Part 1

- 1 What sort of place is Cateura, where is it, and what do the people do there?
- 2 Why did they found a youth orchestra?

Part 2

- 3 What pieces of rubbish did they use to make the instruments?
- 4 What did students and parents think of the orchestra? What did Cynthia and Mara say?

Part 3

- 5 How did people find out about the orchestra? What happened next?
- 6 What countries have the musicians visited and who have they played with?

4 Work in pairs. Answer the questions.

- 1 How does an initiative like this change lives?
- 2 What can it do in the future?

5 Complete the phrases with the words in the box.

degrees involved rich rid trouble

- 1 The community depends on the landfill – on the things that people get ... of.
- 2 Young people often get into
- 3 No one is going to get
- 4 Some have gone to university and got
- 5 His aim is that they are motivated to get ... with their community.

6 Work in pairs. Discuss the questions.

- 1 Do you play a musical instrument, sing or take part in an orchestra or band?
- 2 How do you think music 'can unite communities and transform society'?

Make music, make a difference

VOCABULARY and LISTENING

The orchestra

Sts learn the names of instruments in an orchestra and their different categories. They use pictures to predict what they will hear and then listen to a podcast about an unusual orchestra in Paraguay and check if they were correct. They learn phrases with *get* and also see examples of reported commands, advice, offers and suggestions.

Vocabulary

The orchestra (*bass drum, bassoon, brass, cello, clarinet, double bass, flute, French horn, gong, harp, oboe, organ, percussion, piano, side drum, strings, timpani, trombone, trumpet, tuba, tubular bells, viola, violin, woodwind, xylophone*)

Listening text

A podcast about a youth orchestra from Paraguay

Listening skill

Predicting and listening to check


WARMER

Ask: *What is an instrument? How many instruments can you think of in one minute with books closed? Which instruments do we hit? Which instruments do we blow? Which instruments do we use a bow with?*

- 1 Read the names of the instruments in the box. Ask sts to decide if they are percussion, brass, woodwind or strings, using the picture below to help them.


Answers

Percussion	Woodwind
1 bass drum	5 clarinet
2 xylophone	6 flute
3 gong	Strings
Brass	7 harp
4 trumpet	8 violin
	9 cello

- 2  6.5 Explain to sts that they are going to hear eight instruments from the orchestra. Play the audio for sts to write the names of the instruments they hear, then check answers. See Answers for the instruments heard.

Answers

1 flute	5 cello
2 trumpet	6 harp
3 bass drum	7 violin
4 xylophone	8 clarinet

- 3  6.6 **Predicting what I will hear and listening to check** Encourage sts to use the photo at the top of the page to help them predict the content of the listening text. Ask questions, e.g. *How old are the musicians? Where do you think they are from? How are they dressed? Can you see anything unusual about the instruments?* Get sts to predict, but remind them there are no right or wrong answers.

Read the questions with the class then play the audio pausing at the end of each part. See TG page 282 for audio script.

Answers

Part 1

- 1 It's a town next to a landfill in Paraguay. People work on the landfill.
- 2 Some enthusiastic musicians had the innovative idea of an orchestra for young people (who often got into trouble and had little hope for the future).

Part 2

- 3 They used paint cans, shoes, cooking utensils; pipes, keys, bottle caps; old metal, pipes and coins; giant oil containers and old X-ray film.
- 4 At first, students thought it was boring, old-fashioned and hard work. Then they saw it was an opportunity to learn useful skills, look cool and travel. Parents thought it would keep their children safe. Cynthia said it looked fun and she wanted to visit other countries. Mara said it had changed her life.

Part 3

- 5 They found out from a film on the internet called *Landfill Harmonic*. The orchestra travelled the world.
- 6 They have played in the USA, Mexico, Peru, the Middle East, the UK and Italy. They have played with Metallica.

- 4 Puts sts into pairs to discuss the questions. Ask pairs to share the main points of their discussions.
- 5 Elicit what all the sentences have in common (they are all phrases with *get*). Give sts a few minutes to complete the sentences. Check answers.

Answers

1 rid	4 degrees
2 trouble	5 involved
3 rich	

- 6 Put sts into pairs to discuss the questions. Elicit their answers. Encourage class discussion about question 2.

Vocabulary and Listening practice: WB p.51

Sts will find more practice for listening, and practice of vocabulary for the orchestra here. Set these exercises for homework.

Language summary: Unit 6 SB p.132

GRAMMAR Reported commands, advice, offers and suggestions

I can report commands, advice, offers and suggestions.

Now watch the grammar animation.

- 1** Read the grammar box and complete the rules with **to + infinitive** or **verb + -ing**.

Commands and advice

'Follow me!'

She **told** me **to follow** her.

'You mustn't go in there.'

He **told** me **not to go** in there.

'You should play in a band.'

She **advised** me **to play** in a band.

'You shouldn't stay up late.'

He **advised** me **not to stay up** late.

Offers and suggestions

'Can I help?'

She **offered to help**.

'Why don't we give a concert?'

She **suggested giving** a concert.

'Shall we give a concert?'

She **suggested giving** a concert.

Rules

We use *tell* and *advise* + object + ¹... when we report commands and advice.

We use *not* + ²... when we report negative commands and advice.

We use *offer* + ³... when we report offers.

We use *suggest* + ⁴... to report suggestions.

- 2** Decide if the sentences are offers, suggestions, advice or commands. Then report what the people said.

'Play this section much faster,' said the conductor to the orchestra. – **command**

The conductor told the orchestra to play that section much faster.

- 'You should ignore the critics,' said Jake to Lexi.
- 'How about going to the Venice Biennale this July?' said Sam.
- 'You mustn't arrive late for rehearsals,' said the director to the actors.
- 'You shouldn't copy other artists,' said Max to Chloe.
- 'Can I help you with your homework?' said Damian to Jack.
- 'Don't take your phones into the exam,' said Ms Hall to the students.
- 'Let's buy tickets for the show,' said Kate.

- 3** Read the dialogues. Then tell the story using reported speech.



Ellie: Dad, can I go outside? I'm bored.

Dad: You have to stay in the museum. How about going downstairs to look at the sculptures? But don't touch them!

Ellie: Don't worry, I won't touch anything.

Ellie asked her dad if she could go outside. She said she was bored. Her dad told her to stay in the museum.



Guard: Don't run on the stairs! Look out! ...

Guard: Are you all right?

Ellie: I think so.

Guard: You've smashed the sculpture!

Dad: Can I help you clear up?

Guard: No, you can't. You have to speak to the director of the museum.

- 4** **6.7** Listen and note what the people say. Then write sentences with reported speech.

(Alex to Nora) Stop using my phone all the time, Nora.

Alex told Nora to stop using his phone all the time.

- | | |
|-----------------------|------------------|
| 1 (Imogen to Mia) | 3 (Jamie to Ron) |
| 2 (Cristina to Harry) | 4 (Lara to Tom) |

- 5** What commands and advice do your parents and teachers give you? Write sentences.

FAST FINISHER

Write a dialogue. Include an offer, a suggestion, some advice and a command. Then report it.

GRAMMAR Reported commands, advice, offers and suggestions



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *He told me to check the game for bugs!*, including the form and use of reported commands, advice, offers and suggestions. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 317 for animation script.

- 1 Read through the examples in the grammar box with the class. Sts complete the rules with the correct words. Check answers.

Answers

- 1 to + infinitive
- 2 to + infinitive
- 3 to + infinitive
- 4 verb + *-ing*

Point out to sts that they need to identify what they are reporting (an offer, suggestion, etc.) and then choose the appropriate reporting verb.

Ask questions to check concept.

Concept check questions: *She advised me to not go to the festival – correct?* (no – She advised me *not to go to the festival*). *They offered me to help – correct?* (no – They offered *to help me*). *He suggested to learn an instrument – correct?* (no – He suggested *learning an instrument*).

- 2 Read the example with the class. Elicit the pattern in the reported command (*told someone to + infinitive*). Sts can do the exercise in pairs. Check answers.

Answers

- 1 Advice – Jake advised Lexi to ignore the critics.
- 2 Suggestion – Sam suggested going to the Venice Biennale this July.
- 3 Command – The director told the actors not to arrive late for rehearsals.
- 4 Advice – Max advised Chloe not to copy other artists.
- 5 Offer – Damian offered to help Jack with his homework.
- 6 Command – Ms Hall told the students not to take their phones into the exam.
- 7 Suggestion – Kate suggested buying tickets for the show.

- 3 Elicit the basic story using the pictures. Read through the example with sts. Sts write the rest of the story using reported speech. Check answers.

Answers

Ellie's dad suggested going downstairs to look at the sculptures, and he told Ellie not to touch them. Ellie said she wouldn't touch anything. The guard told Ellie not to run on the stairs. Ellie tripped on her scarf and fell. The guard asked Ellie if she was all right. Ellie told him she thought she was all right. The guard told Ellie that she had smashed the sculpture. Ellie's dad offered to help the guard clear up. The guard told him he couldn't. He said Ellie's dad had to speak to the director of the museum.

- 4 6.7 Explain that you will play the first line of four conversations. Sts write exactly what they hear as in a dictation. Ask sts to read out the sentences they wrote and correct any errors. See TG page 282 for audio script.

Answers

- 1 Imogen: Can I carry one of your bags, Mia?
- 2 Cristina: Why don't you practise more, Harry?
- 3 Jamie: Ron, why don't we see a film?
- 4 Lara: Tom! Get out of the way!

Sts now write the reported version of each sentence. Check answers.

Answers

- 1 Imogen offered to carry one of Mia's bags.
- 2 Cristina suggested practising more to Harry.
- 3 Jamie suggested seeing a film to Ron.
- 4 Lara told Tom to get out of the way.

- 5 Sts write sentences about commands and advice their parents and teachers give them. Ask sts to read out one or two of their sentences.

FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write a dialogue including an offer, a suggestion, some advice and a command. Weaker sts can write one simple sentence for each category.

- Grammar reference:** WB p.52

Sts will find more practice for reported commands, advice, offers and suggestions here. Set these exercises for homework.

- Language summary:** Unit 6 SB p.132

KEEP TALKING!

Gallery magic!

READING and LISTENING

I can find key information in a gallery website.

THE VORTEX GALLERY

Art, Ideas, Life

OPENING TIMES

Tuesday–Saturday:
10 a.m.–5 p.m.

Thursday: 10 a.m.–8 p.m.

Sunday / Bank holidays:
11 a.m.–5 p.m.

VORTEX CAFÉ:

Tuesday–Saturday:
10 a.m.–4 p.m.

Thursday: 10 a.m.–7 p.m.

Sunday / Bank holidays:
11 a.m.–4 p.m.

Gallery and café closed on Mondays.

 Share  Jobs  Contact

WHAT'S ON

CURRENT EXHIBITIONS

EVERYDAY MAGIC

The watercolours and drawings of Paul Klee reveal the rich imagination of this mysterious and playful artist.



LOOKING AT HUMANS

Who are we? What does it mean to be human? Seven sculptors ask, and perhaps answer, these eternal questions.



UPCOMING EXHIBITIONS

HERE, NOT HERE

Photographer Mark Stein shows us visions of 21st century cities from which people are strangely absent.



A ROSE IS A ROSE

From Van Gogh to David Hockney, artists explore in paintings and sculptures the wonderful world of flowers.



1 Work in pairs. Describe what you can see in the pictures.

2 Read the gallery webpage and answer the questions.


- 1 Which exhibitions are on now?
- 2 What type of art does each exhibition include?
- 3 Which exhibitions are by a single artist?
- 4 When can you visit the gallery in the evening?

3 Discuss the questions.

- 1 Which is the most / the least appealing exhibition? Why?
- 2 What do you think of the exhibition titles? Can you improve them?
- 3 Which one would you suggest to your parents and your best friend? Why?

FUN FACT

Paul Klee was a very creative artist. In 1939 alone, he finished 1,200 artworks. That's about four a day!

4  6.8 Listen to Max's podcast review of *Everyday Magic* and complete the biography.

Paul Klee was a prolific artist and created nearly ¹... works. Klee was born in ²... in 1879. His father was a ³... teacher and his mother a singer. Paul was also a talented musician and played the ⁴... — but art was his passion, especially drawing. His art changed dramatically when he visited north ⁵... and discovered the power of ⁶... . The other major influence on his art was the simplicity and freedom of children's ⁷... . He was a great ⁸..., too, and his lessons and work have inspired generations of artists.

5  6.8 Listen again and answer the questions.

- 1 How many works are in the exhibition?
- 2 What did Klee do before he started painting?
- 3 What does Max say are the three main qualities of Klee's work?

KEEP TALKING!

Gallery magic!

READING and LISTENING

Sts find key information on a gallery website and listen to a review of an exhibition by the artist Paul Klee. They personalize the topic by following the Speaking plan to prepare a dialogue in which people talk about why they do or don't like a piece of art.

 **WARMER**

Ask: *Are there any art galleries in your nearest city or town? What sort of art can you see there? Paintings, drawings, photographs, sculptures, installations or other kinds of art? Do the galleries have special events and exhibitions?* Put sts into pairs to talk about a museum or art gallery they have visited, what they saw, and what their favourite piece of art was. Ask pairs to share their experiences with the rest of the class.

- 1 Ask sts what sort of webpage they can see. Ask what sort of information we can expect to find on this kind of webpage. Focus sts' attention on the four photos and ask them to describe them. Tell them to include details of the colours, shapes, composition, and what they think about the pieces.
- 2 Read the questions with sts. Elicit or explain the meaning of *watercolours*, *upcoming* and *bank holidays*. Give sts time to read the text and find the answers. Sts check answers in pairs then as a class.


Answers

- 1 *Everyday Magic* and *Looking at Humans*
- 2 *Everyday Magic*: watercolours and drawings; *Looking at Humans*: sculptures; *Here, not here*: photographs; *A rose is a rose*: paintings and sculptures
- 3 *Everyday Magic* and *Here, not here*
- 4 on Thursdays

- 3 Check sts understand the meaning of *appealing*. Sts discuss the questions in pairs. Ask each pair to give their opinions and explain their answers.


 **FUN FACT**

Encourage sts to read this fun fact for pleasure. They might also be interested to know that his most expensive painting is called *Tanzerin* and shows a dancer. It sold for nearly \$7 million in 2011.

- 4  6.8 Ask sts to tell you what else they know about Paul Klee and remind them of his artwork on the gallery webpage. Give sts time to read the biography. Elicit or explain the meaning of *prolific* and *works*. Play the audio for sts to listen for the answers. See TG page 282 for audio script. Check answers.

Answers

- | | |
|---------------|------------------|
| 1 10,000 | 5 Africa |
| 2 Switzerland | 6 colour |
| 3 music | 7 drawings |
| 4 violin | 8 teacher of art |

- 5  6.8 Read through the questions with sts. Play the audio again for sts to answer the questions. Check answers.

Answers

- 1 There are around 50 drawings and watercolours in the exhibition.
- 2 He played the violin, then he concentrated on drawing.
- 3 Klee's brilliant use of colour, the childlike simplicity of his drawing, and his great sense of humour.

 **EXTRA PRACTICE**

Ask sts to bring a photo or picture that they like to class. It can be a printout of a famous painting or an original photo or drawing, or something they can show on their smartphone. Sts should prepare some information about the picture including who painted or drew the picture or took the photo; what the subject is, i.e. the location or people/things in the image; when it was painted/drawn/taken; why they like it. You could bring in your own example and introduce it to the class as a model for sts to follow. Get sts to ask you questions about the image and to give their opinions. Then put them in groups to tell each other about their pieces of art.

SPEAKING Talking about art

I can talk about why I like or don't like a piece of art.

1 6.9 Listen and read. What do Bella and Aiden think of the painting?

Aiden: Hey, Bella, can we go now? I'm bored!

Bella: No way! In my opinion, this is the best exhibition I've seen for ages. And this picture makes me feel really happy inside.

Aiden: It doesn't mean anything to me. It looks like it was painted by a little kid.

Bella: Well, I don't agree! I particularly like the colours.

Aiden: Sure, they're great. But I don't get it. What's that thing on the right?

Bella: It's difficult to say, but I'd guess it's some kind of fruit.

Aiden: Or maybe it's a mouse. But to my mind, it's just badly painted.

Bella: Come on, Aiden, let's look at some pictures together. I'm sure you'll love some!



2 6.9 Listen and read again. Answer the questions.

- 1 What does Bella think the picture shows? How does it make her feel?
- 2 What does Aiden think it shows?

3 6.10 Listen and repeat the Useful language. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Explaining what you like / don't like

It makes me feel ...

I particularly like ...

It doesn't mean anything to me.

I don't get it.

Speculating

It seems/looks (like) ...

It's difficult to say, but I'd guess ...

It's probably ... / Maybe it's ...

Justifying your opinion

In my opinion, ... / To my mind, ...

4 6.11 Complete the dialogue with words from the Useful language box. Listen and check.

Bella: I ¹ ... like this picture.

Aiden: I'm sorry, but ² ... my mind, Paul Klee just wasn't good at drawing.

Bella: I love this painting because it ³ ... me feel warm inside.

Aiden: Well, I don't ⁴ ... it at all. I think it's awful.

Bella: This one makes me ⁵ ... really sad.

Aiden: Yeah, that figure looks ⁶ ... a child crying.

Bella: In my ⁷ ..., Paul Klee was one of the best artists ever. This is one of his last paintings.

Aiden: OK, I admit it. You're right. I think I really like him now!

5 Work in pairs. Plan a dialogue between two people at an exhibition. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Choose your roles.

Student A: Think of reasons why you like the artwork.

Student B: Think of reasons why you don't like it.

Speak

- > Practise your dialogue. Be ready to improvise.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.
- > Swap roles and choose a different artwork.

Reflect

- > Did you convince your partner?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Write about your real opinions of the artworks in the **Keep talking!** lesson.

SPEAKING Talking about art

- 1 6.9 Focus sts' attention on the photo and elicit ideas about who is in the photo, where they are and what they are talking about. Play the audio while sts read and answer the question.

Answer

Bella likes the painting, but Aiden thinks it is badly painted.

- 2 6.9 Sts listen and read again and answer the questions. Check answers.

Answers

- Bella thinks the picture shows a kind of fruit. It makes her feel really happy inside.
- Aiden thinks it shows a mouse.

- 3 6.10 Read through the Useful language box with the class and check sts understand all the phrases. You can do this by asking them to translate the phrases into their own language. Tell sts to scan the dialogue in Exercise 1 to find the phrases (they are all used except *It seems ...* and *It's probably ...*). Play the audio once for sts to listen to the phrases, then play it again for them to repeat.

Ask questions to check concept.

Concept check questions: *I don't understand a painting – what can I say? (I don't get it). I like one painting more than any others – what can I say? (I particularly like this painting). This painting makes me feel ... – finish the sentence (... sad/happy/warm/cold). This image looks like it is moving – make a similar sentence with 'seem'. (This image seems to be moving). Which phrases do we use to justify our opinion? (In my opinion, To my mind).*

- 4 6.11 Sts read the dialogue and complete the gaps using words and phrases from the Useful language box. Play the audio for sts to listen and check answers. See TG page 283 for audio script. If your sts would benefit from some controlled practice before the personalized practice, they could practise this dialogue in pairs, or they could change some of the details and practise.

Answers

- particularly
- to
- makes
- get
- feel
- like
- opinion

- 5 Sts work in pairs and follow the steps in the Speaking plan to plan and practise a conversation between two people at an exhibition.

Speaking plan

Prepare

Put sts into pairs and ask them to decide which of them is Student A and which is Student B. If possible, get them to discuss a real image. This could be a painting or photo on a website. They follow the instructions and have a few minutes to think of reasons why they like or dislike the piece of art. Weaker sts might like to write their reasons out in full, but encourage stronger sts just to make notes, to make their dialogue more spontaneous and natural.

Speak

Sts practise their dialogue in their pairs. Remind them to look at the Useful language box in Exercise 3 to help them. They can practise with and then without notes. Sts swap roles and choose a new piece of art, then follow the steps again. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their dialogues for the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts write sentences explaining what they like or don't like about the pieces of art on page 64. Weaker sts can work in pairs to write two sentences about their favourite pieces of art.

Speaking practice: WB p.53

Sts will find more practice for talking about art here. Set these exercises for homework.

Language summary: Unit 6 SB p.132

REAL

CULTURE!

Soundtracks of the 20th century

I can talk about musical genres.

HOW AMERICAN MUSICAL HISTORY SHAPES OUR LIVES TODAY



Lauryn Hill

BLUES AND R&B

Sad and beautiful

The blues was created by African-Americans whose grandparents had been slaves. It turned the African 'call and response' tradition into personal accounts of love, loss and oppression. Later, it developed into rhythm and blues (R&B), which introduced other instruments and more variations in style. R&B has influenced a lot of later music especially rock and roll, and pop.

SOUL

Dancing in the city

This is full of feeling and great for dancing. Soul music combined many African-American styles from blues to gospel (church singing) and continues to influence music now. It was the companion to the 1960s civil rights movement.



James Brown



Ella Fitzgerald

JAZZ

New rhythms for a new age

In New Orleans in the 1920s, musicians began to experiment by mixing blues with brass. Jazz was exciting, it made you feel free and alive. The 'Jazz Age' was a time when people enjoyed new social freedoms, and jazz music and parties with dancing was its symbol.



Madonna

POP

Music for the masses

Pop is commercial, accessible and fashionable. It led and followed the changes in society from the 1960s onwards. Pop includes a bit of everything from rock and roll to country. The songs are short, easy to dance to, with lyrics typically about love, broken hearts and dreams.

ROCK AND ROLL

The teen is born

The 1950s saw the appearance of the 'teenager' when young people got their own music, clothes, dance and culture. Rock and roll hit the dance floors; it often took ideas from R&B, country and blues and merged black and white culture. Dressing up and dancing at live performances was part of the experience.



Elvis Presley



Jimi Hendrix

ROCK

Play it loud!

Rock music has its roots in rock and roll, R&B and country, but this new way of playing electric guitar, drums and keyboards created a loud and rebellious sound for the late 1960s. Every generation since has produced new types including progressive, glam, punk, electronic and heavy metal.



Joni Mitchell

FOLK

A voice against injustice

This was often just one person singing and playing a guitar in protest against war, racism and injustice with lyrics as important as the music. In the late 1950s and 1960s, singer-songwriters in the USA explored the traditional music of European immigrants and were inspired to perform a new kind of folk music.

RAP AND HIP HOP

Street poetry

A hard-hitting new style emerged from the tough inner cities in the 1970s and 80s. Talented African-American and Latino-American youth experimented with words and music, using fast rhyming speech (rap) while DJs mixed tracks from different records to create a totally new urban sound.



Grandmaster Flash


Soundtracks of the 20th century

Sts learn about the history of music in America and the main genres of music that were developed and became popular over the last hundred years. They listen to biographies of two musicians and complete fact files about them. They learn more vocabulary to talk about music and research musicians that interest them.

This lesson features an optional culture video about a professional make-up artist: see SB page 67.


WARMER

With books closed, tell half the class they have one minute to think of as many musical genres as they can, and the other half of the class to think of as many bands and singers as they can. After a minute, the second group says the name of a band or singer and the first group has to match it with a musical genre. Elicit bands and singers for any genre that sts don't cover with their examples.

- 1 Sts work individually to make lists for the two topics.
- 2 Put sts into pairs. Give them a few minutes to discuss the bands, singers and music they listed in Exercise 1. Do a poll with the class. Find out how many sts like the same kind of music as their parents.
- 3 Tell sts to look at the article on page 66. For now, they just look at the pictures and read the headings. Discuss the two questions with the whole class.
- 4  6.12 Tell sts they are going to listen to eight examples of the music genres in the article. The examples on the audio are in a different order to the text. Sts match the music extracts with the correct style of music from the article. See Answers for the different styles of music heard.

Answers

- 1 R&B
- 2 jazz
- 3 rock and roll
- 4 folk
- 5 soul
- 6 pop
- 7 rock
- 8 hip hop

- 5  6.13 Read the questions with sts. Tell sts to read and listen to the whole article. Play the audio. Ask sts to check answers in pairs. Check answers.

Answers

- 1 blues
- 2 folk
- 3 jazz, rock and roll, soul, pop
- 4 blues, folk, soul
- 5 soul, R&B

- 1 **Make notes about the following topics:**
 - Your top ten bands or singers
 - Your parents' favourite music
- 2 **Work in pairs. Discuss your ideas. Have you and your families got similar tastes? How are they different?**
- 3 **Look at the headings in the article on page 66.**
 - 1 Which of the artists and genres have you heard of?
 - 2 What does their music sound like?
- 4 **6.12 Listen to the extracts of different styles of music. Match the style from the text with the extract.**
- 5 **6.13 Read and listen to the article, then answer the questions. There may be more than one answer. Which genre of music ...**
 - 1 has its origins in slavery?
 - 2 has its roots in traditional music?
 - 3 is good to dance to?
 - 4 deals with life's problems and political issues?
 - 5 has been a big influence on other genres?
- 6 **Work in pairs. Discuss the questions in relation to the history of 20th century music.**
 - 1 Which musical instruments seem to be the most typical of 20th century music?
 - 2 What were the biggest changes to music and culture across the century?
 - 3 Which of these genres of music do you like best?
- 7 **6.14 Listen to biographies of two musicians, one 20th century and one 21st century, and complete the fact files.**




Bob Dylan (1941–)

Real name: ¹... Zimmerman
 Career began in ²...
 Started singing ³... songs but soon began to ⁴... his own songs.
 Songs associated with the ⁵... movement.
 Awarded the Nobel Prize for ⁶... in ⁷...

- 8 **Word Power** Read the definition of *lyrics*. Find other music-related words in the text and write a mini-dictionary page of musical terms.

lyrics (noun) – the words in a song

- 9 **GET CREATIVE** Choose one of the genres of music. Go online and find out more about other performers or bands that interest you. Choose one and make an infographic, documentary or slide show about the performer or band.
- 10 **COMPARE CULTURES** Work in pairs. Discuss the questions.
 - 1 Have new genres of music emerged since the beginning of the 21st century? What are they and where do they originate?
 - 2 Is it a good thing for musicians to 'borrow' musical ideas from other cultures?

 Now watch the culture video.

FAST FINISHER

Write a short fact file about a famous musician from your country.

Lady Gaga (1986–)



Real name: Stefani Germanotta
 Comes from ⁸... family.
 Started playing the piano at ⁹...
 Known for unconventional style of ¹⁰... and experimental ¹¹... styles.
 Charitable foundation is called ¹²... Foundation.

REAL CULTURE!

- 6** Read the questions with sts. Elicit the names of some musical instruments that might be used in the various musical genres described in the article (e.g. jazz – drums, bass, saxophone, trumpet, piano; folk – guitar; rock – electric guitar, drums, keyboard). Put sts into pairs to discuss the questions. Ask pairs to share their ideas with the whole class.
- 7** **6.14** Ask sts what they know about Bob Dylan and Lady Gaga. Give sts a few minutes to read the two texts. Elicit or explain the meaning of *unconventional*. Play the audio. Pause long enough to give sts time to write the missing words. Sts check answers in pairs then as a class. See TG page 283 for audio script.

Answers

- 1 Robert
- 2 1961
- 3 folk
- 4 write
- 5 civil rights
- 6 Literature
- 7 2016
- 8 an Italian-American
- 9 four
- 10 dress (and performance on stage)
- 11 singing and musical
- 12 *Born This Way*

- 8** **Word Power** Ask sts to read the text on page 66 again and find the word *lyrics* (in the *Folk* and *Pop* sections). Check sts can pronounce the word and read the definition. Ask sts to scan the text for other words related to music (e.g. *country*, *gospel*, *heavy metal*, *punk*, *rap*, *rhythm*, *singer-songwriter*) and use their dictionaries to write a simple definition. When they have finished, they can share their definitions with a partner, who can guess the word.

21st Century skills

9 **GET CREATIVE**

You can set this task for homework to give sts enough time to complete it. Read through the instructions and check sts understand what to do. They could write a fact file, prepare a short text with photos, or film themselves on their smartphone talking about the artist. Tell them to think about the musician, the instruments, the genre of music and who the artist appeals to and why. Sts should bring their work to the following lesson to share with the class.

EXTRA PRACTICE

If time allows, as presentation practice, sts could use their smartphones to film each other presenting the information about performers and bands they researched for Exercise 9. Sts give each other feedback and make suggestions. Remind them that they should always be positive and encouraging when they give feedback.

21st Century skills

10 **COMPARE CULTURES**

Put sts into pairs. Read through the questions and elicit a few ideas for more recent musical genres (e.g. *grime*, *math rock*, *kawaii metal*). When sts are ready, ask pairs to share their ideas with the rest of the class.

Culture video

This lesson features an optional culture video about a professional make-up artist. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Extreme make-up* on TG pages 305 and 313.

FAST FINISHER

Sts can write a short fact file about a famous musician from their country. Weaker sts can work in pairs to write a sentence or two about a musician they are both familiar with.

A favourite picture

WRITING A description

I can describe a painting.

1 Work in groups. Discuss the questions.

- 1 Which artists are famous in your country?
- 2 What kind of art do you like? Have you got a favourite painting?

2 Look at the painting. Work in pairs. Discuss the questions.

- 1 Who or what is in the painting?
- 2 What do you like or not like about it?



Henri Rousseau's *A Centennial of Independence*

By Olivier Bourdon

- A** This historical scene was painted in 1892 to commemorate 100 years since the founding of the French Republic.
- B** The painting shows an outdoor celebration. The main focus is a group of men and women who are dancing. They're wearing traditional clothes and in the centre there are two women holding up French flags.
- C** In the background, there is a man who is playing the drums. He might be part of a parade which people are watching. Around the sides there are poles with striped banners which frame the dancers. In the foreground on the right, you can see a few men watching, who look like officials. The trees are full of leaves, the sky is dark blue, so it looks like a summer evening.
- D** Rousseau's style is almost childlike. He uses flat, smooth brushstrokes to create solid areas of colour. I think he uses a palette of browns, yellows and greens to represent nature because the scene takes place in the countryside.
- E** I like this painting because it captures the happiness of people on a summer evening and reminds me of a parade in my town.

3 Read Olivier's description. Match sections 1-5 with paragraphs A-E.

- | | |
|------------------------|------------------------|
| 1 Personal response | 4 General description |
| 2 Style and techniques | 5 Detailed description |
| 3 Introduction | |

4 Read the **Look!** box. Which paragraphs help make the description visual?

Look! Visual descriptions

Visual descriptions describe people, clothes, colours, shapes and landscapes. They help the reader see what you see.

5 Look at the **Useful language** box. Find examples of the phrases in the description.

Useful language

Describing a picture

- The painting/scene shows ...
- The main focus of the painting is ...
- In the foreground/background ...
- At the back of / Behind / In front of the ...
- On the right/left of the picture, ...

Describing colours, shapes and technique

- light/dark/bright/brilliant/solid (colours)
- flat/smooth (brushstrokes)

Speculation

- It looks like ... It might/must be ... because ...

6 Write a description of a painting you like. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Choose a painting to describe from an art book, online, a postcard or from memory.
- > Organize your ideas into paragraphs:
Paragraph 1: Introduction
Paragraphs 2 and 3: Description
Paragraph 4: Personal response

Write

- > Write a first draft. Follow your plan.
- > Use phrases from the **Useful language** box.

Reflect

- > Have you used the phrases from the **Useful language** box correctly?

W Writing summary WB p. 89

R Review: Units 4-6 SB pp. 102-103

P Project: Units 4-6 SB pp. 108-109

L Literature: Units 4-6 SB pp. 114-115

E Exams: Unit 6 SB p. 123

LS Language summary: Unit 6 SB p. 132

A favourite picture

WRITING A description

Sts read a description of a painting. They learn useful language to describe a picture, including its colours, shapes and techniques. They then follow the steps in the Writing plan to write a description of a painting that they like.

Writing

A description

Useful language

Describing a picture (*The painting/scene shows ...*, *The main focus of the painting is ...*, *In the foreground/background ...*, *At the back of / Behind / In front of the ...*, *On the right/left of the picture ...*) Describing colours, shapes and technique (*light/dark/bright/brilliant/solid colours, flat/smooth brushstrokes*) Speculation (*It looks like ...*, *It might/must be ... because ...*)

Look!

Visual descriptions

WARMER

Ask sts to work in pairs and think of a famous painter. They should make notes on the artist's name, nationality, style and a famous painting by the artist. Pairs then read out their facts and the other sts guess who the painter is.

- 1 Sts discuss the questions in groups.
- 2 Elicit or explain who Henri Rousseau was. (He was a French painter who taught himself to paint. He started painting full-time when he was 49. He was famous for his primitive, childlike style. One of his famous paintings is of a tiger in a storm.) Put sts into pairs. Tell them to look at the painting and text. Elicit how long ago it was painted.
- 3 Read the five sections with the class. Tell sts to read the text in Exercise 2 and match each section with a paragraph. Check answers.

Answers

1 E 2 D 3 A 4 B 5 C

- 4 Read the Look! box with sts about visual descriptions. Sts decide which of the paragraphs in Exercise 2 help to make the description more visual.

Answer

Paragraphs B, C and D

- 5 Read the Useful language box with sts. Tell sts to scan the description in Exercise 2 for examples. Check answers.

Answers

Describing a picture:

The painting shows an outdoor celebration.

The main focus is a group of men and women who are dancing.

In the background, there is a man who is playing the drums.

In the foreground on the right you can see a few men watching, who look like officials.

Describing colours, shapes and technique:

He uses flat, smooth brushstrokes to create solid areas of colour.

Speculation:

He might be part of a parade which people are watching.

- 6 Tell sts to think of a painting that they want to describe. Ideally it should be in colour and large enough to see the details. Explain the task and tell sts to follow the steps in the Writing plan.

Writing plan

Prepare

Sts make notes for the four paragraphs about their chosen painting. The first paragraph should have details of when the painting was completed and its name. The second and third paragraphs should include details of what is in the painting, including colours, shapes and techniques used. Sts should give their opinion of the painting in the fourth paragraph.

Write

Remind sts to follow their plan and use the words and phrases they have learned in this lesson.

Reflect

Ask sts to check their work and make any necessary changes. They then swap their descriptions with a partner and give feedback on the use of phrases to describe a painting and words to describe colour, shapes and technique. Remind sts that they should always be positive and encouraging when they give feedback.

W Writing practice: WB p.54

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.89

R Review: Units 4–6 SB pp.102–103

P Project: Units 4–6 SB pp.108–109

L Literature: Units 4–6 SB pp.114–115

E Exams: Unit 6 SB p.123

LS Language summary: Unit 6 SB p.132

Out of this world

7

Vocabulary: Space; Numbers and measurements

Grammar: The passive with present simple, past simple and present perfect; with *will, going to* and modal verbs

Speaking: Teamwork

Writing: A story

VOCABULARY Space talk about space.

A Brief Guide to the Universe

(& Everything in it)

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by
Charlie Kemp

This is a big subject – the biggest! So, let's start on a small planet somewhere near the edge of the Milky Way. You guessed it, Earth.

Look up at the night sky and you can see the **Moon** and **stars**. Now look again. Some of those 'stars' are actually **planets** from our solar system that you can see with the naked eye, such as Venus and Mars. There are eight planets in our **solar system**, from Mercury, which is the closest to the Sun, to Neptune, which is the furthest away. They all **orbit**, or go around, the Sun. While you're looking up, you may see **asteroids**. These are large pieces of rock that also orbit the Sun. If they hit Earth, they can do a lot of

damage. However, on a clear night you will definitely see man-made **satellites** crossing the night sky – like planes but faster and silent.

Earth is surrounded by a layer of gases, which we call the **atmosphere**. These gases protect us and give life to our beautiful planet.

Do you remember I mentioned the Milky Way? That's our **galaxy**, which is made up of at least 100 million stars. And guess how many other galaxies there are in the **universe**?

Let's save that for next week when we'll be looking at galaxies and some very big numbers!

1 Work in pairs. Discuss the questions.

- 1 What objects can you see in the night sky?
- 2 Can you name all of the planets? What do you know about them?
- 3 Would you like to travel into space? Why?

2 Read Charlie's web post and answer the questions.

- 1 How many planets are there in our solar system?
- 2 What fast-moving objects can you see in the night sky?

3 Use a dictionary to help you. Find words in bold in the web post which mean:

- 1 a body that goes around a star
- 2 a large ball of burning gas in space
- 3 a small rocky body that goes around the Sun
- 4 the envelope of gases surrounding a planet
- 5 the curved path of an object around a star, planet or moon
- 6 all existing space and matter
- 7 a sun and all the objects that go around it
- 8 a huge collection of stars, dust and gas
- 9 an artificial body moving around a planet or moon that collects or transmits information
- 10 a body that moves around a planet

4 7.1 Listen, check and repeat.

5 FIND OUT Find out how many people have walked on the moon.

6 Do Charlie's Space Quiz. Then compare your answers in pairs.

1 What is the sixth planet from the Sun?

- a Jupiter b Saturn c Mars

2 Which planet is the hottest?

- a Mercury b Venus c Mars

3 Which planet is the largest?

- a Jupiter b Neptune c Saturn

4 Which one of these planets is not made almost entirely of gas?

- a Venus b Uranus c Jupiter

5 Not including the Sun, what is the nearest star to Earth?

- a Tau Ceti b Sirius c Alpha Centauri

 Now watch the vlog.

FAST FINISHER

How much do you know about the Moon? Write a short paragraph.

LS Language summary: Unit 7 SB p. 133

Out of this world

7

UNIT 7 OVERVIEW: The topic of this unit is space. Sts read an article about life on the International Space Station, and listen to a radio programme about the solar system. They read an infographic about careers in space and learn how to work effectively in a team. They read a webpage about space exploration and finally, they read and write a science-fiction story. They also watch a vlog about the night sky and a culture video about a celebrity chef who cooks a meal for the International Space Station.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Space; Numbers and measurements	The passive with present simple, past simple and present perfect; with <i>will, going to</i> and modal verbs	Pronunciation of passives	Understanding a text about life in space	Understanding units of measurement	Teamwork	A story

VOCABULARY Space

Sts learn 10 words to talk about space. They read a guide to the universe, then do a space quiz.

Vocabulary

Space (*asteroid, atmosphere, galaxy, moon, orbit, planet, satellite, solar system, star, universe*)

Vlog

Dei: *Confessions of a space nerd*

WARMER

With books closed, draw a small circle on the board (Earth). Ask sts to add planets to make a picture of the solar system. Then they open their books and check how close they were to the picture at the top of page 69.

- Put sts into pairs. Read the questions with the class and clarify that *objects* does not refer here to planes, helicopters, etc. Go through the answers with the class.

Answers

- mainly stars, the moon, some planets, shooting stars, asteroids, meteors
- Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, Earth

- Draw sts' attention to the text. Read the questions with the class. Tell them to read the text and use the picture of the solar system to find the answers. Check answers.

Answers

- eight
- asteroids, man-made satellites

- Make sure sts have access to dictionaries. Sts find a bold word in the text which matches each definition. Do not check answers at this stage.

- 7.1 Play the audio for sts to listen, check and repeat the answers to Exercise 3. See Answers for audio script.

Answers

- | | |
|--------------|----------------|
| 1 planet | 6 universe |
| 2 star | 7 solar system |
| 3 asteroid | 8 galaxy |
| 4 atmosphere | 9 satellite |
| 5 orbit | 10 moon |

21st Century skills



5 FIND OUT

Sts can find this information by looking online. 12 people have walked on the Moon.

- Sts do the questions then check answers.

Answers

- 1 b 2 b 3 a 4 a 5 c

Vlog

This lesson features an optional vlog in which a vlogger talks about her interest in space and the night sky. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 297 and 310.

EXTRA PRACTICE

Sts can video each other role-playing an astronaut who is flying in space and approaching Earth. They describe what they see and feel as they get closer to Earth.

FAST FINISHER

Sts who finish early can practise space vocabulary further by writing a short paragraph about the Moon. Weaker sts can work in pairs to write a sentence each for three of the planets.

V Vocabulary practice: WB p.58

Sts will find more practice of vocabulary for space here. Set these exercises for homework.

LS Language summary: Unit 7 SB p.133

Living in low gravity

READING

I can understand a text about life in space.

LIFE IN SPACE



The ISS

Right now, 400 km above your head, there are people in T-shirts and tracksuits orbiting Earth at 28,000 km an hour. They are living on the International Space Station (ISS) – the result of co-operation between Russia, the USA, Canada, Europe and Japan.

Station basics

The ISS was built in space over 10 years and has been occupied for over 25 years. It consists of pressurized modules – some are for power, communication and cooling, others are for living and working. It's crewed by international teams of six astronauts who stay for six months.

Working

The ISS is a science laboratory researching life in space and the effects of micro-gravity on living organisms. Working in the ISS lab isn't exactly easy; you can't sit down and nothing can be put on a worktop because it will float off. There's no 'up' or 'down', you can even work on the ceiling!

Keeping fit

Living in space is bad for your health. Without gravity, muscle and bone density are lost very quickly. So, a special multi-gym was designed to create resistance. Crew members must do an hour's exercise a day, but as they work out, they get a spectacular view of planet Earth.

Eating

Each day astronauts get three meals, two snacks, water and three hot drinks. Meals are heated and eaten straight from their packets. Crisps are banned – think of those floating crumbs. But most other food is on the menu, even chocolate brownies!

Personal hygiene

Water is a problem in space. It can end up floating around the station in giant bubbles. So, the station hasn't got showers, and waste from the toilet is sucked away instantly to avoid 'accidents'. All the liquid from the bathroom is recycled! Clothes aren't washed – when they get dirty, they're thrown away.

Space walking

Sometimes the outside of the station needs repairing. But in space there's no oxygen, extreme temperatures, radiation and high-speed dust. So special hi-tech pressurized spacesuits have been developed. They fit perfectly, but it's difficult to do tasks because you can't move naturally. Space walking is exciting but dangerous. The astronauts work in pairs and are tied to the space station to stop them drifting away. One thing is obligatory however – a spacewalk selfie!



1 Work in pairs. Discuss how everyday life would be different in low gravity. Think about:

eating keeping fit walking
washing working

2 7.2 Read and listen to the article. Compare your ideas with the information in the text.

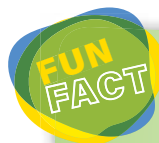
3 Read the article again and answer the questions.

- 1 How many astronauts stay on the ISS at a time?
- 2 What are some of the problems of working in the lab?
- 3 What happens to the human body in space?
- 4 What can't you eat in space?
- 5 What happens to liquids from the bathroom?
- 6 Why do astronauts need spacesuits?

4 **Word Power** The ISS, the USA and km are abbreviations. What do these mean: UN, cm, g, NASA, and Mon?

5 Read the opinions. Make notes for and against. Discuss in pairs.

- 1 It is important to explore space and the ISS is a worthwhile project.
- 2 We should invest our efforts in making planet Earth better instead of space research.
- 3 Alien life forms may be dangerous and we should prepare for inter-galactic war.



The British astronaut Tim Peake ran the London Marathon in the ISS in an awe-inspiring 3 hours, 35 minutes on a special treadmill with no harness!

Living in low gravity

READING

Sts learn to understand an article about life in space and see examples of the passive for actions in the present and the past.

Reading text


An article about life on the International Space Station

Reading skill

Understanding a text about life in space

WARMER

Ask: *Would you like to go into space? Would you like to stay on a space station? Would you like to go to the Moon or another planet? What would be the best/worst thing about being in space?*

- 1 Elicit or explain the meaning of *gravity* (a force that pulls objects towards Earth). Read the words in the box. Ask sts what life would be like every day with almost no gravity. Ask how different it would be eating in low gravity – what happens to food on a plate, how do you get food in your mouth, etc. Put sts into pairs and give them a few minutes to discuss the other topics. Get feedback from the pairs when they have finished.
- 2  7.2 Sts read and listen to the article to compare their own answers to Exercise 1. Get feedback from sts on which ideas were the same or different.
- 3 **Understanding a text about life in space** Explain to sts that before they read a text in detail, it is a good idea to do some research if there is time. Elicit the kind of research they could do before reading a text about life in space, e.g. search *life in space* on Google or YouTube. From these sources, they can build a short list of key words and phrases that will help them follow the reading text, e.g. *astronaut, space shuttle, space station*, etc.

Read through the questions with sts. Elicit what *lab* is short for (*laboratory*) and check they know what a *spacesuit* is (see astronauts in the photo at the bottom left of the article who are wearing spacesuits). Sts read the text again to find the answers. Check answers.

Answers

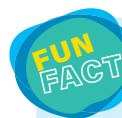
- 1 Six astronauts stay at a time.
- 2 You can't sit down and you can't put anything on a worktop.
- 3 The body's muscle and bone density are lost very quickly.
- 4 You can't eat crisps.
- 5 Liquids from the bathroom are recycled.
- 6 They need spacesuits because there is no oxygen, and there are extreme temperatures, radiation and high-speed dust.

- 4 **Word Power** Elicit what the abbreviations *USA* and *km* mean in the article (*United States of America* and *kilometres*). Ask sts what the full forms of the other abbreviated forms are.

Answers

UN: United Nations
cm: centimetre
g: gram
NASA: National Aeronautics and Space Administration
Mon: Monday

- 5 Read sentence 1 with the class and put two 'for' ideas on the board, e.g. *Scientists can do medical research. We can take pictures of space.* Ask sts how important they think these benefits are on a scale of 1–5. Write two 'against' sentences on the board, e.g. *The ISS costs billions of pounds. Astronauts take huge risks and some have died.* Ask sts how important they think these risks are on a scale of 1–5. Elicit more ideas for or against sentence 1 and write them on the board. Put sts into pairs to discuss and evaluate all the ideas for and against. Pairs report back to the rest of the class on their conclusions. Read out sentences 2 and 3 and ask sts to follow the same process to discuss these statements.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that Tim Peake was the first British astronaut to live on the ISS and spent six months there.

EXTRA PRACTICE

Write the following definitions on the board:

- 1 *clothes used for exercising or training made up of trousers and a sweatshirt*
- 2 *an animal, plant, or single-celled life form*
- 3 *the slowing or stopping effect exerted by one material thing on another*
- 4 *rest or move in the air without effort*

Sts look at the text on page 70 and find the correct words to match the definitions. You can write the first letter or two and the correct number of blanks to help on the board, e.g. t r _____ .

Answers

- 1 tracksuit
- 2 organism
- 3 resistance
- 4 float

R Reading practice: WB p.59

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR The passive: present simple, past simple and present perfect

I can use the passive for actions in the present and the past.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Active	Passive
Present simple	Present simple
Meteors hit Earth every day.	Earth is hit by meteors every day.
Past simple	Past simple
People built the space station in space.	The space station was built in space.
Present perfect	Present perfect
We have sent six astronauts into space this week.	Six astronauts have been sent into space this week.

Rules

In ¹active / passive sentences, the focus is on the person or thing that does the action.

In ²active / passive sentences, the focus is more on the action, or on the person or thing that receives the action.

We form the passive with ³to be / to have and the past participle of the main verb.

- 2 Read the article about the Apollo 13 Moon mission. Complete it with the active or passive form of the verbs in brackets.

'Houston, we have a problem'



Apollo 13 ⁰was launched (launch) on 11 April 1970. It was the third manned US mission to the Moon. But two days into the flight, the astronauts ¹... (hear) an explosion. Of the three fuel cells, only one ²... (not affect) by the blast.

That wasn't the worst of their problems. One of their two oxygen tanks ³... (destroy) in the explosion, while the oxygen level was falling in the other one. The astronauts were in deep trouble. To keep themselves alive, they ⁴... (transform) the Lunar Landing Module into a life boat. However, its power supply ⁵... (intend) to support two people for 45 hours. It ⁶... (not plan) to support three men for about 90. So at Mission Control, they ⁷... (make) a plan to save energy and find sufficient power to bring the spacecraft back to Earth. Temperatures ⁸... (keep) to just above freezing and the water supply ⁹... (reduce) to 20% of normal needs.

A potential disaster ¹⁰... (avoid) and turned into a triumph.

- 3 Read the astronauts' checklist and write questions and answers using the present perfect passive.

Has the oxygen supply been checked?

No, it hasn't been checked yet.

Checklist

Check oxygen supply	<input type="checkbox"/>
1 Test spacesuits	<input checked="" type="checkbox"/>
2 Assemble solar panels	<input type="checkbox"/>
3 Test life-support system	<input checked="" type="checkbox"/>
4 Pack food supplies	<input checked="" type="checkbox"/>
5 Organize survey equipment	<input type="checkbox"/>



- 4 Complete the quiz with the correct form of the verbs in brackets.

SCIENCE Q&A

- Who ... the battery ... by? (invent)
- Which element ... most commonly ... in water? (find)
- Which famous scientist ... the best-selling *A Brief History of Time*? (write)
- Which elements ... by Au, Fe and Hg? (represent)
- Who first ... the theory of gravity? (propose)
- What instrument ... since 1608 to look at distant objects? (use)
- Which planet ... as the 'red planet'? (know)

- 5 **7.3** Work in pairs. Do the quiz. Then listen and check your answers.

FAST FINISHER

Write three more science questions to ask your partner. Then swap and answer your partner's questions.

GRAMMAR The passive: present simple, past simple and present perfect



This lesson features an optional animated presentation of the grammar in context called *Code is always written last!*, including the form and use of the passive for actions in the present and the past. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 317 for animation script.

- 1 Read the grammar box about passive forms with sts. Put them into pairs to complete the rules. Check answers.

Answers

- 1 active
- 2 passive
- 3 to be

Write *My son wakes me up* on the board and ask sts who the subject is (my son) and who does the action (my son). Ask sts to change the sentence to the passive *I am woken up by my son*. Ask who is the subject (I) and who does the action (my son). Point out that we put *by* before the person or thing that does the action in a passive sentence. Ask sts to change the passive sentence into the past tense (*I was woken up by my son*) and elicit that *be* changes tense and the past participle remains the same.

Ask questions to check concept.

Concept check questions: *Passive sentences focus on the person doing the action – correct? (no). How do we form the passive? (we use to be and the past participle). The space station is repaired with the astronauts – correct? (no – The space station is repaired by the astronauts). We only use the passive when we talk about the present – correct? (no – we can use the passive to talk about the past, present or future).*

- 2 Elicit what the Apollo 13 Moon mission was (a plan to send astronauts to the Moon). Explain that Houston is a city in Texas where the space missions were controlled. Read the first two sentences and note that verbs should be changed to the passive only when the focus is on the person or thing that receives the action. Sts read the text and complete the sentences. Check answers.

Answers

- | | |
|--------------------|-------------------|
| 1 heard | 6 was not planned |
| 2 was not affected | 7 made |
| 3 was destroyed | 8 were kept |
| 4 transformed | 9 was reduced |
| 5 was intended | 10 was avoided |

- 3 Focus on the example in the checklist and read the question and answer. Elicit what tense is used and why the answer is in the negative. Working individually, sts use this a model for questions 1–5. When they are ready, sts take turns to check their answers by asking and answering the questions. Check answers.

Answers

- 1 Have the spacesuits been tested? Yes, they have been tested.
- 2 Have the solar panels been assembled? No, they haven't been assembled yet.
- 3 Has the life-support system been tested? Yes, it has been tested.
- 4 Have the food supplies been packed? Yes, they have been packed.
- 5 Has the survey equipment been organized? No, it hasn't been organized yet.

- 4 Check sts understand the task. Ask them to read out the completed questions.

Answers

- 1 Who was the battery invented by?
- 2 Which element is most commonly found in water?
- 3 Which famous scientist wrote the best-selling *A Brief History of Time*?
- 4 Which elements are represented by Au, Fe and Hg?
- 5 Who first proposed the theory of gravity?
- 6 What instrument has been used since 1608 to look at distant objects?
- 7 Which planet is known as the 'red planet'?

- 5 **7.3** Play the audio for sts to check their answers to the quiz. See TG page 283 for audio script.

Answers

- 1 Alessandro Volta
- 2 hydrogen
- 3 Stephen Hawking
- 4 gold, iron, mercury
- 5 Sir Isaac Newton
- 6 the telescope
- 7 Mars

FAST FINISHER

Sts who finish early can have more practice using the passive. Tell them to write three more science questions and take turns to ask and answer the questions with a partner. Weaker sts can write the answers to the quiz in Exercise 4 as complete passive sentences, e.g. *The battery was invented by Alessandro Volta.*

- G Grammar practice:** WB p.60

Sts will find more practice for the passive: present simple, past simple and present perfect here. Set these exercises for homework.

- LS Language summary:** Unit 7 SB p.133

The final frontier

VOCABULARY and LISTENING Numbers and measurements

I can understand units of measurement.

- 1 7.4 Match the words in the box with the things they measure: number of things, time, weight or length. Add them to the lists in the Units of Measurement brochure. Then listen and check.

billion century decade gram light year millennium millimetre ton trillion

- 2 Write the numbers in the box in numerals. Check with a partner.

million ... billion ... trillion ...

UNITS OF MEASUREMENT

	TIME	second	hour	day	week	month	year	1 ...	2 ...	3 ...
	LARGE NUMBERS	hundred	thousand	million	4 ...	5 ...				
	DISTANCE / LENGTH	6 ...	centimetre	metre	kilometre	7 ...				
	WEIGHT	8 ...		kilogram			9 ...			

- 3 7.5 Now listen to the first part of a radio programme with a scientist and answer the questions.

- 1 How many zeros are in ...?
 - a a million
 - b a billion
 - c a trillion
- 2 How long would it take to count these numbers?

- 4 7.6 Listen to the rest of the radio interview and complete the sentences.



- 1 The solar system is ... in diameter.
- 2 ... Earths could fit inside Jupiter.
- 3 Jupiter's gas atmosphere is ... deep.
- 4 The spacecraft had a speed of ...
- 5 Galileo travelled ... over its 14-year lifetime.
- 6 It made ... orbits around Jupiter.

- 5 7.6 Listen again and answer the questions.

- 1 If the solar system was a football field, what would a coin on that field represent?
- 2 What excited Sophie about the Galileo mission?
- 3 What does she think will happen to space travel in the future?

- 6 Read the **Look!** box. Sophie used all of the adjectives below. All of them except one mean *very big*. Which word has got a different meaning and what is it?

Look! Adjectives to describe size

enormous giant huge large
massive tiny

- 7 Work in pairs. Choose one planet from the solar system. Find out more about it and prepare a short talk.

FUN FACT

Mercury has got the shortest year of any planet in our solar system – and the longest day. It takes Mercury only 88 days to orbit the Sun, while a day lasts 176 Earth days!

The final frontier

VOCABULARY and LISTENING

Numbers and measurements

Sts study the words we use to talk about measurement and see examples of the passive with *will*, *going to* and modal verbs. They listen to a radio interview with a scientist and prepare a short talk about a planet.

Vocabulary

Numbers and measurements (*billion, century, decade, gram, light year, millennium, millimetre, ton, trillion*)

Listening text

A radio interview about the solar system

Listening skill

Understanding units of measurement

WARMER

Give sts the following instructions (sts' actions in brackets). Sts listen and write the numbers:

Write 1 (1), add a zero (10), add a 1 (101), add a zero (1,010), add a 1 (10,101), add a 1 (101,011).

Ask sts to read all the numbers. The student who can say them all correctly wins. Put sts into pairs. Tell them to write their own numbers. This time, they can use numbers other than '1', e.g. 2, 22, 220, etc. Sts work individually to decide the numbers and instructions. Then they take turns to say the numbers.

- 1** **7.4 Understanding units of measurement** Explain that in English, there are words to measure time, large numbers, distance / length and weight. Point out that we use two systems of measurement for distance / length, i.e. miles and kilometres (1 kilometre = 0.62 miles).

Read the words in the box. Make sure sts can pronounce *millennium* and *millimetre*. Go through the *Units of measurement* infographic. Ask sts to add the missing words. Play the audio for sts to listen and check. See Answers for audio script.

Answers

1 decade	4 billion	7 light year
2 century	5 trillion	8 gram
3 millennium	6 millimetre	9 ton

- 2** Ask sts to write the three numbers in the box in numerals. Do not check answers at this stage.
- 3** **7.5** Tell sts they are going to listen to a scientist talking on the radio. Read the questions with sts and get them to roughly guess how long it would take to count to each number. Play the audio for sts to check their answers (including the answers to Exercise 2). See TG page 283 for audio script.

Answers

- 1 a 6 (1,000,000) b 9 (1,000,000,000)
c 12 (1,000,000,000,000)
- 2 a 89 days b 31 years, 251 days, 6 hours, 50 minutes and 46 seconds c 8,000 years

- 4** **7.6** Read the sentences with sts. Play the audio for them to listen for the missing words. See TG page 283 for audio script. Check answers.

Answers

- 1 15 trillion kilometres
2 1,300
3 1,000 kilometres
4 48 kilometres a second
5 4.6 billion kilometres
6 35

- 5** **7.6** Read the questions with sts. Play the audio again for sts to listen then check answers.

Answers

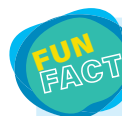
- 1 It would represent the Sun.
2 It was one of the most successful planetary missions ever.
3 Astronauts will spend longer in space; permanent international space stations will be set up orbiting the Moon and Mars.

- 6** Read the Look! box and ask sts to read the words in the box and identify the word with a different meaning. Elicit what the meaning of this word is.

Answer

tiny (very small)

- 7** This task can be set for homework. Ask sts to do some online research on any planet except Jupiter and prepare some notes for a talk to give in the next lesson. You could put the following prompts on the board for sts to structure their talk: *size; distance from the Sun; temperature; orbit; surface; moons.*



Encourage sts to read this fun fact for pleasure. They might also be interested to know that Uranus is the coldest planet in the solar system. The temperature on the surface of the planet is about -200°C. The average temperature of a freezer in the home is -18°C!

- V L** **Vocabulary and Listening practice: WB p.61**
Sts will find more practice for listening, and practice of vocabulary for numbers and measurements here. Set these exercises for homework.

- LS** **Language summary: Unit 7 SB p.133**

GRAMMAR The passive with *will, going to* and modal verbs

I can use the passive with *will, going to* and modal verbs.

Now watch the grammar animation.

1 Read the grammar box and complete the table.

will and going to

My computer **will be / won't be** repaired tomorrow.

Where **will** the new houses **be** built?

The parcel **is / isn't going to be** sent soon.

Are hotels **going to be** built on the Moon?

Affirmative	subject + <i>will be</i> + past participle subject + <i>be + going to be</i> + ¹ ...
Negative	subject + ² ... <i>be</i> + past participle subject + <i>not be + going to be</i> + past participle
Question	<i>Will</i> + ³ ... + <i>be</i> + past participle <i>be</i> + subject + ⁴ ... + past participle

2 Read and complete the space holiday brochure. Use *will* unless *going to* is specified.

SPACEHOLIDAYS®

We can guarantee you **are going to be given** (going to, give) the experience of a lifetime!

Here are some of your SpaceHoliday® highlights:

- You ¹... (fly) to Mercury on our bespoke SpaceShuttle, where you will see an unforgettable double sunset!
- And speaking of sunsets, on Mars you ²... (going to, amaze) by one of the strangest things you have ever seen, because on the Red Planet sunsets are blue!
- What ³... (you, show) on Jupiter? The Great Spot, of course. But you ⁴... (carry) across its 19,000 km in one of our wind-powered SpaceBalloons.
- You ⁵... (transport) around Saturn on its rings. In fact, when you 'surf' on them in one of our special SpaceBuggies, you're going to be astonished!



3 PRONUNCIATION Pronunciation of passives

7.7 Listen and repeat.

- 1 I'll be examined in the morning.
- 2 It'll be finished next week.
- 3 They'll be taken by car.

4 Look at the sentences. Decide if they are passive (P) or active (A).

- 1 Spacesuits must be worn inside the spacecraft.
- 2 You must wear spacesuits inside the spacecraft.
- 3 Food shouldn't be eaten in the vehicle.
- 4 You shouldn't eat food in the vehicle.
- 5 Can tickets be bought online?
- 6 You can buy tickets online.

5 Read the grammar box and complete the table.

Modal verbs

All exam questions **must be answered**.

This medicine **shouldn't be taken** with food.

Those T-shirts **can be bought** online.

The report **might be completed** tomorrow.

Should the cat **be fed** three times a day?

Must phones **be switched** off in the library?

Affirmative	subject + modal + <i>be</i> + past participle
Negative	subject + modal + <i>n't + be</i> + ¹ ...
Question	modal + ² ... + <i>be</i> + past participle

6 Match rules and advice 1–4 in the brochure with explanations a–d below.

SPACEHOLIDAYS®

Rules and advice

- 1 Large items from other planets mustn't be placed in your travel bags.
- 2 No rocks or plants should be removed from any planet.
- 3 Trips to other planets mustn't be taken without a SpaceHoliday® guide.
- 4 AI RoboStaff must be treated with politeness and respect.

- a They are there for everyone and are not souvenirs.
- b They've got feelings, too!
- c There are strict weight and space restrictions.
- d Tourism can be dangerous.

7 Work in pairs. Add more rules and advice to the SpaceHolidays® brochure. Then compare your ideas.

FAST FINISHER

Write three future passive sentences about what will happen next week, e.g. *My homework will be corrected.*

GRAMMAR The passive with *will*, *going to* and modal verbs



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Passwords should never be shared!*, including the form and use of the passive with *will*, *going to* and modal verbs. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 318 for animation script.

- 1 Read through the examples in the grammar box. Sts complete the rules. Check answers.

Answers

- | | |
|-------------------|----------------------|
| 1 past participle | 3 subject |
| 2 <i>won't</i> | 4 <i>going to be</i> |

Write on the board: *A new hotel ... next year*. Ask sts to make a sentence using *will* and *build* (*A new hotel will be built next year*). Elicit the question form: *Will a new hotel be built next year?* Point out that we put *will* at the beginning of the sentence and *be* before the main verb. Ask sts to do the same with *going to*: *A new hotel is going to be built next year*. *Is a new hotel going to be built next year?* Point out that we put *is* (or *are*) at the beginning of the sentence and *going to* before *be* and the main verb.

Ask questions to check concept.

Concept check questions: *The past participle always comes before 'will' and 'going to' - correct? (no - the past participle always comes after 'will' and 'going to').* *Passengers will be give special glasses - correct? (no - Passengers will be given special glasses).* *We going to be flown around the Sun - correct? (no - We're going to be flown around the Sun).*

- 2 Read the heading *Space Holidays* and ask sts what they think a holiday in space would be like. Explain the task and check sts understand they should use the passive and *will* unless *going to* is given in the brackets. Sts can do the exercise in pairs. Check answers.

Answers

- 1 will be flown
- 2 are going to be amazed
- 3 will you be shown
- 4 will be carried
- 5 will be transported

3 PRONUNCIATION 7.7

Model the 'll' sound and get sts to repeat. Then model 'll' together with 't': /aɪl/. Do the same with 'it'll' and 'they'll'. Play the audio once for sts to listen, then again for them to repeat.

- 4 Sts read the sentences. Elicit where we would find this type of language (in instructions, school rules, signs in dangerous places, etc.) Get sts to identify those which contain the passive form (*be* + past participle).

Answers

- | | |
|-----|-----|
| 1 P | 4 A |
| 2 A | 5 P |
| 3 P | 6 A |

- 5 Read through the examples in the grammar box with the class. Sts complete the rules with the correct words. Check answers. You can also ask sts to find examples in Exercise 4.

Answers

- 1 past participle
- 2 subject

Ask questions to check concept.

Concept check questions: *The modal usually comes after 'be' and the past participle - correct? (no - the modal usually comes before 'be' and the past participle).* *Space helmets must worn outside the spacecraft - correct? (no - Space helmets must be worn outside the spacecraft).*

- 6 Sts read the rules and advice and match them with the explanations a-d. Check answers.

Answers

- | | |
|-----|-----|
| 1 c | 3 d |
| 2 a | 4 b |

- 7 Put sts into pairs. Elicit some ideas for other *Space Holidays* rules. Some possible topics are taking photos, spacesuits and food.



FAST FINISHER

Sts who finish early can practise the grammar further. Ask them to write three sentences about what will happen next week using the passive. Ask them to write three sentences about their teacher, e.g. *My teacher will give me homework* and then change the sentences to the passive, i.e. *I will be given homework by my teacher*. Weaker sts can work in pairs.

- G Grammar practice:** WB p.62

Sts will find more practice for the passive with *will*, *going to* and modal verbs here. Set these exercises for homework.

- LS Language summary:** Unit 7 SB p.133

KEEP TALKING!

Cosmic jobs

READING and LISTENING

I can identify specific information in an infographic and a podcast.

ASTRONAUT

It must be one of the hardest jobs to get – ever. You need a science or maths degree, related work experience or at least 1,000 hours pilot-in-command time on jet aircraft and excellent physical and mental health. You will also have to prove that you've got leadership skills and are flexible, open-minded and tough. But remember, thousands of people apply for every position!

SPACE LAWYER

OK, this isn't a lawyer sent up into space but someone taking care of everything related to the law here on Earth. They're normally specialists in international law and have to answer questions such as, 'Who is responsible if there is a collision between two satellites?' or 'Who owns the Moon?' These are big questions with big repercussions for us all.

CAREERS IN SPACE

Thinking about a career in space?

Well, being an astronaut might be your first choice. But remember, it isn't all about actually going into space. Most of the jobs are right here on planet Earth. Let's take a look at some of the opportunities.

SPACE DOCTOR

Space is highly damaging to the human body. Our bones, organs and muscles are affected by low gravity, radiation and all the other changes astronauts are exposed to. To keep astronauts physically and mentally healthy, space doctors need to understand medicine and science. It's a fascinating challenge!

AEROSPACE ENGINEER

Just think of spacecraft, space vehicles, space stations ... all these have to be designed, tested and constructed by highly-skilled engineers. They have to be super creative, too! Astronauts may get the glamour and the fame, but it's the engineers who make everything happen.

SPACESUIT DESIGNER

A spacesuit isn't just an outfit – it's a one-person spacecraft with air-conditioning, heating, air and water supplies and even a built-in toilet. So spacesuit designers are highly-skilled engineers with three main concerns: enabling astronauts to do their work, keeping them comfortable and keeping them alive. It's fashion – but not as we know it!

1 Look at the job titles in the infographic. Work in pairs. Discuss the questions.

- 1 What skills and qualities do you think are needed for these jobs?
- 2 Can you think of any other space jobs?

2 Read the infographic and answer the questions.

- 1 Why are space doctors so important?
- 2 What does a spacesuit have to do?
- 3 What qualities does an aerospace engineer need to have?
- 4 Why is it difficult to become an astronaut?
- 5 What qualities do you think a space lawyer should have?

3 Work in pairs. Discuss the questions.

- 1 Which of the jobs in the infographic are:
 - the most dangerous?
 - the most interesting?
 - the most difficult to do?
- 2 Would you like to do any of the jobs? Why?

4 7.8 Listen to Kayla talk about her life as a trainee astronaut. Which qualities does she talk about? What other qualities does she mention?

concentration	adaptability
communication skills	leadership
able to cope with stress	coordination
able to follow orders	

5 7.9 Listen to the rest of Kayla's podcast and answer the questions.

- 1 Why do trainee astronauts do so much training in the pool?
- 2 Why is flying in a low-gravity aircraft a tough experience?
- 3 Why do trainees spend a lot of time away from home?
- 4 Why are they sent into caves?

6 Work in pairs. Discuss the questions.

Have you got what it takes to be an astronaut? Why?

KEEP TALKING!

Cosmic jobs

READING and LISTENING

Sts read an infographic about jobs in the space industry and listen to a woman talking about the training course she is doing to become an astronaut. They identify specific information in these texts. They learn how to work effectively in a team. They personalize the topic by following the Speaking plan to take part in a discussion about the NASA survival test.

 **WARMER**

Play a game to revise and practise vocabulary related to the theme of space. Explain to sts that the game is between you and them. Write *p_ _ _ _ _* (*planet*) on the board. If they guess correctly, they win a point for each letter. If they guess incorrectly, you win a point. Get sts to call out a letter. Assign a point to the sts or yourself. Continue until they have guessed the word. Continue with other words from pages 69–73, e.g. *astronaut*, *spacecraft*, *laboratory*, *Earth*, *gravity*, etc. You can vary the game by swapping places. Individual sts come to the front of the class and write a blanked word with one letter on the board and you and the rest of the class have to guess the rest of the letters.

- Put sts into pairs. Ask them to read only the job titles in the *Careers in space* infographic and discuss question 1. When they have finished, get feedback from the pairs on the skills and qualities needed for each job.

With the class, brainstorm other jobs related to space travel (question 2).

- Read the questions with sts. Give them time to read the text and find the answers. Sts check their answers in pairs. Get feedback from the whole class.

Answers

- They are important because human bodies are damaged by going into space.
- It has to enable astronauts to do their work, keep them comfortable and keep them alive.
- They have to be highly skilled and creative.
- It is difficult because you need a science or maths degree, related work experience or at least 1,000 hours pilot-in-command time on jet aircraft and excellent physical and mental health.
- Sample answer: A good understanding of the space industry and a law degree.

- Sts discuss the questions in pairs. Ask each pair to give their opinions and explain their answers.

- 7.8 Elicit or check the meaning of *to cope with something*. Read through the instructions with sts. Ask them to guess which qualities they think a trainee astronaut needs before they listen. Elicit how this helps them improve their listening skills (it helps them to identify specific information, activates relevant vocabulary, etc.) Play the audio for sts to listen for the answers. See TG page 284 for audio script. You may need to play the audio again for sts to catch the other qualities the trainee mentions. Check answers.

Answers

Kayla talks about all the qualities in the box except adaptability.

Kayla also mentions a good memory, teamwork, decision-making skills, problem-solving skills, enthusiasm, energy, personality, character, a sense of humour, and academic qualifications.

- 7.9 Read through the questions with sts. Encourage them to guess the answers. Play the audio for sts to listen for the answers. See TG page 284 for audio script. Check answers.

Answers

- Because when you are in water, you feel weightless.
- Because it makes you feel sick.
- Because in space, you may be away from home for a long time.
- Because they need to practise teamwork and communication in close proximity to other people for prolonged periods.

- Elicit or explain the meaning of *to have what it takes*. Ask sts to put their hands up if they would consider becoming an astronaut. Ask these sts which of the qualities in Exercise 4 they think they have. Ask sts who didn't put their hands up to vote for who they think would be the best astronaut.

SPEAKING Teamwork

I can work effectively in a team.

- 1 Read the text and check you understand all of the items in the list. Use a dictionary to help you.

LOST ON THE MOON

This survival test is based on one used in NASA's astronaut-training programme. It was designed to encourage cooperation and decision-making skills.

You are a member of a team of astronauts. You were going to meet the rest of the team on the Moon's surface. However, your spacecraft crashed. Much of the equipment on board was damaged, but the items below were not damaged.

Items

- matches
- food
- 20 m rope
- a parachute
- a heating unit
- a life raft
- 2 tanks of oxygen
- a map of the Moon
- a compass
- 20 litres of water
- flares
- a first-aid kit
- a radio receiver



- 2 Look at the undamaged items again. Rank them in order of importance.

- 3 **7.10** Listen and read. Answer the questions.

- 1 Which two items do the students discuss?
- 2 Which do they decide is more important? Why?

Jack: What should we put for number one?

Dee: I think we should put the compass.

Olivia: Do you really think so?

Dee: Absolutely. If we have a compass, we'll know where we're going.

Jack: I'm not sure.

Dee: Don't you think we have to find our way back to the others in the team?

Jack: OK, so we take the compass. I can see your point.

Olivia: I think the map is more useful. I don't think the compass would work because the Moon hasn't got a magnetic field like Earth.

Jack: That's a good idea. Shall we put the map as number one?

Dee: OK, yeah, definitely.

- 4 **7.11** Listen and repeat the **Useful language**.

How do you say the phrases in your language? Find which ones are used in the dialogue in Exercise 3.

Useful language

Suggesting

I think we should ...

Why don't we ...?

If we (have a compass), we'll ...

Expressing doubt

Do you really think so?

I'm not sure.

Persuading

Surely you agree that ...?

But don't you think that ...?

Accepting suggestions

I can see your point.

That's a good idea.

Seeking agreement

Does everyone agree?

Shall we put ...?

- 5 Work in groups. Discuss the NASA survival test. Follow the steps in the **Speaking plan**.

Speaking plan

Prepare

- Look again at your list and think about the reasons for your choices.

Speak

- Explain your decisions and listen to other people's ideas. Be prepared to change your mind!
- Use phrases from the **Useful language** box.
- Rank the items.
- Compare your list with the rest of the class. Which group decided on the best order?

Reflect

- Did you manage to come to a group decision?
- How can you improve next time?

Now play Keep moving!

FAST FINISHER

Write the reasons you had for choosing the most important and least important items in the list.

SPEAKING Teamwork


- 1** Ask sts to read *Lost on the Moon*. Ask some questions to check they have understood the situation:

Are you alone or in a team? (In a team.)

Who were you going to meet? (The other team members.)


What happened? (Our spacecraft crashed.)

Tell sts to read the list of items and use a dictionary to check the meaning of any new words.

- 2** Put sts into pairs. Tell them to rank the most useful items in the list in the text in Exercise 1. Explain that they need to think logically about each option. Ask: *Does the Moon have oxygen in the atmosphere? Will matches work? What would a rope be useful for?*, etc. Give pairs plenty of time to discuss the items and make their choices.
- 3**  **7.10** Tell sts to read the questions. Play the audio for sts to listen, read and answer the questions. Check answers.

Answers

- 1 The compass and the map.
- 2 The map because the compass won't work on the Moon.

- 4**  **7.11** Read through the Useful language box with sts. Play the audio so that they can listen and repeat the phrases. Ask sts to find examples of some of these phrases in the conversation in Exercise 3 (they are all used except *Why don't we ...?*, *Surely you agree that ...?*, *But don't you think that ...?* and *Does everyone agree?*). If your sts would benefit from some controlled practice before the personalized practice, they could practise the dialogue in Exercise 3 in pairs, or they could change some of the details and practise.
- 5** Sts follow the steps in the Speaking plan to discuss the NASA survival test and practise the language in the Useful language box.

Speaking plan

Prepare

Individually, sts check their list from Exercise 2 and make sure they have a logical reason to rank each item as important or not.

Speak

Put sts into groups. Explain that they have to decide as a group a final list of items. Sts take turns to explain their decisions. Other sts should ask questions, express doubt, suggest other ideas, persuade and seek agreement using the expressions in the Useful language box. The group should then rank all the items in order of importance. When the groups are ready, ask each group to read out and explain their lists. At the end, get the class to vote for the group that has the best list.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to explain their choices to the class if they feel confident.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Sts check their survival items list and write a few sentences explaining how and why they chose the most and least important items. Weaker sts work in pairs to write sentences about their choice of items. Tell them to use *I think we should ...* from the Useful language box.

Speaking practice: WB p.63

Sts will find more practice for teamwork here. Set these exercises for homework.

Language summary: Unit 7 SB p.133

Planet Earth calling – is there anybody out there?

What are Voyager 1 and 2?

In 1977, the space probes Voyager 1 and 2 began an incredible journey to explore our cosmic neighbourhood and collect scientific data about our solar system. The mission was later extended to travel towards the outer limits of the Sun's magnetic field and across the galaxy.

Nearly 40 years later, in 2004, Voyager 1 left our solar system when it passed Pluto. In August 2012, it made its historic entry into remote interstellar space, the region between the stars, which is filled with material that was ejected by the death of nearby stars millions of years ago.

Voyager 2 explored Uranus and Neptune – the only spacecraft to have ever visited those outer planets – and it went on to enter interstellar space on 5 November 2018. The information that is transmitted back to Earth helps scientists learn more about what the universe is made of.

What is the Golden Record?

Both Voyager probes carry a copy of the Golden Record – a visual and audio message on a disc for any intelligent life that the probes find. It was created by the American astronomer and physicist Carl Sagan and his wife Ann Druyan as a record of life on Earth and includes a diagram of the solar system to show where it comes from.

What's on the Golden Record?

The disc is a record of many things which are familiar to us but which extra-terrestrials will probably not recognize: a variety of sounds and sights from around the planet's geography and human culture, as well as a message from an American president.

Planet Earth in five formats



GREETINGS – in 55 languages, ancient and modern



SOUNDS – from volcanoes to dogs, laughter and trains, the song of whales, wind and thunder



MUSIC – 90 minutes from around the world including traditional, classical and rock and roll



BRAINWAVES – an hour's thinking recorded



IMAGES – 115 pictures from the natural world of plants, animals and humans to the man-made world of science, cities and traffic

How can it be played?

The engraved instructions were written as codes, symbols and diagrams on the surface of the disc. They can be used to unlock the recordings. The disc is in a special metal box with a needle and cartridge to play it. With the rapid changes in science, this technology already seems old-fashioned to us. Imagine how it might look to aliens when it reaches the nearest planetary system 40,000 years from now!



TELL US YOUR THOUGHTS BELOW! 4

'The spacecraft will be encountered and the record played only if there are advanced civilizations travelling in interstellar space. But the launching of this "bottle" into the cosmic "ocean" says something very hopeful about life on this planet.' **Carl Sagan**

Space exploration

Sts learn about the two Voyager space probes in the 1970s which travelled through our solar system and beyond. They learn more vocabulary to talk about space travel and discuss what they would leave as a record of life on Earth.

This lesson features an optional culture video about a celebrity chef who cooks a meal for the International Space Station: see SB page 77.

WARMER

Write this question on the board: *What are the chances of us finding life on other planets or being found by other life forms?*

Give sts a few minutes in pairs to discuss the question. Elicit their ideas and encourage class discussion. You could ask this question to help: *How common are planets like Earth?* (There are probably 40 billion Earth-sized planets in the Milky Way.)

- 1 Read the title of the webpage on page 76 and ask sts what they think the question *Is there anybody out there?* refers to. Direct sts' attention to the large photo of the space shuttle and ask sts what they know about it. Elicit that it took astronauts and satellites into space. For the photo on the right, tell sts that this is explained under the second, third and fourth headings and in the infographic. Ask sts to work in pairs to brainstorm some ideas they expect to read about in the text using the pictures and headings as clues. Get feedback from pairs on their ideas.

- 2 Sts complete the questions individually. Check answers.

Answers

- | | | | |
|---|-------|---|------|
| 1 | What | 5 | Why |
| 2 | When | 6 | What |
| 3 | Where | 7 | How |
| 4 | Who | | |

Put sts into pairs to ask and answer the questions by reading the information in the text. Check answers with the class.

Answers

- 1 They are space probes.
- 2 They were launched in 1977.
- 3 They are in interstellar space.
- 4 Carl Sagan and his wife Ann Druyan created the Golden Record.
- 5 It was created to provide a visual and audio message for any intelligent life the probes find.
- 6 It contains information about life on Earth including recordings and pictures.
- 7 It can be played in a special metal box.

- 3 **7.12** Play the audio for sts to read and listen to the text. Sts write three more questions based on the information in the text about the Voyager probes and the Golden Record, e.g. *When did Voyager 1 leave our solar system?* (In 2004). *How many minutes of music are there on the Golden Record?* (90). Ask some sts to read out their questions. Get the rest of the class to say if they are grammatically correct.

Put sts into pairs to take turns asking and answering their questions. Monitor and help or correct when necessary.

21st Century skills

- 4 **THINK CRITICALLY**

Direct sts' attention to the quote at the bottom right of page 76. Read the quote for the class. You may want to explain the idea of a message in a bottle, where someone who is alone on an island writes a message, puts it into a bottle and throws the bottle into the sea, hoping someone will find it and read it. Ask sts to use their critical thinking skills to compare this idea with the quote. If the bottle is found, that means that there is life, therefore there is hope.

- 5 **Word Power** Read the words in the box with sts. Ask them to check the meanings of the words in their dictionaries. Ask some questions to check they understand, e.g. *What is an interstellar journey?* *Where does a launch happen?* *What does a probe do?* *Who goes on a mission?* Sts then choose other words related to space travel (e.g. *cosmic*, *magnetic field*) and write definitions in pairs, using their dictionaries to help them.

1 Look at the title and pictures on the webpage on page 76. What is the article going to be about? Brainstorm some ideas you expect to read about.

2 Complete the questions with the question words. Then ask and answer them in pairs.

How What (x2) When Where Who Why

- 1 ... are Voyager 1 and 2?
- 2 ... were they launched into space?
- 3 ... are they now?
- 4 ... created the Golden Record?
- 5 ... was it created?
- 6 ... does it contain?
- 7 ... can the disc be played?

3 7.12 Read and listen to the article. Write three more questions about the Voyager probes and the Golden Record. Ask and answer your questions in pairs.

4 **THINK CRITICALLY** Read the quote from Carl Sagan again. Why does the 'bottle' say 'something very hopeful about life on this planet'?

5 **Word Power** Find the words below in the article and check their meanings. Write a list of other words related to space travel and add definitions.

interstellar journey launch
mission probe spacecraft

6 Read the comments about the Golden Record. Whose comment do you agree with most and why?

COMMENTS

1 The Voyager missions and the Golden Record were an amazing achievement for their time and show how imaginative and creative human beings are.
Jytte, Copenhagen ♥ 3 □ 2

2 The Golden Record is ridiculous! It's not possible for just two people from one country to decide what is significant about life on Earth.
Kit, Sydney ♥ 5 □ 1

3 Why did they assume that extra-terrestrials would be peace-loving and not hostile towards humans?
Li, Beijing ♥ 9 □ 8

4 What a brilliant idea! Maybe we should create a new digital Golden Record for the 21st century, from all corners of our beautiful planet and include messages from a lot of different people, not just an American president.
Anna, New York ♥ 20 □ 12

7 **GET CREATIVE** Imagine you are going to suggest what to put on a 21st century Golden Record to represent life on Earth. Read the questions below. In pairs, brainstorm your ideas and decide what you would include.

Life on Earth – a Guide for Aliens

- 1 Should the Guide use modern digital technology? Why? / Why not?
- 2 How will the final decision about the content of the Guide be made? Who will make it?
- 3 What TV show or film would you include as an example of life on Earth nowadays?
- 4 What sounds would you include?
- 5 What music would you include?
- 6 What images would you include?
- 7 What messages would you include?
- 8 What three other things would you include to represent modern life? Why?

8 Present your list to the class and give reasons for your choices.

9 **COMPARE CULTURES** Work in pairs. Discuss the questions.

- 1 Why do countries get involved in space exploration? What do they gain from their discoveries?
- 2 What do you think an alien would find out about Earth and humans from the Golden Record?

Now watch the culture video.

FAST FINISHER

Write a short message from an alien to the inhabitants of Earth.

REAL CULTURE!

- 6 Read the four comments with the class. Give sts a few minutes to think about the comments and then ask individual sts to give their opinions. Encourage other sts to comment and agree or disagree.

21st Century skills

7 GET CREATIVE

Read the instructions and put sts into pairs. Tell them to read the questions carefully and make notes for their answers. Explain that they will present their ideas to the rest of the class at the end. Give pairs plenty of time to discuss their ideas and make notes.

- 8 When all the pairs are ready, ask them to come to the front of the class and present their ideas. Make sure they support their ideas with reasons. If possible, ask sts to use their smartphones to video their presentations. Get the class to vote for the best ideas.

EXTRA PRACTICE

Ask sts to get back into their pairs and watch the video of the presentations they did in Exercise 8. Tell them to make notes on things they could improve including their use of vocabulary and grammar, pronunciation and organization of ideas.

21st Century skills

9 COMPARE CULTURES

Read the questions. Give sts time to discuss them in pairs. Elicit sts' ideas and ask other pairs to comment.

Culture video

This lesson features an optional culture video about a celebrity chef who cooks a meal for the International Space Station. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Heston, we have a problem* on TG pages 306 and 313.

FAST FINISHER

Sts imagine they are aliens who want to send a message to people on Earth, and write a short message. Weaker sts can work in pairs and write three sentences about the Golden Record.

Creative fiction

WRITING A story

I can write a story.

1 Discuss the questions in pairs.

- 1 Do you like science-fiction and fantasy stories?
- 2 What makes a good story? Discuss these elements:

the characters the language the plot

2 Complete the writing tips with the words in the box.

details dramatic feelings sounds time

How to tell a story



- 1 Create atmosphere by describing sights, ... and smells.
- 2 Describe the characters' actions and ...
- 3 Use present tenses to make a story more ...
- 4 Use past tenses to add ... about what happened earlier.
- 5 Show the sequence of events with ... markers.

3 Read the story about E.T. Answer the questions.

- 1 What kind of story is it?
- 2 What happens at the end of the story?

E.T. – my favourite science-fiction story

by Alannah Berry

One starry evening in California, a group of aliens from a distant planet visit Earth to look for plants.

In their hurry to escape from some government agents, they accidentally leave behind one of the group. Soon after, Elliott, a ten-year-old boy, hears strange noises while he's in his backyard and investigates. He comes across the lost, frightened alien, who he names E.T. With his brother and sister's help, he hides E.T. in their home.

E.T. rapidly learns English by watching television and discovers how humans live. However, he feels homesick, so Elliott helps build a device out of some toys so he can phone home. They form a strong connection and start doing and thinking the same things, even though they're so different. As soon as E.T. gets sick, Elliott gets sick too and they both nearly die. Luckily, E.T. survives and tells Elliott he has received a message explaining that the other aliens are returning to fetch him.

After being chased by the police, Elliott flies over the forest through the night sky on a bicycle thanks to E.T.'s special powers. They arrive just in time for E.T. to climb into his spaceship. In the end, they say a sad goodbye, and when Elliott looks up into the sky, he sees a beautiful rainbow.



4 Read the story again. Number the events of the story in order.

- a E.T. visits Earth but gets lost.
- b Elliott helps E.T. escape back to his spaceship.
- c Elliott helps E.T. phone home.
- d Elliott finds E.T. and looks after him. They become friends.
- e The aliens tell E.T. they're taking him home.
- f The police try and catch E.T.

5 Look at the Useful language box. Find examples in the story.

Useful language

Beginning a narrative

One morning/evening/day, / On a sunny morning, / In the winter of ..., / Once upon a time, ...

Sequences of events

then / next / after / soon after / as soon as / while / at the same time / by then

Ending

Eventually, ... / In the end, ... / Finally, ...

6 Read the Look! box. Find more examples in the text.

Look! Showing contrast

When we need to contrast two or more ideas, we use these expressions:
However, ... Even though ... / ... even though ...

7 Choose a story you know and write the story. Follow the steps in the Writing plan.

Writing plan

Prepare

- > Choose a science-fiction or fantasy story you know and make notes about the events and characters. Use the tips in Exercise 2.
- > Plan your story.

Write

- > Organize your story into paragraphs:
Paragraph 1: Beginning
Paragraphs 2 and 3: Plot (what happens)
Paragraph 4: Ending
- > Write a first draft. Follow your plan.
- > Use phrases from the **Useful language** box.

Reflect

- > Have you used the phrases from the **Useful language** box correctly?
- > Check your grammar and spelling.

Creative fiction

WRITING A story

Sts read a summary of a science-fiction story. They learn useful language to start a narrative, show the sequence of events in a story, contrast ideas, and signal the ending of a story. They then follow the steps in the Writing plan to summarize a short science-fiction or fantasy story.

Writing

A story

Useful language

Beginning a narrative (*One morning/evening/day, On a sunny morning, In the winter of ..., Once upon a time,*) Sequences of events (*then, next, after, soon after, as soon as, while, at the same time, by then,*) Ending (*Eventually, In the end, Finally,*)

Look!

Showing contrast

WARMER

Ask sts to name any science-fiction or fantasy films they have seen or books they have read. Ask who has read any of the Harry Potter stories, seen any films like *The Avengers* or *X-Men*, or seen or read *The Lord of the Rings*. Elicit the differences between science-fiction stories and fantasy stories.

- 1 Read the questions with sts. Put sts into pairs to discuss them. Elicit ideas from the pairs and write some notes on the board, e.g. *Characters: good/evil, brave, ... Language: descriptive, imaginative, ... Plot: dramatic, surprising, etc.*
- 2 Ask sts to read the five writing tips and complete them using the words in the box. Sts check in pairs then as a class.

Answers

- | | |
|------------|-----------|
| 1 sounds | 4 details |
| 2 feelings | 5 time |
| 3 dramatic | |

- 3 Explain that *E.T. the Extra-Terrestrial* was a very popular film in the 1980s. Read the questions with the class. Check answers.

Answers

- 1 It's a science-fiction story.
- 2 E.T. leaves in a spaceship and Elliott sees a rainbow.

- 4 Give sts time to read the story again and order the sentences.

Answers

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

- 5 Read the Useful language box with sts about telling a story. Tell sts to scan the E.T. story for examples. Check answers.

Answers

Beginning a narrative: *One starry evening in California*
Sequences of events: *Soon after, Elliott, a ten-year-old boy, hears strange noises while he's ...; As soon as E.T. gets sick; After being chased ...*
Ending: *In the end, they say a sad goodbye*

- 6 Read the Look! box with sts about showing contrast. Tell sts to scan the E.T. story for examples. Check answers.

Answers

However, he feels homesick ...
They form a strong connection and start doing and thinking the same things, even though they're so different.

- 7 Explain to sts that they will now follow the steps in the Writing plan to write about a short science-fiction or fantasy story that they are familiar with.

Writing plan

Prepare

Elicit the two main elements of a story (plot and characters) and write these headings on the board. Note that a plot is the sequence of all the events. Remind sts to introduce the characters at the beginning and make sure the story has an ending. Tell sts to read the writing tips again in Exercise 2. Give them enough time to decide which story they want to tell and make notes on the plot and characters. Monitor and help where necessary.

Write

Sts use their notes to write the story. Remind them to follow the guidelines for writing four paragraphs and to use expressions from the Useful language box.

Reflect

Ask sts to check their grammar and spelling and make any necessary changes. Sts then work in pairs. They swap their stories with a partner and give feedback on the start of the story, description of the characters, the main part of the story and the ending. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

W Writing practice: WB p.64

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.90

E Exams: Unit 7 SB p.124

LS Language summary: Unit 7 SB p.133

I can do that!

8

Vocabulary: Abilities; Phrasal verbs

Grammar: Relative clauses: defining and non-defining; *-ing* forms and infinitive

Speaking: Socializing

Writing: An application email








VOCABULARY Abilities  talk about skills and abilities.

MULTIPLE INTELLIGENCES

Have you noticed that you and your friends have got different talents? One of you might be a mathematical whizz, another is good at art. Well, there's an explanation.

The psychologist Howard Gardiner has got a theory called 'multiple intelligences'. He says that people have got different kinds of intelligence and he proposes eight different types. Most of us are particularly strong in one area such as visual, musical or linguistic abilities. But, of course, we usually possess a range of skills, so it's important to develop all our potential.

THE 8 INTELLIGENCES

-  Verbal-linguistic
-  Logical-mathematical
-  Visual-spatial
-  Musical
-  Naturalistic
-  Bodily-kinesthetic
-  Interpersonal
-  Intrapersonal

- You love words and learning languages and you're ... **at** communicating.
- You're ... **in** the natural world and enjoy exploring the environment.
- You're good at **thinking in** ..., rhythms and sounds and enjoy singing and playing musical instruments.
- You're good at ... **with** other people and **resolving** ...
- You're good at using your body and enjoy making things and working with your hands.
- You're a good ... **solver** and a **quick thinker** and enjoy thinking about abstract ideas.
- You're good at **analysing** your own strengths and weaknesses and enjoy ... **on your own**.
- You're good at **visualizing things** and **interpreting** charts and ...

1 Read the first paragraph and answer the questions.

- Do you know anyone who is good at Maths and Art?
- What things are you good at?

2 Read the article and match intelligences 1-8 with definitions a-h.

3 8.1 Complete the definitions in the article above with the missing words below. Then listen and check.

conflicts good graphs interacting
interested patterns problem working

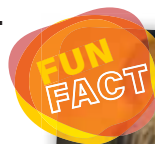
4 Complete the sentences with one of the phrases in bold in the article.

People who ...

- love learning about other species are ... the natural world.
- think logically are often good ...
- like drawing and painting are good ...
- can stop other people arguing are good ...
- understand themselves often enjoy ...
- like reading and writing are usually good ...

5 Choose three intelligences that are strong for you. Then compare them with your partner's. Ask questions to find out more.

I think I've got a logical-mathematical intelligence. I'm good at maths and solving problems. Do you like doing puzzles, too?



Leonardo da Vinci was an all-round genius! He had amazing mathematical, visual, verbal, musical and naturalistic intelligences.

 Now watch the vlog.

FAST FINISHER

Write a paragraph about your three strongest intelligences.

Skills we need

READING I can use a text to discuss a subject.

WHAT ARE SOFT SKILLS?

Studying, learning, gaining qualifications – that’s all part of being a student. But there are other important qualities that help you be successful in school and work. These are ‘soft skills’ or 21st century skills.

SELF

Knowing yourself is the key to success. A student who is distracted by social media needs self-discipline to turn the phone off. You can improve concentration by having a sense of purpose. Promise yourself a reward (maybe a game or time online) after half an hour of study. Concentrating is the most productive way to work. Disorganized people who do things at the last minute don’t achieve much. But by dividing tasks into smaller chunks and creating a study timetable, you can manage your time better.



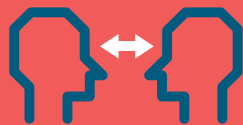
BRAIN POWER

You can develop skills that will improve your thinking. Benjamin Bloom, who was a psychologist, believed that students need to learn how to learn. He made a list of thinking skills, including problem solving and planning, which is still used today. Nowadays, we’re often exposed to fake news; being taught critical thinking means you can recognize lies and weak arguments. Studying and memorizing are also skills which can be trained just like your muscles at the gym. And in today’s changing world, original, creative thinking helps you find new solutions to problems.



OTHER PEOPLE

Emotional intelligence is being able to empathize with other people and communicate your own emotions. Active listening is essential. Really focus on what someone is saying and ask questions to show you’re paying attention. Teamwork and collaboration is all about how you work with people. When you do a project with other students, set clear targets, give everyone a role and show respect for each other’s ideas and contributions. We’re all different, and that’s what makes a team a great place to be!



BACK TO BASICS

Good speaking skills – you won’t get far without them today! Explaining, persuading, agreeing and disagreeing politely, these can all be improved through regular practice. And this is true for giving presentations, too. Speakers who wow their audiences weren’t born brilliant speakers – they had to learn how to overcome their fears, relax and talk to an audience. And finally, you won’t get very far in life if you aren’t proficient in social media and digital communication! So, all those hours online aren’t wasted!



1 Look at the skills and personal qualities. Choose the five you think are most useful to you as a student. Work in groups. Discuss your choices.

- communication
- creativity
- empathy
- good memory
- listening
- organizational skills
- planning
- presentation skills
- problem solving
- self-discipline
- teamwork
- negotiating

2 8.2 Listen and read the article. Match the skills in Exercise 1 to the 4 paragraphs in the article.

3 **Word Power** Find verbs in the text that relate to communicating.

4 Read the article again and answer the questions.

How can you ...

- 1 learn to concentrate better?
- 2 manage your time better?
- 3 engage in active listening?
- 4 work in a team effectively?
- 5 improve your speaking skills?

5 Answer the questions. Then compare your ideas in pairs.

- 1 Which soft skills do schools teach well?
- 2 Which soft skills are more useful in education and which ones are more useful at work?

Skills we need

READING

Sts read an article about soft skills and personal qualities. They use the text to discuss the subject, including how to improve their concentration, manage their time, become better listeners, work with other people more effectively and improve their speaking skills. They see examples of defining and non-defining relative clauses.

Reading text

An article about soft skills and personal qualities

Reading skill

Using a text to discuss a subject

WARMER

Ask sts about people they know who have skills and personal qualities that they admire, e.g. a sports person, a family member, a friend, etc. Get sts to give you some details about what these people are good at and the personal qualities they have. These don't need to be just 'formal' skills such as Maths, but informal such as telling jokes or skateboarding. Write sts' ideas on the board under the headings *Skills* and *Personal qualities*.

- 1 Ask sts to look at the title of the article and elicit anything they know about soft skills. Encourage sts who know the term to give some examples to the rest of the class. Read the skills and qualities in the bullet points and elicit or explain the meaning of *empathy*. Put sts into groups to discuss the five skills and qualities they think are most useful to them as students. Round up sts' ideas at the end.

- 2 **8.2** Tell sts to listen to and read the article and match the skills and personal qualities in Exercise 1 with the four paragraphs. Give an example to make sure sts follow, e.g. *communication* – *Other People* (line 3). Some appear in more than one paragraph. Check answers.

Answers

Self: self-discipline, organizational skills, planning

Other people: empathy, communication, listening, teamwork, planning

Brain power: problem solving, planning, good memory, creativity

Back to basics: communication, negotiating, presentation skills

- 3 **Word Power** Ask sts to scan the text for verbs related to communicating.

Answers

Other people: empathize, communicate, say, ask, pay attention

Back to basics: speak, explain, persuade, agree, disagree, give presentations, talk

- 4 This time sts work individually and read the article more closely to answer the questions. Sts check in pairs. Check answers with the whole class.

Answers

- 1 By having a sense of purpose, or promising yourself a reward after half an hour of study.
- 2 By dividing tasks into smaller chunks and creating a study timetable.
- 3 By really focusing on what someone is saying and asking questions.
- 4 By giving everyone a role and showing respect for each other's ideas and contributions.
- 5 By practising regularly to overcome fears and be relaxed when talking to an audience.

- 5 **Using a text to discuss a subject** Explain to sts that we can use the information and ideas in a text to discuss related subjects. Elicit how questions 1 and 2 relate to the text sts have just read, e.g. in *Other people* we learned that active listening is important. Ask sts: *Do schools teach active listening in the classroom?* Elicit a soft skill that sts have learned at school. Note that this should be something that teachers have taught as opposed to skills sts have picked up informally. Sts work individually to answer the questions then compare their answers with a partner. Discuss as a class.

EXTRA PRACTICE

Write the words in the left column below on the board:

<i>sense of</i>	<i>purpose</i>
<i>study</i>	<i>timetable</i>
<i>emotional</i>	<i>intelligence</i>
<i>pay</i>	<i>attention</i>
<i>show</i>	<i>respect</i>
<i>fake</i>	<i>news</i>
<i>critical</i>	<i>thinking</i>

Tell sts to copy the words into their notebooks. Explain that you will say a word that goes after one of these words. Say one of the words from the right column above. The first student to say the correct word on the board which it goes with wins a point. Do an example: Say *news*. The first student to say *fake* gets a point. The student with the most points wins the game.

- R **Reading practice: WB** p.67

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Relative clauses: defining and non-defining

I can use relative pronouns and clauses.

Now watch the grammar animation.

- 1** Read the grammar box and complete the rules with *that, who, which, where* or *whose*.

Teamwork is a skill **that you can use all your life**.

Schools are places **where we can develop essential skills**.

A student **who is distracted by social media** needs self-discipline.

Did you find the book **which you were looking for?**

That's the student **whose laptop was stolen**.

Rules

We use a defining relative clause to give essential information about something.

The information defines the person, thing or place we are talking about.

Use ¹.../that for people, ².../which for things, ³... for places and ⁴... for possession.

- 2** Complete the sentences with *that, who, which, where* or *whose*. There may be more than one answer.

- 1 People ... know how to think can make quick decisions.
- 2 That's the café ... I first met Tyler.
- 3 She's the scientist ... book I've read.
- 4 The last film ... I saw was *Avengers: Endgame*.
- 5 This is the place ... they're going to build a stadium.

3 PRONUNCIATION that

8.3 Listen and repeat.

- 1 I saw the film that you mentioned.
- 2 They're the people that have moved in next door.
- 3 He's the guy that I told you about.

- 4** Complete the sentences for you. Then compare your ideas in pairs.

- 1 ... is a place where I feel happy.
- 2 ... is a person who inspires me.
- 3 ... is a thing that I can't live without.
- 4 ... is an actor whose films I really like.
- 5 ... is a book that I love.
- 6 ... is a skill which I would like to develop.

- 5** Read the grammar box and choose the correct answers to complete the rules.

Disorganized people, **who often do things at the last moment**, can get quite stressed.

The project, **which took ages**, was a great success.

The Sunset Café, **where I worked**, has closed.

My friend Tom, **whose son was on TV**, is over there.

Rules

We use non-defining relative clauses to give extra information about a person, thing or place. The sentence ¹still makes sense / doesn't make sense without this information.

We put a non-defining relative clause ²between commas / in a new sentence.

- 6** **8.4** Complete the book review with clauses a-f. Then listen and check. Which clauses are defining and which are non-defining?

- a which was published in 1998
- b whose father also wrote self-help books
- c that will help you cope
- d who is experiencing problems
- e where you could find out what works
- f that I've just read



Do you wish you had a guide to life, ¹... and what doesn't? Well, let me suggest a book ²... *The 7 Habits of Highly Effective Teens*, ³..., is just as relevant today as it was 20 years ago. It suggests habits ⁴... under pressure, so it's useful for anyone ⁵... The author, Sean Covey, ⁶..., has written lots of other books on similar subjects such as *The 7 Habits Journal for Teens*, which I will buy next.

- 7** Write each pair of sentences as one sentence using a non-defining relative clause.

Madrid is the highest capital city in Europe. I would like to live there.

Madrid, where I would like to live, is the highest capital city in Europe.

- 1 Max is going to study Earth Science at university. He's interested in the natural world.
- 2 My laptop is unreliable. I bought it last week.
- 3 Leo DiCaprio is a great American actor. His mother was born in Germany.
- 4 The French football team won the World Cup in 2018. It plays in blue and white.
- 5 My sister is ill. She's younger than me.

FAST FINISHER

Write three more sentences about people, places and things like those in Exercise 4.

GRAMMAR Relative clauses: defining and non-defining

Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Coding's a skill that is going to be very important!*, including the form and use of relative clauses. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 318 for animation script.

- 1 Read the grammar box with sts. Put sts into pairs to complete the rules. Check answers.

Answers

- | | |
|--------|---------|
| 1 who | 3 where |
| 2 that | 4 whose |

Remind sts that relative clauses start with a relative pronoun. Point out the difference between *Teamwork is a skill that you can use all your life* and *A student who is distracted by social media needs self-discipline* (the subject in the first sentence is followed by a clause then the relative clause; the subject in the second sentence is followed directly by the relative clause. It is useful for sts to recognize and use both types of sentence).

Ask questions to check concept.

Concept check questions: *The information in a defining relative clause is not essential – correct? (no). Will a sentence make sense if we take out the defining relative clause? (no).*

- 2 Sts complete the sentences. Tell sts to refer to the grammar box if necessary.

Answers

- | | |
|--------------|----------------|
| 1 who / that | 4 that / which |
| 2 where | 5 where |
| 3 whose | |

3 PRONUNCIATION 8.3

Say *that* with /æ/ and then the unstressed /ə/. Tell sts to listen and say which sound they hear in the word *that*. Play the audio for sts to listen and repeat. Elicit the answer (all /ə/).

- 4 Complete the first sentence with sts as an example, e.g. *The park near my flat ...*. Sts work individually to complete the sentences. When they are ready, ask some sts to read out their sentences.

- 5 Read the grammar box with sts. Put sts into pairs to complete the rules. Check answers.


Answers

- 1 still makes sense 2 between commas

Elicit if a sentence makes sense when we take out the non-defining relative clause (yes) and if we use commas before and after the clause (yes).

Ask questions to check concept.

Concept check questions: *Where do we put the commas in a non-defining relative clause? (before the relative pronoun at the beginning of the clause and at the end of the clause). The information in a non-defining relative clause is essential – correct? (no). Can we start a sentence with a non-defining relative clause? (no – it must come after the subject).*

- 6  8.4 Ask sts to look at the book cover (*The 7 Habits of Highly Effective Teens*) and guess the kind of book it is and its ideas. Sts then complete the book review with the relative clauses a–f. Check answers. See TG page 284 for audio script.

Answers

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

- 7 Read the example with sts. Sts write the sentences. Check answers.

Answers

- Max, who is interested in the natural world, is going to study Earth Science at university. / Max, who is going to study Earth Science at university, is interested in the natural world.
- My laptop, which I bought last week, is unreliable.
- Leo DiCaprio, whose mother was born in Germany, is a great American actor.
- The French football team, which plays in blue and white, won the World Cup in 2018. / The French football team, which won the World Cup in 2018, plays in blue and white.
- My sister, who is younger than me, is ill. / My sister, who is ill, is younger than me.

FAST FINISHER

Sts who finish early can practise relative clauses further. Tell them to write three more sentences about people, places and things using different ideas, e.g. *My sister is a person who I love*. Weaker sts can work in pairs.

- G Grammar practice:** WB p.68

Sts will find more practice for relative clauses: defining and non-defining here. Set these exercises for homework.

- LS Language summary:** Unit 8 SB p.134

Amazing animals

VOCABULARY and LISTENING Phrasal verbs

I can listen for gist.

1 Match the animals in the box with pictures 1-6.

a chimpanzee a crow a dolphin
an octopus a sheep a whale



2 8.5 Work in pairs. Read the descriptions. Decide which of the animals above are being described. Then listen and check.

- Linguistic champions
- Navigation wizards
- Escape artists
- Super face recognizers
- Tool makers
- Planners
- Memory masters

3 8.5 Listen again and write the animals that:

- 1 wait for cars to break nutshells
- 2 remember nasty and nice humans
- 3 escaped, ate fish and returned to her tank
- 4 blamed a cat for a broken sink
- 5 speak sentences in sign language
- 6 fly 71,000 km a year
- 7 recognize each other's faces

4 8.6 Complete the phrasal verbs in the sentences from the talk with the words in the box. Then listen and check.

back off on (x2) out (x2) over up (x3)

- 1 Then they drop the nuts and the cars **run** ... them.
- 2 But how do they **pick** ... the nuts safely afterwards? They wait for a red light!
- 3 But if you **get** ... with an elephant, you've got a friend for life.
- 4 One octopus used to get out of her tank in the evening, steal fish and **get** ... in again afterwards, so her keepers wouldn't **find** ...
- 5 Animals are stubborn like us! They don't **give** ... easily, they use tools to get food.
- 6 A chimpanzee picked up 350 signs and **made** ... original 'sentences'.
- 7 OK, you're going on a journey, so you just **turn** ... a navigation app and **set** ...
- 8 **Check** ... my blog for more stories.

5 Match the phrasal verbs in Exercise 4 with meanings a-j.

- | | |
|---|------------------------|
| a look at something | f lift something |
| b start a machine | g drive over something |
| c discover information | h invent something |
| d start a journey | i return to a place |
| e have got a good relationship with someone | j stop doing something |

6 Complete the sentences with your own ideas.

- 1 In my family, I get on the best with...
- 2 When I get back home after a holiday I always...
- 3 People who drop litter and don't pick it up are...
- 4 I enjoy finding out about...

7 THINK CRITICALLY Some people believe that there should be animal rights, e.g. the right to live in a natural state, the right to life, the right to live free from pain or suffering caused by humans. What do you think?

8 Work in pairs. Research 'Alex the smartest parrot' online. Prepare a slide show talk about his skills and talents.

FUN FACT

A dog called Chaser could correctly identify the names of 1,022 toys and follow instructions such as *pick it up*, *put your nose on it*, *put your paw on it*.

Amazing animals

VOCABULARY and LISTENING

Phrasal verbs

Sts listen to a radio programme for gist about animals with amazing abilities. They learn the meaning of some phrasal verbs and see examples of *-ing* forms and the infinitive. They discuss animal rights.

Vocabulary

Phrasal verbs (*check out, find out, get back, get on, give up, make up, pick up, run over, set off, turn on*)

Listening text

A radio interview about amazing animals

Listening skill

Listening for gist

WARMER

Ask sts to work in pairs and write down as many animals as possible. For each animal, they should think of an ability, e.g. *dog – jump*. After one minute, ask each pair how many animals they have. The pair with the most animals read out their list and the rest of the class say each animal's ability.

- 1 Sts look at the photos and identify the animals. Check answers. Elicit which animals have any particular skills.

Answers

- | | |
|--------------|----------------|
| 1 a sheep | 4 a chimpanzee |
| 2 an octopus | 5 a dolphin |
| 3 a crow | 6 a whale |

- 2 **8.5 Listening for gist** Elicit what *gist* means (the general or main idea of what someone writes or says). Elicit which words sts expect to hear for *Linguistic champions*, e.g. *language, words, sentences*.

Put sts into pairs. Tell them they're going to listen to a radio programme and should decide which descriptions match the animals in Exercise 1. Play the audio for sts to check answers. See TG page 284 for audio script.

Answers

Linguistic champions – chimpanzees; Navigation wizards – whales; Escape artists – octopuses; Super face recognizers – sheep; Tool makers – octopuses, chimpanzees; Planners – crows; Memory masters – dolphins

- 3 **8.5** Read the phrases with sts. Play the audio again for them to match them with the different animals mentioned in the radio programme.

Answers

- | | |
|--------------|------------------|
| 1 crows | 5 a chimpanzee |
| 2 elephants | 6 Arctic terns |
| 3 an octopus | 7 wasps and fish |
| 4 a gorilla | |

- 4 **8.6** Explain that sentences 1–8 are from the radio programme. Read the words in the box and tell sts to match them with the correct verbs to complete the sentences. Play the audio for sts to listen to the complete sentences and check. Check answers.

Answers

- | | |
|-------------|-----------|
| 1 over | 5 up |
| 2 up | 6 up |
| 3 on | 7 on, off |
| 4 back, out | 8 out |

- 5 Read the phrases with sts. They are definitions for the phrasal verbs in Exercise 4. Sts match the phrasal verbs with the meanings. Check answers.

Answers

- | | |
|-----------------|------------|
| a check out | f pick up |
| b turn on | g run over |
| c find out | h make up |
| d set off | i get back |
| e get on (with) | j give up |

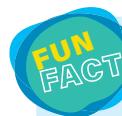
- 6 Sts complete the sentences. Ask some sts to read their sentences for the class.

21st Century skills

7 THINK CRITICALLY

Elicit some examples of how humans use animals, e.g. for food, for medical research, etc. Write sts' ideas on the board. Put sts into small groups and ask them to discuss and agree on a list of things that humans should and should not do to animals.

- 8 Explain that Alex was a real parrot with amazing mathematical abilities. Tell sts to search online for *Alex smart parrot*. They should make notes and download images to put in their slideshow.



Encourage sts to read this fun fact for pleasure. They might also like to know that chimpanzees have IQs of around 80 (sts might remember that the average IQ for a human is about 100)!

- V L** **Vocabulary and Listening practice: WB** p.69
Sts will find more practice for listening, and practice of phrasal verbs here. Set these exercises for homework.

- LS** **Language summary: Unit 8 SB** p. 134

GRAMMAR *-ing* forms and infinitive

I can use *-ing* forms and infinitives accurately.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

I **can't stand playing** rugby, but I **don't mind watching** it.

I've **finished cleaning** the house at last!

I **miss visiting** my grandmother.

We **hoped to win** the match but **expected to lose**.

I'd really **like to swim** with dolphins one day.

Jin **promised to help** us move.

Rules

We use ¹to + infinitive / verb + *-ing* after certain verbs, e.g. *agree, decide, need, plan, promise, would like*.

We use ²to + infinitive / verb + *-ing* after certain verbs, e.g. *avoid, finish, imagine, mention, miss, recommend*.

- 2 Complete the fact file with the verbs in the *-ing* form or infinitive.

SEVEN

AMAZING ANIMALS

- 1 African grey parrots are known as the Einsteins of the animal world. A parrot called Alex learned ... about 150 words. (say)

- 2 Hummingbirds can't stand ... thirsty. In fact, they can drink up to five times their body weight every day. (feel)

- 3 Lyrebirds can appear ... lots of different things, from car alarms to barking dogs and even humans. And it's all thanks to their complicated vocal muscles. (be)

- 4 The Pompeii worm doesn't mind ... hot. It can survive in water temperatures of 80°C. (get)

- 5 Dolphins make strong social attachments and choose ... with injured members of their group. (stay)

- 6 The peregrine falcon always avoids ... late. Why? Because it can fly at up to 385 kph! (arrive)

- 7 Sheep seem ... silly – but they aren't! They can remember and identify animal and human faces. (be)



- 3 Complete the sentences about you. Compare your answers in pairs.

- | | |
|----------------------|----------------|
| 1 I plan ... | 4 I want ... |
| 2 I can't afford ... | 5 I miss ... |
| 3 I avoid ... | 6 I intend ... |

- 4 Read the grammar box and complete the rules with *start* and *stop*.

I **started taking** lessons.

I **started to take** lessons.

I **stopped to buy** an ice cream. It was hot.

I **stopped buying** chocolate. There's too much sugar in it.

Rules

We can use both *to* + infinitive or verb + *-ing* after certain verbs.

With some verbs the meaning stays the same, e.g. *begin, continue, hate, like, prefer, ...*

With some verbs, the meaning changes, e.g. *regret, remember, ... , try*.

- 5 Match sentences 1–6 with meanings a–f.

- | | |
|---|---|
| 1 Louis remembered to message Angela. | a I'm sorry that I have to tell you that we can't go. |
| 2 Louis remembered messaging Angela. | b They stopped on their way home to talk. |
| 3 They stopped talking after college. | c Louis messaged Angela because he remembered to do it. |
| 4 They stopped to talk after college. | d I'm sorry that I told you that we couldn't go. |
| 5 I regret telling you that we couldn't go. | e They used to talk after college, but they don't any more. |
| 6 I regret to tell you that we can't go. | f Louis can remember the fact that he messaged Angela. |

- 6 Work in pairs. Ask and answer the questions below. Ask follow-up questions.

- Have you ever regretted doing something?
- Who will you always remember meeting for the first time?
- Do you intend to go to university?
- Have you ever tried to stop doing something?
- Is there something you can't stand doing?
- Do you have things you need to do at home this week?

FAST FINISHER

Write your own answers to the questions in Exercise 6. Give more information.

GRAMMAR *-ing* forms and infinitive



Grammar animation

This lesson features an optional animated presentation of the grammar in context called *We've finished preparing the vegetables!*, including the form and use of *-ing* forms and the infinitive. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 318 for animation script.

- 1 Read through the examples in the grammar box with the class. Sts choose the correct words to complete the rules. Check answers. Point out that there are no rules for which verbs take *-ing* or the infinitive and that sts need to learn them by heart. Encourage sts to keep a record, including examples, in their notebooks.

Answers

- 1 to + infinitive
- 2 verb + *-ing*

Ask questions to check concept.

Concept check questions: *I can't stand to listen to rap music – correct? (no – I can't stand listening to rap music). 'Like' and 'would like' are both followed by '-ing' – correct? (no – only 'like' is followed by '-ing'; 'Would like' is followed by 'to' + infinitive). What are 'finish', 'imagine' and 'recommend' followed by? (-ing).*

- 2 Read paragraph 1 in the fact file about parrots. Elicit what *Einsteins of the animal world* means (the parrots are very smart). Ask one student to complete the first answer. Sts complete the rest of the sentences. Check answers.

Answers

- 1 to say
- 2 feeling
- 3 to be
- 4 getting
- 5 to stay
- 6 arriving
- 7 to be

- 3 Explain the task and elicit ideas to complete the first sentence. Make sure the sentence is personalized and that sts use the correct form, e.g. *I plan to go out at the weekend with some friends*. Give sts time to complete the sentences, then ask individuals sts to read out one or two sentences for the class.

- 4 Read through the examples in the grammar box with the class. Elicit which two sentences have the same meaning (the sentences with *started*). Sts complete the rules with *start* or *stop*. Check answers.

Answers

- 1 start
- 2 stop

Ask questions to check concept.

Concept check questions: *'I stopped drinking coffee' and 'I stopped to drink a coffee' – same meaning? (no – sentence 1: I don't drink coffee any more; sentence 2: I stopped because I wanted to drink a coffee). 'I like to eat an apple every day' and 'I like eating an apple every day' – both correct? (yes).*

- 5 Elicit whether sentences 1 and 2 have the same meaning or not (not the same meaning) and explain that the meanings for the two sentences are in a–f. Sts read all the sentences and match them with the meanings. Check answers.

Answers

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

- 6 Put sts into pairs. Sts take turns to ask and answer the questions. Make sure they use the correct verb forms in both the questions and answers.

FAST FINISHER

Sts who finish early can practise the grammar further. They write full sentences adding as much information as possible for the answers they gave in Exercise 6. Weaker sts can work in pairs and write three sentences starting with *I regret ...*, *I intend ...*, and *I remember ...*.

- G Grammar practice:** WB p.70
Sts will find more practice for *-ing* forms and infinitive here. Set these exercises for homework.

- LS Language summary:** Unit 8 SB p.134

KEEP
TALKING!

A summer to remember

READING and LISTENING

I can scan a webpage to find information.



About

Events

Top 5 camps

Camp guide

Sign up

For a summer experience to remember, check out these five incredible courses. There's something for everyone!

1 The Sonic Music Camp, *Chicago*

Do you want to perform and learn more about music on the shores of beautiful Lake Michigan? We have inspiring classes in composing, arranging, recording and song writing. You can also have private lessons to improve your skills with almost any instrument. Every day finishes with a concert with you dancing, listening or playing.

2 McQueen's Summer Film & Theatre School, *New York*

This is where all you performers and directors can follow your dreams in a non-competitive, sharing atmosphere. On the film course, you can learn to act, direct, use cameras and edit using all the latest software. Theatre fans have acting, dance and circus skills classes. They can also write and put on a play. And there's so much more for everyone!

3 Wilderness Adventure Camp, *California*

Connect to nature this summer in the spectacular High Sierra mountains. And there are so many ways to do it! Rock-climbing, horseback riding, white-water rafting, backpacking and hiking. You'll learn key survival and life skills and, as there's no Wi-Fi up here, you'll make real friends.

4 Summer Science, *Hawaii*

This is science, but not as you know it! You won't be inside a classroom. All our courses involve field trips, laboratory research ... and camping. You can choose to study Earth and Sea, exploring volcanoes, forests and beautiful reefs, or Sky and Space, where you learn about astronomy, climate change and our solar system.

5 Sport on Sea & Shore, *San Diego, California*

Stay in shape on the Californian coast this summer. On the sea, our experienced trainers offer classes in swimming, surfing, scuba and yachting, while on land there's everything from baseball and basketball to gymnastics and tennis. At Sport on Sea & Shore, we teach you the skills you need to succeed on and off the field. So keep fit, make friends and play to win!



1 Work in pairs. Discuss the questions.

- 1 Have you ever been on a summer course? What was it like?
- 2 Would you like to go on one? Why?

2 Quickly read the Summer Camp Central webpage and answer the questions.

Which course or courses ...

- 1 are ideal for performers?
- 2 emphasize friendship?
- 3 include water-based activities?
- 4 teach life skills?
- 5 increase your fitness?
- 6 have entertainment every evening?

3 Work in pairs. Discuss the questions.

- 1 Which course would you find the most challenging / the least appealing / the most useful?
- 2 Which course would you recommend to your best friend? Why?
- 3 Which course would you most like to do? Give reasons.

4 8.7 Ella and Abby are looking at the Summer Camp Central webpage. Listen and answer the questions.

- 1 Which course would Abby choose?
- 2 Which course does Ella choose?

5 8.7 Listen again and answer the questions. Note the reasons Ella gives.

- 1 Why does Ella reject the other courses?
- 2 Why does she choose hers? Why was her decision difficult?

6 FIND OUT What summer courses are there in your country? Discuss in pairs one you would like to do.


KEEP TALKING!

A summer to remember

READING and LISTENING

Sts read a webpage about activities at summer camps and scan the text for details. Then they listen to two people talking about the summer camps. They learn how to start a conversation and introduce people. They personalize the topic by following the Speaking plan to have a conversation in a social setting.

WARMER


Focus sts' attention on the photo. Ask them to describe the following: where the people are; what they are doing; how they are feeling; how safe or dangerous they think it is. Ask sts to say whether they'd like to do this kind of sport. Elicit other kinds of exciting sports and ask sts which sports they would like to do and which they wouldn't do.

- 1 Put sts into pairs to discuss the questions. Get feedback from pairs on their answers.
- 2 Focus sts' attention on the headings on the webpage. Elicit which parts of the USA the courses are located in (Chicago, New York, California and Hawaii). Read through the questions. Give sts time to find the information. Check answers.

Answers


- 1 The Sonic Music Camp and McQueen's Summer Film & Theatre School
- 2 Wilderness Adventure Camp and Sport on Sea & Shore
- 3 Wilderness Adventure Camp, Summer Science, Sport on Sea & Shore
- 4 Wilderness Adventure Camp, Sport on Sea & Shore
- 5 Sport on Sea & Shore
- 6 The Sonic Music Camp

- 3 Put sts into pairs. Give them a few minutes to discuss the questions. Get feedback from pairs on their discussions. Elicit reasons why they do or don't want to do something, e.g. *It sounds too dangerous; I don't like performing in front of people.* You could have a class vote at the end for the most popular summer camp.

- 4  8.7 Read the questions with the class. Play the audio for sts to listen for the information. Check answers. See TG page 285 for audio script.

Answers

- 1 Wilderness Adventure Camp
- 2 Summer Science

- 5  8.7 Explain that sts are going to listen again. Read the questions with the class. Emphasize that they should listen this time for *Why?* rather than *Which?* Play the audio for sts to answer the questions. Check answers.

Answers

- 1 The Sonic Music Camp: she can't play an instrument; The Wilderness Adventure Camp: there's no Wi-Fi and it's in the middle of nowhere; Sport on Sea & Shore: she doesn't want to do sport competitively.
- 2 She chooses Summer Science because she wants to do science in her life, she'll learn new things and she likes the beach. Her decision was difficult because she's also interested in making a film and she thinks she would make friends at McQueen's Summer Film & Theatre School.

21st Century skills



- 6  **FIND OUT**

Set this exercise for homework if you prefer. Sts can find this information out by looking online or in other media, or by asking other people. Ask sts to share their information in the next lesson.

EXTRA PRACTICE

Ask sts to imagine they have been on a summer camp. In pairs or small groups, they write a short report about the types of activities there were, including details of what various students did on each course.

Encourage them to use vocabulary from the text in their report, e.g. *perform, field trips, skills*, etc. Monitor and help while sts are working. Ask pairs or groups in turn to read their reports to the class. If sts enjoy this activity, they could follow up with a 'live' TV report from the camp, with interviews with some of the participants.

SPEAKING Socializing

I can start a conversation and introduce people.

1 8.8 Listen and read. Answer the questions.

- Why are Liam and Scarlett doing the course?
- What experience does Liam have?
- What has Scarlett done recently? Why was Liam impressed?

Liam: Hi, my name's Liam.

Scarlett: Oh, hi there. I'm Scarlett.

Liam: Are you enjoying the course so far?

Scarlett: Oh, I love it. I'm a big film fan. Of course, I want to act, too. Why are you doing the course?

Liam: Well, it's a bit of a dream, but I'd love to be a film director. I've directed a couple of short films with friends from school but that's all. What about you?

Scarlett: Well ... I've acted in a Steven Spielberg film.

Liam: Have you? Really? That's amazing! He's my hero. What was it like?

Scarlett: I had a fantastic time. But to tell you the truth, I didn't speak or anything.

Liam: Hey, do you know Celina? Celina, this is Scarlett.

Celina: Hi, Scarlett, nice to meet you.

Liam: Scarlett's a famous film star!



2 8.9 Listen and repeat the Useful language. How do you say these phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Introductions and starting conversations

Hi, my name's ...

Do you know ... ?

Responding and expressing interest

Did you? / Didn't you?

Can you? / Can't you?

Really?

Oh no!

That's terrible! / That sounds brilliant.

What about you?

Finding out more

When did that happen? / When was that?

Why did you do that?

What was it like?

Expressing feelings

It was very exciting.

I had such an awful time.

3 8.10 Listen to the dialogue between Hugo and Ivy. Which phrases in the Useful language box do you hear?

4 Work in groups. You are going to a party at one of the summer camps. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- > Invent a new identity.
- > Decide: your name, the course you are doing, and three interesting facts about yourself.
- > Memorize your new identity, but be ready to improvise!

Speak

- > Work in groups. Decide who starts the conversation. Then introduce yourselves.
- > Listen carefully to the other speakers and ask questions. Use phrases from the Useful language box.
- > When one conversation is over, form a new group and start a new conversation.

Reflect

- > Did you manage to have natural conversations?
- > How can you improve next time?

Now play *Keep moving!*

FAST FINISHER

Imagine you are at a party with Liam or Scarlett. Write a short conversation.

SPEAKING Socializing

- 1 8.8 Focus sts' attention on the photo. Ask: *Where do you think the people are? What are they doing? How do they feel?* Read the questions. Play the audio for sts to answer the questions. Check answers.

Answers

- 1 Scarlett is a big film fan and wants to act. Liam wants to be a film director.
- 2 He has directed a couple of short films with friends.
- 3 She has acted in a Steven Spielberg film. Liam was impressed because Steven Spielberg is his hero.

- 2 8.9 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio once for sts to listen to the phrases, then play it again for them to repeat. Check sts know how to say these phrases in their own language. Tell sts to read the dialogue in Exercise 1 again and find examples of the phrases in the Useful language box. If your sts would benefit from some controlled practice before the personalized practice, they could practise this dialogue in pairs, or they could change some of the details and practise.

Answers

Hi, my name's ...
 What about you?
 Really?
 What was it like?
 Do you know ... ?

Ask questions to check concept.

Concept check questions: *We say 'Do you know ...?' when we introduce ourselves – correct? (no – We say 'Do you know ...?' when we introduce another person). What do we say when someone says something bad has happened? (That's terrible! Oh no!).*

- 3 8.10 Explain that Hugo and Ivy are friends chatting at a party. Play the audio so sts can listen for examples of the phrases in the Useful language box. See TG page 285 for audio script.

Answers

Did you?
 When was that?
 It was so exciting.
 Really?
 Oh no!
 Can't you?
 That's terrible!
 What about you?

- 4 Sts follow the steps in the Speaking plan to practise a conversation at a party at one of the summer camps.

Speaking plan

Prepare

Put sts into groups and ask them to decide on new identities. They follow the instructions and have a few minutes to think of a new name, the course they are doing at summer camp and three other facts.

Speak

Sts practise the conversation in their groups. Remind them to look at the Useful language box in Exercise 2 to help them. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations. They should form new groups when each conversation ends. You may need to time the conversations and call out 'All change' to synchronize the changeover.

Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Ask sts to imagine being at a party with Liam or Scarlett. They write the first part of a conversation where they introduce themselves and exchange details about courses they have done or would like to do. Weaker sts can work in pairs and practise the conversation in Exercise 1 again. More confident sts can change the names and details.

Speaking practice: WB p.71

Sts will find more practice for socializing here. Set these exercises for homework.

Language summary: Unit 8 SB p.134

REAL

CULTURE!

Volunteering

I can talk about volunteering.

All our hands

About Join us Advice Summer PRojects VACANCIES

This summer you can help change the world and change yourself at the same time. How? By volunteering!

Why volunteer? Volunteering is a way to give something back to your community, to make a difference to the world around you, and to help others. And that makes you feel good, too.

Who benefits? Other people, of course! But as a volunteer, you can feel you get more out of it than you put in: you learn new skills, build confidence and make lasting friendships.

Interested? Well, we can put you in touch with lots of non-profit organizations which run volunteering projects. But don't listen to us. Take a look at what some of our wonderful volunteers have said.



An archaeologist is like a time detective.

Poppy spent last summer volunteering in Romania with Past Present Future

When you work on an archaeological dig, you're looking for the clues that show us how our ancestors lived. You might find a broken plate, or a ring, or even a sword. You never know what you might discover. I volunteered to work in Romania on the site of an ancient Roman fishing port. It wasn't a boring academic working holiday. It was hot, hands-on, dirty and sweaty! But it was a great way to learn about the past and protect and preserve our cultural heritage. And a fabulous way to make friends, too.

When you volunteer here, it makes you appreciate what you have.



Callum volunteers one evening a week at The Soup Bowl

I started by doing a local summer project with the Soup Bowl, but now I work here every week. It's not just preparing soup in a kitchen – it's reaching out to someone at a low point in his or her life. I mean, there are so many reasons why people might find themselves homeless, like unemployment or the lack of affordable housing in big cities. But then there's also family breakdown, mental-health issues or not having any support during a personal crisis. I think there must be a kindness gene in all of us – it just feels right to get involved.



Wildlife protection focuses on animal conservation.

Riley went to Zimbabwe for six weeks to help at AN Animal Orphanage

As a volunteer, you might rescue orphaned baby animals or feed ones that have been injured in bushfires or caught in traps. You also go around schools promoting environmental education. The African ecosystem is quite delicate, but even as a volunteer, you can help limit the harm all us humans have caused. At the orphanage, they follow a strict ethical policy – that way exotic wildlife isn't exploited just for the sake of tourists. In these difficult times, wildlife has never felt so precious!

Volunteering

Sts learn about three volunteering programmes and how they benefit other people and the volunteers. They study compound nouns. They discuss volunteering in their own countries and make a vlog about their imagined experiences volunteering on a project.

This lesson features an optional culture video about plogging (picking up rubbish while jogging): see SB page 87.

WARMER

Focus sts' attention on the three photos. They do not need to read the text at this stage. Ask: *What can you see in the three photos? What are the people doing? What sort of volunteer projects do you they are?*

- 1 Ask sts to give some examples of volunteer projects. Put sts into pairs to discuss the questions. Tell them to make notes so that they can see if their ideas are mentioned in the next exercise.
- 2 **8.11** Sts read and listen to the webpage introduction on page 86 and see if their ideas from Exercise 1 were mentioned. The ideas in the introduction are given below.

Answers

- 1 Volunteering is a way to give something back to a community, to make a difference to the world and to help others.
- 2 Other people in society benefit and the individual can learn new skills, build confidence and make lasting friendships.
- 3 Both individuals and society benefit.

- 3 **8.12** Elicit who the three volunteers are / who wrote the posts, and what type of volunteering work they do. Sts read the posts in detail and answer the questions. Check answers.

Answers

- 1 the Soup Bowl (Callum)
- 2 Past Present Future (Poppy)
- 3 Animal Orphanage (Riley)
- 4 Past Present Future (Poppy)
- 5 the Soup Bowl (Callum)
- 6 Past Present Future (Poppy), Animal Orphanage (Riley)

- 4 Discuss with the class what they think the benefits of each project are. Write: *Benefits volunteer* and *Benefits others* on the board. Ask sts to decide which one each benefit belongs to, e.g. *a fabulous way to make friends* goes in *Benefits volunteer*. Elicit ideas from the class.
- 5 **Word Power** Elicit or explain what compound nouns are (nouns made up of two or more words). Ask sts for some more common examples, e.g. *car park*, *webpage*. Explain that the compound noun can be one or two words and be formed with two nouns or a noun and an adjective. Sts read the webpage again to find the compound nouns. When they are ready, put sts into pairs to check the meanings. They can use dictionaries if necessary. Check answers.

Answers

Non-profit organizations
Mental-health issues
Wildlife protection
Animal conservation

1 Work in pairs. Discuss the questions and make notes of your answers.

- 1 What is volunteering?
- 2 How does it help individuals and society?
- 3 Why is it a good thing to do?

2 **8.11** Read and listen to the webpage introduction on page 86. Were any of your ideas mentioned?

3 **8.12** Read and listen to the posts by the three volunteers. In which organization(s) do you ...

- 1 give support to people with personal problems?
- 2 discover how people lived in the past?
- 3 educate schoolchildren about the environment?
- 4 do lots of hard, physical work?
- 5 prepare food?
- 6 travel abroad?

4 What do you think the benefits of each project are? Which project would you choose to do? Why?

5 **Word Power** Find and complete the compound nouns in the webpage. Then work in pairs and check the meanings.

non-profit ... mental-health ... wildlife ... animal ...

6 Read the list of local volunteering vacancies on the right. In pairs, answer the questions.

- 1 What are the benefits of each project?
- 2 Which one do you think would be the most challenging?
- 3 Which one do you think would be the most fun?
- 4 Which one would you like to do? Why?
- 5 Which one wouldn't you like to do? Why?
- 6 Would you prefer to volunteer locally or in another country? Why?

7 **COMPARE CULTURES** Work in pairs. Discuss the questions.

- 1 Are there volunteering projects for young people in your country?
- 2 What sort of projects are they?

8 **GET CREATIVE** Imagine you and your partner took part in one of the projects mentioned on the *All Our Hands* webpage.

- Choose which project you went on.
- Brainstorm your ideas: why you got involved, what you did, the best thing/worst thing about it, how it benefitted the community, how it benefitted you.
- Make a short vlog together talking about your experiences.



Now watch the culture video.



FAST FINISHER

Imagine you are volunteering on one of the projects. Write a message home saying what you are doing and how you feel.



All our hands

Volunteering Vacancies

Clowns needed!

Clowns to visit children in hospital. We provide the costumes and basic clown training. One afternoon or evening a week.



Adopt-a-Gran

Young people to visit elderly people's homes. You'll entertain and chat to residents, and help out in the garden. Once every two weeks for three hours.

Furry Friends

Come help out at our animal shelter: walk the dogs, play with the cats, help with our social media and fundraising campaigns. Two hours a week.



Perfect Beach

We have so much fun cleaning up our beach together, protecting the environment and making new friends. One Sunday afternoon every month.



REAL CULTURE!

- 6 Focus sts' attention on the photos on page 87 and ask them to guess what type of things the volunteers do to help people. They read the text then work in pairs to answer the questions (sts' answers will vary).

21st Century skills



7 COMPARE CULTURES

Put sts into pairs to discuss the questions. If they have online access, they can search for volunteer projects. Ask them to make notes on two or three projects about how the projects help people, where they are, what volunteers do, etc. Pairs can report back to the rest of the class on their findings.

21st Century skills



8 GET CREATIVE

Put sts into pairs. Read the instructions with sts. Emphasize that they should use their imagination to generate ideas that they can use for a vlog. Sts can use smartphones to make the vlog. When they have completed their vlogs, get pairs to show their vlogs to the class.

Culture video

This lesson features an optional culture video about plogging (picking up rubbish while jogging). You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Plogging* on TG pages 307 and 314.

FAST FINISHER

Sts imagine they are currently doing volunteer work for one of the *All Our Hands* projects. Sts should use present tenses to describe what they are doing and how they are feeling. Weaker sts can work in pairs and write three sentences about the project they discussed in Exercise 8.

I am writing to apply ...

WRITING An application

I can write an email for a job application.

- 1 Work in pairs. Discuss the questions.**
 - 1 What kind of emails do you write?
 - 2 Have you ever applied for a job or volunteer project? How did you apply?
- 2 Read the online advert and answer the questions.**
 - 1 What type of project is it for?
 - 2 Who can volunteer?
 - 3 How do you apply?

VOLUNTEERS WANTED!

Join us for an incredible four weeks volunteering in Ecuador doing conservation work in a National Park.

Open to young people aged 16 and over.



Email your letter of application to Ms Misha Lawrence saying why you want to join the programme and what skills you can offer.

- 3 Read Jack's application and match headings a–e with sections 1–5 of his email.**

a Reason for writing	c Why you are applying
b Your personal skills and abilities	d Introducing yourself
	e Relevant experience

Dear Ms Lawrence

- 1** I am writing to apply for the four-week volunteering programme in Ecuador this summer.
- 2** I am seventeen years old and am studying sciences at high school. I hope to do a degree in ecology at university and eventually work in animal conservation.
- 3** I am passionate about wildlife and keen to learn as much as I can about protecting endangered species. I have also always wanted to work with conservation projects in South America.
- 4** I have got experience of working outdoors with animals as I have got a Saturday job at a local wildlife park. Last summer, I volunteered as an assistant at a local playscheme. I helped build play equipment from recycled materials and was responsible for organizing team games.
- 5** I'm outgoing and can speak Spanish. I am also keen to learn about the culture and society of this amazing country as well as contribute as much as I can to the programme.

I look forward to hearing from you.

Yours sincerely

Jack Taylor

- 4 Look at the Useful language box. Find examples of the words and expressions in the application.**

Useful language

Reason for writing

I am writing to apply for ...

Describing personal skills and abilities

I have got a lot of experience of ...

I enjoy working in / with ...

I am fit/enthusiastic/outgoing.

I get on well with ...

Giving key information about relevant experience

Last summer/year, I volunteered as a ... / in ...

I worked for ...

I was responsible for ...

- 5 Read the Look! box. Find these examples in the text.**

Look! Opening and closing an email

Dear Mr/Ms/Mrs ...

I look forward to hearing from you.

Yours sincerely, ...

- 6 Write an application to be a volunteer at one of the summer programmes below. Follow the steps in the Writing plan.**

Writing plan

Prepare

- › Choose a job from the following:
 - an assistant in a local wildlife sanctuary for injured animals
 - a sports assistant at a local summer playscheme
 - an assistant at a local homeless shelter
 - an assistant at a local library during the summer holidays

Write

- › Plan what you will say in each section of your application.
- › Write a first draft. Use the application in Exercise 3 as a model.
- › Use phrases from the **Useful language** box.

Reflect

- › Have you used the phrases from the **Useful language** box correctly?
- › Check your grammar and spelling.

I am writing to apply ...

WRITING An application

Sts read a job application. They learn how to organize their application into paragraphs, and see examples of useful language to give their reason for writing, give key information about their relevant experience and describe their personal skills and abilities. They then follow the steps in the Writing plan to write a job application.

Writing

An application

Useful language

Reason for writing (*I am writing to apply for ...*)
 Describing personal skills and abilities (*I have got a lot of experience of ..., I enjoy working in / with ..., I am fit/enthusiastic/outgoing, I get on well with ...*) Giving key information about relevant experience (*Last summer/year, I volunteered as a ... / in ..., I worked for ..., I was responsible for ...*)

Look!

Opening and closing an email

WARMER

Ask: *Would you work as a volunteer? What sort of project would you like to work on? Which country would you like to work in? Would you like to work with people or animals? Inside or outside?* Put sts into pairs to create their perfect volunteer job. When they are ready, ask pairs to share their ideas with the rest of the class.

- 1 Ask sts how they contact each other, their friends and family. How often do sts write emails? Put sts into pairs to discuss the questions. Get feedback from pairs when they are ready.
- 2 Elicit or explain where Ecuador is. Sts work individually to read the advert and answer the questions. Check answers.

Answers

- 1 A conservation project.
- 2 Young people aged 16 and over.
- 3 By emailing a letter of application to Ms Misha Lawrence saying why you want to join and what skills you can offer.

- 3 Tell sts to read the email quickly and ask if they think Jack is a good candidate. Read the five headings and ask sts to match them with paragraphs 1-5. Check answers.

Answers

- 1 a 2 d 3 c 4 e 5 b

- 4 Read the Useful language box with sts. Check they understand all the expressions and ask them how they say these expressions in their first language. Tell sts to read Jack's email again and find the expressions.

Answers

I am writing to apply for ...
 I have got experience of ...
 Last summer, I volunteered as an assistant ... and was responsible for ...
 I'm outgoing ...

- 5 Read the Look! box with sts about opening and closing an email. Point out that we use the receiver's family name with Mr/Ms/Mrs. Tell sts to scan Jack's email to find the expressions.
- 6 Explain to sts that they will now write an email to apply to be a volunteer, following the steps in the Writing plan.

Writing plan

Prepare

Elicit what sort of things a volunteer would do for each of the four jobs. Make sure sts understand what a *wildlife sanctuary* and *homeless shelter* are. Sts choose one of the four jobs.

Write

Sts plan what to say in each paragraph then write the email. Remind them to follow the sample application in Exercise 3 as a model and to use expressions from the Useful language box.

Reflect

Ask sts to check their grammar and spelling and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their emails with a partner and give feedback on the organization of paragraphs and use of expressions. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

W Writing practice: WB p.72

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.91

E Exams: Unit 8 SB p.125

LS Language summary: Unit 8 SB p.134

Crime and punishment

9

Vocabulary: Crime; Prefixes

Grammar: Modals to speculate about the present and past; Subject and object questions, negative questions

Speaking: An interview

Writing: A news story

VOCABULARY Crime **I can** talk about crime and criminals.

THE CITY OF CRIME

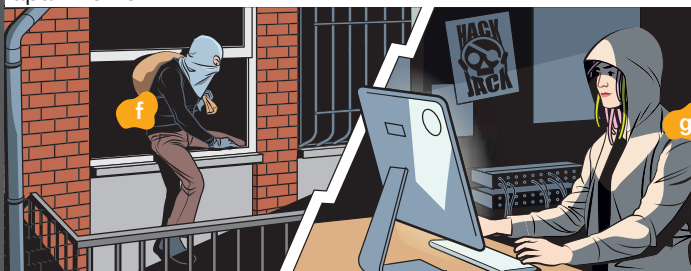
1 In the heart of the city, criminals are at work, day...



2 ... and night.



3 They work on the streets and even in the privacy of rented apartments.



4 But there is a man who is tracking them down...



5 ... and a woman who is punishing them. They're...



Manzanero & Malone, the Crime Fighters!



1 **9.1** Read the graphic novel and match words 1-10 with people a-j. Then listen, check and repeat.

- | | |
|--------------|-----------------|
| 1 burglar | 6 witness |
| 2 victim | 7 detective |
| 3 thief | 8 cybercriminal |
| 4 judge | 9 murderer |
| 5 pickpocket | 10 mugger |

2 **9.2** Choose the correct answers to complete the news reports. Then listen and check.

Cybercriminal Anna Radcliffe was ¹accused / investigated today of hacking into CentreBank's customer database.

Three pickpockets were ²sentenced / arrested by the police in the city centre. The police said they had ³committed / robbed many crimes.

Judge Martínez ⁴fined / sentenced Joseph Pyatt to a minimum three years in prison. His brother, Leo, was ⁵fined / sentenced \$3,000.

Detective Inspector Richard Lee is ⁶investigating / punishing another gang killing. The 18-year-old victim was ⁷stolen / murdered on Tuesday night.

A mugger ⁸committed / robbed Timothy Ellis in Anderson Avenue today. Two hours later, thieves ⁹stole / robbed over \$5,000 worth of valuables from his car.

3 **Work in pairs. Take turns to describe the pictures from *The City of Crime* from memory. Are you a good witness?**

A: In the first picture a man, a pickpocket, is taking a wallet from a bag.

B: Are you sure?

Now watch the vlog.

FAST FINISHER

Write sentences describing the pictures in *The City of Crime*.

LS Language summary: Unit 9 SB p. 135

Crime and punishment

9

UNIT 9 OVERVIEW: The topic of this unit is crime. Sts read an extract from a crime story, and listen to a criminal and a victim of crime talking about restorative justice. They read a film guide about classic crime movies and learn how to take part in an interview. They read about crime fiction and finally, they read and write a news story about a crime. They also watch a vlog about a typical day at university for a Forensic Science student and a culture video about a fictional superhero character.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Crime; Prefixes	Modals to speculate about the present and past; Subject and object questions; negative questions	Syllable stress	Understanding the order of events in a narrative	Understanding people talking about emotions and feelings	An interview	A news story

VOCABULARY Crime

Sts learn nouns and verbs to talk about crime. They read a graphic novel extract about crime fighters and do a task to test their visual memory.

Vocabulary

Crime (nouns) (*burglar, cybercriminal, detective, judge, mugger, murderer, pickpocket, thief, victim, witness*) Crime (verbs) (*accuse, arrest, commit (a crime), fine, investigate, murder, punish, rob, sentence, steal*)

Vlog

Angela: *My day: a forensic science student*

WARMER

Ask sts to think of TV crime dramas, films and books that they have seen or read. Sts get into pairs to talk about their favourite characters. Ask which detective(s) they think are the best and why.

- 1** **9.1** Focus sts' attention on the graphic novel. Tell sts to read the text and look at the images to match the people (labelled a-j) with the words (1-10). Play the audio for sts to listen, check and repeat. See Answers for audio script.

Answers

- | | |
|-----------------|--------------------|
| 1 burglar: f | 6 witness: j |
| 2 victim: d | 7 detective: h |
| 3 thief: b | 8 cybercriminal: g |
| 4 judge: i | 9 murderer: c |
| 5 pickpocket: a | 10 mugger: e |

- 2** **9.2** Explain that the texts are short news reports. Give sts a few minutes to read them and choose the correct verbs. Play the audio for sts to listen and check. See TG page 285 for audio script.

Answers

- | | | |
|-------------|-----------------|------------|
| 1 accused | 4 sentenced | 7 murdered |
| 2 arrested | 5 fined | 8 robbed |
| 3 committed | 6 investigating | 9 stole |

- 3** Tell sts to look at the people in the graphic novel and memorize what they are doing. After one minute, tell sts to close their books. Put sts into pairs to test how many people and actions they can remember.

EXTRA PRACTICE

If time allows, sts can video each other with their smartphones. Tell sts to take turns role-playing witnesses to the crimes in the graphic novel. They should describe a scene in as much detail as possible.

Vlog

This lesson features an optional vlog in which a vlogger talks about a typical day at university studying forensic science. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 299 and 311.

FAST FINISHER

Sts who finish early can write sentences about the scenes in the graphic novel. Weaker sts work in pairs and write three sentences about one of the pictures.

V Vocabulary practice: WB p.74

Sts will find more practice of vocabulary for crime here. Set these exercises for homework.

LS Language summary: Unit 9 SB p.135

Crime story

READING

I can understand the order of events in a narrative.

The body upstairs

What had she done? She was such an idiot! Mira crouched terrified in a coat cupboard in her neighbour's flat, hardly daring to breathe, knowing her life was in danger.

Yet just quarter of an hour earlier, everything had been so different.

An old episode of *Inspector Poirot* was on the TV, but nobody was watching. As usual after her late shift at the restaurant, Mira was sleeping on the sofa with her cat, Spider. But they were both woken by the noise of heavy footsteps outside her flat.

'That can't just be Danny,' she thought. The house was split into two flats – he lived alone in the flat above hers. The voices of two men talking in his kitchen confirmed she was right.

'As long as they don't play any heavy metal,' she said to Spider, heading into the bathroom. But music wasn't going to be the problem. The men started shouting. Something, maybe a glass, smashed, then something much bigger crashed to the floor. Mira jumped, Spider hid. There was silence in Danny's flat. Then someone stomped down the stairs, banged the front door and ran away.

Mira hesitated, then opened the door of her flat. She couldn't hear a thing, so she cautiously climbed the stairs. The door to Danny's flat was open. 'Hello?' she called out. 'Are you all right?'



Nothing. She decided to call Philip, her boyfriend. 'Were you awake?' she asked.

'I am now. What is it?'

She told him everything then added, 'I'm going to check he's OK.'

'Are you crazy?'

'Don't worry, I'm the kickbox queen, remember?'

There was nobody in the kitchen, just broken glass and ... 'There's a canvas bag on the table.'

'Don't touch it.'

'Uh oh,' she said, looking inside. 'I've never seen so much money. There must be thousands.'

'Get out of there.'

But Mira glanced into the bedroom next door ... and saw a man lying motionless on the bed. She couldn't hear him breathing. 'Philip, I think he might be dead ...'

Just then, she heard a door slam shut. 'I gotta go.'

'Mira!'

She muted her phone. She had to hide. She opened a cupboard door – it was full of coats – and squeezed inside as Danny came into the kitchen. But he wasn't alone. A cat meowed. Spider!

1 Look at the title of the story and the picture. Work in pairs. Discuss the questions.

- 1 What can you see in the picture?
- 2 Where is the story set?

2 9.3 Read and listen to the story. Number the events in the order they happen, 1–7.

- a Mira and Spider were woken up.
- b Somebody left the house.
- c Mira called Philip.
- d Mira was sleeping.
- e Mira hid inside a coat cupboard.
- f Something hit the floor upstairs.
- g Mira went upstairs.

3 Word Power There are a lot of references to loud noises in the story. Find the sentences with the verbs in the box. What do they add to the story? How would you translate them in your language?

bang crash shout slam smash stomp

4 9.4 Listen to the rest of the story and answer the questions.

- 1 How did Danny discover Mira was in his flat?
- 2 Why did Danny and Travis have an argument?
- 3 Why did Danny leave the flat?
- 4 Where did the money come from?

Crime story

READING

Sts read a short extract from a crime story and learn how to understand the order of events in a narrative. They learn words that help to make a story more dramatic and see examples of modals to speculate.

Reading text

An extract from a crime story

Reading skill

Understanding the order of events in a narrative

WARMER

Write the titles of some famous detective novels on the board and ask sts to guess what the stories are about using the key words in each title, e.g. *The Hound of the Baskervilles*, *The Moonstone*, *Death on the Nile*. Ask the whole class to share their ideas. Ask them to think of other titles that the class can guess the stories for.

- 1 Read the title of the crime story and ask sts what they think the story might be about. Ask: *What does 'the body' suggest? What does 'upstairs' tell us about the location?* Focus sts' attention on the picture. Put them into pairs and ask them to describe what they can see. Tell them to use the visual clues to work out where the story takes place. Elicit answers from sts when they are ready.

Answers

- 1 A woman is walking up the stairs and there is a black cat. The door upstairs is open.
- 2 The story is set inside.

- 2 **9.3 Understanding the order of events in a narrative** Elicit time words and expressions that writers use to show the order of events in a story, e.g. *then*, *next*, *after that*, etc. Ask sts to read the first six lines of the story quickly and identify the key time expression (*quarter of an hour earlier*). Elicit that this is important because it tells us that the events described in the next part of the story happened earlier.

Read the sentences a–g and check that sts understand what they are (events in the story). Play the audio for sts to read and listen. Sts work in pairs to put the events into the correct order. Check answers.

Answers

- 1 d Mira was sleeping.
- 2 a Mira and Spider were woken up.
- 3 f Something hit the floor upstairs.
- 4 b Somebody left the house.
- 5 g Mira went upstairs.
- 6 c Mira called Philip.
- 7 e Mira hid inside a coat cupboard.

- 3 **Word Power** Read the words in the box and ask sts what all the words have in common (they are all sounds). Tell sts to scan the story and find all the words. Elicit what object or person in the story made the noise. Ask sts to translate the words into their language.

Answers

shout: *The men started shouting*
 smash: *Something, maybe a glass, smashed*
 crash: *something much bigger crashed to the floor*
 stomp, bang: *then someone stomped down the stairs, banged the front door and ran away*
 slam: *she heard a door slam shut*

- 4 **9.4** Ask sts to predict what happens in the second part of the story. Ask: *Why is a man on the bed? Is he dead? Will someone attack Mira? Will Philip come to the rescue?* Read sentences 1–4 with sts. Check they remember who Danny is (the man who lives upstairs). Play the audio for sts to answer the questions. See TG page 285 for audio script. Check answers. Ask sts for their opinion of the story. Was it a good ending? Was it exciting? Was it believable? What did they think of the characters?

Answers

- 1 Mira poked her head out of the cupboard because Spider was meowing at the door, and Danny was there.
- 2 They argued about the money because Danny wanted to hand it in to the police and Travis wanted to keep it.
- 3 He left the flat to go to an all-night chemist's because Travis had hurt his head.
- 4 They don't know where the money came from. They found it in a bag in the road next to a car.

- R Reading practice: WB p.75**

Sts will find more practice for reading here. Set these exercises for homework.

GRAMMAR Modals to speculate about the present and the past

I can speculate about the present and the past.

Now watch the grammar animation.

- 1 Read the grammar box, then complete the rules with **must**, **can't** and **could**.

There **must** be milk in the fridge. I bought loads!
It **can't** be Alex over there. He's away for two weeks.
Jan never misses class. She **could/may/might** be ill.

Rules

We use *may*, *might*, *could*, *must* and *can't* + verb to speculate about if something is true or not in the present.

Use ¹ ..., *might* or *may* to say something is possibly true.

Use ² ... to say something is definitely true.

Use ³ ... to say something is definitely not true.

Look! *can't* and *mustn't*

When you are sure that something is impossible, use *can't* not *mustn't*.

She **can't** be at home. NOT ~~She *mustn't* be at home.~~

- 2 Complete the sentences with **might**, **might not**, **must** or **can't**.

- Can you hear a loud banging noise outside?
It ... be fireworks.
- The burglar climbed through a very narrow window, so he ... be slim.
- My phone's dead, but the battery ... be flat. It was charging all night.
- The thief carried away a very heavy box, so he ... be strong.
- Ronnie and Reggie ... live in that house. I'm not sure, but I heard they lived the other side of town.
- She ... be Ryan's sister. He's an only child.

- 3 Read the grammar box and choose the correct answers to complete the rules.

The window's open. The door's locked. The thief **must have come** in through the window.

Jon's really good at reading maps. He **can't have got** lost on his way here.

I **might have met** Lara before. It's possible, but I can't really remember.

Rules

Use *must* + *have* + past participle when you are ¹sure / not sure something in the past happened.

Use *can't* + *have* + past participle when you are ²sure / not sure something didn't happen.

Use *could* / *might* / *may* + *have* + past participle when you are ³sure / not sure something happened.

- 4 Complete the sentences with the correct past modal verbs and the correct form of the verbs in the box.

commit paint rain send spend take

- Jo Lyons ... the crime. She's already in prison!
- Louis ... this graffiti. I can recognize his style.
- We know that Sarah can be dishonest. She ... your tablet.
- A: Has Amber arrived in New York yet?
B: Check your phone. She ... a message.
- But that's unbelievable! I ... all my money already!
- The ground is wet. It ... just ...

- 5 Look at the pictures and write as many possible explanations as you can.

The painting she's looking at could have upset her.



- 6 Work in groups. Read out your explanations for the situations in the pictures in Exercise 5. Choose the most likely / the funniest / the most inventive ideas. Then share them with the class.

FAST FINISHER

Write possible reasons to explain this situation: You have arranged to meet your friends in the park. None of them are there and they aren't answering their phones.

GRAMMAR Modals to speculate about the present and the past



This lesson features an optional animated presentation of the grammar in context called *It must be a big city!*, including the form and use of modals to speculate about the present and the past. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 318 for animation script.

- 1 Read the grammar box with sts. Sts complete the rules. Check answers.

Answers

1 could 2 must 3 can't

Point out that *could*, *may* and *might* have a very similar meaning and we put them in the same place in a sentence. Remind sts that *must* and *can't* are opposites when we speculate. You could also note that modals of speculation in the present are often followed by *be*, but can be followed by other verbs.

Read the Look! box with sts about *can't* and *mustn't*. Elicit which word we use to talk about something that we are sure is not true (*can't*).

Ask questions to check concept.

Concept check questions: *We use 'may' to talk about something that is definitely true - correct? (no - something that is possibly true). We use 'must' to talk about something that is definitely true - correct? (yes). He can't to be a criminal - correct? (no - He can't be a criminal). What do we use to talk about something that is definitely not true? (we use 'can't'). We cannot use the short form of 'not' with 'might' - correct? (no - we can say 'mightn't').*

- 2 Sts complete the sentences. Tell sts to refer to the grammar box if necessary.

Answers

1 might
2 must
3 can't
4 must
5 might not / mightn't
6 can't

- 3 Read the grammar box with sts. Sts complete the rules. Check answers.

Answers

1 sure 2 sure 3 not sure

Point out that *must have* and *can't have* are opposites when we talk about the past as they are when we talk about the present. Explain that we use *could have*, *might have* and *may have* in a very similar way.

Ask questions to check concept.

Concept check questions: *We use 'must have' to talk about something that is possibly true in the past - correct? (no - something that is definitely true). We use 'mustn't have' to talk about something that definitely didn't happen in the past - correct? (no - we use 'can't have'). We use 'has' with the third person: He can't have committed the crime - correct? (no - we always use 'have').*

- 4 Read the first sentence with the class. Ask: *Can someone in prison commit a crime?* Elicit which modal we use when something in the past couldn't have happened and get sts to complete the sentence. Sts work in pairs to complete the rest of the sentences.

Answers

1 can't have committed
2 must have painted
3 could/may/might have taken
4 could/may/might have sent
5 can't have spent
6 must have, rained

- 5 Focus sts' attention on the four pictures. Elicit what is happening in each picture. Read the example with sts. Elicit more ideas about why the woman appears to be crying and other complete sentences with past or present modals. Sts work in pairs to write sentences about the remaining three pictures.
- 6 Put sts into groups. Each student reads out one sentence for a picture in Exercise 5 and the rest of the group comment. Each group chooses the best four sentences and shares them with the rest of the class.

FAST FINISHER

Sts who finish early can have more practice using modals for speculation. Ask them to read the situation and write three sentences to explain it. Weaker sts can work in pairs. Tell them to imagine they can't find their wallet and write two sentences using *might (have)* and *must (have)*.

- G **Grammar practice:** WB p.76

Sts will find more practice for modals to speculate about the present and the past here. Set these exercises for homework.

- LS **Language summary:** Unit 9 SB p.135

Justice for all

VOCABULARY and LISTENING Prefixes

I can listen to and understand people talking about emotions and feelings.

1 Read the TV listing and answer the questions.

- 1 What is the show about?
- 2 What is this episode about?
- 3 What is restorative justice?
- 4 What do you expect to hear from Angela and Tara?

CATCHUPTV
TV Guide
Popular this week
Favourites
Series
Films
Profile

Recently watched

Stop Crime Roadshow

On the Stop Crime Roadshow, Nick and Alexis report on crime and **illegal** activities in your neighbourhoods. They share your experiences of crimes and scams, learn about how to stop **dishonest, irresponsible** or **disrespectful** behaviour, and celebrate positive initiatives which are making our homes and streets safer. As Alexis says, 'Don't give up, nothing is **impossible!**'

Tara Angela

Episode 6 Restorative justice

Someone is found guilty of a crime and is punished. End of story? No, only the beginning. Criminals face an **uncertain** future – they can end up **unemployed** and they might return to a life of crime. The victims of crime are also often **unable** to move on, feeling traumatized. So today we're looking at restorative justice. This scheme enables victims and criminals to actually meet and talk in the presence of trained facilitators. The victims talk about the **unbelievable** impact their **inconsiderate** behaviour had on them; and the offenders see the consequences of their actions. Angela, a victim, and Tara, a criminal, join Alexis and Nick and tell them about their experience of restorative justice.

Watch now

2 Read the TV listing again and find examples of words with these prefixes. What do they tell you about the words?

dis- il- im- in- ir- un-

il- *illegal*

3 9.5 Listen to Angela's story. Are the sentences true (T), false (F) or not mentioned (NM)?

- 1 Angela left a window unlocked.
- 2 Angela hadn't got any valuable jewellery.
- 3 The jewellery Angela's children gave her wasn't stolen.
- 4 Angela felt that her home wasn't a safe place any more.

4 9.6 Listen to Tara's story. Are the sentences true (T), false (F) or not mentioned (NM)?

- 1 Tara stole because she was homeless and needed money.
- 2 Tara stole jewellery, a laptop and a camera.
- 3 Tara had met Angela in the street.

5 9.7 Listen to Angela and Tara discussing their experience of meeting up. They express their feelings in words and in the tone and emphasis of their speech. Make notes about the following:

- Tara:** why she wanted to meet Angela, what she felt, what she now realizes
- Angela:** what she felt when she met Tara, what she felt after the meeting

6 9.5-9.7 Listen to Angela's and Tara's stories in Exercises 3, 4 and 5 again and complete adjectives 1-12 in the order you hear them. Listen carefully for the prefixes.

unlocked

- | | | |
|----------|-----------|-----------|
| 1 in ... | 5 un ... | 9 im ... |
| 2 ir ... | 6 in ... | 10 ir ... |
| 3 un ... | 7 dis ... | 11 un ... |
| 4 un ... | 8 in ... | 12 un ... |

7 PRONUNCIATION Syllable stress

9.8 Read the pronunciation rule and say the words in Exercise 6. Listen and check your stress was correct.

Prefixes are not usually stressed. The stress is almost always on the second or third syllable, e.g. *unlocked*, *inexpensive*.

8 THINK CRITICALLY Work in groups. Discuss the questions.

- 1 Do you think that restorative justice is a good idea? Why?
- 2 What purpose do you think prison has in society?

Justice for all

VOCABULARY and LISTENING

Prefixes

Sts listen to an interview with a criminal and a victim of a crime talking about their emotions and feelings. They learn about prefixes and see examples of subject, object and negative questions. They discuss the idea of restorative justice and the role of prison in society.

Vocabulary

Prefixes (*dis-*, *il-*, *im-*, *in-*, *ir-*, *un-*)

Listening text

Interviews with a criminal and a victim of crime

Listening skill

Understanding people talking about emotions and feelings

WARMER

Write on the board: *The thing that I get annoyed about most is ...*. Put sts into groups to make a list of things that annoy them and compare their ideas.

- 1 Ask sts what the TV listing is about. Ask them how the three photos might be connected. Read the four questions with sts and give them time to read the text and find the answers. Check answers.

Answers

- 1 crime and illegal activities
- 2 restorative justice
- 3 a scheme which enables victims and criminals to meet so that the criminal can understand the impact of their actions
- 4 their experience of restorative justice

- 2 Explain that there are examples of each prefix in the text. The prefixes make the words negative. Sts scan the text and write down all the examples. Check answers.

Answers

il-: illegal
dis-: dishonest, disrespectful
im-: impossible
ir-: irresponsible
un-: uncertain, unemployed, unable, unbelievable
in-: inconsiderate

- 3 **9.5** Explain that sts are going to listen to Angela and decide if the sentences are true, false or not mentioned. Read the sentences together first. Play the audio for sts to listen and decide. See TG page 286 for audio script. Check answers.

Answers

1 T 2 F 3 F 4 T

- 4 **9.6** Repeat the procedure for Exercise 3, but this time, sts listen to Tara. See TG page 286 for audio script. Check answers.

Answers

1 T 2 F 3 F

- 5 **9.7 Understanding people talking about emotions and feelings** Point out that people often use adjectives as well as their tone to express how they feel. Read the instructions. Play the audio, pausing as necessary to give sts time to make notes. See TG page 286 for audio script. Sts can check their notes in pairs.

Answers

Tara: to say sorry; it was tough and she felt emotional; she was immature and hurt Angela badly
 Angela: she felt uncomfortable and it was scary; she felt better and able to move on

- 6 **9.5-9.7** Explain that you will play Angela and Tara's stories again. Play the audio and pause after each prefix, to give sts time to write the complete word. Check answers.

Answers

- | | |
|-----------------|------------------|
| 1 inexpensive | 7 distrust |
| 2 irreplaceable | 8 incapable |
| 3 unfair | 9 immature |
| 4 unimportant | 10 irresponsible |
| 5 unsafe | 11 unreal |
| 6 insecure | 12 uncomfortable |

7 PRONUNCIATION **9.8**

Ask sts to say the word *unlocked*. Elicit which syllable is stressed (the second one). Read the rule with sts. Sts say the words in Exercise 6 following the rule. Play the audio for sts to check they stressed the correct syllable. See Answers in Exercise 6 for audio script. The stress is on the second syllable in adjectives 3, 5, 7, 8, 11 and 12 and on the third syllable in adjectives 1, 2, 4, 6, 9 and 10.

21st Century skills

8 **THINK CRITICALLY**

Read the questions. Check sts remember the meaning of *restorative justice*. Put sts into groups to discuss the questions. Get feedback from the class.

- V L** **Vocabulary and Listening practice: WB p.77**
 Sts will find more practice for listening, and practice of vocabulary for prefixes here. Set these exercises for homework.

LS **Language summary: Unit 9 SB p.135**

GRAMMAR Subject and object questions; negative questions

I can ask different types of questions.

Now watch the grammar animation.

- 1 Read the grammar box and choose the correct answers to complete the rules.

Subject questions

'Who wrote Romeo and Juliet?' 'Shakespeare wrote Romeo and Juliet.'

'Who loved Romeo?' 'Juliet loved Romeo.'

Object questions

'What did the burglar steal?' 'The burglar stole my laptop.'

'Who did Romeo love?' 'Romeo loved Juliet.'

Rules

In subject questions, we are asking about the subject of the verb. Subject questions ¹have got / haven't got auxiliary verbs.

In object questions, we are asking about the object of the verb. Object questions ²have got / haven't got auxiliary verbs.

- 2 Decide if the questions are subject (S) or object (O) questions.

- Who did you steal from?
- Who burgled your home?
- What did they take from your house?
- Who saw the burglar climb through the window?

- 3 **9.9** Unscramble the questions below, then answer them in pairs. Listen and check.



- 1 wrote / who / the Inspector Poirot books / ?

- 2 Batman's real name / was / what / ?



- 4 created / this character / who / ?



- 3 a pickpocket / do / does / what / ?



- 5 did / where / work / Inspector Maigret / ?



- 4 Read the grammar box and choose the correct answers to complete the rules.

Negative questions

Don't you like this music?

Aren't we going out tonight?

Couldn't she find her phone?

Didn't you check online?

'**Aren't** you feeling tired?' 'Yes, I am.'

'**Won't** they go to the concert?' 'No, they won't.'

Rules

We often ask negative questions to confirm what we are thinking.

Use the ¹contracted / full form of the negative auxiliary verb.

Use ²short / long answers to reply to a negative question.

- 5 Write negative questions to check these things.

I think ...

Amy is a vegetarian.

Isn't Amy a vegetarian?

- Jack is using your phone.
- You have had a haircut.
- Leo was mugged last year.
- Al Capone was an infamous gangster.
- Maya can speak Russian.

- 6 Note three things you think are true about your partner.

Sebastian has got a cat called Oscar.

- 7 Work in pairs. Ask each other negative questions to check your ideas.

Haven't you got a cat called Oscar?

FAST FINISHER

Write three more subject and object quiz questions about any topic. Then swap them with your partner's.

GRAMMAR Subject and object questions; negative questions



This lesson features an optional animated presentation of the grammar in context called *Didn't you hear anything?*, including the form and use of subject and object questions and negative questions. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 319 for animation script.

- 1 Read the grammar box. Sts complete the rules with the correct words. Check answers.

Answers

1 haven't got 2 have got

Write *Who painted the 'Mona Lisa'?* Ask sts to answer with a full sentence (*Leonardo da Vinci painted the 'Mona Lisa'*) and explain that *Who* in the question refers to the subject *Leonardo da Vinci* in the answer. Write *What did da Vinci paint?* Elicit the answer (*He painted the 'Mona Lisa'*) and explain that *What* refers to the object in the answer.

Ask questions to check concept.

Concept check questions: *What did Shakespeare write? - is this a subject question? (no - it's an object question). Who Juliet loved? - correct? (no - Who did Juliet love?). Who did send some flowers? - correct? (no - Who sent some flowers?).*

- 2 Sts can discuss the questions in pairs. Check answers.

Answers

1 object (O)
2 subject (S)
3 object (O)
4 subject (S)

- 3 **9.9** Sts work individually to put the words into the correct order. Sts then ask and answer the questions, e.g. one student asks *Who wrote the Inspector Poirot books?* and another student answers *Agatha Christie*. Play the audio for sts to check their questions and the answers. See TG page 286 for audio script.

Answers

1 Who wrote the *Inspector Poirot* books? (Agatha Christie)
2 What was Batman's real name? (Bruce Wayne)
3 What does a pickpocket do? (steals things out of people's pockets and bags)
4 Who created this character? (Sir Arthur Conan Doyle)
5 Where did Inspector Maigret work? (Paris)

- 4 Read the grammar box. Sts complete the rules with the correct words. Check answers.

Answers

1 contracted 2 short

Write *Isn't English grammar difficult?* on the board and elicit that we use *isn't* instead of *is* because we expect the answer to be affirmative, i.e. *Yes, it is*. Explain that we can give a negative reply, e.g. *No, it isn't* or *No, I don't think so*.

Ask questions to check concept.

Concept check questions: *When we ask a negative question, we make the main verb negative - correct? (no - we make the auxiliary verb negative). 'Isn't it cold?' means 'I think it's warm' - correct? (no - it means 'I think it's cold').*

- 5 Read the example with the class. Elicit the rules again for making a negative question. Sts work in pairs to transform the sentences. Check answers.

Answers

1 Isn't Jack using your phone?
2 Haven't you had a haircut?
3 Wasn't Leo mugged last year?
4 Wasn't Al Capone an infamous gangster?
5 Can't Maya speak Russian?

- 6 Ask sts to tell you one thing they think is true about you and write it on the board, e.g. *You speak three languages*. Elicit a negative question to check this fact and write it on the board: *Don't you speak three languages?* Assign a partner to each student. Tell sts to write three sentences about their partner.

- 7 Partners work together and take turns to check their facts using negative questions.

FAST FINISHER

Sts who finish early can practise the grammar further. Sts write three more subject and object quiz questions and take turns to ask and answer with a partner. Weaker sts can work in pairs and write one subject quiz question and one object quiz question about a famous writer. They take turns asking and answering the questions.

- G Grammar practice:** WB p.78

Sts will find more practice for subject and object questions and negative questions here. Set these exercises for homework.

- LS Language summary:** Unit 9 SB p.135

KEEP TALKING!

Crime in films

READING and LISTENING

I can understand film reviews.

The Classic Crime Channel

This month's **top five** films



1 *Her Alibi* - ...

Blackwood, a detective novelist with writer's block, goes to court to get new ideas. There he sees Nina, a beautiful woman accused of murder. Instead of getting inspiration, Blackwood begins to fall in love. He disguises himself as a priest, visits her in prison and offers to be her alibi. Nina is released... but did she or didn't she commit the crime?

2 *Rear Window* - ...

James Stewart plays Jeff, a photographer with a broken leg unable to leave his New York flat. He spends his time watching his neighbours through his window and he becomes a witness to what looks like a murder. With his girlfriend Lisa's help, he tries to solve the crime. But when the murderer finds out about them, their lives are in danger.

3 *The Pink Panther* - ...

A much-loved comedy crime film in which an infamous jewel thief, Sir Charles Lytton, plans to steal a priceless diamond known as 'the Pink Panther'. But he has got a rival - his American nephew George. Only one man is capable of stopping them - the clumsy, accident-prone French police inspector, Jacques Clouseau.

4 *Rififi* - ...

After five years in prison, Tony meets up with his old friends Jo and Mario, who invite him to take part in a robbery. Their plan? To steal jewels from a famous Paris jewellery shop. With elegant safe-breaker Cesar, they perform the perfect crime in a brilliant 30-minute silent sequence. But things go wrong afterwards when Cesar gives a valuable ring to his girlfriend ...

5 *A Kiss Before Dying* - ...

In this superb 1956 film, Bud Corliss is an ambitious college student who wants to get rich. However, when he realizes that his girlfriend, Dorothy, isn't going to inherit her father's fortune, Bud decides to kill her and makes it look like suicide. He then turns his attention to her sister. Will she discover the truth before it's too late?



1 Quickly read the film guide and match straplines a-e with films 1-5.

- a Ambition leads to murder
- b Is she innocent or guilty?
- c Can you believe your eyes?
- d Laughter guaranteed
- e The faultless crime

2 Read the film guide and answer the questions. In which film or films ...

- 1 is there a murder?
- 2 is there a robbery?
- 3 does somebody lie to help somebody else?
- 4 is somebody a witness to a crime?
- 5 are characters' lives at risk?

3 Discuss the questions.

Which film would you choose to watch? Why?
Which film would you definitely avoid? Why?

4 9.10 Listen to Lily and Dexter rate the crime films in their vlog. Write the number of the correct film, 1-5. Did they agree with your ideas?

★★★★ A total classic

★★★☆☆ Worth staying in for

★☆☆☆☆ OK if nothing else is on

🗑️ A total flop

5 9.10 Listen again and answer the questions.

- 1 Why was Lily less keen on *Rififi* than Dexter?
- 2 What reasons does Lily give for liking *The Pink Panther*?
- 3 Complete the line of dialogue from *A Kiss Before Dying*: 'You'll ... know how much I ... you.'
- 4 In *Rear Window*, why is Jeff able to hear what's happening in other apartments?

KEEP TALKING!

Crime in films

READING and LISTENING

Sts read a film guide about classic crime movies. They listen to people rating crime films and learn to understand film reviews. They personalize the topic by following the Speaking plan to take part in an interview.

 **WARMER**

Ask sts to name three films they have seen recently. Ask: *What did you think of the films? Did you read any reviews before you saw them? Did the reviews influence you? What rating would you give the films? Are your ratings similar to the reviews?*

- 1** Elicit or explain the meaning of *strapline*. Ask sts which films these straplines come from: *In space, no one can hear you scream* (*Alien*, a science-fiction horror film); *You'll never go in the water again* (*Jaws*, a thriller about a very dangerous shark). Read the straplines with sts. Sts read the film guide quickly and match the films to the straplines. Check answers.

Answers


- a 5 (*A Kiss Before Dying*)
- b 1 (*Her Alibi*)
- c 2 (*Rear Window*)
- d 3 (*The Pink Panther*)
- e 4 (*Rififi*)

- 2** Sts read the questions and then read the guide again to find the answers.

Answers


- 1 *Rear Window, A Kiss Before Dying*
- 2 *The Pink Panther, Rififi*
- 3 *Her Alibi*
- 4 *Rear Window*
- 5 *Rear Window, A Kiss Before Dying*

- 3** Sts discuss the questions in pairs. When they are ready, ask pairs to share their opinions with the class.

- 4**  **9.10** Read through the rating comments. Elicit the meaning of *total classic*, *worth staying in for*, *OK if nothing else is on*, and *a total flop*. Explain that Lily and Dexter review and rate the five films in the film guide and sts match each film to their rating. Note that they talk about the films in a different order to the film guide. Play the audio and pause after each review to give sts time to note the film and the rating. See TG page 286 for audio script. Check answers.

Answers

Three stars/A total classic: 2 (*Rear Window*)
 Two stars/Worth staying in for: 3 (*The Pink Panther*), 4 (*Rififi*)
 One star/OK if nothing else is on: 5 (*A Kiss Before Dying*)
 No stars/A total flop: 1 (*Her Alibi*)

- 5**  **9.10** Read through the questions. Play the audio again. Give sts plenty of time to write their answers. Sts can check their answers in pairs first.

Answers

- 1 Because it was in French, so they had to read subtitles.
- 2 It's funny, has a fantastic theme tune and a cartoon pink panther at the beginning.
- 3 never, love
- 4 There's a heatwave, so everyone's windows are open, which means he can hear people's conversations.

 **EXTRA PRACTICE**

Sts write a review of a film that they have seen. They should write an outline of the story and a brief description of the main characters including their names, but not the name of the film. They then write their opinion of the film, giving reasons for this, and give it a rating from 0–3. Sts then swap their review with another student. They guess the film and say if they have seen it or would like to.

SPEAKING An interview

I can take part in an interview.



1 9.11 Listen to and read a police interview with a suspect. Answer the questions.

- Where does Leo say he went?
- Why can't Leo remember which film he saw?
- Do you think he is telling the truth? Why?

DI Jones: Tell me again about what you did first.

Leo: I told you. We went to a café.

DI Jones: What did your friend Katy drink?

Leo: Let me think. Erm, I'm not sure ...

DI Fox: Can I stop you there? Didn't you say that you ordered the drinks?

Leo: Oh yes, that's right. We had coffees. And then ... we went for a walk.

DI Jones: Are you sure? Your friend said that you went to the cinema.

Leo: The cinema? Sure. But we went for a walk first.

DI Fox: So what film did you see?

Leo: What film did we see? I don't remember. I was very tired. The lights went out and ... I fell asleep.

2 9.12 Listen and repeat the Useful language.

How do you say the phrases in your language? Find which ones are used in the dialogue in Exercise 1.

Useful language

Checking information

Are you sure? Your (friend) said ...

Didn't you say that ...?

Tell me again about ...

What do you mean by ...?

Can you explain why/what/how, etc.?

Interrupting

Can I stop you there?

Just a moment.

Giving yourself time to think

Let me think.

Could you say that again?

What was I doing at three o'clock?

3 9.13 Complete the interview with expressions from the Useful language box. Then listen and check.

Katy: We went to a café and I had a coffee.

DI Fox: Are ¹...? Your friend said that you had water.

Katy: ²... think. Yeah, that's right. I had water and a coffee.

DI Jones: ³... say that you went to the cinema afterwards?

Katy: Uh huh. We saw an old film.

DI Jones: ⁴... mean by an 'old film'?

Katy: It was *Star Wars*, from the 1970s ...

DI Fox: Can ⁵... there? Isn't that a very noisy film?

Katy: Yeah, it's incredibly noisy! But we loved it!

DI Fox: Katy Magrane, you are under arrest!

4 9.14 Listen and make notes about the crime.

Work in groups of four. Two of you are the detectives investigating the crime and two of you are criminals. Follow the steps in the Speaking plan.

Speaking plan

Prepare

- Choose your roles.
- Students A:** You are the suspects. Prepare answers.
- Students B:** You are the detectives. Write questions. Think about:
 - where (you/the suspects) were
 - how (you/they) got there
 - what (you/they) were wearing
 - what (you/they) talked about.
 Make notes for your dialogues.

Speak

- Hold two interviews, one with each suspect. The detectives must try to find differences in the suspects' stories.
- Use phrases from the **Useful language** box.
- Swap roles and choose different details.

Reflect

- Were you successful? Why?
- How can you improve next time?

 Now play *Keep moving!*

FAST FINISHER

Write the next part of the interview in Exercise 3, then act it out.

SPEAKING An interview

- 1 9.11 Read the instructions and elicit or explain the meaning of *DI* (Detective Inspector) and *suspect* (someone believed to have committed a crime). Ask sts what sort of questions the police ask suspects after a crime has been committed. Read through the questions with sts. Elicit who Leo is (the suspect). Play the audio while sts read the dialogue and answer the questions. Check answers to questions 1 and 2. For question 3, discuss with sts whether they think Leo is telling the truth. Elicit that his answers are vague and he changes his answers.

Answers

- 1 He says he went to a café, then for a walk, then to the cinema.
- 2 He fell asleep.
- 3 Sts' own answers.

- 2 9.12 Read through the Useful language box with the class. Play the audio once for sts to listen to the phrases, then play it again for them to repeat. Ask them to translate the phrases into their own language. Tell sts to read the dialogue in Exercise 1 again and find phrases from the Useful language box. Check answers.

Answers

- Tell me again about ...
 Let me think.
 Can I stop you there?
 Didn't you say that ...?
 Are you sure? Your friend said ...

- 3 9.13 Elicit who Katy, DI Fox and DI Jones are (Leo's friend and the Detective Inspectors from Exercise 1). Give sts time to read the interview and complete the dialogue with the phrases they have just studied. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. See TG page 287 for audio script.

Answers

- | | |
|--------------|---------------|
| 1 you sure? | 4 What do you |
| 2 Let me | 5 I stop you |
| 3 Didn't you | |

- 4 9.14 Explain to sts that they are going to listen to the details of a crime in a news report. Tell them to make notes on where the crime was (in Chelsea in west London), who the victim was (a major Hollywood film producer), the value of the items stolen (up to £2,000,000), how many suspects there are (two) and where the suspects were seen (outside the property). Play the audio for sts to make notes on the answers. See TG page 287 for audio script.

Sts now follow the steps in the Speaking plan to prepare their role-play.

Speaking plan

Prepare

Sts decide if they want to be suspects or detectives. Make sure there are even numbers of both and divide sts into pairs: either two detectives in each pair, or two suspects. The pairs read the question prompts. Detectives write the questions and suspects prepare their answers to the questions.

Speak

Check suspects understand that they should keep to the same story. Check detectives understand that they should try to find differences in the suspects' stories. Sts divide into new pairs – one suspect and one detective. The detectives ask the questions and make notes as the suspects answer. Make sure they use the phrases for checking information, interrupting and giving yourself time to think from the Useful language box.

Reflect

Put detectives and suspects back in their original pairs to check on how the interviews went. Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. If they recorded their conversations, ask them to use this to help them think of how they could improve next time.

Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

FAST FINISHER

Ask sts to go back to the dialogue in Exercise 3 and write the next part of the interview. Weaker sts can work in pairs and practise reading the dialogue in Exercise 1 again.

Speaking practice: WB p.79

Sts will find more practice for interviews here. Set these exercises for homework.

Language summary: Unit 9 SB p.135

A BEGINNER'S GUIDE TO

Crime Fiction

WE JUST LOVE READING ABOUT CRIME

Have you ever noticed how popular crime fiction is? One in every three novels published is a crime novel, and many of these have been turned into films, plays and TV series. Why are we so fascinated with crime as a form of entertainment?

IN THE BEGINNING WAS... MYSTERY!

The earliest crime stories were often mysteries, strange puzzles that had to be solved. There could be supernatural or romantic elements as well as a realistic social setting. Famous examples include the short story *The Murders in the Rue Morgue* by Edgar Allan Poe (1841) and Wilkie Collins' novel *The Woman in White* (1860).

FEEL THE FEAR... AND READ ABOUT IT!

As industry expanded, people moved to the cities to work. Overcrowding and social problems led to robberies and murder becoming increasingly common. Soon, police forces were established to deal with rising crime. The public's anxiety was channelled through the new crime fiction published in weekly magazines such as *The Strand*.

WHODUNNITS, MURDER MYSTERIES AND THE GOLDEN AGE OF CRIME FICTION

A 'Whodunnit' is a crime story in which the reader is challenged to work out 'Who has done it?'. The most famous sleuth in this genre is probably Sherlock Holmes. Sir Arthur Conan Doyle wrote 56 short stories and four novels featuring his iconic detective, many of which have been made into films and TV series.

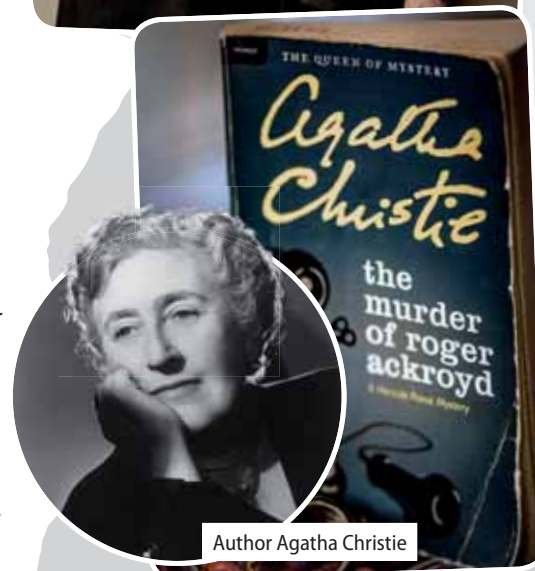
A classic murder mystery is often set in an English country house in which almost everyone is a suspect. Known as the Queen of Crime for her mastery of the genre, British writer Agatha Christie (1890–1976) created two unforgettable detectives: the Belgian detective Hercule Poirot, the hero of more than 50 short stories and 33 novels, and the surprisingly sharp-witted Miss Marple.

PRIVATE EYES ON AMERICA'S MEAN STREETS

In the 1930s, crime took a different turn in the USA. Tough, unsentimental and often violent fiction reflected the problems of organized crime and inner-city violence. Private detectives or 'private eyes' like Dashiell Hammett's Sam Spade (*The Maltese Falcon*, 1930) and Raymond Chandler's Philip Marlow (*The Big Sleep*, 1939) often solved crimes that the police couldn't. The typical private eye is a hero who never gives up in the search for truth – sophisticated, very clever, and with unfailing loyalty to their client.

WATCHING THE DETECTIVES

Not surprisingly, crime writers in every country have created their own detectives, and these novels are translated into many languages. Perhaps police detectives have been the most popular genre in recent years, in books but also on TV and streaming, from Inspector Morse in the UK to Montalbano in Italy and Sarah Lund in Denmark. It seems we just can't get enough!

BBC TV series *Sherlock*

Author Agatha Christie



TV detective Sarah Lund

Crime fiction


Sts read a beginner's guide to crime fiction and learn about some common features of crime stories. They learn some adjectives to discuss crime fiction and talk about popular fictional detectives in their own country.

This lesson features an optional culture video about a fictional superhero character: see SB page 97.

 **WARMER**

Ask sts to describe the three photos on page 96. Ask: *Are the people in the photos detectives, writers or criminals?* (Sherlock Holmes and Sarah Lund are detectives; Agatha Christie was a crime writer.) *Which country do they come from?* (Sherlock Holmes, Dr Watson and Agatha Christie: British; Sarah Lund: Danish.) Ask sts if they have read any books or seen any TV series or films featuring these people. Ask whether they like crime stories and if so, which ones.

- Put sts into pairs to discuss the questions. Write *Books*, *Films* and *Characters* on the board in three columns. Ask sts to come up to the board, write a name under one of the headings and explain a little bit about who or what they are.

-  **9.15** Ask sts to read the heading of the text and elicit who it is for (people who want to learn about crime fiction). Read through the questions with sts. Play the audio for sts to read and listen to find the information. Check answers.

Answers

- 1 in 3 (33%)
- Famous detectives: Sherlock Holmes, Hercule Poirot, Miss Marple, Sam Spade, Philip Marlow, Inspector Morse, Montalbano, Sarah Lund
American crime novelists: Dashiell Hammett, Raymond Chandler
- 56: the number of short stories written by Sir Arthur Conan Doyle which featured Sherlock Holmes
33: the number of novels written by Agatha Christie which featured Hercule Poirot
1841: the publication year of *The Murders in the Rue Morgue* (by Edgar Allan Poe)

- Read the questions with sts. Give them a few minutes to read the text again and find the answers. Check answers.

Answers

- A crime story in which the reader has to work out who committed the crime.
- Classic crime fiction was often set in an English country house in which almost everyone was a suspect. Crime fiction in the USA often featured inner-city violence and organized crime.
- Someone who never gives up in the search for the truth: sophisticated, clever and loyal to their client.

- Word Power** Read the words in the box slowly so that st can repeat and practise the pronunciation and word stress. Ask sts to scan the text on page 96 for the words in the box and match the words with a crime genre. Check answers.


Answers

realistic, romantic, supernatural: mysteries from the nineteenth century
tough, unsentimental: American crime fiction from the 1930s
Other suggested adjectives: absorbing, gripping, nail-biting

- Sts can work individually to read the two texts on page 97. Then ask sts to close their books and ask a few questions to check they understood the texts: *What is a page-turner? Who is usually innocent?*, etc. Put sts into groups to discuss the questions. When they are ready, ask the groups to share their ideas with the rest of the class.

1 Work in pairs. Brainstorm what you know about crime fiction.

- 1 Name any famous books, films or characters.
- 2 What are the typical characters and events in a crime story?

2  **9.15 Read and listen to *A Beginner's Guide to Crime Fiction* on page 96 and find ...**

- 1 the percentage of novels published that are crime stories.
- 2 the names of eight famous detectives and two American crime novelists.
- 3 what these numbers refer to: 56, 33, 1841.

3 Read the text again and answer the questions.

- 1 What is a Whodunnit?
- 2 How were American and British crime fiction different during The Golden Age of Crime Fiction?
- 3 What are the qualities of a good private eye?

4 **Word Power** Find these adjectives in the text on page 96. What genres of crime fiction are they describing? What other adjectives can you think of to describe crime fiction?


realistic romantic supernatural
tough unsentimental


5 Read *The perfect crime story* and *Elementary, my dear Watson* on the right. Work in groups. Discuss the questions.

- 1 Can you think of any stories that use some of the techniques in *The perfect crime story*? How do these techniques keep the reader entertained?
- 2 What stories or films can you think of with one or more of the features in *Elementary, my dear Watson*?

6  **COMPARE CULTURES** Work in pairs. Discuss the questions.

- 1 What detective fiction, films or TV series are famous in your country?
- 2 Are they created in your country or countries speaking your language, or are they foreign?

7  **FIND OUT** Sir Arthur Conan Doyle 'murdered' his detective, Sherlock Holmes, in an 1893 story called *The Adventure of the Final Problem*. Find out why he did this, how Sherlock Holmes died, and what happened next.

8  **GET CREATIVE** In groups, choose one of the options below and give a presentation or act out a story. You can use words, pictures, audio, drama or digital media.

- the top five crime or detective films of all time
- the profile of a famous fictional detective from a book, film or TV show

FUN FACT

Agatha Christie's work is still so popular that her play *The Mousetrap* has been on stage in London continuously since 1952!



Now watch the culture video.



FAST FINISHER

Write a short fact file about a famous crime writer.

A

THE PERFECT CRIME STORY



Check out these techniques that frequently appear in crime fiction.

Foreshadowing Include hints to help the reader solve the mystery.

Red herrings Draw the reader's attention to the wrong conclusion with misleading clues.

The page-turner Keep the reader involved and guessing right up to the end.

The denouement The detective ties up all the loose ends by explaining what happened.

B

ELEMENTARY, MY DEAR WATSON

Check out these common features of characters and plots:

- the most obvious suspect is usually innocent
- a rich family or family member has got a damaging secret
- a corrupt person or organization is exposed
- a friend, or colleague, with whom the detective discusses their theories
- the murderer is known to the reader – the story explores the psychology of their criminal mind



REAL CULTURE!

21st Century skills



6 COMPARE CULTURES

Ask these questions about some of the detectives sts have read about so far: *Which countries are these detectives from?* *Hercule Poirot* (Belgium); *Inspector Morse* (the UK), *Montalbano* (Italy), *Sarah Lund* (Denmark). Put sts into pairs to discuss the questions about fictional detectives in their own country. When they have finished, ask pairs to share their answers.

FUN FACT

Encourage sts to read this fun fact for pleasure. Sts might also be interested to know that Agatha Christie's work has been translated into over 100 languages! Ask sts if they know any other plays or musicals that have been performed for a long time, e.g. *Les Misérables*, *The Lion King*, *Cats*.



Culture video

This lesson features an optional culture video about a fictional superhero character. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *Caped crusaders* on TG pages 308 and 314.

21st Century skills



7 FIND OUT

Read the instructions with the class. You can set the task for homework. Sts will need internet access to research the answer online. Elicit the three questions that sts have to answer. In the following lesson, put sts into pairs to share their research findings. Ask them to share their results with the rest of the class.

Sir Arthur Conan Doyle 'murdered' Sherlock Holmes because he wanted to write other things. Sherlock Holmes 'died' after falling at the Reichenbach Falls. He came back to life in another story (*The Adventure of the Empty House*).



FAST FINISHER

Sts write a fact file about a crime writer they have studied in the lesson or another writer they know about. Weaker sts can work in pairs and write three sentences about their favourite writer.

21st Century skills



8 GET CREATIVE

Put sts into groups. They will need time to prepare so you could set this as a project lesson. Read the instructions and ask the groups to:

- choose one of the two options to focus on
- decide to give a presentation or act out a story
- decide on what sort of media to use.

Give groups plenty of time to prepare. Monitor and guide if necessary. When groups are ready, ask them to give their presentation or act out their story to the class. You could ask the class to vote for the best group at the end.

Crime report

WRITING A news story

I can write a news story.

1 Work in pairs. Discuss the questions.

- 1 Where do people get news from?
- 2 What sort of stories get into the news?

2 Complete the tips with the words in the box.

avoid human key logical people
reader summary when

8 TOP TIPS FOR HOW TO WRITE A GREAT NEWS STORY

- Your news story should provide this information: Who? What? Where? ¹...? Why? How?
- Put the ²... facts first, e.g. who, when, where.
- Make it newsworthy, add ³... interest or surprise.
- Put events in a ⁴... order so there is flow.
- Use synonyms to ⁵... repetition.
- Include quotes from ⁶... who were involved.
- Use clear language / emotions to engage your ⁷... .
- Conclude it with a ⁸... or a consequence of the events.

3 Read the news story and find the answers to the questions below.

- 1 Who was involved? 3 Where did it take place?
- 2 When did it happen? 4 What happened?

HACKER JAILED FOR CYBER CRIME

A computer hacker has been jailed for three years after carrying out hundreds of cyber attacks. He stole £250,000 from mobile phone customers between June and December last year.

Drew Lawson, 19, of Oxford, was arrested after a complex investigation. He appeared in the Crown Court on 9th February and admitted 600 offences.

The teenager had taken control of more than 1,000 customers' computers and then infected them with dangerous viruses. He then used personal data to take money from customers' bank accounts.

Detective Klara Finn believed that Lawson was greedy and cruel. 'Here we've got a young man, a heartless criminal, who has ruined innocent lives.'

The latest shocking statistics show that £200,000 is lost every single day because of cybercrime. The judge warned the public to report any suspicious emails or transactions to the police immediately.



W Writing summary WB p. 92

R Review: Units 7-9 SB pp. 104-105

P Project: Units 7-9 SB pp. 110-111

L Literature: Units 7-9 SB pp. 116-117

E Exams: Unit 9 SB p. 126

LS Language summary: Unit 9 SB p. 135

4 Work in pairs. Discuss how the news story follows the advice in the tips in Exercise 2.

5 Look at the **Useful language** box. Find examples in the news story.

Useful language

Adjectives for people and emotions

angry/concerned/cruel/dishonest/frightened/greedy/guilty/heartless/innocent

Adjectives for describing a situation

complex/dangerous/shocking/suspicious/terrifying

Active structures

He appeared in court... / He set up...
They stole... / The judge warned...

Passive structures

He was arrested... / He has been jailed...

6 Read the **Look!** box. Find another example in the text.

Look! Avoiding repetition

When we write a story, it is good style to use different words to describe the same thing: *a computer hacker, the teenager*

7 Write a news story. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- > Choose one of the following headlines:
 - Teenager finds and returns stolen diamonds
 - Film director rescues puppy from locked car
 - Burglar locked in garage of house he robbed
- > Make notes using the tips in Exercise 2.
- > Plan your news story.
- > Include some quotes in your news story.

Write

- > Write a first draft. Follow your plan.
- > Use phrases from the **Useful language** box.

Reflect

- > Check your news story against the tips in Exercise 2.
- > Have you used the phrases from the **Useful language** box correctly?

Crime report

WRITING A news story

Sts complete a set of tips for writing a great news story. They read a model news story about a hacker. They learn how to use adjectives in news stories, how to use active and passive structures, and how to avoid repetition. They then follow the steps in the Writing plan to write a news story.

Writing

A news story

Useful language

Adjectives for people and emotions (*angry, concerned, cruel, dishonest, frightened, greedy, guilty, heartless, innocent*) Adjectives for describing a situation (*complex, dangerous, shocking, suspicious, terrifying*) Active structures (*He appeared in court ... , He set up ... , They stole ... , The judge warned ...*) Passive structures (*He was arrested ... , He has been jailed ...*)

Look!

Avoiding repetition

WARMER

Ask sts to think of some recent crime news stories they have heard or read. What was the main event in the story, e.g. a robbery, a cyberattack, etc.? Who were the main people in the story – the criminals/suspects, detectives, etc.?

- Put sts into pairs to discuss the questions for a few minutes. Elicit some answers and write them on the board under the headings: *Sources* and *Types of story*. Sample answers include news websites, social media sites, traditional newspapers; and stories about politics, crime, business and the environment.
- Sts complete the tips with the words in the box. Check answers with the class.

Answers

- | | |
|-----------|-----------|
| 1 When | 5 avoid |
| 2 key | 6 people |
| 3 human | 7 reader |
| 4 logical | 8 summary |

- Read the questions with sts. Sts read the news story to answer the questions. Check answers.

Answers

- Drew Lawson (the computer hacker), more than 1,000 people (his victims), Klara Finn (the detective) and the judge.
- Between June and December last year.
- Oxford.
- Lawson took control of more than 1,000 personal computers, infected them with viruses and stole money from personal bank accounts.

- Put sts into pairs. Tell them to read the story in Exercise 3 again and check which of the eight writing tips in Exercise 2 have been followed.

Answer

The story follows all the tips.

- Read the Useful language box with sts. Tell them to scan the text in Exercise 3 and find examples. Check answers.

Answers

Adjectives for people and emotions: greedy, cruel, heartless, innocent

Adjectives for describing a situation: complex, dangerous, shocking, suspicious

Active structures (examples): he stole; he appeared in the Crown Court; the judge warned

Passive structures (examples): has been jailed, was arrested

- Read the Look! box with sts about avoiding repetition. Tell sts to scan the news story in Exercise 3 to find another way in which Drew Lawson is described (*a young man; a heartless criminal*).
- Explain to sts that they will now write a news story following the steps in the Writing plan.

Writing plan

Prepare

Sts choose a headline they are interested in and have enough vocabulary to write about. They follow the tips in Exercise 2 to build up the news story and put the events into a logical sequence.

Write

Sts write their first draft. Remind them to include adjectives and to use active and passive structures.

Reflect

Ask sts to check their story against the tips in Exercise 2 and make any necessary changes. Sts then work in pairs. They swap their news stories with a partner and give feedback.

W Writing practice: WB p.80

Sts will find more practice for writing here. Set these exercises for homework.

W Writing summary: WB p.92

R Review: Units 7–9 SB pp.104–105

P Project: Units 7–9 SB pp.110–111

L Literature: Units 7–9 SB pp.116–117

E Exams: Unit 9 SB p.126

LS Language summary: Unit 9 SB p.135

REVIEW

UNITS 1-3

READING

1 Complete Emily's blog with the words in the box.

are going to attic communicate cosy fun
got had hand-held has have just 'll be
interact researched used to were will

EMILY'S WEEK | Turn off that tablet!

Sunday evening Our school ¹ ... decided to organize a digital detox. In a few hours, we ² ... turn off our tablets and smartphones. We ³ ... leaving the digital world behind for five days. It ⁴ ... be hard. We'll have to ⁵ ... with real people, not with technology! But we're ready for the challenge.

Monday evening Today, while my brother and I ⁶ ... tidying our gloomy ⁷ ..., at the top of the house, we found some traditional board games. My mum and dad ⁸ ... play them when they were young. We played one, Trivial Pursuit, but my brother and I didn't know the answer to any questions about old TV programmes and celebrities. If only we could have ⁹ ... them online! Of course, Mum and Dad won!

Wednesday evening We ¹⁰ ... got back from my grandparents'. We watched an old-fashioned DVD together. Their living room is so ¹¹ ... It's the perfect place to spend a winter evening eating the home-made biscuits Gran ¹² ... made for us.

Friday morning I've discovered I like my family. They are ¹³ ... to be with. In fact, I've really ¹⁴ ... on with my brother this week because we've chatted and discovered we can ¹⁵ ... without one hand on a ¹⁶ ... device!

Friday afternoon Digital detox is over. It has been amazing. In future, we all decided we are going to put down our phones and talk!



2 Read the sentences. They are all incorrect. Write correct sentences.

- Emily had already started the challenge on Sunday afternoon.
- Mum and Dad often play Trivial Pursuit.
- Emily made biscuits with her grandmother on Wednesday evening.
- Emily has always got on with her brother.
- Emily has decided to use her phone more.

LISTENING

3 **R1** Look at the pictures and match the people with the qualities. Then listen and check your ideas.

- easy to get on with
- trustworthy
- makes people laugh



Jamie



Robin



Mia

4 **R1** Listen again and answer the questions.

- How old was Robin when he met Jamie?
- What have they been doing recently?
- What are they planning to do next week?
- What is Mia's room like at home?
- How long have Jamie and Robin known Mia?
- Where do they spend a lot of time?

5 **R1** Are the sentences true (T) or false (F)? Correct the false sentences. Then listen again and check.

- Robin met Jamie at secondary school.
- Mia used to live in the north of England.
- They have put their songs on YouTube.
- Robin and Jamie have the same sense of humour.
- Jamie's parents have different ethnic backgrounds.
- Robin and Jamie decided to form a band.



REVIEW UNITS 1-3

LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 1-3 of the book. Sts read about a school initiative to stop students using their smartphones so much. They listen to three friends talking about their friendship and things they like doing together. Then sts talk about the past and the future, and write sentences about their best friend and what they like about them. The lesson ends with a fun memory test of language sts have learned in Units 1-3.

WARMER

Say: *I use my smartphone to ...*. Invite a student at the front of the class to complete the sentence, e.g. *chat with my friends*. Invite the next student to repeat this and add their own idea, e.g. *I use my smartphone to chat with my friends and send text messages*. Continue around the class, with each student repeating what their classmates do and adding their own idea. Help out with ideas and vocabulary if necessary. Continue until the list of things to remember becomes too long!

READING

- 1 Read out the title of the blog and focus on the photo. Ask: *What are the teenagers doing in the photo? Why do you think the title is "Turn off that tablet!"? What are the benefits of not using smartphones?* Elicit a few ideas, then ask sts to read the text quickly, ignoring the gaps, to check their ideas. Discuss the answers and elicit what sts learned about Emily and her family. Then ask them to read the text again and complete it with the correct words from the box. Check answers.

Answers

- | | |
|----------------|----------------|
| 1 has | 9 researched |
| 2 are going to | 10 have just |
| 3 'll be | 11 cosy |
| 4 will | 12 had |
| 5 interact | 13 fun |
| 6 were | 14 got |
| 7 attic | 15 communicate |
| 8 used to | 16 hand-held |

- 2 Read through the sentences with the class. Tell sts to refer back to the blog in Exercise 1 and find the information they need to correct each sentence. Weaker sts could work in pairs for this. Ask sts to read a corrected sentence to the class and ask other sts if they think it is correct. Confirm the correct answers.

Answers

- Emily started the challenge on Sunday evening/night.
- Emily's mum and dad used to play traditional board games such as *Trivial Pursuit* when they were young.
- Emily's grandmother made biscuits.
- Emily has got on with her brother this week.
- Emily has decided to use her phone less.

LISTENING

- 3 **R1** Focus on the photos of Jamie, Robin and Mia and explain to sts that they will hear these people talking about how they met. Ask sts to try to match the people with the three qualities. Play the audio for sts to listen and check. See TG page 287 for audio script. Check answers.

Answers

- Mia
- Jamie
- Robin

- 4 **R1** Allow sts time to read through the questions, then play the audio again for them to listen and answer. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

Answers

- He was five years old.
- They've been writing their own songs.
- They're going to record some of their own songs.
- Her room is organized and tidy.
- They've known her for about three years.
- They spend a lot of time in Jamie's parents' garage.

- 5 **R1** Sts read the sentences and decide if they are true or false. If they are false, they correct the sentences. Play the audio again for them to listen and check. Check answers with the class.

Answers

- F – Robin met Jamie at primary school.
- T
- F – They will put their songs on YouTube.
- F – Robin and Mia have the same sense of humour.
- T
- F – It was Mia's idea to form a band.

▶ SPEAKING

6 Use the time expressions and the tenses in brackets to make questions.

- 1 when you were little (*used to*)
- 2 (present perfect) ... yet
- 3 yesterday, at ... (past continuous)
- 4 last weekend (past simple)
- 5 (present perfect) ever
- 6 recently (present perfect continuous)
- 7 next weekend (*be going to* or present continuous)
- 8 next year (*might*)
- 9 in five years (future continuous)

7 In pairs, ask your questions from Exercise 6. Then ask more questions to find out more information.

A: *When you were little, who did you use to spend a lot of time with?*

B: *I used to spend a lot of time with my grandmother.*

A: *Did you have fun with her?*

B: *Yes, I did, we often went to the park together.*

▶ WRITING

8 Make notes about your best friend for each category.

his/her name, appearance and personality

why you like him/her

what makes him/her a good friend

how long you have known each other

how you met

what his/her family is like

something fun you have done together recently

9 Write four paragraphs about your friend. Write no more than 100 words.

TEST YOUR MEMORY!

Write two sentences using both the past simple and the past continuous. Use *when* and *while*.

Write five adjectives to describe your room.

Write two things you've done today and two things you did at the weekend.

Write one affirmative and one negative sentence about your neighbourhood.

Name five qualities of a good friend.

Your best friend looks very worried! Give three reasons using the present perfect continuous.

Write two sentences about your grandparents. Use the past simple and the past perfect.

Which family members live in your home?

Make three predictions about next year. Use *definitely*, *probably* and *possibly*.

Name five types of modern technology.

Predict your future! What will you be doing in 2030 and 2040?

Write as many technology verbs as you can in 30 seconds.

REVIEW UNITS 1-3

SPEAKING

- 6 Read out the task and explain to sts that they are going to make questions which they will then ask each other. Elicit possible ideas for question 1, e.g. *When you were little, what did you use to eat? When you were little, did you use to watch a lot of TV?* Give sts time to write the questions. Weaker sts can work in pairs. When sts are ready, go round the class and elicit sts' questions. Get the rest of the class to say if the grammar is correct and help sts to create the final correct questions.

Sample answers

- 1 When you were little, did you use to like olives?
- 2 Have you done your Science homework yet?
- 3 Were you watching TV yesterday at 9 p.m.?
- 4 Did you go to the cinema last weekend?
- 5 Have you ever been abroad?
- 6 Have you been studying a lot recently?
- 7 Are you going to tidy your room next weekend?
- 8 Do you think your favourite football team might win the league next year?
- 9 Will you be working or studying in five years' time?

- 7 With a student, read the example dialogue. Elicit that sts should continue the conversation after the initial question by asking a follow-up question. Put sts into pairs. Sts take turns to ask and answer their questions. Walk round and monitor, making sure that sts are using the tenses and time expressions correctly and developing the conversation.

EXTRA PRACTICE

Say a sentence about yourself using the time expression and tense in brackets in Exercise 6, sentence 1, e.g. *When I was little, I used to live on a boat.* Ask: *True or False?* Get sts to guess. Put them into pairs. Continue to say a sentence about yourself for the remaining eight sentences and ask sts to decide if the sentences are true or false. The pair which guesses correctly the most times wins.

WRITING

- 8 Ask sts to close their eyes and think of their best friend – their name, their appearance and the type of person they are. When they are ready, they can open their eyes and write some notes about this. Elicit some of the sts' ideas, e.g. *Jorge, tall and slim, very kind.* Make sure sts only write notes rather than full sentences at this stage. Give them time to write notes for the other categories. When they are ready, ask them to read out their notes at random and the rest of the class can guess which category the notes are for.
- 9 Tell sts to write four short paragraphs: one for each of the four coloured categories (orange, green, purple and pink). Make sure they keep to the limit of 100 words in total. Sts work individually to write their paragraphs. Encourage them to check and correct their own work. Then in pairs, sts share and comment on each other's work. Remind them to be positive and encouraging when giving feedback.

Sample answer

My best friend's name is Jed. He's the same age as me and he's tall with brown hair. He's caring and loyal.

Jed is really easy to get on with and he makes me laugh. We have the same sense of humour and he always knows what to say when I'm sad.

We've known each other since we started primary school. We met in the first class. He's got two brothers. They're really fun to be with, too.

Last weekend we went to a concert together. We hadn't seen a live band before. It was fun.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 1-3. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

REVIEW

UNITS 4-6

READING

1 Complete the article with the words and phrases in the box.

better cut down fresh air had have to
microplastics pick up sea life take up
will help would have should

SAVE THE PLANET, AND KEEP FIT

I went for a walk on the beach today, and there was so much plastic litter! It's an ugly sight, but it can also harm ¹ ..., such as dolphins. I picked up some plastic bags. If these ² ... blown into the ocean, and an animal had eaten one of them, the plastic probably ³ ... killed the creature. What's more, some of the plastic in oceans breaks down into smaller and smaller pieces until it turns into ⁴ These then get into the human food chain when fish eat them.

As a society we need to ⁵ ... our waste, but I also want to do something myself. So, I've decided to ⁶ ... plogging (from the Swedish for pick up, *plocka upp*, and jogging) as a hobby! It's a new way to reduce litter while getting some ⁷ ... and keeping fit. It was started in 2016 by Erik Ahlstrom. Like Ahlstrom, I think if I ⁸ ... plastic when I'm running in the park, I ⁹ ... the environment and improve my fitness.

You ¹⁰ ... use your whole body to collect the litter from the ground. So plogging is a ¹¹ ... work-out than just running. So what are you waiting for? You ¹² ... put on your running shoes, grab some gloves and a bag and go green.

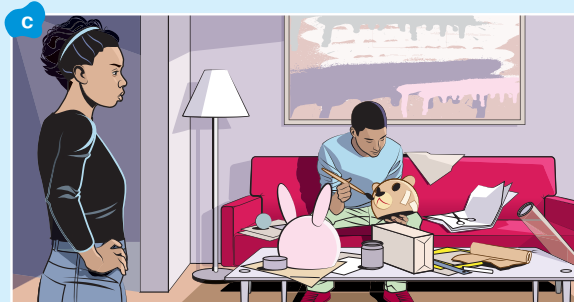
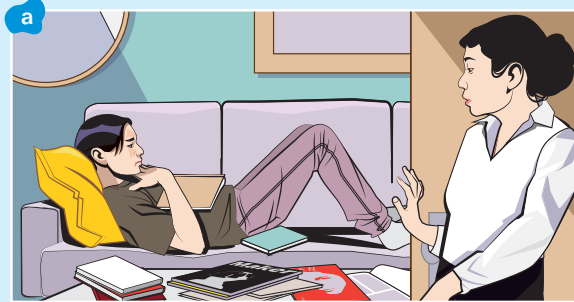


2 Write complete sentences from the prompts using the conditional form in brackets.

- we / pick up / litter / the problem / get worse (1st)
Unless ...
- Erik Ahlstrom / not move from the countryside to the city / he / not notice / the litter (3rd)
If ...
- you / skip breakfast / you / feel hungry / later (1st)
If ...
- you / have / balanced diet / you / become ill (1st)
Unless ...
- he / practise / playing the piano more / he / be a better musician (3rd)
If ...

LISTENING

3 ① R2 Listen and match the dialogues with the pictures. There is one extra picture.



4 ① R2 Listen again. Are the sentences true (T) or false (F)?

Dialogue 1

- There is a wildfire nearby.
- Danny has a temperature.
- Nick advised Danny's mother to eat small meals.

Dialogue 2

- Liam was writing at a desk.
- He's working with dancers.
- His mother wants him to make dinner.

5 Write the statements as reported speech.

- Danny's mother:** You mustn't drink sugary drinks.
- Danny:** What else did he say?
- Liam's mother:** Where's the exhibition going to be?
- Liam:** My friend Lily is doing the choreography.

REVIEW UNITS 4-6

LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 4-6 of the book. Sts read about keeping fit while picking up litter, and listen to two conversations between teenage boys and their mums. They talk about environmental issues and health, and write about ways we can help the environment and stay healthy and happy. The lesson ends with a fun memory test of language sts have learned in Units 4-6.

WARMER

Ask sts if they can see any rubbish in the classroom. Elicit different categories of rubbish and write them on the board, e.g. *things to re-use, things to recycle*. Ask sts to give some examples of each, e.g. we can re-use plastic bags and recycle paper. Get sts to work in pairs and categorize the types of rubbish they can see in the classroom, or can think of in their home. Elicit sts' ideas for ways to reduce the amount of rubbish and effectively re-use or recycle rubbish.

READING

- 1 Ask sts what sort of rubbish we find in the sea and write some ideas on the board. Ask them what harm it does to sea animals like dolphins and fish.

Elicit a few more ideas, then ask sts to read the first paragraph of the article quickly to check their ideas. Discuss the answers and elicit what sts learned. Then ask them to read the complete text and choose the correct answers to complete it using the words and phrases in the box. Check answers and revise any language points that sts have struggled with.

Answers


- 1 sea life
- 2 had
- 3 would have
- 4 microplastics
- 5 cut down
- 6 take up
- 7 fresh air
- 8 pick up
- 9 will help
- 10 have to
- 11 better
- 12 should

- 2 Sts write sentences using the conditional form. Elicit which conditional they should use for question 1 (the first conditional). Check answers.

Answers


- 1 Unless we pick up litter, the problem will get worse.
- 2 If Erik Ahlstrom hadn't moved from the countryside to the city, he wouldn't have noticed the litter.
- 3 If you skip breakfast, you will feel hungry later.
- 4 Unless you have a balanced diet, you will become ill.
- 5 If he had practised playing the piano more, he would have been a better musician.

LISTENING

- 3  R2 Focus on the three pictures and ask sts to describe what they can see. Tell them to listen to two conversations and decide which two pictures match the conversations. Play the audio. See TG page 287 for audio script. Check answers.

Answers

- Dialogue 1: picture b
Dialogue 2: picture c

- 4  R2 Read the sentences about dialogues 1 and 2 with the class. Play the audio again for sts to listen and check which sentences are true or false. Check answers with the class.

Answers

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

- 5 Check sts understand the task. If necessary, elicit what changes we make when we report statements and questions.

Answers

- 1 She said you mustn't drink sugary drinks.
- 2 He asked what else he had said.
- 3 She asked where the exhibition was going to be.
- 4 He said his friend Lily was doing the choreography.

▶ SPEAKING

- 6 Work in pairs. Make notes about the topics below. Then write two sentences about each topic using grammar you studied in Units 4-6.

We ought to develop renewable energy to reduce global warming.

- Why we ought to develop renewable energy
- What we should do to make our cities greener
- What will happen if there is global warming / what we can do to stop it
- Why teens should do exercise / what you must do to stay healthy and reduce stress
- What sort of art and music events take place in your town or city

- 7 Work with another pair. Use your sentences from Exercise 6 to start conversations about the topics. Ask and answer questions to help the conversation flow.
- 8 Change pairs again and tell each other what the previous pair said, using reported speech.

▶ WRITING

- 9 Choose one of the topics and write two paragraphs. Use some of the phrases below and comparative expressions. Make sure you have an opening and closing sentence.

How to save the planet

- If we (don't) ..., we ...
- We should/shouldn't ...
- People must/mustn't ...
- If we hadn't ..., we ...
- If I were the Prime Minister, I ...



HOW TO STAY

healthy AND happy

- If/Unless you ..., you will/won't ...
- If I wanted to get fit, I'd ...
- You should/shouldn't ...
- You have to/ought to ...



TEST YOUR MEMORY!

Name five types of extreme weather.

Write three sentences about climate change using *if*, *when* and *unless*.

Name one bad and two good things you can find in the sea.

Write a sentence beginning *If I hadn't...*

Say three things you should do to have a healthier lifestyle.

Write three things you have to / don't have to do next week.

Give five reasons for going to the doctor.

Make two comparative and two superlative sentences about your family.

Name five creative jobs in the arts.

Write a reported question and a reported answer between a teacher and a student.

Name as many musical instruments as you can in 30 seconds.

Report three pieces of advice or commands your parents have given you.

REVIEW UNITS 4-6

SPEAKING

- 6 Read the five topics in the box with sts. Elicit examples of renewable energy, e.g. solar, hydro, wind, wave, geothermal. Check sts understand the concept of global warming (the increase in the overall temperature of the Earth's atmosphere) and why it is important (it causes ice caps to melt, sea levels to rise, and more extreme weather events to occur).

Put sts into pairs to make notes on the five topics. Elicit some sentences about topic 1 using modal forms. Tell sts to write two sentences for each topic making sure they use the grammar from Units 4–6. Monitor while sts are working and note down any typical errors to correct in a feedback session at the end. Ask pairs in turn to read some of their sentences to the class.

Sample answers

Why we ought to develop renewable energy

We should replace fossil fuels with renewable energy to protect the planet.

We ought to explore solar power to decrease our dependency on oil and gas.

What we should do to make our cities greener

We should be more careful when we build new cities and include greener, quieter spaces for people to enjoy.

We should increase the number of cycle lanes. If there are fewer cars, the air will be cleaner.

What will happen if there is global warming / what we can do to stop it

If global warming continues, some cities will be at risk from flooding.

If carbon emissions were reduced, global warming might slow down.

Why teens should do exercise / what you must do to stay healthy and reduce stress

Teenagers need to have a balanced diet to stay healthy.

If we want something sweet, we could have fruit instead of chocolate.

What sort of art and music events take place in your town or city

There aren't many music events in my town. If you want to go to a big concert, you need to go to a bigger city.

I don't go to exhibitions at the art gallery in my city unless they're free.

- 7 Put pairs together to read out their sentences, ask questions and talk about the topics. Encourage them to interact using phrases like *How about you?* and *What do you think?*

- 8 Put sts into new pairs and ask them to report what they said in the previous stage using reported speech. Monitor and note down any examples of reported speech that sts need to do further work on.

WRITING

- 9 Read the instructions with the class and make sure sts understand everything. Sts can choose to write about how to save the planet or about how to stay healthy and happy. Elicit an example sentence for the first topic with *If we (don't) ... , we ...* (e.g. *If we use less oil and gas, we will slow down global warming*). Elicit possible opening and closing sentences, e.g. *Here are some ideas to save the planet. Let's work together to make things better.*

Stronger sts can work individually and weaker sts can work in pairs. Ask some sts to read their paragraphs to the class.

Sample answer

How to stay healthy and happy

Unless you have a healthy mind and a healthy body, you won't be happy. If you're interested in healthy living, I've got some advice for you. It's better to take up a healthy hobby that you enjoy than to join a gym that you'll never go to. Some of the best ways to keep fit include swimming and cycling, but it's always easiest to do something you like so you don't give up.

You don't have to exercise every day, but it might be better to include relaxing activities such as yoga on days when you're at your busiest. This should help you to reduce stress and you'll probably sleep better, too. Remember, you should always listen to your body and take care of your wellbeing.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 4–6. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

REVIEW

UNITS 7-9

READING

1 Complete the article with the words and phrases in the box.

are required can be interpret investigate
is spent problem solver stars that
to become to be sent universe want which

HOW TO BE AN ASTRONOMER

BY SARA MARTINEZ

Are you hoping ¹ ... an astronomer? Or are you just interested in learning about the ² ...? I'm an astronomer and I ³ ... to tell you about my super cool job.

Astronomy isn't just about looking through a telescope at ⁴ ... in the night sky. Most of my time ⁵ ... at my desk, reading scientific research, studying data and computer programming. The top 21st century skills that ⁶ ... for the job are thinking skills. To be a scientist, you have to be a ⁷ ..., someone who can ⁸ ... a lot of data, but teamwork, communication skills and empathy are needed, too.

I go to conferences where scientists give presentations and exchange ideas. I probably go to two or three a year. I also visit enormous telescopes which help us observe space in detail. The one I want to go to next is the European Southern Observatory (ESO) in Chile. It's an international project ⁹ ... is financed by sixteen European countries and Chile. There are two telescopes, ¹⁰ ... allow scientists to ¹¹ ... stars around black holes. I'm lucky – I'm probably going ¹² ... there for four nights' research, if the money ¹³ ... found to fund it.

Interested? Then start looking at the stars!



2 Choose the correct answers to complete the sentences.

- To be an astronomer you have to *be good / think in patterns* at science.
- It helps if you like to *find out / make up* information.
- The writer says you have to *get on with / make up with* other people in your team.
- According to the article, the writer *has been going / will be going* to Chile.
- The writer *will be organizing / won't be organizing* fund raising for her trip to Chile.

LISTENING

3 **R3** Listen to two detectives solving the crime of the stolen diamond. Answer the questions.

- Who do they think did it?
- What clue leads them to believe this?



4 **R3** Listen again and answer the questions.

- When was the diamond first put on display?
- How much was the diamond valued at?
- When was the diamond stolen?
- Why couldn't the thief have entered by the window in the roof?
- What happens in the museum every day?
- Why doesn't Jackson want to say that a monkey took the diamond?

5 **R4** Complete what the Inspector and Jackson said with modals of speculation. Choose from the words in the box. There are two extra phrases. Then listen and check.

can't could have couldn't have might have
must must have shouldn't have

- Inspector:** But the thief ... entered from somewhere.
- Inspector:** There's a window in the roof. The thief ... got in through that.
- Jackson:** He ... done that, sir. It's much too small.
- Jackson:** A visitor ... dropped them.
- Jackson:** You ... be the greatest detective in the police force, sir!

REVIEW UNITS 7-9

LESSON OVERVIEW: This lesson reviews the grammar and vocabulary sts have learned in Units 7-9 of the book. Sts read an article about astronomy, and listen to two detectives trying to solve the mystery of a robbery in a museum. They ask each other questions using verbs followed by *-ing* or infinitive, and write six sentences using defining and non-defining relative clauses. The lesson ends with a fun memory test of language sts have learned in Units 7-9.

WARMER

Write the following on the board:

Job	Instrument/Tool
office worker	
astronomer	

Elicit what an office worker uses in their job (possible answers: *a computer, a phone*) and write this under *Instrument/Tool* on the board. Elicit an answer for astronomer (e.g. *a telescope*). Ask sts to work in pairs and write a list of ten jobs and instruments or tools. Sts then join with another pair. Pairs take turns to read out the name of a job and get the other pair to say the instrument or tool. Pairs get a point for each correct answer (including if their answer is acceptable, but was not on the original list of instruments or tools). The pair with the most points wins.

READING

- 1 Focus on the text and explain that it is an article by someone who works as an astronomer. Ask sts to look at the photo, then ask: *What do you think an astronomer does?* Elicit a few ideas, then ask sts to read the text quickly, ignoring the gaps, to check their ideas. Discuss the answers and elicit what sts learned about an astronomer's job. Then ask sts to complete the text using the words and phrases in the box. Check answers.

Answers

- to become
- universe
- want
- stars
- is spent
- are required
- problem solver
- interpret
- that/which
- which/that
- investigate
- to be sent
- can be

- 2 Sts choose the correct options to complete the sentences. Check answers.

Answers

- be good
- find out
- get on with
- will be going
- won't be organizing

LISTENING

- 3 **R3** Focus on the picture and elicit what it shows. Play the audio for sts to listen and answer the questions. See TG page 288 for audio script. Check answers.

Answers

- a monkey
- nuts on the floor

- 4 **R3** Allow sts time to read through the questions, then play the audio again for them to listen and answer. Check answers with the class, playing the audio again and pausing if necessary for sts to hear the answers.

Answers

- In 1865.
- Over 50 million pounds.
- Last night between 8 p.m. and 9 a.m.
- Because it's too small.
- The museum is cleaned.
- Because he thinks it sounds unbelievable.

- 5 **R4** Sts read the sentences and complete them with modals of speculation using some of the words in the box. Allow sts to compare their answers in pairs, then play the audio for them to listen to the complete sentences and check. Check answers with the class, playing the audio again and pausing if necessary to confirm the answers.

Answers

- must have
- might have
- couldn't have
- could have
- must

▶ SPEAKING

- 6 In pairs, ask each other the questions below. Use the correct form after the verb, i.e. *-ing* or infinitive. Take it in turns to be Student A/B.

Student A

- 1 Do you miss ... (go) to school at the weekend?
- 2 Have you ever agreed ... (do) something, then regretted it?
- 3 Is there a household job you can't stand ... (do)?
- 4 Have you ever stopped ... (pick up) money off the ground?
- 5 What have you decided ... (do) after you leave school?

Student B

- 1 Do you remember ... (start) at your first school?
- 2 When did you last promise ... (do) something, and you didn't?
- 3 Have you ever stopped ... (do) something because it was bad for you?
- 4 What do you recommend ... (do) for a fun afternoon out?
- 5 Where do you hope ... (go) next holiday?

▶ WRITING

- 7 Write one more sentence for each topic using defining or non-defining relative clauses.

1 21st century skills

Teamwork, which is when we work well with other people, is important.

2 Space exploration

Voyager 1 & 2, which have been travelling since 1977, are NASA's oldest space crafts.

3 Animal intelligence

A parrot, whose name was Alex, may have been the world's smartest bird.

4 Restorative justice

Some victims want to meet the criminal who stole from them.

5 Volunteering

Volunteering is an activity which can help change the world.

6 Famous detectives and crime stories

Hercule Poirot, who was Belgian, is my favourite fictional detective.

TEST YOUR MEMORY!

Name five objects you can see in the night sky.

Write three quiz questions using the passive. Then answer them!

Say as many units of measurement as you can in 30 seconds.

Write four passive sentences using *going to*, *will*, *should* and *might*.

Say three things that you are good at, are interested in and enjoy.

Write two sentences - one with a defining and the other with a non-defining clause.

Write five phrasal verbs, then put them in sentences.

Say if these verbs are followed by *-ing*, the infinitive or both: *decide*, *miss*, *finish*, *prefer*, *plan*.

Name three types of criminal and two types of crime fighter.

A stranger is standing outside your front door. Suggest three possible explanations.

Give an adjective for each prefix: *un-*, *dis-*, *ir-*, *il-*, *im-*.

Write two subject and two object questions.

REVIEW UNITS 7-9

SPEAKING

- 6 Put sts into pairs and get them to decide who will be Student A or B first. Give them a few minutes to read the questions and complete them using the correct form after the verb, i.e. *-ing* or infinitive. Check answers.

Answers

Student A

- 1 going
- 2 to do
- 3 doing
- 4 to pick up
- 5 to do

Student B

- 1 starting
- 2 to do
- 3 doing
- 4 doing
- 5 to go

Tell sts to take turns and ask their questions. Encourage them to give full answers and ask follow-up questions. Allow enough time for sts to be both Student A and B.

EXTRA PRACTICE

Play a game to practise more vocabulary from Units 7–9. Put sts into teams, and write these words on the board: *planet, star, universe, century, decade, millennium, be good at, be interested in, problem solver, check out, give up, set off, detective, thief, witness, accuse, punish, steal*. Teams take turns to choose a word and say it in a sentence. If their sentence is correct, they get a point and the word or phrase is crossed off the board. If their sentence is not correct, don't correct it but move on to the next team. Continue until all the vocabulary has been practised. See which team has the most points.

WRITING

- 7 Read the the first topic (*21st century skills*) and the corresponding sentence as a class. Elicit another 21st century skill and ask sts to make a sentence about it using a defining or non-defining relative clause, e.g. *Problem solving, which is a useful skill for study and work, should be taught in schools*. Stronger sts can work individually and weaker sts can work in pairs.

When they are ready, ask sts to read out their sentences and give them feedback on their use of defining or non-defining relative clauses.

Sample answers

- 1 Emotional intelligence is a 21st century skill which enables us to empathize with other people and communicate our own emotions.
- 2 Space exploration is something that I am particularly interested in.
- 3 Chaser the dog was an intelligent animal that could follow instructions very well.
- 4 Restorative justice, which enables criminals and victims of crime to meet, is becoming more popular.
- 5 Rebecca, who is my best friend, volunteers at a local charity shop once a month.
- 6 Agatha Christie, whose books have been translated into many languages, was born in 1890.

TEST YOUR MEMORY

This is a fun way for sts to review the vocabulary and grammar from Units 7–9. They could do the task individually or in pairs, and you could do the activity as a race to provide extra motivation. Alternatively, sts could work in pairs and take turns to choose one of the tasks for their partner. With weaker classes, you could challenge sts to choose six tasks to complete from memory, then refer back to the units to help them complete the remaining tasks. Elicit a range of example answers for each task.

PROJECT

UNITS 1-3

TASK

Design and present a fantasy home

I can work in a pair and present a design.

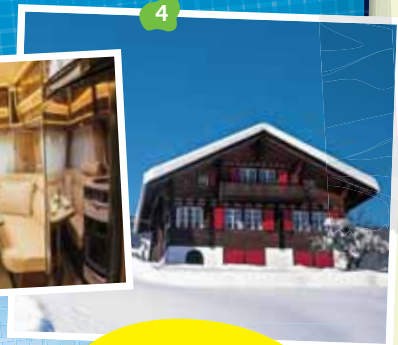
PREPARE

Fantasy Home Competition

Design your fantasy home!

Think about:

- where you would like to live, e.g. in the mountains, by a beach, on a lake.
- what type of home you want to live in, e.g. modern, traditional, eco-friendly.
- who you want to live with, e.g. friends, family, famous person.



THINK BIG! 
What features, indoors and outdoors, make this home fantastic?

Step 1 Get ideas

- › Read the advert and look at the pictures. What do they show?
- › Which of the homes or features do you like?
- › Which ones don't you like? Say why.

Look! Collaboration

To develop your ideas, ask your partner questions about what they'd like in your fantasy home. Include ideas from both of you.

21st Century Skills Get creative

You have an unlimited amount of money for your fantasy home. Research some unusual locations and consider all types of designs and materials.

Step 2 Choose ideas

- › Copy and complete the table below. In pairs, look at the categories and examples. Discuss your own ideas and write them in the table.

	Example	Your ideas
location	<i>Mountain top</i>	
people	<i>My brother and uncle</i>	
size	<i>Small, one room each!</i>	
house type	<i>Wooden chalet</i>	
features inside	<i>Games room (in attic)</i>	
features outside	<i>Waterfall and pool</i>	

PROJECT UNITS 1-3

LESSON OVERVIEW: In this project, sts work in pairs to design and present a fantasy home. They work through different stages of planning and writing to create their presentation, then evaluate their work and reflect on what they could improve. They also focus on the skill of collaboration when working in pairs.

Task	Skill
Design and present a fantasy home	Collaboration

WARMER

Say: *Think of interesting houses or flats you have seen, visited or lived in. What did you like about them? Include places you have seen online, on TV, in magazines, etc.* Elicit a range of answers and encourage sts to share with the class their experiences of their own or other people's homes. Explain to sts that they are going to prepare a presentation about a fantasy home.

PREPARE

Step 1 Get ideas

Focus on the photos and elicit the kind of homes that they show. Ask sts to look at the photos and discuss in pairs which homes they think look attractive. Elicit a few answers. You could ask sts to identify particular features such as the design, type of rooms, space, views, etc.

Answers

- 1 a modern glass building
- 2 a castle on a cliff
- 3 a motorhome or camper van
- 4 a chalet in the mountains
- 5 a house built into a cave
- 6 a cottage on a small island

21st Century skills

GET CREATIVE

Draw a table on the board with three columns: *Location, Design, Materials*. Give an unusual example of each, ideally showing images to the class, e.g. *Location: underwater; Design: upside down; Materials: recycled tyres*.

Ask sts to work in pairs and to research more unusual locations, designs and materials of houses online. Remind sts that the project is to design a fantasy home. They have an unlimited amount of money and they can be very creative with their choice of location, design and materials.

When they have finished, ask the class what they found and write their ideas in the correct columns on the board.

Focus on the Look! box. Explain that sts will be doing the project in pairs and it is very important to collaborate. Encourage sts to ask their partners what they would like in the fantasy homes and include each other's ideas in their plan.

Step 2 Choose ideas

Tell sts to copy the table into their notebooks. Explain that the table is a good way to organize their ideas and help them plan and design their home. You could do a brainstorming activity with sts to generate ideas for each category. Alternatively, sts can generate their own ideas in pairs.

▶ DO

Step 3 Plan your presentation

- ▶ Work in pairs. Decide if you are going to prepare your presentation on paper or on a computer.
- ▶ Read the presentation below. Plan what to say for each heading for your fantasy home. Use the table in Step 2.
- ▶ Decide on your different roles. Find photos or draw pictures to illustrate your ideas.

Step 4 Write your presentation text

- ▶ Write the text for each section of the presentation.
- ▶ Use the **Useful language** box to help you.
- ▶ Check your spelling and punctuation.

Step 5 Give your presentation

- ▶ Tell your class about your fantasy home.
- ▶ Use the photos and pictures to illustrate your ideas.

▶ REFLECT

Step 6 Evaluate and reflect

- ▶ Decide which home looks and sounds the best. Say which fantasy homes you would like to live in and why.
- ▶ Think about other students' presentations. Write three things from them that you could use to improve your own work.
- ▶ Share your ideas with the class.

Useful language

We decided we wanted the location to be ...
 We've designed ... We've put ...
 We've / We haven't included ...
 Inside / Outside, there will be / we've got ...
 We're definitely going to have ...
 There's a place where / for ...



WHERE IS IT?

We decided we wanted a beautiful location, so we've put our fantasy home on an island in the middle of a lake. You need a boat to get to it. This makes every trip to and from the house special. You can see it's also near mountains, so we can go skiing in winter.

WHOSE HOME IS IT?

We're definitely going to have four people living in the house: my friends Martin and Rafael, my stepbrother Jamie, who's 21, and me. We're each going to have our own rooms in the house (mine's going to be the biggest room!), but we're going to share the living areas and all the space outside.

WHAT DOES IT LOOK LIKE?

It looks just like a traditional Scottish castle. Outside there are towers and a garden in the middle of the building.

WHAT IS INDOORS?

Inside the house is completely different from the outside.

We've got brand new furniture and it's very comfortable. We all love films and video games, so there's a home cinema room with a huge screen. We also have an indoor basketball court and there's a place where we can play pool and table football next to the main living area. All the rooms have sensors for switching on lighting and heating.

WHAT IS OUTDOORS?

Outside we've got a big garden with a tennis court and a small football pitch. These have lights, so we'll be able to play at night. We haven't included a swimming pool because we can swim in the lake. There's also a forest where we can ride our bikes and have picnics.



PROJECT UNITS 1-3

DO

Step 3 Plan your presentation

Decide as a class whether sts will produce their presentations on paper or on a computer, depending on what is possible in your class situation.

Tell sts to read the presentation at the bottom of page 107 and use the five questions in it to put together their plan. Suggest going online to find photos of the various features they are considering. Doing online picture research may also help them to generate ideas.

Tell pairs to divide the presentation tasks evenly so that both sts take responsibility for the project and have an opportunity to present.

Step 4 Write your presentation text

Read through the Useful language box with the class, then ask sts to read the presentation text from Step 3 again and make a note of any other useful words and phrases that they could use, e.g. they can use *There is / There are ...*, *We've got ...* and *We have ...* to talk about places and things inside and outside the home.

Then ask sts in their pairs to write the text for the presentation. Monitor and help while they are working. Make sure they edit their work by cutting, rewriting and correcting any spelling and grammar mistakes.

Step 5 Give your presentation

Remind sts before they give their presentation to speak slowly and clearly. Both sts should do part of the presentation. If possible, each main point should have a photo to illustrate it.

While each pair gives their presentation, the other pairs should make notes. These should include comments on both the ideas and the presentation itself. Point out that they will use these notes in Step 6 to give feedback.

REFLECT

Step 6 Evaluate and reflect

Explain to sts that they are now going to evaluate the presentations. Remind them that they should always be respectful when they are commenting on each other's work, and they should focus on saying positive things and making helpful suggestions. Discuss their ideas and reasons as a class, and elicit which homes they would most like to live in and why.

Sts think about other sts' presentations and write down three things from them that they could use to improve their own work. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask some sts to tell the class what they think other sts did well and what they learned from watching their presentations.

EXTRA PRACTICE

As an extension activity, sts could work in groups of three or four. They choose one of the fantasy homes they and their classmates have designed and plan an online advert for it, for people who want to rent it for their holiday. Explain that one person will film the advert on their phone, and the others will do the acting. Ask them to think about what they should mention, e.g. where it is, what there is indoors and outdoors, etc. and why it would make a good holiday home rental. Remind sts that in an advert they should try to persuade people that their fantasy home is the best! They can then watch their advert in their groups and discuss how they could improve it. Monitor and help while they are working. Sts could share their advert with another group.

PROJECT UNITS 4-6

TASK

Make a flyer for a fundraising event

I can work in a group and plan/present ideas for an event.

PREPARE

Can you organize a fun, fundraising event?

You and your friends are going to raise money for a good cause. Think of a health or environmental project you would like to support. Prepare a flyer with your ideas for a school fundraising event.

Tell us **where**,
what, **who**,
and **when**!

The
best plan
WINS!



Step 1 Get ideas

- › Look at the pictures and read the competition information. What fundraising events can you see? Which one(s) would you like to organize?
- › Brainstorm ideas about what other fundraising events you could have. Think about friends and family members and how they have raised money before. Make a list.

Look! Co-operation

Share your information from family and friends with the group. Are there any similar ideas? Make sure you collect lots of ideas from different members of the group for your list.

Step 2 Do your research

- › Search the internet and look locally to find more fundraising ideas. Add them to your list.
- › Make a separate list of causes and or charities you would like to support. Think about healthy living and environmental issues.

21st Century Skills Compare cultures

Research some fundraising ideas in your culture and some English-speaking cultures. What different approaches are there to raising money at a school event?

PROJECT UNITS 4-6

LESSON OVERVIEW: In this project, sts work in small groups to make a flyer for a fundraising event. They work through different stages of planning and writing to create their flyer, then evaluate their work and reflect on what they could improve. They also focus on the skill of co-operation in group work.

Task	Skill
Make a flyer for a fundraising event	Co-operation

WARMER

Teach or elicit the meaning of *fundraising* and discuss a few ways of fundraising. Ask: *Have you ever taken part in a fundraising event? What do you think are the challenges in organizing this type of event?* Elicit a range of answers and encourage sts to share with the class their experiences of fundraising events or what they know about them. Explain to sts that they are going to create a flyer for a fundraising event.

PREPARE

Step 1 Get ideas

Focus on the photos and elicit the activities that they show. Ask sts to look at the photos and discuss in pairs which activities are a good way to raise money for a school fundraising event and why. Ask them which event they would like to organize and why. Discuss their ideas as a class, and ask if they can think of other ideas. If there is time, ask sts to think about friends and family members and their experiences of fundraising.

Answers

- 1 car wash
- 2 cake sale
- 3 litter pick
- 4 face painting
- 5 fun run

Focus on the Look! box and remind sts that it is important to co-operate when they work in groups. Organize the class into small groups of three or four and encourage them to share their ideas of different fundraising events and see which ones are similar.

Step 2 Do your research

Tell sts that they are now going to do some research. Explain that when planning something new, it can be useful to look online for ideas. Remind sts that it is important to get information from a broad range of sources before they decide what kind of events they are going to include.

Tell sts to research the charities that they would like their fundraising money to go to.

21st Century skills

COMPARE CULTURES

Ask sts to look online for school fundraising events in other countries. Tell them to note down the country and type of event.

When sts have finished, elicit ideas from the class and write them on the board. Ask: *Would this event be successful in this country?* and encourage sts to explain their opinions.

▶ DO

Step 3 Plan your event

- ▶ Work in groups. Think about your fundraising event. Discuss and decide on the following:
 - which charity it is for
 - what events/stalls will be planned
 - where and when it will be held
 - how it will raise money
 - who will come

Step 4 Design your event flyer

- ▶ Read the flyer below. Decide what information to include from Step 3.
- ▶ Choose pictures and think about the design.
- ▶ Write the flyer. Check your spelling and punctuation.

Step 5 Practise and present your presentation

- ▶ Practise presenting your flyer in your group.
- ▶ Explain your decisions. Use the **Useful language** box to help you.
- ▶ Present your flyer to the class. Answer any questions.

▶ REFLECT

Step 6 Evaluate and reflect

- ▶ Decide which is the best fundraising event in the class. Which will raise the most money? Which is the most fun?
- ▶ Think about how you could improve your event.

Useful language

For our fundraising event, we're planning ...
 We decided on a ... because ...
 If we invite ..., we'll be able to ...
 The best / worst / most unusual thing about it will be ...
 If we charged £5, we would be able to ...
 All the money will go to ...
 One of the things we need to do/prepare is ... because

GUIDE DOGS CHARITY EVENT!

WHEN Friday 9 June, 1–2 p.m.

PLACE School playground

ENTRANCE FEE £1.50

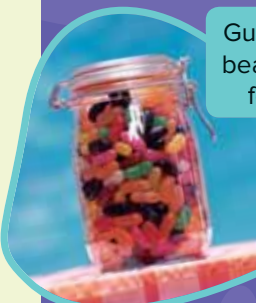
Come and have fun and help to raise money for our local Guide Dog charity.



Bring your home-grown plant to sell! 100% of profits to charity!



Make and try some fresh juices! 50p to try. Best juice wins a prize!



Guess the number of jelly beans! 20p a guess. Prize for the closest guess!



Join in our various games and races! Prizes for first and second place!



Dress up as your favourite super hero. Prizes for the best costume!



PLENTY OF PRIZES!

PROJECT UNITS 4-6

DO

Step 3 Plan your event

With sts in their groups of three or four, read through the points they should discuss. You could ask sts to look at the flyer at the bottom of page 109 and find the answers for each bullet point, e.g. *Which charity? Guide dogs; What events? Guess the number of jelly beans, etc.; Where and when? Friday 9 June, 1-2 p.m.; How will it raise money? Entrance fee, etc.; Who will come? People in fancy-dress costumes, etc.*

Step 4 Design your event flyer

Tell sts to decide what information to include from Step 3. Explain that they also need to choose pictures and think about the design. They can use the flyer at the bottom of the page as an example.

Each group completes the text, photo choices and layout for their flyer. Monitor and give each group feedback. Remind them to check their spelling and punctuation.

Step 5 Practise and present your presentation

Read through the Useful language box with the class, then ask sts to make sentences using the phrases to explain their decisions, e.g. *We decided on an environmental charity called 'Friends of the Earth' because we want to do something about climate change.*

Tell each group to practise presenting their flyer. Each member of the group should take part.

Groups then take turns to present their flyers to the rest of the class. Groups that are not presenting should make notes on the fundraising ideas and the group's presentation. They will use these notes in Step 6 to give feedback.

REFLECT

Step 6 Evaluate and reflect

Explain to sts that they are now going to discuss the flyers they saw and heard about using their notes, and give an overall evaluation of the flyers and fundraising ideas. Tell them to assess the ideas in terms of the amount of money they will raise and how much fun they think the events will be. Remind them that they should always be respectful when they are commenting on each other's work, and they should focus on saying positive things and making helpful suggestions.

Sts work in their groups to think about their own project again and what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask some sts to tell the class what they think they did well, and how they could improve.

EXTRA PRACTICE

As an extension activity, sts could imagine that they are at one of the fundraising events in the flyers. Tell them they are going to record a short video diary for their family. Discuss as a class what topics they can talk about in their video diary. Make notes on the board, e.g. the charity that it is for, the events and stalls, where and when it is taking place, etc. Sts can work in pairs to prepare their ideas, then use their phones to record each other's video diaries. Encourage them to speak for a minute if they can, and try to make their diary sound exciting. Monitor and help while they are working. Sts can show their video diaries to each other in groups.

PROJECT

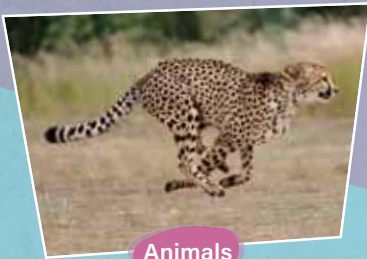
UNITS 7-9

TASK

Create a class quiz

I can work in a group and choose and evaluate information.

PREPARE



Animals



Books



Music



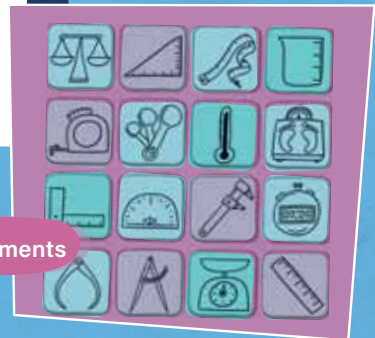
Space



Films

FASCINATING FACTS!

- 1 Which is the coldest planet?
- 2 How fast can a cheetah run?
- 3 Which pop group has sold the most records of all time?
- 4 Why is *Gone with the Wind* the most successful film of all time?
- 5 In which century was *Robinson Crusoe* published?
- 6 How long is the Sheikh Jaber Al-Ahmad Al-Sabah causeway bridge?



Measurements

Step 1 Get ideas

- > Look at the pictures and the categories. Match the questions with the categories.
- > Find out the answer to each question.
- > In groups, discuss which facts are the most fascinating.

Step 2 Organize the quiz

- > Work as a class. Decide how many rounds your quiz will have.
- > Get into small groups.
- > Decide which group will prepare questions on which category in the quiz.

21st Century Skills Think critically

When you search for information online, always check the 'facts' you read in more than one site. There's a lot of false or inaccurate information on the internet.

Step 3 Share ideas

- > Work in your groups. Brainstorm what amazing facts you know about your category.
- > Use the internet and check the facts you discussed.
- > Find out more facts for your category.

PROJECT UNITS 7-9

LESSON OVERVIEW: In this project, sts work in small groups to create a class quiz. They work through different stages of planning and writing to create their quiz, then evaluate their work and reflect on what they could improve. They also focus on the skill of learning through doing.

Task	Skill
Create a class quiz	Learning through doing

WARMER

Ask sts how many question types they can think of and elicit four: *Yes / No* questions (e.g. *Is the cheetah the fastest animal?*); *Wh-* questions (e.g. *What is the fastest animal?*); *True / False* questions (e.g. *The cheetah is the fastest animal – true or false?*); and multiple choice (*The fastest animal is: A a lion, B a tiger or C a cheetah*). Give sts another topic, e.g. the largest animal, and elicit four possible ways of asking a quiz question about this.

PREPARE

Step 1 Get ideas

Tell sts to look at the photos and the categories and match them with the six questions.

They can go online to find out the answers to the six questions if they don't already know them. Discuss with the class which facts and questions they think are the most interesting.

Answers

Categories

- 1 Space
- 2 Animals
- 3 Music
- 4 Films
- 5 Books
- 6 Measurements

Facts

- 1 Neptune
- 2 up to approximately 74 miles per hour / 120 kilometres per hour
- 3 The Beatles
- 4 *Gone with the Wind* has made the most money of any film (\$3.8 billion adjusted for inflation)
- 5 the 18th century
- 6 48.5 kilometres

Step 2 Organize the quiz

Put sts into small groups of between three to five people. Explain that the class is going to do a quiz and each group is going to prepare a round for the quiz based on one of the categories from the quiz in Step 1. Ask groups to choose a category in turns, or assign categories to the groups.

21st Century skills



THINK CRITICALLY

Tell sts to work in pairs to search for the healthiest food online. Elicit results and discuss any different answers. Ask: *Why are there different answers to this question?* (There are different opinions of what is healthy.) Explain that the internet has lots of useful information, but different sites have different opinions and some information is incorrect, whether accidentally or deliberately. Explain that when sts search for information online, they should compare results from different sites and carefully evaluate what they have read. Some 'facts' may be false or inaccurate.

Step 3 Share ideas

Tell sts to work in their groups and brainstorm interesting facts about their category that could be used for the quiz. If the internet is available, sts can go online to check the facts they have and research more facts, but remind them of the information in the Think critically box.

▶ DO

Step 4 Plan your quiz

- ▶ Work as a class. Decide if your quiz is going to be on paper or on a computer.
- ▶ Think about who is going to be quiz master for each round and the order of the rounds.

Step 5 Create your quiz

- ▶ Read the quiz below. In your groups, choose four facts for your category.
- ▶ Write the questions and the correct answer for each one. Use the **Useful language** box to help you.
- ▶ Write two alternative answers for each question to create multiple-choice answers A, B, and C. Don't let other groups hear your questions or answers!
- ▶ Design the quiz. Make it attractive to read.
- ▶ Choose pictures and/or drawings to decorate it.

Look! Learning through doing

Test your questions on someone else. Do they work? Are the alternative answers believable enough?

Step 6 Hold the quiz

- ▶ Each group takes turns to ask their round of questions.
- ▶ Teams cannot answer their own questions.

▶ REFLECT

Step 7 Evaluate and reflect

- ▶ Which round of the quiz was the most challenging / easiest?
- ▶ What interesting facts did you learn? Which questions did you get wrong?
- ▶ Think about your own round. Is there anything you could improve?

Useful language

Planning

This could be an interesting fact.

No one will guess this.

Why don't we ask questions about ...?

Who / What (...) is the fastest / most expensive ...?

When / Who / Why / How / What did ...?

Answering questions

It could / might be A because ...

It must be / can't be C because ...

It's only a guess, but I think ...

Fascinating
but true!

DID YOU
KNOW ...

Round 1: SPACE

1 Which planet has the longest day?

- A Earth
- B Venus
- C Jupiter



Round 4: ANIMALS

1 Which animal lives in the coldest environment?

- A arctic fox
- B blue whale
- C emperor penguin



Round 2: MEASUREMENTS

1 How high is the world's highest building, the Burj Khalifa, in Dubai?

- A 930 metres
- B 830 metres
- C 730 metres



Round 5: MUSIC

1 When did people start producing music?

- A over 3,000 years ago
- B over 30,000 years ago
- C over 40,000 years ago

Round 3: FILMS

1 Which character has appeared in the most films?

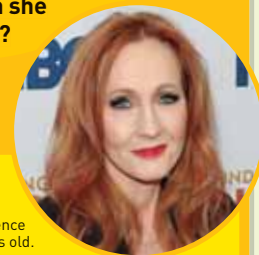
- A Hamlet
- B Luke Skywalker
- C Sherlock Holmes



Round 6: BOOKS

1 Where was J K Rowling when she had the idea for Harry Potter?

- A on a train
- B on a plane
- C in the theatre



Answers:

1B Venus. The length of a day is the length of time a planet takes to turn round its central point. For Venus it takes 243 days, which is longer than it takes the planet to travel around the Sun. That only takes 224 days.

2C It's actually 829.9 metres tall. It's been the tallest building in the world since it was built in 2010.

3A Hamlet. There have been over 50 films with Hamlet in them. Sherlock Holmes has been in 46 films, while Luke Skywalker was only in 9.

4C Emperor penguins live in Antarctica, where the temperature sometimes falls to -60°C in winter.

5C Archaeologists in Slovenia have found evidence of flutes over 40,000 years old.

6A She was on a train between Manchester and London when she first thought of Harry Potter.

PROJECT UNITS 7-9

DO

Step 4 Plan your quiz

Decide as a class whether sts will produce their quiz on paper or on a computer, depending on what is possible in your class situation. Nominate a quiz master for each round and decide the order of the rounds.

Step 5 Create your quiz

In their groups, sts choose four facts for their category. Read through the Useful language box with the class and explain that they can use the first group of phrases to discuss and plan the types of questions to write. Explain that the second group of phrases can be used when they answer other groups' questions.

Explain that sts will create a multiple-choice quiz. As an example, write one question and the correct answer on the board, e.g. Question: *What is the fastest animal with two legs?* Answer: *an ostrich*. Write two alternative answers for the question to create the multiple-choice answers B and C, e.g. *What is the fastest animal with two legs?*

- A *an ostrich*
- B *a kangaroo*
- C *a human*

Tell sts to look at the quiz at the bottom of the page for more examples. Remind groups to check their spelling and punctuation and to speak quietly so that other groups cannot hear their questions or answers.

Tell groups to design their quizzes in a way that makes them attractive to read. They should choose photos from the internet and/or do their own drawings to decorate it.

Read the information in the Look! box with the class about learning through doing. Tell sts to ask you their questions to test them. Discuss with groups whether the questions work or need improving. Explain that the alternative answers need to be believable otherwise the quiz will be too easy.

Step 6 Hold the quiz

Each group takes turns to ask their round of questions. Remind sts that teams cannot answer their own questions. Keep a score on the board for each round of the quiz and at the end, add up the scores to see which team won the quiz.

REFLECT

Step 7 Evaluate and reflect

When sts have done all the quizzes, put them into groups to discuss the questions. Ask them what they learned. Discuss as a class which quiz sts enjoyed doing the most and why.

Sts work in their groups to think about their own project again and what they could improve. Point out to sts that when they have done a big piece of work like this one, they should always think about what they did well, and what things they could do better next time. Ask them to think not only about their own round, but also about how well they answered the questions. Ask some sts to tell the class what they think they did well, and how they could improve.

EXTRA PRACTICE

As an extension activity, ask sts to work in different groups and choose a new category of quiz questions, e.g. history, sport, geography, TV, etc. Sts then write some multiple-choice questions to ask other groups. They could search online for photos to include in their quiz. Monitor and help while they are working. Ask sts to read out their questions for the rest of the class to answer.

LITERATURE

UNITS 1-3

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 What do you know about the author Mark Twain?
- 2 Where and when did he live?
- 3 Do you know the names of any of his books?

2 Read the outline to *The Adventures of Tom Sawyer*. Choose the correct answers to complete the sentences.

- 1 Polly is Tom's *mother / aunt*.
- 2 Tom *is / isn't* friendly with his half-brother, Sid.
- 3 Tom is a *badly-behaved / well-behaved* boy who gets into a lot of trouble.
- 4 Tom is *older / younger* than his best friend Huckleberry Finn.
- 5 Tom has to paint the fence because he *had a fight / missed school*.

OUTLINE

The Adventures of Tom Sawyer

Tom Sawyer is a boy of about twelve years old who lives in the town of St Petersburg by the Mississippi River in Missouri, USA. His mother died some time before, so now he lives with his Aunt Polly, a kind lady who is trying to bring him up to be a good boy, and his younger half-brother, Sid. He doesn't get on with Sid because Sid often tells Aunt Polly about all the naughty things he does.

Tom often gets into trouble by getting into fights or missing school. His best friend is Huckleberry Finn. He's a little older than Tom, never goes to school or church, sleeps outside, is dirty and shoeless and has parents who don't care about him.

After Tom gets into a fight, Aunt Polly tells him he must spend Saturday painting her wooden fence as a punishment.

READ

3 L1 Read and listen to the extract from *The Adventures of Tom Sawyer* and answer the questions.

- 1 How many people are in this extract? What are their names?
- 2 What was Ben's original plan for Saturday morning?
- 3 Who do you think will paint the fence, Tom or Ben?

The Adventures of Tom Sawyer



Painting the Fence

Saturday morning was bright and full of life. There was a smile on every face and a song in every young heart. Beyond and above the village, Cardiff Hill stood green and inviting.

Tom appeared outside Aunt Polly's house carrying some white paint and a brush. As he looked at the long garden fence, a deep sadness came over his spirit. He covered his brush with paint and slowly passed it along the top of the fence. He repeated this operation twice, but the unpainted area of fence seemed to go on forever.

Tom sat down and thought of all the things he had planned to do on this day. Soon, free boys would come along and laugh at him for working! He took everything out of his pockets. Just as he thought – he didn't have enough money or toys to buy help from his friends. But then a wonderful idea came to him. Happily, he picked up his brush and started to work.

Ben Rogers came into view down the road. He was eating a large apple and imagining himself to be the local ferryboat. He moved slowly and heavily along, bending from left to right, ringing imaginary bells and calling out loud orders. Tom went on painting without taking any notice.

'Hi!' said Ben. 'Are you in trouble?'

LESSON OVERVIEW: In this lesson, sts read an extract of the novel *The Adventures of Tom Sawyer*. They read an outline of the novel, then read an extract and listen to the next part of the story. They review phrasal verbs and end by discussing some of the issues that the story raises.

WARMER

Read out the title of the book and focus on the picture. Explain to sts that they are going to read an extract from a book called *The Adventures of Tom Sawyer*. Write these words on the board: *bring (someone) up, get on with, naughty, shoeless, punishment*. Elicit or explain the meaning of the words, then put sts into pairs to discuss what the book might be about, using the title, the picture and the words on the board to help them. Elicit a few ideas, but don't confirm them.

BACKGROUND INFORMATION

Mark Twain was an American writer. He was born in 1910 in Missouri. He lived in various cities in the USA and travelled to Europe and the Middle East. He is famous for his two books, *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. He was known as the father of American literature and influenced many young authors. He died when he was 74.


BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions. Ask them to note down all their ideas. Ask them to share any information they have about Mark Twain and his books with the class. Share the Background information with the class and tell sts where Missouri is (in the Midwest of the USA).
- 2 Ask sts to read the outline to the story, then choose the correct options to complete the sentences. Allow sts to compare their answers in pairs, then check with the class. Ask which of their ideas from the Warmer were correct.

Answers

- 1 aunt
- 2 isn't
- 3 badly-behaved
- 4 younger
- 5 had a fight

READ

- 3  L1 Read out the questions. Play the audio for sts to read and listen to the extract and answer the questions. Check answers.

Answers

- 1 Three people are mentioned: Tom, Aunt Polly and Ben Rogers.
- 2 Ben was going swimming.
- 3 Sts' own ideas.

EXTRA PRACTICE

To help sts engage more with the story, divide the class into two groups: Ben and Tom. Tell the class that they are going to do a class reading of the text. Explain that you will be the narrator, and they will speak for Ben and Tom. Start by reading aloud the first four paragraphs, then indicate to the 'Ben' group when it is time for them to speak ('Hi! Are you in trouble?'). Encourage them to speak with feeling, all at the same time. Continue with the narration and bring the groups in where appropriate to say the words that the characters say. As you narrate, omit the words such as 'said Ben', so the dialogue flows freely between the different characters. When you have finished, ask sts if the activity helped them understand the text better.



No answer. Tom stood back and examined his work as if he were an artist. He touched the fence gently with his brush and again stopped to look. Ben stood beside him, apple in hand. Tom badly wanted that apple.

'Hello, Tom,' said Ben, 'have you got to work today?'

'Why, it's you, Ben,' said Tom, 'I didn't notice.'

'I'm going swimming,' said Ben. 'Don't you wish you could? But of course you'd rather work!'

Tom looked at Ben for a moment. 'It depends what you call work.'

Ben looked at the fence. 'Isn't that work?'

'Well, perhaps it is and perhaps it isn't,' said Tom.

Ben laughed. 'You aren't saying that you like it?'

Tom's brush continued to move. 'Like it?' he said. 'Well, I don't see why not. Does a boy get a chance to paint a fence every day?'

Ben stopped eating his apple and watched a little longer. 'Say, Tom, let me paint a little.'

4 Read the extract again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 It was a very happy day in the town.
- 2 Tom wasn't looking forward to painting the fence.
- 3 Tom tried to pay some other boys to paint the fence for him.
- 4 Ben Rogers was on his way to town when he met Tom.
- 5 Tom pretended not to see Ben when he came up to speak to him.
- 6 Tom asked Ben if he wanted to paint the fence.

5 Word Power Complete the phrasal verbs below from the extract. Some are in the past tense.

- 1 look ... – examine something closely
- 2 come ... – arrive at a place
- 3 come ... (someone) – suddenly experience a feeling
- 4 pick ... – lift something with the hands
- 5 call ... – talk loudly to someone
- 6 go ... – continue

6 L2 Listen to the next part of the story. Complete the sentences with a word or words.

- 1 At first, Tom didn't want ... to paint the fence because he didn't think he could do it properly.
- 2 Ben said he would give Tom half of his ... to paint the fence.
- 3 Then Ben gave Tom ... the apple to paint the fence.
- 4 Later on, more ... helped Tom paint the fence.
- 5 Tom learned that to make someone want something, all you had to do was make the thing ... to get.

▶ **REFLECT**

7 THINK CRITICALLY Work in pairs. Think again about the lesson that Tom learned about human behaviour. Can you think of some more examples of this lesson in the real world?

Glossary

free (boys) (adj): not controlled, having free time

ferryboat (n): a boat that takes people short distances, for example across a river

Extract from **Richmond Readers:**
The Adventures of Tom Sawyer by Mark Twain

- 4 Read out the sentences. Tell sts to read the extract again and decide if the sentences are true or false. Check answers.

Answers

- 1 T
- 2 T
- 3 F – Tom didn't have enough money to buy help from his friends.
- 4 F – Ben was going swimming.
- 5 T
- 6 F – Ben asked Tom if he could paint a little.

- 5 **Word Power** Ask sts to scan the text and complete the phrasal verbs. Point out that some of them are in the past tense in the extract. Do the first question with the class. Check answers.

Answers

- 1 look at (*as he looked at the long garden fence*)
- 2 come along (*free boys would come along*)
- 3 come to (*a wonderful idea came to him*)
- 4 pick up (*he picked up his brush*)
- 5 call out (*ringing imaginary bells and calling out loud orders*)
- 6 go on (*Tom went on painting*)

- 6 **L2** Tell sts they are going to listen to the next part of the story. They should read through the questions first. You could ask sts to predict what they think will happen based on the story so far. Play the audio, pausing to give sts a chance to answer the questions. See TG page 288 for audio script. Check answers.

Answers

- 1 Ben
- 2 apple
- 3 all (of)
- 4 boys
- 5 difficult

REFLECT

21st Century skills



7 **THINK CRITICALLY**

Put sts into pairs. Read the task with the class. You could introduce the idea of *push and pull* to help sts understand the idea behind what Tom learned about human behaviour (whereby *push* means telling or forcing people to do something and *pull* means fostering their motivation or desire to do something). Give pairs time to discuss the question. Get them to share their ideas and examples with the rest of the class.

LITERATURE

UNITS 4-6

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 Have you ever met a millionaire? If so, what were they like?
- 2 What do you think would be the best and worst thing about being a millionaire?
- 3 What would you do with your money if you were a millionaire?

2 Read the outline to *The Model Millionaire*. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Hughie Erskine was both wealthy and handsome.
- 2 He earned his money running a shop.
- 3 He was unable to marry the girl he was in love with because he didn't have any money.

OUTLINE

The Model Millionaire

Hughie Erskine was good-looking and popular, but he was not rich and didn't seem to know how to earn money. He had had a few different jobs. He'd tried to be a salesman in the tea business, and he had tried to manage a shop, but didn't enjoy working long hours while his friends were enjoying themselves. In fact, the only money he had was given to him every month by a kind aunt. In the 19th century, it wasn't unusual for people to receive money from wealthy relatives, so they didn't have to work.

Hughie was in love with a young lady called Laura Merton. They both wanted to get married, but Laura's father, who was a colonel in the army, wouldn't allow it unless Hughie could earn ten thousand pounds.

READ

3 **L3** Look at the picture. Then read and listen to the extract from *The Model Millionaire* and answer the questions.

- 1 Whose house is in the picture?
- 2 Who is the old man?
- 3 Why is he there?

The Model Millionaire



One morning on his way to the Mertons' home, Hughie stopped to see his friend, Alan Trevor, who was a painter. Many people these days are painters – only a few are artists. Trevor was a strange, rough man with a long, **untidy** beard. But when he had a paintbrush in his hand, he was a true artist. Everyone wanted to buy his pictures.

At first, Trevor had liked Hughie for his easy manner and good looks. 'A painter only needs two kinds of people,' he used to say. 'He needs beautiful ones and stupid ones. It's good to look at beautiful people and easy to talk to stupid ones.' However, as time went on, he grew to like Hughie even more for his bright spirit and generous nature.

Trevor was just finishing a life-size portrait of a beggar man. The beggar himself was standing in a corner of the studio. He was a thin, old man, with a face like crumpled paper, and a very sad expression. A rough, brown coat was thrown across his back and his **thick** boots had holes in them. He held a stick with one hand and with the other he held out a shabby hat for money.

'What a **wonderful** old man!' Hughie said in his friend's ear. 'But he looks so very sad!'

'Of course he does,' said Trevor. 'You don't expect a beggar to look happy, do you?'

'How much do you pay him?' asked Hughie.

'A shilling an hour.'

'And how much do you get for your pictures, Trevor?'

LESSON OVERVIEW: In this lesson, sts read an extract of the novel *The Model Millionaire*. They read an outline of the novel, then read an extract and listen to the next part of the story. They review adjectives and end the lesson by writing their own ending for the story.

WARMER

Read out the title of the book and focus on the picture. Explain to sts that they are going to read an extract from a book called *The Model Millionaire*. Write these words on the board: *salesman, colonel, paintbrush, bright spirit, pennies*. Elicit or explain the meaning of the words, then put sts into pairs to discuss what the book might be about, using the title, the picture and the words on the board to help them. Elicit a few ideas, but don't confirm them.

BACKGROUND INFORMATION

In Britain in the 19th century, there was a huge gap between the rich and the poor. There were many homeless people and children sometimes died of starvation. At the same time, rich people owned large houses and estates and made their money by being landowners rather than working. The book is about a mysterious character, the model millionaire, who symbolizes the two extremes of society. *The Model Millionaire* is by the famous writer Oscar Wilde.


BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions. Elicit answers from the class.
- 2 Ask sts to read the outline to the story, then decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check with the class. Ask which of their ideas from the Warmer were correct.

Answers

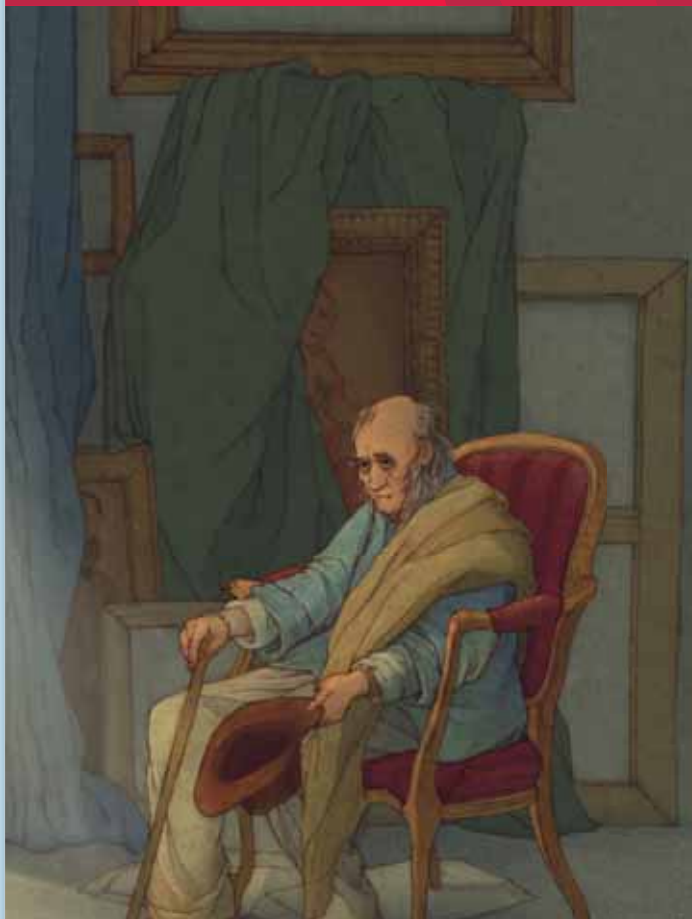
- 1 F – He was handsome, but not wealthy.
- 2 F – His aunt gave him money every month.
- 3 T

READ

- 3  L3 Read out the questions, then play the audio. Sts read and listen to the extract and answer the questions. Check the answers.

Answers

- 1 The house in the picture belongs to an artist called Alan Trevor.
- 2 The old man is a beggar.
- 3 He is modelling for the artist.



'Oh, for this I'll get two thousand pounds.'

Hughie laughed. 'Well, I don't think you pay him enough. He should get a percentage. He works as hard as you do.'

'Of course he doesn't,' said Trevor sharply. 'Painting is **tiring** work. There are moments when an artist can even demand the same respect as a man who works with his hands! Anyway, you mustn't talk, Hughie. I'm very **busy**.'

After some time, Trevor was called out of the studio for a few minutes. 'Don't run away,' he said. 'I'll be back in a moment.'

The beggar was thankful to sit down for a rest in a chair behind him. But he looked tired and sad. Hughie felt very sorry for him. He searched his pockets for some money but could find only one piece of gold and a few pennies.

'Poor old man,' he thought. 'He wants it more than I do. It'll mean no cabs for two weeks. I'll have to walk everywhere.' He went across the room to the old man and put the gold piece into his hand.

The beggar was surprised. A little smile touched his **dry**, old mouth. 'Thank you, Sir,' he said. 'Thank you.'

Extract from **Richmond Readers:**
The Canterville Ghost and Other Stories
by Oscar Wilde

4 Read the extract again. Complete the sentences with the most suitable words.

- Hughie's friend Alan Trevor was an
- Trevor had finished painting a ... of an
- Trevor said he would sell the painting for ... pounds.
- Hughie gave the old man a ... coin.
- The old man was

5 **Word Power** Match the adjectives in **bold** in the extract with the nouns they can describe.

- ... coat / snow / walls
- ... desk / wardrobe / room
- ... day / street / person
- ... experience / friend / film
- ... journey / race / job
- ... river / weather / skin

6 **L4** Listen to the next part of the story. Answer the questions.

- What did the old man ask Trevor about Hughie?
- What did Hughie want to give the old man?
- Who did Trevor tell the old man about?
- What was Trevor talking about when he said 'the colonel's hard heart, his beautiful daughter and the ten thousand pounds'?
- What surprising information did Trevor tell Hughie about the old man?

REFLECT

7 **GET CREATIVE** Work in pairs. Look at your answers to Exercise 6. How do you think the story ends? Write six sentences to tell the rest of the story. Then share your answer with the class.

Glossary

- beggar:** a person who lives by asking people for money or food
stick: a (walking) stick that people use to help them when they walk
shabby: old and in bad condition
shilling: an old British coin
cab: a taxi

- 4 Read out the first sentence and elicit the correct answer. Sts then read the extract again and complete the sentences. Check answers.

Answers

- 1 artist
- 2 portrait, old man
- 3 two thousand
- 4 gold
- 5 surprised

- 5 **Word Power** Explain to sts that learning which adjectives go with which nouns is a good way to improve their vocabulary. Ask sts to find the adjectives in bold in the extract, then match them with the nouns. Check answers, and make sure sts understand all the adjectives.

Answers

- 1 thick
- 2 untidy
- 3 busy
- 4 wonderful
- 5 tiring
- 6 dry

- 6 **L4** Explain to sts that they will now hear the next part of the story. Allow sts time to read through the questions. Play the audio. See TG page 288 for audio script. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Answers

- 1 The old man asked Trevor about Hughie's name, address, profession and income.
- 2 Hughie wanted to give the old man some clothes.
- 3 Trevor told the old man about Laura.
- 4 Trevor was talking about Laura's father (a colonel who wouldn't allow Hughie to marry Laura unless Hughie could earn ten thousand pounds).
- 5 Trevor told Hughie that the old man was one of the richest men in Europe.

REFLECT

21st Century skills



7 GET CREATIVE

Put sts into pairs. Tell them they are going to finish the story themselves. You could ask a few questions to prompt their ideas, e.g. *What will the old man do next? Will Hughie marry Laura? How will he get enough money?*

Tell sts to review their answers for Exercise 6 and imagine the rest of the story. They should write six sentences. When they are ready, ask sts to read out their story endings for the rest of the class.

Sts may be interested to know that in the story, the old man's real name is Baron Hausberg. He gives Hughie and Laura £10,000 as a wedding present. He makes a speech at their wedding, and Trevor is their best man.

EXTRA PRACTICE

Put sts into pairs. Explain that they are going to imagine that Hughie meets the old man again after discovering that he is one of the richest men in Europe. Ask: *What questions do you think Hughie might ask the old man?* Elicit a few example questions Hughie might ask, e.g. *What kind of house do you live in? What did you think when I gave you the piece of gold?* Write the questions on the board and elicit a few possible answers that the old man might give. Sts then role-play a conversation between Hughie and the old man. Monitor and help while they are working. Encourage them to use their imagination and think about what the old man's story might be. Ask some pairs to perform their role-play for the class.

LITERATURE

UNITS 7-9

BEFORE YOU READ

1 Work in pairs and answer the questions.

- 1 What does a private investigator do?
- 2 Why do people use private investigators?
- 3 Do you know any famous stories about private investigators?

2 Read the outline to *Cold Feet* and put events a-e in order, 1-5.

- a A private investigator called Rymer examines the body and finds a container of liquid.
- b Rymer meets an old lady staying at his hotel.
- c Rymer sees an unfriendly man in the hotel bar.
- d Rymer is watched by a strange man.
- e A man's body is found outside the US consulate.

OUTLINE

Cold Feet

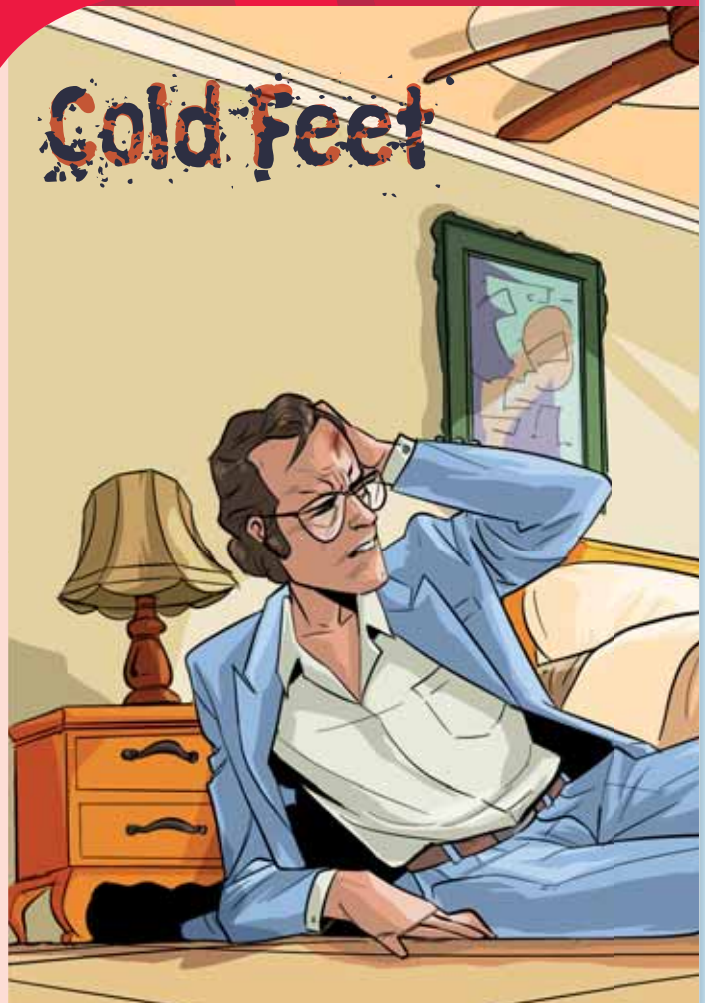
A cleaner in a South American city discovers the body of a young man outside the US consulate early one morning. Eliot Lee, an employee at the consulate, calls his friend Rymer, a British private investigator, to investigate the crime. There is no identification, keys or wallet on the dead man, only a small capsule with an unknown liquid in it, which Rymer keeps. A strange man is watching Rymer as he looks at the body. The man has stolen Rymer's hotel room key and has it in his hand. As Rymer leaves the body and walks back to his hotel, the man disappears.

Then, at his hotel, he meets an interesting, elderly European lady called Imra Strelski. They go together to the hotel bar, where Rymer notices a strange and unfriendly local man, who quickly leaves.

READ

3 L5 Look at the picture. Then read and listen to the extract from *Cold Feet* and answer the questions.

- 1 Whose hotel room is this?
- 2 Who is the man on the floor?
- 3 What has happened?



Twenty minutes later Rymer was standing at reception once again. His conversation with Mrs Strelski had been interesting. She had told him that she lived with her daughter in Buenos Aires. She had moved there following her husband's death in 1968. She was now travelling around South America for three months, alone.

Rymer thought about the old lady. She seemed interested in him. Maybe this was because she was lonely and needed someone to talk to. Oh well, it didn't really matter. She was good company. And he admired her. An old lady travelling around South America on her own...

He looked at his watch and it was almost ten o'clock. He was about to get the key to his room from behind the reception desk when Luis came back.

'I am so sorry,' said the receptionist. He was a short, dark man with a loud voice who was always looking for an excuse to talk.

'That's OK. Room 201, please.'

'Of course, Mr Rymer,' said Luis, as he turned to get the key. 'And a very good morning to you, sir.' His smile looked false and his manner was too polite. He didn't give Rymer the key, but began asking questions without waiting for a reply. 'And how are we today? Fine? Good, good.'

LESSON OVERVIEW: In this lesson, sts read an extract of the novel *Cold Feet*. They read an outline of the novel, then read an extract and listen to the next part of the story. They review verbs and adjectives which are followed by prepositions, then they end by discussing what the criminal did.

WARMER

Read out the title of the book and focus on the picture. Explain to sts that they are going to read an extract from a book called *Cold Feet*. Write these words on the board: *cleaner, consulate, identification, capsule, good company*. Elicit or explain the meaning of the words, then put sts into pairs to discuss what the book might be about, using the title, the picture and the words on the board to help them. Elicit a few ideas, but don't confirm them.

BACKGROUND INFORMATION

The basic elements of a crime story are the criminal, the investigator, and the suspects. The crime is the key event in the book and the investigator uses clues at the scene of the crime to find the person who did it. The location is important to add an element of mystery. The book *Cold Feet* is a crime novel by Rod Smith.

BEFORE YOU READ

- 1 Put sts into pairs to discuss the questions. Elicit answers from the class.

Answers


- 1 A private investigator is someone people hire to find information or people and to solve mysteries and crimes.
- 2 People use private investigators because they want someone to do a specific job for them which they cannot do themselves.
- 3 Sts' own answers.

- 2 Read out the sentences and tell sts to read the outline and put the events in the correct order. Put sts into pairs to check their answers. Check their answers as a class.

Answers

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

READ

- 3  L5 Ask sts to describe what they can see in the picture. Read the three questions with sts. Play the audio for sts to read, listen and answer the questions. Check answers.

Answers

- 1 It is Rymer's room.
- 2 The man on the floor is Rymer.
- 3 The man in Rymer's room hit him on the head and Rymer fell. The man escaped through the window.



Rymer didn't have time to talk. He took the key from Luis's hand, smiled and walked away. He decided to take the stairs to the second floor. The lift was too close to the reception desk.

When Rymer walked into his room, he sensed that he was not alone. He turned. Too late. Something hard hit him on the side of the head and he fell to the ground. He felt someone pulling things from his pockets, then move away. He looked up. A large, heavy man was climbing out of the window on the other side of the room.

Rymer stood up, slowly. His head hurt and his legs felt weak. He went to the window and looked below. A man was running down the fire escape. Rymer didn't try to catch him. He watched as the man got into a new Mercedes, parked on the opposite side of the street, and drove away. He noted the number, went back into the room and wrote it down.

He sat on the edge of the bed. He felt sick and his head ached. The contents of his pockets were lying by the door. He was surprised to see his wallet among them. He was even more surprised when he looked inside. His money was still there.

Extract from **Richmond Readers:**
Cold Feet by Rod Smith

4 Read the extract again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 The elderly woman was staying in the hotel with her daughter.
- 2 Rymer wasn't very keen on the old woman.
- 3 Rymer didn't think the hotel receptionist was honest.
- 4 Rymer's room was on the second floor of the hotel.
- 5 At first, Rymer didn't see the man who attacked him in the hotel room.
- 6 The attacker didn't steal any of Rymer's money.

5 Word Power Find the prepositions that follow the verbs and adjectives in the extract. Then complete the sentences.

- 1 The students were standing ... the bus stop when the school bus arrived.
- 2 Before he went to university, Marcus lived ... his parents and his younger brother.
- 3 Were you ever interested ... learning to play the guitar?
- 4 I was talking ... my grandfather on the phone last night.
- 5 She looked ... the books on the floor.
- 6 How long have you been waiting ... the bus?

6 L6 Listen to the next part of the story. Choose the correct answer, a, b or c.

- 1 Why did Rymer's pocket feel wet?
 - a The man had spilt water on him.
 - b It had been raining.
 - c The capsule in Rymer's pocket had broken.
- 2 What had the man stolen from him?
 - a the capsule Rymer had found on the dead man
 - b his money
 - c his hotel room key
- 3 How did Rymer believe the man entered his hotel room?
 - a through the window
 - b through the door
 - c from the fire escape
- 4 What did Rymer ask Eliot to do?
 - a to come to the hotel
 - b to give him some money
 - c to find the name of the owner of the Mercedes

▶ **REFLECT**

7 GET CREATIVE Work in pairs. Describe the different ways the man could have got into Rymer's room. How would you do it if you were the man?

Glossary

reception: the place in a hotel where people go when they arrive

manner: how a person behaves

fire escape: stairs on the outside of a building that people use to leave a building if there is a fire

LITERATURE UNITS 7-9

- 4 Sts read the extract again and decide if the sentences are true or false. Remind them to correct the false sentences. Check the answers. You could also ask sts which of their ideas about the story from the Warmer were correct.

Answers

- 1 F – The elderly woman was alone.
- 2 F – Rymer thought she was good company and admired her.
- 3 T
- 4 T
- 5 T
- 6 T

- 5 **Word Power** Tell sts to scan the text for the verb or adjective that comes before each gap in questions 1–6 (see Answers for the examples as they are used in the extract). Do the first question as an example and explain that the tense of the verb may be different in the text (*standing* is in the first line of the first paragraph and is followed by *at*). Sts then complete the sentences with the correct prepositions. Check answers.

Answers

- 1 at (*Rymer was standing at reception*)
- 2 with (*she lived with her daughter in Buenos Aires*)
- 3 in (*She seemed interested in him*)
- 4 to / with (*She was lonely and needed someone to talk to*)
- 5 at / for (*He looked at his watch*)
- 6 for (*He began asking questions without waiting for a reply*)

- 6 **L6** Explain to sts that they will now hear the next part of the story. Read out the task, then allow sts time to read through the questions and possible answers. Play the audio. See TG page 288 for audio script. Check answers, playing the audio again and pausing if necessary to confirm the answers.

Answers

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

EXTRA PRACTICE

Put sts into pairs. Explain that they are going to imagine a conversation about the theft between Rymer and another detective. Encourage them to use their imagination and think about what might be said in the conversation between these two characters. The detective should ask questions about what happened, the thief, what was stolen, etc. and Rymer should answer the questions. Monitor and help while they are working. Ask some pairs to act out their dialogues for the class.

REFLECT

21st Century skills



7 GET CREATIVE

Put sts into pairs. Explain the task and refer sts to question 3 in Exercise 6. Give the pairs time to discuss the possible ways of getting into the room. If sts need help, tell them to read the text on pages 116 and 117 again for clues. When they are ready, ask sts to describe their ideas for the rest of the class.

EXAM PRACTICE

UNIT 1

Reading

Multiple choice

Look! About the task

In this reading task, you need to read a text and answer some multiple-choice questions. For each question, you choose the correct answer, A, B, C or D. There is usually one question per paragraph and one question about the whole text. The text often expresses people's opinions and attitudes.

Useful strategies

- Read the title and text once to get an idea of the topic.
- Read each question and underline any important words. Then read the text again and find the parts that match your underlined words.
- When choosing your answer, check the whole meaning, not just individual words.

1 Read the title and the first paragraph of the article. What is it about?

2 Read the first question below and options A, B, C and D. Find the key words in each option.

- 1 What do we learn about Josh in the first paragraph?
- A He won't do his job for much longer.
 - B He hasn't lived in London all his life.
 - C He doesn't work in the centre of the city.
 - D He isn't sure if he wants to live in London.

3 Read the first paragraph again and choose the correct answer. Why are the other three answers wrong? Discuss in pairs.

4 Complete the EXAM TASK opposite.

EXAM TASK

For each question 2–4, choose the correct answer.

Living on the water



Josh Taylor talks about life on his houseboat, Serenity.

I'm an actor, and I decided to move to London last year because it is easier to find work here. I rented a flat for six months, but it was far too expensive. I wanted to live here, but I knew I'd never be able to afford to buy a house. Then I heard about houseboats. I instantly fell in love with the idea of making my home on a boat – cooking, watching TV and sleeping on the river just sounded incredible.

My boat has plenty of small windows, so it's not too dark inside. The heating system's brilliant too, so it's really cosy in winter. I'm a keen reader and have loads of books but sadly can't keep all of them with me. A friend did me a favour and took several boxes of them back to my parents' house. My houseboat doesn't have a permanent place to stay in London. It means having to move around every two weeks, and I don't mind this at all because I get to discover different parts of the city and meet new people. People who live on boats are, generally speaking, very warm and welcoming. Having to move when the weather's wet and windy is definitely annoying, but I'm getting used to it.

If you're thinking seriously about buying a houseboat, think carefully about the size of the boat. Do plenty of research, too. The water's busier than ever before, so a smaller boat will be easier to moor in central London. And remember also that there's a lot to learn! Don't get upset when things go wrong – they'll soon get better. It also doesn't hurt to have a few basic practical skills so you can do your own repairs.

- 2 What does Josh find difficult about living on a boat?
- A He misses living with other people.
 - B He wishes he had more natural light.
 - C He would like more space for his things.
 - D He feels cold there at certain times of year.
- 3 When it comes to moving his boat around, Josh...
- A enjoys going from one place to another in all kinds of weather.
 - B prefers staying in some parts of London more than others.
 - C loves getting to know other people who live on boats.
 - D thinks it's simple because people always help him.
- 4 What is Josh doing in the last paragraph?
- A warning people against fixing their boats by themselves
 - B explaining who you can talk to if you make a mistake
 - C recommending one model of houseboat in particular
 - D advising people who are considering living on a boat

EXAM PRACTICE

UNIT 1

LESSON OVERVIEW: This lesson provides practice of a Reading multiple-choice exam task. It also reviews some of the language sts have learned in Unit 1.

Skill	Exam task
Reading	Multiple choice

WARMER

Play a game to revise past simple, past continuous and *used to*. Put sts into teams. Tell them you are going to read out some sentences with a missing word, and they must guess the missing word. Read out the sentences below in turn, pausing or coughing to indicate the gap. Teams race to say the missing word in each sentence. Repeat each correct sentence once sts have guessed the answers.

- 1 *She took lots of photos while she ... travelling in South America. (was)*
- 2 *They were still cooking ... we arrived. (when)*
- 3 *My friend called ... I was doing my homework. (while)*
- 4 *While I was doing my homework, you ... computer games! (were playing)*
- 5 *In the 1950s, people didn't ... have colour TVs. (use to)*
- 6 *My parents ... have a newspaper and milk delivery every day. (used to)*

BACKGROUND INFORMATION

In this exam task, sts read a short text and answer multiple-choice questions. They are not required to write anything, but need to show through their answers that they understand the details of the text.

- 1 Explain to sts that they are going to practise a reading exam task with multiple-choice questions. Read the information in the Look! box with the class. Explain that they must choose one answer out of four. Each question tests sts' understanding of the main points in each paragraph, or the whole text.

Read through the Useful strategies box with the class. Point out to sts that it is really important to read the questions carefully and identify the key words.

Ask sts to look at the text on the right. They read the title and the first paragraph and use the key words to predict what the article is about. Check answers.

Answer

The article is about an actor who lives on a houseboat in London and his experience of this.

- 2 Read the task with sts. Explain that they should read the options A-D and identify the key words in each option.

Answers

- A job, much longer
- B lived, London, all, life
- C doesn't work, centre, city
- D isn't sure, wants, live, London

- 3 Sts read the first paragraph again and choose the correct answer to question 1 in Exercise 2. Put sts into pairs for them to discuss their choice and why they think the other options are wrong. Check answers.

Answers

Correct answer is B – *I decided to move to London last year* (this means he lived somewhere else before)
A is incorrect – *it is easier to find work here* (this suggests he will do his job there for some time)
C is incorrect – *I decided to move to London* (he doesn't say where he works in London)
D is incorrect – *I wanted to live here* (he was sure he wanted to live in London)

- 4 Tell sts to read the rest of the text and answer questions 2-4 to complete the exam task. Remind them to identify the key words in the questions first and find the parts in the text that match their underlined words.

Answers

- 2 C
- 3 C
- 4 D

EXAM PRACTICE

UNIT 2

Speaking

Personal questions

Look! About the task

In this speaking task, the examiner asks you for some simple personal information. They may ask you about yourself, your family, where you live or your future plans. This helps you relax and introduce yourself.

Useful strategies

- Listen carefully to the question so that you know which tense to use in your answer.
- Try to use full sentences and include a wide range of verb tenses and vocabulary.
- Answer in full sentences and add details to make your answer interesting.

1 Here are some common exam topics. Think of one question you could ask about each. Use the prompts below to help you.

- your hometown
- your family and home
- your work/study
- your leisure activities
- your future plans

What's your ... like?

How many ... are there in your ...?

Where are you ... at the moment?

What kinds of things do you enjoy ...?

Which ... in the future?

2 **E1** Work with a partner. Listen to two people answering these questions. Choose the best answer, person A or B. Say why it is the best answer.

- | | | | |
|---|--|---|---|
| 1 | What do you like about your hometown? | A | B |
| 2 | What's your favourite room in your home? | A | B |
| 3 | When did you start studying English? | A | B |
| 4 | When did you last go to the cinema? | A | B |
| 5 | What would you like to do when you leave school? | A | B |

3 Read the EXAM TASK questions. In pairs, answer the questions.

EXAM TASK

Take turns to be the examiner.



Questions 1–5

Take turns asking each other the questions and add some personal questions of your own.

- 1 How long have you lived in your hometown?
- 2 Who do you get on well with in your family?
- 3 What's your favourite subject at school?
- 4 What kind of music do you enjoy listening to?
- 5 Which country would you like to visit one day?

4 **E2** Listen to a student answering the questions above. Make notes for each question. How well does the student answer?

5 Think again about your own answers. How could you improve?

EXAM PRACTICE

UNIT 2

LESSON OVERVIEW: This lesson provides practice of a Speaking exam task (personal questions). It also reviews some of the language sts have learned in Unit 2.

Skill	Exam task
Speaking	Personal questions

WARMER

Put sts into teams. Tell them you are going to give some answers to some questions, and they must guess the questions. Read out these answers:

- 1 *I'm from Manchester in England.*
- 2 *There are 21 students in my class including me.*
- 3 *I play football for my school team.*
- 4 *I like reading autobiographies and non-fiction.*
- 5 *I'd like to go to a music festival with my friends.*
- 6 *I love seafood, especially fresh prawns.*

Award a point to the first team that gives a correct possible question, e.g.:

- 1 *Where are you from?*
- 2 *How many people/students are there in your class?*
- 3 *What sports do you play?*
- 4 *What sort of books do you like reading?*
- 5 *What would you like to do this summer?*
- 6 *What's your favourite kind of food?*

BACKGROUND INFORMATION

In this exam task, sts talk to an examiner. They answer questions about themselves, their daily life and their interests. They should make sure they answer the questions and add some relevant and interesting details.


- 1 Explain to sts that they are going to practise a speaking exam task in which they answer personal questions. Read the information in the Look! box with the class. Explain to sts that they should relax and talk about themselves. Tell them that the examiner will be friendly and encouraging.

Read through the Useful strategies box with the class. Tell sts to respond to this question: *What would you like to do for your next birthday?* Elicit possible answers and write them on the board. Identify answers that use *I'd ...* or *I would ...* and those that use *I want to ...*. Emphasize the importance of using the correct verb tense.

Read the task with the sts. They can work in pairs to think of questions. Elicit ideas from the pairs.

Sample answers


What's your hometown like?
How many people are there in your family?
Where are you living at the moment?
What are you studying at the moment?
What do you enjoy doing in your spare time?
Where will you live in the future?

- 2  **E1** Play the audio for sts to listen and check their answers. Remind them to think about why A or B is the better answer in each case. See TG page 289 for audio script. Check answers with the class.

Answers

- 1 B (Speaker B gives reasons for liking the town.)
- 2 A (Speaker A gives a fuller description.)
- 3 B (Speaker B uses correct verb tenses.)
- 4 A (Speaker A answers in full sentences.)
- 5 B (Speaker B uses a wide range of verb tenses and vocabulary.)

- 3 Ask sts to look at the exam task and read the instructions. Put them into pairs and ask them to decide who will be the examiner first. Read through all the questions with the class and check sts understand them all. Sts then work in pairs to ask and answer the questions. When they have finished, ask which questions they found easiest to answer and why, and ask who managed to give longer answers. If sts need more practice, they could work with a new partner and repeat the task. Point out to them that the more they practise, the more their speaking will improve.

- 4  **E2** Play the audio for sts to listen and make notes on the answers. They should listen for the correct use of tenses, relevant extra details, and a wide range of vocabulary. See TG page 289 for audio script.

Allow sts to compare their answers in pairs. Check answers with the class.

Answers

All answers show the correct use of tenses and a wide range of vocabulary. Relevant details were added to make the answers interesting.

- 5 Ask sts to review their own answers in Exercise 3 and analyse any weaknesses. Tell them to make a short list of things to improve.

EXAM PRACTICE

UNIT 3

Use of English

Open cloze

Look! About the task

In this Use of English task, you complete a short text. There are eight missing words and you must write a word in each gap. Your spelling must be correct.

Useful strategies

- First, read the whole text to get an idea of the topic.
- Read the text again carefully. What kind of word do you need for each gap, e.g. a preposition, a verb?
- When you've finished, read the whole text again to check the meaning and spelling.

1 Read the first paragraph from a text. What is the main idea?

Self-driving cars, also known ¹... some people as driverless cars, ²... being developed by various companies around the world. ³... are vehicles that do not need a person to drive the vehicle safely. ⁴... it is still quite new, self-driving technology ⁵... becoming more common ⁶... could completely change our transport system.



2 Read the paragraph again. What type of word is missing from each gap? Choose A or B for each gap.

- A preposition
B noun
- A conjunction
B verb
- A preposition
B pronoun
- A conjunction
B noun
- A verb
B preposition
- A pronoun
B conjunction

- Complete gaps 1–6 in Exercise 1 with a word. Work in pairs. Compare your answers.
- Read the second paragraph from the same text. Write a word for each gap.

Various self-driving technologies ⁷... been developed by Tesla's and Nissan's research and technology companies. ⁸... are several things these companies must consider, ⁹... passenger safety and ¹⁰... effects of the cars ¹¹... the environment. Much more research ¹²... needed before these cars are safe to operate.

- Discuss your answers with your partner.
- Complete the EXAM TASK below.

EXAM TASK

Questions 1–8

Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.



Example: ⁰ are

Robots at Home

The Japanese ⁰... famous for designing and producing world-class robots.

SoftBank Robotics is one ¹... Japan's main artificial intelligence developers and its human-like robot, Pepper, has already got an important role within various Japanese businesses. For example, Pepper can serve customers at restaurants, and it can help educate people at schools ²... talking and singing.

³... new Japanese company, called Mira Robotics, has just designed a two-armed robot that can be hired by busy families or be put to work helping elderly people to do jobs they ⁴... do easily for themselves. According ⁵... the company, the robot has been trained to carry out jobs that were previously thought too difficult for robots, such ⁶... doing the laundry. It can ⁷... tidy up.

Hopefully ⁸... won't be long until there's a robot to cook meals and serve drinks too!

EXAM PRACTICE

UNIT 3

LESSON OVERVIEW: This lesson provides practice of a Use of English open cloze exam task. It also reviews some of the language sts have learned in Unit 3.

Skill

Use of English

Exam task

Open cloze

WARMER

Ask: *What do you know about self-driving cars? What other types of AI (artificial intelligence) or robots can you think of? What are the advantages and disadvantages of robots doing things rather than people?*

BACKGROUND INFORMATION

In this exam task, sts read a short text. There are eight missing words, and sts must complete the gaps with one word in each. The words are usually grammatical words, e.g. articles, auxiliary verbs, prepositions, pronouns, etc. Sts must spell the words correctly in order to get the marks.

- 1 Explain to sts that they are going to practise a Use of English exam task called an open cloze (this means sts complete gaps in a text with the missing words). Read the information in the Look! box with the class. Point out that they must only write one word in each gap and they must spell the word correctly.

Read through the Useful strategies box with the class. Point out to sts that it is really important to read the text around each gap carefully and think about what type of word is missing. Tell them it is also important to read the whole text both before they start and again when they have finished to make sure it makes sense with the words added.

Ask sts to read the paragraph about self-driving cars quickly, ignoring the gaps for now, to get an idea of the topic. Ask them to say what the main idea is.

Answer

Self-driving cars are becoming more common.

- 2 Ask sts to read the paragraph again and decide what type of word is missing in each sentence. Check answers.

Answers

- 1 A (preposition)
- 2 B (verb)
- 3 B (pronoun)
- 4 A (conjunction)
- 5 A (verb)
- 6 B (conjunction)

- 3 Remind sts of the information in the Useful strategies box. Sts complete the paragraph in Exercise 1 then read it through again to check that it makes sense with the words added. Allow them to compare their answers in pairs, then check answers with the class.

Answers

- 1 to/by
- 2 are
- 3 They/These
- 4 Although
- 5 is
- 6 and

- 4 Tell sts to complete the second paragraph from the text using the same strategies they used in Exercise 3.

Answers

- 7 have
- 8 There
- 9 including
- 10 the
- 11 on
- 12 is

- 5 Sts work in pairs to check their answers to Exercise 4.

- 6 Sts complete the exam task. Allow them to compare their answers in pairs, then check answers with the class.

Answers

- 1 of
- 2 by/through
- 3 A
- 4 can't/cannot
- 5 to
- 6 as
- 7 also/help
- 8 it

EXAM PRACTICE

UNIT 4

Writing

An article

Look! About the task

In this writing task, you write an article about a topic in the question. You must answer all the questions and write the correct number of words.

Useful strategies

- Read the whole question carefully to make sure you understand what you must discuss in your article.
- Plan your ideas and think about words and phrases to express your views and opinions.
- Keep your article interesting.

1 Work in pairs. Read the task below and answer the questions.

- 1 What is the topic of the article?
- 2 Where will people be able to read the article?
- 3 How many questions should your article answer?
- 4 How many words do you need to write?

Send us an article on ...

Climate Change

Is climate change real? How do we know? What can we do to stop it?

Write an article answering these questions and we will publish the best ones on our website!

Write about 100 words.

2 Read sample answers A and B. Complete the table.

	A	B
well-organized	✓	✗
answered all questions		
includes a range of vocabulary and tenses		
good use of English		
is long enough		

A

Is climate change real? Of course it is!

It's clear that our weather has changed. Summers are hotter because of the effect caused by greenhouse gases, and winters are colder. What's more, these changes are affecting the whole world, not just specific regions.

It's not too late to stop climate change. If we all try harder, we'll make a big difference. For example, if people walked to the shops instead of driving, there'd be less carbon dioxide in the atmosphere. We should also use less water and recycle products.

Unless everyone takes action, climate change will get worse!

(98 words)

B

Climate change is definitely real. We can easily see this because our weather is changing a lot in the last ten years. In summer the temperatures are getting hotter and hotter and in winter the temperatures are getting colder and colder.

If the temperatures will get hotter, the ice will melt and this will cause floods. If the temperatures will get colder, the ground will freeze and farmers will not be able to grow food so people will have nothing to eat. We can stop this by flying less.

(90 words)



3 Look at the EXAM TASK below. What is it about? How many questions do you need to answer?

4 Make a plan and complete the EXAM TASK.

EXAM TASK

You see this announcement on an English-language website.

What's your opinion?

SAVE OUR PLANET

What do students at your school do to help the environment?
How else could you help save our planet?

Write an article answering these questions and we will publish the best ones on our website!

Write about 100 words.

EXAM PRACTICE

UNIT 4

LESSON OVERVIEW: This lesson provides practice of a Writing exam task (an article). It also reviews some of the language sts have learned in Unit 4.

Skill	Exam task
Writing	An article

WARMER

Ask: *Where can you read articles?* Elicit a few ideas, e.g. in magazines or online. Ask: *What kind of articles do you enjoy reading? What topics are you interested in?* Elicit a few answers from individual sts.

BACKGROUND INFORMATION

In this exam task, sts write an article in around 100 words. They must answer all the questions in the task in their article.

- 1 Explain to sts that they are going to practise a writing exam task in which they have to write an article. Read the information in the Look! box with the class. Point out that in order to get a good mark, they must answer all the questions or prompts in the task, and they must write about 100 words.

Read through the Useful strategies box with the class. Reinforce the point that it is really important to make sure they understand and answer all the questions. Remind them that with any writing task, they should always check their grammar and spelling carefully when they have finished.

Sts read the task in the box and answer the questions in pairs. Check answers with the class.

Answers

- 1 climate change
- 2 on a website
- 3 three
- 4 about 100

- 2 Ask sts to read the two sample articles A and B and decide if they meet the criteria in the table. Allow sts to compare their answers in pairs, then check with the class. Point out that answer B is not a good model as it doesn't demonstrate good use of English or a range of vocabulary and tenses, and is too short.

Answers

	A	B
answered all questions	✓	✓
includes a range of vocabulary and tenses	✓	✗
good use of English	✓	✗
is long enough	✓	✗

- 3 Ask sts to read the exam task. Elicit answers to the questions (the task is about saving the planet and there are two questions to answer).
- 4 Tell sts to plan what to write to answer the two questions in the exam task.

Sts then do the exam task. Refer them back to the Useful strategies box to help them. Sts could check each other's articles in pairs. Ask some pairs to read out their articles.

Sample answer

Students at my school help the environment in a variety of ways.

Firstly, they have taken part in the recent strikes. They have made banners and marched through the streets of our town. At the same time, they have been doing projects at school and trying to learn more about the reasons behind the environmental problems that are causing so much concern and chaos.

Personally, I could do more to help. I could cycle to school, for example. My mum takes me by car which creates pollution and makes the traffic situation worse. I could also buy fewer clothes and just look after the clothes I already have.

EXAM PRACTICE

UNIT 5

Listening

Multiple choice

Look! About the task

In this listening task, you will hear several short monologues and conversations and answer multiple-choice questions. For each question, you choose the correct answer, A, B or C. You hear each audio twice.

Useful strategies

- Before listening, read the questions carefully so you know what information you need to listen for.
- Read the three options carefully and understand the differences between them.
- You will hear words connected to all three options, but only one option is correct.



1 Read the question below and the three options, A, B and C. Find the important words in the three options. Work in pairs. Compare your answers.

- 1 You will hear a boy leaving a message for his father. Why is he leaving the message?
- A to find out where the plasters are
 - B to ask him to buy some antiseptic cream
 - C to let him know he has suffered a sprain

2 **E3** Listen and read. Find the phrases in the text that relate to options A, B and C in Exercise 1.

Dad, I had a really bad fall during basketball practice today and my leg isn't good. The coach says she didn't think it was an ankle sprain, but I've already got a pretty big bruise, and there's a small cut, too. I need to change the plaster now, but I don't know where you've put them. I found that antiseptic cream you got recently in the bathroom cupboard, so I suppose I ought to rub some of that on, too. Anyway, call me when you get this please.

3 **E3** Listen again and choose the correct option. Why are the other two options incorrect?

4 Work in pairs. Read the EXAM TASK below and find all the important words for 1-5. Compare your answers with a partner's.

5 Complete the EXAM TASK.

EXAM TASK

Questions 1-5

E4 You will hear people talking in five different situations. For each question, circle the correct answer, A, B or C.

- 1 You hear a girl talking to her friend.
Why is she unable to go on the school trip?
A She needs to get more rest.
B She suffers from motion sickness.
C She has to recover from an operation.
- 2 You hear a sports coach talking to students.
What advice is she giving them?
A Cut down on sweet foods.
B Avoid having late nights.
C Do regular exercise.
- 3 You hear two friends discussing the girl's cold.
How does the girl feel about being sick?
A pleased that she didn't need to go to school
B disappointed that she had to miss a party
C confident that she'll feel better soon
- 4 You hear a man leaving a message for his daughter.
Why is he leaving the message?
A to encourage her to continue taking cough syrup
B to recommend a particular cough syrup to her
C to advise her she shouldn't take cough syrup
- 5 You hear two friends talking about getting fit.
What does the boy find difficult about it?
A getting enough fresh air
B drinking more water
C eating a balanced diet

EXAM PRACTICE

UNIT 5

LESSON OVERVIEW: This lesson provides practice of a Listening multiple-choice exam task. It also reviews some of the language sts have learned in Unit 5.

Skill	Exam task
Listening	Multiple choice

WARMER

Say: *My school grades are not very good. Can you help?*
Write *homework* on the board as a prompt.

Ask sts to make a positive or negative sentence with *must*, *have to*, *need to*, *should* or *ought to*, e.g. *You must hand your homework in on time*. Give more prompts, e.g. *pay attention in class*, *take notes*, *go to lots of parties*, *revise*, *ask questions in class*, *stay out late* and elicit other ideas. Sts make sentences from these using modals.

BACKGROUND INFORMATION

In this exam task, sts hear several short monologues and conversations. They answer multiple-choice questions based on the details they hear.


- 1 Explain to sts that they are going to practise a listening exam task in which they answer multiple-choice questions. Read the information in the Look! box with the class. Point out to sts that they will hear the recording twice, so they shouldn't worry if they don't manage to choose the correct answer the first time they listen.

Read through the Useful strategies box with the class. Remind sts that with all listening tasks, it is helpful to read through all the information before listening to try to predict the kind of information to listen for.

Ask sts to read through the question and options. Sts work individually to find the important words in A, B and C. Put sts into pairs to compare their answers.

Answers

- A find out, plasters
- B buy, antiseptic cream
- C let him know, sprain

- 2  E3 Play the audio for sts to listen and read. They identify which phrases in the text relate to each of the options A, B and C.

Answers

- A I need to change the plaster now, but I don't know where you've put them.
- B I found that antiseptic cream you got recently in the bathroom cupboard ...
- C The coach says she didn't think it was an ankle sprain ...

- 3  E3 Play the audio again for sts to decide which option in Exercise 1 is correct. Check answers.


Answers

- A is correct.
- B is incorrect because the boy has already found the antiseptic cream.
- C is incorrect because the boy says his coach didn't think it was an ankle sprain.

- 4 Put sts into pairs. Tell them to read the exam task and repeat the same process of finding the important words in the options.

Answers

- 1 rest, motion sickness, operation
- 2 sweet foods, late nights, exercise
- 3 pleased, school, disappointed, party, confident, feel better
- 4 encourage, recommend, advise, cough syrup
- 5 fresh air, water, balanced diet

- 5  E4 Play the audio twice for sts to listen and do the exam task. See TG page 289 for audio script.

Put sts into pairs to compare their answers and discuss why they chose each answer. Check answers, playing the audio again and pausing to confirm the answers.

Answers

- 1 A
- 2 B
- 3 C
- 4 C
- 5 B

EXAM PRACTICE

UNIT 6

Speaking

Collaborative task

Look! About the task

In this speaking task, you work with a partner. The examiner describes a situation and gives you both some pictures to help with ideas. Together you try to reach an agreement on the situation.

Useful strategies

- It's a discussion, so take turns. Listen carefully to what your partner says and respond to his/her opinions or suggestions.
- If necessary, help your partner by asking questions.
- Try to use a range of language when responding to your partner and when giving reasons for your thoughts and opinions.

1 Look at each question and phrase and decide whether it is a suggestion (S) or an opinion (O).

- 1 I don't think that's a very exciting idea.
- 2 Shall we get tickets for the theatre?
- 3 I'm sure she'd enjoy that!
- 4 I don't really enjoy going to the cinema.
- 5 Why don't we go to a concert?
- 6 Let's visit the art gallery.

2 Work in pairs. Can you think of any more expressions for opinions or suggestions?

3 Look at the EXAM TASK on the right.

- 1 What are each of the places/events in the pictures?
- 2 Which place/event would you prefer for an evening out? Why?

4 Ⓛ E5 Listen to two candidates doing the EXAM TASK. Are the statements true (T) or false (F)? What do they need to do to improve?

- 1 Both candidates ask and answer each other's questions.
- 2 Both candidates take turns.
- 3 Both candidates make suggestions.
- 4 Both candidates give their opinions and reasons.
- 5 The candidates reach an agreement.

5 Ⓛ E6 Listen to two more candidates completing the same task. Make a list of the different phrases they use to agree or disagree with each other.

	Agree	Disagree
Lin		
Marcin		

6 Work in pairs and complete the EXAM TASK.

EXAM TASK

A family would like to go out for the evening to have some fun. Here are some places they could go to.



Places to spend a family evening

Talk to each other about the different places they could go to and say which would be best for a fun evening out.

EXAM PRACTICE

UNIT 6

LESSON OVERVIEW: This lesson provides practice of a Speaking exam task (collaborative task). It also reviews some of the language sts have learned in Unit 6.

Skill	Exam task
Speaking	Collaborative task

WARMER

Say: *I like going to the cinema*. Ask sts to change this to reported speech (*Our teacher / He / She said he / she liked going to the cinema*). Tell sts they are going to play a game. Sts start with the same sentence *I like going to the cinema*, but change or add one part, e.g. *I don't like going to the cinema* or *I like going to pop concerts* or *I like going to the cinema on Saturdays*, etc. The next student has to change the sentence to reported speech. Continue with different sentences. Sts drop out if they make a mistake using reported speech.

BACKGROUND INFORMATION

In this exam task, sts work with another student. The examiner gives them the same pictures and a situation to discuss and reach agreement on.

- 1 Explain to sts that they are going to practise a speaking exam task in which they work with a partner. Read the information in the Look! box with the class and tell sts this is an opportunity for them to demonstrate their ability to discuss a situation and give their opinion. They will also need to be able to use appropriate language to reach agreement.

Read through the Useful strategies box with the class. Elicit some ways of taking turns, e.g. *What do you think? How about you?*

Ask sts to read the questions and phrases and decide if they are suggestions or opinions. Check the answers.

Answers

- 1 O
- 2 S
- 3 O
- 4 O
- 5 S
- 6 S

- 2 Put sts into pairs. Write some prompts on the board to help them think of more expressions for opinions and suggestions, e.g. *think, opinion, how* and *suggest*.

Sample answers

Opinions: *I think ... , In my opinion ...*

Suggestions: *How about ... , I suggest ...*

- 3 Ask sts to look at the pictures in Exercise 6 and elicit the names of the places and what sort of entertainment people enjoy there. Ask sts which sort of place and entertainment they would prefer and why, e.g. *I'd prefer to go to a pop concert because the atmosphere is so exciting*.

Answers

- 1 a classical music concert in a concert hall; a pop concert on a stage; a play or other performance in a theatre; a film in a cinema
- 2 Sts' own answers.

- 4 **E5** Read out the statements and explain that sts should listen and decide which are true and which are false. They should also think about how the candidates can improve. Play the audio. See TG page 290 for audio script. Discuss the answers with the class.

Answers

Only statement 5 is true: the candidates reach agreement on the cinema in the end. However, this is not a good model for sts to follow. The candidates don't ask and answer each other's questions appropriately; they don't take turns, and Mila interrupts Marco; Marco doesn't make enough suggestions; and Marco doesn't give enough reasons for his opinions.

- 5 **E6** Explain the task, then play the audio. See TG page 290 for audio script. Pause it to give sts enough time to write the phrases. Check answers.

Answers

	Agree	Disagree
Lin	I like that idea; Yes, I see your point; You could be right; Yes, I think that's definitely the best idea for everyone.	I'm not so sure.
Marcin	Yes, and ...	It would depend ...; No, I'm not so keen on that suggestion

- 6 Put sts into pairs. Make sure they understand they should make suggestions and give opinions about what a family would enjoy, not what they would enjoy themselves. Give sts time to complete the task. When they have finished, put sts into groups to share their ideas and discuss what they found easy and difficult about the task. Discuss their ideas as a class, and talk about what they could do to improve next time. If time allows, sts could do the task again in different pairs.

EXAM PRACTICE

UNIT 7

Listening

Completing a set of notes

Look! About the task

In this listening task, you will hear a short monologue and complete some notes. You must write a word in each gap. Your spelling must be correct. You will hear the monologue twice.

Useful strategies

- Before listening, read the notes to get an idea of the topic.
- Think about what kind of information is missing (a date, a time, a number, a name, a price, etc).
- You will hear some information that could fill the gap. Listen for the whole meaning, not just individual words.

1 Read sentences 1–4. What general topic do the 4 sentences refer to?

- 1 The USSR launched the first person in space in
- 2 ... was the first American in space.
- 3 In total, twelve ... walked on the Moon.
- 4 It took the Apollo 11 mission ... days to reach the Moon.

2 Look at Exercise 1 again. Match types of word A–D with gaps 1–4 above. Compare your answers with a partner's.

- | | |
|------------|----------|
| A a job | C a name |
| B a number | D a date |

3 Read the sentences about light years. Think of the types of word you need for each gap.

- 1 A light year is the distance that light travels in ... Earth year.
- 2 Light takes a lot of time to reach us, but it travels at ... km per second.
- 3 The further an object is in space, the further in the past people ... it.
- 4 The light from the Sun takes about 8.3 ... to get to us.

4 E7 Listen and complete the gaps in Exercise 3.

5 Look at the first item in the EXAM TASK below. Read the audio script. Find all the possible words that could fill the gap.

Hi, everyone. My presentation today is about a new space tourism company called Flying High.


The company is only three years old and is based not far from here. So, who had the smart idea of opening a travel company that could take people all the way into space? Well it was actually a couple of doctors and not, as you might think, scientists or engineers.

6 Work in pairs. Which words did you choose? What is the correct answer and why?

7 Complete the EXAM TASK.

EXAM TASK

Questions 1–6

 E8 You will hear a student giving a class presentation about a space tourism company. Complete the notes with one word in each gap.

Flying High – Space Tourism Company



Background of the company

Flying High started up ⁰ *three* years ago.

The company was started by two ¹

Facts about space travel

Travelling into space will not have a negative effect on people's ²

Space tourists will have to wear special ³ ... and use special sleeping bags.

People will not be able to ⁴ ... in space for some time yet.

Book a trip to space

The company will start taking bookings next ⁵

For further information, contact Luca ⁶

EXAM PRACTICE

UNIT 7

LESSON OVERVIEW: This lesson provides practice of a Listening exam task (completing a set of notes). It also reviews some of the language sts have learned in Unit 7.

Skill	Exam task
Listening	Completing a set of notes

WARMER

Say: *Adolphe Sax invented the saxophone. True or false?* (True.) Ask sts to change the sentence to the passive (*The saxophone was invented by Adolphe Sax.*). Say: *William Shakespeare invented the aeroplane. True or false?* (False.) Ask sts to make a negative sentence in the passive (*The aeroplane wasn't invented by William Shakespeare.*) and then an affirmative sentence if they know the answer (*The aeroplane was invented by the Wright brothers.*). Write some more inventions and inventors on the board, e.g. *the electric lightbulb/Thomas Edison*, and elicit some more affirmative and negative passive sentences.

BACKGROUND INFORMATION

In this exam task, sts hear a monologue and have a set of notes which they must complete with the details that they hear. The details can be an individual word, or a detail such as a number, date or price. Any names will be spelled for sts to listen and write.

- 1 Explain to sts that they are going to practise a listening exam task in which they complete a set of notes. Read the Look! box with the class. Point out to sts that they will hear the recording twice.

Read through the Useful strategies box with the class. Remind sts that with all listening tasks, it is helpful to read through all the information before listening to try to predict the kind of information to listen for. Point out to sts that it is better to write times and prices in numbers, e.g. 4.30 rather than *half past four*, as it is quicker and there is less chance of mistakes.

Allow sts time to read through the sentences. Elicit the general topic (space travel).

- 2 Elicit examples of a job, a number, a name, and a date. Explain that sts have to match these types of words to the gaps in Exercise 1. Ask: *Can 'The USSR launched the first person in space in ...' be followed by a name? Why / Why not?* (in is followed by a date). Sts match all the word types and check their answers in pairs. Check answers and elicit or give sts further information (in brackets below).

Answers

- 1 D (1961)
- 2 C (Alan Shepard, Jr.)
- 3 A (astronauts)
- 4 B (four)

- 3 Read the sentences with sts. Elicit the types of word that might fit each gap.

Answers

- 1 a number
- 2 a number
- 3 an action/a verb
- 4 a unit of measurement

- 4 **E7** Play the audio for sts to listen and complete the sentences in Exercise 3. See TG page 290 for audio script. Check answers.

Answers

- 1 one
- 2 300,000
- 3 see
- 4 minutes

- 5 Look at the exam task in Exercise 7 and read question 1 with sts (*The company was started by two ...*). Elicit what kind of word could fill the gap (a job). Sts read the audio script in Exercise 5 (this is the first part of the exam task in Exercise 7) and underline the three jobs.

Answer

A job: jobs in the audio script are doctors, scientists and engineers.

- 6 In pairs, sts say which word they chose and why.

Answer

doctors

- 7 **E8** Asks sts to read through the exam task and think about the type of word needed for each gap (e.g. a noun for questions 2 and 3; a verb for question 4; a month for question 5; a surname for question 6). Play the audio for sts to listen and complete the gaps. See TG page 290 for audio script. Play the audio again for them to check their answers. Check answers.

Answers

- 1 doctors
- 2 bones
- 3 suits
- 4 live
- 5 March
- 6 Morelie

EXAM PRACTICE

UNIT 8

Reading Gapped text

Look! About the task

In this reading task, there is a text from which five sentences have been removed. You are given eight sentences and have to choose which five sentences best fit the gaps.

Useful strategies

- Read the text once to get an idea of the topic for the whole text.
- Read the missing sentences and identify the topic for each one.
- Read the sentences again and decide what the pronouns, conjunctions and time expressions refer to in the text. Use this information to work out which sentences will fit into the gaps.

1 Read the first paragraph from an article. What is the article about?

Oliver Shepperton became interested in sailing around the age of ten when he visited a local sailing club. That was when he discovered how exciting it was to go fast across water. His parents were so pleased he enjoyed being on water with them that they arranged for him to have sailing lessons.

2 Read the paragraph again carefully. What do the underlined words *That* and *he* refer to?

3 Work in pairs. Read the second part of the article. What do the underlined words *it* and *after that* refer to?

Oliver has just won his fifth medal for sailing in four years, but his life hasn't always gone so smoothly. At just two years old, doctors discovered that he had a serious heart condition and needed an operation for it.¹... However, for years after that, he was in and out of hospital.

4 Read the three options. Which sentence, A, B or C, best fits the gap in Exercise 3?

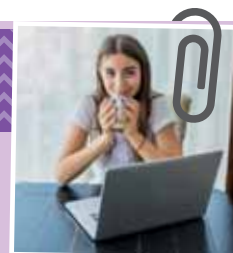
- A He was actually very surprised by this news.
- B Luckily for him, it was a huge success.
- C Obviously, they told him this wasn't a safe thing to do.

5 Complete the EXAM TASK.

EXAM TASK

Five sentences have been removed from the article below. For each question, choose the correct answer. There are three extra sentences which you do not need to use.

Ava Holmes - teenage success story



British teenager Ava Holmes is having the best year of her life. She finished high school with top grades, has already published her first book, and has even appeared on national TV. ¹... The reason is, she wants to make one of her novels into a film. So how has a seventeen-year-old managed to do so much and do it so well?

When Ava was sixteen, she wrote a novel and posted it on a story-sharing website. ²... Almost one million views later, she won a three-book contract with a publisher to have her first novel printed.

Ava has developed a routine that helps her stay focused. She likes to write alone with her computer and a cup of tea. ³... The reason for this is that she hates people reading over her shoulder. If she's finding it difficult to come up with ideas, she plays some background music to help her feel more creative.

Ava says she usually gets the ideas for characters before she actually comes up with a story. She finds it easy to give them personalities. ⁴... She just starts writing and never knows how they will turn out until she's finished writing.

Many young girls have contacted Ava to tell her how much her success has encouraged them to try writing for themselves. ⁵... Others have told her that they don't usually read a lot, but that her books have changed all that. Ava loves receiving these messages. 'Hearing this kind of thing is brilliant and it makes all my hard work worthwhile!' she says.

- A In fact, she avoids working while others are in the room.
- B They say she has given them increased confidence.
- C Her books soon became the most popular among them.
- D However, she admits she's not very good at planning her stories.
- E When she heard the news about the film, she was absolutely delighted.
- F What's more, she's now having discussions with a film producer.
- G She often goes to the local library and works there.
- H She said it was the kind of book she, herself, wanted to read.

EXAM PRACTICE

UNIT 8

LESSON OVERVIEW: This lesson provides practice of a Reading gapped text exam task. It also reviews some of the language sts have learned in Unit 8.

Skill

Reading

Exam task

Gapped text

WARMER

Ask: *What successes have you had in your life so far, e.g. in sport, or in your free time?* Encourage sts to talk about any aspect of their life in which they have been successful, e.g. taken a good photo, made a new friend, got a good grade for an assignment, etc. Ask: *What do you think is important in order to be successful?* Elicit some ideas, e.g. having strong motivation, a clear aim, support from other people, etc.

BACKGROUND INFORMATION

In this exam task, sts read a text which has five sentences missing. They have to choose five correct sentences from a selection of eight and put them in the correct place. This means that three sentences are not needed. There is usually one missing sentence for each paragraph of the text.

- 1 Explain to sts that they are going to practise a reading exam task with a gapped text. Read the information in the Look! box with the class. Point out there will be eight sentences from which sts choose five.

Read through the Useful strategies box with the class. Remind sts that with any reading task, it is important to read the whole text before you start, to get a general idea of the topic. Sts should also read through all eight sentences first and consider how any pronouns, conjunctions and time expressions in the sentences relate to the text.

Ask sts to read the text in the box, which is the first paragraph of an article. Ask sts what the article is about.

Answer

The article is about a boy who became interested in sailing when he was ten.

- 2 Ask sts to read the paragraph in Exercise 1 again carefully to identify what the two underlined words refer to. Check answers.

Answers

That – when he visited a local sailing club around the age of ten
he – Oliver Shepperton

- 3 Sts read the second paragraph of the article and identify what *it* and *after that* refer to. Check answers.

Answer

it – a serious heart condition

after that – the operation for his heart condition

- 4 Sts look at the three options for the gap in the paragraph in Exercise 3 and choose the one that fits. Allow them to compare their answers in pairs, then check with the class. Elicit that *it* in sentence B refers back to *an operation* in the text.

Answer

B

- 5 Refer sts back to the Useful strategies box. Ask them to read the text in the exam task carefully and then do the task. Allow sts to compare their answers in pairs, then check with the class.

Answers

1 F

2 H

3 A

4 D

5 B

Sentences C, E and G are not used.

EXAM PRACTICE

UNIT 9

Writing Essay

Look! About the task

In this writing task, you write an essay about a topic in the question. You must answer all the questions and prompts and include an idea of your own. You must write the correct number of words.

Useful strategies

- Read the question carefully to make sure you understand what is being asked.
- Plan your ideas, and organize your essay with an introduction and conclusion, as well as a new paragraph for each new idea.
- Include a variety of grammatical structures and vocabulary.



- 1** Read the example exam task below. What do you need to give your opinion about?

Write 140–190 words in an appropriate style.

Your English teacher has asked you to write an essay about crime.

The best solution to rising crime in many countries is longer prison sentences. Do you agree?

Notes

Write about:

- 1 cost of building prisons
- 2 prisoners learning from each other
- 3 ... (your own ideas)

- 2** Work in pairs. Can you think of a third idea for the essay? Add it to the notes above.

- 3** Read the essays below and answer the questions. Write *M* for Maria and *J* for Juan. Which candidate ...

- 1 organized his/her essay well?
- 2 answered the question?
- 3 used the ideas given and added his/her own idea?
- 4 wrote the correct number of words?
- 5 used a good range of vocabulary and grammar?

Maria

If the number of crimes is rising in many countries, then people should go to prison for longer sentences. If people are in prison for longer prison sentences, the number of crimes will fall.

However, if we build more prisons, it will be very expensive. Also, sometimes prisoners can learn more crime in prison from other criminals. So prisons must be more strict.

If we use other places as prisons, perhaps big boats out at sea, then the prisoners will not be so big a danger to other people. (89 words)

Juan

Many countries nowadays are having to deal with increasing crime, but are longer prison sentences really the answer to this problem? Personally, I don't think they are.

Firstly, it costs a lot to build a prison, keep it in good condition and find and train staff to look after the prisoners. Tax payers usually have to pay for this, which is unfair.

As well as this, if prisoners spend long periods of time together in prison, they can share information with each other. When they get out of prison, they can use this new knowledge to get involved in other illegal activities.

In conclusion, I really believe spending long periods of time in prison is not good for criminals or society and that it's better for all if criminals spend time doing community service instead. (136 words)

- 4** Complete the EXAM TASK.

EXAM TASK

Write 140–190 words in an appropriate style.

Your English teacher has asked you to write an essay about crime. Write your essay using all the notes below and give reasons for your point of view.

Do you agree that it's better for criminals to go to prison than to do community service?

Notes

Write about:

- 1 advantages / disadvantages of prison
- 2 community service activities
- 3 ... (your own ideas)

EXAM PRACTICE

UNIT 9

LESSON OVERVIEW: This lesson provides practice of a Writing exam task (essay). It also reviews some of the language sts have learned in Unit 9.

Skill	Exam task
Writing	Essay

WARMER

Put sts into two groups. Tell them they are going to do a quiz. A team gets a point if they are the first to give the correct answer. Read sentence 1 below. Anyone in a team can put up their hand. Elicit the answer and confirm if it is correct or not.

- 1 *Someone who breaks into people's houses. (burglar)*
- 2 *A person who sees a crime taking place. (witness)*
- 3 *The author of the Sherlock Holmes stories. (Sir Arthur Conan Doyle)*
- 4 *Someone who steals things from people's pockets. (pickpocket)*
- 5 *A person who is attacked or robbed. (victim)*
- 6 *Someone who commits crimes online. (cybercriminal)*
- 7 *Someone who kills another person. (murderer)*
- 8 *Agatha Christie's private investigator from Belgium. (Hercule Poirot)*

Tiebreaker: A comedy crime film about a diamond – 'The Pink ...' (Panther)

BACKGROUND INFORMATION

In this exam task, sts write an essay. They are given a topic, a question and some prompts. They also have to keep to a 140–190 word limit.

- 1 Explain to sts that they are going to practise a writing exam task in which they write an essay. Read the information in the Look! box with the class. Point out that the most important thing is to answer the question and cover the prompts, keeping to the word limit. They should also add their own idea.

Read through the Useful strategies box with the class. Point out to sts that it is important to plan before they begin to write. They should think about what to include in each paragraph, including the introductory and concluding paragraphs.

Read out the example exam task instructions in the green box and give sts time to find the answer.

Answer

You need to give your opinion about whether longer prison sentences are the best solution to rising crime.

- 2 Read out the two ideas in the green box for the prison sentence essay again (*cost of building prisons and prisoners learning from each other*). Ask sts to work in pairs to come up with a third idea.

Sample answers

job / skills training, community service, rehabilitation

- 3 Ask sts to read the two essays and analyse the strengths and weaknesses of the answers by answering the questions.

Answers

- 1 M and J
- 2 M and J
- 3 M and J
- 4 J
- 5 M and J

- 4 Read the exam task with sts. Elicit the differences between this exam task and the exam task in Exercise 1 (this task requires sts to compare going to prison with doing community service). Sts work individually to complete the exam task. Allow sts to read each other's essays and give feedback. Remind them to be positive and encouraging when giving feedback.

Sample answer

Research shows that many criminals leave prison and then commit other crimes. This fact should motivate countries to find alternative ways of treating criminals.

Governments spend a huge amount of money on building and maintaining a prison service. While prisoners are inside prison, they do not always provide any useful services or produce anything useful. Life in prison is boring and limits the range of people that prisoners meet to other prisoners and their guards. This leads to criminals sharing ideas and information that motivates them to continue their life of crime.

A different approach is needed. In my view, criminals should do community service and help reduce the government's spending by doing useful jobs like picking up rubbish, removing graffiti, clearing wasteland and decorating public places and buildings. This would also help prisoners by giving them work experience and the confidence to look for work when they leave prison.

LANGUAGE SUMMARY

UNIT 1

GRAMMAR

Past simple and past continuous

Past simple	Past continuous
Thomas arrived home	<u>while</u> I was cooking dinner.
Past continuous	Past simple
I was cooking dinner	<u>when</u> Thomas arrived home.

Rules

We often use the past simple and the past continuous tenses in the same sentence. The past continuous describes a longer action that was in progress in the past. The past simple describes a shorter action that interrupted the longer action.

We use *while* with the past continuous and *when* with the past simple.

We don't usually use the continuous form with state verbs, e.g. *believe, know, need, own, understand, want*.

used to

Affirmative	Negative
They used to live near us.	She didn't use to eat meat.
Questions	Short answers
Did he use to play football?	Yes, he did . / No, he didn't .

Rules

We use *used to* to talk about past habits and old routines that lasted for some time or happened repeatedly. It is not used for present habits.

We use the infinitive *use* (not *used*) for negative sentences and questions.

Present perfect simple and past simple

Present perfect simple

Have you ever tried Mexican food?

They've **never been** abroad.

How long has she lived in Spain?

She's **lived** in Spain **for** two years / **since** 2015.

Have you done your homework **yet**?

We **haven't had** dinner **yet**.

Past simple

We **moved** into this house six months ago.

How long did you live in Spain?

I **lived** there **for** three years.

Rules

We use the present perfect simple to talk about past actions and experiences when the specific time they happened isn't important.

We also use the present perfect simple for past actions or situations that are connected to the present, often with *ever, never, for, since, just, already* and *yet*.

We use the past simple for actions or situations that started and finished in the past, especially when we say when they happened.

VOCABULARY

Homes (adjectives)

basic	narrow
brand-new	organized
cosy	outdoor
disorganized	recycled
gloomy	traditional
indoor	uncomfortable
light	up-to-date
luxurious	wide

Homes (nouns)

air conditioning	fireplace
attic	garage
balcony	indoors
basement	neighbourhood
central heating	outdoors
countryside	suburbs

SPEAKING

Asking for permission

Is it OK to/if ...?

Can/Could/May I ...?

Would it be possible to ...?

Am I allowed to ...?

Yes, of course.

That's absolutely fine. / No problem.

I'm sorry. / I'm afraid ...

WRITING

A description

attractive	lovely
beautiful	open-plan
brand-new	peaceful
comfortable	quiet
cosy	relaxing
friendly	spacious
gorgeous	stylish
great	warm
lively	well-equipped

so to show a consequence

The flat is located close to the shops and restaurants, so it's good for eating in and out.

LANGUAGE SUMMARY

UNIT 2

GRAMMAR

Present perfect continuous and present perfect simple

Present perfect continuous	
Affirmative	Negative
I've been working all morning.	She hasn't been working .
Questions	Short answers
Have you been waiting a long time?	Yes, I have . / No, I haven't .
How long has she been living here?	For six months. / Since 2018.

Present perfect simple	
Affirmative	Negative
Oh, no! I've broken my phone!	I haven't brushed my teeth yet.
We've seen that film before.	I haven't seen any of his films.
Questions	Short answers
Have you found your phone yet?	Yes, I have . / No, I haven't .
Has Julia ever been to Spain?	Yes, she has . / No, she hasn't .

Rules

We use the present perfect continuous to talk about a long action in the recent past that may be completed or not, often with a present result.

We use *how long*, *for* and *since* with the present perfect continuous to talk about the length of time an activity has been in progress.

We often use the present perfect simple to say how many times we have done something.

We also use the present perfect simple for past actions or situations that are connected to the present, often with *ever*, *never*, *for*, *since*, *just*, *already* and *yet*.

Past perfect and past simple

Past simple	Past perfect
Laura failed her exam because	she hadn't worked hard.
By the time I got to the station,	the train had already left .
When Joe got to Tom's house,	Dan had already left .
Past perfect	Past simple
She had told me about William	before I met him at your party.
We had already finished eating	when they arrived at the café.

Rules

We form the past perfect with the auxiliary verb *had* + past participle.

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

We often use the past perfect and the past simple in the same sentence. We use the past simple for the main action and the past perfect for the action that happened at an earlier time.

We often use *already*, *after*, *before*, *when* and *by the time* in sentences with the past perfect.

VOCABULARY

Friendship

caring	hurt your feelings
easy to get on with	keep a secret
fun to be with	keep in touch
have the same sense of humour	loyal
have things in common	make you laugh
honest	open-minded
	trustworthy

Family life

blended family	lifestyle
divorce / divorced	mixed-race
ethnic background	raise (children)
generation	relationship
grandparent	separation
great-grandparents	single-parent family
grown-up	stepbrother / stepsister

SPEAKING

Reminding people and making excuses

Don't forget, you have to ...
 I told you to ... / Have you ... yet?
 Why haven't you ...?
 I'll do it later.
 I'm busy at the moment.
 I've already done it.
 Hang on. / Wait a minute.
 All right, you've got a point there.
 I see what you mean.

WRITING

An informal email

How are you? / How are things?
 It's lovely/great to hear from you.
 I've been meaning to write for ages.
 I have some good news.
 I want to tell you about ...
 Guess what? / Listen to this.
 That's amazing/fantastic! Wow!
 Congratulations on ...
 I have to go. Speak soon.
 Give my love to everyone.
 Say hello to ...
 See you / Take care / Lots of love

Sentence adverbs

hopefully	sadly
luckily	unfortunately
obviously	

LANGUAGE SUMMARY

UNIT 3

GRAMMAR

Predictions

Uncertain	Fairly certain	Certain
We might see Olivia tonight.	We will probably see Olivia.	She'll come to the party.
He might not pass his exam.	We probably won't be late.	They won't win.
They may win.	We probably aren't going to play.	He isn't going to pass his exam.
I'll possibly take the train.	They're likely to win.	She'll definitely find a job.
They possibly won't finish.	They're unlikely to go swimming.	They definitely won't win.

Rules

We use *might (not)* and *may (not)* to say that something is possible (but uncertain) in the future. We can also use *will/won't* or *(not) going to + possibly*.

We use *will/won't* or *(not) going to + probably* to say that something is fairly certain in the future. We can also use *be likely/unlikely to*.

We use *will/won't* or *(not) going to* to say that something is certain in the future. We can add emphasis by adding *definitely*.

We use *possibly, probably* and *definitely* after *am/is/are/will* but before *'m not/isn't/aren't/won't*.

Present simple and present continuous

Present simple for future

The plane **leaves** at 6.30.

The next train **doesn't leave** until 8.15.

What time **does** the film **end**?

Present continuous for future

We're **going to** a concert this evening.

They **aren't coming** to see us this summer.

What **are you doing** this weekend?

Rules

We use the present simple to talk about timetabled future events.

We use the present continuous to talk about fixed plans in the future.

Future continuous

Affirmative	Negative
In two months' time, we'll be doing our exams.	She won't be living in London next year.
Questions	Short answers
Will you be working at 9 a.m.?	Yes, I will . / No, I won't .

Rules

We use the future continuous for situations that will be in progress at a specific time in the future.

VOCABULARY

Technology (nouns)

artificial intelligence	sensor
bot	software
handheld device	wearables
implant	virtual reality
machine learning	3D printer
self-driving car	

Technology (verbs)

communicate	operate
control	perform
develop	process
interact	program
network	research

SPEAKING

Explaining problems, getting clarification

I don't know how to ...

I don't understand how to ...

I don't remember how to ...

Is that clear?

Does that make sense?

Would you like me to go over that again?

Can you tell me how ...?

Could you show me that again?

Could you do that again slowly?

WRITING

An opinion essay

One advantage/disadvantage is ...

What's more, ...

also

On the other hand, ...

Although ...

However, ...

In conclusion, ...

Finally, ...

Giving opinions

I believe ...

Personally, ...

In my opinion, ...

LANGUAGE SUMMARY

UNIT 4

GRAMMAR

First and second conditionals, *if/when/unless*

First conditional	
Situation	Result
If it is sunny this afternoon,	we will go to the beach.
When Paul and Sam arrive ,	we will go to the station.
Unless Lauren comes soon,	we will go without her.
Result	Situation
We will go to the beach	if it is sunny this afternoon.
We will go to the station	when Paul and Sam arrive .
We will go without her	unless Lauren comes soon.

Rules

We use the present simple for the possible future situation and *will* for the result.

We use *when* if we are sure the situation will happen. *Unless* means *if not*.

Second conditional	
Situation	Result
If people walked more,	the air would be cleaner.
Result	Situation
The air would be cleaner	if people walked more.

Rules

We use the second conditional for an imaginary situation and its likely result.

We use the past simple for the situation and *would* for the result.

Third conditional

Situation	Result
If Ruby had studied harder,	she would have passed her exam.
Result	Situation
Ruby would have passed her exam	if she had studied harder.

Rules

We use the third conditional to talk about imaginary situations and their results in the past.

We use *if + past perfect* for the situation and *would + have + past participle* for the result. We can also use *might* instead of *would*.

NB For all conditionals we can start the sentence with either the situation (the *if* clause) or the result clause.

When the *if* clause is first, we use a comma (,) after it. When the result clause comes first, we don't use a comma.

VOCABULARY

Extreme weather

blizzard	hurricane
drought	smog
flood	thunderstorm
gale	tornado
hailstorm	tsunami
heatwave	wildfire

Seas and oceans

coral reef	saltwater
current	sea life
fishing	seaweed
ice sheet	tide
microplastics	waste

SPEAKING

Persuading and objecting

It seems to me that ...

I feel/think/believe ...

I'm convinced that ...

Surely (we) should ...

You have to agree that ...

That may be true, but ...

I see what you mean, but ...

I doubt that ...

WRITING

A persuasive essay

First of all, ...

We must ...

Secondly, ...

We need to ...

In addition, ...

Surely we have to ...

To sum up, ...

incredible

In conclusion, ...

horrible

As a result, ...

appalling

Consequently, ...

horrifying

Of course, ...

severe

Obviously, ...

Topic sentences

Plastic is harmful to wildlife because they think it's food.

LANGUAGE SUMMARY

UNIT 5

GRAMMAR

Modals of obligation, necessity and advice

Obligation and necessity

You **must** wear a seat belt at all times.
 You **mustn't** use your dictionary in the exam.
 I **have to** go now. My train leaves in 20 minutes.
 You **don't have to** pay to visit that museum.
 You **need to** buy some milk – there isn't any in the fridge.
 You **don't need to** pay to use the gym – it's free.

Advice

I think you **should** go to the doctor's.
 You **shouldn't** cycle at night without lights.
 She **ought to** help Alice with her homework.

Rules

We use *must* and *have to* for instructions and necessity.
 We use *mustn't* or *must not* to say something is not permitted.
 We use *don't have to* and *don't need to* to say something is not necessary.
 We use *should*, *shouldn't*, *ought to* and *oughtn't to* for giving advice.

Comparatives and superlatives

Adjectives			
		Comparative	Superlative
		+ -er	the + -est
short	long heavy	longer heavier	the longest the heaviest
		more / less	the most / the least
long	expensive	more expensive	the most expensive
irregular	good bad far	better worse further	the best the worst the furthest

as + adjective + as and modifier + comparative adjective

This sofa isn't **as** comfortable **as** that one.
 This café is **almost as** crowded **as** the last one.

Rules

We can say things are the same or different with (*not*) *as* + adjective + *as*.
 We can use the modifier *almost* with *as ... as*.

Adverbs			
		Comparative	Superlative
adverbs ending in -ly	carefully	more / less carefully	the most / least carefully
adverbs with the same form	fast	faster	the fastest / the least fast
as .. as	You sing as beautifully as Stella.		

VOCABULARY

Healthy living

avoid late nights	organize your time
cut down	reduce stress
get some fresh air	skip breakfast
have a balanced diet	take up a hobby
join a gym	take vitamins

Illnesses and remedies

allergy	pill
antiseptic cream	plaster
bruise	sick
cough	sore throat
cough syrup	sprain
cut	stomach ache
dizzy	tablet
earache	temperature
headache	toothache

SPEAKING

Talking about health and giving advice

I've got / I have ...
 It hurts when ...
 I feel ...
 What's the matter?
 What seems to be the problem?
 How did it happen?
 When did it start?
 You ought to / should / shouldn't /
 mustn't / need to ...
 Why don't you ...?
 Have you got ...?

WRITING

A report

A minority / A few ...
 Quite a few / Many ...
 Less than half / More than half of all ...
 Almost all students ...
 The majority ...
 One fifth / A quarter of ...
 20% of ...
 About/Approximately 30% of ...

Conclusions and recommendations

It's clear that ...
 More students should ...

LANGUAGE SUMMARY

UNIT 6

GRAMMAR

Reported statements and questions

Direct	Reported
'We don't go there every week.'	They told us they didn't go there every week.
'I've been to this gallery before.'	He said he had been to that gallery before.
'I bought a new bike yesterday.'	She said she had bought a new bike the previous day .
'I won't invite Paola to my next party.'	He said he wouldn't invite Paola to his next party.
'Are you seeing Alfie tomorrow?'	He asked (me) if I was seeing Alfie the next day .
'What are you doing this evening?'	She asked (us) what we were doing that evening .

Rules

When we report what someone says, we generally move the tense back in time. (Remember that when we report present tense statements that are generally true, we use the present tense.)

Personal pronouns (*I, you, etc.*), possessive adjectives (*my, your, etc.*) and time expressions (*now, today, yesterday, etc.*) usually change.

When we report *yes/no* questions, we put *if* or *whether* before the question. We use the affirmative form of the verb.

When we report *wh-* questions, we put the *wh-* question word before the question. We use the affirmative form of the verb.

Reported commands, advice, offers and suggestions

Commands and advice	
Direct	Reported
'Sit down!'	The teacher told us to sit down .
'You mustn't speak.'	She told us not to speak .
'You should learn a musical instrument.'	He advised me to learn a musical instrument .
'You shouldn't eat sugar.'	She advised me not to eat sugar .

Offers and suggestions

Direct	Reported
'Can I drive you there?'	He offered to drive us there.
'Why don't we go shopping?'	She suggested going shopping.

Rules

We use *tell* and *advise* + object + *to* + infinitive when we report commands and advice.

We use *not* + *to* + infinitive when we report negative commands and advice.

We use *offer* + *to* + infinitive when we report offers.

VOCABULARY

People in the arts

actor	director
artist	musician
choreographer	painter
composer	performer
conductor	playwright
dancer	sculptor

The orchestra

bass drum	piano
bassoon	side drum
brass	strings
cello	timpani
clarinet	trombone
double bass	trumpet
flute	tuba
French horn	tubular bells
gong	viola
harp	violin
oboe	woodwind
organ	xylophone
percussion	

SPEAKING

Talking about art

It makes me feel ... / I particularly like ...

It doesn't mean anything to me.

I don't get it.

It seems/looks (like) ...

It's difficult to say, but I'd guess ...

It probably ... / Maybe it's ...

In my opinion, ... / To my mind, ...

WRITING

A description

The painting/scene shows ...

The main focus of the painting is ...

In the foreground/background ...

At the back of / Behind / In front of the ...

On the right/left of the picture, ...

light/dark/bright/brilliant/solid (colours)

flat/smooth (brushstrokes)

It looks like ...

It might/must be ... because ...

Visual descriptions

The painting shows an outdoor celebration.

The main focus is a group of men and women who are dancing. They're wearing traditional clothes and in the centre there are two women holding up French flags.

LANGUAGE SUMMARY

UNIT 7

GRAMMAR

Present simple passive

Affirmative	Negative
Spanish is spoken in Chile.	Spanish isn't spoken in Brazil.
Questions	Short answers
Is Spanish spoken in Brazil?	Yes, it is . / No, it isn't .
Rules	
We form the present simple passive with the present simple of <i>be</i> + the past participle.	

Past simple passive

Affirmative	Negative
The Moon landing was watched by 600 million people.	The Moon landing wasn't watched by everyone.
Questions	Short answers
Was the Moon landing watched all over the world?	Yes, it was . / No, it wasn't .
Rules	
We form the past simple passive with the past simple of <i>be</i> + the past participle.	

Present perfect passive

Affirmative	Negative
A rocket has been sent to Mars.	Water hasn't been found .
Questions	Short answers
Has water been found on Mars?	Yes, it has . / No, it hasn't .
Rules	
We form the present perfect passive with <i>has / have</i> + <i>been</i> + the past participle of the verb.	

The passive with *will*, *going to* and modal verbs

	Affirmative	Negative	Questions
<i>will</i>	You will be paid at the end of the month.	You won't be paid until the end of the month.	Will we be paid at the end of the month?
<i>be going to</i>	The building's going to be finished soon.	The building isn't going to be finished soon.	Is the building going to be finished soon?
Modal verbs	This recipe can be made quickly .	This recipe can't be made quickly .	Can this recipe be made quickly?
	Seatbelts must be worn .	Seatbelts mustn't be forgotten!	Must seatbelts be worn?
	They might be asked to help.	They might not be asked to help.	Might they be asked to help?

VOCABULARY

Space

asteroid	planet
atmosphere	satellite
galaxy	solar system
moon	star
orbit	universe

Numbers and measurements

billion	millennium
century	millimetre
decade	ton
gram	trillion
light year	

SPEAKING

Teamwork

I think we should ...
 Why don't we ...?
 If we (have a compass), we'll ...
 Do you really think so?
 I'm not sure.
 Surely you agree that ...?
 But don't you think that ...?
 I can see your point.
 That's a good idea.
 Does everyone agree?
 Shall we put ...?

WRITING

A story

One morning/evening/day, ...
 On a sunny morning, ...
 In the winter of ..., ...
 Once upon a time, ...
 then
 next
 after
 soon after
 as soon as
 while
 at the same time
 by then
 Eventually, ...
 In the end, ...
 Finally, ...

Showing contrast

Even though ...
 ... even though ...
 However, ...

LANGUAGE SUMMARY

UNIT 8

GRAMMAR

Relative clauses: defining and non-defining

Defining relative clauses	Sadly, these are skills that are not taught in school . A teacher who is too strict may make students feel anxious. That's the student whose essay you read .
Non-defining relative clauses	Harry, who I told you about , is coming with us. My favourite clothes shop, where I bought this shirt , has closed. Sarah, whose husband works with me , is the one with the glasses.

Rules

We use a defining clause to give essential information. The information defines the person, thing or place we are talking about.

In defining clauses, we use *who* and *that* for people, *which* and *that* for things, *where* for places and *whose* for possession.

We use a non-defining relative clause to give extra information about a person, thing or place. We put it between commas. The sentence still makes sense without it.

We don't use *that* in non-defining clauses.

-ing forms and infinitive

Verb + -ing	Finally, she finished painting the house. I can't stand waiting in the cold. David recommended visiting the old castle.
Verb + to + infinitive	They decided to move to the country. I hope to see some elephants while I'm on safari. We agreed to meet at 1.30.
Verb + -ing / to + infinitive (same meaning)	Beth likes cooking. I prefer eating out / to eat out . We continued talking / to talk . She loves walking / to walk in the countryside.
Verb + -ing / to + infinitive (different meaning)	I found a ticket in my pocket, but I couldn't remember buying it. I must remember to buy tickets for the concert. I saw Margo, so I stopped to talk to her. When the teacher came into the classroom we stopped talking .

Rules

We use verb + *-ing* after certain verbs, e.g. *avoid, finish, imagine, miss*.

We use *to + infinitive* after certain verbs, e.g. *agree, decide, need, plan, promise, would like*.

We can use both verb + *-ing* and *to + infinitive* after certain verbs.

With some verbs, the meaning is the same, e.g. *begin, start, continue, like, love, hate, prefer*.

With other verbs, the meaning is different, e.g. *remember, forget, stop, try*.

VOCABULARY

Abilities

analyse (strengths and weaknesses)	problem solver
be good at	quick thinker
be interested in	resolve conflicts
interact with people	think in patterns
interpret (charts and graphs)	visualize things
	work on your own

Phrasal verbs

check out	make up
find out	pick up
get back	run over
get on	set off
give up	turn on

SPEAKING

Socializing

Hi, my name's ...
Do you know ...?
Did you? / Didn't you?
Can you? / Can't you?
Really?
Oh no!
That's terrible!
That sounds brilliant.
What about you?
When did that happen? / When was that?
Why did you do that?
What was it like?
It was so exciting.
I had such an awful time.

WRITING

An application

I am writing to apply for ...
I have got a lot of experience of ...
I enjoy working in/with ...
I am fit/enthusiastic/outgoing.
I get on well with ...
Last summer/year, I volunteered as a ... / in ...
I worked for ...
I was responsible for ...

Opening and closing an email

Dear Mr/Ms/Mrs ...
I look forward to hearing from you.
Yours sincerely,

LANGUAGE SUMMARY

UNIT 9

GRAMMAR

Modals to speculate about the present and past

	Present	Past
Definitely true	She looks just like Maisie. She must be her sister!	They must have arrived . They left three hours ago!
Possibly true	Your phone's ringing. It may be your parents.	He may have left already
	They're speaking English; they might be American.	She might have come to my house when I was out.
	Let's give the cat some water. It could be thirsty.	She could have gone home. She was tired.
Definitely not true	He can't be hungry. He's just eaten a huge meal.	He can't have used all the coffee. It was a new jar.

Rules

We use *may, might, could, must* and *can't* to speculate about if something is true or not in the present.

We use *must* to say something is definitely true.

We use *may, might* or *could* to say something is possibly true.

We use *can't* to say something is definitely not true.

In the past, we use the same modal verbs (*may, might, could, must* and *can't*), but in this structure:

may/might/could/must/can't + have + past participle.

Remember that when we are sure something is impossible, we use *can't* not *mustn't*.

Subject and object questions

Subject questions

Who ate all the cake? **The children** ate all the cake.

Object questions

Who did you speak to? I spoke to **David**.

Rules

Subject questions ask about the subject of the verb. They don't use auxiliary verbs.

Object questions ask about the object of the verb. They use auxiliary verbs.

Negative questions

Questions	Short answers
Don't you eat meat?	Yes, I do. / No, I don't.
Aren't we going out tonight?	Yes, we are. / No, we aren't.
Couldn't he speak French?	Yes, he could. / No, he couldn't.
Haven't you just eaten?	Yes, I have. / No, I haven't.

Rules

We often ask negative questions to confirm what we think is true.

We use the contracted form of the negative auxiliary verb.

VOCABULARY

Crime (nouns)

burglar	murderer
cybercriminal	pickpocket
detective	thief
judge	victim
mugger	witness

Crime (verbs)

accuse	murder
arrest	punish
commit (a crime)	rob
fine	sentence
investigate	steal

Prefixes

dishonest	irresponsible
disrespectful	unable
illegal	unbelievable
impossible	uncertain
inconsiderate	unemployed

SPEAKING

An interview

Are you sure? Your (friend) said ...
 Didn't you say that ...?
 Tell me again about ...
 What do you mean by ...?
 Can you explain why/what/how, etc.?
 Can I stop you there?
 Just a moment.
 Let me think.
 Could you say that again?
 What was I doing at three o'clock?

WRITING

A news story

angry/concerned/cruel/dishonest/frightened/
 greedy/guilty/heartless/innocent
 complex/dangerous/shocking/suspicious/
 terrifying
 He appeared in court ... / He set up ...
 They stole ... / The judge warned ...
 He was arrested ... / He has been jailed ...

Avoiding repetition

a computer hacker
 the teenager
 a young man

IRREGULAR VERBS LIST

Infinitive		Past simple		Past participle	
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tn/
begin	/br'gɪn/	began	/br'gæn/	begun	/br'gʌn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkən/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
draw	/drɔ:z/	drew	/dru:z/	drawn	/drɔ:n/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvn/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feel	/fi:l/	felt	/felt/	felt	/felt/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:z/	flown	/fləʊn/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtn/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	gone/been	/gɒn, bi:n/
grow	/grəʊ/	grew	/gru:z/	grown	/grəʊn/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
know	/nəʊ/	knew	/nju:z/	known	/nəʊn/
keep	/ki:p/	kept	/kept/	kept	/kept/
leave	/li:v/	left	/left/	left	/left/
lose	/lu:z/	lost	/lɒst/	lost	/lɒst/
meet	/mi:t/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/si:z/	saw	/sɔ:z/	seen	/si:n/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spend	/spend/	spent	/spent/	spent	/spent/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tuk/	taken	/'teɪkən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
throw	/θrəʊ/	threw	/θru:z/	thrown	/θrəʊn/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊkən/
wear	/weə(r)/	wore	/wɔ:(r)/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/

STARTER

S0.1 See SB Page 4, Exercise 2

S0.2 See SB Page 6, Exercise 1

S0.3 See SB Page 7, Exercise 4

S0.4 See SB Page 8, Exercise 1

S0.5 See SB Page 8, Exercise 5

UNIT 1

1.1 See SB Page 9, Exercise 3

1.2 See SB Page 10, Exercise 2

1.3 See SB Page 11, Exercise 7

1.4 See SB Page 12, Exercise 1

1.5 See SB Page 12, Exercise 3

1.6 Page 12, Exercises 4 and 5

P = Presenter, K = Kristen,

B = Benedict

P: Today we're finding out about how our homes reflect the busy lives of the parents, children and teenagers who share them. With me in the studio are Kristen Basan, sociologist, and Benedict Hanley, photographer, who are busy spying on family life.

K: That's true!

P: Can you tell me something about your research?

K: Well, we wanted to study how families use their homes. And we've already studied 20 typical American families.

B: I've collected thousands of hours of video footage and taken thousands of photos, and Kristen has done lots of interviews.

K: Not only that, but the family members have filmed their own homes to make video tours and have commented on what they do in each space.

P: How long have you done this for?

B: We've just completed our third year. In every home, we made a map of the rooms, and we recorded how people move about in all these spaces – indoors and outdoors.

P: Can you tell us about what you've learned?

K: Sure. We've divided our study into themes. The first is possessions. Americans own an extraordinary amount of stuff. Children's bedrooms are crowded with toys and objects ... one family has 250 dolls! And most people keep things

they don't use. Some families have removed their cars from their garages so they can store more possessions.

B: Our second theme is food. Americans store a lot of food – I mean a lot! Refrigerators, freezers, cupboards ... even basements and garages! We wanted to know where in the house the modern family eats. You know that idea we have of the classic American family meal? Well, we've discovered that now they don't often eat together around the table. Instead they eat ready meals on the sofa in the family room or at their desks.

P: I think I'm guilty of that!

B: Theme 3 is leisure. In the past, suburban homes had backyards, or back gardens in British English, and people used them all the time. The weather hasn't changed, but people's lives are different. They still have the pools, spas, barbecues and trampolines, but I'm afraid we haven't seen people spend much time outdoors yet. Children and teens tend to stay indoors. They're in the virtual world. Adults, too!

B: Theme 4 is control centre. In the past, the fireplace was the heart of the home. But in modern homes, the kitchen has become the control centre. The fridge door, with its pictures and magnets, is the family reference point for appointments, lessons and sports practice. Whether the kitchen is big or small, it's where the family spends its time and kids often do their homework!

K: Also, kitchen counters are where people put their possessions when they're on the move – schoolwork, keys, cell phones and chargers ...

B: Our last theme is technology. By the end of each day, each family member has spent hours looking at screens. They've been on their own, but they've also shared pictures, shown things to each other and played games together. So home Wi-Fi and electronics both isolate and unite people. However, TVs remain important, and many families still haven't thrown away their old equipment.

P: That sounds like me again.

K: Don't worry, I'm exactly the same.

B: Me too!

1.7 Page 13, Exercise 5

C = Charlie, M = Mia, L = Layla

Have you ever lived in a house with other friends? Well, mornings can be nightmares.

C: Hey, Mia, have you had your breakfast yet?

M: Sure. I finished it half an hour ago.

C: So why aren't you dressed?

M: Because I haven't had a shower yet. Layla's been in the bathroom since eight o'clock.

C: Wow! She's been in there for 45 minutes!

M: And I've already banged on the door five times.

C: Hang on. I've just heard the bathroom door opening.

Layla comes into the kitchen in tears. Her hair is green!

M: Oh, Layla! What have you done?

L: I bought a new hair dye yesterday, but it's the wrong colour! I can't get it out!

1.8 Page 14, Exercise 4

E = Ella, S = Sam

E: So, what do you think?

S: I'm not sure, Ella. It's difficult.

E: Really? This first one looks so cool. A brand-new city-centre flat.

S: It doesn't mention Wi-Fi ...

E: Everywhere has Wi-Fi! And this place is really modern.

S: Yeah, but what do you think about the landlady? She works from home ... she loves to talk ... I mean, she's always going to be around.

E: I see what you mean. That could be a pain.

S: And have you seen the rent?

E: Wow. That's expensive. OK then, what about the student house?

S: I kind of like that. It sounds fun. It will be good to be with people my own age. It's a lot cheaper, too.

E: I think there's a reason it's cheaper.

S: What do you mean?

E: Well, the bedroom sounds small. And it's downstairs ... that's a bit odd, isn't it? And all those animals. It could be a bit ... smelly.

S: This is tough! What's next? 'Room with a view.' I don't know about this one. I mean, I'd like to be in the city centre, in the middle of everything, but ... this sounds really nice. A cosy cottage! And I love the sea, even cold Irish seas!

E: Yeah, but how would you feel about living with a retired college teacher?

S: Maybe she'd help me with my work!

E: The last one looks fantastic. A big traditional house in a pretty village.

S: A fab bedroom ...

E: Breakfast ...

S: And so cheap! And ... hang on. Have you seen this? There are two kids.

E: So?

S: They're going to be noisy. And go to bed early. I don't know. I'm not keen on that. And the 'Room with a view' is only 25 euros more expensive.

E: So is that your choice?

S: I'm going to send Kate a message!

1.9 See SB Page 15, Exercise 1

1.10 See SB Page 15, Exercise 2

1.11 Page 15, Exercise 3

S = Sam, K = Kate

1

S: Could I use your computer? Mine's got a problem.

K: Of course you can. It's in my study.

2

S: Is it OK if I have dinner in my room?

K: No, I'm afraid eating isn't allowed upstairs.

3

S: Would it be possible to have a party?

K: I'm sorry. It would make too much noise.

4

S: Am I allowed to store things in your basement?

K: No problem. There's plenty of room.

1.12 See SB Page 17, Exercise 2

1.13 Page 17, Exercises 4 and 5

How do Australians actually live in their homes? Well, we've done some special research for this programme, and we've come up with some statistics to give you an idea.

First of all, Australians love technology, and their living rooms are super-connected.

43% have got smart TVs, 18% have got an integrated sound system, while 5% have got a home cinema with projector viewing of all their favourite films. Cool, eh?

Let's get back to the living room.

Australians, of course, have central heating and air conditioning. But they also love the look of open fires and fireplaces. In fact, a third of home owners have one.

Now, if you look down while you're visiting an Australian home, you may see ... floorboards. That's right, 40% of Australian homes have wood underfoot. But in the bedroom, they prefer something more luxurious, and carpets

are very common.

Staying in the bedroom, as I said, Australians like luxury, and a half of all bedrooms have ensuite bathrooms, while 46% have huge walk-in wardrobes. If Australians like their indoor life, their outdoor lifestyles are even more important. And with the Australian climate, they can enjoy it the whole year round.

80% of Australians have got a backyard, 70% have got a front yard. Now 'front yard' and 'backyard' may not sound very glamorous, but for Australians, they are the number one priority of any home. One in five, or 20%, have got a pool for summer relaxation, about a half have got a vegetable garden for lovely fresh veggies, and 75% have got barbecues, or 'barbies', so everyone can enjoy the classic Aussie meal.

UNIT 2

2.1 See SB Page 19, Exercise 2

2.2 See SB Page 20, Exercise 2

2.3 See SB Page 21, Exercise 3

2.4 Page 21, Exercise 4

- This kitchen is a mess!
George has been making pizza!
- You seem upset.
Hugo's been criticizing me again.
- What are you smiling at?
I've been chatting with Lucy. She makes me laugh!
- Jamie and Ryan look really tired.
They've been watching all the Harry Potter films!
- Sophie's clothes are very dirty.
She's been fixing her bike. She changed a wheel.

2.5 Page 21, Exercise 8

S = Simon, A = Aisha

S: And next up on *A Week in Books*, let's find out what Aisha's been reading ... and why she's looking so thoughtful!

A: Thanks, Simon. Well, I've just finished a book called *Friendship in the Digital Age* by the American writer Joss Sims. And when I say 'just', I mean this morning. The book talks about real friends and ... what can I call them ... 'fake' friends, or people who aren't really friends but the 'friends' we have on Facebook, Instagram and other platforms. And it's made me think about what friendship really is. So I've been busy looking at all the friends I have on social media. And I've counted over four hundred. 407 to be precise.

So for the last hour, I've been sitting here in the studio trying to figure out who everybody is. And do you know what? I've realized that I don't know why I'm friends with over half of them. I mean, I've never liked their posts, I'm not interested in what they're eating ... I don't even recognize a lot of the names! One of the things the book said is that we only ever have between three or five real friends at any one time. That came as a bit of a shock. It seemed such a small number! So I've been sitting here in the studio thinking about that, too. And ... I think it's true.

So I've decided to forget about my social media friends for a while and get in touch with my five real friends. And guess what? We can even meet up face to face!

2.6 See SB Page 22, Exercise 1

2.7 Page 22, Exercises 2 and 3

P = Presenter, L = Layla, Al = Alfie, Av = Ava

P: It's Mother's Day today. So, as we all prepare to show our appreciation for our mums, we're out and about in Sheffield talking to people. Times are changing and so are families. Although 76% of UK families consist of Mum, Dad and the kids, over two million families are headed by single parents, and one in three, or just over 30% of us, live in blended families with stepbrothers and sisters, or half-brothers and sisters. Add to this the two million who live in extended families, which include grandparents, and a million who come from mixed-race families, then it's clear that the 'typical' family unit doesn't exist. Anyway, let's ask the people of Sheffield how they're celebrating Mother's Day today, and if they can tell us a little about their mums. Here waiting to talk to us are Layla, Alfie and Ava. First let's hear from Layla. Hi Layla.

L: Hi! Well, I'm working today, but I've texted Mum already and sent her a card. She's from Nigeria, Africa, so my brother Gabriel and I are mixed race, as my dad is white - from Scotland. My parents met after Mum had come here to the UK to teach Economics at Sheffield University. I really admire my mum. She has high expectations and wants us to do well in our studies, but we have a lot of fun, too! I have lots of family in

Nigeria – you know, cousins, aunts and uncles ... we stayed with my great-grandmother when we went to Nigeria. She's awesome!

P: Thanks, Layla. Now over to Alfie. Hi Alfie.

Al: Hi. Yeah, I'm off to have lunch with everyone now. My mum! I love being with her – she always looks on the bright side of life. And her life hasn't been easy. Dad died when I was a baby. Then, a few years ago, she married my stepfather. So I live in what they call a blended family! There's Mum, my lovely stepfather, and then there's my stepsister Rosie, who is the same age as me, and my half-brother, Leo, who is only two. We all get on really well. OK, occasionally we have a fight, but then we're family, aren't we?

P: Thanks, Alfie. Now let's hear from Ava. Hi Ava!

Av: Hi! Today we're celebrating Mum and my nan! She's my grandmother – my Mum's mum. That's because we all live together in the same house. Nan used to own her own house, but after it got too big for her, she came to live with us. I share my secrets with Nan, she's a good listener. It's crowded at home, what with my two brothers, a new baby sister, my mum, my dad and Nan. Oh, and we mustn't forget the two cats, Cleo and Archie. My eldest brother, Kevin, is adopted, actually – my mum had adopted him as an orphan from China before I was born. We're all one big crazy family.

2.8 Page 23, Exercise 4

L = Lily

L: The day I met my new sister OK, Maria isn't exactly my sister. She's my stepsister. By the time I was three, my parents had separated and a few months later, my father started a new life in Canada. After that, my parents gradually lost touch. I hadn't known about my stepsister until she sent me a message on social media. It came as a complete surprise. Maria had found me after twenty years! Maria had already made plans to come to Europe, so we decided to meet up. That day was nearly a disaster. We arranged to meet on the steps of the British Museum. However, when I got there, I wasn't able to check her photo because I'd left my phone at home! Doh! Fortunately, Maria was better

prepared! She walked right up to me and said hello.

It was all a bit awkward at first. But we soon discovered that we had lots of things in common. There was one big difference though. Maria's much better organized than me!

2.9 Page 24, Exercise 3

1

N = Nick, T = Taxi Driver

N: How much is that?

T: £22.50 plus £2.50 for the luggage.

N: Erm ... Here's £25. Can I have a receipt?

T: Sure.

2

R = Ruby, H = Helena

R: I don't want to go.

H: You have to go, Ruby.

R: But I don't want to be trapped with a load of little kids all afternoon. And anyway, Poppy hasn't even invited me.

H: Yes, she has.

R: No, she hasn't. The invitation just says 'Helena, Nick and family'. She doesn't even know my name.

3

H = Helena, N = Nick

H: Oh, no!

N: What?

H: We're nearly out of coffee. Can you add it to the list?

N: Where is it?

H: On the fridge.

N: OK.

4

L = Leo, C = Christine

L: Hello?

C: Hi Leo, is your mother there?

L: Hi. Is that you, Auntie Christine?

C: Yes, it's me. Is she there?

L: No, I'm sorry. I think she's still at work.

C: Well, can you ask her to call me? I've called a couple of times. Can you tell her it's important? I need to borrow her laptop as my computer's broken.

L: OK. But you can call her on her mobile.

C: She never answers. Please just make sure she gets my message.

L: I will. Don't worry. Bye.

C: Bye.

5

H = Helena, R = Ruby, L = Leo

H: It's getting late.

R: Uh-huh.

H: Have you tidied your rooms yet?

R: No, not yet. I'll do it in a minute.

H: What about you, Leo?

L: What? Oh. All right. Just a minute.

H: You also have to vacuum the house today, Leo. It's Sunday.

L: Yes, Mum.

2.10 Page 24, Exercise 5

1

L = Leo, S = Steve

L: Hello?

S: Oh, hi, can I speak to your dad, please?

L: I'm sorry, he's out at the moment.

S: Can you give him a message?

L: Sure. Let me get a pen ... OK.

S: Can you tell him Steve the mechanic called? I've got the part we need to repair his car engine. It cost £64.

L: 64 ...

S: That's right. So, if he brings the car to me first thing Saturday morning, I can do it by Saturday afternoon.

L: Saturday afternoon ... and that was Steve ...

S: The mechanic. Yeah.

L: OK, I've got it.

S: Thanks! Bye.

2

R = Ruby, C = Christine

R: Hello?

C: Hi Ruby, are your parents in?

R: Oh, hi, Auntie Christine. I'm afraid they're both out. I think they're shopping or something.

C: Well, please tell Helena that she mustn't open any messages from me.

R: Messages?

C: That's right, emails. My computer's got some sort of virus, I think. Everyone in my email contacts has been receiving messages from me, but they aren't really from me. So she mustn't open them.

R: OK, I'll let her know.

C: And ask her to call me, OK?

R: OK, I'll do that.

C: Thanks, bye, Ruby.

R: Bye, Auntie Christine.

3

L = Leo, A = Adrian

L: Hello?

A: Hi, I'm Adrian from Delta Connect and I'm calling today to offer you a fantastic opportunity to save money on your mobile phone contract. Who do you currently have a mobile contract with?

L: Erm ... look, my parents are out at the moment.

A: Do you know when they'll be back?

L: After six, I think.

A: Well, I'll call back tomorrow at nine in the morning. Can you tell them I called?

L: Erm, OK. So your name was ...

- A:** Adrian, from Delta Connect.
L: And you want to talk about ...
A: Saving money on your mobile phone contract.
L: OK.
A: Well, thank you for now and have a good evening.
L: Thanks, you too.

2.11 See SB Page 25, Exercise 1

2.12 See SB Page 25, Exercise 2

2.13 Page 25, Exercise 3

**H = Helena, N = Nick, R = Ruby,
 L = Leo**

- 1**
H: Have you fixed an appointment at the dentist's yet?
N: No, not yet, but actually my tooth feels all right now.
2
N: Don't forget you have to get up early in the morning.
R: Why, what time is it? Oh, I see what you mean.

- 3**
N: Why haven't you cleared up the dinner things?
R: Because it's not my turn. It's Leo's.

- 4**
H: I told you to take out the rubbish.
L: I know. And I've already done it.

2.14 See SB Page 27, Exercise 3

UNIT 3

3.1 Page 29, Exercise 3

- 1** Artificial intelligence, or AI, is the ability of a machine to think and learn.
- 2** A sensor is a device that measures changes in heat, light, etc.
- 3** With the new software on my laptop, I can create and edit animated videos.
- 4** A bot performs simple, repeated actions on the internet.
- 5** A 3D printer is a machine that creates physical objects.
- 6** An implant is an object or device put into the body.
- 7** Machine learning allows AI systems to learn by themselves.
- 8** Virtual reality is an artificial environment, making you feel like you are somewhere else.

3.2 See SB Page 30, Exercise 2

3.3 See SB Page 31, Exercise 4

3.4 Page 31, Exercise 5

S = Spike, C = Captain

- S:** Captain, we're going to hit that planet.
C: Don't worry, Spike. I think we'll probably miss it.

- S:** No, sir! We're definitely going to crash!
C: I'm sure we'll fly past it. Oh no, Spike. You were right.
S: We'll possibly meet aliens on this planet, Captain.
C: Don't be silly, Spike! We won't find any little green men here.
S: But we'll definitely discover aliens one day, Captain. It's inevitable.
C: Nonsense, Spike. Wait! Can you see that green thing? Oh, no! It's going to attack us!

3.5 Page 32, Exercise 2

J = James

- J:** Hello, I'm James Anderson, and welcome to *Robotics Live!*, the sixth annual international robotics conference here in Montreal, Canada! This is where we can see all the latest thinking about robotics and machine learning. And this weekend, we'll discover what tomorrow's world will be like! There's a lot of excitement in the conference hall here this Friday afternoon. The conference starts at six o'clock this evening with a special opening celebration. The first talks begin at nine o'clock tomorrow morning. I'm sure we'll have a great time. And by the time *Robotics Live!* finishes on Sunday evening, our heads will be buzzing with new ideas!

3.6 Page 32, Exercises 3 and 4

**J = James, S = Sabine, E = Elda,
 B = Bruno**

- J:** OK, so I'm at the stand of a company called Atta. They've got a classic robot with legs and arms and a human face. Just like in films. But the similarities don't end there. Let's find out more. I'm here with Sabine Meyer and Bruno Sousa who are going to tell us about what they have been developing.
S: We're teaching a robot to perform highly skilled tasks, the sort that only humans can do at the moment. This is a huge challenge. Humans watch, listen and learn, eventually doing tasks without thinking. We can multitask, too. Take cooking, for example. When we prepare food, we have to follow a series of timed stages, and do complex activities like cutting food and controlling the heat to cook the dish. It's harder than it looks, isn't it?
J: It sure is.
S: So, allow us to introduce you to our chef robot, Elda. Using sensors, Elda

can see and hear you and respond to the world around him. And he can process this information and learn from it.

- E:** Hi. How are you today?
J: I'm very well, thanks.
E: Are you hungry? Can I make you a sandwich?
J: Yes, please. Cheese and tomato?
E: Here you are. Enjoy!
J: Thanks. Mmm! Delicious. I'm impressed. And this is incredible. I've just seen Elda cut up the tomatoes and cheese, lay it on the bread and make the sandwich – at the same speed as a human. In fact, a lot faster!
B: He's able to see because we've programmed software to work like human eyes. We didn't give him specific cooking software. Elda can learn any skill. By watching videos of people preparing food, he's learned to perform similar actions. And get this. The different parts of the robotic brain network connect in a similar way to a human brain. And Elda can learn from experience, too!
J: So what's the future of all this?
S: Thinking robots will be working in our restaurants as chefs. They'll be piloting our planes. They'll be working in factories and shops. The future is robotic!
E: I agree.
3.7 Page 32, Exercise 5
J = James, K = Katherine
J: Oh, look at this. What can I see here? Katherine, what are you working on here?
K: We've been researching and developing this little creature for the last three years. It's a robot bee. And it's probably the most important invention here today.
J: Wow! So why is your robot bee so important?
K: Well, we're facing an ecological disaster, the biggest crisis facing humanity today.
J: The climate crisis? What has that got to do with bees?
K: Bees are in danger of extinction due to climate change and the use of chemicals and pesticides in agriculture. And that would be devastating.
J: What do bees do that's so important?
K: Bees pollinate plants, and only plants and trees that are pollinated can produce fruit and vegetables.

So, without bees, we'll be living in a world with very little food.

- J:** That's serious. So, how do you operate your robot bees?
K: We don't. We program them to be completely independent. They're drones, but they interact like real insects. We have to make them smaller, but we hope robot bees will be flying around and working hard in two years from today.
J: Fantastic. And you're giving a talk about robot bees, aren't you? When is it?
K: Yes, it's tomorrow at 3 p.m.
J: Well, good luck.
K: Thank you.

3.8 Page 33, Exercise 2

A = Alicia, D = Danny

- A:** Can we go through tomorrow's schedule, Danny? You have a very busy day.
D: Am I meeting anybody tomorrow?
A: Yes, you are. In fact, it's a breakfast meeting. You're discussing your fee with the executive producer of the film at 7 a.m.
D: That guy's horrible!
A: After that, you have a gym session with your personal trainer from 10 a.m. to 12 p.m.
D: Two hours? Why so long?
A: You're doing body combat, martial arts and high-energy workouts. After lunch, there's a series of TV interviews until 6 p.m. Then you head off to the airport. Your plane takes off at 9 p.m.
D: So there's time for dinner?
A: I'm afraid not. And according to your contract, you're travelling economy.
D: What! At least I can watch some films on the flight.
A: Yes, but I suggest you sleep on the plane. Filming begins at 9 a.m. the next day.

3.9 Page 34, Exercise 5

L = Lucia, Z = Zoe

- L:** OK, let's take a look at these privacy preferences. 'Let your apps request your location.' Er, no.
Z: No? But isn't that useful? I mean, you can get information on local restaurants and stuff like, erm, the local weather ...
L: If I want to know the weather, I can look out the window!
Z: That's true! But what if you want to find out how to get somewhere?
L: I can do all of that on my phone. I don't need it on my laptop, too.

- Z:** OK. So what about your browsing data?
L: No way. It's like having someone behind you all the time, looking over your shoulder.
Z: I agree. I don't know why they want to have that information.
L: So, I'm going to click this one. 'Delete browsing data when you turn off your laptop.'
Z: So, the next one ...
L: 'Automatically connect to hotspots.' Yeah, I'll have that. You always need free Wi-Fi.
Z: Well, yeah, but there's no security when you use hotspots. That's what I've heard, anyway.
L: Yeah, but I only use hotspots when I'm doing some research or something. And I never give any personal information, so I reckon that's all right.
Z: So what's the last one?
L: They want access to my contacts. I don't know.
Z: Me neither. Why do they want your contacts?
L: No idea. So I'm going to say no. Better safe than sorry!

3.10 Page 35, Exercise 1

M = Mrs Clark, R = Ryan, A = Aimee

- M:** I think this is the phone I want.
R: Why's that, Gran?
M: I like the colour. So what do I do now?
R: You'll need to get a contract and, well, learn how to use the phone.
M: Ryan, it may not look like it, but I know how to use a phone.
R: Yeah, Gran, but you could only make phone calls on your old one. This is a smartphone. It can do loads of things.
M: Well, I only need to call your mum and dad.
R: But with a smartphone, you can take photos, you can send messages, go on the internet, listen to music, watch films ...
M: Why do I want to watch films on a phone? I've got a perfectly good TV at home.
R: Oh look, Gran, the shop assistant is available.
A: Hi. I'm Aimee. How can I help you today?
M: Hello. I'm interested in a new phone contract. And I'd like this phone.
A: That's a nice model. And I love the colour. So, if you just follow me over to the desk, I can set up the contract for you.
M: See, Ryan? She likes the colour, too.
R: Yes, Gran.

3.11 See SB Page 35, Exercise 2

3.12 See SB Page 35, Exercise 3

3.13 Page 35, Exercise 4

M = Mrs Clark, A = Aimee

- M:** Can you tell me how to take a photo?
A: You have to tap the camera icon. Then you hold the screen up like this. Is that clear? Press this icon to change the size of the picture. When you're happy with the image, press the big white button under the word 'photo'. Does that make sense?
M: Erm ... sort of. Except that bit about changing the size of the picture. Could you show me that again?
A: Yes, of course.

3.14 See SB Page 37, Exercise 2

3.15 Page 37, Exercise 6

P = Presenter, C = Connor, M = Margaret, H = Harry, D = Danielle

- P:** We asked some people about their experience of neighbourhood sharing schemes. First, we talked to Connor.
C: So I got involved in a sharing scheme last year. And it was great. I wanted to have some guitar lessons, you know, just to get started. And there was a guy who lived just around the corner called Carlos – he used to be in a band. It was cool. I learned pretty quickly and, erm, I did some gardening for Carlos in return, so that was good, yeah.
P: Then we spoke to Margaret.
M: I'm in my seventies now, and I realized I simply had too many things in my house – you know, things I've collected through the years. I didn't want to throw them away, but then my daughter told me about a local sharing project. And I gave away lots of old clothes and odd bits of furniture, and it was lovely! I met lots of people who came to collect the stuff they wanted. I even met an old school friend!
P: This is Harry.
H: I was having a party last summer and I needed a barbecue and a big garden tent – so I tried this local sharing scheme. And, erm, I didn't find a tent, but I borrowed a barbecue, which was a disappointment, actually. I think there was something wrong with it and we gave up in the end. But if you don't have much money, a sharing scheme is a good idea. It just isn't always going to be perfect.
P: Lastly, we talked to Danielle.

D: Oh, it was really good! I was doing a project at art college – it was a film project – and I wanted to watch old films, the sort of stuff that you just can't find online. And I found these amazing DVDs that people didn't want any more. They were fantastically useful. And in return I gave some books, novels and stuff I don't want to read any more. So I'd really recommend the sharing scheme.

UNIT 4

4.1 See SB Page 39, Exercise 3

4.2 See SB Page 40, Exercise 3

4.3 Page 41, Exercise 3

B1 = Boy 1, G1 = Girl 1, B2 = Boy 2, G2 = Girl 2, B3 = Boy 3, G3 = Girl 3

B1: Wake up to climate change!

There are over 10,000 students demonstrating here today. This is what they have been saying.

G1: If global temperatures increase 4°C, sea levels will rise by up to two metres.

B2: We'll have a huge problem with migration unless we take responsibility for the climate.

G2: When we see Antarctica without any ice, it will be too late.

B3: We won't have a future if we allow this to happen.

G3: Unless we stop climate change, New York and Rio de Janeiro will sink underwater.

4.4 See SB Page 42, Exercise 1

4.5 Page 42, Exercise 4

A = Alex, E = Emilie

A: Hi there. I'm Alex Nolan and this week, I want you to think about water. Why? Because Earth's water is under threat. And the reason for that is us. We humans are having a devastating impact on our great oceans and seas. So in this podcast, we're going to look at what's happening, why it's happening, and what we can do about it. With me I have a marine biologist, professor Emilie Labèque.

E: Hello, it's nice to be here.

A: OK, Emilie, how about we start with some facts? Water facts. Water, saltwater, covers 70% of the world's surface. But only around 13% of that water isn't affected by human activity.

E: That's absolutely right. And I've studied some of those untouched areas in the Pacific Ocean and the South Pole. They aren't affected

at all by human activity, and as a consequence they're full of sea life. But unfortunately, humans have had a terrible impact on the sea environment.

A: So what kind of human activity has such a negative impact on our seas and oceans?

E: There are four main causes: fishing; pollution; climate change; and plastic waste.

A: Let's take a closer look at some of those issues.

4.6 Page 42, Exercises 5 and 6

A = Alex, E = Emilie

E: First of all, climate change. We see its impact everywhere. But here are two examples. The Arctic ice sheet, the ice covering the sea, is melting. It's getting smaller, and melting at a rate of 9% per year.

A: Wow, that's fast!

E: The melting of the Arctic ice sheet causes sea levels to rise. Islands will disappear, and the sea will flood coasts and major cities all over the world.

A: That's awful. What other damage is climate change doing?

E: Climate change is killing our coral reefs, too. Coral reefs are one of the most beautiful things on our planet. And they are living organisms! Even as a marine biologist, I find this amazing.

A: You did some research on the Great Barrier Reef in Australia, didn't you?

E: Yes, I did. It's terrible to see the reefs change from a colourful living collection of creatures to a dead white thing.

A: What is causing the coral reefs to die?

E: Well, it's because the oceans are getting warmer. And carbon dioxide from fossil fuels is making the water acidic.

A: And then, of course, there's plastic.

E: Yes, that's a huge problem. We dump the equivalent of a large rubbish truck of plastic into the ocean every minute of every day. Plastic doesn't disappear. It just breaks up into smaller and smaller bits, tiny particles we call microplastics, polluting our oceans. 90% of sea birds are eating microplastics every day. And when we eat fish, we're eating microplastics, too.

A: OK, we've talked about saltwater ... what about freshwater lakes and seas? Is the same thing happening there?

E: Well, the Aral Sea in central Asia is a freshwater sea. Or at least it was freshwater once! If you had seen it 40 years ago, it would have covered 60,000 square kilometres. Today, only 10% of the sea is left. And the water that remains is nearly dead. What caused it? Farmers using the water for agriculture. Climate change. Chemical pollution. It's an ecological disaster.

A: Are there any good news stories? I'd love to hear some!

E: Yes, there are! Of course, if we had acted years ago, we wouldn't have got into this situation. But we are doing things, no matter how late in the day. We are fixing limits on fishing. We have Ocean Clean-Up campaigns. Not only that, scientists have also developed edible packaging, packaging that sea life can actually eat safely.

A: Emilie, thanks very much for coming in today. We have a responsibility to care for our planet for future generations. And you've given us all a lot to think about.

E: Thank you, Alex.

4.7 See SB Page 43, Exercise 4

4.8 Page 44, Exercises 3 and 4

C = Charlie, L = Lina

C: We've got some very special events coming up in Oakshot this weekend. Here's Lina to tell us more.

L: Thank you, Charlie. And that's right, it's the second Big Green Weekend in Oakshot, with lots of environmentally-friendly events all over town. The first event is The Art of Recycling and it's open to people of all ages. If you're interested in creating artworks from recycled objects, just go along to Oakshot School. The event runs from 10 a.m. on Saturday to 5 p.m. on Sunday and it costs just £5.

C: I went there last year and it was fabulous. What's next, Lina?

L: There's Tree Planting, of course, on Sunday. That's at Oakshot Park, and the digging starts at 11 a.m. Last year, they planted 150 young trees as the first stage of creating a forest. This year, they're aiming to plant over 200.

C: Sounds great!

L: But if all that physical activity is too much for you, here's an easier one. Bird Watch. It involves looking out of the window and counting birds! All you have to do is count every bird you see for a 15-minute period

on Saturday, then do the same on Sunday, and text the numbers to Bird Watch.

- C:** That sounds easy!
L: OK then, here's a tougher one, which involves cycling. It's the Urban Bat Survey.
C: That sounds interesting.
L: Yeah, it says here you go out in the evening on your bike. The Urban Bat Survey team supply you with tracking devices, a GPS and a bat detector.
C: Very Batman and Robin!
L: And you cycle around in the dark looking for bats. It could be magical! Unfortunately, we don't actually have the information here about when or where it starts, so you'll have to find that out yourselves. Look online or give them a call!
C: The times and locations of all the events, including ones we haven't mentioned, are online. Just go to 'OK Radio, Green Weekend' and follow the links.

4.9 Page 44, Exercise 5

J = Joe, A = Ava

- J:** Urban Bat Survey, Joe speaking. How can I help you?
A: Oh, hello. I heard about the ... the bat survey you're doing this weekend and you're looking for volunteers.
J: That's right.
A: Well, my name's Ava.
J: Hi, Ava. Are you interested in getting involved?
A: Yes, it sounds fun.
J: It is fun. So what would you like to know?
A: Well, I just wanted to check the main things, really, like ... well, where does it start?
J: We're meeting up at the train station.
A: Yeah ...
J: At 8 p.m.
A: OK. Do I need to bring anything?
J: Well, the most important thing is your bike. And a helmet, of course. And you must make sure that your lights are working well.
A: Sure.
J: And we'll supply you with all the technology – a bat detector and a GPS.
A: How long does the survey take?
J: Well, the route is 12 kilometres, and it usually takes us about three hours to complete.
A: Great.
J: Well, we hope to see you there.
A: Me too. Thanks very much. Bye.

J: Bye, Ava.

4.10 See SB Page 45, Exercise 1

4.11 See SB Page 45, Exercise 2

4.12 Page 45, Exercise 3

J = Jamie, O = Olivia

- J:** You have to agree that climate change is a huge problem.
O: That may be true, but there are loads of other big problems, too.
J: Of course there are. But I believe that global warming is the biggest problem that we all face. So, come on the march. It's a way to make our feelings clear.
O: I doubt that one more person will make any difference.
J: If all the people who think like you went, there would be lots more, not just one. Anyway, I'm convinced that we have to do it. There's nothing to lose and everything to gain!

4.13 See SB Page 47, Exercise 3

4.14 Page 47, Exercise 6

Hello and welcome to our latest podcast about eco-cities. Today I want to tell you a little about my hometown of San Francisco in California, which is known as the greenest city in North America, something we inhabitants are very proud of! So, what makes San Francisco sustainable? Well, here are four ways that this eco-city lives up to the name. Firstly, food! San Franciscans buy healthy, local organic food at farmers' markets all around the city. In other words, food grown on local farms rather than produce imported from far away. Many restaurants only prepare food that's in season and – this may come as a bit of a surprise – some food is grown in the city itself. Next, did you know that San Francisco was the first US city to ban plastic bags and bottles? That's right – it's plastic-free, with no more single-use water bottles since 2007. Can you believe it? Anyway, we don't need bottled water, our tap water is completely drinkable. The city is aiming for zero waste – and that's pretty much happening already, by the way. All over the city there are containers for recycling and composting, so zero waste seems completely doable. Speaking of water, California regularly suffers from droughts. But here in San Francisco, we've managed to improve water conservation dramatically. The city uses less water than any other place in the state. Citizens in San Francisco consume half of the water that people do in the rest of the US. Cool, huh? Finally, let's talk about nature and the

beautiful outdoors – with miles of trails for hiking, fabulous parks and plenty of conservation programmes for nature lovers. You can walk along the beautiful Ocean Trail, hop on a ferry to Angel Island, or go to Golden Gate Park and you imagine that the city doesn't even exist! Believe me, San Francisco is a truly dedicated eco-city!

UNIT 5

5.1 See SB Page 49, Exercise 3

5.2 See SB Page 50, Exercise 2

5.3 Page 51, Exercise 3

It's horrible when you can't sleep. I know that from my own experience. But you mustn't despair. Just follow these simple rules. First of all, you shouldn't study late at night. It will just make you more stressed. Remember, your mind needs to relax before you go to sleep. You ought to do some exercise, but not too close to bedtime. You don't have to do a lot – half an hour is enough. This will help de-stress you. One last thing – and perhaps the most important. You mustn't take your phone or tablet with you to bed! Sweet dreams!

5.4 See SB Page 52, Exercise 2

5.5 See SB Page 52, Exercise 3

5.6 Page 52, Exercise 5

D = Daniel

- D:** OK, next up on Health Matters, a very common illness with a surprising number of cures! Now, if you cut your finger, you can put on some antiseptic cream and then stick on a plaster. If you have a stomach ache, you can take some tablets to ease the pain. And if you sprain your ankle, then you'll probably wear a bandage. But what can we do when we have a cold? Sure, you can take a pill and have a hot lemon drink, but you'll probably still feel bad, and a cold can last for days. That's one reason why, all around the world, people have invented their own remedies. So we asked listeners all around the world – what is the cure for the common cold?

5.7 Page 52, Exercises 6 and 7

Y = Yu Yan, V = Valentin, A = Angela, G = George, H = Haruki, Z = Zahra, L = Lee

- Y:** My name's Yu Yan. And here in China, people burn the dry leaves of a plant called *ai ye* as a cure for

the common cold. We believe that the smoke from this plant has an antiseptic effect, which means that it stops the cold germs from spreading and so prevents infection.

V: Hi, my name's Valentin, and a cure that comes from Russia and Ukraine is a hot drink that we call *gogol mogul*. It's made with an egg yolk, some honey or sugar, and hot milk. I don't really know why it works. Maybe the egg makes your throat feel less sore, and maybe the milk makes you feel sleepy. It always works for me!

A: It's Angela here. My grandparents are from Ghana in West Africa, and a cold cure they used, especially for us children, was to put half an onion on both sides of the bed during the night. The theory is that the onion absorbs, you know, takes in the germs in the room and makes the air purer.

G: My name's George, and an old English cold cure was, well, you put some chicken fat on your throat and then you tied dirty socks around your neck! I suppose it makes you hot so you sweat a lot, and that normally does you good. But what a strange idea!

H: Hey, I'm Haruki, I'm Japanese, and one of our traditional cold cures is pickled plums. That's plums in vinegar with added spices. Anyway, we think pickled plums have antiseptic qualities so that must be the reason!

Z: My name's Zahra and my parents are from Iran. Now to combat the common cold, they used to make us eat mashed turnips. Turnips are white root vegetables, like carrots, and they are full of vitamins. So they're really good for you!

L: I'm Lee, I'm from Hong Kong, and a traditional remedy we have for the common cold is a very special soup. It's lizard soup. It's as horrible as it sounds, and I have no idea if it works. My gran tried to give it to me once and I just screamed 'No'!

5.8 See SB Page 53, Exercise 3

5.9 Page 54, Exercises 6 and 7

1

M = Mother, D = Daughter,

P = Presenter

M: Oh, you poor thing. Isn't your cough any better?

D: No, Mum.

M: Well, this will make it better.

D: What is it?

M: A spoonful of cough syrup!

D: Yuck! No!

P: Medicine doesn't have to taste horrible. Welby's Cough Syrup has a taste your kids will love.

M: Just try this ... Now, how was that?

D: Actually, it wasn't that bad. Thanks, Mum!

P: Welby's Cough Syrup. The tasty way to take away that cough.

2

P = Presenter

P: There's a new cold virus this winter. It's rough. It's tough. And it's coming your way. But there's no need to worry ... because the battle is on. Boxers Cold Cure battles all the symptoms of colds and flu ... fast! And the winner is ... Boxers Cold Cure!

3

P = Presenter

P: Tired? Sleepy? Got no energy? Then your body needs a boost. Marvel's Multivitamins – they're new, they're natural, they're maximum strength. Marvel's Multivitamins – providing 100% or more of 25 of your daily vitamin needs, including all-important B, C and E vitamins.

4

K = Kiri, M = Mario

K: Good morning, Mario. How do you feel today?

M: Uh! Not good.

K: What's the matter?

M: I've got a blocked nose. And my eyes are sore. And my throat ... I get it this time every year.

K: I'm sorry, Mario. What medication are you taking?

M: Nothing. Nothing seems to work.

K: Times have changed, Mario! Try Apex Anti-Allergy Pills. Apex Anti-Allergy Pills are guaranteed to relieve all symptoms of allergies.

M: Can you get some for me, Kiri?

K: Give me one minute, Mario. Apex Anti-Allergy Pills. They're something to sing about.

5.10 See SB Page 55, Exercises 1 and 2

5.11 See SB Page 55, Exercise 3

5.12 Page 55, Exercise 4

P = Patient, D = Doctor

1

P: I feel a bit dizzy, doctor.

D: Well, you mustn't drive. Take a taxi home.

2

P: I feel exhausted because I've been revising hard for an exam.

D: We're often tired when we don't exercise. Why don't you try doing some at home?

3

D: When did the problem start?

P: It was on Sunday morning when I was running.

4

P: It hurts here and all down my neck and shoulders.

D: OK, I think you ought to go for an X-ray.

5

D: Can you lift your arm?

P: I'll try, doctor. Ouch! That's as high as I can go.

5.13 See SB Page 57, Exercise 2

5.14 See SB Page 57, Exercise 3

5.15 Page 57, Exercises 6 and 7

N = Nina, C = Clover, D = Darius,

A = Anya

1 Nina van Heer

N: I live in the Netherlands, which I know is a pretty rich country, so, erm, you could say that if we don't have many material problems, we're more likely to be happy. But I think education has a lot to do with it. The school system here is really flexible, and you're encouraged to be independent. I think freedom to be independent and in control of your life gives you a reason to feel happy – especially at school.

2 Clover Sanderson

C: I don't have Facebook or anything. I hate sitting in front of a screen. I grew up in the countryside and I love being outdoors and being physically active. I'm involved in environmental groups at college and we protect local wildlife and parks and things like that. So what makes me happy? Travelling, and my favourite thing in the world is, like, going on a hike and watching the sunrise.

3 Darius Elba

D: I love the experience of seeing bands live and browsing around old record and CD shops. When I get a new album, I want something to hold in my hands, not just tracks stored on my phone, you know? It makes me happy to buy a record or CD I've been looking for in a way that, well, you know ... scrolling through a website just isn't the same!

4 Anya Gomez

A: Social media is the support system for my generation and it's amazing. We connect and share

our feelings and ideas online. And we sign petitions for things we feel passionate about to make our voices heard. It's also a space to be creative and get noticed. It's often criticized as harmful and isolating, but I love being able to connect with people all over the world.

UNIT 6

6.1 See SB Page 59, Exercise 2

6.2 See SB Page 60, Exercise 2

6.3 Page 61, Exercise 2

**M = Man, W = Woman, G = Girl,
B = Boy**

M: This piece makes me think of my childhood in London.

W: He said the piece made him think of his childhood in London.

1

W: I'm going to remember this piece when I'm trying to sleep tonight!

M: She said she was going to remember that piece when she was trying to sleep that night.

2

G: I've never seen anything like it in my life.

M: She said she'd never seen anything like it in her life.

3

B: I think that the artist is here today.

W: He said he thought that the artist was there that day.

4

W, M: We saw this picture at the exhibition last year. It's one of our favourite works of art.

G: They said they had seen that picture at the exhibition the year before. It was one of their favourite works of art.

6.4 See SB Page 61, Exercise 5

6.5 See SB Page 62, Exercise 2

6.6 Page 62, Exercise 3

P = Presenter, W = Woman

Part 1

P: Welcome to this edition of the podcast *Change the planet*, where we look at good news stories around the world.

W: Imagine living in a town built next to a landfill – the smell, the pollution, the lack of clean water. Well, Cateura in Paraguay is just like that. 2,500 families work daily on the nearby landfill, searching for materials to recycle or sell. No one is going to get rich. It's dangerous work, there isn't much hope for the future, and young people often get into trouble.

But amazingly, it has produced a world-famous youth orchestra performing classical music. The orchestra was the innovative idea of some enthusiastic musicians. But how could they possibly afford musical instruments, which are so expensive? Could they make them out of rubbish from the landfill?

Part 2

W: A local carpenter offered to make instruments from recycled materials. To build string instruments, they used paint cans, shoes and cooking utensils; they made woodwind instruments from pipes, keys and bottle caps, and brass instruments out of old metal, pipes and coins. Giant oil containers and old X-ray film were used to make drums. The team created incredible instruments which sounded surprisingly beautiful. Joining the orchestra wasn't popular at first. Wasn't classical music boring, old-fashioned and just ... hard work? But local children started to see they would learn useful skills, look cool, and even travel. And when parents saw the results, they suggested their children join because it would keep them safe. Now it has over 70 musicians. Cynthia said she joined because it looked fun and she wanted to visit other countries. Mara said that music had changed her life.

Part 3

W: Since a film called *Landfill Harmonic* reached a global audience on the internet, the young musicians have travelled the world, performing in the USA, Mexico, Peru, the Middle East, the UK and Italy. They have even played with the heavy metal band, Metallica! Playing in the orchestra transforms lives and futures. Some of the musicians have gone on to university and got degrees. Everyone is motivated to get involved with their community to improve local lives. In Cateura, life is already getting better; education, health and housing are improving. So when the world sends Cateura rubbish, they send back music.

6.7 Page 63, Exercise 4

**A = Alex, I = Imogen, C = Cristina,
J = Jamie, L = Lara**

A: Stop using my phone all the time, Nora.

1

I: Can I carry one of your bags, Mia?

2

C: Why don't you practise more, Harry?

3

J: Ron, why don't we see a film?

4

L: Tom! Get out of the way!

6.8 Page 64, Exercises 4 and 5

M = Max

M: Max Clark here with *Art Attack!*, my weekly podcast on the arts. And this week, stop what you're doing, listen to me for a couple of minutes, and then go straight down to the Vortex Gallery to catch an absolutely amazing exhibition. *Everyday Magic* is the name given to this collection of around 50 drawings and watercolours by the Swiss artist Paul Klee. And these works definitely are magical! They're just a tiny selection of the artistic magic Klee practised every day – in fact, he was such an amazingly productive artist that he created nearly 10,000 works in his lifetime. With Pablo Picasso, Klee was one of the most influential artists of the twentieth century, though you probably don't know as much about him. Paul was born in Switzerland in 1879, the son of musical parents – his father taught music, while his mother was a singer. Paul was a talented musician, too. He started playing the violin when he was only seven. And although he chose art as his way of life, he used to play the violin every day before he started painting. In his early career, he concentrated on drawing, but a trip to Tunisia in north Africa changed everything. From that moment, he fell in love with colour and his style changed. His other big inspiration came not from sophisticated artists like Michelangelo or Leonardo da Vinci, but the simplicity and freedom of children's drawings. So when you look at Klee's works, three things hit you: his brilliant use of colour, the childlike simplicity of his drawing, and his great sense of humour. Klee was a great teacher of art too, and a huge influence on generations of later artists. So get down to the Vortex Gallery for some everyday magic and see pictures that will astonish you, but also make you smile. And if you have the time, don't miss out on Mark Stein's stunning photographic images of London, New York and other major world cities. They're definitely worth a visit.

6.9 See SB Page 65, Exercises 1 and 2**6.10 See SB Page 65, Exercise 3****6.11 Page 65, Exercise 4****B = Bella, A = Aiden****B:** I particularly like this picture.**A:** I'm sorry, but to my mind, Paul Klee just wasn't good at drawing.**B:** I love this painting because it makes me feel warm inside.**A:** Well, I don't get it at all. I think it's awful.**B:** This one makes me feel really sad.**A:** Yeah, that figure looks like a child crying.**B:** In my opinion, Paul Klee was one of the best artists ever. This is one of his last paintings.**A:** OK, I admit it. You're right. I think I really like him now!**6.12 See SB Page 67, Exercise 4****6.13 See SB Page 67, Exercise 5****6.14 Page 67, Exercise 7**

Bob Dylan, born Robert Zimmerman, is one of the most influential and important songwriters of the last century. His career began as a folk singer in 1961. However, he soon began to write his own songs that appealed to young people. It was a time of political and social change, and his song *The Times They Are A-Changin'* became associated with the civil rights movement. Dylan is still touring today, and in 2016 he won the Nobel Prize for Literature because people think of him as a poet and writer as well as a musician.

Lady Gaga's real name is Stefani Germanotta and she comes from an Italian-American family and started playing the piano at four. Although she is mainly a pop singer, she's also known for her unconventional style of dress and performance on stage. She experiments with different singing and musical styles and has also acted in films. Lady Gaga gives time and money to charitable causes, and in 2012 started a non-profit organization called 'Born This Way Foundation', which is aimed at helping young people gain confidence and build a braver, kinder world.

UNIT 7**7.1 See SB Page 69, Exercise 4****7.2 See SB Page 70, Exercise 2****7.3 Page 71, Exercise 5****R = Ryan, N = Nicola****R:** It's time again for our science quiz with, this week, Nicola from Manchester.**N:** Hi, Ryan.**R:** Hi, Nicola. Are you ready?**N:** I hope so.**R:** Then I'll begin. Question 1. Who was the battery invented by?**N:** It was invented by, erm, oh, that's a difficult first question!**R:** It's best to get the hard questions out of the way!**N:** It was invented by Volta. Alessandro Volta.**R:** Brilliant! And the battery was invented in 1800. OK, question 2. Which element is most commonly found in water?**N:** Water's H₂O ... so that's hydrogen.**R:** Correct. So, number 3. Which famous scientist wrote the best-selling *A Brief History of Time*?**N:** Stephen Hawking.**R:** Absolutely. OK, question 4, and the elements again. Which elements are represented by Au, Fe and Hg?**N:** Au is gold ... Fe is iron ... and what was the last one?**R:** Hg.**N:** Hg?**R:** Think of a planet.**N:** Mercury!**R:** Yes! OK. Question 5. Who first proposed the theory of gravity?**N:** Hmm, it was proposed by ... Newton.**R:** That's right, Sir Isaac Newton, the mathematician, astronomer and scientist. OK, we're very near the end. Question 6. What instrument has been used since 1608 to look at distant objects?**N:** Erm ... that must be the telescope.**R:** It is! And now, Nicola, the last question. Which planet is known as the 'red planet'?**N:** Oh, that's ... wait a minute ... Jupiter has a red spot ... so it's ... it's Jupiter.**R:** Oh, Nicola, no! Mars is the 'red planet'. I'm so sorry!**N:** Never mind.**7.4 See SB Page 72, Exercise 1****7.5 Page 72, Exercise 3****B = Ben, S = Sophie****B:** Sophie Cable, the space scientist and astronomer, is our guest today, answering all your space questions. Now, I know a fair bit about outer space, Sophie. I've watched *Star Wars*, *Star Trek*, *Dr Who* ...**S:** Well, Ben, we can't time travel yet. But you never know! Now, our brains aren't very good with large numbers. So first, here's a question

for you and the listeners to get us ready. What's the difference in size between a million, a billion and a trillion?

B: OK, so a million ... that's got, um, six zeros, hasn't it? A billion? Has it got 12 zeros? A trillion? No idea.**S:** Well, Ben, you're right about a million. It has got six zeros – it's the equivalent of a thousand thousand. It's a pretty big number, but not too hard to imagine. Mind you, it takes a long time to count. This American guy, Jeremy Harper, counted to a million live over the internet. It took him 89 days – with breaks for sleeping and eating.**B:** Crazy! And a billion?**S:** A billion has nine beautiful zeros, not twelve, Ben. A billion is the equivalent of a thousand million. Now get this. If you never took a break, it would take you 31 years, 251 days, 6 hours, 50 minutes, 46 seconds to count to a billion. Kind of gives you an idea of how much bigger a billion is than a million!**B:** So what about a trillion?**S:** It's a thousand times bigger than a billion. A trillion is a thousand billion or a million million! So it's got twelve lovely zeros! Counting to a trillion would take 8,000 years, with no breaks! OK, so now we're ready to take a closer look at space numbers.**7.6 Page 72, Exercises 4 and 5****B = Ben, S = Sophie****B:** OK, so Jamie has texted to ask, 'How big is the solar system?'**S:** Good question. Our solar system is enormous – it measures 15 trillion kilometres in diameter. Imagine the solar system is the size of a football pitch. How big would the Sun be on that pitch? It would be the size of a small coin, just two centimetres across! And the planets? They would be tiny! Some smaller than a millimetre in diameter. So small, you wouldn't be able to find them.**B:** Unbelievable! Next up, Daniel wants to hear your views on the Galileo mission to the planet Jupiter. How important was it?**S:** The Galileo mission? The Galileo mission was just awesome, and one of the most successful planetary missions ever. The spacecraft was launched in 1989 and was the first spacecraft to orbit an outer planet, Jupiter. It's the largest planet in the solar system. It's so big that 1,300 Earths could fit inside it! It's a giant

gas planet with a 1,000-kilometre-deep atmosphere.

- B:** So how long did it take to get to Jupiter?
- S:** It took six years for the spacecraft to get to Jupiter, despite its speed of 48 kilometres a second. Over its 14-year lifetime, it travelled an amazing 4.6 billion kilometres and made 35 orbits around Jupiter. Eventually, in 2003, it was crashed into Jupiter. Liquid water was discovered in a giant underground ocean on Europa, one of Jupiter's moons ... and where there's water, there might be life – how exciting is that?
- B:** Finally, Emily asks, 'Where next?'
- S:** I'm optimistic. Astronauts will be able to spend longer in space because solutions will be found for some of the health problems that happen in zero gravity. I believe that in your lifetime, the next generation of space explorers are going to be sent on missions to set up permanent orbiting space stations round the moon and Mars. These space projects will be organized internationally with a high level of cooperation between nations. And it's too late for me, but going on holiday to the Moon will be as normal as a beach holiday!
- B:** Sophie, many thanks for being our guest today!

7.7 See SB Page 73, Exercise 3

7.8 Page 74, Exercise 4

K = Kayla

- K:** I'm now into my second year on the trainee astronaut programme. The skills you need to be an astronaut are ... well, to begin with, some of them are natural abilities, like coordination and having a good memory and concentration. But you have to develop other qualities, because missions are longer now, and you have to work in a team. So good communication skills are essential, and decision-making, leadership ... but also being able to follow orders ... and yeah, the ability to work under stress and solve problems. Academic qualifications are important to get you selected for the training programme. But qualifications only get you so far. To be an astronaut, you need enthusiasm, energy, personality ... and character. Oh, and a sense of humour is pretty useful, too!

7.9 Page 74, Exercise 5

K = Kayla

- K:** So what's the training programme been like? It's been tough! First of all, there's been a lot of academic work, but there's a real emphasis on hands-on experience, too. Lots of simulations, which makes it all feel very real. So let's talk about weightlessness. In zero gravity, the weightlessness feels very strange. It just isn't natural for a human being. That's why we have to train a lot for this to feel normal. We start in the pool with scuba diving equipment, because when you scuba dive, you feel weightless. In the first month of our training, we have to be able to swim three lengths of a 25-metre pool without stopping. Then we spend hours and hours doing underwater exercises. The other weightlessness training is on a low-gravity aircraft. On these flights, the aircraft stays in Earth's atmosphere, but then it goes into free fall, and we experience minutes of genuine zero gravity. That makes you feel like you want to be sick! Another tough thing about space travel is the isolation and being away from your family and friends. I mean, astronaut Scott Kelly was on an expedition to the International Space Station for 340 days. So when we're in training, they make sure we're away from home for long periods, to get us used to life in space. We also get psychological training to get us used to being in such close proximity to other astronauts all day, every day. They take us down underground into a network of caves, and we have to do scientific tasks together that involve teamwork and communication. And you're down there for a few days and nights! So training is hard – very hard – but it's pretty amazing, too.

7.10 See SB Page 75, Exercise 3

7.11 See SB Page 75, Exercise 4

7.12 See SB Page 77, Exercise 3

UNIT 8

8.1 See SB Page 79, Exercise 3

8.2 See SB Page 80, Exercise 2

8.3 See SB Page 81, Exercise 3

8.4 Page 81, Exercise 6

- Do you wish you had a guide to life, where you could find out what works and what doesn't? Well, let me suggest

a book that I've just read. *The 7 Habits of Highly Effective Teens*, which was published in 1998, is just as relevant today as it was 20 years ago. It suggests habits that will help you cope under pressure, so it's useful for anyone who is experiencing problems. The author, Sean Covey, whose father also wrote self-help books, has written lots of other books on similar subjects, such as *The 7 Habits Journal for Teens*, which I will buy next.

8.5 Page 82, Exercises 2 and 3

P = Presenter, S = Sam

- P:** Welcome to today's *Small Talk*, where experts talk about their favourite topic for five minutes. Today's speaker is naturalist, Sam Lansbury. Hello!
- S:** Hello, everyone. So, I'd like to talk about animals and their amazing abilities. We really are not the only clever ones on the planet, you know! Take crows, for example ... they're very intelligent. Some crows in Japan have learned to think ahead, even. When they want to break nutshells, they look for a busy road with traffic lights. Then they drop the nuts and the cars run over them. And how do they pick up the nuts safely afterwards? They wait for a red light! Moving on, dolphins have big brains and incredible memories – they can remember the sounds their friends make even after 20 years. And don't annoy an elephant! They never forget a person who has hurt them. They become their enemy for the rest of their lives. But if you get on with an elephant, you've got a friend for life. Imagine having eight arms like an octopus. Not easy! But with two-thirds of their brain power in their arms, octopuses are very intelligent! Problem solvers, they can get into jars easily and make tools from shells. One octopus used to get out of her tank in the evening, steal fish and get back in again afterwards, so her keepers wouldn't find out. Pretty amazing when you think about it. You know, lots of other animals are terrible cheats, too. Koko, a captive gorilla, lied to her keepers. She had broken a sink, but she told them in sign language, 'Cat did it!'. Animals are stubborn like us! They don't give up easily. They use tools to get food. Chimpanzees, our closest relatives, make hammers

and spears and even specialized tool kits for catching ants.

Dogs are clever. On average, they understand up to 165 words, but in experiments, chimps get top marks! A chimpanzee called Washoe was taught sign language and picked up 350 signs and made up original 'sentences'. Washoe would even slow down her signing until new researchers became 'fluent'!

OK, you're going on a journey, so you just turn on a navigation app and set off. But many animals, birds and insects travel thousands of kilometres without satnav! Animals appear to use the position of the Sun and stars, North and South Poles, and landmarks such as mountains and rivers. In autumn, whales set off from the Antarctic on a 5,000-kilometre journey to the Pacific Ocean. That's a long way to swim! But a tiny 113-gram seabird, the Arctic tern, sets the record by flying 71,000 kilometres per year! This champion traveller clocks up 2.4 million kilometres in its 30-year lifetime!

We recognize our friends and family easily by looking at their faces. But animals that live in groups, even wasps and fish, can also identify each other by the shape and markings on their faces. Sheep and dogs can even pick out their favourite people just from photos! Awesome. So that's a little introduction. Check out my blog for more stories.

8.6 See SB page 82, Exercise 4

8.7 Page 84, Exercises 4 and 5

A = Abby, E = Ella

A: Hey, Ella, what are you doing?

E: Oh, hi, Abby. I'm just looking at these summer camps in the States.

A: The States? Nice.

E: Yeah, I want to do a course in August, but I haven't decided which one to do.

A: Oh, wow, they look amazing! I love the look of this music camp in Chicago.

E: Me too, but to be honest, music's not for me.

A: Oh, Ella, you're such a good singer ...

E: Yeah, well, thanks, but I can't play an instrument. And I wouldn't be able to do most of the things they offer. I mean, it sounds great, but it would be a waste of time.

A: What about the wilderness course? That's what I'd go for. I love the idea

of being outdoors in that beautiful landscape and learning all those survival skills.

E: Really? I mean, I'd like to do some of that stuff, and it must be beautiful and all that, but Abby, you did see that bit about no Wi-Fi, didn't you?

A: Oh no, but ... that's OK, isn't it?

E: But what if you don't get on with people? I mean, you're just stuck in the middle of nowhere.

A: That's true! It would be another survival skill to learn!

E: The Californian sports camp's more my kind of thing.

A: Can you imagine surfing and doing scuba? That must be so cool.

E: The only thing is, I think it's going to be too competitive. They mention 'playing to win'. I do sport to have fun. Which is why I've come down to the film and theatre school and - I know this might sound a bit weird - the science course.

A: A science course?

E: I know, and it sounds a bit too much like hard work, but look - it's in Hawaii! And you're outside doing stuff the whole time - and really learning new things. And I think it might be really useful for me later on when I go to university.

A: But that film school must be pretty amazing.

E: I know. And I'm so interested in trying to make a film - and they've got all the equipment and everything ... and they say it's a really good helpful atmosphere. I bet I'd make loads of new friends there.

A: So, Ella, what are you going to choose?

E: I guess I have to say Hawaii - I mean, science is really what I want to do with my life. And anyway, the beach will be nice, too!

8.8 See SB Page 85, Exercise 1

8.9 See SB Page 85, Exercise 2

8.10 Page 85, Exercise 3

H = Hugo, I = Ivy

H: I went white-water rafting in Brazil a few years ago.

I: Did you? When was that?

H: I guess it was about two years ago. It was so exciting. But it was terrifying, too.

I: Really? Why were you scared?

H: Well, the water got really fast and wild, and I thought the boat was going to turn over.

I: Oh no! Were you wearing life jackets?

H: Sure. So I was safe, I suppose. But the thing is, I can't swim.

I: Can't you? That's terrible!

H: Yeah, it was the scariest thing ever. What about you? Have you done any extreme sports?

8.11 See SB Page 87, Exercise 2

8.12 See SB Page 87, Exercise 3

UNIT 9

9.1 See SB Page 89, Exercise 1

9.2 Page 89, Exercise 2

R = Reporter

R: 24 hours in Crime City - the headlines
Cybercriminal Anna Radcliffe was accused today of hacking into CentreBank's customer database. Three pickpockets were arrested by the police in the city centre. The police said they had committed many crimes.

Judge Martínez sentenced Joseph Pyatt to a minimum three years in prison. His brother, Leo, was fined \$3,000.

Detective Inspector Richard Lee is investigating another gang killing. The 18-year-old victim was murdered on Tuesday night.

A mugger robbed Timothy Ellis in Anderson Avenue today. Two hours later, thieves stole over \$5,000 worth of valuables from his car.

9.3 See SB Page 90, Exercise 2

9.4 Page 90, Exercise 4

N = Narrator, M = Mira, P = Philip

N: When Mira's phone went dead, Philip panicked and called the police. It took him less than fifteen minutes to cycle to her address. The police arrived just as he got there. But anything could have happened in that short time!

The police ordered Philip to stand back, then smashed their way into the house. What they found in Danny's flat came as a complete surprise.

Mira was sitting at the kitchen table drinking tea with Danny. The other man, Travis, a bandage round his head, was checking his phone. He was very much alive.

Later that night, Mira told Philip the whole story.

M: Spider came into the kitchen. He could tell I was there and started meowing at the cupboard door. I didn't have a choice. I poked my head out and found myself staring into Danny's face. I was so scared -

but he must've been terrified, too!
He didn't have a weapon ... he was carrying a plastic bag!

P: So what had happened?

M: Danny and his friend had had an argument about the money. They were both pulling on the bag, trying to get hold of it, when Danny lost his grip and the other guy fell back against the fridge, hitting his head. Danny saw that he was hurt and rushed out to an all-night chemist's.

P: So where had the money come from?

M: Well, that's a bit of a mystery. The guys had found the bag in the road next to a car. When they got back to the flat, Danny said he wanted to hand it in to the police. Travis wanted to keep it. You can imagine.

P: And nobody knows whose it is?

M: No. It could've been a burglar who dropped the bag when he was running away. Or somebody was very careless, like the car owner. But someone's missing a lot of money. If the police don't find anyone, who knows, maybe the guys will get the money after all.

N: Mira rubbed her eyes.

M: I'm sorry, Philip, I've got to get to bed. Spider and I are feeling very tired!

9.5 Page 92, Exercises 3 and 6

P = Presenter, A = Angela

Angela's story

P: You were burgled last year. That must have been terrible.

A: Yes, it was. We'd accidentally left a window unlocked.

P: Who burgled your house, Angela?

A: It was a young woman. I was surprised. I thought it might have been a guy.

P: What was taken from your house?

A: My jewellery – all of it. Even inexpensive gifts from my children when they were small. And, um, a gold bracelet that had belonged to my grandmother. That's what hurt – they're irreplaceable, it was so unfair.

P: How did you feel?

A: Devastated. I felt so angry. I wish she'd stolen my laptop or camera, things which were unimportant. Instead she took things which meant so much to me. And, you know, home should be your sanctuary. But after a burglary, you feel unsafe and insecure. And I distrust people now, too. I'm suspicious. I hate that.

9.6 Page 92, Exercises 4 and 6

P = Presenter, T = Tara

Tara's story

P: Tara, why did you commit this crime?

T: Um ... I didn't have anywhere to live and I was ... I didn't have any money. I rang the doorbell, and no one answered, so I broke in. That's it. Then I found some jewellery, grabbed it and ran.

P: Why didn't you take the laptop or camera?

T: Oh, they're more difficult to carry and more visible. I took jewellery because you can, you know, sell it and, erm, it's worth more.

P: Who did you steal from?

T: It was just a random house. I didn't know the owner.

P: Didn't you think about the victim?

T: No, no, I didn't. I was incapable of thinking about anyone but myself. Totally selfish.

9.7 Page 92, Exercises 5 and 6

P = Presenter, T = Tara, A = Angela
Angela and Tara meet

P: Why did you agree to restorative justice, Tara?

T: Well, I can't give back the things I took, but I can say sorry. I was so immature before. But I had opportunities in prison to change. Now I want to stop being irresponsible. Start again. It was really tough coming face to face with the person I'd robbed ... emotional. But I now understand I hurt her very badly.

P: Angela, what was it like meeting Tara?

A: Unreal, you know – smiling at the person who took my personal things. It was scary, uncomfortable. But ... I came to understand her. She'd been homeless and had had serious problems. You feel that the criminal chose you, that they will hurt you again. But she was just a girl, with problems, not a big bad monster. And I accept her apology. I feel better ... yes ... I can move on, finally.

9.8 See SB Page 92, Exercise 7

9.9 Page 93, Exercise 3

L = Lucy, M = Mike

L: OK, Mike, let's do the quiz. I've got five quick questions.

M: Fine. I'm ready, Lucy. Ask away!

L: One. Who wrote the *Inspector Poirot* books?

M: She wrote the *Miss Marple* stories, too. That's Agatha Christie.

L: Correct. Number two. What was Batman's real name?

M: Batman? His real name was ... erm ... Bruce Wayne!

L: Brilliant. Three. An easy one. What does a pickpocket do?

M: A pickpocket steals things out of people's pockets and bags, usually in the street.

L: OK. Four. Who created this character?

M: Let's take a look. Oh, that's Sherlock Holmes. So the answer is 'elementary'! Sir Arthur Conan Doyle.

L: Well done! And finally, question number five. Where did Inspector Maigret work?

M: He mainly worked in Paris.

L: Correct!

9.10 Page 94, Exercises 4 and 5

L = Lily, D = Dexter

L: Hi, I'm Lily.

D: I'm Dexter.

L: And this week we've been watching films.

D: That's right. We needed a rest after revising for our school exams and so we thought – let's watch a bunch of films, then tell you about them.

L: So we went straight to the Classic Crime Channel and checked out their latest film recommendations. But were they all classic crime films?

D: Not exactly. But one we both really liked was *Riffi*.

L: I didn't like it as much as you. It was in French, so you had to read subtitles.

D: Yeah, but the raid on the jewellery shop was amazing. And they didn't talk for half an hour, so there weren't any subtitles.

L: That's true. I'll give it two stars.

D: Only two? OK. But it's definitely a film to stay in for.

L: So's *The Pink Panther*. Inspector Clouseau, played by Peter Sellers, is so funny. And apart from all the crime stuff ...

D: 'Crime stuff'?

L: ... it has a fantastic theme tune and there's a cartoon pink panther at the beginning. I love him!

D: Two stars, I agree, but only one for *A Kiss Before Dying*.

L: OK, I guess that's a film for a rainy afternoon, but it is fun and quite exciting.

D: And it has a great line of dialogue. Bud, the murderer, just before throwing his girlfriend off the top of a building, says, 'You'll never know how much I love you.' That's creepy!

- L:** We watched one sure-fire three-star classic, and one absolutely rubbish film. *Her Alibi* was so awful it wasn't even funny. The plot was unbelievable!
- D:** But *Rear Window*, directed by Alfred Hitchcock, is an absolute masterpiece. It's a thrilling, exciting film, full of suspense.
- L:** Jeff's a photographer with a broken leg who spends his time sitting in his wheelchair looking out of the window. He can see what's going on inside the apartments of another building. Because there's a heatwave, everybody has their windows open – so he can hear what's happening, too.
- D:** Jeff watches and listens ... and when he's a witness to a murder, he gets his girlfriend Stella to investigate. But then the murderer discovers Jeff. What happens to Jeff and Stella?
- L, D:** You'll have to watch it to find out!

9.11 See SB Page 95, Exercise 1

9.12 See SB Page 95, Exercise 2

9.13 Page 95, Exercise 3

K = Katy, F = DI Fox, J = DI Jones

- K:** We went to a café and I had a coffee.
- F:** Are you sure? Your friend said that you had water.
- K:** Let me think. Yeah, that's right. I had water and a coffee.
- J:** Didn't you say that you went to the cinema afterwards?
- K:** Uh huh. We saw an old film.
- J:** What do you mean by an 'old film'?
- K:** It was *Star Wars*, from the 1970s ...
- F:** Can I stop you there? Isn't that a very noisy film?
- K:** Yeah, it's incredibly noisy! But we loved it!
- F:** Katy Magrane, you are under arrest!

9.14 Page 95, Exercise 4

R = Reporter

- R:** The private home of a major Hollywood film producer was broken into yesterday evening. The house, in Chelsea in west London, was broken into between the hours of 7 and 11 p.m. We understand that items were stolen with a value of up to two million pounds. Police are asking any possible witnesses of the crime to contact them immediately. They are particularly interested in any information about two people who were seen outside the property when the crime is believed to have occurred.

9.15 See SB Page 97, Exercise 2

REVIEWS

R1 Listening Page 100, Exercises 3, 4 and 5

R = Robin, M = Mia, J = Jamie

- R:** I've known Jamie since I was five. We met at primary school and since then, we've always been in the same class at school. We're kind of like brothers. And we've got a lot in common! We love football and music ... and football and music! I met Mia a few years ago. She used to live in the north of England, but when her parents got divorced, she moved down here. Mia, Robin and I love the same music. It's our big passion. Listening, playing, everything. We've been writing our own songs recently, too. We're recording some of them next week, actually, and we'll put them all on YouTube.
- M:** When I met Robin and Jamie, they'd known each other for years and were best friends. I love Robin and Jamie but ... well, we're very different. I mean, just take a look at our rooms at home. Mine is organized and tidy, but those guys are so disorganized. They live in chaos! Robin has the same sense of humour as me. He always makes me laugh. And Jamie? Well, Jamie's really caring. He was really kind to me when I started at our school. He's loyal and trustworthy ... yeah. But they're both really silly, too!
- J:** I come from a mixed-race family: my mum's Irish and my dad's family is from Senegal. I first met Robin ten or eleven years ago. We've only known Mia for about three years, but we connected immediately. She's really easy to get on with and she's very open-minded. We hang out a lot in my parents' garage, playing music. We formed our own band last year. That was Mia's idea. Robin and I used to play together, you know, just messing around. We hadn't thought about forming a band. I sing, Robin plays guitar, and Mia takes care of the technology. It's great!

R2 Listening Page 102, Exercises 3 and 4

1

M = Mother, D = Danny

- M:** Hi, Danny.
- D:** Hi. Wow! It's seriously hot out there!
- M:** It's going to get hotter. They're calling it a heatwave now. It's going to last for a couple of weeks. There might even be wildfires.
- D:** No wonder I feel a bit dizzy. I have a headache, too.
- M:** When did you last have something to drink?
- D:** Erm ... a few hours ago.
- M:** Well, did you know we have to drink regularly or we get tired and start feeling confused?
- D:** I'll have some orange juice.
- M:** No, you mustn't drink sugary drinks. Just drink water.
- D:** How do you know this all of a sudden?
- M:** I've been talking to my cousin, Nick. He's a survival expert.
- D:** What else did he say?
- M:** Well, he advised me to wear lightweight, light-coloured clothing. He told me to avoid extreme changes in temperature. And, erm ... oh yeah, he said that it's better to eat small meals and more often.
- D:** Really? If I'd known that earlier, I wouldn't have had two burgers for lunch. And then I had to walk back home in this heat.
- M:** I offered to pick you up in the car. I told you to call me.
- D:** I left my phone in my room. This weather's making me forget everything!

2

M = Mother, L = Liam

- M:** Oh, Liam! I asked you to clear up this mess.
- L:** I said I'd clean up when I'd finished.
- M:** But look at all this rubbish. It's all over the sitting room.
- L:** Mum, I told you that I had to work in here. It's the biggest room in the house. I need the space.
- M:** What are you making anyway? Are they masks?
- L:** Yeah. Animal masks.
- M:** So where's the exhibition going to be?
- L:** These aren't for an exhibition, they're for a performance with dancers and actors and musicians. My friend Lily is doing the choreography.
- M:** Well, don't forget that we've got friends coming to dinner. Unless

you have this room cleaned up by six o'clock, I'll throw it all away.

L: I bet Picasso's mum didn't say anything like that.

M: I bet she did!

R3 Listening Page 104, Exercises 3 and 4

I = Inspector, J = Jackson

I: Oh, I'm very fond of this museum, Jackson. I was often brought here as a child by my parents. Remind me about the Excalibur diamond.

J: The Excalibur diamond, sir, was first put on display in the museum in 1865. It was insured three years ago when it was given a value of over 50 million pounds.

I: Hmm. And what do we know so far?

J: Well, sir, the Excalibur diamond was stolen last night when the museum was closed. So the crime was committed between 8 p.m. and 9 a.m.

I: Were there any witnesses?

J: No, sir. And the security video from the CCTV was checked this morning. It didn't show anybody coming in or going out by the doors.

I: But the thief must have entered from somewhere. What about those windows?

J: They don't open, sir. The thief couldn't have come in that way.

I: There's a window in the roof. The thief might have got in through that.

J: He couldn't have done that, sir. It's much too small.

I: But it is open. Hmm ... there must be another clue somewhere. What was that?

J: Is it broken glass, sir?

I: No, Jackson. How interesting. It's a nut. And look, there's another one.

J: A visitor could have dropped them.

I: The museum is cleaned at the end of every day, Jackson. Now think, Jackson. What's small enough to get through that window, is good at climbing and jumping, and is good at working with its hands? And eats nuts?

J: You don't mean an animal, sir?

I: Yes, an animal that has been trained to steal, such as a monkey.

J: That's unbelievable!

I: It may sound unbelievable, Jackson, but it isn't impossible. And when every other possibility has been excluded, then it has to be the solution.

J: You must be the greatest detective in the police force, sir!

I: Thank you, Jackson.

R4 See SB Listening Page 104, Exercise 5

LITERATURE

L1 See SB Page 112, Exercise 3

L2 Page 113, Exercise 6

Tom considered. He seemed about to agree, but then changed his mind. 'No, no, I couldn't, Ben. You see, this fence is right here on the street. Aunt Polly's very particular about it. If it was a fence at the back of the house, she wouldn't mind ... but I don't think there's one boy in a thousand could do this fence the right way.'

'Is that so?' said Ben. 'Come on, Tom, let me try ... just a little bit.'

'Ben, I'd really like to, but Aunt Polly ...'

'I'll give you half my apple,' offered Ben.

'Well, no, Ben, I'm afraid ...'

'I'll give you all of it.'

Tom kept his face serious, but he gladly gave up the brush to Ben. He sat down out of the sun and enjoyed his apple. Soon, more boys came along to laugh, but they, too, stayed to paint. By the middle of the afternoon, Tom had a rich collection of small toys and the fence had been given three coats of paint along its entire length!

Tom had discovered an important law of human behaviour. In order to make a person want something, it is only necessary to make the thing difficult to get.

L3 See SB Page 114, Exercise 3

L4 Page 115, Exercise 6

That evening, Hughie had to walk to his club. Alan Trevor was having a drink there, so he sat down beside him.

'Well, Trevor, did you finish the picture?' he asked.

'All finished,' said Trevor. Then he looked closely at Hughie. 'What did you say to my old beggar man, this morning? He really seems to like you! He wanted to know your name and address. He also asked about your profession and the money you earn ... Of course, I had to tell him all about you ...'

'The old beggar's probably waiting for me at home now!' laughed Hughie. 'But you're joking, Alan, aren't you? Poor old man. I wish I could do something for him. I think it's terrible that anyone could be so unhappy. I have a lot of old clothes at home. Do you think he could use them? His own clothes were full of holes.'

'But he looks wonderful in them,' said Trevor. 'I wouldn't want to paint him in a suit. You think he looks poor and

unhappy, but to me he looks romantic. Anyway, I'll tell him what you said.'

'Trevor,' said Hughie seriously, 'you painters are all quite heartless.'

'Our business is to paint the world as it is, not to try to change it,' said his friend. 'Now, how's Laura? The old man was interested in her.'

'Did you tell him about her?' asked Hughie, greatly surprised.

'I certainly did,' replied Trevor. 'He now knows all about the Colonel's hard heart, his beautiful daughter and the ten thousand pounds.'

'You told that old beggar all about my private business?' said Hughie. He looked very red and angry.

Trevor laughed loudly. 'My dear Hughie, that "old beggar" is one of the richest men in Europe. He could easily buy all London tomorrow! He has a house in every important capital city in the world.'

L5 See SB Page 116, Exercise 3

L6 Page 117, Exercise 6

How strange. What had the man taken? He put everything on the bed. Nothing was missing.

He put the wallet back in the pocket of his jacket. The pocket felt wet. He wondered why. And then he knew. Of course, the capsule. It broke when he fell and the liquid came out. But there was no sign of the capsule itself. It was missing.

This meant two things: there was a connection between the attack and the dead man; and the capsule was important.

He phoned the consulate. The receptionist told him that Eliot was still with the police. He left a message asking for him to call back as soon as he was free.

He closed the window and locked it again. There was no way anyone could get in from the outside unless they broke the glass. And the glass wasn't broken. So how did the man get into the room? With a key to the main door? But the key had been in reception. It didn't make sense.

The phone rang.

'Rymer?'

'Hello, Eliot.'

'They gave me your message.'

'Good. Look, I've just been attacked.'

'What? Are you all right?'

'No, but I'm getting better - slowly.'

'Who was it? Where did it happen?'

'It happened here, in my room. I don't know who it was, but I saw his car. It was a new Mercedes. I wrote down the

number. Do you think you can find the name of the owner?’

‘If it’s a local number, I can probably get the information from the place that sold it.’

‘Good.’ Rymer gave him the number.

‘Can you do that as soon as possible?’

‘Of course. Did you lose much money?’

‘None. He took something more significant. It has a connection with the dead man.’

EXAM PRACTICE

E1 Page 119, Exercise 2

E = Examiner, A = Speaker A, B = Speaker B

1

E: What do you like about your hometown?

A: My home town is big and a bit noisy. There are about 60,000 people who live there.

B: My home town’s called Sandford and I really like it because the people there are so friendly and helpful.

2

E: What’s your favourite room in your home?

A: My favourite room at home is definitely my bedroom. I study in there and always use it to escape from my little brothers when they’re annoying me! It’s a really comfortable room, with a small armchair as well as my bed, desk and wardrobe.

B: My favourite room is my bedroom. It’s really good – it’s got a table and some really good posters on the wall. It’s also got a TV in there. That’s really good, too!

3

E: When did you start studying English?

A: I studied English three years ago at primary school. It will actually be my favourite subject.

B: I started studying English three years ago when I was at primary school. It’s now my favourite subject.

4

E: When did you last go to the cinema?

A: I can’t remember! I haven’t been to the cinema for ages. The last film I watched at the cinema was a science-fiction film and it was really boring!

B: On Saturday.

5

E: What would you like to do when you leave school?

A: I think I’d like to study Science at university and then maybe travel for a while.

B: I’m not sure yet, but I think I’d like to be a scientist. That’d be a great job because I’d be able to help make the world a better place for future generations.

E2 Page 119, Exercise 4

E = Examiner, S = Student

1

E: How long have you lived in your hometown?

S: I live in London, which is the capital of the UK. I’ve lived here all my life, actually. My parents were also born here, and we love the city, as it’s such an exciting place to live.

2

E: Who do you get on well with in your family?

S: I get on well with everyone in my family, actually, but I’m especially close to my big sister. We spend a lot of time together. I trust her completely and we tell each other everything and keep each other’s secrets. We have the same sense of humour, too.

3

E: What’s your favourite subject at school?

S: I love History most. I think it’s absolutely fascinating to learn about life in the past ... what people wore, where they lived, what they ate and what jobs they did.

4

E: What kind of music do you enjoy listening to?

S: These days, I mostly enjoy listening to pop music, but I don’t really have a favourite artist. I like making playlists with various bands. I listen to music when I’m in my room or on the train.

5

E: Which country would you like to visit one day?

S: There are a few places I’d love to go to, but in particular, I’d like to visit Japan. I’m learning Japanese at school and I find Japanese culture extremely interesting. I also know that there are lots of gorgeous places to see in Japan.

E3 See SB Page 122, Exercises 2 and 3

E4 Page 122, Exercise 5

1

A = Alex, F = Fiona

A: Hey, Fiona. Are you looking forward to the school trip?

F: No, I can’t go, Alex.

A: Oh? Is that because you get motion sickness?

F: No, I take pills for that, so it isn’t a problem.

A: Is it because of that really awful flu you had recently, which took ages to get rid of?

F: I’m over that now. The thing is, I don’t know if I mentioned to you that I need to have a small operation on my knee on Friday.

A: Oh, no!

F: Don’t worry ... it’s nothing serious. Anyway, the doctor told me I ought to take things easy until then, so that’s what I’m going to do. I’ve told the teacher.

2

C = Coach

C: OK, everyone ... listen carefully. We’ve got a few really important matches coming up, so I want to make sure you’re all well prepared for them. You’ve been training really hard over the last few weeks, so I guess you’re as ready as you’ll ever be. Don’t forget that getting plenty of sleep is important too, though, and of course keep an eye on your diet – make sure you’re eating foods that’ll give you plenty of energy. By the way, is there anything you want to ask?

3

B = Boy, G = Girl

B: I can’t wait for the party tomorrow evening. It’ll be awesome – Jack’s parties always are!

G: I know. I really thought I wouldn’t be able to go because of this horrible cold, but I think it’s coming to an end. I’ll be fine by then.

B: Oh, well ... at least you got to stay home and watch TV for a few days.

G: Well, it’s hardly been fun! And actually, I’d rather have been in the classroom doing those cool science experiments with the others. Sounds like they had a great time doing them!

B: I’m sure there’ll be other fun science lessons.

4

D = Dad

D: Sophie ... how are you feeling? I hope your cough isn’t getting any worse. I mentioned it to my colleague here and told her about that new cough syrup you’re taking. Even though all chemists say it’s amazing stuff, she says you don’t need to bother with it. Just take

some hot water with a few spoonfuls of honey in it and that'll make a big difference. You should definitely give that a go. Anyway, I'll call you again later to see how you are. Take care.

5

G = Girl, B = Boy

G: So how are you getting on with your fitness plan?

B: Yeah. Not bad, I suppose. I wasn't really unfit to start with, but I just thought I could do better. I'm not doing much differently from before, apart from trying to drink more water every day ... which I keep forgetting to do! My diet's pretty good, as Mum always cooks fresh vegetables and plenty of chicken and fish, and I walk to university and back every day, so I get loads of exercise and fresh air.

G: Good for you! I need to make much more of an effort.

E5 Page 123, Exercise 4

E = Examiner, Mi = Mila, Ma = Marco

E: A family would like to go out for the evening to have some fun. Here are some places they could go to. Talk to each other about the different places they could go to and say which would be best.

Mi: So, Marco, what do you think about going to see this orchestra? I think it could be interesting.

Ma: Well ... er ...

Mi: Most people like music, and it would be a different experience for a family. Or the theatre? I love the theatre and would definitely recommend it! I've seen loads of shows and I'm quite a good actor, actually.

Ma: Maybe. There are some good music shows for ...

Mi: No! They should go to the pop concert! Yes, of course! So, that's decided then! We think the family should go to the pop concert.

Ma: Er ... really? In my opinion, it isn't a great idea, Mila.

Mi: Oh! That's a shame. I love going to pop concerts. So, let me think ... how about a film? I think a film is always a great idea for a family. There's always a choice of different types of film, at different times. Also, you can sometimes find special offers where you can buy tickets at low prices. You know, I'm really into horror films. Last week, I saw this great ...

Ma: OK! So, do we agree? We think they should go to the cinema.

Mi: Well, yes, of course I think they should go to the cinema! I think that's definitely the best idea for everyone. It was my suggestion!

E6 Page 123, Exercise 5

M = Marcin, L = Lin

M: So, Lin, what do you think about going to listen to some music?

L: I like that idea!

M: How about the concert with the orchestra? Most people like music, and it would be a different experience.

L: I'm not so sure. I think I would find it interesting, but not for a young child. They'd be bored. How about going to the theatre? Personally, I love the theatre and I would definitely recommend it!

M: It would depend on the show. I wouldn't want to see the same thing as my sister.

L: Yes, I see your point. How about the pop concert, then?

M: No, I'm not so keen on that suggestion. I prefer going with friends who like the same music as me.

L: You could be right. The cinema, then? I reckon a film is always a really good idea for a family. There's always a choice of different types of film, at different times.

M: Yes, and sometimes you can find special offers where you can buy tickets at low prices. So, do we agree?

L: Yes, I think that's definitely the best idea for everyone.

E7 Page 124, Exercise 4

So what is a light year? It's the unit of measurement we use to describe distance for most space objects. It's how far light travels in one Earth year. A light year is about nine trillion kilometres – that's a nine with twelve zeros after it! When we use large, powerful telescopes to look at faraway objects in space, we're actually looking back in time. But how can this be? Well, light travels at a speed of 300,000 kilometres per second. This seems really fast, but objects in space are so far away that it takes a lot of time for their light to reach us. So, the further away in space a particular object is, the further in the past we see it. The Sun is the nearest star to us, and it's about 93 million miles away. So, the Sun's light takes about 8.3 minutes to reach us. This means that we always see

the Sun as it was about 8.3 minutes ago.

E8 Page 124, Exercise 7

Hi, everyone. My presentation today is about a new space tourism company called *Flying High*.

The company is only three years old and is based not far from here. So, who had the smart idea of opening a travel company that could take people all the way into space? Well, it was actually a couple of doctors and not, as you might think, scientists or engineers.

Obviously, they'd done a lot of research into space travel before they opened the company. They had to learn, for example, about the effects of space travel on people's bodies. Research is still being carried out to see just what it does to the amount of energy people have, but it's already clear that it doesn't cause any permanent damage to human bones.

The company also looked at how astronauts lived while they were on the International Space Station ... life in zero gravity certainly makes things difficult. Special suits have to be designed for the astronauts to wear, for instance, and they sleep in sleeping bags that hang on the wall. They also have to have a special diet during their time there. This will be the case for space tourists, too.

Of course, it'll be a long time before people can actually live in space. But that's the plan ... space colonies will be built there one day, and this will be a good way of dealing with overcrowding on this planet.

The company had planned to launch their first trip into space as early as next January, but they've had to postpone that until April because of problems getting a licence. It'll be possible to buy tickets from March onwards.

It certainly won't be cheap to take a trip with *Flying High*, but if any of you would like to learn more, get in touch with the sales advisor there. His name's Luca Morelie and that's M-O-R-E-L-I-E.

Home on a break

BACKGROUND INFORMATION

Ruaridh (a Scottish name pronounced /'rɔːrɪ/) is a vlogger and surfing instructor in New Zealand. In this vlog, he shows us his brother's old bedroom where he is staying temporarily while on a break from work in Scotland. He organizes the bedroom and describes it.

LANGUAGE

The following language items are recycled from Unit 1: *basic, cosy, indoor, light, luxurious, narrow*. These are detailed in bold in the Unit 1 vlog script on TG page 309. You may wish to pre-teach: *organize, tidy up, camera lenses, coffee station, keeping fit, gym*.

NOTE: Ruaridh uses some expressions which sts might find difficult to translate: *(be) on a break from work* (take some time off work); *figure out* (work out); *other bits* (other things); *no reason whatsoever* (no reason at all); *on an even better note* (something even more desirable); *within* (inside). He also uses some grammar that sts cover later in the course: future continuous for predictions (*I don't think I'll be doing much surfing*). Ruaridh often uses the colloquial form *gonna* for *going to* when he speaks. He also uses the adverb *pretty* to mean *quite* (e.g. *pretty sweet, pretty cold*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 9 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *basic* (0:54); *cosy* (0:56); *luxurious* (0:58, 1:33); *light* (1:50); *narrow* (2:26); *indoor* (2:29). These are detailed in bold in the Unit 1 vlog script on TG page 309.

PREPARE

21st Century skills

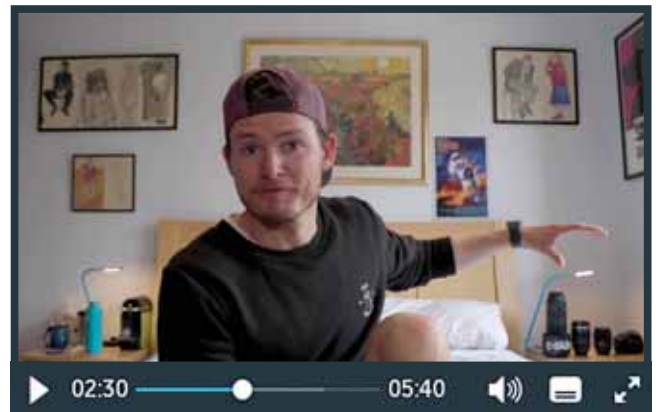
FIND OUT

Scotland is part of Great Britain with a population of 5.4 million. Write this sentence on the board: *Scotland has ... languages*, then ask sts to guess the number of indigenous languages that are spoken in Scotland (three: English, Gaelic and Scots, but over 170 languages from around the world are spoken in Scotland).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:



- What is Ruaridh wearing on his head? (a baseball cap: 0:05)
- What does Ruaridh find under the bed? (a video games console: 0:46)
- Where does Ruaridh sit to play video games? (on the floor: 2:11)

With stronger classes, you may wish to focus on the following which also relate to the home: *feel a bit more like home* (0:17); *my mum and dad's place* (0:47); *temporarily moved into* (0:49); *set-up* (1:27).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and places in their homes. First, elicit the questions they need to ask. (*Do you think your bedroom is basic / luxurious? Do you think your bedroom is (un)comfortable? Do you think your bedroom is (dis)organized?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
 - » thinks their bedroom is basic
 - » thinks their bedroom is luxurious
 - » thinks their bedroom is comfortable / uncomfortable
 - » thinks their bedroom is organized / disorganized
- Talk to your classmates about their favourite places inside and outside the home. What are your classmates' favourite places like?
- What adjectives describe your bedroom and other places in your home?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Best friend challenge

BACKGROUND INFORMATION

Bokang is a vlogger from South Africa who makes vlogs about her life. In this vlog, she introduces us to one of her best friends, Maxine, and together they play the *Best Friend Challenge*. Bokang asks questions that Maxine and Bokang answer simultaneously.

LANGUAGE

The following language items are recycled from Unit 2: *caring, easy to get along with, have (things) in common, keep a secret, keep in touch, loyal*. These are detailed in bold in the Unit 2 vlog script on TG page 309. You may wish to pre-teach: *challenge, write down, reveal, match, feel like*.

NOTE: Bokang uses some expressions which sts might find difficult to translate: *Speaking of friends* (On the topic of friends); *you get to meet one of them* (you have the opportunity to meet one of them); *Got it?* (Do you understand?); *slash ('or' in spoken language to describe the symbol /)*. She also uses *easy to get along with*; this is a synonym for *easy to get on with*. Bokang uses some grammar that sts cover later in the course: non-defining relative clauses (*where I share parts of my life; which is my favourite*) to add extra information. Sts will also hear the use of the auxiliary verb *do* for emphasis (*we do get coffee*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 19 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *keep in touch* (0:53, 1:09); *have in common* (1:15); *loyal* (1:51); *caring* (1:57); *easy to get along with* (2:00); *keep a secret* (2:26, 2:37, 2:41). These are detailed in bold in the Unit 2 vlog script on TG page 309.

PREPARE

21st Century skills

FIND OUT

Tell sts that sometimes, animals from different species can become good friends. Several studies have shown that some animals can form friendships for life with individuals that aren't from their species (including between chimpanzees, horses, elephants and dolphins, for example). If sts have access to the internet, they can research further facts about friendships of different species.

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- What is on the wall behind Bokang and Maxine? (picture frames: 0:17)
- What part of her face does Maxine touch? (her nose: 2:02)
- Where does Maxine put her pencil after the challenge? (on the sofa: 2:43)

With stronger classes, you may wish to focus on the following which also relate to friendship: *hang out with* (0:15); *(be) on the same page* (1:30); *pop (your best friend) a text* (2:45); *(how much they) mean to you* (2:47).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and what qualities they think make a good friend. First, elicit the questions they need to ask. (*Do you think it's important to have the same sense of humour? How important is it to have things in common? Are you always loyal to your friends? Are your friends open-minded?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
 - » thinks it's important to have the same sense of humour / to have things in common
 - » is always loyal to his/her friends
 - » has open-minded friends
- How useful is social media to make new friends?
- What qualities should a good friend have?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

The best futuristic gadgets

BACKGROUND INFORMATION

Dei is a vlogger from Lithuania. In this vlog, she asks us what the world might be like in the future. She discusses new developments in technology and futuristic ideas.

LANGUAGE

The following language items are recycled from Unit 3: **implant**, **self-driving car**, **sensor**, **software**, **3D printer**. These are detailed in bold in the Unit 3 vlog script on TG page 309. You may wish to pre-teach: *sketch*, *van*, *highways*, *nap*, *laboratory meat*, *tricks*, *limb*, *dog collar*.

NOTE: Dei uses some words and expressions which sts might find difficult to translate: *Ever wondered?* (Have you ever questioned something?); *voilà* (used when showing someone something, especially when you are pleased with the result); *I bet* (a way of saying you're sure of something); *doggy* (dog – a word used mainly by children). She also uses some grammar that sts cover later in the course: defining relative clauses (*I'm dreaming of the day when self-driving cars become a reality*; *prosthetic implants which you can control with your thoughts*; *a dog collar which automatically turned on*) to give essential information.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 29 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: **3D printer** (0:37, 0:41); **software** (0:51); **self-driving cars** (1:09); **implant** (2:14, 2:20); **sensor** (2:21, 2:44, 2:57). These are detailed in bold in the Unit 3 vlog script on TG page 309.

PREPARE

21st Century skills

FIND OUT

In 2013, a professor from the Netherlands, Mark Post, appeared on TV eating a hamburger he had grown in a university laboratory. It was the world's first example of laboratory or 'cell-based' meat – animal flesh grown from cells without killing the animal. If sts have access to the internet, ask them to find out how much this burger cost (€250,000).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following true/false noticing questions from the vlog, playing it again for them to check their answers:



- Dei has got a saucepan in her van. (true: 0:12)
- The laboratory technicians are wearing white gloves. (false (they're purple): 1:33–1:38)
- Dei added some heat sensors to the dog collar. (false (she added light sensors): 2:44)

With stronger classes, you may wish to focus on the following which also refer to opinions and thoughts about the future: *it's looking very bright* (0:23); *futuristic ideas are becoming a reality* (0:26); *I'm dreaming of the day* (1:07); *a huge fan of* (1:31); *the future is ours* (3:00).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and gadgets they want to try. First, elicit the questions they need to ask. (*Would you like to go in a self-driving car? Would you have an implant in your brain to connect to the internet? Would you like to try laboratory meat?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- *Find someone who:*
 - » *would like to go in a self-driving car*
 - » *would have an implant in their brain to connect to the internet*
 - » *would like to try laboratory meat*
- *Choose three gadgets. Ask your classmates if they have used them and draw a bar chart showing the number of sts who have used a handheld device, a virtual reality headset or a 3D printer, for example.*
- *'Technology will save the world.' Do you agree?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Tips for extreme weather

BACKGROUND INFORMATION

Sammy is a vlogger from London. She makes vlogs for her channel 'pimbolammy'. In this vlog, she talks about how the climate is changing. She tells us about extreme weather and gives us tips to cope with it.

LANGUAGE

The following language items are recycled from Unit 4: *flood, gale, heatwave, hurricane, smog, thunderstorm*. These are detailed in bold in the Unit 4 vlog script on TG page 310. You may wish to pre-teach: *hydrated, protect yourself, smoke, fog, face masks, torch, batteries, glass*.

NOTE: Sammy uses some words and expressions which sts might find difficult to translate: *tips (for)* (pieces of advice); *dealing with* (taking action to do something); *have some items stored* (have some things ready); *portable charger* (a small mobile device for charging phones or tablets); *ground floor* (the floor of a building that is at ground level). She also uses some grammar that sts cover later in the course: non-defining relative clauses (*I make videos on my channel 'pimbolammy', where I discuss current big topics*) to add extra information, and the passive (*the floods were caused by too much rain; Thunderstorms are named after the sound you hear*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 39 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *heatwave* (0:25, 0:28, 0:36); *smog* (1:06, 1:12, 1:34); *flood* (1:43, 1:44, 2:20, 2:23, 3:21); *thunderstorm* (1:52, 1:56); *hurricane* (2:31, 2:28, 2:46); *gale* (2:40, 3:12). These are detailed in bold in the Unit 4 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

If sts have access to the internet, you could ask them to find out about the world's largest hailstone. This fell in 2012 in South Dakota (in the USA) and measured more than 20 centimetres in diameter.

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:



- What does the picture of the 2019 London heatwave show? (a park by a lake: 0:22)
- What pattern is on Sammy's first face mask? (a mouth: 1:21)
- How many tins of food does Sammy show us? (three: 2:16)

With stronger classes, you may wish to focus on the following which also relate to the weather and tips to stay safe: *the hottest day on record* (0:29); *(the heatwave) lasted* (0:36); *Heavy rain often occurs* (1:50); *be safer higher up* (2:26); *pull up trees* (3:13).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and their experiences of extreme weather. First, elicit the questions they need to ask. (*Do you prefer very hot weather or very cold weather? Do you like thunderstorms? Have you ever seen a tornado? Where was it?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
 - » prefers very hot weather / very cold weather
 - » likes thunderstorms
 - » has seen a tornado
- Talk to your classmates and make a list of any extreme weather that they have experienced.
- Think about the items Sammy suggests we need to be prepared for floods. Put them in order from the most to the least important. Do your classmates agree?
- Has the climate changed in your country? Why do you think this is? Do your classmates agree?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

A travel vlogger's healthy lifestyle

BACKGROUND INFORMATION

Steve is from the USA. He is a travel blogger and he makes vlogs about the different places that he visits. In this vlog, he tells us about how he travels the world and maintains a healthy lifestyle. He also gives us tips on what we can do to have a healthy lifestyle both when travelling and at home.

LANGUAGE

The following language items are recycled from Unit 5: *avoid late nights*, *get some fresh air*, *join a gym*, *organize your time*, *reduce stress*, *skip breakfast*. These are detailed in bold in the Unit 5 vlog script on TG page 310. You may wish to pre-teach: *productive*, *stretching*, *outdoors*, *workout*, *mat*, *smoothie*, *meditation*.

NOTE: Steve uses some words and expressions which sts might find difficult to translate: *fitness area* (place to exercise); *a bunch of* (a large number of); *fit a workout in my schedule* (do an exercise routine around the other things I have to do); *blender* (piece of electrical equipment that mixes food or turns solid food into liquids). He also uses some grammar that sts cover later in the course: verb patterns (*want to share*, *enjoy exercising*, *try to avoid*, *allows me to think*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 49 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *organize your time* (0:24); *avoid late nights* (0:29); *join a gym* (0:46); *get some fresh air* (1:07); *skip breakfast* (1:54); *reduce stress* (2:30). These are detailed in bold in the Unit 5 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

Ask sts to guess how many hours of sleep, how much screen time, and how much physical activity teenagers should have every day to stay healthy (more than eight hours of sleep on a school night, screen time of less than two hours a day, and 60 minutes or more a day of physical activity).

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact about Steve's fitness routine. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- What time does Steve select on his phone? (6.00 a.m.: 0:26)
- What musical instrument has Steve got in his flat? (a guitar: 1:24)
- How many bananas go in the blender? (two: 2:07)

With stronger classes, you may wish to focus on the following which also relate to a healthy lifestyle: *get creative with how I can exercise* (0:48); *pull-ups* (1:14); *sit-ups* (1:15); *every single day* (1:46); *fresh ingredients* (2:01); *protein powder* (2:11); *remain calm* (2:43); *clear my mind* (2:46).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and if they have healthy lifestyles. First, elicit the questions they need to ask. (*Do you skip breakfast? Do you eat fruit every day? Do you stay up late? Do you sleep eight hours on a school night?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Find someone who:
 - » skips breakfast
 - » eats fruit every day
 - » stays up late
 - » sleeps eight hours on a school night
- Talk to your classmates about the activities they do to keep a healthy mind and a healthy body.
- Find out how many hours a week your classmates spend doing activities outdoors.

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

A digital creative

BACKGROUND INFORMATION

Since graduating from university, Storm has been working as an animator. She produces and edits moving images for short films or cartoons. In this vlog, she explains what an animator does and talks about the skills she uses in her job, e.g. drawing, acting, video editing and storyboarding.

LANGUAGE

The following language items are recycled from Unit 6: *actor, composer, director, musician, painter, sculptor*. These are detailed in bold in the Unit 6 vlog script on TG page 310. You may wish to pre-teach: *creative sector, animation, cartoons, draft out, animator, illustration, video editing, storyboarding*.

NOTE: Storm uses some words and expressions which sts might find difficult to translate: *people in the arts* (people who work in the creative sector); *in this field* (in this industry); *(make it more) believable* (to make something seem possible or more real); *exaggerated* (when something seems larger or more important than it actually is); *After graduation* (After finishing a university degree); *transferable skills* (skills that can be applied in many other situations). Storm also uses some grammar that sts cover later in the course: past simple passive (*we were given the task*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 59 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *actors* (0:57); *director* (1:18); *composer* (1:24); *musician* (1:26); *painter* (1:28); *sculptor* (1:32). These are detailed in bold in the Unit 6 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

If sts have access to the internet, you could ask them to guess the answers to these questions and then find the answers online:

- Which film won the first ever Academy Award (Oscar) for Best Animated Feature? (*Shrek*)
- What was Walt Disney's first animated feature film? (*Snow White and the Seven Dwarfs*) When was it made? (1937)

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- What colour is Storm's keyboard? (black and red: 0:06)
- What is the animated clown doing? (dancing: 0:35)
- What movement does Storm act out? (eating an ice cream: 1:01)

With stronger classes, you may wish to focus on the following which also relate to the arts: *generalists* (0:19); *draw multiple images* (0:34); *acting out movements* (1:00); *score* (1:27); *layouts (of the film)* (1:29); *(made) a mock-up of (the main character)* (1:34); *a jack of all trades* (1:52).

REFLECT

21st Century skills

FIND OUT

Sts can use the activity below to find out more about their classmates and any jobs in the arts that they would like to do. First, elicit the questions they need to ask. (*Would you like to work in the creative sector? Why/Why not? What job would you most like to do? Why?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- Do a class survey to find out how many people would like to work in the creative sector and why. What are the most common reasons?
- Talk to your classmates about jobs in the creative sector. Find out what the most popular jobs in the creative sector are and list them in order.
- What personal qualities do you think people need to work in the arts? Do your classmates agree with you?

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Confessions of a space nerd

BACKGROUND INFORMATION

Dei is a vlogger from Lithuania. In this vlog, she shows us the night sky and shares her knowledge about space. She talks about how she became interested in space when she was a child and how she is still excited by space science.

LANGUAGE

The following language items are recycled from Unit 7: *asteroid, atmosphere, galaxy, Moon, orbit, planet, solar system, star, universe*. These are detailed in bold in the Unit 7 vlog script on TG page 310. You may wish to pre-teach: *space nerd, Venus, Jupiter, night sky, acidic, telescope, rings of Saturn*.

NOTE: Dei uses some words and expressions which sts might find difficult to translate: *twinkling* (when a light or star becomes brighter and then weaker); *stared* (looked at someone or something directly for a long time); *shooting star* (a meteoroid that makes a line of light as it falls through the sky). She also uses comparatives with *The ... the ...* (*The more I read, the bigger a physics nerd I became.*) and repetition of comparative structures (*wider and wider; further and further*) to add emphasis.

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 69 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *star* (0:08, 0:14, 0:55, 1:32, 2:09, 2:12); *planet* (0:10, 0:19); *Moon* (0:52, 2:01); *galaxy* (0:57); *solar system* (1:05); *universe* (1:07), *atmosphere* (1:10, 2:15); *orbit* (1:23); *asteroids* (2:14, 2:19). These are detailed in bold in the Unit 7 vlog script on TG page 310.

PREPARE

21st Century skills

FIND OUT

If sts have access to the internet, you could ask them to find the answers to these questions online:

- *Approximately how many Earths could fit inside the sun? (over one million)*
- *Who was the first astronomer to observe Saturn's rings? (Galileo Galilei)*
- *What are Saturn's rings made of? (ice and rock)*

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- *What is the ceiling in Dei's house made of? (wood / logs: 0:08)*
- *What is shown above the picture of the solar system? (the sun: 01:06)*
- *What invention does Dei show us on her phone? (a telescope: 1:52)*

With stronger classes, you may wish to focus on the following which also relate to space: *(the sun) went down* (0:21); *make up (our galaxy)* (0:55); *it rains acid there* (1:12); *spin 600 times per second* (1:33); *surface (of the Moon)* (2:00).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and what they know about space. First, elicit the questions they need to ask. (*Have you ever seen a shooting star? Are you interested in astronomy? Can you name two constellations? Have you got a telescope?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- *Find someone who:*
 - » *has seen a shooting star*
 - » *is interested in astronomy*
 - » *can name two constellations*
 - » *has got a telescope*
- *Would your classmates like to go into space? Why?*
- *Have you ever seen Jupiter or Saturn's rings?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Diggers Dancing

BACKGROUND INFORMATION

Connor is from New South Wales, Australia. He is passionate about music, creating things and the natural world. In this vlog, he shows us some natural places in Coffs Harbour. He records the different natural sounds and uses them at home to create music.

LANGUAGE

The following language items are recycled from Unit 8: *analyse, be interested in, interact with, interpret, work on your own*. These are detailed in bold in the Unit 8 vlog script on TG page 311. You may wish to pre-teach: *natural world, sounds, record, microphone, rock pools, ocean*.

NOTE: Connor uses some words and expressions which sts might find difficult to translate: *a piece of music* (a musical work that has been composed or played); *we've got what we came for* (we have what we were looking for); *turn (them) into* (change (something) into something different); *remind us of* (make us think of something). He also uses language to engage the viewer: *Let's* (*Let's get it; Let's keep exploring; let's try something like this*) and direct questions (*Can you hear the sound of the water? Can you hear the birds? So, how about this?*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 79 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *be interested in* (0:21, 3:33); *interpret* (0:31); *analyse* (1:16); *interact with* (1:24, 3:39); *working on my own* (2:32). These are detailed in bold in the Unit 8 vlog script on TG page 311.

PREPARE

21st Century skills

FIND OUT

If sts have access to the internet, you could ask them to find out more about Coffs Harbour, the location of the video:

- *What is Coffs Harbour famous for?* (its beaches and natural wildlife)
- *What is its main attraction?* (*The Big Banana*, a tourist attraction and amusement park)
- *What's the weather like?* (warm/subtropical)

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.



Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- *What musical instrument does Connor show us?* (a mini-keyboard: 0:18)
- *What is the person on the beach carrying?* (a surfboard: 0:39)
- *How many birds are there in the tree?* (one: 1:13)

With stronger classes, you may wish to focus on the following which also relate to music and creativity: *musical abilities* (0:17); *sweet* (1:45); *upper register* (1:53); *wavy* (2:04); *flowing* (2:24); *magical* (2:25); *hard to create* (2:34).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and their abilities. First, elicit the questions they need to ask. (*Do you play a musical instrument? Are you good at interpreting things or making things? What?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions. Ask one or two sts to report back to the class.

- *Find someone who:*
 - » *plays a musical instrument*
 - » *is good at interpreting things / making things*
- *Think about how people are inspired by nature. What other activities do people do when they are inspired by nature? Do you do any of these activities?*
- *Make a list of five jobs and the abilities you think people need for them. Do your classmates agree?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

My day: a forensic science student

BACKGROUND INFORMATION

Angela is a vlogger from England. She studies forensic science at university. In this vlog, she tells us about her typical day, including her work in the laboratory.

LANGUAGE

The following language items are recycled from Unit 9: *burglar, commit (a crime), investigate, mugger, murder, murderer, pickpocket, sentence, steal*. These are detailed in bold in the Unit 9 vlog script on TG page 311. You may wish to pre-teach: *forensic science, university course, lectures, laws, criminals, jail, laboratory, carpet fibres*.

NOTE: Angela uses some words and expressions which sts might find difficult to translate: *set (me) up (for)* (prepare someone for something); *headed for* (went for); *coincide with* (match). She also uses the passive of modal verbs to speculate about the past (*may have been involved*) and the *-ing* form used as the subject of a sentence (*Finding out about*).

The Richmond Learning Platform has a vlog activity to focus on the vocabulary of this lesson. Sts see the complete lexical set from SB page 89 and click the words they hear on the vlog. Alternatively, if focusing on these words in class, the timecodes are as follows: *crime* (0:38); *investigate* (0:39); *murderers* (0:46); *murder* (0:52, 1:43, 2:01); *steal* (1:04); *burglar* (1:07); *be sentenced to* (1:08); *commit a crime* (1:14, 1:51); *pickpocket* (1:21); *mugger* (1:22). These are detailed in bold in the Unit 9 vlog script on TG page 311.

PREPARE

21st Century skills

FIND OUT

Fingerprinting is used in forensic science. Write this question on the board and ask sts to guess or research the correct answer (c).

In the UK, fingerprints were first used to solve a murder case in ...

a 1805 b 1950 c 1905

WATCH

Watch the vlog together. Ask sts to write one sentence with a fact that they learned from the vlog. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the vlog, playing it again for them to check their answers:

- *What heading has Angela written in her notebook?* (Research questions: 0:26)



- *What colour is the microscope in Angela's lab?* (white, red and black: 1:16)
- *What does Angela wear to analyse the trousers in the lab?* (glasses, face mask, gloves and a lab coat: 1:41)

With stronger classes, you may wish to focus on the following which also relate to crime: *to find out (who committed them)* (0:42); *convicting people for (murder)* (0:50); *defines the way you do your investigation* (1:24); *evidence project* (1:36); *(been) involved in (a murder)* (1:41).

REFLECT

21st Century skills

FIND OUT

Sts can use the *Find someone who* activity below to find out more about their classmates and their interest in forensic science. First, elicit the questions they need to ask. (*Would you like to be a forensic scientist? Would you like to solve crimes? Are you good at analysing things?*)

Encourage sts to mingle and talk to as many different classmates as possible, using the same questions.

Ask one or two sts to report back to the class.

- *Find someone who:*
 - » *would like to be a forensic scientist*
 - » *would like to solve crimes*
 - » *is good at analysing things*
- *Imagine you could work in the field of law (e.g. as a judge), in the police force (e.g. as a detective) or in cybersecurity (e.g. to prevent/investigate cybercrime). Talk to your classmates about your choice and find out theirs.*
- *Would you be a good witness? Choose three dates in the past. Can you remember what you were doing?*

You could also ask sts to watch the vlog again for homework (either with or without subtitles).

Life afloat

BACKGROUND INFORMATION

In this video, we follow artists Andrea and Greg, and their dog Fig, as they travel down a canal towards London on their houseboat. There are over 2,000 miles (3,200 kilometres) of canals in England and Wales. These waterways flow through cities, past homes and through the countryside and were originally used for transport between industrial centres, cities and ports. Nowadays, many people have holidays or live on houseboats on British canals and rivers as they look for a slower, more environmentally-friendly way of life. As Andrea and Greg move towards the city, they have to travel through locks. Locks are used for raising or lowering a boat from one level to another and are found all along canals in the UK.

LANGUAGE

The following target language items are recycled from Unit 1: past simple; *used to*; present perfect simple; *narrow*, *organized*.

You may wish to pre-teach the following words: *canal boat / houseboat, space, folds out, galley, moor, locks, navigate, canal (network)*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about two artists who live in an unusual home: a houseboat near London. If you have time and internet access, you could ask sts to research canals and rivers around London and see the kind of houseboats people live on there. They could work individually and find an image of a houseboat they would like to live on, then compare their ideas in pairs or groups.

WATCH

Watch the video together. See TG page 312 for Unit 1 culture video script. Ask sts to write a sentence about one thing they learned about living on a houseboat. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What have Andrea and Greg got on the roof of the canal boat? (bicycles: 0:54)
- What is the number of the first lock? (16: 2:09)
- How does Andrea open the lock? (she presses a green button: 2:14)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between unusual homes in the UK and their own country, e.g.:

- Are houseboats popular in your country? Are there canals and rivers where people live?
- Is it easy to live on a houseboat in your country? Why/Why not?
- Are there any other homes that move around? Would you enjoy living in a home that you can move around?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Think about the advantages and disadvantages of living on a houseboat. Would you live on a houseboat? Why/Why not?
- Why do you think Andrea and Greg want to move their boat closer to London for the winter?
- 'You can't always plan. You have to go along with the flow.' Do you think this is a good way to live? Why/Why not?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

A family business

BACKGROUND INFORMATION

In this video, we go through the doors of Tabard Barbers, in central London. Tabard Barbers is one of the oldest family-owned businesses in the area and has been open since 1979. It's a popular place with men and boys of all ages. It's also become a popular place with women over the years. This is a very special place. People enjoy coming here to get their hair cut, but they also come for a chat. They love it because of the friendly, welcoming atmosphere in the middle of the busy city. It's an important place for the community for all generations.

LANGUAGE

The following target language items are recycled from Unit 2: present perfect continuous and present perfect simple; *for*; *since*; past simple; *have (things) in common*.

You may wish to pre-teach the following words: *friendships*, *community hub*, *family-owned business*, *haircuts*, *barber's*, *catch up*, *customers*, *hairdressers*.

Point out that men usually have their hair cut at a barber's. Women usually have their hair cut at a hairdresser's.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a barber's in central London. If you have time and internet access, you could point out that the barber's is near a London Underground Station called Borough, and ask sts to find out a little more about the London Underground. How many stations are there? (270) What is another name for the London Underground? (the Tube)

WATCH

Watch the video together. See TG page 312 for Unit 2 culture video script. Ask sts to write one interesting fact about Tabard Barbers. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- How many bicycles are locked outside Borough Underground Station? (three: 0:35)
- What year is on the window of Tabard Barbers? (1979: 1:00)
- What colour is the bench at the barber's? (green: 2:05, 2:14)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between places you have your hair cut in London and their own country, e.g.:

- What is a typical barber's like in your country? Are there any similarities with the barber's in the video?
- Would you like to work as a barber or hairdresser? Why/Why not?
- What places are community hubs in your country?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Why do you think the clients feel part of a bigger family when they go to Tabard Barbers?
- What qualities do you think are necessary for a barber or hairdresser to have?
- 'Sometimes friendships are made in the most unexpected places.' Where have you met most of your friends? Have you made any friendships in unusual places?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Bionic Hand

BACKGROUND INFORMATION

Easton LaChappelle is an inventor and businessman from the USA. When he was a teenager, he became interested in robotics. By the age of 14, he had made his first robotic hand out of materials he found at home. He was inspired to create a cheap robotic prosthetic arm when he met a little girl whose prosthetic arm had cost more than \$80,000. In this video, he shows a TV presenter, Justin Bratton, the different robotic arms he has made and his latest invention, an arm made from 3D-printed parts which uses artificial intelligence.

LANGUAGE

The following target language items are recycled from Unit 3: predictions (*will, possibly*); present continuous for future; AI (*artificial intelligence*), *control, sensors, wearable, 3D printer*.

You may wish to pre-teach the following words: *robotic hands, fishing line, prototype, headset, muscle movements, brainwaves, eyebrows*.

Point out that the word *airplane* is American English for *airplane*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about an inventor who is really making a difference to the lives of many disabled people with the robotic arms he creates. If you have time and internet access, you could ask sts to find photos of Easton's inventions and the people who benefit from them.

Alternatively, put sts into pairs or small groups and ask them to make a list of inventions or devices that help people every day. Set a time limit if you like, then encourage sts to share their ideas.

WATCH

Watch the video together. See TG page 312 for Unit 3 culture video script. Ask sts to write one interesting fact about Easton LaChappelle. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- Which American president did Easton meet? (Barack Obama: 0:41)
- How many computer monitors does Easton use? (two: 1:30, 1:51)
- What does the second prototype hand hold? (scissors: 2:10, 2:40)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences with technology in their own country, e.g.:

- What devices or wearables are popular with teenagers in your country? What new technology could you not live without?
- What technological innovations are helping people with disabilities?
- How do you think technology will change learning at school and at home in the next ten years?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Do you think technology has made our lives better than our grandparents' lives?
- What would your life be like if technology no longer worked?
- What changes will technological developments bring to our future?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Bengaluru Eco Office

BACKGROUND INFORMATION

Bengaluru is a busy modern city in India where millions of people work in thousands of offices. Like all cities, it uses a lot of resources like energy and food, and it creates a lot of waste like plastic and CO₂. In this video, we visit a small creative agency called *Graffiti Collaborative*. *Graffiti Collaborative* is trying to make a big change with its 'eco office'. They haven't got air-conditioning, they recycle or compost everything and they even grow vegetables on the office terrace to reduce food miles. Everything is thought out to reduce waste and to be sustainable.

LANGUAGE

The following target language items are recycled from Unit 4: *eco-friendly (workplace), environment, (environmental) footprint, (food) packaging, (plastic) waste, resources, waste (paper)*.

You may wish to pre-teach the following words: *creative agency, breeze, upcycling, tyres, decorations, plant-based foods, yummy, compost, harvest*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about an eco-friendly office in India. If you have time and internet access, you could ask sts to find out about Bengaluru: What is the population? (more than eight million) What is the weather like there? (tropical savanna) What is the major industry there? (information technology)

Alternatively, put sts into pairs or small groups and ask them to think of ways to make offices or schools more eco-friendly. Set a time limit if you like, then encourage sts to share their ideas.

WATCH

Watch the video together. See TG page 312 for Unit 4 culture video script. Ask sts to write their favourite eco-friendly ideas from the video, then elicit ideas and reasons from around the classroom.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What does the sign outside on the wall of *Graffiti Collaborative's* office say? (Served with love: 0:34, 1:02)
- How do the employees travel to work? (by bicycle: 1:02)
- How many upcycled bottles are there on the shelves? (ten: 1:51)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences with how people are taking action to become more eco-friendly in their own country, e.g.:

- What forms of transport do people use to get to school and work where you live? Is it environmentally-friendly?
- Do people grow their own food and make compost where you live? What do they grow? Do they usually buy food from local farmers and producers?
- What does your town or city do to reduce waste?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- What ideas from *Graffiti Collaborative's* eco-friendly office could you use at school or at home to become more sustainable?
- Make a list of the things you could do to reduce waste or move towards 'zero waste' in your home or at school. What do you do now? What will you do in the future?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Open water

BACKGROUND INFORMATION

Sailing is a sport that can be enjoyed by people with or without disabilities. It is a great way to bring people of all abilities together. In this video, we follow a group of people learning to sail on the River Thames at the Ahoy Sailing Centre, a charity in London. They learn useful skills, from tying knots to rigging the boats and sailing on the river.

LANGUAGE

The following target language items are recycled from Unit 5: modals of obligation, necessity and advice; comparatives and superlatives; *build, develop, (plenty of) fresh air*.

You may wish to pre-teach the following words: *waterway, disabilities, row, sail, tying knots, rig (the sail boats), yard, Down's Syndrome, crew*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a group of people of all abilities who are learning to sail on the River Thames in London. If you have time and internet access, you could ask sts to find out one or two facts about the River Thames, e.g. how long it is (215 miles/346 kilometres) and what some of the famous landmarks along it are (e.g. the Tower of London, the London Eye, Hampton Court Palace).

WATCH

Watch the video together. See TG page 313 for Unit 5 culture video script. Ask sts if they would like to try sailing on the River Thames in London and to say why or why not.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What is written under The Ahoy Centre sign? (Sailing for everyone!: 0:34)
- What is the name of Philipa's boat? (B4: 1:59, 2:13)
- Today is Philipa's birthday. How old is she? (30: 2:48)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about the activities people can do in their own country for their wellbeing, e.g.:

- What activities can people do in your region / country to keep fit and help their wellbeing? Why are these activities popular?
- Which activities are available to people of all abilities?
- What opportunities are there for young people to work as volunteers in your region / country?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- What benefits do activities like sailing have on health and wellbeing? What other activities have a similar effect?
- Have you ever been sailing? Where? Did you enjoy it? Why/Why not?
- Choose an activity that helps your wellbeing. Make a list of advice for someone who would like to try that activity.

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Extreme make-up

BACKGROUND INFORMATION

Lucia is a make-up artist. She works on films and TV programmes and most of the work she does is to make people look 'normal' for the cameras and lighting. In this video, she takes on the challenge of creating a fantasy look for a musician, Huck. He wants to make a dramatic impression in his latest photoshoot. We follow the process as Lucia transforms Huck.

LANGUAGE

The following target language items are recycled from Unit 6: (*make-up*) artist, *make (patterns)*, musician, painter.

You may wish to pre-teach the following words: *photoshoot*, *brushes*, *crayons*, *face paints*, *masterpiece*, *canvas*, *foundation*, *stencils*, *makeover*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about Lucia, a professional make-up artist, who is going to give a musician, Huck, a makeover for a photoshoot. If you have time and internet access, you could ask sts to find out about the process of transforming actors into characters in some of their favourite fantasy films, e.g. *Harry Potter* or *The Lord of the Rings*, and to find photos of these characters online.

WATCH

Watch the video together. See TG page 313 for Unit 6 culture video script. Ask sts to say if they like the finished make-up on Huck and why or why not.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- *Where does Lucia use the stencil? (on Huck's forehead: 2:04)*
- *What does Lucia paint above Huck's lips? (a moustache: 2:13)*
- *What colour is Huck's guitar? (red: 2:53)*



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about the similarities and differences in creative jobs in their own country, e.g.:

- *What jobs in the creative industry are popular in your country? Is it easy to train for or find a job in these industries?*
- *Would you like to work as a make-up artist? Why/Why not?*
- *How many people do you think are involved in a professional photoshoot? Make a list of people who are usually involved in making a music video.*

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- *In what other circumstances is make-up important to some people?*
- *Do you use make-up? Why do you like wearing make-up?*
- *Imagine you are going to create a fantasy look with make-up for one of your friends. What would it look like? Discuss the design with your friend. What does he/she think?*

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Heston, we have a problem

BACKGROUND INFORMATION

Astronauts in space aren't lucky when it comes to food. Most of what they eat is packaged in plastic and isn't very tasty. This video tells the story of how a celebrity chef, Heston Blumenthal, makes the first 'gourmet' meal for the British astronaut Tim Peake to eat on the International Space Station (ISS). Heston prepares a special recipe and even tests the food at zero gravity.

LANGUAGE

The following target language items are recycled from Unit 7: present simple passive; *astronauts, ISS (International Space Station), journey, mission, orbit, solar system*.

You may wish to pre-teach the following words: *space food, celebrity chef, zero-gravity environment, pouches, sausage and mashed potato, flavours, voyages*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a chef creating a special meal for the astronaut, Tim Peake, for his mission to the International Space Station. If you have time and internet access, you could ask sts to find out about the first woman in space. What was her name? (Valentina Tereshkova) What year did she go into space (1963) and how old was she? (26)

Alternatively, put sts into pairs or small groups and ask them to list as many facts as they can remember about life in space on the ISS.

WATCH

Watch the video together. See TG page 313 for Unit 7 culture video script. Ask sts to write one interesting fact from this video. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- How many astronauts are working outside the ISS? (two: 0:20)
- What flag is on Heston's sleeve? (the European flag: 1:32)
- What is written on the side of the aeroplane? (Zero-G: 2:22)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between space travel in their own country and other countries, e.g.:

- Should your government spend more money on space travel and exploration? Why/Why not?
- If you had to create a meal from your country for a mission to space, what would you choose?
- Imagine you are going on a mission to the ISS. The journey will be for three months. You are allowed to take three personal items with you. What three items do you take?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Would it be a good idea to build a permanent base on the Moon? Why/Why not?
- Do you think people will ever go on holiday to space? How do you think this will work?
- What do you think about the idea of escaping to space to live if we can't remain on Earth in the future? Where would you go?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Plogging

BACKGROUND INFORMATION

'Plogging' is a new way of keeping fit while looking after the environment where you live. Plogging comes from the Swedish word 'plocka', which means 'to pick up', and the word 'jogging'. Plogolution is an organization which sets up 'plogs' where groups of people run or walk and pick up rubbish as they go. In this video, we follow a group of 'ploggers' as they clean up a park in West London.

LANGUAGE

The following target language items are recycled from Unit 8: relative clauses (defining); -ing forms; phrasal verbs (pick up, set up).

You may wish to pre-teach the following words: *plogging, jogging, rubbish, volunteering, food packaging, household waste, concerned, route.*

Point out that another word for rubbish we find in the streets is *litter*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about a new fitness activity called 'plogging'. If you have time and internet access, you could ask sts to find out when and where plogging started (in Sweden, around 2016).

Alternatively, put sts into pairs or small groups and ask them what other fitness activities can be done while helping the environment at the same time (e.g. the 'Green Gym' movement; walking/cycling to work).

WATCH

Watch the video together. See TG page 314 for Unit 8 culture video script. Ask sts to write one interesting fact from this video. Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- What is written on the adult ploggers' T-shirts? (Your planet needs you: 0:23)
- What is the speed limit in the park? (5 (miles per hour): 1:31)
- What is the man in the green cap carrying? (a black bin bag: 1:57)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between fitness and volunteering activities in the UK and their country, e.g.:

- Is plogging popular in your country? Why/Why not?
- What volunteering activities are there in your country to help protect the environment? Do you give up your free time to help in any volunteering projects?
- Plogging helps society, but in what way does it help the individual?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Are there any community events in your town or city to help the environment? Do you think people should help more? Why/Why not?
- Imagine you are setting up a plogging group with your friends. Plan a route near your home or school and make a list of all the equipment you will need.

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

Caped crusaders

BACKGROUND INFORMATION

Stories about superheroes make up one of the most popular genres in crime fiction. The crime-fighting adventures of superheroes with incredible powers have been popular since the first superhero comics appeared in the 1930s. In this video, we meet Chris, a writer from New York. He has created a graphic novel with a new superhero, 'The Protector', and his father is illustrating it. We follow Chris as he makes a short film to accompany his novel, and takes it to Midtown Comics, the largest comic book store in the USA, to see if they will sell it.

LANGUAGE

The following target language items are recycled from Unit 9: modals to speculate about the present; subject and object questions; *commit (the crime), criminal, robbery, thieves*.

You may wish to pre-teach the following words: *comic books, supervillains, graphic novel, deal, graphic artist, supernatural strength, backstreets, blockbusters, impressed*.

PREPARE

21st Century skills

FIND OUT

Tell sts they will watch a video about the creation of 'The Protector', a new superhero for a graphic novel. If you have time and internet access, you could ask sts to find out three facts about the first ever superhero, e.g. its name (The Phantom), the date of its creation (1936), and where it originated (the USA). Alternatively, put sts into pairs or small groups and ask them to make a list of superheroes and their superpowers.

WATCH

Watch the video together. See TG page 314 for Unit 9 culture video script. Ask sts to write a sentence about something they liked in the video (e.g. the city, the costumes, the bookshop). Then ask some of them to read their sentences aloud.

Ask sts the following noticing questions from the video, playing it again if necessary for them to check their answers:

- Which superhero is crawling on the street in New York? (Spider-Man: 0:14)
- What is the real name of 'The Protector' in the graphic novel? (Allen Adams: 0:39)
- What is sold in the shop below Midtown Comics? (pizza: 1:57)



REFLECT

21st Century skills

COMPARE CULTURES

You could ask questions to encourage sts to think about similarities and differences between graphic novels in their own country and in the English-speaking world, e.g.:

- What graphic novels are popular in your country? Do you enjoy reading them?
- What are the names of some famous fictional superheroes in your country? Are they created in your country or countries speaking your language?
- Who is your favourite superhero? Why do you like him/her?

After watching the video, put sts into pairs or small groups to discuss one or more of the following questions:

- Why do you think Chris made a video to accompany his new graphic novel? What are the advantages or disadvantages of doing this?
- Write a short profile for 'The Protector', based on what you saw in the video. Do you think he is always a hero?

Monitor while sts work, then collect some ideas from the class.

You could also ask sts to watch the video again for homework (either with or without subtitles). There are comprehension questions for them to answer about the video on the Richmond Learning Platform.

UNIT 1

Home on a break

R = Ruaridh

R: Hi guys, my name is Ruaridh and welcome to my new bedroom. I'm on a break from work, so I'm staying here just for a while. I thought I would first of all make this feel a bit more like home. Before we start, I'm going to have to organize everything in this room, tidy up some clothes, and figure out where I want everything to be. Whoa! Yes! This is actually my mum and dad's place and I've temporarily moved into my brother's old bedroom. It's pretty good. It's your **basic** room, really. Just a **cosy** bed and nothing else, nothing **luxurious** about it, but let's see what we can do. Camera lenses and a few other bits. Phew! Well, that's the room finished. It's a pretty great set-up. I've got my coffee machine over here, a little coffee station to make it slightly more **luxurious**. And lenses over here for no reason whatsoever and I've got a light behind the camera, basically so I can do these videos and my face is in focus. Yeah. Pretty ... pretty sweet. And it's always nice and **light**. I work as a surfing instructor in New Zealand, so I normally spend a lot of time outdoors. Now I'm home in Scotland and it's still pretty cold, so I don't think I'll be doing much surfing. But on an even better note, I get to make a lot more videos and play a lot more video games. More so, since I found my PlayStation under my bed. Nothing more to mention really, other than I'm probably going to have to be a bit more creative with keeping fit and trying to do any sort of exercise within this very small, **narrow** room. The room is my **indoor** gym for these days. Well I hope you enjoyed this video of me and my new room and I'll see you in the next video. Ciao!

UNIT 2

Best friend challenge

B = Bokang, M = Maxine

B: Hi guys, my name is Bokang and I'm a vlogger from South Africa. My channel is called the *The B Word*, where I share parts of my life and of course, hang out with my friends. Speaking of friends, today you get to meet one of them. So, I'm sitting here with one of my best friends, Maxine.

M: Hi.

B: So, today we're going to be playing the Best Friend Challenge. Have you ever played it before?

M: I have never played this challenge before.

B: OK, so how it works is that I'm going to ask a question, we have some pen and paper, we're going to write down our answers and then we're going to reveal it to see if they match. Easy, right? Got it?

M: Sure.

B: So, our first question is, how do we **keep in touch**? Ready?

M: Yep.

B: Three, two, one! I wrote phone. What did you write?

M: I wrote text messages.

B: OK, so it's basically the same thing. We **keep in touch** mostly through text and through our phone. So, our next question is, what things do we **have in common**? You, stop it! OK, one, two, three! Movies slash film. OK, so we're on the same page there. The next question is, what do you like the most about me? One, two, three! I wrote that you are **loyal** and I think you're funny.

M: Oh, thank you, wow! I wrote that you're **caring**.

B: Aww.

M: And I really like that. And you're very **easy to get along with**.

B: Aww. What do we like doing together?

M: OK, ready?

B: Yes. What did you write?

M: Getting coffee.

B: I wrote photos. Which both are true!

M: That is true.

B: I feel like both are true.

M: We do this, we do it together.

B: We do get coffee and then we probably take a photo or two as well. Our last question, which is my favourite, is can I **keep a secret**? One, two, three! Yay!

M: Sometimes ...

B: I can **keep a secret** thank you very much, Maxine!

M: OK, yeah, you can **keep a secret**.

B: That's the end of our Best Friend Challenge. Make sure to pop your best friend a text, tell them how much they mean to you and maybe play this game with them as well! Thank you for watching, bye!

UNIT 3

The best futuristic gadgets

D = Dei, B = Boy

D: It's Dei, and today I am saying hi from my house on wheels. Today we're going to talk about the future of technology. Ever wondered what the future is going to look like? I think it's looking very bright, especially when more and more futuristic ideas are becoming a reality. The **3D printer** is nothing new. But can you imagine using a giant **3D printer** to build a house in a week? Make a sketch, give it to the **software** and voilà! You have a house in ten days!

Right now, I travel and live in a van. The only annoying thing is travelling long distances on really boring highways. This is why I'm dreaming of the day when **self-driving cars** become a reality at everyone's reach. Turn on the self-driving mode and instead of staring, you can read a book, or just have a nap! How cool would that be?

I am a huge fan of laboratory meat. I bet that this is the most efficient way to stop global climate change. Did you know that the meat industry is worse for climate change than all the world's cars, planes and factories combined? I literally can't wait to try the lab-meat burger for the first time.

One of them ... is my friend, and he's doing all these crazy tricks without one limb. New science allows us to make prosthetic **implants** which you can control with your thoughts. You can even feel textures, as the **implant** has many **sensors** which send the information to the brain. Technology will save the world.

To be honest, you don't need to be an engineer to make something that doesn't exist yet. One day, I thought about getting a dog collar which automatically turned on when it gets dark. Apparently, such technology didn't exist, so I took a normal collar, added some light **sensors**, connected some electronic parts ... We are connecting the batteries.

B: Yes, it's working!

D: It's working! And voilà, now I have a wearable light **sensor** which one day might save my doggy's life! The future is ours and we are the ones who create it. See you soon, bye!

UNIT 4

Tips for extreme weather

S = Sammy

S: Hello everyone. It's good to see you. My name is Sammy, I'm an English vlogger and I make videos on my channel 'pimbolammy', where I discuss current big topics. Throughout my life, the weather around the world has started to get crazier and crazier. In the summer of 2019, in London, England, we had a **heatwave**. The **heatwave** produced the hottest day on record for England at 39.5 degrees Celsius. The **heatwave** lasted for four days and we as a country weren't prepared for it. I had to buy a mini-fan and carry it around with me and make sure that I stayed hydrated. So today, we're going to go through my tips for dealing with extreme weather. If you're living in a country with a lot of pollution, it's a good idea to try and protect yourself from **smog**. Did you know that **smog** is a combination of the words smoke and fog? **Smog**. You can get face masks in many different colours and styles to suit you. And if you carry it with you, you'll always be ready for the **smog**.

I've experienced several **floods** in my life, and the **floods** were caused by too much rain. Heavy rain often occurs during **thunderstorms**.

Thunderstorms are named after the sound you hear, which is thunder. It's hard to know when **floods** will happen or how much rain there'll be, so it's a good idea to always have some items stored so that you're prepared. These items are: a torch, batteries, water, tins of food, blankets, a phone and a portable charger to charge the phone. For **floods**, it's best not to stay on the ground floor as you'll be safer higher up.

Hurricanes aren't very frequent here in the UK, but with climate change, who knows what will happen? During a **hurricane** you can experience **gales** and heavy rain. It's important that during a **hurricane** you stay in the bottom of your house, ideally in a central room that has no windows or glass. Time to run down the stairs. So let's have a look in the cupboard under the stairs. It might be quite cosy, but it would be the best option. The only other option is this toilet. It's quite small, but there are no windows so it would be safe. The **gales** can be so strong that they pull up trees and destroy homes. So, it's important that you have the same items stored with you that you would if there was a **flood**. Thanks for watching, stay safe. Bye.

UNIT 5

A travel vlogger's healthy lifestyle

S = Steve

S: Hello, my name is Steve and I'm a travel vlogger from the United States. I travel the world and make videos, and in this episode, I want to share how I travel the world and balance a healthy lifestyle. Are you ready? Let's go.

For me, the most important aspect of staying healthy is to **organize your time**. I enjoy exercising in the morning, so I frequently try to **avoid late nights**. My days are most productive when I wake up early in the morning. I start my day by waking up, drinking a glass of water and stretching to prepare for a morning run. Since I'm always travelling, I don't usually have the ability to **join a gym**, so I get creative with how I can exercise. If the weather is nice, I will run outside for about 20 minutes and find a place where I can do a variety of exercises. In many cities around the world, I can find a park so I can be outdoors and **get some fresh air**. It's nice when I find a park that has a fitness area. I can do pull-ups and sit-ups, and a bunch of different, nice workouts. This is a great park I found in Bulgaria. If the weather is not nice, I can always stay indoors and complete a good workout. I always travel with a mat so I can stretch and exercise anywhere. Sometimes, I'll stay in and do yoga even if the weather is great, just for a change! I don't always have time to do this every single day, but I try to fit a workout in my schedule at least three days per week.

I never **skip breakfast**, so when I'm done with the workout, it is time to eat. I enjoy cooking with fresh ingredients to maintain a balanced diet. If I have access to a blender, I love to make a smoothie. My favourite is to take bananas, peanut butter, protein powder, ice and water. I mix it all up to make a delicious, fresh, cold, protein shake. After a nice workout and a delicious breakfast, I am feeling great and it's a perfect start to my day. This process helps **reduce stress** and allows me to think clearly and stay productive for the rest of the day.

A healthy lifestyle is not only physical. It's very important to maintain a healthy mind, too. I enjoy meditation to remain calm. I sit for 15 minutes to clear my mind and relax. It's easy to do and I can find a quiet place almost anywhere. That is a little inside look as to how I stay healthy and travel the world. Thanks for watching. I hope you enjoyed!

UNIT 6

A digital creative

S = Storm

S: Hello, friends. My name is Storm and I'm what you might call a digital creative. That means I do more than one job in the creative sector. If you speak to most people in the arts, we become generalists. That's because it's usually more useful and more beneficial to have more than one skill in this field. I started my journey in animation. Animation is basically where you draw multiple images and play them back. That sequence creates the impression of a moving image. If you think of most cartoons, that's animation, the moving image. One of the most interesting things that I learned when I studied animation is that drawing is only a small part of what we do. We become like **actors** when we draft out movement. Acting out movements beforehand enables us to check timing and visualize many important elements to make it more believable or exaggerated. In my last year of university, we were given the task of creating a team to complete an animated film. I was the **director** and I had to not only find more animators, but a **composer** and **musicians** to create the score for my film. **Painters** to design and paint the layouts of the film. We even had a **sculptor** that made a mock-up of the main character of the film. After graduation, I worked as an animator for a few years before moving into illustration, video editing and storyboarding. Now, they all may sound quite random, but they have transferable skills and being a jack of all trades isn't necessarily a bad thing. For example, being an illustrator means you're drawing a lot, which helps you as a storyboarder. More practice as a storyboarder will help you tell a story as a video editor. I hope you enjoyed this look into the life of a digital creative and maybe you learned something a little new. Bye.

UNIT 7

Confessions of a space nerd

D = Dei

D: Hey, it's Dei. Do you know how to distinguish a **star** from a **planet**? Come here. See this really bright **star**? It's not twinkling, so actually, it's a **planet**. It could be Venus ... but the sun went down a long time ago, so it's probably Jupiter. Let me check it. See, it is Jupiter. Told you! You can only know such things if

you are a proper space nerd. Just like I am.

I've loved the night sky as long as I remember. It started when I was a kid. I simply stared at the **Moon** and at the millions of **stars** that make up our **galaxy**. The most interesting subject for me at school was Physics because sometimes the teacher talked about the sun, the **solar system** and the **universe** itself. For example, did you know that in Venus, the **atmosphere** is so acidic that it rains acid there? The more I read, the bigger a physics nerd I became. Space science was simply so interesting to me. I mean, did you know that the **Moon's orbit** is getting wider and wider? And every year, it gets further and further away from the Earth? Or that a neutron **star** can spin six hundred times per second? That is ... that is crazy, crazy and so interesting! When I was fifteen, the books weren't enough for me any more. So, I just made my own telescope! Here it is. Can you see? I wanted to see the surface of the **Moon** and the rings of Saturn. I spent most summer nights either with a telescope or counting the shooting **stars**, which technically are not real **stars**, but **asteroids** entering our **atmosphere** and burning in it! Did I say **asteroids**? They are actually meteoroids! Sorry, my mistake. Let's pretend this never happened and let's go back to the video, right?

Sometimes, I ask myself why I didn't study astrophysics. I guess, I just loved it too much to make it my job. Next time you go outside, check out this night sky. It's really beautiful. See you in the next videos! Bye!

UNIT 8

Diggers Dancing

C= Connor

C: G'day! My name is Connor. I'm from Coffs Harbour, a beautiful and

sunny beach town in New South Wales, Australia. I enjoy creating things with my musical abilities every day. I'm also **interested in** the natural world and love exploring the environment. Today, I want to try and **interpret** the beautiful sounds present in my local environment and create a piece of music with them.

So here we are at the beach, where I would like to record some interesting sounds into this microphone. Diggers Beach is just a short walk from home. Can you hear the sound of the water? Let's get it. Let's keep exploring. Can you hear the birds? When I get home, I'll carefully **analyse** all the different sounds I'm recording. I've had great fun **interacting with** and exploring the environment. But since we've got what we came for, it's time to go home! Now that we've got all of these different sounds, it's time to listen to them and think about how we can turn them into music. I think the birds sound short, sweet and pretty. So, let's try something like this. Perhaps playing short notes in the upper register will remind us of the birds. I think the rock pools sound soft, wavy and relaxing. So, how about this? And finally, I think the ocean sounds open, flowing and magical. So, let's try this. No, not quite right. **Working on my own**, it's hard to create the right sound. A sound that tells people about my own little corner of the world. Ah, that's better! And that, my friend, is our final sound. I'm now going to play you all of these sounds together as a piece of music, and hopefully, you can visualize the beach while you listen. I hope you like it. The piece is called 'Diggers Dancing'.

If you enjoy creating things, and **are interested in** the natural world, then I recommend that you explore and **interact with** your environment in a creative way. That's all for now. Bye!

UNIT 9

My day: a forensic science student

A = Angela

A: Hey, nice to meet you. I'm Angela and I'm a vlogger and student from England. I make videos about forensic science, university and being a student. Today, I thought I would show you a day in the life of a forensic science student, like me. My university course teaches me about **crime** and how to **investigate** the places they happened, to find out who **committed** them. I also learn a lot about **murderers**. But I need some breakfast before I start thinking of convicting people for **murder**. This set me up for a long day of lectures.

My first lesson of the day was about the laws we use for criminals who **steal** things. For example, **burglars may be sentenced** to spend some time in jail. Finding out about the different ways people **commit the crime** is really interesting, and really important for me as a forensic scientist. The difference between a **pickpocket** and a **mugger**, for example, defines the way you do your investigation.

After that, I headed for some lunch in the library. Then I went to the laboratory to work on my evidence project. I had to analyse a pair of trousers that may have been involved in a **murder**. The trousers didn't **commit the crime**, but the person wearing them might have. So, if I find carpet fibres on the trousers that coincide with what was found at the **murder** scene, things will start looking bad for the owner.

After a tiring day at university, I walked home, ready to do it all again tomorrow. I hope you enjoyed joining me for a day at university, learning about crime and science. Thank you for watching.

UNIT 1

Life afloat

A = Andrea

Meet Andrea, Greg and Fig. Greg and Andrea are artists from London, but recently they decided they want to live a bit differently. They've moved onto a canal boat, or houseboat.

A: *Hello! Welcome to my canal boat. This is where I live.*

Andrea and Greg used to live in an apartment in the city centre, but they wanted to escape the noise and the light pollution and find somewhere more rural. So, a houseboat on the canal was the perfect solution and of course, Fig loves it! But living on a boat has its own challenges, like space. Andrea and Greg only have one big room, so they have to be very organized and clever with the space. They've found great solutions for storage and have a bed that folds out. They even have space for a bathroom and a narrow kitchen, or galley. One great thing about a houseboat is you can move it. Today, Andrea and Greg are moving the boat closer to London for the winter months. But where in the city? They don't know exactly. They'll moor the boat when they find a space that's free.

A: *You can't always plan ... you have to go along with the flow.*

As the journey to the city begins, everything seems to be going well although Fig seems a little nervous! Locks along the canal control the height of the river and help boats navigate the canal network. But as they arrive at the second lock on their journey, there's a problem.

A: *There's our traffic jam.*

There's been an accident at the lock, so they can't pass today. They need to find a place to stay for the night, but the closed lock means the riverbanks are very busy. Finally, they find a space that's free and moor their boat before the sun goes down. It isn't what they planned, but as Andrea says, when you live on the river, sometimes you have to go with the flow. And Fig's ready for a good night's sleep!

UNIT 2

A family business

C = Cece

London is one of the busiest cities in the world. It's home to over nine million people. When you live in a busy city, like London, it can be difficult to make friends and difficult to feel part of a community. But sometimes friendships are made in the most unexpected places. In the heart of central London, in Borough, there's a community hub that has been open for 40 years. Since 1979, Tabard Barbers has been a family-owned business, giving people more than just haircuts. It's also a place to escape the busy city. This barber's is one of the oldest businesses in the area. Men and boys, old and young, come here for great haircuts, but also to see friends, catch up and have a laugh. Cece is the manager of Tabard's. She moved to London because she wanted a change. She planned to stay in the UK for six months, but has now been in the UK for six years.

C: *I'm originally from France. I've been living in London for six years and yeah, working in Tabard Barbers for six years. When she arrived, she didn't know anybody and she didn't speak much English. Through the barber's, she's found people she has lots in common with.*

C: *I love London, it's just brilliant! Her job at the barber's has not only helped her make friends and meet people, but it's also a place for customers and hairdressers to socialize. The customers and hairdressers get along and the neighbours come by for a coffee and a chat, too. So, it isn't just the great haircuts that bring people back, but the friendship and sense of community they get with every visit.*
C: *Tabard Barbers, it's a family business and I love that ... people, community, we want to make our customers happy. Tabard's always leaves its clients with great haircuts, but also a feeling of being special and part of a bigger family.*

UNIT 3

Bionic Hand

J = Justin

J: *I'm Justin Bratton. I'm going where I've never gone before.*

Today, Justin meets inventor and businessman Easton LaChappelle. He's known around the world as the creator of these impressive robotic hands, and Justin wants to know how it all began. When he was 14, Easton started building his first robotic hand.

J: *This is the hand, this is the first hand.*

He made it with very simple materials. He used electrical tubing for the fingers, fishing line for the tendons and Lego bricks to build the arm. It was controlled by a glove. And it was equipped with microchips and sensors from his own remote-controlled airplane. His next goal was to find a way of making the hand available to everybody. So, he built a second prototype.

J: *And then you can like, you could like, possibly scratch my head with a robot arm. So, is that, is that what's happening right now?*

This time, he used a 3D printer. When you use a 3D printer, the price of the parts goes down, making the hand available to anybody. He made it even easier by sharing the instructions online, so anybody who has a printer can make their own hand for just \$300 worth of materials. Easton soon realized that his robotic hands could change lives as wearable prosthetics. So, for his next prototype, he started thinking of how someone with no hand could control it. How did he do it? He used a headset that told the robotic hand what to do by reading muscle movements and brainwaves. It actually reads your thoughts! Justin tries it. If he raises his eyebrows, the hand opens. When he lowers them, it closes. It works! And Justin drinks a cup of coffee using the robotic hand. Controlling the hand through muscle movement really works, so Easton is using it as the basis for his first prosthetic hand. This hand will use an AI system that learns from experience. It will remember the user's frequent movements, making it easier to control. Now that's what we call genius!

UNIT 4

Bengaluru Eco Office

Shi = Shinoy; Shw = Shweta, N = Nakul, A = Alex

With tall buildings and a large population, Bengaluru, in India, is a

modern urban city. But like any other city, Bengaluru also produces a lot of waste. Thankfully, there are people trying to do something about it.

Shi: *Welcome to Graffiti, where we don't believe in waste.*

Graffiti Collaborative is a creative agency in Bengaluru. From the outside, it looks like any other office. But inside, you'll find a group of creative people who care about the environment.

Shw: *At Graffiti, we've been able to create a support group which essentially motivates each one of us to reduce our environmental footprint in a more conscious way.*

Graffiti do different things to try to protect the environment. The first is that they don't have any air conditioning. Instead, they open the windows and let the breeze keep their workplace cool and fresh. They also minimize waste by upcycling a lot of it. Old tyres become comfortable and stylish chairs.

N: *You can turn anything waste into something usable. And just like that, with a little bit of effort, we have a new chair.*

Waste paper is turned into little notebooks and any material that's lying around is made into attractive decorations. They cook their meals in the office kitchen, as it saves on a lot of plastic waste that comes with food packaging. The office is also completely vegan. Animal farming uses a lot of resources, so at Graffiti, they only eat plant-based foods.

Shw: *We have yummy vegan food every day for lunch. We cook our lunch, we eat together. That brings the team together.*

And the delicious food ensures that no one is even interested in eating out! Any food that's left over is then put into the compost. This compost is then used to grow a lot of the food that they consume in the office.

A: *So we try and grow our own vegetables in our garden. Last year, we had a great harvest. We hope it will be a great harvest this year.*

Graffiti shows any office can be a fun, eco-friendly workplace. It's good for the team and fantastic for the environment.

UNIT 5

Open water

Ins = Instructor, Int = Interviewer, P = Philipa

The River Thames is the busiest waterway in the UK. Full of boats of

all shapes and sizes, it's been a very important part of London as a city and a community for a long time. At the Ahoy Sailing Centre, they want everybody to be able to enjoy the river. The water sports centre brings together people of all abilities, and disabilities, to learn and practise how to row, sail and drive motorboats.

Ins: *So, up here, you're going to be with Sarah doing some knots, I think, and then we'll do half of you downstairs with me doing some sailing stuff.*

All the participants get to develop their sailing skills. Half of the team practise tying knots which they'll use out on the water. The other half of the team learn how to rig the sail boats. And it takes the whole team to help get the boats out of the yard. But the highlight of the day is, of course, getting out on the river. Philipa has Down's Syndrome. She comes to the Ahoy Centre every Wednesday and is training for a sailing qualification. To pass, she'll need to prove her sailing skills. This means she has to spend a lot of time on the water. Having Down's Syndrome makes it difficult for Philipa to do some sports, but on a sailboat she's just as important as the other crew members. Once they're out on the water, every member of the crew has an important role, disabled or not. And when the boats come back, it seems like everybody's enjoyed using their new skills and building their confidence out on the water.

Int: *So tell me in one word: how was it?*

P: *Excellent!*

At Ahoy, community and friendship are just as important as sailing, so the team all get together for a big meal at the end of the day. Today is special because it's Philipa's birthday, so there's cake for everybody. It's been a great day on the Thames. Plenty of fresh air and exercise, the chance to learn and practise skills and of course, lots of fun. Most importantly, it's shown that activities like sailing are about what you can do and not what you can't.

UNIT 6

Extreme make-up

H = Huck, L = Lucia

When you look at this face, do you think of this one? But this is what Lucia is going to create today. She's a professional make-up artist. Today, she's with Huck, a young musician. Huck has asked Lucia if she can do

something different for his upcoming photoshoot.

H: *I just want to make sure it's more rock than scary.*

And Lucia knows exactly what she's going to do. She's an expert, but Huck must be patient. This kind of make-up takes time.

L: *So, something like this will take about an hour, maybe a bit longer.*

She gets right to it. Lucia has worked on make-up for television, film and theatre for a long time. Watching Lucia work is like watching a painter. She uses different brushes, colours, crayons and face paints to create her masterpiece. The only difference is that she's using Huck's face as the canvas!

H: *This feels quite weird!*

Once she's applied the foundation, Lucia adds some colour and the results are fantastic. Next, she uses stencils to make patterns on Huck's face.

H: *I've always wanted a moustache!*

Lucia knows exactly what works, and what doesn't.

L: *I don't think that works, so let's not use that.*

Huck's makeover is almost done, and it's time for the finishing touches.

L: *Right, I think we're done. What do you think?*

H: *Fantastic! Absolutely blown away.*

With such a unique and interesting look, there's no doubt that the photoshoot will also be amazing!

UNIT 7

Heston, we have a problem

H = Heston, T = Tim

Orbiting 400 kilometres above the earth, the ISS, or International Space Station, is home to six astronauts. It's where they live, work and eat. Space food is designed to give astronauts everything they need to stay healthy in space, but it isn't delicious. This is because conditions in space are very different. Heston Blumenthal is a celebrity chef. He's going to make food for the British astronaut, Tim Peake, for his mission to the International Space Station. First, Heston wants to try the space food astronauts are given now. Because of the zero-gravity environment and the long journey to space without a fridge or freezer, space food is packaged in pouches or tins. And it doesn't look or taste good.

H: *You can make that food taste a lot better, an awful lot better.*

One of Tim Peake's favourite meals is sausage and mashed potato. Heston is making a special recipe to give Tim this taste of home while he's up in space. It needs to taste great, but also survive the journey into space and last for months. Heston's happy with the flavours, but he wants to try it in zero-gravity conditions. One way to experience zero gravity is in this special plane. It's used by astronauts during training. Will Heston's sausage pass the zero-gravity test? So, it isn't so easy to eat a sausage in zero gravity, but at least it tastes good! Heston thinks it's ready to be sent up to Tim in the ISS. Heston's off to Mission Control. He'll be on a live link to Tim on the ISS and Tim is going to try one of Heston's meals. This is the moment of truth.

H: Hi, Tim, how are you?

T: Hello, Heston, it's great to hear you. I'm doing fantastic, thanks.

But what will Tim think of Heston's meals?

T: It tastes absolutely delicious, really wonderful.

H: That's fantastic. Phew! Phewstoun! Tim will be eating Heston's meals in orbit for five more months. Maybe these meals will set a new standard for space food. If astronauts make much longer voyages into the solar system and beyond, they'll want and need good food. So for now, mission accomplished.

UNIT 8

Plogging

M = Michelle, D = Dermot, B = Boy, W = Woman

Take a look around. Empty cans. Glass bottles. Crisp packets. Do you want to clean up your community, but you don't know where to start? Why don't you try plogging? Michelle and Dermot are both passionate about fitness and the environment. They've set up a plogging organization called Plogolution. But what is plogging? Plogging is a Swedish idea. It comes from the word 'plocka' which means 'to pick up', and 'jogging'.

M: Dermot and I decided to start Plogolution because back in 2018 we went for a run together and came across a lot of rubbish. We wanted to find something we could do to bring together fitness and the environment at the same time.

D: Anyone can go plogging. We welcome everyone, all sorts of fitness abilities.

Today, Dermot, Michelle and the ploggers are volunteering in West London. They hope to clean up Gunnersbury Park. This week, there are lots of young families, so the group all walk together to make sure they don't miss any litter ... and they find a lot more than you might imagine. Old food packaging. Household waste. The whole plogging team are shocked by the amount of rubbish they find. It's a great chance for the younger team members to learn about how to look after the environment and how they can help in their community.

B: I came along because it's a way to get active, but also I'm really concerned about our environment. I think it's a good way to get people walking again.

So it's also a great way for people to socialize and make friends who also have a passion for the environment.

W: It's getting out and about regardless of the weather. It's a good excuse to get out. Meeting people that you would never ever have met in any other walk of life. It's just perfect.

By the end of the route, everybody's bags are full of rubbish! Everybody's very tired, but the day has been a great success. Getting fit, cleaning up the neighbourhood and meeting great people along the way. Plogging might just be the next big thing!

UNIT 9

Caped crusaders

C = Chris, G = Gerry, T = Thor

New York. A city that has inspired many famous songs and films. It's also a city that has inspired a lot of fiction, especially crime fiction. Here, a scene is being filmed in New York about a robbery. And who will save the day? A superhero, of course. Chris has created his own superhero character, *The Protector*. Chris wants to make a name for himself in crime fiction and he hopes that filming this short video will get readers to buy his *Protector* comic books. His classic superhero needs a classic costume.

C: Action!

In comic fiction, superheroes fight every type of crime and criminal from small-time thieves, like here, to evil supervillains. Today, though, the real enemy is just the weather.

C: Good! Get inside, get inside! And that's a wrap.

For superhero fans, Midtown Comics in Manhattan is the place to be. Many dress up as their favourite characters.

G: There's never a normal day at Midtown Comics.

With so many superheroes already, could there be room for more? Chris thinks so. He's invested time and money creating *The Protector* and writing his graphic novel. At Midtown Comics, Chris needs a deal that will put *The Protector* comic book on the store's shelves, with all the other superheroes. Thor is the guy to speak to. Thor is open to the idea and asks Chris to get the first *Protector* story finished in a month.

C: OK, cool, great, thanks. Thanks, man.

T: Yeah, no problem.

This is what Chris loves doing. His father is a graphic artist, and he's helping Chris with *The Protector*. Together with the film, these pictures will bring this superhero to life. *The Protector* is a superhero in the classic sense. He uses his supernatural strength to fight evil lurking in the backstreets and alleyways. Four weeks of drawing and writing later, it's now the moment of truth. Is *The Protector* good enough to get on the shelves of Midtown Comics?

T: This is it?

C: This is the book.

T: It looks awesome, it really does.

C: Thanks.

The video is going down well, too.

Like all great superhero blockbusters, *The Protector* stops the criminal from committing the crime just at the last minute. In fact, Thor was so impressed that he's made *The Protector* book of the week! A new crime fighter is born.

UNIT 1

We didn't use to do that at my old school!

J = Jake, R = Rose

- J:** Hey, Aunt Rose!
- R:** Hi, Jake. How was your first day?
- J:** Well, it didn't start off great. First, I didn't hear my alarm, so I woke up late. Then, the water turned cold while I was having a shower!
- R:** Oh, dear! How were your classes?
- J:** They were really interesting! We studied all the normal subjects, like English and History, but we had three hours of music lessons, too. We didn't use to do that at my old school!
- R:** Really? How often did you use to have music lessons?
- J:** Well, we only used to have one class a week.
- R:** I see!
- J:** And there's always music around! While we were having lunch, some students started singing and playing music! There's always a concert happening somewhere in the school! While we were doing Geography, the class next door was practising the violin!
- R:** Wow! Well, I guess it's time for me to show you your present then!
- J:** Present? What present?
- R:** Well, I was walking around Berlin last month when I saw this in a shop window!
- J:** Wow! Thank you, Aunt Rose. This is so cool!

Have you seen our new robot?

M = Mr Jones, B = Ben, V = Vicky, C = Clara

- M:** Hey, guys! It's great to see you again!
- B:** Hi, Mr Jones! We haven't seen you since we finished working on the digital slideshow! How have you been?
- M:** I've been great. I've just come back from my holidays!
- V:** Where did you go, Mr Jones?
- M:** I went to the Canary Islands.
- B:** How long were you there?
- M:** I was there for two weeks. It was just me, the sun and the sea! I really needed a break from the museum! It's always so busy.

- B:** Yes, it is. So, how long have you worked here, Mr Jones?
- M:** I started working here over 15 years ago when I was a student. It was just a small museum back then! Anyway, have you seen our new robot yet?
- V, B:** No, we haven't!
- M:** This is Clara! It arrived two weeks ago, but it's already become one of our most popular exhibits!
- C:** Hello, Vicky. Hello, Ben. Nice to meet you!
- B:** Wow! I've never seen anything like this!
- V:** Oh, come on, Drew! Don't be jealous. You know we love you best!

UNIT 2

I've never been in a band!

B = Ben, V = Vicky, J = Jake, A = Anna

- B:** Hi, Vicky!
- V:** Hi, Ben! Hey, Oscar.
- B:** How long have you been waiting here?
- V:** Oh, not long. I've only been waiting for a few minutes. Did Jake call you, too?
- B:** Yes, he's called me twice today. He told me to meet him here.
- J:** Hi, guys!
- B, V:** Hi, Jake!
- J:** Oh, I'm so tired! I've been carrying my guitar around all day! This is Anna. She goes to my music school.
- B:** Hi, Anna. I'm Ben, and this is Vicky.
- A:** Hi, guys. I've heard so much about you!
- V:** Tell us, Anna. How long have you been going to Omega Music School?
- A:** Oh, I haven't been going there long. I started last autumn!
- B:** Do you play the guitar, like Jake?
- A:** No, I'm a pianist. I've been playing the piano and the keyboard for four years and I've been training to become a singer, too!
- V:** Oh, cool! Have you written any songs?
- A:** No, I haven't. But I'd like to!
- J:** I've written some songs on my guitar! Do you want to hear them sometime?
- A:** Sure! Maybe I can learn to play them on keyboard. I've been

learning songs by different artists for practice!

- B:** Guitar and keyboard go great together. Perhaps you and Jake should start a band!
- J:** I've never been in a band!
- A:** Oh, what a great idea!

They'd met before we were born!

J = Jake, B = Ben, V = Vicky, A = Anna

- J:** Ben, this is amazing! Where did you find this album?
- B:** My grandmother gave it to me.
- V:** Cool! Who took these photographs?
- B:** She did. And look, she wrote some notes on the back after she had taken them. She wanted to remember the story behind each one.
- J:** Mmm. 'Bristol Zoo, 1970. Jill was very excited about the snakes. By the time we left, she had decided to get a pet snake!'
- V:** Ha! Ha! That's funny! My grandma Jill has a pet snake. Can I see the photo? This is my grandma! Wow! So, she only got interested in snakes because she had seen them at the zoo.
- B:** And our grandparents had met each other before we were even born! What are the chances?
- J:** Well, it's a small town! Don't you remember our school project? Ben and I did a project about family trees before I switched schools. Apparently, we are both related to a famous inventor that lived in the nineteenth century!
- B:** And we hadn't even heard of the inventor before we did the project!
- A:** Wow! That's amazing!
- B:** Yes! His inventions became really popular, but unfortunately, he had died by the time his work became famous! Anyway, albums are great. I think I'll start one of my own with all the memories we've created!

UNIT 3

It'll definitely be a hit!

J = Jake, V = Vicky, B = Ben, R = Rose

- J:** Captain, our spaceship is in trouble!

V: Oh, no! What's wrong?
J: We're going to run out of energy!
V: The test results will definitely tell us. Mmm! The engines will stop working in exactly ten minutes! When will we reach Planet X, Ben?
B: We won't arrive there for at least 20 minutes.
V: I'll contact Rose. She's likely to have a solution.
R: Hello?
V: Rose! We need your help! We haven't got enough power to take us to Planet X!
R: Oh, dear! I might be able to plan a faster route.
V: Did you find a solution, Rose?
R: Mmm? Oh, no, that was the microwave. My dinner is ready!
V: Rose! You must hurry! We'll probably lose power soon!
R: Oh, OK! I'm uploading the faster route now. But it isn't going to be an easy journey!
V: Oh, Rose! I wish you were here!
R: But I am here!
J: Oh, Rose. You're here!
R: Did you fall asleep again? Why don't you go to bed? You'll be tired in the morning.
J: I had the strangest dream! It's given me an idea for a video game with spaceships. I'll tell Vicky tomorrow. She may want to program it.
R: Mmm. It'll definitely be a hit. Goodnight, Jake.

The film starts at six o'clock!

J = Jake, B = Ben, V = Vicky, A = Anna

J: So, when are we going to the cinema? *Robot Bear 2* opens today!
B: Did you know, in a few years' time, we won't be watching films at the cinema. We'll be watching films on our glasses!
J: Exciting! Shall we go and see *Robot Bear 2* tonight?
V: What time does it start?
J: I'll check now. Mmm ...
V: Oh, hey, Anna!
A: Hi, guys!
J: Right! The film is on at the Odeon.
A: Which film?
V: We're watching *Robot Bear 2* tonight. What are you doing this evening? Do you want to join us?
A: Well, what time does it start?
J: It starts at six o'clock.

A: Oh, I can't. I'll be watching my little sister at six o'clock.
J: Well, we could go to the SuperPlex. The film starts at eight o'clock there!
A: Well, I don't know. Eight o'clock is a bit late. Anyway, I don't really like *Robot Bear* films.
B: What?!
A: Plus, I need to practise the keyboards. Don't forget, Jake, this time next week, we'll be playing at the school concert!
J: I know ...
A: Are we still practising together tomorrow?
J: Of course!
A: Great. Well, I'll see you guys later. Enjoy the film tonight!

UNIT 4

If I were you ...

J = Jake, B = Ben

J: Have you got your hat?
B: Yes.
J: What about your insect repellent?
B: Check!
J: And, of course, your camera!
B: Wait ... Oh, no! I can't find my camera!
J: Here we go again ...
B: If I don't have my camera, I won't be able to take photos of all the animals!
J: Are you sure it isn't there?
B: Oh, no! Oh, no ... I've lost my camera! What am I going to do?
J: Relax! You'll find it.
B: Relax? If you lost your guitar, you wouldn't be so relaxed!
J: That's true. Well, why don't you go home and check your bedroom? Maybe it'll be there.
B: OK. Yes. I'll do that.

Later

J: Oh, hey. You found it!
B: Yes, it was on the table.
J: If I were you, I'd be more careful. You're always forgetting stuff!
B: I know! If I'm not more careful, I'll lose this camera one day.
J: Well, we all forget things, Ben! If you didn't forget anything, you wouldn't be human! OK, ready to go? It won't be any fun unless you're there!
B: Yes! Thanks for waiting for me, Jake. When we get there, I'll buy you a big ice cream!

If I had gone to sleep earlier last night ...

V = Vicky, R = Rose, J = Jake

V: Hi, Jake! Hi, Rose! Sorry I'm late. I couldn't get up this morning. It wouldn't have been so hard to get up if I had gone to sleep earlier last night!
R: Why did you go to sleep so late?
V: I was watching science videos online. I'm researching famous scientists for a school project!
J: Nice! Tell us about it!
V: Well, I think I'll focus on Katherine Johnson.
J: Who's that?
R: She was a mathematician for NASA!
V: Yes, apparently her work was very important! If she hadn't been good at Maths, we might never have gone into space!
R: She was very important! But there are other important scientists. How about Marie Curie? You know, we wouldn't have invented X-rays if she hadn't studied radiation! I also admire Margaret Hamilton's work.
V: What did she do?
R: She created the software for the spaceships that we sent to the Moon!
J: Oh! The Apollo Missions!
R: Yes! Her software helped keep the astronauts safe. Lots of things could have gone wrong if her software hadn't been so good!
V: That's amazing!
R: What are you doing there, Drew?
V: I think Drew's got a favourite scientist! And it's you, Rose!
R: Oh, thank you, Drew!

UNIT 5

I ought to exercise more!

J = Jake, B = Ben

J: Hi, Ben! Where are you going?
B: I'm going for a run in the park! I had to watch a documentary for a school project last night about the benefits of exercising. Did you know that teenagers should exercise for an hour every day?
J: Really? I ought to exercise more too, then!
B: Well, why don't you join me today? You might enjoy it.

- J:** Thank you, Drew! But I have guitar practice in half an hour. I have to practise for our next concert!
- B:** All right then. You should join me next time!
- J:** Sure. You need to be careful, though! Don't push yourself too hard. You don't need to get fit in one day!
- B:** Oh, don't worry! I won't be running too far. I must be back before it gets dark!
- J:** Oh, no! It's going to rain soon. Maybe you shouldn't go running today.
- B:** Don't worry, Jake. I've got my hoodie!
- J:** Oh, it sounds as if you've got a cold. You really mustn't go out in the rain if you aren't well.
- B:** Oh, you don't have to worry, Jake. I'll be fine! See you!

The healthiest person on Earth!

J = Jake, V = Vicky, B = Ben

- J, V:** Hi, Ben!
- J:** How are you feeling?
- B:** I'm a bit worse than yesterday!
- J:** Oh ... I brought you some of my famous tomato soup.
- V:** I brought you some special tea. It's made from eucalyptus leaves.
- J:** Some tea? Tea won't help. My soup is the best cure for a cold!
- V:** My tea is much more effective than your soup.
- B:** Guys, it's OK! I'm sure the soup works as well as the tea.
- J, V:** Sorry, Ben.
- J:** I'll just leave the soup here. Remember, the soup must be hot! It's the most important thing.
- V:** I'll leave the tea here, too. Look, it says 'The healthiest person on Earth!' The headache is the worst symptom when you've got a cold. My tea is perfect for headaches.
- J:** I think headaches don't feel as bad as a stuffy nose! My soup will clear your stuffy nose right away, Ben.
- B:** Thanks, guys. I'll have them both.
- J:** OK. I guess we'll go home and let you rest. I hope you feel better! If you need more soup, just send me a text message!
- B:** OK, Jake.
- V:** Drink as much tea as you want! I can make lots more! Just text me!
- B:** Oh, OK. Ow! Must be the hottest soup on Earth!

UNIT 6

She said that your band was great!

R = Rose, J = Jake

- R:** Hey, Jake!
- J:** Hi, Aunt Rose!
- R:** Where are you going in such a hurry, Jake?
- J:** I've got a rehearsal with my new band, Banana Cake, remember? Our new music teacher said that we needed to be there by six!
- R:** Wait, Banana Cake is your band?
- J:** Yes. Why?
- R:** Oh, my nephew is a celebrity!
- J:** What?
- R:** They were talking about you in the café!
- J:** Who?
- R:** Some kids from your school, I think. A boy and a girl.
- J:** What did they say?
- R:** Well, the girl said that she had seen Banana Cake at the school concert the previous week and that you had been great. Then, she asked the boy if he had heard of Banana Cake.
- J:** That's amazing! What did he say?
- R:** He said yes. He had seen the concert and that Banana Cake was his new favourite band.
- J:** Wow! Really?
- R:** Yes! And then, the boy asked when you were playing next, and the girl told him that she didn't know, but that she hoped you would play soon!
- J:** Oh, Aunt Rose! That's incredible! I'll tell Anna. I'm going to practise even harder now!
- R:** Do that. But don't forget your schoolwork, OK?

He told me to check the game for bugs!

V = Vicky, J = Jake, B = Ben

- V:** Hey, guys!
- J, B:** Hey, Vicky.
- V:** How's the game going?
- B:** Great!
- J:** Yes, we should stop now, though. Rose told us not to play for long. It's almost 8.30!
- B:** You're right.
- V:** I have to tell you about the game programmers' club! Today was the best day!
- J:** Oh? What happened?

- V:** Do you remember the game I started making last year? Oscar's *Big Adventure*?
- B:** Sure!
- V:** I finished it last week!
- J:** Wow! Why didn't you say anything?
- V:** I wanted to, but my instructor advised me not to say anything until he'd checked the game. Well, he sat down with me today after the club finished. He said he'd played the game and he loved it! He even suggested taking the game to this year's Young Game Designer competition!
- J, B:** Wow!
- V:** He offered to help me design some more levels. He said the game was lots of fun and he would enjoy doing it.
- J:** Amazing! What happened next?
- V:** He told me to check the game for bugs and he advised me to give it to other people and get their feedback.
- B:** So, are you going to show us?
- V:** OK!
- J:** What a great game!

UNIT 7

Code is always written last!

B = Ben, J = Jake, V = Vicky

- B:** So, guys, remember that dream Jake had a few weeks ago? The one where we were on a spaceship?
- J:** Ha! Ha! Here we go again ...
- B:** No, really, I'm being serious! Remember how you said it would be a perfect concept for a video game, Jake? Well, it was suggested as a project for our Art class last week.
- V:** So you're creating the visuals for a video game? That sounds fun!
- B:** It is! Check this out. The game is going to be called *Humans versus aliens*. Look, the designs for the aliens have already been completed! And the heroes' spaceship has also been designed.
- J:** Wow! That's fantastic! They look just like the aliens in my dream!
- V:** Mmm. Who were these designed by?
- B:** All characters were created by our team!
- J:** Can you use these in a game, Vicky?
- V:** Sure! I can animate them! Animation is made on a special program. We have been trained to

use it in the game programmers' club!

- J:** Nice! So, next, you have to write the code, right?
V: Ha! That's easy! Code is always written last!
B: I'll give you a download link when everything is ready, Vicky! I can't wait to try the game!

Passwords should never be shared!

B = Ben, V = Vicky

- B:** Hey, Vicky! I've got something for you!
V: Oh, thanks, Ben. But I've just eaten.
B: No! This is a memory stick! It's got the graphics for the space game on it. Well, most of them. The rest won't be finished until tonight. But all the files are going to be transferred to you later.
V: Oh, excellent! Oh! Oh, no! I'm sorry, Ben! I can't believe all your hard work is gone.
B: Oh, it isn't gone!
V: Oh, Ben! Why do all of your memory sticks look like food? Ha! Ha! Hey, Ben. This is password protected.
B: Oh, yes, sorry. It can only be accessed with a password. It's ... uh ... super.be ...
V: Ben! Passwords should never be shared!
B: Oops! You're right. Let me ... Oh, oh, yes, 'super' must be written with a capital 's'. OK, done!
V: Oh! Here they are! Wow! Look at all these folders!
B: Should these files be compressed? They're quite large!
V: Well, yes, they are. But they will be processed automatically by the game engine.
B: When will the game be finished?
V: Well, work will be started on Saturday and it might be finished by ... well, who knows? No, Sam!
B: Mmm ... Maybe it's time to get a normal memory stick! Ha! Ha!

UNIT 8

Coding's a skill that is going to be very important!

B = Ben, V = Vicky

- B:** Hey, Vicky!
V: Hi, Ben!
B: I'm so glad that we're working on this game together! I'll be

able to say that I'm the first game developer who doesn't know how to code!

- V:** Well, not exactly! A game developer is someone who codes and programs the game. A game designer, who comes up with the concept of the game, doesn't need to know how to code!
B: Ha! I'm a game designer, then!
V: Correct! You should learn, though. Coding's a skill that is going to be very important! How's it all going, anyway?
B: Well, Peter, whose initial design we used for the spaceship, wants to change it now! He says that this will be more practical.
V: The spaceship, where most of the action takes place, has to be practical. But the initial design works, and it's closer to Jake's dream, too!
B: OK. You're right. Jake is the one whose dream inspired this game. However, we might need to change the aliens.
V: We're at a stage where we should avoid changing things.
B: You're right, but look at this!
V: Oh! That's so cute! This alien isn't someone that would be a bad guy, like the other aliens. How about making it a friend for our main characters, and leave the other aliens as they are?
B: Good idea! You should be a game developer and a game designer!
V: Well, that's my goal!

We've finished preparing the vegetables!

J = Jake, A = Anna, V = Vicky, B = Ben

- J:** I'm so happy we're doing this! I miss having barbecues!
A: I don't remember having a barbecue with just vegetables before.
J: I went to the supermarket, but everything was packaged in lots of plastic. So I decided to go to the market. Everything is so fresh there!
A: I'd really like to go there one day.
J: Maybe we can all go together next weekend!
V: Where's Ben, anyway? He's late.
J: He's probably out taking photos again!
V: But he promised to help us.
J: I don't think Ben enjoys cooking ... I'm going to call him.

- B:** Hello?
J: Hey, Ben. We're here. We've almost finished preparing the vegetables! Are you coming?
B: I'm on my way. Sorry, I forgot to bring my camera with me. I had to go back and get it.
V: There he is!
B: Hi, everyone! Sorry I'm late! Oh, wow, these look amazing!
J: Yep! They're ready! We just need to put them on the barbecue now.
B: Oh, I feel bad. I didn't help you guys at all!
V: Oh, don't worry, Ben! You can still help with the potatoes!

UNIT 9

It must be a big city!

A = Anna, J = Jake, B = Ben, R = Rose, V = Vicky

- A:** OK, Jake, your turn. What is the capital city of Canada? Ottawa, Toronto, Chicago, or Montreal?
J: Mmm ... Well, it can't be Chicago. That's in the USA, right? I guess it might be Toronto. But it could be Ottawa ...
B: Mmm. If it's Canada's capital, it must be a big city.
J: But I think all of these cities are big! Toronto. No! Ottawa! Ottawa!
A, J, B, V: Yes!
R: Hey, kids! Hello!
V: It's Rose! What does she want?
R: Jump in. I've got a surprise for you!

Later

- J:** So, what is it, Aunt Rose? What did you want to show us?
R: Well, remember the flying bikes? I've just finished the first prototype!
A, J, B, V: What? Where is it?
R: I don't know. It was here last night! It can't be true! Someone must have stolen it!
B: But how did they get in?
R: I don't know! I always lock the door!
A: So, they can't have got in that way. They may have come in through a window.
R: Mmm ... I guess I might have left a window open. They could have got in that way!
V: Oh, look! Drew has found something.
B: There are some footprints! They must be the burglars'.
R: Right. We need to call the police!

Didn't you hear anything?

**OT = Officer Tan, R = Rose, J = Jake,
B = Ben, V = Vicky, A = Anna**

OT: Didn't you hear anything last night?

R: No, Officer. Everything was really quiet.

J: Oscar didn't hear anything!

OT: Who is Oscar?

R: That's Oscar.

B: What about Drew, Rose?

OT: Who is Drew?

R: Oh, Drew's my robot. But it didn't hear anything.

OT: Mmm. OK. So, who found the footprints?

B: I did. Oh, well, actually Drew did.

OT: Mmm ... I'll let you know as soon as we have any news. Goodbye.

R: Oh, thanks. Goodbye. Oh, come on, everyone. Cheer up!

B: But Rose, you worked so hard. Aren't you upset?

R: Yes, I am, but ...

V: And who could have known about the bike? And why did they steal it? Don't you want to know what happened?

R: Yes, I do. But there's nothing we can do right now. Let's go outside and try to relax.

A: We need to cheer up. Let's play some music!

R: Good idea. Didn't you bring your guitar, Jake?

J: I did, but ...

V: It's worth a try, Jake. Won't you feel happier if you play your guitar?

B: Come on, Jake!

J: OK. Let's do this!

WORKBOOK

ANSWER KEY

STARTER

- 1** 1 departures board
2 information desk
3 check-in
4 traffic jam
5 flight
- 2** 1 going abroad
2 traffic jam
3 queue
4 departures board
5 announcement
6 flight
7 check-in
8 unpacked
- 3** 1 f 3 e 5 h 7 g
2 b 4 a 6 d 8 c
- 4** 1 Did, like 4 've heard
2 hit 5 Have, been
3 told 6 went
- 5** 1 rugby
2 basketball
3 squash
4 mountain biking
5 surfing
- 6** 1 Y 3 Y 5 N 7 Y
2 N 4 N 6 Y 8 N
- 7** 1 go 3 does 5 do
2 went 4 play 6 play
- 8** 1 had to 4 have to
2 able to 5 allowed to
3 must 6 can't
- 9** 1 can't 4 didn't have to
2 doesn't have to 5 must
3 could 6 can
- 10** 1 Did you see
2 Have you read
3 What did you have
4 Can you speak
5 Why did you go
6 Does Rick go

UNIT 1

Vocabulary

- 1** 1 cosy 5 recycled
2 indoor 6 traditional
3 narrow 7 basic
4 gloomy 8 luxurious
- 2** 1 outdoor
2 wide
3 light
4 brand-new
5 luxurious
6 organized
7 uncomfortable
- 3** 1 cosy 5 gloomy
2 organized 6 basic
3 traditional 7 recycled
4 narrow 8 luxurious

- 4** 1 cosy 4 organized
2 gloomy 5 outdoor
3 basic

Reading

- 1** b
- 2** 1 F 2 T 3 T 4 F 5 F 6 F
- 3** 1 rectangular 3 circular
2 square 4 triangular

Grammar

- 1** 1 I met Ed while I was working at the restaurant.
2 Lara called while you were having a shower.
3 I was reading when she arrived.
4 While I was cooking dinner, they were watching TV.
5 Dan got the news while he was travelling.
- 2** 1 saw
2 was cycling
3 burnt
4 were driving
5 were chatting
- 3** 1 It was raining when I woke up this morning.
2 When we got home, the children were watching TV.
3 He met Hannah while he was travelling around Europe.
4 I was having dinner when Lucy called.
5 While I was cleaning under the sofa, I found my keys.
- 4** 1 used to
2 use to
3 used to
4 use to
5 use to
- 5** 1 use 3 use 5 used
2 didn't 4 used 6 used

Vocabulary and Listening

- 1** 1 attic
2 garage
3 fireplace
4 air conditioning
5 balcony
- 2** 1 indoors
2 air conditioning
3 basement
4 central heating
5 neighbourhood
6 attic
- 3** 1 balcony
2 countryside
3 outdoors
4 air conditioning
5 fireplace

- 4** 1 S 2 T 3 S 4 T 5 S 6 T

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

- 6** 1 c 2 a 3 c 4 b

Grammar

- 1** 1 We've just paid the bill.
2 I haven't received a reply from Sophie yet.
3 I've already chosen my main course.
4 Have you ever been to the USA?
5 My aunt has never eaten Thai food.
6 Have you ordered your food yet?
- 2** 1 I've known
2 He started
3 Have you ever been
4 hasn't had
5 I slept
6 grown
- 3** 1 haven't had 4 has broken
2 's, finished 5 've, seen
3 have you known 6 've, invited
- 4** 1 b, c 4 a, b
2 a, c 5 b, c
3 b, c
- 5** 1 came 4 lived
2 've lived 5 bought
3 haven't been 6 Did you rent

Speaking

- 1** 1 possible 4 afraid
2 absolutely 5 No problem
3 Could 6 allowed
- 2** 1 c 2 f 3 e 4 a 5 d 6 b
- 3** 1 a 2 g 3 d 4 c 5 e
6 j 7 h 8 i 9 b 10 f
- 4** 1 of course
2 I allowed
3 problem
4 is it OK
5 absolutely
6 be possible
7 afraid

Writing

- 1** 1 bedroom 3 bathroom
2 living room 4 kitchen
- 2** 1 stylish
2 comfortable
3 well-equipped
4 lively
- 3** 1 spacious 4 lively
2 well-equipped 5 beautiful
3 comfortable
- 4** 1 d 2 a 3 e 4 b 5 c
- 5** Students' own answers.

Review Unit 1

- 1 1 f 2 c 3 e 4 a 5 b 6 d
- 2 1 watching
2 fell
3 when
4 was having
5 was travelling
- 3 1 She didn't use to like bananas, but she loves them now.
2 I used to eat a lot of meat when I lived in Germany.
3 Did you use to go to the gym when you were my age?
4 She used to play basketball when she was a teenager.
5 Petrol didn't use to be so expensive.
6 They used to live in the same street as us.
- 4 1 e 2 b 3 f 4 g 5 d 6 c
7 a
- 5 1 yet 4 already
2 arrived 5 yet
3 just 6 just

UNIT 2

Vocabulary

- 1 1 f 2 d 3 a 4 b 5 e 6 c
- 2 1 keep 4 hurt
2 caring 5 common
3 makes
- 3 1 secret 5 easy
2 keep 6 common
3 loyal 7 humour
4 open-minded
- 4 1 hurt 4 be
2 get 5 makes
3 common 6 sense

Reading

- 1 1 E 2 D 3 A 4 C 5 B
- 2 1 F 2 F 3 T 4 T 5 F
- 3 1 Roughly 14% of people have one or two close friends.
2 About 39% of people have three to five close friends.
3 Approximately 27% of people have ten or more close friends.
4 My daughter has something like 800 friends on Facebook.
5 Edinburgh is around 300 miles from London.

Grammar

- 1 1 e 2 d 3 f 4 a 5 c 6 b
7 g 8 h
- 2 1 has invited 4 been painting
2 been reading 5 sent
3 visited 6 taken
- 3 1 has been doing
2 've been exploring

- 3 have been saving
- 4 've been eating
- 5 's been watching
- 6 's been practising
- 4 1 I've cycled to work three times this week.
2 He's eaten three chocolate bars today.
3 They've been playing a board game for three hours.
4 We've been discussing the problem all afternoon.
5 Unfortunately, I've broken my expensive new camera.
6 David has been working very hard at school recently.
7 Michael and I have been waiting for the bus for over an hour!

Vocabulary and Listening

- 1 relationship, generation, mixed-race, grandparent, grown-up, divorce, separation
- 2 1 divorced, relationship
2 background
3 mixed-race
4 stepsister
5 separation
6 lifestyles
7 generation
- 3 1 stepbrothers
2 generations
3 raised
4 single
5 background
- 4 1 A 2 W 3 W 4 A 5 W
- 5 1 b 2 a 3 b 4 c 5 b 6 c

Grammar

- 1 1 f 2 d 3 e 4 b 5 a 6 c
- 2 1 I'd only slept for three hours so I was really tired.
2 Ava was angry because Sophie had been rude to her.
3 I'd closed the window before I left the house.
4 Dad's train had already arrived when we got to the station.
5 My sister's dog had died so she was very sad.
6 By the time we arrived, the concert had already started.
7 I failed my exam because I hadn't studied enough.
- 3 1 'd arranged 5 was
2 arrived 6 hadn't slept
3 hadn't eaten 7 'd woken
4 had 8 ordered
- 4 1 I didn't know Ryan's train was late because I hadn't got his message.
2 We'd already seen the film, so we didn't want to see it again.
3 By the time we got to Grace's house, Alfie had already left.

- 4 We walked quickly and by one o'clock we'd completed fifteen miles.
- 5 She was upset because her sister had forgotten to send her a birthday card.
- 6 My teacher was annoyed with me because I hadn't done my homework.
- 7 My brother had already cooked dinner before our parents got home.

Speaking

- 1 1 haven't 4 Hang
2 later 5 point
3 forget
- 2 1 e 2 f 3 a 4 c 5 d 6 b
- 3 1, 3, 5, 8, 9, 10
- 4 1 g 2 a 3 f 4 d 5 e 6 h
7 c 8 b 9 i

Writing

- 1 1 meaning to write
2 Congratulations on
3 some good news
4 Hopefully
5 Obviously
6 Unfortunately
7 have to go
8 Say hello
- 2 1 e 2 a 3 c 4 f 5 d 6 b
- 3 1 Unfortunately
2 Fortunately
3 Sadly
4 Hopefully
5 Obviously
- 4 Students' own answers.

Review Unit 2

- 1 1 c 2 e 3 a 4 g 5 b 6 d
7 f
- 2 1 Tom has been saving up his money.
2 Patrick has eaten all the cookies.
3 Sophie's dad has broken his leg.
4 We've been listening to some music.
5 Megan and I have been chatting online.
6 I've discussed the problem with Jamie.
- 3 1 's seen
2 has been writing
3 's been crying
4 've been
5 've found
6 haven't studied
- 4 1 mixed-race
2 grown-up
3 divorced
4 single-parent
5 background

- 5 1 I went for a walk after I'd finished my lunch.
- 2 He called a taxi after he'd got dressed.
- 3 We stopped for some food after we'd driven for two hours.
- 4 By the time Sarah came home, Daisy had gone to bed.
- 5 I couldn't find the present because Maisie had hidden it.
- 6 By the time the police arrived, the thief had escaped.

UNIT 3

Vocabulary

- 1 1 handheld devices
2 artificial intelligence
3 self-driving car
4 virtual reality
5 3D printer
- 2 1 virtual reality
2 self-driving
3 a bot
4 wearables
5 Sensors
- 3 1 e 2 f 3 a 4 d 5 b 6 c
- 4 1 implants
2 wearables
3 3D printer
4 Sensors
5 Virtual reality

Reading

- 1 b
- 2 1 F 2 T 3 T 4 F 5 F 6 T
- 3 1 d 2 c 3 b 4 e 5 a

Grammar

- 1 1 d 2 f 3 e 4 a 5 b 6 c
- 2 1 C 2 FC 3 UC 4 FC 5 C
6 C 7 UC 8 FC
- 3 1 going to 4 definitely
2 definitely 5 will
3 unlikely 6 may
- 4 1 They're unlikely to pass the exam.
2 She's definitely going to be tall.
3 I'll probably become a teacher.
4 Are they likely to get married next year?
5 He might not complete the course.
6 He definitely won't be as good as his brother.
- 5 1 She probably won't go to the party.
2 I'm definitely going to win.
3 They'll definitely enjoy the concert.
4 Amy will possibly arrive late.
5 He'll definitely be home by 11 o'clock.
6 They probably aren't going to go to the cinema.

- 7 We're definitely going home soon.
- 8 The shop probably won't be open later.

Vocabulary and Listening

- 1 1 b 2 a 3 e 4 c 5 f 6 d
- 2 1 researching
2 perform
3 communicate
4 processes
5 interact
- 3 1 developed
2 programmed
3 perform
4 communicate
5 interact
- 4 b
- 5 1 longer 4 sensors
2 help 5 lonely
3 phone 6 dressed
- 6 1 F 2 F 3 T 4 T 5 F

Grammar

- 1 1 leaves 5 is staying
2 I'm having 6 I'm playing
3 starts 7 finishes
4 We're going 8 arrives
- 2 1 starts
2 'm meeting
3 're having
4 finishes
5 leaves
- 3 1 In six months' time, you'll be taking your final exams.
2 This time next week, they'll be flying to Japan.
3 In two days' time, I'll be relaxing on a beach in Jamaica.
4 This time next year, I'll be studying at university.
5 Three months from now, I'll be living in the USA.
6 This time tomorrow, we'll be arriving in Berlin.
7 In two hours' time, I'll be celebrating my eighteenth birthday!
- 4 1 Unfortunately, I'll be working this Saturday evening.
2 When you arrive, we'll be cooking dinner.
3 This time next week, I'll be driving to Scotland.
4 This time tomorrow evening, I'll be giving a talk to 200 people.
5 In ten days' time, we'll be staying in Paris.
6 100 years from now, people will be living on Mars.

Speaking

- 1 1 make sense
2 do that
3 tap on

- 4 have to
- 5 Don't forget
- 6 don't remember
- 7 that again

- 2 1 f 2 d 3 a 4 b 5 e 6 c
- 3 1 d 2 a 3 e 4 b 5 c
- 4 1 e 2 j 3 g 4 k 5 d 6 h
7 f 8 i 9 a 10 c 11 b

Writing

- 1 1 For example
2 Personally
3 On the other hand
4 What's
5 disadvantage
6 believe
7 conclusion
8 due to
- 2 1 Also,
2 Personally,
3 A disadvantage is
4 What's more,
5 On the other hand,
6 In conclusion,
- 3 1 Personally 3 What's more
2 advantage 4 opinion
- 4 Students' own answers.

Review Unit 3

- 1 1 virtual reality
2 wearable
3 self-driving
4 handheld device
5 implant
- 2 1 The weather isn't likely to improve tomorrow.
2 Harry won't pass his Maths exam in June.
3 We might live longer than our parents.
4 It's going to rain all day tomorrow.
5 We aren't going to eat meat in the future.
- 3 develop, network, perform, interact, process, operate, control
- 4 1 definitely 3 possibly
2 probably 4 definitely
- 5 1 starts 4 'm studying
2 finishes 5 'll be living
3 'm staying

PROGRESS CHECK

Starter and Units 1-3

- 1 1 go 4 's doing
2 've seen 5 haven't seen
3 went 6 received
- 2 1 ice skating 5 hockey
2 surfing 6 squash
3 judo 7 rugby
4 gymnastics

- 3** 1 What's your new phone number?
2 What time does the meeting start?
3 Have you ever been to a baseball match?
4 How many times have you met the president?
5 Who gave you that ring?
- 4** 1 room 4 office
2 path 5 equipment
3 plants
- 5** 1 lived
2 was working
3 worked
4 did
5 was studying
6 moved
7 were waiting
8 found
- 6** 1 I sent her an email yesterday.
2 Georgia told me about her accident.
3 I think Fran has been to Paris before.
4 When did you meet John?
5 Has Pippa found a new job yet?
- 7** 1 been doing
2 I've been making
3 I've found
4 been
5 haven't had
6 been studying
7 I've finished
- 8** 1 generations 4 divorces
2 mixed-race 5 lifestyle
3 grown-up
- 9** 1 had been 5 came
2 decided 6 made
3 invited 7 'd bought
4 hadn't seen 8 'd had
- 10** 1 c 2 e 3 a 4 f 5 d 6 b
- 11** 1 probably 5 might
2 might 6 definitely
3 will 7 likely
4 may not 8 definitely

UNIT 4

Vocabulary

- 1** 1 flood 4 blizzard
2 tornado 5 drought
3 smog
- 2** 1 heatwave 4 hailstorm
2 thunderstorm 5 hurricane
3 gale 6 tornado
- 3** 1 floods 4 hailstorm
2 Wildfires 5 smog
3 tsunami 6 blizzard
- 4** 1 droughts
2 wildfires
3 floods
4 hailstorm
5 smog

Reading

- 1** c
- 2** 1 F 2 T 3 F 4 F 5 T
- 3** 1 changing 4 hope
2 trend 5 planting
3 despair 6 plans

Grammar

- 1** 1 If I want her opinion, I'll ask for it.
2 Louis will help you with your homework if you ask him.
3 Will you go to university when you're eighteen?
4 My parents will be angry if they find out I'm not at home.
5 Unless Rick gets here soon, it will be too late to go to the beach.
6 If you hurry, you'll be able to get the four o'clock train.
- 2** 1 unless 4 when
2 if 5 If
3 if 6 unless
- 3** 1 c 2 e 3 f 4 a 5 b 6 d
- 4** 1 would 4 wouldn't
2 would 5 didn't
3 bought 6 would
- 5** 1 leave, will be
2 earned, would buy
3 were, would be
4 'll meet, come
5 would like, met

Vocabulary and Listening

- 1** 1 c 2 f 3 e 4 a 5 b 6 d
- 2** 1 microplastics 4 sea life
2 fishing 5 tide
3 coral reefs 6 ice sheets
- 3** 1 fishing
2 current
3 waste
4 saltwater
5 coral reef
6 ice sheet
7 tide
Mystery word: seaweed
- 4** 1, 2
- 5** 1 a 2 c 3 b 4 a 5 b

Grammar

- 1** 1 e 2 d 3 a 4 f 5 b 6 c
- 2** 1 would have brought
2 had asked
3 would have read
4 might have avoided
5 would have asked
- 3** 1 have worked
2 had charged
3 have stolen
4 hadn't had
5 hadn't been

- 4** 1 have been, had been
2 have enjoyed, hadn't felt
3 have won, had promised
4 hadn't caught, have stolen
5 hadn't passed, have gone
- 5** 1 You might have found the paintings more interesting if you had read the notes about them.
2 Maria wouldn't have been so annoyed if you hadn't told everyone about the conversation.
3 If the building hadn't been so cold, people would probably have stayed longer at the party.
4 Perhaps she would have enjoyed university more if she had chosen a different course.
5 If you had bought a more expensive camera, it would probably have taken better photos.
6 You wouldn't have got so wet if you had taken an umbrella with you.

Speaking

- 1** 1 see what you mean
2 may be true
3 convinced
4 have to agree
5 feel that
- 2** 1, 2, 4, 7, 8, 10
- 3** 1 Surely we should
2 It seems to me that
3 I see what you mean
4 I believe
5 I doubt that
- 4** 1 c 2 e 3 a 4 g 5 b 6 d
7 f

Writing

- 1** 1 e 2 b 3 c 4 a 5 d
- 2** 1 Surely
2 appalling
3 To sum up
4 over 50% of
5 We must
- 3** Students' own answers.

Review Unit 4

- 1** 1 would cycle 4 don't have
2 passes 5 clean up
3 would offer 6 would teach
- 2** sea life, tide, current, ice sheet, saltwater, fishing, coral reef
- 3** wildfire, blizzard, drought, hailstorm, heatwave, smog, flood, tsunami
- 4** 1 would have apologized
2 wouldn't have come
3 had realized
4 would have been
5 had taken

UNIT 5

Vocabulary

- 1 1 b 2 f 3 e 4 a 5 c 6 d
- 2 1 avoids late nights
2 skips breakfast
3 reduce stress
4 organize your time
5 take up a hobby
- 3 1 vitamins 4 joined
2 cut down 5 fresh air
3 balanced diet 6 reduce
- 4 1 You don't need to take vitamins if you eat healthy food.
2 It can be fun to take up a new hobby.
3 It's a good idea to cut down on sugar in your diet.
4 I'm going to join a gym because I want to get fit.
5 I try to avoid late nights before important football matches.

Reading

- 1 1 c 2 e 3 a 4 b 5 d
- 2 1 F 2 T 3 F 4 F 5 F 6 T
- 3 1 Paula does yoga to reduce stress.
2 Swimming can boost your heart function.
3 These exercises will develop your strength.
4 Weightlifting increases your muscle mass.
5 Try to run further each day to improve your endurance.

Grammar

- 1 1 d 2 e 3 a 4 f 5 c 6 b
- 2 1 have to 4 needs to
2 shouldn't 5 should
3 don't need to 6 ought to
- 3 1 don't have to
2 must
3 must
4 mustn't
5 doesn't have to
6 mustn't
- 4 1 Kelly had to do her homework.
2 Rex didn't have to come with me.
3 The students had to learn the poem.
4 We had to leave at six o'clock.
5 My brother didn't have to work on Saturday.
6 You had to wear trainers in the gym.
- 5 1 You mustn't enter the room without knocking first.
2 My dad didn't have to go to London last week. His trip was cancelled.
3 We didn't have to pay for our tickets - they were free!
4 Do you need to speak to Ross?

- He's in his bedroom.
- 5 Laura doesn't have to do any exams this term.
- 6 We shouldn't go to bed late. We're setting off early tomorrow.

Vocabulary and Listening

- 1 1 c 2 e 3 a 4 f 5 d 6 b
- 2 1 Take 4 take 7 have
2 has 5 have
3 feel 6 feel
- 3 1 cream 5 pill / tablet
2 plaster 6 cough
3 earache 7 stomach
4 bruise 8 toothache
- 4 a
- 5 1 T 2 F 3 T 4 F 5 T 6 F
- 6 a headache, a sore throat, a tablet, a temperature

Grammar

- 1 1 d 2 e 3 f 4 a 5 c 6 b
- 2 1 harder 4 far
2 further 5 the fastest
3 the hardest 6 the furthest
- 3 1 the cleanest
2 the best
3 more exciting
4 further
5 less expensive
6 the most inspiring
- 4 1 as slowly as 4 politely than
2 as confident as 5 as old as
3 the least 6 kinder than
- 5 1 I have three sisters. Alexandra is the oldest.
2 I'm better at French than my friend.
3 She's the least healthy person in our class.
4 Is your brother Nicholas as tall as you?
5 These chairs are more comfortable than those chairs.
6 I think it's hotter today than yesterday.

Speaking

- 1 1 hurt 4 should
2 start 5 ought
3 pain
- 2 1 d 2 e 3 a 4 g 5 b 6 f
7 c
- 3 1 I've got 4 I feel
2 Have you got 5 ought to
3 when did it start 6 mustn't
- 4 1 c 2 f 3 b 4 a 5 e 6 d

Writing

- 1 1 majority
2 approximately
3 20% of
4 half

- 5 minority
6 a quarter
7 clear
8 should
- 2 1 b 2 f 3 d 4 a 5 e 6 c

- 3 1 Less
2 a quarter
3 Approximately
4 The majority
5 Almost all
- 4 Students' own answers.

Review Unit 5

- 1 1 skip 4 take
2 take up 5 get
3 organize
- 2 1 should 4 shouldn't
2 need to 5 have to
3 don't have to 6 mustn't
- 3 allergy, cough, plaster, earache, sick, tablet, sprain, bruise, headache
- 4 1 the most exciting
2 as fast as
3 happier than
4 more smartly than
5 the easiest
- 5 1 The River Thames isn't as long as the Amazon.
2 Lions can run a bit faster than tigers.
3 Mount Kilimanjaro is the highest mountain in Africa.
4 Hiking is less dangerous than climbing.
5 This is the least interesting book I've ever read.
6 That was the most delicious ice cream I've ever had.

UNIT 6

Vocabulary

- 1 1 choreographer
2 painter
3 conductor
4 sculptor
5 musician
- 2 1 performers
2 directed
3 performances
4 conducted
5 compositions
6 danced
7 dancing
8 choreography
- 3 1 composer
2 sculptures
3 conductor
4 acting
5 painting
- 4 1 painting
2 sculpture
3 directing
4 dancing

- 5 conducting
 - 6 choreography
- Mystery word: acting

Reading

- 1 1 R 2 S 3 B 4 R 5 B 6 R
- 2 1 F 2 F 3 F 4 T 5 F 6 T
- 3 1 concept 4 use
2 express 5 create
3 experience 6 theme

Grammar

- 1 1 b 2 e 3 a 4 f 5 c 6 d
- 2 1 her 4 if
2 couldn't 5 They, their
3 had played 6 had finished
- 3 1 if she could
2 if the beach was
3 if I had read
4 how I had made
5 where my school was
6 if I wanted
- 4 1 she had seen
2 she was coming
3 I could meet her
4 she would be there
5 was staying at her

Vocabulary and Listening

- 1 1 violin 5 brass
2 viola 6 woodwind
3 bassoon 7 strings
4 organ 8 percussion
- 2 1 trumpet 5 French horn
2 oboe 6 timpani
3 flute 7 double bass
4 side drum 8 tubular bells
- 3 Across
1 clarinet
4 bass drum
5 xylophone
Down
2 trombone
3 piano
6 harp
7 cello
- 4 clarinet, French horn, trumpet,
trombone, violin
- 5 1 T 2 F 3 T 4 F 5 T 6 T

Grammar

- 1 1 to learn
2 borrowing
3 not to touch
4 to pay
5 to turn
- 2 1 Olivia offered to pay for the
tickets.
2 Paul advised me not to say
anything.
3 Maria suggested going to a
concert.
4 We offered to help with the
cooking.

- 5 The doctor advised her to rest.
- 3 1 listening
2 to teach
3 to turn
4 not to buy
5 to practise
- 4 1 Beth told me not to work so hard.
2 Emily offered to drive me to the
airport.
3 Michelle suggested taking
singing lessons.
4 I advised my friend not to accept
the job.
5 The police officer told us to leave
the building.
- 5 1 Mum told Dan to go to bed.
2 Freddie advised Ethan not to
swim in the lake.
3 Bella suggested getting Mrs
Miller a present.
4 Seb offered to cook a meal for
Julia.
5 Peter told Jamie not to leave the
window open.

Speaking

- 1 1 get 4 mind
2 say 5 looks
3 guess 6 opinion
- 2 2, 3, 5, 7, 8, 9
- 3 1 my mind 4 don't get
2 It makes me 5 maybe
3 my opinion 6 seems
- 4 1 c 2 a 3 e 4 b

Writing

- 1 1 it looks like
2 on the right
3 background
4 shadow
5 might be
- 2 1 brilliant 4 focus
2 shadow 5 looks like
3 foreground 6 the left
- 3 1 the baby's smooth, creamy skin
2 dark colours of the thunder
clouds
3 the bright orange flowers
4 thick fog
5 a beautiful black horse
6 the long golden hair
- 4 Students' own answers.

Review Unit 6

- 1 1 director
2 choreographer
3 conductor
4 composition
5 dancer
- 2 1 was looking
2 had lied
3 wasn't
4 couldn't
5 had finished

- 3 1 I was going
2 I sat
3 she would call
4 they had arrived
5 she wouldn't tell
- 4 1 clarinet 5 flute
2 xylophone 6 bass drum
3 violin 7 double bass
4 trumpet 8 harp
- 5 1 advised, not to go
2 suggested going
3 offered to teach
4 offered to pay
5 suggested giving
6 told, to take

PROGRESS CHECK

Units 4-6

- 1 1 thunderstorm 6 tornado
2 tsunami 7 drought
3 hailstorm 8 blizzard
4 heatwave 9 flood
5 wildfire
- 2 1 will try 4 don't try
2 tries 5 would try
3 wouldn't try 6 won't try
- 3 1 seaweed
2 current
3 microplastics
4 saltwater
5 tide
6 fishing
7 coral reef
Mystery word: sea life
- 4 1 hadn't got lost
2 had looked
3 hadn't fallen over
4 wouldn't have got
5 hadn't been
- 5 1 avoid late nights
2 have a balanced diet
3 take vitamins
4 take up a hobby
5 get some fresh air
- 6 1 didn't have to
2 don't have to
3 mustn't
4 had to
5 doesn't have to
- 7 1 d 2 f 3 a 4 e 5 b 6 c
- 8 1 more quickly
2 the best
3 healthier
4 as badly as
5 the most popular
- 9 1 choreographer
2 choreography
3 dancing
4 dance
5 conductor
6 conduct
7 painter
8 painting

- 9 performance
10 perform
- 10** 1 had ever been
2 couldn't
3 was going
4 had to
5 was going
- 11** trumpet, harp, cello, flute, clarinet, violin, xylophone
- 12** 1 joining
2 not to drive
3 to feed
4 to move
5 not to make

UNIT 7

Vocabulary

- 1** 1 moon 5 satellite
2 galaxy 6 solar system
3 star 7 orbit
4 asteroid
- 2** 1 atmosphere 4 stars
2 galaxy 5 satellite
3 an asteroid
- 3** 1 universe 4 orbit
2 atmosphere 5 solar system
3 satellites
- 4** 1 planets
2 Moon
3 galaxy
4 universe
5 satellites

Reading

- 1** 1 d 2 e 3 c 4 a 5 b
- 2** 1 F 2 T 3 F 4 T 5 F
- 3** 1 NATO 3 UAE 5 kg
2 mm 4 Mar

Grammar

- 1** 1 b 2 e 3 f 4 a 5 c 6 d
- 2** 1 given 4 watched
2 orbited 5 chosen
3 sent 6 launched
- 3** 1 has been 4 has been
2 was 5 are
3 is 6 was
- 4** 1 were killed
2 were sent
3 was, invented
4 are tied
5 has been found
6 was run
- 5** 1 learned
2 were developed
3 were shown
4 looked
5 walked
6 has been seen
7 watched
8 was designed

Vocabulary and Listening

- 1** Weight: gram, kilogram, ton
Distance/Length: centimetre, kilometre, light year, millimetre
Large numbers: billion, hundred, million, thousand, trillion
- 2** 1 metres 4 tons
2 century 5 millennium
3 month 6 kilograms
- 3** 1 millennium 4 millimetres
2 seconds 5 billion
3 kilograms 6 trillion
- 4** 1, 3, 4, 5, 6, 8, 9
- 5** 1 c 2 a 3 b 4 c 5 a 6 a

Grammar

- 1** 1 c 2 f 3 a 4 d 5 b 6 e
- 2** 1 The presents are going to be opened later.
2 Photos mustn't be taken in the museum.
3 Is the new hotel going to be built here?
4 10% service will be added to the bill.
5 Potatoes can't be eaten raw.
6 Should eggs be kept in the fridge?
- 3** 1 won't be 4 be removed
2 be seen 5 be asked
3 be bought 6 be shown
- 4** 1 Glass bottles can't be taken into the stadium.
2 This room is going to be used as my dad's office.
3 The new motorway won't be finished by July.
4 Is the house going to be sold?
5 The children's shoes should be left in the hall.
6 Is the thief going to be arrested?
- 5** 1 The students are going to be taken to the museum.
2 Must the butter be kept in the fridge?
3 I promise you won't be asked to work this weekend.
4 Sarah won't be invited to Megan's wedding next year.
5 Daniel might be offered a new job by his company.
6 Will their family be told the news today?

Speaking

- 1** 1 sure
2 agree
3 see
4 idea
5 agree
- 2** 1, 3, 4, 6, 8, 9, 10
- 3** 1 I'm not sure
2 Do you really think so

- 3 I can see your point
4 I think we should
5 That's a good idea
- 4** 1 Does everyone agree
2 Surely you agree that
3 I can see your point
4 Why don't we
5 That's a good idea

Writing

- 1** 1 Even though 4 While
2 Next 5 Eventually
3 As soon as 6 However
- 2** 1 Even though
2 Soon after
3 Eventually
4 as soon as
5 However
- 3** 1 by then
2 One
3 even though
4 soon after
5 at the same time
- 4** Students' own answers.

Review Unit 7

- 1** 1 asteroid
2 Satellites
3 star
4 orbits
5 planet
- 2** 1 Has the food been prepared?
2 Has the restaurant been booked?
3 Have your cousins been invited to the party?
4 Has the problem been discussed with the scientists?
5 Have the students been told about the exams?
- 3** 1 The atmosphere is polluted by air travel.
2 The research has been paid for by the government.
3 Twenty satellites were launched by India yesterday.
4 His photographs have been bought by a museum.
5 Maths is taught by Mr Jones.
- 4** kilometre, hour, ton, decade, gram, million, millennium
- 5** 1 will be announced
2 Can, be taken
3 going to be invited
4 might be delivered
5 won't be asked
6 going to be finished

UNIT 8

Vocabulary

- 1** 1 problem solver
2 resolve conflicts
3 good at something
4 think in patterns
5 interact with people

- 2** 1 good 4 own
2 interacting 5 solver
3 conflicts 6 strengths
- 3** 1 is 4 interpret
2 resolving 5 work
3 think 6 interact
- 4** 1 think 5 thinker
2 interpret 6 interested
3 resolve 7 problem
4 own 8 good

Reading

- 1** b
- 2** 1 F 2 F 3 T 4 F 5 T 6 T
- 3** 1 ask 4 empathize
2 explain 5 speak
3 persuade 6 say

Grammar

- 1** 1 The woman who gave me this book is French.
2 Paris is the place where I met your father.
3 The students whose names are on that list have passed the exam.
4 Have you seen the photos that Max took?
5 The animals that I liked best were the elephants.
- 2** 1 who 4 where
2 whose 5 who
3 which
- 3** 1 In places where there is a lot of snow in winter, most people can ski.
2 She's the woman whose son is a famous footballer.
3 Is that the boy who stole your bike?
4 This is the video game which we like best.
5 What's the name of the village where Grandma grew up?
- 4** 1 d 2 a 3 f 4 e 5 b 6 c
- 5** 1 My English teacher, who was really kind, gave me some extra lessons.
2 The children, who were crying, said they had been chased by a dog.
3 David, whose parents are very rich, is getting a car for his birthday.
4 Ben's friends, who all love video games, are coming to my house.
5 Ginny, whose sister is in my class, is a waitress at the pizzeria.

Vocabulary and Listening

- 1** 1 f 2 b 3 a 4 e 5 c 6 d
- 2** 1 turn on
2 finds out
3 make up

- 4 ran over
5 get on
- 3** 1 set 4 check
2 found 5 turned
3 ran
- 4** 1, 2, 4, 6, 7, 8, 9, 10
- 5** 1 F 2 T 3 F 4 T 5 T 6 F
7 F 8 T

Grammar

- 1** 1 don't mind 4 learned
2 hopes 5 need
3 recommend 6 can't stand
- 2** 1 sending 4 to be
2 to meet 5 to eat
3 meeting 6 to send
- 3** 1 to have 4 putting
2 asking 5 to join
3 to do 6 playing
- 4** 1 to tell 4 selling
2 to persuade 5 using
3 complaining 6 to cause
- 5** 1 My parents persuaded me to apply to university.
2 You didn't mention seeing Lucy this morning.
3 I forgot to buy my brother a birthday present.
4 Paolo missed hanging out with his school friends.
5 I meant to give you the message, but I forgot.
6 My dad didn't mind driving us to the station.

Speaking

- 1** 1 Can't 4 sounds
2 What 5 about
3 so 6 that
- 2** 1 d 2 b 3 f 4 a 5 g 6 c
7 e
- 3** 1 Why did you do that
2 Did
3 Do you know each other
4 Really
5 When did that happen
6 That's terrible
- 4** 1 e 2 f 3 a 4 c 5 b 6 d

Writing

- 1** 1 writing to apply for
2 enjoy working
3 fit
4 get on well with
5 have a lot of experience of
6 volunteered as
7 look forward to
- 2** 1 Dear
2 Yours sincerely
- 3** 1 d 2 e 3 f 4 c 5 b 6 a
- 4** Students' own answers.

Review Unit 8

- 1** 1 d 2 f 3 a 4 b 5 e 6 c
- 2** 1 where 4 where
2 who 5 which
3 whose 6 who
- 3** 1 over 4 back
2 out 5 on
3 off 6 up
- 4** 1 living 5 getting
2 looking 6 to be
3 to move 7 visiting
4 paying 8 to live

UNIT 9

Vocabulary

- 1** 1 d 2 e 3 a 4 f 5 b 6 c
- 2** 1 arrested
2 committed
3 accused
4 murdered
5 investigate
- 3** 1 pickpocket 4 robbed
2 judge 5 thief
3 arrested 6 punish
- 4** 1 commit
2 burglar
3 judge
4 investigate
5 sentence
6 cybercriminal
Mystery word: mugger
- 5** 1 fined
2 stole
3 rob
4 punish
5 commit

Reading

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

Grammar

- 1** 1 e 2 a 3 f 4 b 5 d 6 c
- 2** 1 must
2 might not
3 could
4 must
5 can't
6 could
7 might not
- 3** 1 The train leaves in ten minutes, so Rob could catch it if he hurries.
2 You must be very proud of your brother for winning the competition.
3 If you say sorry, Mum might not be too angry with you.
4 She got 100% in her Maths test so she must be happy.

5 This can't be Hannah's coat. Hers is red and this one is blue.

- 4 1 can't have forgotten
2 must have been
3 can't have
4 might have missed
5 might not have
6 must have landed

- 5 1 can't have turned
2 might have been
3 must have rained
4 can't have spent
5 might not have received

Vocabulary and Listening

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

- 2 1 inexpensive
2 mistrust
3 illegal
4 unable
5 immature
6 irreplaceable
7 inconsiderate
8 unbelievable
9 dishonest
10 irresponsible
11 unsafe
12 uncertain

- 3 1 unsafe
2 impossible
3 dishonest
4 irresponsible
5 disrespectful
6 incapable

4 1, 2, 4, 6, 7, 9, 10

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

Grammar

- 1 1 What did Sam do last weekend?
2 Who will be the next president?
3 What caused Kerry's accident yesterday?
4 What happened at the meeting?
5 Who made these delicious cookies?

- 2 1 did, see
2 did, say
3 do, want
4 does, think
5 did, invite

- 3 1 Where do you work?
2 Who taught you to cook so well?
3 Where did you find your keys?
4 What time did you leave your house?
5 What happened last night?

4 1 d 2 e 3 a 4 b 5 c

- 5 1 Can't 5 Weren't
2 Isn't
3 Wasn't
4 Didn't

- 6 1 Aren't 4 Don't
2 Didn't 5 Won't
3 Isn't

Speaking

- 1 1 mean 4 sure
2 think 5 doing
3 stop

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

3 2, 3, 5, 7, 8, 9, 10

- 4 1 Are you sure
2 Let me think
3 Can I stop you there
4 What was I doing at
5 Just a moment
6 Tell me again about

Writing

- 1 1 A woman from Berkshire
2 The suspect
3 The mother of three

2 1 A 2 P 3 P 4 A 5 P 6 P

- 3 1 concerned 4 dangerous
2 suspicious 5 complex
3 innocent 6 shocking

Review Unit 9

- 1 1 burglar 4 judge
2 victim 5 witness
3 thief 6 detective

- 2 1 accused 4 investigated
2 rob 5 committed
3 punished 6 sentenced

- 3 1 can't
2 might not
3 must
4 can't
5 might

- 4 1 disrespectful
2 illegal
3 uncomfortable
4 irresponsible
5 inconsiderate

- 5 1 Haven't
2 did Sophia wear
3 made
4 Don't
5 takes

PROGRESS CHECK

Units 7-9

- 1 1 atmosphere
2 satellite
3 galaxy
4 universe
5 asteroid
6 star
Mystery word: planet

- 2 1 haven't been 4 are
2 were 5 has been
3 wasn't 6 was

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

- 4 1 be performed
2 be seen
3 be worn
4 be handed in
5 be picked

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

- 6 1 which
2 whose
3 where
4 whose
5 which

- 7 1 up
2 out
3 up
4 on
5 off

- 8 1 to meet
2 seeing
3 living
4 to take
5 to ski

- 9 1 burglars 4 Detectives
2 victim 5 arrested
3 stolen 6 witnesses

- 10 1 must 4 can't
2 can't 5 must
3 might not 6 might

- 11 1 inconsiderate
2 dishonest
3 irresponsible
4 unable
5 disrespectful
6 illegal
7 uncertain
8 unbelievable
9 impossible

12 1 f 2 d 3 b 4 a 5 c 6 e

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